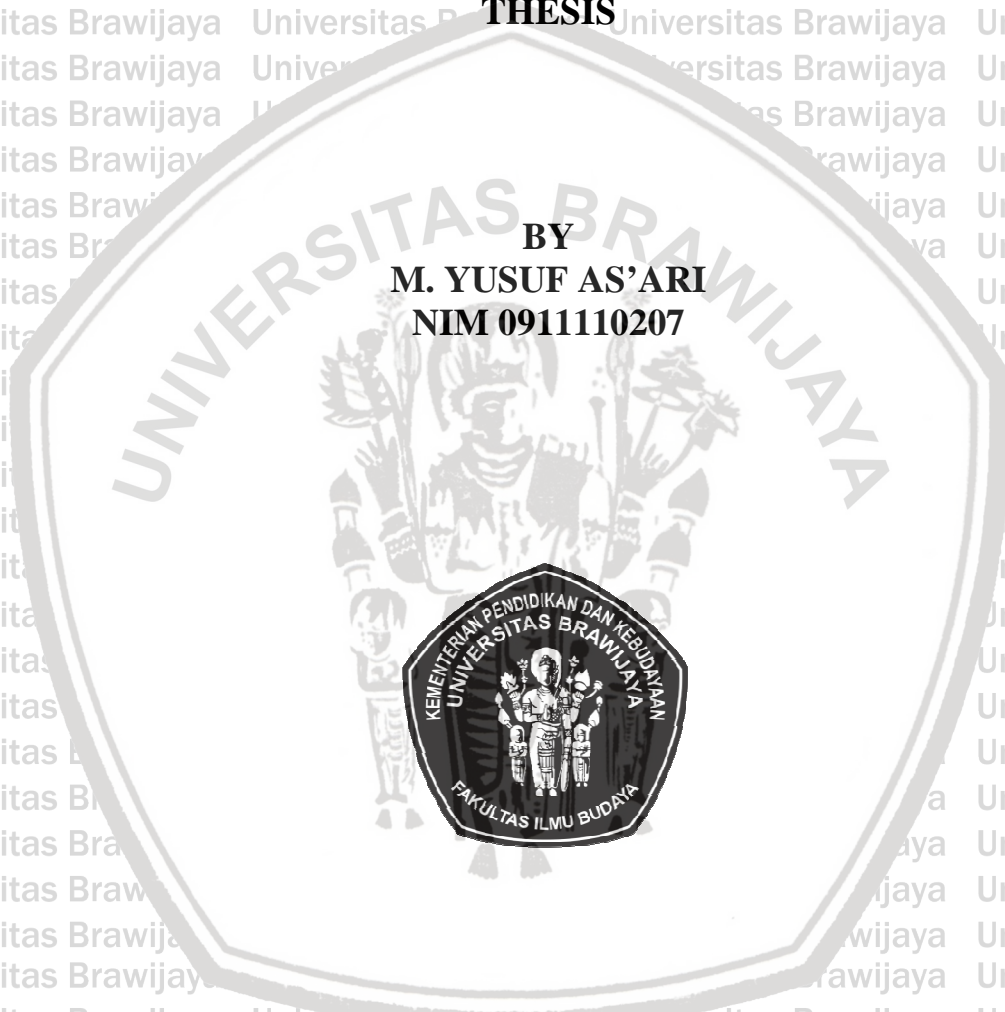


**AN ERROR ANALYSIS ON SUBJECT-VERB AGREEMENT  
OF WRITTEN ENGLISH BY 11<sup>TH</sup> GRADE STUDENTS OF  
MAN 3 TULUNGAGUNG**

**THESIS**

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**ENGLISH STUDY PROGRAM  
LANGUAGE AND LITERATURE DEPARTMENT  
FACULTY OF CULTURAL STUDIES  
UNIVERSITAS BRAWIJAYA**

**2013**

**AN ERROR ANALYSIS OF SUBJECT-VERB AGREEMENT  
USE IN WRITING ENGLISH BY 11<sup>TH</sup> GRADE OF MAN 3  
TULUNGAGUNG**

**THESIS**

**Presented to  
Universitas Brawijaya  
In partial fulfillment of the requirements  
For the degree of *Sarjana Sastra***

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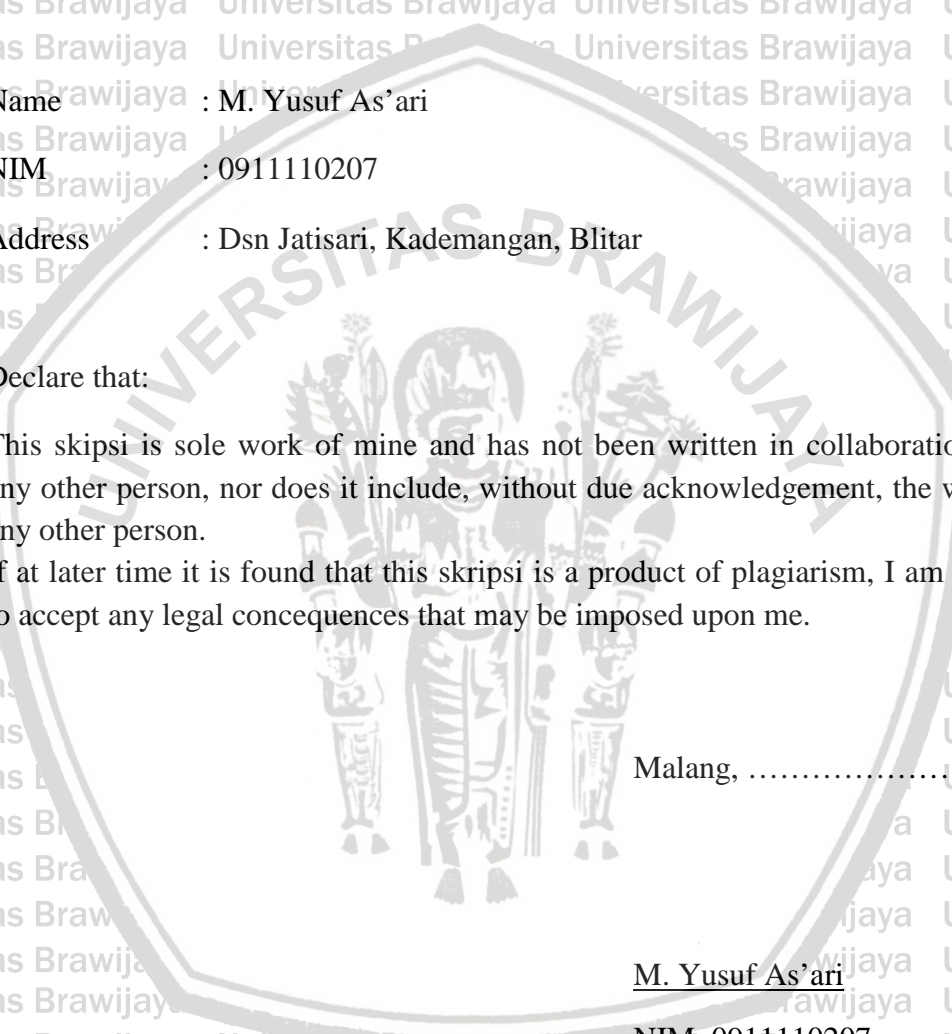
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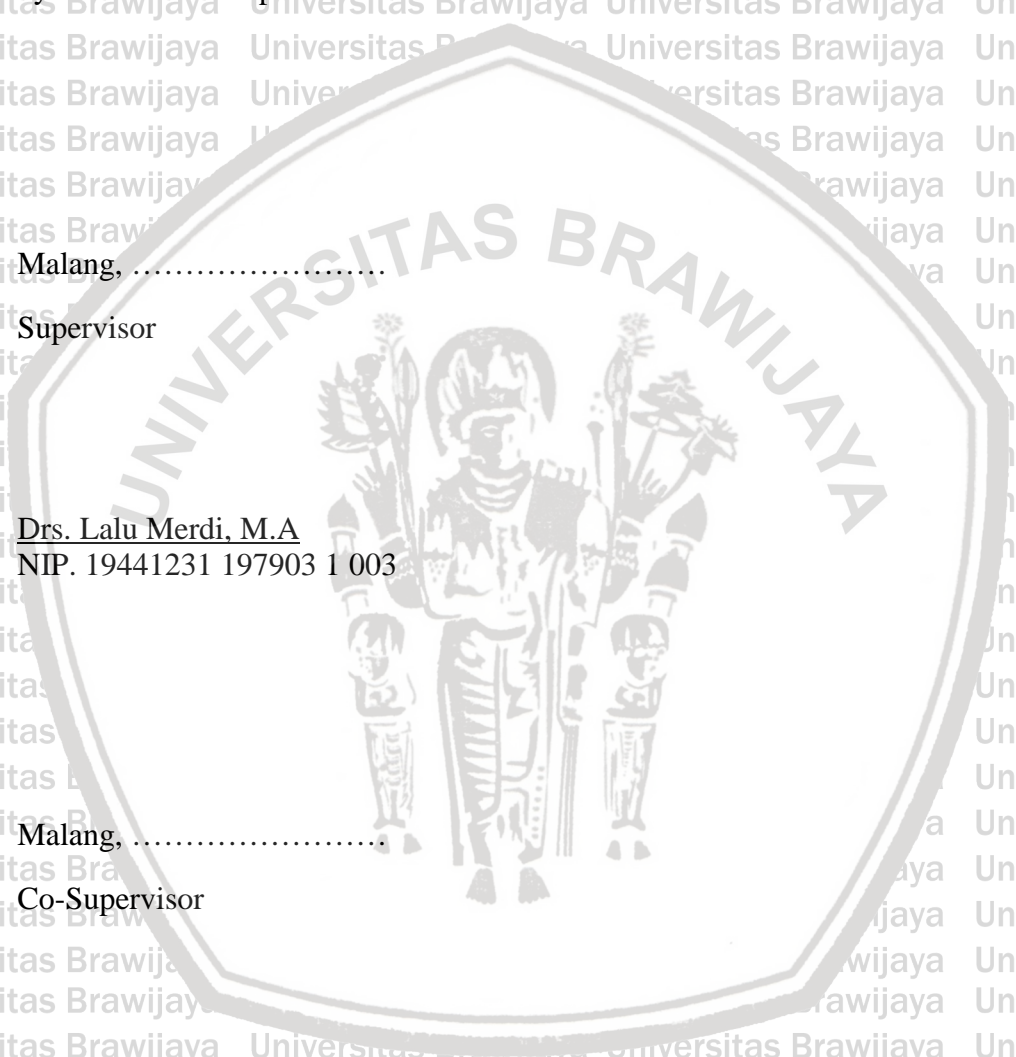
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## ABSTRACT

As'ary, M. Yusuf. 2013. **An Error Analysis on Subject-Verb Agreement of Written English by 11<sup>th</sup> Grade Students of MAN 3 Tulungagung.** English Study Program, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor: Lalu Merdi; Co-supervisor: Didik Hartono.

Key words: Error analysis, subject-verb agreement, surface strategy taxonomy, systematicity error.

In learning language, making mistakes is normal among learners, because mistakes are needed in order to give better feedback for better improvement in learning process. One of problem arises in learning certain language is on the grammar. Subject-verb agreement is one of basic rules in English, and learners still producing errors in producing it. From the errors, the mastery of the language system can be identified. There are two problems to be solved, namely: (1) grammatical errors on subject-verb agreement made by 11<sup>th</sup> students of MAN 3 Tulungagung and (2) systematicity errors on subject-verb agreement made by 11<sup>th</sup> students of MAN 3 Tulungagung.

In this research, the writer uses descriptive qualitative approach because it will describe and explain the data from the subjects. The research meant to describe and explain subjects' subject-verb agreement errors and their mastery on the rules.

The research reveals that all grammatical errors (omission, addition, misformation, and misordering) on subject-verb agreement and systematicity error stages (pre-systematic error, systematic error, and post-systematic error) on subject-verb agreement are identified. For the occurrence of grammatical error on subject-verb agreement, the subjects tend to omit a certain item that must be presented in order to form a correct sentence, and the errors were caused by the fact that the subject do not know that the item must be presented. For the occurrence of systematicity errors on subject-verb agreement, mostly the subjects' knowledge on subject-verb agreement is identified on systematic error stage. It means that subjects have known some marker (rules), although the rules are wrong.

The writer suggests that the student should study more on subject-verb agreement, and the writer suggests that the teacher should give more attention to students' grammar especially on subject-verb agreement. The writer should realize that he should pay more attention to his works in order to minimize errors and unnecessary mistakes, and the writer suggests the next researcher conduct a research on larger circumstance of English grammar.

## ABSTRAK

As'ary, M. Yusuf. 2013. **Analisa Kesalahan Aturan Subjek-Verb dari Tulisan Bahasa Inggris oleh Siswa Kelas 11 MAN 3 Tulungagung**. Program Sastra Inggris, Fakultas Ilmu Budaya, Universitas Brawijaya. Pembimbing 1: Lalu Merdi; Pembimbing 2: Didik Hartono.

Kata kunci: Analisa kesalahan, aturan subjek-verb, surface strategy taxonomy, systematicity error.

Dalam mempelajari sebuah bahasa, membuat kesalahan adalah normal bagi peserta didik, karena kesalahan diperlukan dalam rangka untuk memberikan umpan balik yang lebih baik untuk sebuah perbaikan dalam proses pembelajaran. Salah satu permasalahan yang muncul ketika mempelajari sebuah bahasa adalah masalah tata bahasa. Aturan subjek-verb merupakan salah satu aturan dasar dalam bahasa Inggris, dan peserta didik masih membuat kesalahan dalam memproduksinya. Dan dari kesalahan, penguasaan sebuah sistem bahasa dapat diukur. Ada dua permasalahan yang harus diselesaikan, yaitu: (1) kesalahan tata bahasa pada subjek-verb yang dibuat oleh siswa kelas 11 MAN 3 Tulungagung dan (2) kesalahan sistematik pada subjek-verb yang dibuat oleh siswa kelas 11 MAN 3 Tulungagung.

Dalam penelitian ini, penulis menggunakan pendekatan deskriptif kualitatif karena akan menggambarkan dan menjelaskan data dari pelaku. Penelitian ini dimaksudkan untuk menggambarkan dan menjelaskan kesalahan subjek-verb oleh para pelaku dan penguasaan mereka pada aturan.

Penelitian mengungkapkan bahwa semua kesalahan tata bahasa (omission, addition, misformation, dan misordering) pada aturan subjek-verb dan tahapan kesalahan sistematik (pre-systematis, systematic, dan post-systematic error) telah ditemukan pada aturan subjek-verb yang ditulis oleh para pelaku. Untuk kesalahan tata bahasa pada subjek-verb, pelaku cenderung menghilangkan sesuatu karena pelaku tidak mengetahui bahwa item tersebut diperlukan. Untuk terjadinya kesalahan sistematik pada subjek-verb, sebagian besar pengetahuan pelaku tentang subjek-verb teridentifikasi berada pada kesalahan sistematik yang berarti berarti bahwa subjek telah mengenal beberapa aturan, meskipun aturan itu salah.

Penulis menyarankan bahwa siswa harus belajar lebih lanjut tentang subjek-verb, dan penulis juga menyarankan bahwa guru harus memberi perhatian lebih pada tata bahasa siswa terutama pada subjek-verb. Penulis sendiri harus menyadari bahwa ia harus lebih memperhatikan karya-karyanya untuk mengurangi kesalahan yang tidak perlu, dan penulis menyarankan peneliti selanjutnya untuk melakukan penelitian pada cakupan yang lebih besar mengenai aturan didalam bahasa Inggris.



