A STUDY ON SUBJECT-VERB AGREEMENT ERRORS IN WRITING DESCRIPTIVE TEXTS OF EIGHTH GRADE STUDENTS AT SMP N 1 GIRIMULYO

A SARJANA PENDIDIKAN THESIS

Presented as Partial Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree in English Language Education

By

Ceravika Anggi Harmoni
Student Number: 091214017

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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FACULTY OF TEACHERS TRAINING AND EDUCATION
SANATA DHARMA UNIVERSITY
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Ag. Hardi Prasetyo, S.Pd., M.A.

Date
18 October 2013
A Sarjana Pendidikan Thesis on

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Defended before the Board of Examiners on November 8, 2013 and Declared Acceptable

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Yogyakarta, 8 November 2013
Faculty of Teachers Training and Education
Sanata Dharma University
Dean,

Rohandi, Ph.D.
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I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and the references, as a scientific paper should.

Yogyakarta, 8 November 2013

The Writer

Cerwika Anggi Harmoni

091214017
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ABSTRACT

Harmoni, Ceravika Anggi. 2013. A Study on Subject-Verb Agreement Errors in Writing Descriptive Texts of Eighth Grade Students at SMP N 1 Girimulyo. Yogyakarta: English Language Education Study Program, Department of Language and Arts Education, Faculty of Teachers Training and Education, Sanata Dharma University.

Writing is one of the skills in English that is very important. When people are able to write English text smoothly, easily, and understandably, it means that they know English well. This is also true for students, when they are able to write well in English, it means that they have good knowledge of English. In the process of learning, students unavoidably often make grammatical errors such as subject-verb agreement errors in writing English text. Analyzing subject-verb agreement is very important since subjects and verbs are very important in a sentence.

There were two problems in this research. (1) What are the subject-verb agreement errors that the eight-grade students at SMP N 1 Girimulyo make in writing descriptive text? (2) What are the causes of subject-verb agreement errors that are made by the students in writing descriptive text?

The researcher used error analysis to answer the problems. The researcher used the eighth-grade students of SMP N 1 Girimulyo’s descriptive writing to be analyzed. The errors found in this research were classified into omission, addition, misformation, and misordering based on Surface Strategy Taxonomy. Furthermore, the researcher also analyzed the errors made by the students to draw conclusions about the second problem formulation.

From 117 students’ descriptive writing, the researcher found 65 subject-verb agreement errors. There were 39 errors on addition category as the common errors made by the students, followed by omission category (17), misformation category (7), and misordering category (2). There were three types of causes of errors based on the result of the data analysis: carelessness, first language interference, and translation.

Keywords: errors, subject-verb agreement, writing, descriptive, error analysis
ABSTRAK


Menulis merupakan salah satu bidang keahlian yang penting dalam belajar bahasa Inggris. Seseorang dianggap mengetahui bahasa Inggris dengan baik dan lancar ketika mereka bisa menulis dengan lancar, dengan mudah, dan dapat dimengerti. Begitu pula dengan siswa-siswa, ketika seorang siswa bisa menulis dalam bahasa Inggris dengan baik, berarti dia mengetahui Bahasa Inggris dengan baik. Tidak bisa terhindarkan, dalam proses belajar, para siswa sering membuat kesalahan gramatikal seperti kesalahan pada kesesuaian antara subjek dengan kata kerja ketika menulis teks dalam bahasa Inggris. Menganalisis kesesuaian antara subjek dengan kata kerja sangatlah penting karena subjek dan kata kerja memiliki peran penting dalam sebuah kalimat.

Ada 2 permasalahan dalam penelitian ini, (1) Apa saja kesalahan dalam kesesuaian antara subjek dengan kata kerja yang dibuat oleh siswa-siswa kelas 8 di SMP N 1 Girimulyo dalam menulis teks deskriptif? (2) Apa saja penyebab kesalahan dalam kesesuaian antara subjek dengan kata kerja yang dibuat oleh siswa-siswa dalam menulis teks deskriptif?


Dari 117 tulisan deskriptif siswa, peneliti menemukan 65 kesalahan dalam kesesuaian antara subjek dengan kata kerja. Ada 39 kesalahan dari kategori kesalahan penambahan sebagai kesalahan yang paling banyak dibuat oleh siswa, diikuti oleh kategori kesalahan pengurangan (17), kategori kesalahan bentuk (7), dan kategori kesalahan susunan (2). Ada tiga macam penyebab kesalahan berdasarkan hasil analisis kesalahan, yaitu carelessness, first language interference, dan translation.

Keywords: errors, subject-verb agreement, writing, descriptive, error analysis
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First of all, I would like to thank my Savior, Jesus Christ, for guiding and helping me so that I could finish this thesis. I am so grateful because His blessing and love is so wonderful and is more than what I could imagine.

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Ceravika Anggi Harmoni
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CHAPTER 1
INTRODUCTION

In this study, the researcher would like to investigate the subject-verb agreement errors in writing descriptive text of eighth grade students at SMP N 1 Girimulyo. This chapter provides six parts, namely research background, research problems, problem limitation, research objectives, research benefits, and definition of terms.

A. Research Background

English becomes a main subject that is taught in school, because learning English is important. By learning English, the students will have good provisions for the future. Besides, English is tested in the final examination.

Writing is one of the skills in English lesson to be learnt by students. According to Tiedt (1989:1), writing is a method of expressing ideas about any subject content; it appears in classrooms everywhere and therefore, must be the concern of every teacher. Hampton (1989) says that writers are fluent when they are able to write smoothly, easily, and understandably. People are considered to know English well and are also fluent when they are able to write smoothly, easily, and understandably. This is also true for students, when students are able to write well in English, it means that they know English well.
Since there are differences between Indonesian and English grammar, students often find difficulties in learning English language. As a result, unavoidably students often make grammatical errors in writing English text.

Based on the researcher’s experience, junior high school students and senior high school students mostly got difficulty in dealing with subject-verb agreement in writing a text. Even university students who take English language education study program still often make errors in subject-verb agreement.

Analyzing subject-verb agreement is important since subjects and verbs are very important in a sentence. It is fundamental for correct English grammar according to Hacker (2008). Subject is the actor in a sentence. A sentence needs to have an actor to do the action.

SMP N 1 Girimulyo is located in Kulon Progo, Yogyakarta. The eighth grade students there were taught recount and descriptive texts. The writer chose descriptive text to be analyzed. Descriptive text is chosen because it uses simple present tense in which verbs change in form to agree with their subjects and the students commonly make the mistakes about it. Celce-Murcia and Larsen-Freeman (1999) state that for verbs other than be, number agreement between the subject and verb poses a problem only in the present tense, where third person singular forms are explicitly inflected while other forms are not (p. 57). In SMP N 1 Girimulyo, the students are expected to be able to write descriptive text about a place.

Based on the researcher’s experience when visiting the school to do small observation about the students there, the teacher of eighth grade students said that
the students got difficulty in writing descriptive text. The teacher had explained simple present tense and the language features of descriptive text as the bases before they wrote descriptive text, but the students still got difficulty in producing the text. The teacher said that subject – verb agreement was also the problem that she found when the students had writing activity. There were also so many researches about error analysis done at a famous and good school in Yogyakarta. The researcher conducted the research at SMP N 1 Girimulyo whose location is in a rural area. It was important to conduct the research there so that the follow up of the problem found could be done by the school especially by the English teacher there. So, it was hoped that the quality of the students especially in writing English text could be developed.

This study aims to analyze the eighth grade students of SMP N 1 Girimulyo’s errors especially dealing with subject-verb agreement in writing descriptive text. It is hoped after the researcher did the research SMP N 1 Girimulyo, at least the students there can minimize their subject-verb agreement’s errors. If they make the subject – verb agreement’s errors continuously since they are in junior high school, it will influence their writing ability in the future. They are also hoped to be more familiar with subject-verb agreement so they can produce correct sentences in English and develop themselves to be better in English lessons.
B. Research Problems

Based on the background, the researcher in this research wanted to answer these following questions

1. What errors in subject-verb agreement do the eighth-grade students at SMP N 1 Girimulyo make in writing descriptive text?

2. What might cause subject-verb agreement errors in writing descriptive text?

C. Problem Limitation

This study aims to analyze students’ problem in writing descriptive text that is focused on the subject-verb agreement, and to find out the causes of the errors that are made by the students in writing the descriptive text. There were 4 classes of grade eight at SMP N 1 Girimulyo and all of them were as the subjects of the research. All the classes were taught by the same teacher. This research will only focus on the analysis of subject-verb agreement errors of eight grade students at SMP N 1 Girimulyo in writing descriptive text.

In writing a text, students sometimes make mistakes in the content of their writing, dealing with the generic structure or dealing with the use of correct language feature. However, the researcher will not focus on the content of the students’ writing about the descriptive text itself, whether the generic structure is correct or not and whether they apply the correct language feature or not.
Since the researcher will not conduct further research to know whether what the researcher will find in the students’ writing is an error or a mistake, the researcher will consider every incorrect subject – verb agreement written by the students as an error.

