# “Subject-Verb-Agreement Errors Found in Descriptive Text of High School Students Grade 10”

# A Thesis

As Partial Fulfillment of the Requirements
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English Language Teaching Faculty

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## ABSTRACT

Georgiana. 2016 **Subject-Verb-Agreement Errors Found in Descriptive Text of High School Students**.S-1 thesis**,** English Department Faculty of Teacher Training and Education, Widya Mandala Catholic University, Surabaya.

Advisors: Prof. Dr.Veronica L. Diptoadi, M.Sc. and Johanes L. Taloko, M. Sc.

Key words: Error Analysis, Error, Subject-verb-agreement, Descriptive Text, Writing

Based on the writer's experience in teaching English at school during her teaching practice program and private course, she found out that some high school students tend to make grammatical errors, especially in the subject-verb-agreement in their writing. This has motivated the writer to do this study.

In this study, the writer wanted to find out the types of subject-verb-agreement errors and the sources of the errors. The results of this study are expected to be used by teachers to improve students' ability in writing English sentence and the teachers' teaching techniques.

This study was done through some steps, starting with the design of the research method, the collection of the data, the classification of the data, the calculation of the data, the evaluation of the data, and the analysis of the factors that influence the students in making the Subject-Verb-Agreement errors. In this study, the writer used error analysis steps of Corder (1967). While for the types of error, the writer used the types of error proposed by Dulay, Burt and Krashen (1982).

After analyzing the data, the writer concluded that there were 294 errors of omission (61.64%), 26 errors of addition (5.45%), 147 errors of misformation, 0 errors misordering, and 10 errors of other type resulting from translation (2.10%). There were 2 kinds of error sources found in this study, the interlingual and intralingual influences. There were 324 errors of interlingual influence (40.9%) and 468 errors of intralingual influence (59.1%).

The writer suggests that in teaching descriptive text, the teacher must emphasize on the tense used in the descriptive text which is Simple Present Tense, and other tenses like Simple Past and Present Perfect and especially in the Subject-verb agreement rules by giving more examples and more exercise about subject-verb agreement and descriptive writing to improve students' language ability.

The writer suggests for further study to study a wider scope of students in different kind of text, to find the theory of the other type of error of subject-verb-

agreement which is the error resulting from translation of Bahasa Indonesia to English in order to guide them in doing the study if they find this type of error, to analyze students' translation from Bahasa Indonesia text to English, to find difference in the results of the study, to use think aloud protocol procedure to find the error sources and to classify the error sources in more specific causes.