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## CHAPTER I INTRODUCTION

This chapter presents background of the study, problems of the study, objectives of the study, significance of the study, scope and limitation of the study, and definition of the key terms.

### 1.1 Background of the Study:

As nonnative speaker of English, we commonly try so hard to learn the language, to understand the language, or to think just like the English native speaker does, but we still make many mistakes in producing the proper language.

And learners always have tendency of committing errors in the process of learning a second or foreign language. In learning language, making mistakes is normal among learners, because mistakes are needed in order to give better feedback for better improvement in learning process. Some language experts have opinion that making mistake is a must in learning language, because by making mistakes we know how to make it right. Thus, errors are considered to be positive than negative phenomenon by linguist. As Ellis (1986, p.52) says that "errors serve as the source of information about the process of acquisition." Moreover as learners, we all make mistakes when we learn. In fact, the situation is common among native speakers and language learners.

The field of language teaching benefits from the findings of linguistics in many cases, including errors. Thus the analysis of errors has become a field of linguistics in that sense. And it is important to make sure we comprehend what

deviation that learners make. By comprehending error analysis (EA), for the teacher, this would be beneficial for him/her in terms of giving appropriate and better materials to the students, whereas for the students themselves, the analysis could be their path for better second language learning improvement.

Furthermore, learners' error could be used as a tool to a better improvement in both teaching and learning language. As Corder (1981, cited in Sideeg 2002, p.6) states that:

A Learner's errors, then provide evidence of the system of the language that he is using (i.e. has learned) at a particular point in the course .... They are significant in three different ways. First to the teacher, in that they tell him, if he undertakes a systematic analysis, how far towards the goal the learner has progressed and, consequently, what remains for him to learn. Second, they provide to the researcher evidence of how language is learnt or acquired, what strategies or procedures the learner is employing in his discovery of the language. Thirdly (and in a sense this is their most important aspect) they are indispensable to the learner himself, because we can regard the making of errors as a device the learner can use in order to learn. It is a way the learner has of testing his hypotheses about the nature of language he is learning.

The important matter in error analysis is to know what the learners truly produce, and thus distinguishing between error and mistake is needed.

Distinguishing mistakes and errors is important in order to make proper analysis of certain deviation. As Brown (1987, p. 170) suggests that "it is important to make a distinction between errors and mistakes in order to achieve a proper analysis of L2 learners' errors." The mistake of learning language is kind slip of tongue and it happens because some factors and it is usually one-time-only event.

As Ellis (1997) gives his argument that mistakes reflect occasional failure in performance, they occur because of particular factors, the learner is unable to

perform what he/she knows. Learners may recognise the mistakes when they pay more attention to their performance, but sometimes they may not be able to correct themselves or commit another error in trying to do the correction. On the other hand, error is a kind of slip of knowledge by an individual. There is a tendency of error that occurs several times and usually the producer does not recognize it as an error. As Ellis (1997) says that the errors show the cognitive ability of learner, they occur because the learner does not know what the correct rules are.

As a second/foreign language learner, the writer is taught the rules of the language he is learning. One basic rule of English grammar is subject-verb agreement, the most basic principle of grammar which we learnt firstly in English grammar. We are taught subject-verb agreement since early education. The sentences “there are seven books on the table” and “my name is Budi” are the example of subject-verb agreement that we know in learning English for early education. And surprisingly, even the learners have been taught the rules, many of second or foreign language learners commit errors in the subject-verb agreement rules. As in a recent study in Malaysia by Darus and Subramaniam (2009 cited in Anindhita, 2012, p. 3), various learners’ errors were identified. These errors are categorized as follows: mistake with number (singular and plural), mistake with verb tense (e.g. inappropriate verb construction), word choice, preposition, subject-verb agreement (wrong combination of subject and verb), word order (e.g. disordering/inversion of subject and verb).

In terms of learning English by student, writing ability must be learned immediately in order to fulfill pedagogical needs in school world. But referring to TEFL class, unfortunately writing ability must have been learned after three other abilities (listening, speaking, and reading), because the level of its difficulty. The students' comprehension is used mainly to encounter with educational world such as home works, assignments, or final test. But the requirements of school life need it to be learned immediately since writing ability is needed in every single aspect of school from in-class activity until working on the homework. Students are asked to strengthen their writing knowledge and writing ability in order to encounter such everyday tests. Thus, many errors occur in the process of learning especially in writing English, and thus, it is important for student to master English ability especially in written form of English.

In Indonesia, the national education system has four types of senior high school. There are Madrasah Aliyah (MA), Sekolah Menengah Atas/ senior high school (SMA), Sekolah Menengah Kejuruan/vocational high school (SMK), and Madrasah Aliyah Kejuruan (MAK). Madrasah Aliyah is equal to Senior High School as well, but there are additional subjects in its curriculum, especially for Islamic subjects such as fiqh, Islamic history, Al-quran hadith, and Aqidah ahlak.

MAN 3 Tulungagung as one of schools that applied such additional subjects and also it proposed to be international-standard school at 2010. MAN 3 Tulungagung uses "International school" as its slogan in the official site. This slogan and its status as Madrasah invited the writer's interest to conduct a research entitled "An error analysis on subject-verb agreement of written English by 11<sup>th</sup> grade student

of MAN 3 Tulungagung.” The writer felt that there was something interesting over the use of this slogan.

### **1.2 Problems of the Study:**

1. What grammatical errors on subject-verb agreement are made by 11<sup>th</sup> students of MAN 3 Tulungagung?
2. What systematic errors on subject-verb agreement are made by 11<sup>th</sup> students of MAN 3 Tulungagung?

### **1.3 Objectives of the Study:**

1. To identify grammatical errors on subject-verb agreement made by 11<sup>th</sup> students of MAN 3 Tulungagung.
2. To identify the systematic errors on subject-verb agreement made by 11<sup>th</sup> students of MAN 3 Tulungagung.

### **1.4 Significance of the Study**

This study was expected to give more knowledge and useful information about grammatical errors for researcher and the next researcher, and both for teachers and students. This research would be useful for researcher in order to give clear illustration and knowledge about subject-verb agreement errors made by students frequently. The research also hopefully would be useful to strengthen the English ability of the researcher. By reading this study, the researcher hoped the next researchers found important information to conduct another study on the analysis of grammatical errors. By reading the information presented in this study,



other researchers would know the aspect should be analyzed if they are interested to analyze grammatical errors. The research was hopefully useful for teachers and students for better improvement in English language learning. This research was expected to be the path for better learning process of foreign language learning. It was expected to be a tool for teachers for preparing better and appropriate materials for their student. On the other hand for the students, it was useful to improve their ability especially in writing skill.

### **1.5 Scopes and Limitations of the Study**

The scopes of the research were the grammatical errors and systematicity errors on subject-verb agreement of students' written English produced by 11<sup>th</sup> grade students of MAN 3 Tulungagung. Meanwhile, the theories used in analyzing the data was Surface Strategy Taxonomy by Dulay, Burt, and Krashen to identify the students' errors and the research also used Corder's systematicity errors to identify the classification of errors made by the students in order to know the cognitive ability of students.

The limitations of this research were the research focused on exploration and identification on grammatical errors and systematicity errors of subject-verb agreement of written English. The limitations were made in order to find the deviations and to know the subjects' mastery on subject-verb agreement. The first problem of the study needed to be identified in order to know the systematicity errors on subject-verb agreement made by students. The consideration of choosing 11<sup>th</sup> grade was that the grade is in the middle of 10<sup>th</sup> and 12<sup>th</sup> grades, in which they will have already received first phase of senior high school English knowledge in

10<sup>th</sup> grade and they will have enough time for better improvement in the next year or 12<sup>th</sup> grade.

### 1.6 Definition of Key Terms:

1. **Error analysis:** The study of erroneous utterances produced by groups of learners” (Corder 1975, p. 207 cited in James 1998, p. 3).
2. **Surface strategy taxonomy:** Linguistic classification of errors in which surface structures were altered, consisting of Omissions, Additions, Misinformation, and Misorderings (Dulay, Burt, and Krashen, 1982, p. 150).
3. **Subject-verb agreement:** A set of rules concerning how subject and verb are put together grammatically.
4. **Corder’s systematicity error:** A framework by Corder that divides errors based on their systematicity, the framework consists of presystematic, systematic, and postsystematic error (Corder, 1973, p. 271).
5. **MAN 3 Tulungagung:** It stands for Madrasah Aliyah Negri 3 Tulungagung, which is equal to Senior High School and it is one of three public schools in Tulungagung which applies religion subjects.
6. **Written English:** A language which is expressed on paper/ written, especially English (Oxford Student’s Dictionary).

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter presents theories that will be used for assessing the data. The theories consist of: Error Analysis, Surface Strategy Taxonomy, and Subject-verb agreement. And this chapter also presents relevant previous studies for the research.

#### 2.1 Error Analysis

The process of learning is fundamentally a process that involves the making of mistakes, and it is normal that an individual makes mistakes in learning process. A mistake which does not undergo a correction then becomes an error of learning. It is important to comprehend the learner's deviation; it could be mistake or error. And it is important to know the deviation of learner for better improvement of learning. Error Analysis is rather "a methodology for dealing with data" (Cook 1993, p. 2 cited in James, 1998, p. 7). The error analyst attempts to solve the deviations made by learner; furthermore they do not see error as false learning process but rather data that will give them an input for problem solving.

##### 2.1.1 Defining Mistake and Error

In order to analyze learner language in an appropriate perspective, it is crucial to make a distinction between *mistakes* and *errors*, technically two very different phenomena.

1. As Ellis (1997) states that mistakes reflect occasional failure in performance, and they occur because of particular factors because learners are unable to perform what they know. Learners may recognize the mistakes when they pay more attention to their performance, but sometimes they may not be able to correct themselves or commit another error in trying to do the correction. Whereas errors show the cognitive ability of learner, and they occur because the learner does not know what the correct rules are.

2. According to Richards et al. in *Dictionary of Language Teaching and Applied Linguistics* (2010), a learner makes mistakes when writing or speaking because of lack of attention, fatigue, carelessness, or some other factors. Thus, mistakes can be self-corrected when attention is drawn to them. Meanwhile, errors are the application of linguistic item in a way that a learner or a native speaker of the language regards it as incomplete learning. In other words, it occurs because the learner does not know what is correct, and thus it cannot be self-corrected directly.

### 2.1.2 Type of Errors

Comprehending learner ability is important in order to make better feedback for learner, and the writer used Stephen Pit Corder's scheme for the classification of error (1973, p.270-271). The classification system provided teachers with a useful sight to analyse, and to prioritize learners' errors. This system of classification enabled teachers to diagnose areas which might need to be covered.

He suggests that there are three stages of error based on their systematicity:

### 1) **Pre-systematic error**

At this stage, the learner “gets things wrong-most of the time, and occasionally hits the right form, as if by chance (Corder, 1973, p. 270).”

At this stage, the learner is not aware of any rule and he has tendency of guessing the rules. The rule of a certain language is not the part of his system yet. The second or foreign language is still strongly influenced by

L1 because the learners try to equalize both L1 and second/foreign language pattern. Thus, the learners often borrow the rule from L1 or using an inappropriate rule from the target language and generally the learner cannot give any explanation why a particular form is chosen.

### 2) **Systematic errors**

Corder proposes the summary of systematic-error, which at this stage of the learner can give the explanation of why the certain form is chosen, but because the form he applies is the wrong one, then he cannot correct it himself. This means that the systematic error is a stage when the learner applies wrong rule of language, he can give explanation but he cannot correct the error because it is the wrong rule.

### 3) **Post-systematic error** – often referred to as a '**mistake**'

Corder proposes post-systematic as “... he would discover the correct system but inconsistent (for a period) in his application of what he knew.”

The learner has the correct rule in his system, but he is sometimes inconsistent in using the rules. That is the learner can explain the target language rules that is normally used and the learner can correct it himself.

And from the explanation above, we can refer this post-systematic error as 'mistake'.

## 2.2 Surface Strategy Taxonomy

The writer focused on assessing the target language (TL) in written form, and then the best consideration was using surface strategy taxonomy. "Surface strategy taxonomy is the way surface structures are altered: Learners may omit necessary items (omission) or add unnecessary ones; they may misform (misformation) items or misorder items (misordering). (Dulay et al. 1982, p. 150)." The followings are the detail.

1. **Omission** means that an item which must be presented in a well-formed utterance is absent. For instance, in the sentence *\*My father plumber* the grammatical morphemes *is* and *a* are omitted.

2. **Additions** are the second category of Surface strategy taxonomy and also the opposite of omission. The presence of an extra item which mustn't be present in a well formed utterance is characteristic for additions (Dulay et al. 1982, p. 156). Dulay et al. divide them into three categories:

- **Double markings**, as in *\*Did you went there?*
- **Regularization**, e.g. *\*sheeps*, *\*cutted*,
- **Simple addition**, which contains the rest of additions.

3. **Misformation** refers to "the use of the wrong form of the morpheme or structure" (Dulay et al. 1982, p. 158). There are three types as well:

- In **regularizations** an irregular marker is replaced by a regular one, as in *\*sheeps* for *sheep*.

• **Archi-forms** refer to the use of one member of a class of forms instead of using all the members, e.g. using *this* in the situations when either *this* or *these* should be used.

• **Alternating forms** are represented by “free alternation of various members of a class with each other”, as in *\*those dog* and *this cat* used by the same learner.

4. We talk about **misordering** when we come across an utterance where a morpheme or a group of them is incorrectly placed, as in *\*I get up at 6 o'clock always*, where *always* is misordered (Dulay et al. 1982, p. 162).

### 2.3 Subject-verb agreement

According to Oxford dictionary (2007), an agreement means the state of being agree. In the case of subject-verb agreement, the subject must agree with verb in person and number, and so does the opposite. As Meade, Haugh, and Sonke (1961, p. 248) say that “a verb must agree with its subject in person and number.” Subject-verb agreement contains rules concerning the way subject and verb are put together grammatically in order to form correct English structure. The writer used subject-verb agreement theory that was proposed by Meade, Haugh, and Sonke (1961). The theory has 13 rules for certain cases and one general rules, so that the theory has 14 rules all together.

#### 2.3.1 General rule

The meaning of “a verb must agree with its subject in person and number” is the subject must agree with verb in person and number, and so does the opposite. The followings are the example.

- *Tim beats the dog.* (3<sup>rd</sup> person singular)

- *The dogs are Siberian husky.* (Plural)

- *I play football every morning.* (1<sup>st</sup> person singular)

- *One of my cats is Persian cat.* (Singular)

### 2.3.2 Certain rules

#### 1. Rule 1

Parenthetical words do not affect the agreement, and the examples of parenthetical words are *together with, as well as, accompanied by, or including.*

- *The cats, including my cat, are sent to the annual cat contest.*

#### 2. Rule 2

The pronoun *you* is plural. The pronoun is considered plural although the number is not plural.

- *You are all nice to me.*

- *You are nice person.*

#### 3. Rule 3

“A compound subject connected by *and* usually requires a plural verb.”

Almost all subjects connected by *and* need plural verb.

- *My friend and his girlfriend are American.*

#### 4. Rule 4

“A compound subject connected by *and* which forms a phrase singular in meaning requires singular verb.” There are several special cases where the conjunction *and* does not form plural verb.