D. Research Objectives

The objectives of the study are answering the research problems. The first objective is to discover the subject-verb agreement errors that the eight-grade students at SMP N 1 Girimulyo make in writing descriptive text. The second objective is to discover the possible causes of subject-verb agreement errors that are made by the students.

E. Research Benefits

This study is expected to give essential contribution for those elements:

1. English teacher

By knowing the errors that are made by the students, the teacher can improve their way in teaching by focusing more on the subject-verb agreement so that the students can minimize the errors in writing texts, especially descriptive texts. Besides, the students will be more familiar with subject-verb agreement so they can produce correct sentences in English and develop themselves to be better in English lesson. It is also important for the teacher so that the teacher can teach the next grade eight students better and can improve the quality of the students at SMP N 1 Girimulyo in writing text in English.
2. The eighth grade students

This research can help the students so that they know their weaknesses in subject-verb agreement. By knowing their weaknesses the students are expected to be able to learn from the errors they made and then they can improve their writing especially dealing with subject-verb agreement.

3. Other researchers

This research can also motivate other researchers to conduct follow-up research about subject-verb agreement errors in writing descriptive text.

F. Definition of Terms

1. Subject-Verb Agreement

The word *subject* according to Marcella (1972) means the agent, who or what is being talked about. While Frank (1972) mentions that the word *verb* has traditionally been called word of action, but has been interpreted to include most non-action verbs that are linking verbs. Elliot (2006), mentions that a singular subject needs a singular verb, and a plural subject needs a plural verb. Subject-verb agreement errors are classified as syntactical errors, specifically errors in noun phrase and verb phrase (Dulay, Burt, and Krashen. 1982:148-149). As the basic rule of subject – verb agreement, Straus (2008) mentions that a singular subject takes a singular verb, while a plural subject takes a plural verb (p. 2).
However, Benner (2000) states that the subject-verb agreement rules apply to all personal pronouns except *I* and *you*, which, although singular, require plural forms of verbs.

2. Error

In this study, error is defined as the deviation from correctness. According to Corder (1973) errors refer to the utterances which are either superficially deviant or inappropriate in terms of the target language grammar. According to Ellis and Barkhuizen (2001) errors are deviations in usage which results from gaps in learners' knowledge of the target language (p. 17). Gass and Selinker (1994) distinguish the differences between mistakes and errors. Mistakes are akin to slips of the tongue while an error is systematic (p. 67). It means that when people make an error they do not realize that it is an error.

3. Descriptive Text

D'Angelo (1980) mentions that descriptive text is a way of picturing images verbally in speech or writing and of arranging those images in some kind of logical or association pattern. Meanwhile, according to Corbett (1983) that descriptive text is one of the expository writing.
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of theories related to the topic of the research. There are two major sections that are used as the groundwork of this research, namely theoretical description and theoretical framework.

A. Theoretical Description

In this part, the researcher provides the theories to support this research. There are eight parts namely errors, subject and verb, the passive, negatives, modals, subject-verb agreement, the theory of causes of errors, and descriptive text.

1. Errors

Students often make errors when they have to write sentences in English. It is a common thing that the students making errors in learning, because it is a process. Making errors is a part of learning, and teacher needs to understand. Dulay et al. (1982) mention that people cannot learn language without first systematically committing errors. Dulay et al. (1982) also state that errors are the flawed side of learner speech or writing (p. 138). According to Dulay et al. (1982) errors refer to any deviation from a selected norm of language performance, no matter what the characteristics or causes the deviation might be (p. 139). When people want to learn something new, they must make errors because making
errors is a process in which people learn. It is also because they face something new in their life. Norrish (1983) states that the errors made by the students may actually be a necessary part of learning a language (p. 6). According to Corder (1973) errors refer to the utterances which are either superficially deviant or inappropriate in terms of the target language grammar. Inappropriate here means deviating from the grammar of the target language. So, it means that error is a deviation from the language grammar of the target language. Ellis and Barkhuizen (2001) state that errors are deviations in usage which results from gaps in learners’ knowledge of the target language (p. 17). Because the learners learn English as the foreign language, they have difficulty in producing sentences in English. Gass and Selinker (1994) distinguish the differences between mistakes and errors. Mistakes are akin to slips of the tongue while an error is systematic (p. 67). It means that when people make a mistake, they are conscious that they make the mistake but people who make an error do not realize that they make an error. Dulay, et al. (1982) categorize errors into the following categories.

a. Omission

Dulay et al (1982) mention that omission is the absence of an item that must appear in a well formed utterance (p. 154). The omission happens by omitting a part of the words. According to Dulay et al. (1982) words can be distinguished into two, content words and grammatical words (p. 154). Content words contain nouns, verbs, adjectives, adverbs. Grammatical words include
nouns and verb inflections (-s, -ed, -ing), article (a, an, the), verb auxiliaries (is, can, will, may, etc), and preposition (in, on, at).

b. Addition

Dulay et al (1982) state that addition is the presence of an item that must not appear in well-formed utterances (p. 156). The addition is classified into 3 types.

1) Double Markings

According to Dulay et al (1982), it is described as the failure to delete certain items which are needed in some linguistic constructions.

Examples:
- *He doesn't goes to school.
- *I didn't wrote it

2) Regularization

Dulay et al (1982) state that regularization errors that fall under the addition category are those in which a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker (p. 157).

Example:
- *I weared new shoes.
- *The sheeps have been found.
3) **Simple addition**

It happens when the addition is not one of the above mentioned types. Dulay et al. (1982) mention that if an addition error is not a double marking nor a regularization, it is called a simple addition (p. 158).

Example:

- *He is go to school.

c. **Misformation**

According to Dulay et al (1982) misformation is the use of wrong form of the morpheme or structure. (p. 158).

There are 3 types: regularizations, archi-forms, and alternating forms:

1) **Regularization:**

   Regularization is when a regular marker is used in place of an irregular one (p. 158). For example:

   - *She runned.

   - *Mouses annoy the farmers.

2) **Archi-form**

   Dulay et al. (1982) state that these types of errors are characterized by the selection of one member of class of forms to represent others.
Table 2.1 Archi-Form (Dulay et al, 1982)

<table>
<thead>
<tr>
<th>Selection</th>
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<tbody>
<tr>
<td>Learners select one of the English demonstrative adjectives (this, that, these, and those) to do the work for several of them.</td>
<td>Learners select one member of the class of personal pronouns to function for several others in the class</td>
<td>Learners select one verb to function for several others in the class</td>
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<tr>
<td>Example of the errors</td>
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<td>Example of the errors</td>
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<td>▪ That bird</td>
<td>▪ Give me that</td>
<td>▪ I go to market</td>
<td></td>
</tr>
<tr>
<td>▪ *That birds</td>
<td>▪ *Me hungry</td>
<td>▪ They go to market</td>
<td></td>
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<tr>
<td>▪ This pen</td>
<td>▪</td>
<td>▪ *She go to market</td>
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<tr>
<td>▪ *This pens</td>
<td></td>
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</table>

3) Alternating forms

This type, according to Dulay, et al (1982) is the result of the students’ vocabulary limitation and lack of grammatical rules knowledge. Below are the examples for each case.

Table 2.2 Alternating-Forms (Dulay, et al., 1982)

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<thead>
<tr>
<th>In the case of demonstrative</th>
<th>In the case of pronouns</th>
<th>In the case of markers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masculine for feminine (or vice versa)</td>
<td>Plural for singular (or vice versa)</td>
<td>Accusative for nominative case (or vice versa)</td>
</tr>
<tr>
<td>Simple present marker (-s) for simple past marker (-ed) or vice versa</td>
<td>It is the selection of one member of a class of forms to represent others in the class.</td>
<td></td>
</tr>
<tr>
<td>▪ *Those frog</td>
<td>▪ he for she</td>
<td>▪ she for English last night</td>
</tr>
<tr>
<td>▪ *This cows</td>
<td>▪ they for it</td>
<td>▪ *She studys</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ *This pens</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
d. Misordering

According to Dulay et al (1982) misordering is the incorrect placement of a morpheme or group of morphemes in an utterance (p. 162).

Example: *Another my friend is smart.

2. Subject and Verb

The word subject according to Marcella (1972) means the agent, who or what is being talked about. Frank (1972) mentions that the word verb has traditionally been called word of action, but has been interpreted to include most non-action verbs that are linking verbs.

These tables are the review of subject and verb according to Hacker (2008).

<table>
<thead>
<tr>
<th>Table 2.3 Subject and Verb (Hacker, 2008)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject: noun or pronoun</td>
</tr>
<tr>
<td>Examples: books, cars, theory, you, it, she, they</td>
</tr>
<tr>
<td>Verb: expresses an action or being</td>
</tr>
<tr>
<td>Examples: read, drive, suggest, act, become, is, was</td>
</tr>
</tbody>
</table>

1) Subjects in singular and plural form

<table>
<thead>
<tr>
<th>Table 2.4 Subjects in Singular and Plural Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perspective</td>
</tr>
<tr>
<td>--------------</td>
</tr>
<tr>
<td>1st person</td>
</tr>
<tr>
<td>2nd person</td>
</tr>
<tr>
<td>3rd person</td>
</tr>
</tbody>
</table>
2) **Verbs in singular and plural form**

According to Hacker (2008), based on *The Bedford Handbook*, present-tense verbs end in –s (or –es) if the subject is in third person singular form and use present-tense verbs for all other cases.

