

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

ARTIKEL ILMIAH

**BY
M. YUSUF AS'ARI
NIM 0911110207**



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

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

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

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

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

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

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

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