- *Her maid and driver is one family.* (The author wants to inform the maid and the driver work for one person, thus the sentence needs singular verb)

CAUTION: *There* is not subject, but the number follows the subject.

- *There are two chickens in the cage.*

- *There is one apple in the basket.*

#### 5. Rule 5

“These indefinite pronouns are singular: *each, anybody, everybody, someone, anyone, everyone, something, somebody, nothing, nobody, one, another, either, neither.*”

- *Everybody needs money.*

#### 6. Rule 6

Nouns which indicate quantity or number requires singular verb. And there are some nouns in form of plural but requires singular verb. And also suffix *-ics* may form singular or plural word.

- *110 kilometers is the distance between Malang and Tulungagung.*

- *One plus two is three.*

- *The news is filled with corruption.*

- *Physics is my friend's favorite subject.*

- *There are athletics in this competition.*

#### 7. Rule 7

“When part of a compound subjects are modified by such words as *each, every, or many a, the verb is singular.*”

- *Every racer and bike is ready for the competition.*

8. Rule 8

*The number of* is considered singular because it serves as a quantity.

Whereas *a number of* has similar meaning with *a lot of*.

- *The number of students in the class is fifteen.*

- *A number of students are absent because of the weather.*

9. Rule 9

Collective nouns which are considered as one unit, the sentences need singular verb. If the sentence is considered as each individual within the group, then the sentence needs plural verb.

- *The family is Javanese.*

- *The family have good attitude.*

10. Rule 10

Compound subject joined by *both...and*, the verb is plural.

- *Both my cat and my pigeon are fat.*

11. Rule 11 and Rule 12

*Or, nor, either... or, neither nor, or not only... but also* do not affect agreement. If the subject is singular, then the verb is singular. And if the subject is plural, the verb is plural.

- *Either the cat or the owner is listed well*

- *Neither the sentences nor the words were printed properly.*

12. Rule 13

Whenever *or, nor, either... or, neither nor, or not only... but also* make compound subject, but the subjects are different in number, the verb follows nearer subject.

- *Either the players or the coach works hard.*

- *Either the coach or the players work hard.*

## 2.4 Previous studies

The writer used relevant studies which were: “Error analysis of expository text produced by semester eight students of study program of English Faculty of Culture studies Universitas Brawijaya” By Dicka Anindita (2012) and “English tense errors in narrative essay of fourth semester students of English Literature of Brawijaya University (a study on error analysis)” by Vibria Sani (2008).

In the thesis entitled “Error analysis of expository text produced by semester eight students of study program of English Faculty of Culture Studies Universitas Brawijaya” by Anindhitta, the researcher found that there are a lot of errors made by the learner. By using surface strategy taxonomy, he found 74 errors. The errors found were very simple such as subject-verb agreement, possessive marker, misinformation of noun, etc. The researcher found 11 omissions (46 %), 8 misinformation (33 %), 3 disorderings (13 %), and 2 additions errors (8 %). And by using Carl James’s theory about the source of error (interference error, intralingual error, and developmental error), the researcher found that the error was dominated by intralingual error. The errors occurred because the objects have wrong rule in their mind. But overall errors could be classified as developmental errors because the lack of linguistic knowledge. By seeing the conclusion from the

researcher, we can see that comprehending learner's competence is important. In order to give proper material for learner, the teacher must see the competence level of learner. It must be done to know which area that must be covered.

In the thesis "English tense errors in narrative essay of fourth semester of English Literature of Brawijaya University (a study on error analysis)" by Sani (2008), the researcher found 196 errors. By using surface strategy taxonomy, the researcher found 39 omissions, 151 misinformation, 5 misorderings, and 1 addition errors. And by using Carl James's cause of error (1998), researcher only found that the errors were dominated by strategy of second language learning cause and the second cause was intralingual transfer. The researcher concluded that such causes commonly happened in countries which used English as mother language. The causes occurred because the subjects had not been dealing with English since they were born, so their foreign language was still influenced by Bahasa Indonesia structure.

In this research, the researcher used one similar theory to that of the previous study, which was surface strategy taxonomy by Dulay, Burt, and Krashen. The consideration was that the theory was considered to give promising theory in assessing written English and pedagogical usage. The researcher also used Corder's systematicity errors to provide the best explanation about the cognitive ability of the students, in this case their mastery in subject-verb agreement. The surface strategy taxonomy theory was applied along with the theory from Meade, Haugh, and Sonke concerning the subject-verb agreement to give best insight to identify learner's grammatical errors on subject-verb agreement.

## CHAPTER III

### RESEARCH METHODS

This chapter presents research design, data sources, data collection, and data analysis.

#### 3.1 Research Design

In this research, the writer used descriptive qualitative approach because it described and explained the data objectively. It meant to describe and to explain the written form of TL (Target Language)-which is English-of the subjects. The writer used such creative English writing activity which was written by the subject as the data and the written data were in the form of words, clauses and sentences and they were not statistically analyzed. As Ary et al. (2002, p. 425) say that:

The qualitative research deals with data that are in forms of words, rather than numbers and statistic. The data collected are the subjects' experience and perspective; the qualitative research attempts to arrive at a vice description of the people, objects, events, places, conversation, and so on.

Therefore, this research was conducted in descriptive qualitative since the writer described errors of 17 students on 11<sup>th</sup> grade of MAN 3 Tulungagung.

In this research, the writer used document or content analysis as the design of the research. The consideration was made since the data were in form of written English which were obtained from the subjects, and the writer analyzed the document in form of free short essay which was written by the subjects. As Ary et al. (2002, p. 27) say that "document or content analysis focuses on analyzing and interpreting recorded material within its own context. The material may be public records, textbooks, letters, films, tapes, diaries, themes, reports and so on."

### 3.2 Data Sources

This research used Extreme Case Sampling by Ary et al (2002, p. 429), thus every unit of the subjects was included in this research. The sampling selects units that are special or unusual. The writer considered subjects producing different errors and mistakes, and also every unit of the subjects has different mastery on subject verb agreement. The subjects were 17 students of 11<sup>th</sup> grade of “excellent class” on MAN 3 Tulungagung. The consideration was made because the school proposed to be international-standard school (RSBI) in 2010 and moreover it is a Madrasah Aliyah, which we know it applies the curriculum from religion ministry. The excellent class is the name of class which is used to substitute RSBI class, since the ministry of education abolished RSBI regulation from national curriculum in December 2012. In the excellent class, the students are given additional English lesson by the teacher. The additional lessons are in form of additional material and time for more teaching activities, such as more writing activity in which the results are recorded in school journal.

### 3.3 Data Collection

In collecting the data from subjects, the writer followed the following steps.

1. Inviting the subjects to their class. The consideration was taken to make subjects feel comfortable.
2. Numbering the subjects. The names of the subjects were needed to be kept secret in order to make them comfortable without feeling anxious of their personal data.

3. Giving the explanations about free short essays. The consideration was done to make sure the students know their writing activity.

4. Asking the subjects to write the short essays. The writer asked the subjects to write hortatory exposition paragraph in certain time ( $\pm 60$  minutes). And of course the subjects could ask question related to the paragraph if they didn't understand the instruction.

5. Submitting the essays.

6. Asking the subject to make correction to their own essays. After the writer collected the data, the writer gave the essays back after several minutes of relaxation. The subjects were asked to make correction to their own paragraph. In the correction process, the subjects tried to identify their own mistakes and whenever the mistakes were found, they corrected the mistakes themselves. This correction was used as data as well as the paragraph. As Hubbard et al. (2000, p. 327 cited in Sideeg, p. 9) state that "... a mistake is a slip of the tongue etc. which the student can self-correct when challenged . . . ."

7. Interviewing the subjects. The writer interviewed the subject after making identification to the errors. The interview was used as first measurement of sistematicity errors and to make the data dependable (this interview was done in  $\pm 1$  week after the collection of first data).

In order to make the data credible and dependable, the writer referred to Ary, et al (2002, p. 251-256). They say that to make the data credible, one way was "evidence based on theoretical adequacy". In this research, the writer used

triangulation theory on error and mistake, first theory was proposed by Rod Ellis (1997) and the second was theory in Dictionary of Language Teaching and Applied Linguistics (2010). And in order to make the data dependable, the writer used methods triangulation (Ary, et al. 2002). The writer used method of triangulation in which the data were mainly collected using document or content analysis and supported by interview method.

### 3.4 Data Analysis

In analyzing the collected data, the writer will follow the following steps.

1. Identifying and classifying the data for each subject and then put it into table. The theories were Surface Strategy Taxonomy by Dulay, Burt, and Krashen (1982), Subject-Verb Agreement theory by Meade, Haugh, and Sonke (1961), and Sistematicity of errors by Corder (1973). The Surface Strategy Taxonomy theory was applied along with Subject-Verb Agreement theory by Meade, Haugh, and Sonke (1961). The writer used coding to make the identification clearer. The codes were:
  - a. Letter S for Subject. "S. 1" meant that the subject was subject number one
  - b. P for paragraph. "P. 2" meant that the error was located on paragraph two.
  - c. L for line. "P. 3" meant that the error was located on third line within a certain paragraph.



The detail of the table could be seen below:

No.	Code	Sentence	Error types	Case of error	Correct Sentence	Systematicity errors
	S. 1, P. 2, L. 3					

2. Making description and conclusion for each subject.

In the process of making description, the writer described and explained the data based on the theories referred to chapter II. And then the writer made conclusion for each subject.

3. Making final conclusion for all subjects.



## CHAPTER IV

### FINDING AND DISCUSSION

This chapter presents the findings and discussions obtained from the data analysis. The analysis of the data is conducted in line with the formulated research question.

#### 4.1 Findings

According to the limitation of the study, the research focusses on exploration and explanation of grammatical errors of written English on subject-verb agreement application in order to identify the systematicity errors made by the students of 11<sup>th</sup> grade on excellent class MAN 3 Tulungagung and to explain their mastery on subject-agreement rules. So the analysis on any other circle of subject-verb agreement application would not be conducted.

The finding was presented in form of description of the errors on subject-verb agreement applications. Some of the data were presented and some others were not presented. The consideration was made because there were many errors have similar type of application. And then the findings would be described to explain the grammatical errors and to identify the systematicity errors on subject-verb agreement made by each subject of 11<sup>th</sup> grade students on excellent class of MAN 3 Tulungagung, and then the description would be concluded for each subject.

The explanations were presented for each subject in order to make the writer able to analyze the systematicity errors.

The findings were 113 errors from 241 applications of subject-verb agreement rules, and the details were: omission, 59 errors, 17 errors of addition, 35 misinformation errors, and 2 misordering errors, and all errors were varied in systematicity error: 38 pre-systematic errors, 63 systematic errors, and 12 post-systematic errors or mistake.

### 1. Subject no. 1

The subject-verb agreement applications found in Subject's paragraph were 11 applications, and 4 applications were identified as errors, whereas 2 applications were identified as Post-systematic error or 'Mistake'.

#### a. Grammatical errors on subject-verb agreement

##### - Omission

There were 4 omissions found in the paragraph, and the application only found in the same case which is the omission on verb marker for 3<sup>rd</sup> person singular.

As in "Television present many programs to entertain..." which should be "Television presents many programs to entertain..." the subject omitted 3<sup>rd</sup> person marker (-s/-es).

##### - Addition

There was 1 addition found in the paragraph, and it came in form of simple addition of present participle. As in "the people who watching," which the sentence should be "the people who watch." The subject added present participle marker (-ing).

- Misformation: Archi-form

There was 1 Misformation found in the paragraph, and it came in form of Archi form. The error occurred because the subject substituted the correct form (*has*) of verb with the improper verb (*have*). As in “But it have the negative impact,” which should be “But it has negative impact.” The subject used another form of verb (*have*) instead of the correct form (*has*).

b. Systematicity errors on subject-verb agreement

From the identified errors on subject-verb agreement above, there were 2 systematicity error stages found in the paragraph, which were:

- Systematic error

Systematic errors found in the paragraph were 4 Applications, and they came in various cases.

o The first case was the 2 omissions of 3<sup>rd</sup> person verb marker. The subject wasn't aware of the subject of the sentence, so the subject didn't add the 3<sup>rd</sup> person marker for the verb (*-s/-es*). They were identified on systematic error because they have similar pattern.

o The second case was on the one simple addition of present participle marker. The subject's knowledge was identified on systematic error stage because it was identified in the same pattern which was the student always add present participle marker (*-ing*) on a certain verb (*watch*), as in:

■ The people who watching ...

■ ... suggestion to watching ...

o The third case was found in one misformation case (Archi-form) of 3<sup>rd</sup> person verb marker. The subject's knowledge was identified on systematic error stage because the student's tendency of using 1 form of verb (*have*) instead of the correct 1 (*has*). As in:

- But it have ...
- The student have to ...

- Post-systematic error or "mistake"

The cases of post-systematic errors were found in the same case, which was 2 omissions of 3<sup>rd</sup> person verb marker. The subject's knowledge was identified on Post-systematic error stage because the subject was aware on the application of 3<sup>rd</sup> person verb marker if the subject came up in form of pronoun. As in:

- It also makes ...
- So, it makes ...

c. Conclusion

The subject's ability on the application on subject-verb agreement was good and varied in the production of errors, but most of the errors were identified on the systematic error stage. It meant that the errors made had certain pattern.

Also the subject's post systematic error could be identified as systematic error as well because the error has the same pattern, but it seemed that the subject has awareness on a certain item.

## 2. Subject no 2

The subject-verb agreement applications found in Subject's paragraph were 11 applications, and no one application was identified as error. From the finding, it seemed that the subject had good ability on subject-verb agreement application, because the writer did not identify the error on those applications.

### 3. Subject no. 3

The subject-verb agreement applications found in Subject's paragraph were 27 applications, and 9 applications were identified as errors.

#### a. Grammatical errors on subject-verb agreement

##### - Omission

There were 3 omissions found in the paragraph, and the application found in varied cases. They were:

##### o Omission of auxiliary verb.

These cases of omission were 2 found, one of them was "Then, smoking not only to be influential for active smoker," which should be "Then, smoking is not only influential for active smoker." The subject omitted auxiliary verb.

##### o Omission of 3<sup>rd</sup> person verb marker.

There was only 1 case found, as in "Secondly, smoking make us...", which should be "Secondly, smoking makes us ..." The subject omitted 3<sup>rd</sup> person marker for the verb.

##### - Addition

These additions came up in the same case, which was simple addition. These cases were found 3 in total. These cases came up in 2 different forms which were an addition of *have* and 2 addition cases of present participle marker (-

ing), as in: “There are have many ways to build a characteristic,” which should be “There are many ways to build a characteristic,” and one example of present participle marker which was “... that the women also smoking,” which should be “... that women also smoke.”

#### – Misformation

There were 3 misformation cases found in the paragraph, and the applications were found in varied cases. They were:

##### ○ Archi-form

These cases were 2 found, and the cases occurred because the subject used 1 form instead of the correct form. 1 case in form of misformation of 3rd person singular verb as in “But smoking also have many bad influences to our body,” which should be “But smoking also has many bad influences to our body.”

And 1 case in form of misformation of auxiliary verb, as in “Indonesian generations is very important to build an Indonesian characteristic,” which should be “Indonesian generations are very important to build an Indonesian characteristic.”

##### ○ Alternating form

The case was only 1 found, as in “If many children that a good person,” which should be “If many children are good person.” The subject altered “are” with “that”.