For example:

- They always chat on the telephone. (Third person plural subject followed by the base form of the verb)

- She always chats on the telephone. (Third person singular subject followed by –s form)

Furthermore, the more complete explanation on subject and verb will be discussed.

a. **Subject**

1) **Nouns**

According to Sargeant (2007), there are two main types of nouns: common nouns and proper nouns (p. 7).

a) **Common Nouns and Proper Nouns**

Sargeant (2007) states that words for people, places and things are called common nouns (p. 7). Sargeant (2007) further states that the common nouns are words for things such as ruler, pen, table, etc; words for animals such as goat, dog, cat, etc; and words for places such as bank, hotel, library, etc. Sargeant (2007) mentions that the names of particular people, places and things are proper nouns. They always begin with a capital letter (p. 8). Furthermore, Sargeant (2007) gives
the specific examples of proper nouns. People’s names, the days of the week and the months of the year, the names of special days and celebrations, the names of famous places, buildings and monuments, and the names of people who live in a particular country are proper nouns.

b). Singular Nouns and Plural Nouns

According to Sargeant (2007), nouns can be singular or plural. When you are talking about just one thing or person, use a singular noun (p. 11). For example: a tent, a park, an idea. In addition, Sargeant (2007) mentions to use a plural noun when you are talking about two or more people, places or things (p. 11). Sargeant (2007) states just add -s to make most nouns plural. Sargeant (2007) further states that nouns that end in s, ss, ch, sh or x, are made plural by adding – es (p. 12).

The plural form of some nouns is the same as the singular form (Sargeant, 2007, p. 14) The examples are seen in the table below.

**Table 2.5 Singular and Plural (Sargeant, 2007, p. 14)**

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>sheep</td>
<td>sheep (not sheeps)</td>
</tr>
<tr>
<td>deer</td>
<td>deer (not deers)</td>
</tr>
<tr>
<td>fish</td>
<td>fish (not fishes)</td>
</tr>
<tr>
<td>aircraft</td>
<td>aircraft (not aircrafts)</td>
</tr>
<tr>
<td>salmon</td>
<td>salmon (not salmons)</td>
</tr>
</tbody>
</table>
2) Pronouns

According to Sargeant (2007) a pronoun is a word that takes the place of a noun (p. 24).

a) Personal Pronouns

Personal pronouns may be used as the subject of a verb, or the object of a verb. Since in this research focus on subject – verb agreement, the researcher will only discuss the subject pronouns. According to Sargeant (2007) the subject of a verb does the action of the verb. The personal pronouns I, you, he, she, it, we and they can all be used as the subject of a verb.

b. Verb

1) am, is and are

Sargeant state that the words am, is and are are the simple present forms of the form be (Sargeant, 2007, p. 59). Sargeant (2007) further explains to use am with the pronoun I, is with singular nouns like ‘my dad’ and ‘the teacher’, and with the pronouns he, she and it, and to use are with plural nouns like ‘my parents’ and ‘Jenny and Mary’, and with the pronouns we, you and they.

2). There is and There are

According to Sargeant (2007) we use there with is and are to say what exists or what you can have. Use there is with singular nouns, and there are with plural nouns (p. 60). The examples are:

- There is a tree in our garden.
- There are cows in the field.

3. **The Passive**

   According to Azar (1999), in the passive, the object of an active verb becomes the subject of the passive verb (p. 208). For example: the passive sentence of the active sentence *Mary helps the boy* is *The boy is helped by Mary.* Azar (1999) further explains that the form of the passive is *be + past participle.*

   a. **Stative Passive**

   Azar (1999) states that in the stative passive, no action is taking place; the action happened earlier, there is no *by-*phrase, and the past participle functions as an adjective (p. 225). For example: Ann is married to Alex.

4. **Negatives**

   Azar (1999) mentions that *not* expresses a negative idea (p. A18). Azar (1999) further explains the form of negative is: auxiliary + not + main verb (p.A18). *Do or does* is used with *not* to make a simple present verb (except *be*) negative. For example: He does not go there.

5. **Modals**

   Azar (1999) states that modal auxiliaries in English are can, could, had better, may, might, must, ought (to), shall, should, will, would (p. 151). According to Azar (1999) modals do not take a final –s, even when the subject is she, he, or it (p. 151). For example: *She can do it,* not *She cans do it.* Azar (1999) mentions that
modals are followed immediately by the simple form of a verb (p. 151). For example: *She can do it not She can to do it.*

6. **Subject-Verb Agreement**

The word *subject* according to Marcella (1972) means the agent, who or what is being talked about. Frank (1972) mentions that the word *verb* has traditionally been called word of action, but has been interpreted to include most non-action verbs that are linking verbs. Elliot (2006) mentions that a singular subject needs a singular verb, and a plural subject needs a plural verb. Straus (2008), also states a singular subject takes a singular verb, while a plural subject takes a plural verb (p. 2). Furthermore Benner (2000), adds that the subject-verb agreement rules apply to all personal pronouns except *I* and *you*, which, although singular, require plural forms of verbs. Dulay et al (1982) mention that subject-verb agreement errors are classified as syntactical errors, specifically errors in noun phrase and verb phrase.


a. **Rule 1**

Straus (2008) mentions that two singular subjects connected by *or* or *nor* require a singular verb (p. 3)

Example:

*My grandmother or my grandfather is arriving by train today.* The singular subjects, grandmother and grandfather, connected by *or* or *nor*, so the verb used is singular, *is.*
b. Rule 2

According to Straus (2008) two singular subjects connected by *either/or* or *neither/nor* require a singular verb as in Rule 1 (p. 3)

Examples:

*Neither Sally nor Emma is here.*

*Either John or Jacob is coming*

Neither/ either followed by the two singular subjects, followed by *nor/or*, should be followed by singular verb, from the example it is *is*.

c. Rule 3

Furthermore, Straus (2008) states that when *I* is one of the two subjects connected by *either/or* or *neither/nor*, put it second and follow it with the singular verb *am* (p. 3).

Example:

*Neither she nor I am eating the cake*

Neither/ either followed by subject (*she*), then followed by *nor/or I* is followed by the verb *am*.

d. Rule 4

According to Straus (2008) when a singular subject is connected by *or* or *nor* to a plural subject, put the plural subject last and use a plural verb (p. 3).

Example:

*The serving bowl or the plates go on that shelf.*

*The plates* are as the plural subject, so it is placed last, then followed by the plural verb.
e. Rule 5

While in rule 5, Straus (2008) mentions that when a singular and plural subject are connected by either/or or neither/nor, put the plural subject last and use a plural verb (p. 3)

Example:

*Neither Mike nor the others are here.*

When using neither/either, the plural subject is put on the last then followed by plural verb, *are.*

f. Rule 6

Straus (2008) states that as a general rule, use a plural verb with two or more subjects when they are connected by *and* (p. 3).

Example:

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

The subject *car and bike* become *they,* and it is followed by plural verb, *are.*

g. Rule 7

According to Straus (2008) sometimes the subject is separated from the verb by words such as *along with,* *as well as,* *besides,* or *not.* Ignore these expressions when determining whether to use a singular or plural verb (p. 3).

Examples:

Excitement, as well as nervousness, is the cause of her shaking.

The following word after the word excitement is ignored and followed by the singular verb.
h. Rule 8

Straus (2008) states that the pronouns each, everyone, every one, everybody, anyone, anybody, someone, and somebody are singular and require singular verbs (p. 4).

Example:

Each of the girls sings well.

The word each of the girls followed by singular verb, sings.

i. Rule 9

Straus (2008) mentions about the words that indicate portions.

With words that indicate portions—percent, fraction, part, majority, some, all, none, remainder, and so forth, look at the noun in your of phrase (object of the preposition) to determine whether to use a singular or plural verb. If the object of the preposition is singular, use a singular verb. If the object of the preposition is plural, use a plural verb. (p. 3).

Examples:

Fifty percent of the pie has disappeared.

Pie is the object of the preposition of. It is followed by singular verb.

Fifty percent of the pies have disappeared.

Pies is the object of the preposition. It is followed by plural verb.

j. Rule 10

Furthermore, Straus (2008) states when either and neither are subjects, they always take singular verbs (p. 5).

Examples:

Neither of them is available to speak right now.

Either of us is capable of doing the job.
All of them, neither and either are followed by *is*.

### k. Rule 11

Straus (2008) mentions that the words *here* and *there* have generally been labeled as adverbs even though they indicate place. In sentences beginning with *here* or *there*, the subject follows the verb (p. 5).

Examples:

*There are four hurdles to jump.*

*There is a high hurdle to jump.*

The subject *four hurdles* follows the verb *are*. The subject *hurdle* follows the verb *is*.

### l. Rule 12

According to Straus (2008) we use a singular verb with sums of money or periods of time (p. 5).

Examples:

*Ten dollars is* a high price to pay.

*Fifteen minutes is* the maximum lateness.

The sums of money *ten dollars* and the periods of time *fifteen minutes* are followed by singular verb *is*.

