

**A Thesis**

**An Error Analysis on Subject-verb Agreement Found in Hortatory Exposition  
Texts Written by Writing 3 Students of English Department**



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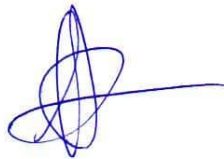
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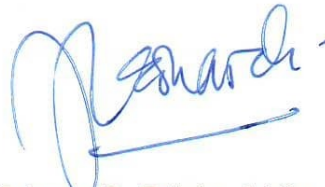
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## ABSTRACT

Susanto, Indra, 2016. *An Error Analysis on Subject-verb Agreement Found in Hortatory Exposition Texts Written by Writing 3 Students of English Department*, Widya Mandala Catholic University Surabaya.

Advisor: P. Hady Sutris Winarlim, M.Sc.

Keywords: Error, Error Analysis, Subject Verb Agreement, Hortatory Exposition Text.

English is considered as a foreign language in Indonesia. One of the things that is important in English language is grammar, whether it is for the native speakers or for the non-native speaker such as the students of English Department of Widya Mandala Catholic University of Surabaya. Hortatory exposition text is one of the text genres in English, in which the writer has persuade readers that they should do something for the benefit of others.

The students of English Department has been taught simple present tense, which includes subject-verb agreement in their earlier year of their study. However, comparing to Bahasa Indonesia, there is no such thing as subject-verb agreement, since the same verb is used for every tense. The writer would like to find out whether the students taking Writing III have already mastered the rules of subject-verb agreement.

This study aims to find out what types of errors in subject-verb agreement they made, the possible causes of the errors, and in what academic level are those students who made errors. The subject of this study was the students of Writing III's final exam writing, which was a hortatory exposition text. The writer collected the data by listing the errors on subject-verb agreement from 47 works of the students.

The result was among those 47 works, 43 works contained errors in subject-verb agreement. The errors are addition (13%), omission (59%), misordering (0,5%), and substitution (27,7%). The causes found were the students' running out of time and panicking, the students' lacking of knowledge of grammar including the correct form of the subject and verbs, the students' too dependent on computer's autocorrect, the students' lacking of focus while doing the writing and the students' more focusing on the content rather than the grammar. Surprisingly, after observing their GPA, the writer found out that most of the students making errors have the GPA ranges from 2,5 – 3,5, and  $\geq 3,5$  and the least are those having the GPA ranges of 1,5 – 2,5 (4,65%).