#### b. Systematicity errors on subject-verb agreement

From the identified errors on subject-verb agreement above, there were 2 systematic errors found in the paragraph, which were:

- Pre-systematic error

Pre-systematic errors found in the paragraph were 6 Applications, and they came in various cases.

o 3 omissions were found in various cases.

▪ 2 omissions of auxiliary verb (is and are), the errors were identified on pre-systematic error stage because it seemed that the subject did not realize if the sentence required an auxiliary verb. Because in some clear requirements of auxiliary verb, the subject would add the marker. As in “Smoking is ...” or “one of them is.”

▪ An omission of 3<sup>rd</sup> person verb marker. The writer went back to the Corder’s explanation of pre-systematic error, and the subject could not identify nor gave a correction to the sentence. Moreover, the writer could not find the sentence which has similar structure.

o A simple addition of “have” The writer went back to the Corder’s explanation of pre-systematic error, and the subject could not identify nor gave a correction on the sentence “*There are have many ways to build a characteristic.*” And then the error was identified as pre-systematic error.

Moreover, the writer could not find the sentence which has similar structure.

o Misformation errors

They were:



■ A misformation of auxiliary verb (*is*). In “Indonesian generations is very important,” where the subject substituted *are* with *is*.

■ An alternating form of auxiliary verb. The error was identified on pre-systematic error stage. The subject altered “are” with “that”, the subject was unaware if the sentence required auxiliary verb. This occurred because the subject’s ability on English seemed to be influenced by subject’s second language which is “Bahasa Indonesia.” So that the subject went back on *that*’s meaning on bahasa which is “yang.” So the subject alternate “are” with “that.” Moreover, the writer concluded that subjects’ ability on English was influenced by their second language after the interview.

- Systematic error

Systematic errors found in the paragraph were 3 Applications, and they came in various cases.

○ 2 simple addition on present participle marker (*-ing*), the writer identified those errors on systematic error stage because the subject had tendency of adding present participle marker on a certain word (smoke) such as: people should not to smoking, have already smoking, or don’t smoking!.

○ One misformation of 3<sup>rd</sup> person singular verb. The errors showed the same pattern of using a certain item (have) instead of the correct one (has).

Moreover, the writer could not identify the presence of “has”.

c. Conclusion

From the description above, it seemed that the subject had good ability on subject-verb agreement application. Because of the 27 applications of subject-verb agreement, there were only 9 applications identified as error. However, the subject needed to improve the subject's ability on English especially on subject-verb agreement, because the systematicity errors were dominated by pre-systematic errors, which meant that the subject had tendency of guessing.

#### 4. Subject no. 4

The subject-verb agreement applications found in Subject's paragraph were 15 applications, and 8 applications were identified as errors,

##### a. Grammatical errors on subject-verb agreement

##### - Omissions

Omission cases were 7 applications. And they were varied.

o 2 omissions of plural and auxiliary verb on passive sentence and they have the same pattern. The subject was unaware of the requirement of plural and auxiliary verb, so the subject omitted the markers. As in "Many negative effect that caused by bicycle," which should be "Many negative effects that are caused by bicycle."

o 4 omissions of 3<sup>rd</sup> person verb marker and they have the same pattern. The subject was unaware of the requirement of 3<sup>rd</sup> person verb marker (-s/-es). As in "Bicycle do not put outside monoxide carbon," which should be "Bicycle does not put outside monoxide carbon,"

o And 1 omission of auxiliary verb (*is*). As in “The maximum speed if we ride bicycle 30km/hours,” which should be “The maximum speed if we ride bicycle is 30km/hours.”

- 1 misformation (Archi-form) of 3<sup>rd</sup> person singular verb. As in “Every person in their home have bicycle,” which should be “Every person in their home has bicycle.”

#### b. Systematicity errors on subject-verb agreement

From the identified errors on subject-verb agreement above, the systematicity errors were 2 found.

##### - Pre-systematic error

There was only 1 case found in pre-systematic error stage. There was the omission of auxiliary verb (*is*). The subject seemed not unaware of the requirement of auxiliary verb within the sentence, because in some clear requirements of auxiliary verb, the subject added it. As in “Bicycle is ...” or “because it is smaller than ...” Moreover, the subject could not give explanation or correction.

##### - Systematic errors

There were 7 cases found in systematic error stage, and they were varied.

o 4 omissions of 3<sup>rd</sup> person marker. The writer identified those errors were on systematic error stage because the subject used the infinitive verb only.

There was no application on 3<sup>rd</sup> person marker within the paragraph.

o 2 omissions of plural and auxiliary verb. The writer identified that they were on systematic stage because they had the same pattern. It seemed that the subject failed to add plural and auxiliary verb marker.

o 1 misformation (archi-form) 3<sup>rd</sup> person singular verb. The subject failed to use correct form of verb because the subject used 1 form of verb, the writer could conclude that because he could not found any presence of “has”

### c. Conclusion

From the description above, it seemed that the subject had good ability on subject-verb agreement application. Because of the 15 applications of subject-verb agreement, there only 8 applications were identified as errors. The errors were dominated by systematic errors, and if the subject did not improve the comprehension on subject agreement application, then the subject would be guessing on the application of subject-verb agreement.

## 5. Subject no 5

The subject-verb agreement applications found in Subject’s paragraph were 12 applications, and 5 applications were identified as errors, whereas 1 application was identified as mistake.

### a. Grammatical errors on subject-verb agreement

The grammatical errors on the subject came up in 3 forms, they were:

#### - Omission

The case of omission came up only in 1 case, which is the omission of auxiliary verb. As in “The trend of the emergence of internet addiction for

student,” which should be “The trend of the emergence of internet is addiction for student,” the subject failed to identify and to add auxiliary verb.

- Misformation

The cases were 4 errors and they were varied.

- Misformation (archi-form)

1 case on misformation (archi form) was found in the text. It occurred when the subject failed to use the correct form and used the wrong one. As in “But, internet have negative impact on student,” which should be “But, internet has negative impact on student.”

- Misformation (alternating form)

3 cases on alternating form were found and they were varied.

- 2 alternating form on wrong tense cases. The writer failed to use correct tense and alternate it with the wrong one, whereas the subjects were told that the tense should be used was simple present tense. As in “The trend ... which resulted in lost track of time,” where the correct tense was altered with simple past tense.

- 1 alternating form of passive sentence. The subject failed to apply passive sentence rule whereas the subject wanted to make a passive sentence. As in “...photos or films usually save students in the laptop,” which should be “...photos or films are usually saved by students in the laptop.”

- Misordering

The case was only 1 found. It occurred because the subject ability on English was highly influenced by subject’s second language (Bahasa Indonesia). So

when the subject actually wanted to make this sentence “(melalui) internet menyerangmu dengan ...” the subject put a word (through) in the beginning of the sentence, instead of going straight to make a sentence with word “internet” as the beginning of the sentence. And then the subject became confused when the subject came in the middle of the sentence, and finally the subject made misordered sentence. As in “Second, through internet various you charge a sexual material, violence, etc.” which should be “Second, internet charges you with a sexual material, violence, etc.”

b. Systematicity errors on subject-verb agreement

From the identified errors on subject-verb agreement above, 2 systematicity error stages were found.

- Pre-systematic errors

They occurred in various cases, such as:

o 1 omission of auxiliary verb. This case was identified on pre-systematic error stage because the subject was confused of his own sentence, and more over the subject could not give explanation or correction.

o 3 alternating forms, they were varied.

■ 2 alternating forms of wrong tense. This occurred because the student failed to use correct tense and they were identified on pre-systematic error stage because the subject could not give explanation or correction.

■ And 1 alternating form of passive sentence. The error occurred because the student used active sentence rule in order to form a passive sentence.

o And 1 misordering error of structure. The error was identified on pre-systematic error stage because the subject could not give explanation or correction.

- Post-systematic error

This case was only found in 1 application, which is misformation (archi-form) on 3<sup>rd</sup> person singular verb. The case was identified in post-systematic error or mistake because the subject failed to apply the correct rule whereas the subject applied the rule in some similar subject-verb agreement sentence, as in “Internet has many...” or “Internet actually has many ...”

c. Conclusion

The subject’s knowledge on subject-agreement rules was good actually, but if the writer went back to the errors, which the errors were dominated by the stage of pre-systematic error. Then the subject must be worried, because when the subject wrote a sentence, the subject was confused on the rules he must apply within a sentence. And when the subject was confused, he had tendency of guessing the rule he applied.

## 6. Subject no. 6

The subject-verb agreement applications found in Subject’s paragraph were 40 applications, and 15 applications were identified as errors.

a. Grammatical errors on subject-verb agreement

The grammatical errors found within the paragraph were coming up in 2 form, they are:

- Omission

Omission cases came up in 11 applications of subject-verb agreement. And they came up in varied cases.

- Omissions of 3<sup>rd</sup> person verb marker were 7 errors found. It occurred because the subject was unaware of the requirement of 3<sup>rd</sup> person verb marker (-s/-es). As in “The flood make people misery,” which should be “The flood makes people misery.”

- Omission of plural marker was only found 1. It occurred because the subject was unaware of the requirement of plural marker. As in “... almost in the region of Indonesia there are rain,” which should be “... almost in all the regions of Indonesia there are rains.”

- Omissions of auxiliary verb were 2 errors found. It occurred because the subject was unaware of the requirement of auxiliary verb in the passive sentence. As in “... the trees cut down,” which should be “... the trees are cut down.”

- Omission of auxiliary verb was 1 error found. . It occurred because the subject was unaware of the requirement of auxiliary verb (*is*). As in “I think the government busy with many problem,” which should be “I think the government is busy with many problems.”

#### - Misformation

Misformation errors were 4 errors found and they were varied:

- Archi-form

Misformations of 3<sup>rd</sup> person singular verb were 2 found. They occurred because the subject used a certain form although the correct form is needed,



and 2 errors had similar pattern. As in “Indonesia is a tropical that have heavy rainfall,” where the sentence should be “Indonesia is a tropical that has heavy rainfall.”

o Alternating form

Alternating form errors were 2 found and they were varied.

- Alternating form of pronoun. The subject altered the pronoun with adverb.

As in “As a tropical country Indonesia just has (have) little place to absorb water, there are located in the big city like: Surabaya, Bandung, Jakarta, etc.,”

which should be “As a tropical country, Indonesia just has (have) little place to absorb water, and they are located in the big cities like: Surabaya, Bandung, Jakarta, etc.”

- Alternating form of tense. It occurred because the subject used wrong marker to alternate the correct marker. As in “But now, many of the forests in Indonesia was cut down,” when the subject should use auxiliary verb for simple present (*are*) to make correct sentence “But now, many of the forests in Indonesia are cut down.”

b. Systematicity errors on subject-verb agreement

From the identified errors on subject-verb agreement above, 2 systematicity error stages were found.

- Pre-systematic error

The errors were found in 4 applications and they were varied.

- o Omission of plural marker was 1 and the omission of auxiliary verb was 1.

The 2 applications were identified on pre-systematic error stage because the

subject was unaware of the requirement of the 2 markers. And moreover, the subject could not give any explanation or correction to the both sentence.

- An alternating form of pronoun and an alternating form of auxiliary verb.

The 2 applications were identified as pre-systematic errors because the subject could not give any explanation or correction for the both sentences.

#### - Systematic error

The errors were found in 11 applications and they were varied.

- Omission

Omission cases on systematic error stage were varied. They were:

- 7 omissions of 3<sup>rd</sup> person verb marker (-s/-es). It was obvious that they were identified on systematic error stage because they have similar pattern, that the subject only used infinitive verb even though the 3<sup>rd</sup> person verb markers were required.

- 2 omissions of auxiliary verb in passive sentence. They were identified on systematic error stage because they had similar pattern and occurred because the subject was unaware of the requirement of auxiliary verb in passive sentence within the sentence.

- 2 misformations were identified on systematic error stage because they have similar pattern. They both used one form of verb (*have*) even though the sentences needed another form (*has*).

#### c. Conclusion

From the description above, it seemed that the subject had good ability on subject-verb agreement application. Because of 40 applications of subject-verb

agreement, there only 15 applications were identified as errors and the errors were dominated by systematic errors, which meant that the subject had already found a rule, although they were wrong rules. The subject needed to improve the ability on English especially on subject verb agreement rules.

## 7. Subject no. 7

The subject-verb agreement applications found in Subject's paragraph were 13 applications, and 6 applications were identified as errors.

### a. Grammatical errors on subject-verb agreement

The grammatical errors found within the paragraph were coming up in 2 forms, they are:

#### - Simple addition

The simple addition cases came up in various cases and there were 4 applications.

#### o 1 simple addition of present participle

It occurred because the subject added present participle marker (*-ing*) to the verb which should not be added with any marker. As in "Many people playing game online," in which the sentence should be "Many people play online game."

#### o 2 simple additions of auxiliary verb.

It occurred because the subject added auxiliary verb whereas the marker was not needed. One of them was "Game online are gives many bad effects on users," in which the sentence should be "Online game gives many bad effects on users."

- o 1 simple addition of tense.

It occurred because the subject seemed to have confusion to put the right tense, so the subject put both simple present and present progressive together, in which in this case, the correct tense was simple present. As in "... they are do not doing anything except playing game online" which the sentence should be "... they do not do anything except playing online game"

- Misformation on subject-verb agreement

Misformation cases came up in various cases and there were 2 applications.

- o 1 Archi-form case

It occurred because the subject used object pronoun instead of subject pronoun to form a subject. As in "If them forget to study," which the sentence should be "If they forget to study."

- o 1 alternating form of tense

It occurred because the subject simply failed to use the correct verb within the sentence, and moreover the subject had tendency of using present progressive tense. The sentence which should be "if we often play ..." was altered into "If we are often playing ..."

- b. Systematicity errors on subject-verb agreement

From the identified errors on subject-verb agreement above, 2 systematicity error stages were found.

- Pre-systematic error

The error was only 1 found, and it was the misformation (archi-form) of pronoun. It occurred because the subject was confused to determine what the

pronoun he should use and the subject did not realize the error. This was confirmed by the previous sentence which used object pronoun. As in "... or give them punishment if them forget to study"

#### - Systematic error

These errors came up in various cases.

- o 2 simple addition of auxiliary verb, they were identified as systematic error because they have similar pattern.

- o 1 simple addition of present participle marker (-ing), simple addition of tense, and alternating form of tense were identified as systematic error because they were wrong because the subject had tendency of using present participle marker.

- o 1 simple addition of tense and 1 alternating form of tense was identified on systematic error stage because they had similar pattern, which was the using of present progressive tense.

#### c. Conclusion

From the description above, it seemed that the subject had good ability on subject-verb agreement application. Because of 13 applications of subject-verb agreement, there only 6 applications were identified as errors. But if the writer went back to the systematic errors dominating the errors, then we must be worried. Because the subject had tendency to use one tense (present progressive tense) although another tense was required.

## 8. Subject no. 8

The subject-verb agreement applications found in Subject's paragraph were 16 applications, and 8 applications were identified as errors.

### a. Grammatical errors on subject-verb agreement

The whole grammatical errors found within the paragraph were coming up in 1 form only, which is omission errors, but they came up in various cases:

#### - 3 Omissions 3<sup>rd</sup> person verb marker (-s/-es)

They occurred because the subject was unaware of the requirement 3<sup>rd</sup> person verb marker and also the subject had tendency of using infinitive verb only.

One of the examples was "But facebook also give negative impact," which the sentence should be "But facebook also gives negative impact."