### m. Rule 13

Straus (2008) mentions about the pronoun *who, that, or which*

Sometimes the pronoun *who, that, or which* is the subject of a verb in the middle of the sentence. The pronouns *who, that, and which* become singular or plural according to the noun directly in front of them. So, if that noun is singular, use a singular verb. If it is plural, use a plural verb (p. 5).
Examples:

Salma is the scientist who writes/write the reports.

The word in front of who is scientist, which is singular. Therefore, use the singular verb writes.

n. Rule 14

Straus (2008) states that collective nouns such as team and staff may be either singular or plural depending on their use in the sentence (p. 5).

Examples:

The staff is in a meeting.

it means the staff is as a unit.

The staff are in disagreement about the findings.

The staff are as separate individuals.

7. Causes of Errors


a. Carelessness

According to Norrish (1983) carelessness is often closely related to lack of motivation. Many teachers will admit that it is not always the student’s fault if he loses interest, perhaps the materials and/or style of presentation do not suit him (p. 21). According to Norrish (1983) one way of reducing the number of ‘careless’ errors in written work is to get students to check each other’s work (p. 21).
b. First Language Interference

Norrish (1983) states that learning a language (a mother tongue or a foreign language) is a matter of habit formation (p. 22). When someone tries to learn new habits the old ones will interfere the new ones. This cause of error is called first language interference. Furthermore, to solve this problem, Norrish (1983) states:

Since students all learn in different ways, the best thing a teacher can do is to re-teach a given structure, say, or piece of vocabulary, in a way which allows the students to see the language item from as many points of view as possible (p. 23).

c. Translation

Translation is one of the causes of error. This happens because a student translates his first language sentence or idiomatic expression in to the target language word by word. According to Norrish (1983) translation word by word of idiomatic expressions in the learner’s first language can produce classic howlers (p. 26).

8. Descriptive Text

According D’Angelo (1980) descriptive text is a way of picturing images verbally in speech or writing and of arranging those images in some kind of logical or association pattern. Meanwhile, according to Corbett (1983) descriptive text is one of the expository writing.

The generic structures of Descriptive texts are identification, and description. According to Masruri (2010) identification is a part of paragraph
which introduces or identifies the character. Description is a part of paragraph which describes the character. Descriptive text also has some language features. Descriptive text uses simple present tense. There is also the use of adjectives. It uses simple present tense because it tells about facts from the object described.

B. Theoretical Framework

The researcher tries to synthesize the relevant theories discussed in the previous chapter. Those theories become the grounds to support the research.

Many students made mistakes especially when they deal with third person singular forms. Celce-Murcia and Larsen-Freeman (1999) state that for verbs other than be, number agreement between the subject and verb poses a problem only in the present tense, where third person singular forms are explicitly inflected while other forms are not (p. 57).

To achieve the first objective of this research, the researcher tries to analyze the errors made by the students in writing a descriptive text about a place.

To easier the analysis of the data, the researcher tries to list the subject – verb agreement errors made by the students. The researcher then counts the total of each type of the errors. Dulay et al. (1982), on Surface Strategy Taxonomy, categorized errors into 4; omission, addition (double marking, regularization, simple addition), misformation (regularization, archi-form, alternating form) and misordering. After finishing listing the errors, the researcher categorizes each error based on the Surface Strategy Taxonomy by Dulay, Burt, and Krashen.
Finishing those steps, the researcher tries to give the evidence why each error is considered as a subject – verb agreement error by applying the theories on subject – verb agreement. After that, the researcher reports the finding of the subject-verb agreement errors made by the students.

To achieve the second objective of the research, that is to know the cause of errors, the researcher tries to analyze the students’ writing and relates it with the supporting theory. The researcher uses the theory of causes of errors proposed by Norrish (1983). The data collected from the analysis will be divided into the three types of causes of errors by Norrish; carelessness, first language interference, and translation.
CHAPTER 3

METHODOLOGY

This chapter provides the method used in this research, research settings, research participants, data gathering technique, data analysis, and research procedure.

A. Research Method

This study focused on the eighth grade students’ errors of subject-verb agreement in writing descriptive text. The aim of this study was to discover students’ errors especially in subject-verb agreement in writing descriptive text and to know the cause of errors made by the eighth grade students of SMP N 1 Girimulyo. The researcher used error analysis. Richards and Rogers (1986) state that error analysis is the study of errors made by the second and foreign language learners. Brown (1980) defines error analysis as the process to observe, analyze, and classify the deviations of the rules of the second.

Besides, the researcher conducted interview in order to know the causes of the subject-verb agreement errors they made. The data was analyzed by using the theory of causes of errors by Norrish.
B. Research Settings

The research was done at SMP N 1 Girimulyo. The eighth grade students were the sample of the research. The research was conducted from March 2013 until May 2013 in the second semester of academic year 2012/2013.

C. Research Participants

The participants of the research were the eighth grade students of SMP N 1 Girimulyo in 2012/2013 academic year. There are 4 classes of eighth grade students at SMP N 1 Girimulyo. All of them were taught by the same teacher. The researcher took all of the classes as the participants of this research.

The researcher chose the eighth grade students because in this level, the students have already learned descriptive text in grade seven but they did not have the writing descriptive text activity.

D. Data Gathering Technique

To collect the data, the researcher met the teacher of the eighth grade students of SMP N 1 Girimulyo to ask for the permission to conduct the research. The researcher then asked the permission of the teacher to have the students’ writing of descriptive text. The descriptive texts were written based on the teacher explanation. The teacher asked them to describe a place. The students were asked to write a descriptive text about tourism area near their houses. The students were taught simple present tense as the basic knowledge the students should get before they wrote the text. They did not make first draft of their writing, they were
directly writing the text and had to submit it to their teacher. After having the students’ work, the researcher analyzed the data.

After analyzing students’ writing to get the data of the errors made by the students, the researcher conducted the interview to know the causes of the errors they made by using the theory of causes of error by Norrish. There were 4 students as the respondents of the interview. Each of them was as the representative for each class. There were no specific reasons why the researcher chose the students as the representative for each class since all of the students made errors on subject – verb agreement. According to Ary et al. (2002), there is no general rule about the number of participants to involve in a qualitative and the size of sample is influenced by such practical consideration as time, money, and availability of participants (p. 430).

The interview was conducted in Bahasa Indonesia because the researcher hoped that the students would understand the meaning for each question given by the researcher. Besides, the researcher needed to get the clear information from the students about their difficulty in writing sentence in English dealing with subject – verb agreement. In conducting the interview, the researcher chose to record the interview in order to make the result of the interview easy to be analyzed.

E. Data Analysis

There were two kinds of data. The first one was the students’ written work and the second was the result of the interview. In analyzing the data, the
researcher first listed the subject – verb agreement errors from all classes and then classified each error based on its type. After classifying the errors based on each type of error, the researcher then classified each category into its sub category. The classification of the errors was put into a table to make it easy to analyze. The table consisted of category of the errors, sub category, the number of errors, and the error sentences made by the students. Then, the total errors of the subject – verb agreement errors were calculated.

The researcher then made the discussion of the errors made by the students by analyzing them based on Surface Strategy Taxonomy. In making the discussion of the data of the errors, the researcher put some errors made by the students based on each type of error made by the whole classes. After that, the researcher showed the error for each sentence and gave the evidence why it was categorized as an error by applying the theories on subject – verb agreement stated on Chapter II.

The researcher then tried to find the causes of the errors by analyzing the result of the interview. In analyzing the data, the researcher used the theory of causes of errors by Norrish. There were carelessness, first language interference, and translation. All of the information got from the interview was categorized into each type of cause of error. The classification of the information based on its type of error was put into table to make it easily to analyze. After that, the researcher made the discussion of the interview result. The students’ answers were related to the theory.
F. Research Procedure

The researcher conducted the research in some stages. First, the researcher asked the permission to the school to do the research. Second, the researcher asked the permission of the teacher of eighth grade students to have the students’ writing of descriptive text. Third, the researcher analyzed the data by finding the subject-verb agreement errors made by the students in writing descriptive text. Fourth, the researcher conducted interview with 4 students. Each of the students was the representation of each class. Fifth, the researcher reported the result of the research and drew conclusion.
CHAPTER IV
RESEARCH RESULTS AND DISCUSSION

This chapter contains two major parts, the subject – verb agreement errors made by the students and the cause of errors made by the students and the possible solutions. Each part contains 1) research findings, and 2) discussion. The first part presents the data which answer the first research problem. It presents the subject – verb agreement errors made by the students in writing descriptive text. Then it presents the discussion on the categorization of the errors based on Surface Strategy Taxonomy by Dulay et al. The second part presents the data analysis that answers the second research problem. It presents the causes of errors made by the students.

A. The Subject – Verb Agreement Errors

1. Data Presentation

In order to gather the subject – verb agreement errors made by the eighth grade students at SMP N 1 Girimulyo, the researcher analyzed 117 students’ descriptive writing. The data were gathered from 4 classes, namely VIIIA, VIIIB, VIIIC, and VIIID. There were 29 students’ writing from class A, 29 students’ writing from class B, 32 students’ writing from class C, and 27 students’ writing from class D.

