

An Analysis of Subject-Verb Agreement Errors on Students' Narrative Writing at the Eleventh Grade SMA Singosari Delitua

Lena Widyawanti Simanjuntak¹ Septian Sinaga² Sahlan Tampubolon³ David Togi Hutahaean⁴ Yanti Kristina Sinaga⁵

Department of English Education, Universitas HKBP Nommensen, Medan, Indonesia^{1,2,3,4,5}

Email: yanti.sinaga@uhn.ac.id⁵

Abstract

This study used qualitative research. The data were analyzed by classifying the types of errors made by the students from students' paper. The objective of this research were to found out the types of error of subject- verb agreement in narrative writing made by students in the eleventh grade and the most dominant error of subject-verb agreement made by students in the eleventh grade of SMA Singosari Delitua. The result showed that are 174 errors made by the XI IPA 1 students in writing narrative text. Misformation error is type of errors which indicate the common error made by students. The number of misformation error are 65 and percentage is 37,3%, followed by omission errors has 55 with percentage is 31,7%, and the third is addition errors has 36 with percentage is 20,7%, the fourth misordering error has 18 with percentage 10,3%. From the explanation above, it shows that the errors of misformation reached the highest frequency, followed by errors of omission, errors of addition and the last misordering in this study. Here are some reasons why the most dominant error of misformation: errors in the use of the wrong form of morpheme or structure. In misformation, students provide and give something, even though it is not true at all. Wrong in forming the construction of a word, phrase, or sentence.

Keywords: Error, Narrative, Subject-Verb Agreement, Writing



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INTRODUCTION

Writing in English is one of the language skills that are a big impact on many things (Rajagukguk, Herman and Sihombing, 2020). However, if we write frequently, learning it is not as challenging as we think. Assessing writing is very important to measure students' writing ability. According to Uno and Koni (2012:2), assessment is a process to measure and not measure to get the characteristics of students in certain settings. Based on Brown (2004:243) there are five components to assess writing, namely; contents, organization, vocabulary, grammar, and mechanics. This rating is used by the researcher to assess student's ability in writing narrative texts.

According to Srinivas and Nemser in Soepriatmadji (2010:113), the error can also be a sign of a learner's development, an approximative system, a peculiar dialect, or an inter-language barrier. Errors are thought to reflect, according to Crystal (2008:173). According to Khansir (2012:1029) error analysis as a subset of linguistics analysis that is concerned with the error that students make, and then Error analysis according to Emmaryana (2010:5) was a process for identifying errors in speaking and writing. The study of error produced by students of second and foreign languages is known as error analysis. Dulay et al (1982) stated that there are several types of errors, namely communicative effect, comparative analysis, surface strategy, and category linguistics.

According to Patel and Jain (2010:11), English acts as a connecting language for people from different geographical areas and racial origins (Sinaga, Herman and Hutauruk, 2020). Grammar, punctuation, and spelling can seem to be the key obstacles for bad writers at lower levels, according to Saddler's research on the subject. If students can understand the grammar

rules well, they won't have a lot of trouble writing (Herman et. al., 2020). According to Harmer (2003:142), relationships between units of meaning are frequently the only things that grammar is used for. Grammar is also the mental model of a language that its speakers produce. Different linguistics academics and schools have approached and characterized it in various ways. It illustrates how learning grammar is one of the most difficult aspects of learning English for students. They'll naturally find the rules perplexing and steer clear of language completely.

The grammar of a language is the set of rules that control its structure, according to Coghill and Stacy (2003:26). A grammatical sentence is one that complies with all grammatical requirements (Simare mare et. al., 2022). Plural nouns are also sometimes used in words that don't usually end in "s." The conditions mentioned above can occasionally confound students. For instance, students frequently make the mistake of writing he drink a cup of milk instead of he drinks a cup of milk when it comes to subject-verb agreement in basic sentences. Concord is a term used to describe subject-verb agreement. It demonstrates how the subject and predicate are in agreement. However, compared to the verb or predicate forms, the subject form is more significant. In English, for instance, the suffix /-s/ is added to the verb to create a present positive phrase when the subject is the singular third person. My dog always growls at the mailman, so a solitary subject calls for a singular verb. (Singular verb plus singular subject). Based on the background described above, the researcher was interested in examining students' use of the subject-verb agreement error in narrative writing.