#### - 3 Omissions of plural marker

They occurred because the subject was unaware of the requirement of plural marker. As in "There are many crime because of facebook," which the sentence should be "There are many crimes because of facebook."

#### - Omission of auxiliary verb (*does*)

It occurred because the subject was unaware of the requirement of auxiliary verb (*does*), as in "Facebook not only give positive impact," which the sentence should be "Facebook does not only give positive impact."

#### - Omission of auxiliary verb (*is*)

It occurred because the subject was unaware of the requirement of auxiliary verb, as in "The distance we open or watch facebook in the computer less

from 30 centimeters,” which the sentence should be “The distance we open or watch facebook on computer is less than 30 centimeter.”

b. Systematicity errors on subject-verb agreement

From the identified errors on subject-verb agreement above, 2 systematicity error stages were found.

- Pre-systematic error

The writer identified 2 errors which on pre-systematic error stage, and they were varied. But they came from the same basic, which the subject was unaware of the requirement of a certain item.

- o In omission of auxiliary verb, the subject was unaware of the requirement of auxiliary verb (*does*) to form a correct sentence.
- o In omission of auxiliary verb, the subject was unaware of the requirement of auxiliary verb (*is*) within the sentence to form the correct 1.

- Systematic error

The writer identified 6 errors which on systematic error stage, and they were varied. But they came from the same basic, which the subject was unaware of the requirement of a certain item and they were identified on systematic error stage because they had similar pattern.

- o In 3 omissions of 3<sup>rd</sup> person verb marker (*-s/-es*), the writer was unaware of the requirement to add 3<sup>rd</sup> person verb marker to the infinitive verb to form a correct sentence.
- o In 3 omissions of plural marker, the writer was unaware of the requirement of plural marker to form a correct sentence.

c. Conclusion

From the description above, it seemed that the subject had good ability on subject-verb agreement application. Because of 16 applications of subject-verb agreement, there only 8 applications were identified as errors. But it seemed that the subject often did fatal mistake by omitting vital item in order to form a correct sentence.

9. Subject no. 9

The subject-verb agreement applications found in Subject's paragraph were 7 applications, and 5 applications were identified as errors.

a. Grammatical errors on subject-verb agreement

The grammatical errors found within the paragraph were coming up in various cases.

- 3 Archi-form cases

They occurred because the subject only used 1 form of verb when another form was required. As in "the internet have some positive and negative impacts" which the sentence should be "the internet has some positive and negative impacts."

- 1 alternating form of tense

It occurred because the subject failed to apply the correct tense that he had been told before. So that, instead of using simple present tense, the subject altered it with present progressive tense. So that instead of forming "... what our children browse in the internet," the subject formed "... what our children are browsing in the internet."



- 1 misordering error

It occurred because the subject misordered the sentence, as in “almost of students knowledge get from internet” which the sentence should be “almost of students get knowledge from internet.”

b. Systematicity errors on subject-verb agreement

From the identified errors on subject-verb agreement above, all errors were identified on pre-systematic stage, but they were varied:

- Misformation (archi-form) of 3<sup>rd</sup> person singular verb

In previous identification, the first sentence which is “Because the internet have some negative ...,” were identified as post-systematic error or mistake, because when the subject was asked to make correction, the subject was able to identify and correct it, then the sentence became “Because the internet has some negative ...” but in the next 2 sentence, the subject was failed to identify the error, and even in second sentence which was “... internet have some positive and negative ...,” the subject made wrong correction, because the previous sentence was right, which is “... internet has some positive and negative ...” In conclusion, the writer conclude that the subject was still guessing the rule he used within those sentences and the writer identified the errors are on pre-systematic error stage.

- Alternating form of tense

The error occurred because the subject failed to apply the correct tense that he had been told before, which was simple present tense. And moreover, the subject could not give any explanation or correction.

- 1 misordering error

The error was identified on pre-systematic error because the subject misordered the sequence of the sentence and moreover, the subject could not give any explanation or correction.

### c. Conclusion

From the description above, it seemed that the subject had confusion in applying subject-verb agreement rules. Because of 7 subject-agreement applications, there were 5 applications identified as error and all of them were identified as pre-systematic error. That meant the subject had tendency of guessing because the subject was confused on the rule which must be applied.

## 10. Subject no. 10

The subject-verb agreement applications found in Subject's paragraph were 9 applications, and 6 applications were identified as errors.

### a. Grammatical errors on subject-verb agreement

The grammatical errors found within the paragraph were 6 and they were coming up in 3 forms, they were:

- 4 omissions of 3<sup>rd</sup> person verb marker (-s/-es)

The errors occurred because the student was unaware of the requirement of 3<sup>rd</sup> person verb marker, so the subject used infinitive verb only whereas another form of verb was required, as in "Firstly, TV give a show," which the sentence should be "Firstly, TV gives a show."

- 1 simple addition of present participle marker (-ing)

The error occurred because the subject was failed to use infinitive verb which was the correct rule, and then the subject added present participle marker to form a verb. As in "..., if we watching funny show at TV," which the sentence should be "..., if we watch funny show on TV."

- 1 misformation of (archi-form) 3<sup>rd</sup> person singular verb

The error occurred because the subject was failed to use the correct form of 3<sup>rd</sup> person singular verb (*has*). As in "..., because TV have many benefit," which the sentence should be "..., because TV has many benefits."

b. Systematicity errors on subject-verb agreement

From the identified errors on subject-verb agreement above, all errors were identified on systematic error stage, but they were varied:

- 4 Omissions of 3<sup>rd</sup> person verb marker (*-s/-es*)

The errors were identified on systematic error stage because they had the same pattern, which was the using of infinitive verb when 3<sup>rd</sup> person verb marker should be added to form a correct verb.

- 1 simple addition of present participle marker (*-ing*)

The error was identified as systematic error because the subject had tendency of adding present participle marker on a certain verb (watch) whenever the writer wanted to give stressing on the particular activity, because the writer identified similar application in some occasions, as in "watching TV we can get" or "watching TV also make."

- 1 misformation of (archi-form) 3<sup>rd</sup> person singular verb

The error was identified as systematic error because the writer referred to the some previous analysis on some subjects, that the analysis was concluding that the same errors were identified on systematic error stage. And then the writer concluded that the error was systematic because the knowledge was influenced by previous subjects and moreover, the certain verb was popular in the class.

### c. Conclusion

From the description above, it seemed that the subject had good ability on subject-verb agreement application. Because all of the errors were identified on systematic error stage, it meant that the subject has known some rules. But the subject's ability on English was influenced by subject's friends, which meant that the subject's ability was not independent, it was depending on friends.

## 11. Subject no. 11

The subject-verb agreement applications found in Subject's paragraph were 6 applications, and 3 applications were identified as errors.

### a. Grammatical errors on subject-verb agreement

The grammatical errors found within the paragraph were 6 and they were coming up in 1 form, which is omission error. They were:

#### - 2 Omission cases of explative marker

The errors occurred because the subject was unaware of the requirement of plural marker, as in "And still many other," which the sentence should be "And there are still many others."

- Omission of auxiliary verb (*is*)

The error occurred because the subject was unaware of the requirement of auxiliary verb, as in “The forest very useful,” which the sentence should be “The forest is very useful to.”

b. Systematicity errors

From the identified errors on subject-verb agreement above, the errors were identified on pre-systematic and systematic error stage, and they were:

- Pre-systematic error stage on the omission of auxiliary verb

The error was identified on pre-systematic error stage because the subject was unaware of the requirement of auxiliary verb, and moreover the subject could not give any explanation or correction to the sentence.

- Systematic error stage on 2 omission cases of expletive marker

The errors were identified on systematic error stage because the subject was unaware of the requirement of plural marker, and moreover they have the same pattern which is the using of Bahasa Indonesia structure to the sentence where expletive expression (*there+be*) does not exist.

c. Conclusion

From the description above, it seemed that the subject has good ability on subject-verb agreement application. Because of 6 applications of subject-verb agreement, there were only 3 applications identified as errors. The errors seemed to be influenced by subject's second language which is Bahasa Indonesia, whereas the rule between English and Bahasa Indonesia is slightly different.

## 12. Subject no. 12

The subject-verb agreement applications found in Subject's paragraph were 17 applications, and 8 applications were identified as errors, whereas 1 application was identified as mistake.

### a. Grammatical errors on subject-verb agreement

#### - Omission

- o 1 omission of expletive marker

The errors occurred because the subject was unaware of the requirement of expletive marker, whereas the item must be presented in order to form a proper sentence. One of them was "And still many others," which the sentence should be "And there are still many others"

- o 1 omission of plural marker

The errors occurred because the subject was unaware of the requirement of plural marker, whereas the item must be presented in order to form a proper sentence. As in "Usually many tourist come to see ...," which the sentence should be "Usually many tourists come to see ..."

#### - Simple addition

- o 1 simple addition of 3<sup>rd</sup> person verb marker

The error occurred because the subject added 3<sup>rd</sup> person verb marker when the presence of the item was not necessary. The sentence "The protect animals lives in a zoo," should be "The preserved animals live in a zoo."

- 1 simple addition of *to infinitive* marker

The error occurred because the subject added *to infinitive* marker when the presence of the item was not necessary. The sentence “The labourers to give animal the foods,” should be “The labourers give animal the foods.”

#### – Misformation

- 2 archi-form cases

- Misformation of 3<sup>rd</sup> person singular verb. The error occurred because the subject used one form of verb (*have*), whereas the proper form was required (*has*). As in “Indonesia have many animals,” which the sentence should be “Indonesia has many animals.”

- Misformation of auxiliary verb. The error occurred because the subject use one form of auxiliary verb (*is*), whereas another form was required (*are*). As in “Animals is very important ...,” which the sentence should be “Animals are very important ...”

- 3 alternating form cases

- Alternating form of passive marker. Instead of using passive marker to form a correct sentence, the subject altered it with *to infinitive* marker. So that, the sentence “In the zoo, the animal to get away by laborers,” should be “In the zoo, the animal is taken care by laborers.”

- Alternating form of auxiliary verb maker. The subject altered auxiliary verb (*do*) with auxiliary verb marker (*is*). So then, the sentence “... the animals is not get the food every times,” should be “... the animals do not get the food every times.”

■ Alternating form of expletive marker. The subject altered “there are” with “that”; the subject was unaware if the sentence required expletive verb marker. Then the sentence “so that many bacteria,” should be “so there are many bacteria.”

b. Systematic errors on subject-verb agreement

From the identified errors on subject-verb agreement above, the errors came up in three stages, they are:

- Pre-systematic error

All errors that were on pre-systematic error have similar reason. That the subject was confused that certain item must be presented in order to form a proper sentence. Moreover, the subject could not give any explanation or correction to the sentences.

- Systematic error

The archi-form of auxiliary verb and alternating form of auxiliary verb marker were identified on systematic stage because they have similar pattern, that the subject has tendency to use a certain auxiliary verb (*is*).

- Post-systematic error

The omission of plural marker was identified on post-systematic stage because the subject was unaware of the requirement of plural marker, whereas the subject presented the plural marker in several proper occasions. As in “... have many animals,” or in “still many others.”



c. Conclusion

From the description above, the writer concluded that the subject's ability on applying subject-verb agreement rules should be improved. 17 applications on subject-verb agreement were found and 9 of them were identified as errors. Moreover, the errors were dominated by pre-systematic error stage, which meant that the subject had tendency of guessing English rules, especially on subject-verb agreement rules.

**13. Subject no. 13**

The subject-verb agreement applications found in Subject's paragraph were 3 applications, and all of them were identified as errors.

a. Grammatical errors on subject-verb agreement

The grammatical errors found within the paragraph were 3 and they were coming up in 2 forms, and they were varied.

- 1 omission case of 3<sup>rd</sup> person verb marker

The error occurred because the student was unaware of the requirement of 3<sup>rd</sup> person verb marker, as in "Because forest make the air clean," which the sentence should be "Because forest makes the air clean."

- 2 misformation errors (archi-form)

The errors occurred because the student used 1 form of verb (*have*) whereas the correct form was required. As in "Indonesia have many forest," which the sentence should be "Indonesia has many forests."

b. Systematicity errors on subject-verb agreement

From the identified errors on subject-verb agreement above, all errors came up in 2 form, they were:

- Pre-systematic error stage on the omission of 3<sup>rd</sup> person verb marker

The error was identified on pre-systematic error stage because the subject was unaware of the requirement of 3<sup>rd</sup> person verb marker, and moreover the subject could not give any explanation or correction to the sentence.

- Systematic error

2 omissions were identified on systematic error stage because the errors have the same pattern, and they occurred because the student used 1 form of verb (*have*) when the correct form (*has*) was required.

c. Conclusion

From the description above, the writer conclude that the subject's ability on applying subject-verb agreement rules should be improved. Because 3 applications were found, all of them were identified as error.

**14. Subject no 14**

The subject-verb agreement applications found in Subject's paragraph were 17 applications, and 4 applications were identified as errors, and 1 application was identified as mistake.

a. Grammatical errors on subject-verb agreement

The grammatical errors found within the paragraph were 5 and they were coming up in 2 forms, and they were varied.

### - Omission

Omission of auxiliary verb occurred because the student was unaware that the student omitted auxiliary verb (*do*) which should be presented in order to form a correct sentence. The sentence "... and students often not pay attention," should become "... and students often do not pay attention."

### - Misformation

Misformation came in various cases

#### o 2 archi-form cases on 3<sup>rd</sup> person singular verb

They occurred because the subject used one form of verb (*have*), whereas another form (*has*) was required in order to form a correct sentence. Thus the sentence "Laptop have a many uses," should be "Laptop has many uses."

#### o 2 Alternating form cases

The cases were varied.

##### ▪ Alternating form of passive marker

The error occurred because the subject use active sentence rule in order to form a passive sentence. The sentence "But laptop is often abusing by students," should become "But laptop is often abused by students."

##### ▪ Alternating form of tense

The error occurred because the subject used inappropriate tense whereas the writer has informed the tense should be used is simple present tense. So that the sentence "... but many students are abusing," should become "... but many students abuse."

b. Systematicity errors on subject-verb agreement

From the identified errors on subject-verb agreement above, the errors came up in two stages, they are:

- Systematic error

The cases came up in various applications.

- o Misformation (archi-form) of 3<sup>rd</sup> person singular verb.

The two cases occurred because the student used 1 form of verb (*have*) whereas the correct form (*has*) was required.

- o Misformation (alternating form)

Alternating form of passive marker and alternating form of tense occurred and were identified as systematic error because they had similar pattern that the student has tendency of using present progressive tense.

- Post-systematic error on omission case of auxiliary verb

The error was identified as mistake because the student was unaware that the student had omitted auxiliary verb (*do*) which should be presented in order to form a correct answer, whereas the student did not omit it in another application. As in the sentence “When the students do not like...”

c. Conclusion

From the description above, it seemed that the subject has very good ability on subject-verb agreement application. Because of 17 applications of subject-verb agreement, there only 4 applications were identified as errors and 1 application was identified as mistake. It seemed that the student needed to

improve the knowledge of application of rules, because the subject seemed confused about some rules.

#### 15. Subject no. 15

The subject-verb agreement applications found in Subject's paragraph were 13 applications, and 7 applications were identified as errors, and 2 applications were identified as post-systematic error or mistake.

##### a. Grammatical errors on subject-verb agreement

The grammatical errors found within the paragraph were 9 and they were coming up in 3 forms, and they were varied.