From all data, the researcher found 65 errors. The errors varied. The errors were analyzed based on Surface Strategy Taxonomy by Dulay et al. There were
classified into omission, addition, misformation, and misordering. This table shows the errors made by the students with its classification of errors.

**Table 4.1 The Subject-Verb Agreement Errors Made by the Students**

<table>
<thead>
<tr>
<th>No</th>
<th>Category of Errors</th>
<th>Sub Category</th>
<th>Number of Errors</th>
<th>Erroneous Sentences</th>
</tr>
</thead>
</table>
| 1  | Omission            | -            | 17               | It *located* in Sebolong, Giripurwo.  
Sermo Reservoir *located in* Pengasih, Kulon Progo  
The *visitor* walk around province Kiskenda Cave.  
Sermo Dam *it* located in Sendang Sari, Wates, Kulon Progo.  
It *located* in the Temon Kulon Progo.  
Visitor also see various sort animals.  
Everyone *come* there.  
Glagah Beach *located at* Glagah.  
Kiskenda Cave *located* in the Jatimulyo.  
Kiskendo *located in* Jatimulyo Kulon Progo.  
Moyeng Hill *located at* Sekaro, Giripurwo, Girimulyo, Kulon Progo.  
Some vehicle *can use* to go there.  
It *s cost* about Rp 3000 – Rp 5000.  
Everyone *come* in there.  
In there we feel fresh, because Kiskendo Cave *located on* the hall.  
Kiskendo Cave *tell* about the history of Ramayana story.  
But, if in the area of Kiskendo Cave *used* by human to camping, Kiskendo Cave can be visited in the night. |
| 2  | Addition            | Simple Addition | 28  | Luak Cave *is don’t* big cave.  
I *m like* with this place.  
We *are can* take picture.  
together my family with 2 motorcycle. |
I like *is* Water Jump in Jatimulyo.  
*I to rise* motorcycle.  
I’m sometimes see scanery fine.  
I’m *go* there by motorcycle.  
I *am* return home at 05.00 p.m.  
You can *to* get there by car, motorcycle, bike and soon.  
You can also *hooking* fish in the lake.  
I *am* see wave and see tourist.  
*We can* to ride boat around Glagah Beach  
I can *to* climb boat.  
*It is* has black sand.  
You *are* go there by motorcycle  
So that we can *taking* picture.  
It’s *cost* about Rp 3000 – Rp 5000.  
I *m* live in Kulon Progo.  
That *places* is Glagah Beach.  
I *am* go to Cave Kiskendo by motorcycle.  
There is *are* park place in around it.  
I *am* arrive in Sermo Lake  
*We can* look fisherman that *to* look for fish.  
I’m *live* in Kulon Progo.  
*We also* *to* can give eat animal.  
If we will *to* go there, we can ride motor cycle.  
*Visitors* *are* very enjoy with Kiskendo Cave.  
I *am* like to go to there again.  

<table>
<thead>
<tr>
<th>Place</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sermo Dam</td>
<td><em>it located in</em> Sendang Sari, Wates, Kulon Progo.</td>
</tr>
<tr>
<td>Goa Kiskenda</td>
<td><em>it’s located in</em> Girimulyo.</td>
</tr>
<tr>
<td>Sermo Lake</td>
<td><em>it is</em> clean.</td>
</tr>
<tr>
<td>Moyeng Hill</td>
<td><em>it’s located in</em> the</td>
</tr>
</tbody>
</table>
2. Discussion on subject – verb agreement errors

In this discussion, the researcher presented the analysis of the errors of the whole classes and also presented the analysis of the errors of each class. The errors were analyzed based on Surface Strategy Taxonomy by Dulay et al. They were categorized into omission, addition, misformation, and misordering. There were 65 errors made by the students from all classes.

From the data of the errors, the researcher found all types of the errors. The researcher found 17 errors or 26.15% of the total errors made by the students that were categorized into omission errors. According to Dulay et al (1982) omission is the absence of an item that must appear in a well formed utterance (p. 154). The examples of this type of error were as follows.

(1a) *The visitor walk around province Kiskenda Cave.

(2a) *Kiskenda Cave located in the Jatimulyo.

(3a) *Everyone come in there.
(4a) *But, if in the area of Kiskendo Cave used by human to camping, Kiskendo Cave can be visited in the night.

In sentence (1a), the omission error is in the word *visitor*. The subject *visitor* should be added –s to indicate that it is plural since the verb is plural. Straus (2008) mentions that the basic rule of subject-verb agreement is that a singular subject takes a singular verb, while a plural subject takes a plural verb (p. 2). Sargeant (2007) states just add -s to make most nouns plural. So, the correct sentence is (1b) The visitors walk around the Kiskenda Cave.

In sentence (2a), the omission error occurs in the verb *located*. This sentence is stative passive, in which in stative passive no action is taking place; the action happened earlier, there is no by-phrase and the past participle functions as an adjective (Azar, 1999, p. 225). Azar (1999) states the form of passive is to be + past participle (p.208). The student did not put be before the past participle. So the correct sentence is (2b) Kiskenda Cave is located in Jatimulyo.

The basic rule of subject – verb agreement is that a singular subject takes a singular verb, while a plural subject takes a plural verb (Straus, 2008, p. 2). According to Warriner (1982) the exception, which should cause you little difficulty, are verbs used with *I* and singular *you*: *I think*, *you work*, etc (p. 86). Furthermore Benner (2000) mentions that the subject-verb agreement rules apply to all personal pronouns except *I* and *you*, which, although singular, require plural forms of verbs. In sentence (3a) the omission error occurs in the verb *come*. The student use the subject *everyone* in which it is categorized as singular subject. Straus (2008) mentions that the pronouns *each, everyone, every one, everybody,*
anyone, anybody, someone, and somebody are singular and require singular verbs (p. 4). The student should apply the singular marker –s in the word come in order to form singular verb. Therefore, the correct sentence should be (3b) Everyone comes there.

While in sentence (4a), the student used passive sentence but he made an omission error in the word used. Azar (1999) states that the form of passive is to be + past participle (p. 208). The student omitted be so it is categorized as an omission error. Therefore, in order to form correct subject verb agreement in sentence (4a), the student should add is. So, the correct sentence is (4b) But, if in the area of Kiskendo Cave is used for camping, Kiskendo Cave can be visited in the night.

The researcher found 39 addition errors or 60 % of the total errors. Addition errors are the opposite of omissions. They are characterized by the presence of an item which must not appear in a well-formed utterance (Dulay et al., 1982, p. 156). Addition errors are divided into 3 types. They are double markings, regularization, and simple addition. In this research, the researcher only found two types of the errors; double markings, and simple addition. According to Dulay et al (1982) double markings described as the failure to delete certain items which are required in some linguistic constructions, but not in others (p. 156). Dulay et al (1982) mention if an addition error is not a double marking nor a regularization, it is called a simple additions (p. 158).

There were 28 errors on simple addition and there were 11 errors on double markings. The examples of double markings errors were as follows.
(5a) *Goa Kiskenda it’s located in Girimulyo.
(6a) *In around cave, there is are flower park.
(7a) *It doesn’t makes me boring.

While below are the examples of simple addition errors.

(8a) *I’m go to there by motorcycle.
(9a) *We can to ride boat around Glagah Beach.
(10a) *That places is Glagah Beach.

The double markings error occurred from sentence (5a) is the use of double subjects. The student used stative passive in that sentence in which in the stative passive no action is taking place; the action happened earlier, there is no by-phrase, and the past participle functions as an adjective (Azar, 1999, p. 225). Azar (1999) states that the formula of passive is be + past participle (p. 208). The students should omit one of the subjects. So, the correct sentence is (5b) Goa Kiskenda is located in Girimulyo.

The student used is and are after the word there in sentence (6a). Sargeant (2007) mentions that we use there with is and are to say what exists or what you can have. Use there is with singular nouns, and there are with plural nouns. (p. 60). The word that follows is and are is flower park. The flower park is a singular noun. Therefore, the student should omit the are. The correct sentence is (6b) In around the cave, there is a flower park.

Sentence (7a) is another double marking error made by the student. The student used the negative form with double features; doesn’t and has, in which all of them are singular form. Azar (1999) explains that the form of negative is:
auxiliary + not + main verb. The student should have used *have* after the word *doesn’t*. Therefore, the correct sentence is (7b) *It doesn’t make me bored*.

Sentence (8a) is one of the errors found by the researcher on simple addition. In sentences (8a) the simple addition errors occurred in verb *go* that is preceded by to be *am* or ‘*m*. Benner (2000) mentions that the subject-verb agreement rules apply to all personal pronouns except *I* and *you*, which, although singular, require plural forms of verbs. In simple present tense, the subject is followed by a verb. The subject *I* should be followed by a verb. The word *go* is the verb. So, the students do not need to put *be* before the verb. Therefore, the correct sentence is (8b) *I go to there by motorcycle*.

The researcher found another simple addition error on student’s writing. In sentence (9a) the simple addition error occurred in the infinitive after the modal. According to Azar (1999) modals are followed immediately by the simple form of a verb (p. 151). Thus, the student should have omitted the infinitive after the modal *can*. Therefore, the correct sentence is (9b) *We can ride a boat in Glagah Beach*.