According to Pardiyono (2007:94), narrative text is a kind of text that exactly to tell the activities or events in the past, that show problematic experience and resolution means to amuse or to give moral lesson to the readers (Herman, 2017). The kinds of narrative text are: myth, legend. Fable and folklore. Narrative is powerful medium for changing social opinions and attitudes. Think about the way that some soap operas and television dramas use narrative to raise topical social issues and present their complexities and different perspective in ways that are not possible in news reports and current affairs program (Knapp and Watkins 2005:220-221). The error found, namely Omission error are the omission of elements that should appear in an utterance, Addition error is a type of error that is characterized by the presence of items that do not have to appear in well – formed speech, Misformation error is an error in using the wrong form of a morpheme or structure, and Misordering error is an error in the arrangement of a morpheme or group of morphemes in a sentence. The standard of student writing score in English was still low, and students struggle to understand the concept of subject-verb agreement. The objective of study in this research were to found out the types of error of subject- verb agreement in narrative writing made by students in the eleventh grade and the most dominant error of subject-verb agreement made by students in the eleventh grade of SMA Singosari Delitua.

RESEARCH DESIGN

The researcher used a qualitative research design for this study. The researcher's focus was a student's error. It was discovered in eleventh-grade students' papers on SMA Singosari Delitua. The narrative text is a test instrument used by the researcher to carry out this investigation. The researcher was asked to write to the students who describe the narrative text based on the subject established by the writer. Here is how the researcher collected the data: (1) Collecting the students' narrative text writing. (2) After selecting a topic from the list, the students have 40 minutes to complete the test. (3) Review student writing to identify any mistakes they may have made. (4) Identifying each error in the student's writing text can help

you sport their subject-verb agreement issues and (5) classifying errors based on subject-verb agreement. There were four types of surface strategy taxonomy such as omission, addition, misformation, and misordering. The writer focused on the subject-verb agreement based on surface strategy taxonomy.

RESULTS AND DISCUSSION

The data of students' errors that were collected by the researcher can be seen in the table:

Table 1. Percentage of student errors

No	Types of Errors	Number of Errors	Percentage
1.	Errors of Omission	55	31,7%
2.	Errors of Addition	36	20,7%
3.	Errors of Misformation	65	37,3%
4.	Errors of Misordering	18	10,3%
		174	100%

From the data analyzed above, the researcher found that the students tend to made an error in subject-verb agreement, especially in narrative writing. The errors that the students made are the error of omission, error of addition, error of misformation, and error of misordering. The numbers of omission errors are 55 and the percentage is 31,7%, the number of addition errors is 36 and the percentage is 20,7%, the number of misformation errors is 65 and the percentage is 37,3%, and the last number of misordering errors are 18 and the percentage is 10,3%. So, the total number of errors is 174 and the total percentage is 100%.

Four types of error, the researcher found the highest number of errors on misformation with a percentage of 37,3%. It was a common error in writing narrative text made by the students' XI IPA 1. The second place is the error of omission with a percentage of 31,7%. The third place error of addition with a percentage of 20,7%, in the last place error of misordering with a percentage 10,3%. The error of misformation was a common error from four types of error that occurred in writing narrative text using subject-verb agreement. It was caused by the student's lack of knowledge in writing the text grammatical. Therefore, the students do errors in misformation.

Discussion

In this part, the researcher would like to discussed the result of the findings. The discussion aimed to describe the students' errors in writing narrative text. After classifying the data, there are many kinds of errors made by the students. The students made errors in Errors of omission, some elements are omitted where they should be presented, Errors of addition, some elements are added where they are not needed, Errors of misformation, and the wrong items have been chosen in place of the right one. Errors of misordering, the elements presented are wrongly ordered. However, in constructing the sentences, the students already use their existing knowledge in writing English.

Based on the data analysis as a result of the errors in narrative text, the researcher found a total of errors. There are 55 or 31,7 % Omission errors occurred because students omitted parts needed in a sentence, such as the omission of Subject, object, the verb to be, endings -s and -Es, omission of prepositions, auxiliary verbs, omission of articles, conjunctions, and also the omission of apostrophes, 36 or 20.7% of additional errors occurred because students made error by adding elements that should not appear grammatically, 65 or 37.3% of errors misformation occurred because students made error in using singular noun

forms, plural nouns, subject forms, objects, prepositions, verb forms, spelling forms, and apostrophes, and 18 or 10.3% of misordering errors occurred because students made error in the placement of objects, predicate, description of the place, and time.

The way the researcher overcomes this is that students need to understand omission, addition, misformation, and misordering. Students needed to be given remedial, practice, and additional exercises in vocabulary and grammar so that the sentences can be understood well. From the explanation above, it showed that the errors of misformation reached the highest frequency, followed by errors of omission, errors of addition and the last misordering in this study.

CONCLUSION

Based on research findings, the writer concluded as follows: There are four types of errors commonly made by students in writing narrative text, namely errors of omission, addition, misformation, and misordering. The numbers of omission errors are 55 and the percentage is 31,7%, the number of addition errors is 36 and the percentage is 20,7%, the number of misformation errors is 65 and the percentage is 37,3%, and the last number of misordering errors are 18 and the percentage 10,3%. From the percentage, the dominant error type which has been made by the students is misformation errors, where the number of it errors is 65 and the percentage is 37,3%.

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