##### - Omission

The omissions were varied:

##### o 2 omission of auxiliary verb

The errors occurred because the subject was unaware that the subject had omitted certain item that must be presented to form a correct sentence. The sentence "I agree if the students not allowed to bring cell phone..." which the sentence should be "I agree if the students are not allowed to bring cell phone."

##### o 1 omission of expletive marker

The errors occurred because the subject was unaware of the requirement of plural marker that should be presented. Thus the sentence "But actually still many the students who bring cell phone," should be "But actually there are still many the students who bring cell phone."

- Simple addition

5 errors came up in simple addition of present participle marker. The student was unaware that the subject had added a certain item that must not be presented to form a correct sentence. The sentence "Firstly, the students sending a message," should be "Firstly, the students send a message."

- 1 misformation (archi-form)

The error occurred because the subject substituted present auxiliary verb (do) with past auxiliary verb (did). So the sentence "They didn't think the consequence," should become "They don't think the consequence."

b. Systematicity errors on subject-verb agreement

From the identified errors on subject-verb agreement above, all stages of systematic errors were identified.

- Pre-systematic error

The error stage came up in various cases.

o 1 omission of expletive marker

The error was identified on systematic error stage because the subject was unaware that expletive marker was required in order to form the correct sentence.

o 1 Misformation of auxiliary verb

The stage of error came in misformation (archi-form) error of auxiliary verb. The error occurred because the subject substituted present auxiliary verb (do) with past auxiliary verb (did). And moreover the subject could not give any explanation or correction.

- Systematic error

The 5 error cases occurred because they had similar pattern, which was the subject had tendency of adding present participle marker to form verb.

Because in other improper occasions the subject did it too. As in "... process learning and teaching can disturbing," or in "The students will be lazy to joining."

- 2 post-systematic errors on omission of auxiliary verb.

The mistakes occurred because the subject was unaware that a certain item must be presented in order to form a correct sentence.

c. Conclusion

From the description above, it seemed that the subject's knowledge on subject-agreement rules should be improved. Moreover the subject had tendency of adding present participle marker to form a verb whereas the marker was not required.

## 16. Subject no. 16

The subject-verb agreement applications found in Subject's paragraph were 12 applications, and 5 applications were identified as errors, and 1 application was identified as post-systematic error or mistake.

a. Grammatical errors on subject-verb agreement

The grammatical errors found within the paragraph were 6 and they were coming up in 2 forms, and they were varied.

- Omission

o 4 Omission of 3<sup>rd</sup> person verb marker (-s/-es)

The errors occurred because the subject omitted 3<sup>rd</sup> person verb marker, as in “When a student do the test,” which the sentence should be “When a student does the test.”

o 1 omission of auxiliary verb (*is*).

The error occurred because the subject was unaware that the sentence required auxiliary verb. The sentence “Cheating very dangerous,” should be “Cheating is very dangerous.”

- Misformation (Alternating form)

1 error of misformation occurred because the subject use active sentence rule in order to form a passive sentence. The sentence “Many negative impact cause cheating,” which the sentence should be “Many negative impacts are caused from cheating.”

b. Systematicity errors on subject-verb agreement

From the identified errors on subject-verb agreement above, all errors stage were identified, they were:

- Pre-systematic error stage on misformation of passive sentence

It occurred because the subject use active sentence rule in order to form a passive sentence. And moreover the subject could not give any explanation or correction.

- Systematic error

The systematic error came up in various cases.

o 4 omissions of 3<sup>rd</sup> person verb marker



The errors were identified on systematic error stage because they have similar pattern, that the subject had tendency to use infinitive verb, whereas the verb required 3<sup>rd</sup> person verb marker to form a correct verb.

- 1 post-systematic error on omission on auxiliary verb

The mistake occurred because the subject was unaware that a certain item in a sentence must be presented, whereas in other similar cases, the item was presented. As in “Cheating during a test is disadvantageous” or “cheating is behavior ...”

#### c. Conclusion

From the description above, it seemed that the subject had good ability on subject-verb agreement application. Because of 12 applications of subject-verb agreement, there only 5 applications were identified as errors and 1 application was identified as mistake. The subject has good knowledge on using subject-verb agreement rules, because subject had already known some of the rules. But the knowledge was still needed to be improved to make the knowledge perfect.

#### **17. Subject no. 17**

The subject-verb agreement applications found in Subject’s paragraph were 14 applications, and 5 applications were identified as errors, and 4 applications were identified as mistake.

#### a. Grammatical errors on subject-verb agreement

The grammatical errors found within the paragraph were 6 and they were coming up in 2 forms, and they were varied.

- Omission

- o 4 omissions of 3<sup>rd</sup> person verb marker (-s/-es)

They occurred because the subject omitted 3<sup>rd</sup> person verb marker. One of them is “It unite all member of family ...,” which should be “It unites all members of family ...”

- o 1 omission of auxiliary verb

The error occurred because the subject was unaware of the requirement of auxiliary verb marker. This sentence “The television one of most important device,” should become “The television is one of most important device.”

- o 1 omission of plural marker and verb

The error occurred because the subject was unaware of the requirement of plural marker and verb in order to form a correct sentence. Then the sentence “, many negative effect from watching TV,” should become “, many negative effects come from watching TV.”

- 1 simple addition of present participle

The error occurred because the subject added present participle marker (-ing), although the infinitive verb was required. Then the sentence “If many child watching TV ...,” should become “If many children watch TV ...”

- Misformation (Alternating form)

The errors were varied:

- o An alternating form case of passive marker

The errors occurred because in order to form a passive sentence, the subject used active sentence rule. One of them is “Actually the child do not allow see

film ...,” and the sentence should be “Actually the child is not allowed to see film ...”

- o 1 alternating form of verb

The error occurred because the subject was confused of the rule, and moreover the error occurred when the subject was trying to make correction on previous sentence. So the sentence “... television is many program ...,” should be “... television has many programs ...”

#### b. Systematicity errors on subject-verb agreement

From the identified errors on subject-verb agreement above, the errors were on three stages, they were:

- Pre-systematic error

This stage has various cases.

- o 1 omission of plural marker and verb, and 1 omission of auxiliary verb.

These errors occurred because the subject was unaware that certain item must be presented in order to make a correct sentence.

- o 1 alternating form of verb. The error occurred because the subject was confused of the rule, and moreover the error occurred when the subject was trying to make correction on previous sentence.

- Systematic error

The stage has various cases.

- o An alternating form case of passive marker. The error were identified on systematic error stage because they have similar pattern, which is the errors

occurred because in order to form a passive sentence, the subject used active sentence rule.

o 1 simple addition of present participle marker. The error was identified on systematic error stage because the subject has tendency of adding present participle marker to a certain verb (*watch*). The writer identified similar case in an improper application. As in "... just to watching."

- Post-systematic error

This stage was on 4 omissions of 3<sup>rd</sup> person verb marker (-s/-es). They occurred because the subject was unaware that the subject omitted 3<sup>rd</sup> person verb marker, the subject only use infinitive verb to form a verb. They were identified because in other proper application, the subject didn't omit the marker. As in "Television provides ...," or "watching TV harms."

c. Conclusion

From the description above, it seemed that the subject has good ability on subject-verb agreement application. Because of 14 applications, there 5 applications were identified as errors, whereas 4 applications were identified as mistake. It seemed that the subject has little awareness, because the subject made many mistakes. The unawareness might be the result of many things.

## 4.2 Discussions

There were 113 errors in subject-verb agreement applications found on written English produced by 11<sup>th</sup> grade students of MAN 3 Tulungagung. Four types of error based on Surface Strategy Taxonomy by Dulay et al. (1982) appeared in the subject-agreement applications. In terms of grammatical error

types, the finding of this study was similar to the first previous study conducted by Dicka Anindita (2012), in which the error was omission in the first place, then it was followed by misinformation errors, then addition, and misordering. But the finding of this study was slightly different from that of the second previous study conducted by Vibria Sani (2008), in which misinformation errors were dominating the finding, then it was followed by omission, misordering, and then addition in the last place.

In terms of second problem of the study, this study was different from two previous studies, in which this study was to identify the systematicity errors produced by learner. Because by identifying the systematic errors, the writer would be able to know learner's mastery on English especially on subject-verb agreement application. Whereas the first previous study's second problem was to know the source of errors of learner and the second previous study's second problem was to know the cause of errors of learner. The following was the discussion of this study, which were systematicity errors.

#### **4.2.1 Pre-systematic error**

At this stage, the learner is not aware of any rule and he has tendencies of guessing the rules. Then Corder (1973, p. 272) says that "In pre-systematic stage, since he has not realized that there is a system or what its function is, he can neither correct his error nor say what his problem is." Then the finding would be clear that the basic explanation of pre-systematic error is when learner could not give any explanation or correction. As in pre-systematic error stage on subject number 12, that all errors that were on pre-systematic

error have similar reason. That the subject was confused that certain item must be presented in order to form a proper sentence. Moreover, the subject could not give any explanation or correction to the sentences because he was guessing on the rules. As in Omission on expletive marker (*there+be*) in the sentence “And still many others”, the subject was not realized that expletive marker was needed in order to form a correct sentence “And there are still many others.”

#### 4.2.2 Systematic error

The systematic error is a stage when the learner applied wrong rule of language, he could give explanation but he could not correct the error because it was the wrong rule. As Corder (1973, p. 271-272) says “when he had begun to discover the function of these markings, he would enter the stage of systematic errors,” then Corder adds in “in systematic error stage he cannot correct his error but he can give some explanation of what he was aiming at or trying to do.” Then the writer concluded that this error has pattern or a certain rule, but since the rule was wrong, then the learner could not give correction but the learner could give explanation of what he was trying to do.

As in systematic error stage on subject number 6, there were 7 omissions of 3<sup>rd</sup> person verb marker (*-s/-es*). It was obvious that they were identified on systematic error stage because they have similar pattern, that the subject only used infinitive verb even though the 3<sup>rd</sup> person verb marker was required to form correct sentence. One of them was “The flood make people misery,” which the sentence should be “The flood makes people misery.” In these

cases, the writer tried to identify the pattern within the error to determine the stage.

On the other hand, if the writer could not find any pattern within these identified errors, then the writer would try to identify similar pattern on certain rule in one subject to determine the systematic error stage. As in the case of subject number one, the case was one simple addition on present participle marker. The subject's knowledge on simple addition of present participle marker was identified on systematic error stage because it was identified in the same pattern that the student always adds present participle marker (-ing) on a certain verb (watch), as in "The people who watching," or in "... suggestion to watching."

#### **4.2.3 Post-systematic error or "mistake"**

As Corder (1973) says that the learner would be inconsistent on the correct system, then the learner would reach post-systematic error stage which the opinion was confirmed by Ellis (1997) when she states that mistakes reflect occasional failure in performance and they occur because of particular factors, learners are unable to perform what they know. Learners may recognize the mistakes when they pay more attention to their performance, but sometimes they may not be able to correct themselves. Then the writer confirmed that to identify mistake, the writer needed to make identification until three times.

The first identification was when the writer asked the subjects to do correction on their own text. The writer found the example on subject number

one's case. The cases were 2 post-systematic errors found in the omission of 3<sup>rd</sup> person verb marker. The subject's knowledge was identified on Post-systematic error stage because the subject was aware on the application of 3<sup>rd</sup> person verb maker if the subject came up in form of pronoun. As in "It also makes ...." or "So, it makes..." So when the subject was asked to do correction, then he was able to do it.

The second identification was on interview session. The case was if a subject was not aware on first identification, then the subject was able to make correction after the writer asked him what is wrong within the sentence. As in subject number fifteen's case, which 2 post-systematic errors on the omission auxiliary verb. The mistakes occurred because the subject was unaware that a certain item in the sentence must be presented in order to form a correct sentence. One of them was "The students not allowed to bring a cell phone," which the sentence should be "The students are not allowed to bring a cell phone"

The third identification was on writer's analysis himself, the identification was done whenever there was any indication of similar case of certain rule, and the rule was applied properly. As in post-systematic error on subject number five and it was one misformation case (archi-form) on 3<sup>rd</sup> person singular verb. The case was identified on post-systematic error or mistake because the subject failed to apply the correct rule whereas the subject applied the rule in some similar subject-verb agreement sentence, as in "Internet has many..." or "Internet actually has many..."



## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents some conclusions dealing with the analysis discussed in chapter IV and this chapter also recommends some suggestions that can be used for interested parties.

#### 5.1 Conclusion

There were 113 errors from 241 applications of subject-verb agreement rules, and the details were: 38 pre-systematic errors, 63 systematic errors, and 12 post-systematic errors or mistake. The error was dominated by omission 59 errors, and the next was misformation for 35 errors, then 17 errors of addition, and 2 misordering error. The grammatical errors on subject-verb agreement applications were dominated by omission errors, which meant that the subject often omitted a certain item that must be presented in order to form a correct sentence, and the errors were caused by the fact that the subject did not know that the item must be presented. The misformation errors occurred when the subject used improper item when the proper item was needed, they occurred because the subject did not know what correct item which must be presented. Addition errors occurred when the subject added a certain item that should not be presented in a proper sentence, and the cause were varied, some subjects was unaware that they had added the improper item, then there were some subjects that have tendency of adding improper item, and some others were unaware that the item must be presented. And the last was misordering error. The error happened when the subject has

misordered a correct structure, and the error occurred because the subject was confused about the way he should write the sentence, and when it came, the subject used his second language rules.

The subjects' mastery on subject-verb agreement rules was varied. But mostly they have known some markings (rules) when the dominating systematicity error stage was systematic error. Although it was a systematic error, these markings were improper or incorrect in order to form a good sentence and it was still, these markings needed to be fixed and unfortunately, the subjects did not know yet about their system. The second largest error was pre-systematic error stage, as Corder (1973, p. 272) says that "In pre-systematic stage, since he has not realized that there is a system or what its function is, he can neither correct his error nor say what his problem is." Which meant that the subject-agreement rules were not be the part of subjects' system (knowledge) yet, so then the subject would have tendency of using a certain rule randomly, because the subjects were guessing.

Third systematicity error stage was post-systematic error or mistake, and there were some mistakes were identified. The mistakes occurred because subjects were lack of attention to their work, so the writer needed to do three times identification.

Unfortunately, there was tendency of changing stage, and it was systematic error stage to pre-systematic error stage. It occurred because the subject did not know that they have particular system, it was known when the writer did an interview to them, mostly they could not give explanation to the rules they applied, and they were just using all the rules they have in mind, and this could

put them on pre-systematic error stage which meant that they were guessing in applying subject-verb agreement rules. However, the errors could be minimized by giving them more explanation and practice to make their system better, so that they have clear system and they could apply it properly.

## 5.2 Suggestions

As the significance written in first chapter, the writer recommended some suggestions to the following parties:

### a. Students

After knowing the results of the study, the writer suggests that the students should study more on subject-verb agreement, because the students or the subjects have not realized that there are system that must be learnt and mastered in order to minimize errors, and the students also should pay more attention to their work to avoid unnecessary mistakes.

### b. Teacher

The writer suggests that the teacher should give more attention to students' grammar especially on subject-verb agreement, because there is a requirement that students' work should be clearly understood by the people who read it. So it is vital to the students to have good mastery on grammar especially on subject-verb agreement.