The simple addition error found from sentence (10a) is the addition of –*s* after the subject *the place*. According to Straus (2008) the basic rule of subject–verb agreement is that a singular subject takes a singular verb, while a plural subject takes a plural verb (p. 2). According to Warriner (1982) the exception, which should cause you little difficulty, are verbs used with *I* and singular *you*: *I think*, *you work*, etc (p. 86). In addition, Benner (2000) mentions that the subject-verb agreement rules apply to all personal pronouns except *I* and *you*, which,
although singular, require plural forms of verbs. The student should have omitted the –s since the verb is singular. The verb is correct to be singular because it is referring to the noun *Glagah Beach* that is the name of a place. Thus, the correct one is (10b) That place is Glagah Beach.

Besides, the researcher found another type of error. The researcher found 7 errors on misformation. For the sub category, the researcher only found the archi forms and alternating forms errors. For example, in archi forms errors, the students may temporarily select just one of the English demonstrative adjectives *this, that, these, and, those* to do the work for several of them (Dulay et al., 1982, p. 160). While in alternating forms errors, according to Dulay et al (1982) the students tend to do fairly free alternation of various members of a class with each other. Here, the researcher did not differentiate the archi forms and the alternating forms since both of them deal with the errors that occurred because of the alternation in the sentences made by the students. The examples of the errors were as follows

(12a) *It’s birds, monkeys, and deers.*

(13a) *I and my father is happy*

(14a) *The Wayang Stone have a paint that beautiful.*

The error that occurred from sentence (12a) is the *it’s*. The student mentioned some animals in that sentence which means it is plural, but he put the incorrect subject and verb there. The *it’s / it is* should be replaced by *There are* since the noun is plural. According to Sargeant (2007) we use *there with is* and *are* to say what exists or what you can have. Use *there is* with singular nouns, and
there are with plural nouns (p. 60). Thus, the correct one is (12b) There are birds, monkeys, and deer.

The student made an error in the word is in sentence (13a). The student used more than two subjects which mean the subjects are plural. Plural subject should be followed by plural verb. Straus (2008) mentions that as a general rule of subject – verb agreement, use a plural verb with two or more subjects when they are connected by and (p. 3). Therefore, the verb should be replaced by are. So, the correct sentence becomes (13b) My father and I are happy.

In sentence (14a), the student made an error in the word have. The Wayang Stone is singular, so it should be followed by singular verb. Elliot (2006) mentions that a singular subject needs a singular verb, and a plural subject needs a plural verb. Straus (2008) also states a singular subject takes a singular verb, while a plural subject takes a plural verb (p. 2). Therefore the correct sentence is (14b) The Wayang Stone has beautiful paintings.

The researcher only found two misordering errors. According to Dulay et al. (1982) misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance (p. 162). The example of the error was as follow

(15a) *Is it located in Kebon Romo, Girimulyo, Kulon Progo.

Sentence (15a) is a statement that the location the student meant is at Kebon Romo, Girimulyo, Kulon Progo. The student made an error in arranging the sentence by writing is it instead of it is. Thus, the correct sentence is (15b) It is located at Kebon Romo, Girimulyo, Kulon Progo.
B. The Causes of Errors

In this part the researcher would like to present the information from the interview that will answer the second research problem.

1. Data Presentation

There were 4 interviewees. Each of them was as the representative for each class. There were no specific reasons why the researcher chose the students as the representative for each class since all of the students made errors on subject–verb agreement.

The researcher conducted the interview in Bahasa Indonesia because the researcher hoped that when the interview was done in Bahasa Indonesia, the students would understand the meaning for each question given by the researcher. Besides, the researcher needed to get the clear information from the students about their difficulty in writing sentence in English dealing with subject–verb agreement. In conducting the interview, the researcher chose to record the interview in order to make the result of the interview easily to analyze.

In analyzing the interview, the researcher used the causes of error by Norrish. Norrish (1983) classifies the causes of error into three types; there are carelessness, first language interference, and translation. These three types of causes of error will be used to classify the factors why the students made the errors based on the interview. This table below shows the causes why the students made the errors based on the interview that had been done to the students.
Table 4.2 The Information Obtained from the Interview

<table>
<thead>
<tr>
<th>No</th>
<th>Types of causes of errors by John Norrish</th>
<th>Information obtained from the interview</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>carelessness</td>
<td>- All of the interviewees mentioned that when they wrote the text they did not ask their teacher to check their writing first before submitting it. They said that soon after they were asked to write text in English, they directly wrote it and submitted it after they had finished writing the text. That was why they made many errors.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- One interviewee said that when the teacher explained the material before they wrote the text, they tended not to pay attention, especially when the teacher explained about the simple present tense.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- One interviewee said that she paid attention to the teacher but she still confused and did not dare to ask to the teacher. So, she made errors because she still confused and did not ask the teacher to explain more.</td>
</tr>
<tr>
<td>2</td>
<td>first language interference</td>
<td>- Three interviewees said that the errors they made were caused by the interference of the first language they had known.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Three interviewees said that he was confused about the subject – verb agreement and tenses in English because if in Bahasa Indonesia, he said that he did not need to change the verb.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- They said that their confusion was because of their lack of understanding on subject – verb agreement.</td>
</tr>
<tr>
<td>3</td>
<td>Translation</td>
<td>- Three interviewees said that they wrote the sentences in English by translating one by one of the word in Bahasa Indonesia into English</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- One of the interviewees said that she wrote all the text in Indonesia first, then translated it into English.</td>
</tr>
</tbody>
</table>
1. Discussion

In this discussion, the researcher presented the result of the interview that would answer the second research problem. This part presents the causes of the subject – verb agreement errors made by the students.

Based on the result of the interview, the researcher concluded that there were many causes mentioned by the students dealing with the errors they made in writing the text. There are three types of causes of the errors according to John Norrish. There are carelessness, first language interference, and translation. The researcher then classified the causes mentioned by the students from the interview into those three types of causes of errors; those are carelessness, first language interference, and translation.

a. Carelessness

According to Norrish (1983) carelessness is often closely related to lack of motivation. Many teachers will admit that it is not always the student’s fault if he loses interest, perhaps the materials and/or style of presentation do not suit him (p. 21). 1 interviewee said that when the teacher explained the material before he wrote the text, he tended not to pay attention, especially when the teacher explained about the simple present tense. By not paying attention to the explanation of the teacher, it means that the student was lack of motivation. The student lose motivation, so that when it came to the writing activity, the student made errors. For example the student wrote *He study English* instead of *He studies*
The student who did not pay attention made that error because he did not know if he made error, because he did not pay attention to the teacher explanation. While 1 interviewee said that she paid attention to the teacher’s explanation, but when actually she had not understand yet about the teacher’s explanation, she did not ask the teacher. So, the student did not dare to ask to the teacher, so she did not know the correct sentences were. All she wrote was what she knew it was right, even though it was actually not definitely correct. That was why she made the errors.

All of the interviewees said that they did not check their writings again before they submitted them. They said that soon after they were asked to write text in English, they directly wrote it and submitted it after they had finished writing the text. That was why the researcher found out many errors on their writing.

Norrish (1983) mentions that one way of reducing the number of ‘careless’ errors in written work is to get students to check each other’s work (p. 21). It could also be good way to minimize the errors, but since the students were still at eighth grade, it was better if they checked it to their teacher first so that they had better explanation and knew the errors.

b. First language interference

Students’ first language did affect their writing in English. Three interviewees said that the errors they made were caused by the interference of the first language they had known. They said that they were confused about the
subject – verb agreement and tenses in English because if in Bahasa Indonesia, they did not need to change the verb. Norrish (1983) states that learning a language (a mother tongue or a foreign language) is a matter of habit formation (p. 22). When someone tries to learn new habits the old ones will interfere the new ones. This cause of error is called first language interference. One of the students said that making sentence in English was difficult because they had to pay attention to the verbs changed into past if the sentence referring to the past activity or add s/es if the subject was singular, etc. They said so because in Indonesia they did not have such things.

c. Translation

When the researcher read the students’ writing on descriptive text, the researcher found that most of the students wrote the text by translating one by one the words from Bahasa Indonesia into English. It was seen from the structure of their writing. The structures of the sentences were Indonesian structure translated into English. Translation is one of the causes of error. This happens because a student translates his first language sentence or idiomatic expression in to the target language word by word. According to Norrish (1983) translation word by word of idiomatic expressions in the learner’s first language can produce classic howlers (p. 26). Three interviewees said that they wrote the sentences in English by translating one by one of the word in Bahasa Indonesia into English. One of the interviewees said that she wrote all the text in Indonesia first, then translated it into English. Since the structure of sentences in English is different with
Indonesian, it would cause many errors if the students translating them word by word.

The students should understand the structures in English so that they would not write English sentences by writing the Indonesian version first then translating it into English.
CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS

In this part, the researcher summarizes the findings of this research. There are two parts namely conclusions and recommendation. The first part the researcher concludes the findings, and then the second part the researcher gives the recommendations.