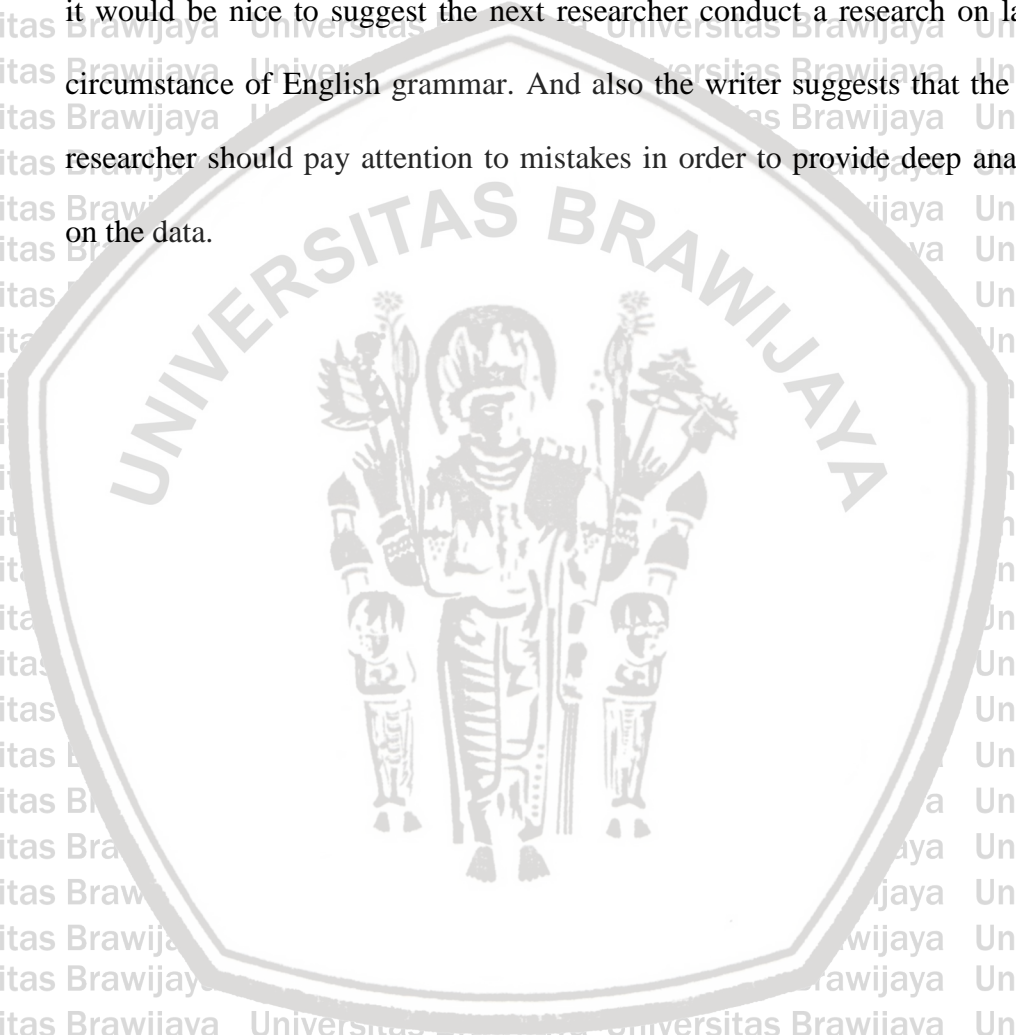
### c. Researcher

By knowing the analysis, the writer has known that there are a lot of errors made by students. Thus the writer should realize that the learners made errors were as part of learning process. And finally the writer should realize that he

should pay more attention to his works in order to minimize errors and unnecessary mistakes.

d. The next researcher

The writer only conducted a research on a small part of English grammar. So, it would be nice to suggest the next researcher conduct a research on larger circumstance of English grammar. And also the writer suggests that the next researcher should pay attention to mistakes in order to provide deep analysis on the data.



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3.	14-03-2013	BAB I	II	3.
4.	21-03-2013	BAB II	I	4.
5.	28-03-2013	BAB II	II	5.
6.	04-04-2013	BAB III	I	6.
7.	08-04-2013	BAB III	II	7.
8.	13-06-2013	BAB IV	I	8.
9.	20-06-2013	BAB IV	II	9.
10.	27-06-2013	BAB V	I	10.
11.	04-07-2013	BAB V	II	11.

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Kepada : Yth. Kepala MAN 3 Tulungagung  
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Dalam rangka penyelesaian tugas akhir mahasiswa yang dilaksanakan oleh :

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Program Studi : S1 Sastra Inggris

untuk mendapatkan data-data yang diperlukan dalam rangkaian penelitian di :

Tempat/Lokasi : MAN 3 Tulungagung  
Judul Penelitian : An Error Analysis on Subject-Verb Agreement of Written English by 11<sup>th</sup>  
Grade Students of MAN 3 Tulungagung  
Deskripsi Data : data wawancara dan hasil pembelajaran

dimohon bantuan dan kesediaan instansi Bapak/Ibu untuk memberi ijin kepada yang bersangkutan melakukan penelitian di instansi yang Bapak/Ibu pimpin.

Mahasiswa yang bersangkutan menyatakan bahwa kerahasiaan data akan dipegang teguh dan khusus digunakan untuk kepentingan ilmiah saja.

Demikian atas bantuan dan kerjasama Bapak/Ibu, diucapkan terimakasih.



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## Surat Pernyataan

Saya, yang bertandatangan di bawah ini,

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dengan ini menyatakan bahwa berkaitan dengan penyusunan skripsi Program S1 saya yang berjudul:

“An Error Analysis on Subject-Verb Agreement of Written English by 11<sup>th</sup> Grade Students of MAN 3 Tulungagung”

akan menjaga kerahasiaan data yang saya peroleh dan jika terjadi penyalahgunaan terhadap data tersebut, saya bersedia untuk ditindak sesuai dengan hukum yang berlaku di Indonesia.

Pernyataan ini saya buat atas kesadaran saya akan etika penelitian yang berlaku.

Tanggal pernyataan: 14 Maret 2013

Yang membuat pernyataan;



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## APPENDIX

The writer used coding to make readers easily read the coding of the appendix.

The followings are the explanation:

4. Letter S for Subject. "S. 1" meant that the subject was subject number one
5. P for paragraph. "P. 2" meant that the error was located on paragraph two.
6. L for line. "P. 3" meant that the error was located on third line within a certain paragraph.

The followings are the findings for each subject:

### 18. Subject no. 1

The subject-verb agreement applications found in Subject's paragraph were 11 applications and 6 applications were error. They were 4 omission errors, 1 addition error, and 1 misformation error. And all the errors were divided into 4 systematic errors, and 2 post-systematic errors.

Table 1. Subject number 1

No.	Code	Sentence	Error types	Case of error	Correct Sentence	Systematicity errors
3.	S. 1, P. 1, L. 1	Television present many programs	Omission	3 <sup>rd</sup> person verb marker	Television presents many programs	Systematic
4.	S. 1, P. 1, L. 1	The people who watching.	Simple addition	Present participle	The people who watch.	Systematic
5.	S. 1, P. 1, L. 2	But it have the negative impact.	Misformation Archi-form	3 <sup>rd</sup> person singular verb	But it has negative impact.	Systematic

6.	S. 1, P. 2, L. 2	It also make the student to be lazy.	Omission	3 <sup>rd</sup> person verb marker	It also makes the student to be lazy.	Post-systematic
7.	S. 1, P. 3, L. 1	The television give the people suggestion.	Omission	3 <sup>rd</sup> person verb marker	The television gives the people suggestion.	Systematic
8.	S. 1, P. 3, L. 1	So, it make a habit in society.	Omission	3 <sup>rd</sup> person verb marker	So, it makes a habit in society.	Post-systematic

### 19. Subject no. 3

The subject-verb agreement applications found in Subject's paragraph were 27 applications, and 9 applications were error. They were 3 omission errors, 3 addition errors, and 3 misformation errors. And all the errors were divided into 6 pre-systematic errors and 3 systematic errors.

Table 2. Subject number 3

No.	Code	Sentence	Error types	Case of error	Correct Sentence	Systematicity errors
1.	S. 3, P. 1, L. 1	Indonesian generations is very important.	Misformation Archi-form	Auxiliary verb	Indonesian generations are very important.	Systematic
2.	S. 3, P. 1, L. 2	There are have many ways to build a characteristic, ...	Simple addition	Addition of -have	There are many ways to build a characteristic, ...	Pre-systematic
3.	S. 3, P. 1, L. 4	But smoking also have many bad influences.	Misformation Archi-form	3 <sup>rd</sup> person singular verb	But smoking also has many bad influences.	Systematic

4.	S. 3, P. 2, L. 2	Then, smoking not only to be influential for active smoker, ...	Omission	Auxiliary verb	Then, smoking is not only to be influential for active smoker, ...	Pre-systematic
5.	S. 3, P. 3, L. 1	Secondly, smoking make us wasteful.	Omission	3 <sup>rd</sup> person verb marker	Secondly, smoking makes us wasteful.	Pre-systematic
6.	S. 3, P. 5, L. 1	the women also smoking.	Simple Addition	Present participle	the women also smoke.	Systematic
7.	S. 3, P. 5, L. 2	..., if women also smoking, ...	Simple Addition	Present participle	..., if women also smoke, ...	Systematic
8.	S. 3, P. 5, L. 2	If many women barren, ...	Omission	Auxiliary verb	If many women are barren, ...	Pre-systematic
9.	S. 3, P. 6, L. 3	If many children that a good person.	Alternating form	Auxiliary verb	If many children are good person.	Pre-systematic

## 20. Subject no. 4

The subject-verb agreement applications found in Subject's paragraph were 15 applications and 8 applications were error. They were 7 omission errors and 1 misformation error. And all the errors were divided into 1 pre-systematic error and 7 systematic errors.

Table 3. Subject number 4

No.	Code	Sentence	Error types	Case of error	Correct Sentence	Systematicity errors
1.	S. 4, P. 1, L. 2	Every person in their home have bicycle.	Misformation Archi-form	3 <sup>rd</sup> person singular verb	Every person in their home has bicycle.	Systematic
2.	S. 4, P. 2, L. 1	Many positive effect that caused by bicycle.	Omission	Plural marker and auxiliary verb	Many positive effects that are caused by bicycle.	Systematic

3.	S. 4, P. 2, L. 2	Bicycle do not put outside monoxide carbon	Omission	3 <sup>rd</sup> person verb marker	Bicycle does not put outside monoxide carbon	Systematic
4.	S. 4, P. 2, L. 3	If the air pollution in the world decrease	Omission	3 <sup>rd</sup> person verb marker	If the air pollution in the world decreases	Systematic
5.	S. 4, P. 3, L. 3	Every person go to anywhere	Omission	3 <sup>rd</sup> person verb marker	Every person goes to anywhere	Systematic
6.	S. 4, P. 3, L. 3	The maximum speed if we ride bicycle 30km/hours.	Omission	Auxiliary verb	The maximum speed if we ride bicycle is 30km/hours.	Pre-systematic
7.	S. 4, P. 4, L. 2	The resolve of our blood become fluent.	Omission	3 <sup>rd</sup> person verb marker	The resolve of our blood becomes fluent.	Systematic
8.	S. 4, P. 8, L. 1	Many negative effect that caused by bicycle.	Omission	Plural marker and Auxiliary verb	Many negative effects that are caused by bicycle.	Systematic

## 21. Subject no 5

The subject-verb agreement applications found in Subject's paragraph were 12 applications and 6 applications were error. They were 1 omission error, 4 misformation errors and 1 misordering error. And all the errors were divided into 5 pre-systematic errors and 1 post-systematic error.

Table 4. Subject number 5

No.	Code	Sentence	Error types	Case of error	Correct Sentence	Systematicity errors
1.	S. 5, P. 1, L. 3	But, internet have negative impact on student.	Misformation Archi-form	3 <sup>rd</sup> person singular verb	But, internet has negative impact on student.	Post-systematic
2.	S. 5, P. 2,	The trend of	Omission	Auxiliary	The trend of	Pre-systematic

	L. 1	the emergence of internet addiction for student,		verb	the emergence of internet is addiction for student,	
3.	S. 5, P. 2, L.2	The trend ... which resulted in lost track of time.	Alternating form	Wrong tense	The trend ... which results in lost track of time.	Pre-systematic
4.	S. 5, P. 3, L. 1	Second, through internet various u charge a sexual material, violence, etc.	Misordering	Wrong structure	Second, internet charges you with a sexual material, violence, etc.	Pre-systematic
5.	S. 5, P. 3, L. 5	Photos or film usually save students in the laptop.	Alternating form	Passive sentence	Photos or films are usually saved by students in the laptop.	Pre-systematic
6.	S. 5, P. 4, L. 1	... , but many students are abusing.	Alternating form	Wrong tense	... , but many students abuse.	Pre-systematic

## 22. Subject no. 6

The subject-verb agreement applications found in Subject's paragraph were 40 applications and 15 applications were error. They were 11 omission errors and 4 misordering errors. And all the errors were divided into 4 pre-systematic errors and 11 systematic errors.

Table 5. Subject number 6

No.	Code	Sentence	Error types	Case of error	Correct Sentence	Systematicity errors
1.	S. 6, P. 1, L. 1	Indonesia is a tropical that have heavy rainfall.	Misformation Archi-form	3 <sup>rd</sup> person verb singular	Indonesia is a tropical country that has heavy rainfall.	Systematic

2.	S. 6, P. 1, L. 2	Almost in the region of Indonesia there are rain.	Omission	Plural marker	Almost in all regions of Indonesia there are rains.	Pre-systematic
3.	S. 6, P. 1, L. 3	As tropical country, Indonesia just have a little place to absorb water unfortunately.	Misformation Archi-form	3 <sup>rd</sup> person verb singular	As tropical country, Indonesia just has a little place to absorb water unfortunately.	Systematic
4.	S. 6, P. 1, L. 4	.... there are located in the big city like: Surabaya, Bandung, Jakarta, etc.,	Alternating form	Pronoun	.... they are located in the big cities like: Surabaya, Bandung, Jakarta, etc.,	Pre-systematic
5.	S. 6, P. 1, L. 5	Many forests changed by factories and industries.	Omission	Auxiliary verb	Many forests are changed with factories and industries.	Systematic
6.	S. 6, P. 1, L. 5	It make the trees cut down	Omission	3 <sup>rd</sup> person verb marker	It makes the trees decrease	Systematic
7.	S. 6, P. 1, L. 5	...., the trees cut down.	Omission	Auxiliary verb	...., the trees are cut down.	Systematic
8.	S. 6, P. 2, L. 2	But now, many of the forests in Indonesia was cut down.	Alternating form	Tense	But now, many forests in Indonesia are cut down.	Pre-systematic
9.	S. 6, P. 2, L. 2	If the forest disappear	Omission	3 <sup>rd</sup> person verb marker	If the forest disappears	Systematic
10.	S. 6, P. 2, L. 6	It's really embarrassing when our capital city suffer by flood.	Omission	3 <sup>rd</sup> person verb marker	It's really embarrassing when our capital city suffers flood.	Systematic
11.	S. 6, P. 2, L. 7	I think the government busy with many problem, ...	Omission	Auxiliary verb	I think the government is busy with many problems, ...	Pre-systematic
12.	S. 6, P. 2,	The government	Omission	3 <sup>rd</sup> person	The government	Systematic



	L. 9	always bring the sweet promise		verb marker	always brings the sweet promise	
13.	S. 6, P. 2, L. 9	I think the false come not only from the government. ...	Omission	3 <sup>rd</sup> person verb marker	I think the false comes not only from the government, ...	Systematic
14.	S. 6, P. 2, L. 14	The flood make people misery	Omission	3 <sup>rd</sup> person verb marker	The flood makes people misery	Systematic
15.	S. 6, P. 2, L. 15	The flood ... and make many diseases.	Omission	3 <sup>rd</sup> person verb marker	The flood ... and makes many diseases.	Systematic

### 23. Subject no. 7

The subject-verb agreement applications found in Subject's paragraph were 13 applications and 6 applications were error. They were 4 addition errors and 2 misformation errors. And all the errors were divided into 1 pre-systematic error and 5 systematic errors.