A. Conclusions

This study aimed to know the subject – verb agreement errors made by the grade eight students at SMP N 1 Girimulyo. This study also aimed to know the causes of the errors that the students made. To answer all of the objectives of this research, the researcher conducted error analysis by collecting students’ written works on descriptive writing, and then analyzing them based on Surface Strategy Taxonomy by Dulay et al (1982). The subject – verb errors made by the students varied. Nevertheless, the errors were not included in all of the sub categories stated. The errors found were omission, addition; including double markings and simple addition errors, misformation; including archi-forms and alternating-forms, and misordering.

There were 65 total errors made by the students from all classes. There were 39 errors on addition (28 errors on simple addition and 11 errors on double markings). There were 17 errors on omission, 7 errors on misformation (archi-forms / alternating-forms), and 2 errors on misordering.
The researcher also conducted interviews with 4 students in order to know the causes of the errors. The researcher used the theory of causes of errors by Norrish (1983). Norrish (1983) classifies the causes of errors into three types; carelessness, first language interference, and translation.

Based on the result of the interview, the first reason why the students made the errors was because of the carelessness. The students said that they did not pay attention to the teacher’s explanation when the teacher explained about simple present tense as the basic knowledge to write descriptive text. They also said that when they still did not understand the explanation of the teacher, they tended not to ask. They said that they did not check their writing to the teacher so they did not know if there were many errors they made.

The second reason why they made the errors was because of the first language interference. The students said that they were confused about the grammar in English because it was different from Bahasa Indonesia. They added that if in Bahasa, they did not need to change the verb if there were differences in situation.

The last reason was because the students translated the sentences word by word. The students said that they wrote the sentence by translating word by word from Bahasa Indonesia into English. Since there were differences in grammar in Indonesia and English, that way of translating word by word caused errors.

**B. Recommendations**

This part included recommendations for the students, the teachers, and also for the future researchers.
1. **For the students**

The students are suggested not to be afraid to ask their teacher if they have difficulties. Since they are still in the process of learning, making errors is a common thing. Dulay et al (1982) mention that people cannot learn language without first systematically committing errors (p. 138). The researcher also recommends the students study more so that the errors could be minimized.

2. **For the teachers**

The researcher recommends that the teachers should support their students by doing something that is interesting for her students. The teachers can teach them in interesting ways. Even though the material given a little bit difficult for the students to receive, if it is conveyed in an interesting way, the students at least will pay attention. The researcher also recommends that the teachers should give more practice dealing with subject – verb agreement so that the errors could also be minimized.

3. **For future researchers**

This research is limited in the analysis of subject-verb agreement errors made by the grade eight students at SMP N 1 Girimulyo. The researcher recommends that the future researchers conduct in-depth research on subject-verb agreement. The future researchers can cover larger area of research, so that the more complete and clear findings could be achieved.
REFERENCES


Appendix A
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
Appendix B
## The List of the Errors Made By the Students

<table>
<thead>
<tr>
<th>CLASS A</th>
<th>The Errors Made by The Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>It located in Sebolong, Giripurwo.</td>
<td></td>
</tr>
<tr>
<td>Sermo Reservoir located in Pengasih, Kulon Progo</td>
<td></td>
</tr>
<tr>
<td>The visitor walk around province Kiskenda Cave.</td>
<td></td>
</tr>
<tr>
<td>Sermo Dam it located in Sendang Sari, Wates, Kulon Progo.</td>
<td></td>
</tr>
<tr>
<td>It located in the Temon Kulon Progo.</td>
<td></td>
</tr>
<tr>
<td>Visitor also see various sort animals.</td>
<td></td>
</tr>
<tr>
<td>Luak Cave is don’t big cave.</td>
<td></td>
</tr>
<tr>
<td>I’m like with this place.</td>
<td></td>
</tr>
<tr>
<td>We are can take picture.</td>
<td></td>
</tr>
<tr>
<td>I am to go in the Sermo Lake together my family with 2 motorcycle.</td>
<td></td>
</tr>
<tr>
<td>I like is Water Jump in Jatimulyo.</td>
<td></td>
</tr>
<tr>
<td>I to rise motorcycle.</td>
<td></td>
</tr>
<tr>
<td>I’m sometimes see scanery fine.</td>
<td></td>
</tr>
<tr>
<td>I’m go to there by motorcycle.</td>
<td></td>
</tr>
<tr>
<td>I am return home at 05.00 p.m.</td>
<td></td>
</tr>
<tr>
<td>Sermo Dam it located in Sendang Sari, Wates, Kulon Progo.</td>
<td></td>
</tr>
<tr>
<td>Goa Kiskenda it’s located in Girimulyo.</td>
<td></td>
</tr>
<tr>
<td>It’s birds, monkeys, and deers.</td>
<td></td>
</tr>
<tr>
<td>I and my father is happy.</td>
<td></td>
</tr>
<tr>
<td>Is it located in Kebon Romo, Girimulyo, Kulon Progo.</td>
<td></td>
</tr>
<tr>
<td>Can you get there by ride motor.</td>
<td></td>
</tr>
</tbody>
</table>
### CLASS B

The Errors Made by The Students

<table>
<thead>
<tr>
<th>Everyone come there.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Glagah Beach located at Glagah.</td>
</tr>
<tr>
<td>Kiskenda Cave located in the Jatimulyo.</td>
</tr>
<tr>
<td>Kiskendo located in Jatimulyo Kulon Progo.</td>
</tr>
<tr>
<td>Moyeng Hill located at Sekaro, Giripurwo, Girimulyo, Kulon Progo.</td>
</tr>
<tr>
<td>In around cave, there is are flower park.</td>
</tr>
<tr>
<td>Sermo Lake it is clean.</td>
</tr>
<tr>
<td>I am and my family is very happy.</td>
</tr>
<tr>
<td>You can to get there by car, motorcycle, bike and soon.</td>
</tr>
<tr>
<td>You can also hooking fish in the lake.</td>
</tr>
<tr>
<td>I am see wave and see tourist.</td>
</tr>
<tr>
<td>We can to ride boat around Glagah Beach</td>
</tr>
<tr>
<td>I can to climb boat.</td>
</tr>
<tr>
<td>It is has black sand.</td>
</tr>
<tr>
<td>You are go there by motorcycle</td>
</tr>
<tr>
<td>There is fishes.</td>
</tr>
<tr>
<td>There is also woods.</td>
</tr>
</tbody>
</table>

### CLASS C

The Errors Made by The Students

<table>
<thead>
<tr>
<th>Some vehicle can use to go there.</th>
</tr>
</thead>
<tbody>
<tr>
<td>It’s cost about Rp 3000 – Rp 5000.</td>
</tr>
<tr>
<td>Everyone come in there.</td>
</tr>
<tr>
<td>Sermo it is very beautiful.</td>
</tr>
<tr>
<td>It doesn’t makes me boring.</td>
</tr>
<tr>
<td>Sermo Lake it is clean.</td>
</tr>
</tbody>
</table>
So that we can taking picture.
The visitors enjoyed situation in the Glagah Beach.
It’s cost about Rp 3000 – Rp 5000.
I'm live in Kulon Progo.
That places is Glagah Beach.
I am go to Cave Kiskendo by motorcycle.
There is are park place in around it.
I am arrive in Sermo Lake
Wayang Stone is a stone that have shape.
The Wayang Stone have a paint that beautiful.
Also there is many fish

<table>
<thead>
<tr>
<th>CLASS D</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Errors Made by The Students</td>
</tr>
<tr>
<td>In there we feel fresh, because</td>
</tr>
<tr>
<td>Kiskendo Cave located on the hall.</td>
</tr>
<tr>
<td>Kiskendo Cave tell about the history of Ramayana story.</td>
</tr>
<tr>
<td>But, if in the area of Kiskendo Cave used by human to camping, Kiskendo Cave can be visited in the night.</td>
</tr>
<tr>
<td>Moyeng Hill it's located in the Sekaro, Giripurwo.</td>
</tr>
<tr>
<td>I'm is happy.</td>
</tr>
<tr>
<td>I am is with my family.</td>
</tr>
<tr>
<td>We can look fisherman that to look for fish.</td>
</tr>
<tr>
<td>I'm live in Kulon Progo.</td>
</tr>
<tr>
<td>We also to can give eat animal.</td>
</tr>
<tr>
<td>If we will to go there, we can ride motor cycle.</td>
</tr>
<tr>
<td>Visitors are very enjoy with Kiskendo Cave.</td>
</tr>
<tr>
<td>I am like to go to there again.</td>
</tr>
</tbody>
</table>
### The Errors Based on Each Category of Errors

<table>
<thead>
<tr>
<th>No</th>
<th>Category of Errors</th>
<th>Sub Category</th>
<th>Number of Errors</th>
<th>Erroneous Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Omission</td>
<td></td>
<td>17</td>
<td>It located in Sebolong, Giripurwo.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Sermo Reservoir located in Pengasih, Kulon Progo</td>
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<td>The visitor walk around province Kiskenda Cave.</td>
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<td></td>
<td>Visitor also see various sort animals.</td>
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<td></td>
<td>Kiskendo located in Jatimulyo Kulon Progo.</td>
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<td></td>
<td>Moyeng Hill located at Sekaro, Giripurwo, Girimulyo, Kulon Progo.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Some vehicle can use to go there.</td>
</tr>
<tr>
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<td></td>
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<td>It’s cost about Rp 3000 – Rp 5000.</td>
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<td></td>
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<td></td>
<td>Everyone come in there.</td>
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<td></td>
<td>In there we feel fresh, because Kiskendo Cave located on the hall.</td>
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<td></td>
<td>Kiskendo Cave tell about the history of Ramayana story.</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>But, if in the area of Kiskendo Cave used by human to camping, Kiskendo Cave can be visited in the night.</td>
</tr>
<tr>
<td>2</td>
<td>Addition</td>
<td>Simple Addition</td>
<td>29</td>
<td>Luak Cave is don’t big cave.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I’m like with this place.</td>
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<td></td>
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<td></td>
<td></td>
<td>We are can take picture.</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>I am to go in the Sermo Lake together my family with 2</td>
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<tr>
<td>Double marking</td>
<td>11</td>
<td></td>
<td></td>
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<tr>
<td>----------------</td>
<td>----</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Sermo Dam <em>located</em> in Sendang Sari, Wates, Kulon Progo.</td>
<td></td>
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<tr>
<td>Goa Kiskenda <em>it’s</em> located in Girimulyo.</td>
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<tr>
<td>61</td>
<td>In around cave, there is flower park.</td>
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<tr>
<td></td>
<td>Sermo Lake <em>it</em> is clean.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td><em>I am</em> and my family <em>is very happy.</em></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Sermo <em>it</em> is very beautiful.</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>It doesn’t <em>make</em> me boring.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Sermo Lake <em>it</em> is clean.</td>
<td></td>
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<tr>
<td></td>
<td>Moyeng Hill <em>it’s</em> located in the Sekaro, Giripurwo.</td>
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<tr>
<td></td>
<td>I’m <em>is</em> happy.</td>
<td></td>
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<tr>
<td></td>
<td>I am <em>is</em> with my family.</td>
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<td>3</td>
<td>Misformation</td>
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<td></td>
<td>Archi forms/alternating forms</td>
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<tr>
<td></td>
<td><em>It’s</em> birds, monkeys, and deers.</td>
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<td></td>
<td>I and my father <em>is happy.</em></td>
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<td></td>
<td>There <em>is</em> fishs.</td>
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<td></td>
<td>There <em>is</em> also woods.</td>
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<td></td>
<td>Wayang Stone is a stone that <em>have</em> shape.</td>
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<tr>
<td></td>
<td>The Wayang Stone <em>have</em> a paint that beautiful.</td>
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<tr>
<td></td>
<td>Also there <em>is</em> many fish</td>
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<td></td>
<td><em>Is it</em> located in Kebon Romo, Girimulyo, Kulon Progo.</td>
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<td></td>
<td><em>Can you</em> get there by ride motor.</td>
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</tbody>
</table>
Appendix C
<table>
<thead>
<tr>
<th>Bahasa Inggris</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Sermo Lake</td>
</tr>
<tr>
<td>One of the most interesting place to visit in my town is the Sermo lake. It is one of the lake in my town. There is a large lake.</td>
</tr>
<tr>
<td>It is located in Kebon, Kilen prago. The Sermo lake is about eight kilometers from water. Sermo lake is a beautiful place. You can get there by car, motorcycle, bike and so on. Although winding the way, but you can to there with easy and fluent. The best time to visit the Sermo lake is in the early morning or late afternoon.</td>
</tr>
<tr>
<td>In Sermo lake we can see the beautiful view. In there many merchant who sell all their commodities at the little shop in trim of Sermo lake. In Sermo lake you can around to ride we boat. You can also boating with fish in the lake. With pay the ticket Rp. 5,000.000, you can get satisfied in Sermo lake.</td>
</tr>
</tbody>
</table>
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
The interesting place to visit in my town is Glagah beach. Glagah beach is famous with beautiful beach. Because Glagah beach is very clean and nice. It is located in the Temon Kabun Prago. The Glagah beach is about twelve kilometers from Temon. In the Temon very very beautiful every street.

Get there it's easy by motorcycle or by bus. Because Glagah beach the street very nice. But some times to go to beach is stuck. Can do or see in the beach is playing water, make sand palace, swimming, playing very ball dive. And in the Glagah beach, I can buy souvenir, blouse all. Because in the Glagah beach, very complete and comfortable. The greatest interest is beautiful beach. The sand is smooth. And the water is very very transparent and cool.
Appendix D
The Questions for the Interview

Before asking the two main questions;

The researcher asked the students first about descriptive text they so that they knew the topic that were going to discuss in the interview.

<table>
<thead>
<tr>
<th></th>
<th>What do you know about descriptive text</th>
<th>What do you think about writing text in English?</th>
<th>(showing student’s descriptive writing) Why did you make these errors?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td>Carelessness:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Did you check your writing first before submitting it?</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>- Did you pay attention to the teacher’s explanation before writing?</td>
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<td>2</td>
<td></td>
<td></td>
<td>First language interference</td>
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<td></td>
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<td></td>
<td>- Did bahasa Indonesia affect you in writing text in English?</td>
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<td>3</td>
<td></td>
<td></td>
<td>Translation</td>
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<td></td>
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<td></td>
<td>- Did you write the sentence by translating word by word from bahasa</td>
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<td></td>
<td></td>
<td></td>
<td>Indonesia?</td>
</tr>
</tbody>
</table>
Transcript of the interview

Ir= interviewer
Ie= interviewee

Ir : halo, selamat pagi (nama siswa)
Ie : pagi
Ir : begini dik, kemarin kamu sudah diberi penjelasan sama guru tentang teks deskriptif?
Ie : iya
Ir : kemarin juga sudah diminta menulis teks deskriptif ya?
Ie : iya
Ir : nah menurut kamu teks deskriptif itu apa?
Ie : Itu teks yang tentang mendeskripsikan sesuatu.
Ir : ok.. mendeskripsikan apa contohnya?
Ie : orang atau tempat.
Ir : menurutmu menulis teks dalam Bahasa Inggris itu bagaimana?
Ie : susah mbak
Ir : kenapa kok susah?
Ir : berubah – ubah gimana di maksudnya?
Ir : misalnya gimana?
Ie : misalnya…. Dibalik-balik itu lho kalau di bahasa inggris kata-katanya
Ir : contohnya?
Ie : misalnya kayak.. apa ya? Mmm... susunan bahasanya yang dibalik balik. Jadi bingung.
Ir : oh iya.. nah kemarin kan saya sudah lihat pekerjaan kamu. Terus kemarin saya menemukan beberapa kesalahan dalam penulisan kalimat-kalimatmu dalam teks deskriptif itu. Kesalahannya itu contohnya *menunjukkan pekerjaan siswa* ini,
Ir : *I'm go to there by motorcycle.* Dalam kalimat ini kan subyeknya apa?
Ie : emmm... I eh.. iya
Ir : betul, terus yang mengikuti subyek itu apa dalam kalimat?
Ie : yang mengikuti? predikat
Ir : nah predikat itu menggunakan kata kerja kan atau verb. Kalau kalimat tadi kata kerjanya apa?
Ie : emmm.... eh...... go
Ir : nah benar.. setelah subyek V lalu predikatnya go.. kalau ada is, am, are itu misalnya diikuti kata sifat atau benda. Contoh I am a student. A student itu kan kata benda.
Ie : oh mmm..iya.
Ir : yang bisa bikin salah itu sebenernya apa dik? Dalam menulis teks dalam bahasa Inggris itu
Ie : emmm... gak teliti mungkin
Ir : oh gitu, sama apa lagi?
Le : apa ya? Ehhh...mmm
Ir : misalnya simple present tense, guru kamu sudah menjelaskan kan sebelum kamu menulis teks descriptive itu? Terus apa yang membuat kamu membuat kesalahan dalam menulis teks?
Le : iya sudah dijelaskan tapi nggak paham. Kurang paham gitu.
Ir : nanya nggak sama guru kamu kalau misalnya nggak paham?
Le : mm nggak.
Ir : kenapa?
Le : heee...hehe
Ir : oke, ada lagi nggak yang membuat kamu bisa melakukan kesalahan dalam menulis teks dalam bahasa Inggris?
Le : emmmmm...
Ir : kalau pas menulis dalam Bahasa Inggris apakah kamu menggunakan cara mentranslate kata per kata dari bahasa Indonesia ke Inggris?
Le : iya.. kadang malah nulis semua dulu pakai bahasa Indonesia, baru diubah ke bahasa Inggris.
Ir : oke.. hmmm.. oh iya.. waktu disuruh mengumpulkan tugas, apakah kamu mengecekkan tulisanmu ke guru dulu?
Le : nggak. Langsung dikumpulkan.
Ir : oh oke...mmmm... terus menurutmu gimana supaya kamu nggak melakukan kesalahan menulis dalam Bahasa Inggris lagi?
Le : dijelaskan lagi tentang penulisan di Inggris. Simple present tense, dan lainnya.
Ir : apa lagi?
Le : dicek lagi...mmm ke guru
Ir : iya.. oke.. terima kasih dik atas waktunya ya..
Le : iya...