Table 6. Subject number 7

No.	Code	Sentence	Error types	Case of error	Correct Sentence	Systematicity errors
1.	S. 7, P. 1, L. 1	Many people playing game online.	Simple Addition	Present participle	Many people play game online.	Systematic
2.	S. 7, P. 1, L. 3	Game online are gives many bad effects on users.	Simple Addition	Auxiliary verb	Game online gives many bad effects on users.	Systematic
3.	S. 7, P. 2, L. 1	First, if we are take too long sit down ...	Simple Addition	Auxiliary verb	First, if we take too long sit down ...	Systematic
4.	S. 7, P. 2,	... they are	Simple	Tense	... they do	Systematic

	L. 3	do not doing anything except playing ...	Addition		not do anything except playing ...	
5.	S. 7, P. 3, L. 1	If we are often playing game on line.	Alternating form	Tense	If we often play online game	Systematic
6.	S. 7, P. 4, L. 4	... if them forget to study.	Misformation Archi-form	Plural pronoun	... if they forget to study.	Pre-systematic

### 7. Subject no. 8

The subject-verb agreement applications found in Subject's paragraph were 16 applications and 8 applications were error. They were 8 omission errors. And all the errors were divided into 2 pre-systematic errors and 6 systematic errors.

Table 7. Subject number 8

No.	Code	Sentence	Error types	Case of error	Correct Sentence	Systematicity errors
1.	S. 8, P. 1, L. 2	Facebook not only give positive impact, ...	Omission	Auxiliary verb.	Facebook does not only give positive impact, ...	Pre-systematic
2.	S. 8, P. 1, L. 2	Facebook ..., , but also give negative impact.	Omission	3 <sup>rd</sup> person verb marker	Facebook ..., , but also gives negative impact.	Systematic
3.	S. 8, P. 5, L. 1	Still many the positive impact of facebook,	Omission	Expletive marker	There are still many the positive impacts of facebook,	Systematic
4.	S. 8, P. 5, L. 1	But facebook also give negative impact.	Omission	3 <sup>rd</sup> person verb marker	But facebook also gives negative impact.	Systematic
5.	S. 8, P. 6, L. 1	Secondly, facebook also endanger for eyes.	Omission	3 <sup>rd</sup> person verb marker	Secondly, facebook also endangers for eyes.	Systematic
6.	S. 8, P. 6,	The distance we	Omission	Auxiliary	The distance	Pre-systematic

	L. 2	open or watch facebook in the computer less from 30 centimeters.		verb	we open or watch facebook in computer is less than 30 centimeters.	
7.	S. 8, P. 7, L. 1	There are many crime because of facebook.	Omission	Plural marker	There are many crimes because of facebook.	Systematic
8.	S. 8, P. 7, L. 2	And still many the negative impact of facebook.	Omission	Expletive marker	And there are many the negative impacts of facebook.	Systematic

### 8. Subject no. 9

The subject-verb agreement applications found in Subject's paragraph were 7 applications and 5 applications were error. They were 4 misformation errors and 1 misordering error. And all the errors were divided into 5 pre-systematic errors.

Table 8. Subject number 9

No.	Code	Sentence	Error types	Case of error	Correct Sentence	Systematicity errors
1.	S. 9, P. 1, L. 1	..., almost of student knowledge get from internet	Misordering	Verb	..., almost of students get knowledge from internet	Pre-systematic
2.	S. 9, P. 1, L. 3	... what our children are browsing in the internet	Alternating form	Tense	... what our children browse in the internet	Pre-systematic
3.	S. 9, P. 1, L. 4	Because the internet have some negative impact.	Misformation Archi-form	3 <sup>rd</sup> person singular verb	Because internet has some negative impacts.	Pre-systematic
4.	S. 9, P. 2, L. 1	Internet have some positive and negative	Misformation Archi-form	3 <sup>rd</sup> person singular	Internet has some positive and negative	Pre-systematic

		impact.		verb	impacts.	
5.	S. 9, P. 3, L. 1	The internet also have some negative impact.	Misformation Archi-form	3 <sup>rd</sup> person singular verb	Internet also has some negative impacts.	Pre-systematic

### 9. Subject no. 10

The subject-verb agreement applications found in Subject's paragraph were 9 applications and 6 applications were error. They were 4 omission errors, 1 addition error and 1 misordering error. And all the errors were divided into 6 systematic errors.

Table 9. Subject number 10

No.	Code	Sentence	Error types	Case of error	Correct Sentence	Systematicity errors
1.	S.10, P. 1, L. 1	..., because TV have many benefit.	Misformation Archi-form	3 <sup>rd</sup> person singular verb	..., because TV has many benefits.	Systematic
2.	S.10, P. 2, L. 1	Firstly, TV give a show, ...	Omission	3 <sup>rd</sup> person verb marker	Firstly, TV gives a show, ...	Systematic
3.	S.10, P. 2, L. 1	..., if we watching funny show at TV, ...	Simple Addition	Present participle	..., if we watch funny show at TV, ...	Systematic
4.	S.10, P. 4, L. 1	Because TV give many knowledge, ...	Omission	3 <sup>rd</sup> person verb marker	Because TV gives many knowledge, ...	Systematic
5.	S.10, P. 5, L. 1	Watching TV also give negative impact, ...	Omission	3 <sup>rd</sup> person verb marker	Watching TV also gives negative impact, ...	Systematic
6.	S.10, P. 5, L. 1	..., watching TV also make us lazy	Omission	3 <sup>rd</sup> person verb marker	..., watching TV also makes us lazy.	Systematic

### 10. Subject no. 11

The subject-verb agreement applications found in Subject's paragraph were 6 applications and 3 applications were error. They were 3 omission errors. And all the errors were divided into 1 pre-systematic error and 2 systematic errors.

Table 10. Subject number 11

No.	Code	Sentence	Error types	Case of error	Correct Sentence	Systematicity errors
1.	S.11, P. 1, L. 1	The forest very useful	Omission	Auxiliary verb	The forest is very useful	Pre-systematic
2.	S.11, P. 1, L. 3	And still many other.	Omission	Expletive marker	And there are still many others	Systematic
3.	S.11, P. 2, L. 5	And still many manner	Omission	Expletive marker	And there are still many manners	Systematic

### 11. Subject no. 12

The subject-verb agreement applications found in Subject's paragraph were 17 applications and 9 applications were error. They were 2 omission errors, 2 addition errors and 5 misformation errors. And all the errors were divided into 6 pre-systematic errors, 2 systematic errors, and 1 post-systematic error.

Table 11. Subject number 12

No.	Code	Sentence	Error types	Case of error	Correct Sentence	Systematicity errors
1.	S.12, P. 1, L. 1	Indonesia have many animals	Misformation Archi-form	3 <sup>rd</sup> person singular verb	Indonesia has many animals	Pre-systematic
2.	S.12, P.1, L. 2	The protect animals lives in a zoo.	Simple addition	3 <sup>rd</sup> person verb marker	The preserved animals live in a zoo.	Pre-systematic
3.	S.12, P. 1, L. 3	In the zoo, the animal to get away by labourers.	Alternating form	Auxiliary verb	In the zoo, the animal is taken care by labourers.	Pre-systematic

4.	S.12, P. 2, L. 1	Usually many tourist come to see	Omission	Plural marker	Usually many tourists come to see	Post- systematic
5.	S.12, P. 2, L. 2	The labourers to give animal the foods.	Simple Addition	To infinitive	The labourers give animal the foods.	Pre-systematic
6.	S.12, P. 2, L. 4	And still many others	Omission	Expletive marker	And there are still many others	Pre-systematic
7.	S.12, P. 3, L. 1	... the animals is not get the food every times.	Alternating form	Auxiliary verb	... the animals do not get the food every times.	Systematic
8.	S.12, P. 4, L. 1	... so that many bacteria.	Alternating form	Expletive marker	... so there are many bacteria.	Pre-systematic
9.	S.12, P. 5, L. 1	Animals is very important	Misformation Archi-form	Auxiliary verb	Animals are very important	Systematic

## 12. Subject no. 13

The subject-verb agreement applications found in Subject's paragraph were 3 applications, and 3 applications were error. They were 1 omission error and 2 misformation errors. And all the errors were divided into 1 pre-systematic error and 2 systematic errors.

Table 12. Subject number 13

No.	Code	Sentence	Error types	Case of error	Correct Sentence	Systematicity errors
1.	S.13, P.1, L. 1	Indonesia have many forest.	Misformation Archi-form	3 <sup>rd</sup> person singular verb	Indonesia has many forests.	Systematic
2.	S.13, P. 1, L. 1	Forest have many benefit.	Misformation Archi-form	3 <sup>rd</sup> person singular verb	Forest has many benefits.	Systematic
3.	S.13, P. 4, L. 2	Because forest make the air clean.	Omission	3 <sup>rd</sup> person verb marker	Because forest makes the air clean.	Pre-systematic

### 13. Subject no 14

The subject-verb agreement applications found in Subject's paragraph were 17 applications and 5 applications were error. They were 1 omission error and 4 misformation errors. And all the errors were divided into 4 systematic errors and 1 post-systematic error.

Table 13. Subject number 14

No.	Code	Sentence	Error types	Case of error	Correct Sentence	Systematicity errors
1.	S.14, P. 1, L. 1	Laptop have a many uses	Misformation Archi-form	3 <sup>rd</sup> person singular verb	Laptop has many uses	Systematic
2.	S.14, P. 1, L. 2	But laptop is often abusing by students.	Alternating form	Auxiliary verb	But laptop is often abused by students.	Systematic
3.	S.14, P. 3, L. 2	... and students often not pay attention ...	Omission	Auxiliary verb	... and students often do not pay attention ...	Post-systematic
4.	S.14, P. 5, L. 1	Laptop have a many positive uses.	Misformation Archi-form	3 <sup>rd</sup> person singular verb	Laptop has many positive uses	Systematic
5.	S.14, P. 5, L. 1	..., but many students are abusing.	Alternating form	Tense	..., but many students abuse.	Systematic

### 14. Subject no. 15

The subject-verb agreement applications found in Subject's paragraph were 13 applications and 9 applications were error. They were 3 omission errors, 5 addition errors, and 1 misformation error. And all the errors were divided into 2 pre-systematic errors, 5 systematic errors, and 2 post-systematic errors.

Table 14. Subject number 15

No.	Code	Sentence	Error types	Case of error	Correct Sentence	Systematicity errors
1.	S.15, P. 1, L. 1	The students not allowed to bring a cell phone ...	Omission	Auxiliary verb	The students are not allowed to bring a cell phone ...	Post-systematic
2.	S.15, P. 1, L. 2	Many students who misusing a cell phone.	Simple addition	Present participle	Many students who misuse cell phone.	Systematic
3.	S.15, P. 2, L. 1	Firstly, the students sending a message ...	Simple addition	Present participle	Firstly, the students send a message...	Systematic
4.	S.15, P. 2, L. 2	The students sending a message ...	Simple addition	Present participle	The students send a message ...	Systematic
5.	S.15, P. 3, L. 2	..., many students who doing free sex.	Simple addition	Present participle	..., many students who do free sex.	Systematic
6.	S.15, P. 3, L. 3	They didn't think the consequence	Alternation form	Wrong structure	They don't think the consequence	Pre-systematic
7.	S.15, P. 4, L. 2	Playing facebook when process learning and teaching very disturbing to student.	Simple addition	Present participle	Playing facebook when process learning and teaching disturbs the student.	Systematic
8.	S.15, P. 5, L. 1	I agree if the students not allowed to bring cell phone	Omission	Auxiliary verb	I agree if the students are not allowed to bring cell phone	Post-systematic
9.	S.15, P. 5, L. 2	But actually still many the students who bring cell phone	Omission	Plural marker	But actually there are still many the students who bring cell phone	Pre-systematic

### 15. Subject no. 16



The subject-verb agreement applications found in Subject's paragraph were 12 applications, and 6 applications were error. The grammatical errors found were 5 omission errors and 1 misformation error. And all the errors were divided into 1 pre-systematic error, 4 systematic errors, and 1 post-systematic.

Table 15. Subject number 16

No.	Code	Sentence	Error types	Case of error	Correct Sentence	Systematicity errors
1.	S.16, P. 1, L. 1	Many negative impacts cause cheating.	Alternating form	Wrong structure	Many negative impacts are caused by cheating.	Pre-systematic
2.	S.16, P. 1, L. 3	Cheating very dangerous.	Omission	Auxiliary verb	Cheating is very dangerous.	Post-systematic
3.	S.16, P. 2, L. 1	Firstly, cheating make students lazy	Omission	3 <sup>rd</sup> person verb marker	Firstly, cheating makes students lazy	Systematic
4.	S.16, P. 3, L. 1	Cheating make students less confident.	Omission	3 <sup>rd</sup> person verb marker	Cheating makes students less confident.	Systematic
5.	S.16, P. 3, L. 1	When a student do the test, ...	Omission	3 <sup>rd</sup> person verb marker	When a student does the test, ...	Systematic
6.	S.16, P. 3, L. 2	The student always search manner...	Omission	3 <sup>rd</sup> person verb marker	The student always searches method...	Systematic

### 16. Subject no. 17

The subject-verb agreement applications found in Subject's paragraph were 14 applications and 9 applications were error. The grammatical errors found were 6 omission errors, 1 addition error and 2 misformation errors. And all the errors

were divided into 3 pre-systematic errors, 2 systematic errors, and 4 post-systematic errors

Table 16. Subject number 17

No.	Code	Sentence	Error types	Case of error	Correct Sentence	Systematicity errors
1.	S.17, P. 1, L. 1	The television one of most important device...	Omission	Auxiliary verb	The television is one of most important devices...	Pre-systematic
2.	S.17, P. 1, L. 1	The television ... which take place in the house.	Omission	3 <sup>rd</sup> person verb marker	The television ... which takes place in a house.	Post-systematic
3.	S.17, P. 1, L. 1	It unite all member of family ...	Omission	3 <sup>rd</sup> person verb marker	It unites all member of family ...	Post-systematic
4.	S.17, P. 2, L. 1	Firstly, watching TV make child lazy	Omission	3 <sup>rd</sup> person verb marker	Firstly, watching TV makes children lazy	Post-systematic
5.	S.17, P. 2, L. 2	Television is many program ...	Alternating form	Wrong verb	Television has many programs ...	Pre-systematic
6.	S.17, P. 3, L. 1	Actually the child do not allow see film to adult	Alternating form	Auxiliary verb	Actually the child is not allowed to see film for adult.	Post-systematic
7.	S.17, P. 3, L. 2	So, if it happen, ...	Omission	3 <sup>rd</sup> person verb marker	So, if it happens, ...	Systematic
8.	S.17, P. 4, L. 2	If many children watching TV ...	Simple addition	Present participle	If many children watch TV ...	Systematic
9.	S.17, P. 5, L. 1	..., many negative effect from watching TV.	Omission	Plural marker and verb.	..., many negative effects come from watching TV.	Pre-systematic