**AN ERROR ANALYSIS ON THE SUBJECT-VERB AGREEMENT IN ESSAY WRITING AT THE SIXTH SEMESTER STUDENTS OF ENGLISH DEPARTMENT OF MUHAMMADIYAH UNIVERSITY OF PURWOREJO IN THE ACADEMIC YEAR 2012/2013**

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**Abstract**

This research is to describe the types of students’ error in using subject-verb agreement in essay writing and to find out the dominant error in using subject-verb agreement of the sixth semester of English Department of Purworejo Muhammadiyah University in the academic year 2012/2013. The method of the research is used is descriptive method. This research is an error analysis to describe and present the data which will get from the students to know the students’ errors in using subject-verb agreement at the sixth semester of English Department of Purworejo Muhammadiyah University in the academic year 2012/2013. The result of this research shows that the types of errors are made by the sixth semester student of English Department of Muhammadiyah University of Purworejo in the academic year 2012/2013 are 236 or 62,93% of omission, 28 or 7,47% of addition, 99 or 26,40% of misinformation, and 12 or 3,20% of misordering, and the dominant of error often made by the sixth semester student of English Department of Muhammadiyah University of Purworejo in the academic year 2012/2013 is omission.

Key words: Error Analysis, Subject-verb Agreement, Essay Writing.

1. **Background**

People assume that language plays important role in the human’s life for interaction. Without language, people cannot communicate with each other intensively. So, it is important to learn language. Nowadays, English is used as the international language all over the world. In fact, English is also used in major fields for instance, business, economy, education, technology, art, and so forth. In Indonesia, English is chosen as the sixth foreign language to be taught. English has also been taught as a compulsory subject in junior high school and senior high school.

One of the materials of English teaching is structure. It is very important to teach structure, since language without structure will be disordered. Structure covers the study of how words, phrases, and sentences are formed. A structure of a language is a description of how word, phrases, and sentences are formed in the relevant language (Radford, 1998: 261). Grammar consists of two fundamental ingredients – syntax and morphology – and together they help us to identify a grammatical form, which serves to enhance and sharpen the expression of meaning.

One of the structure problems faced by the students is applying correct grammatical rules of subject-verb agreement. Matthews (1996: 246) says that agreement (or concord) is usually described as a relation between words that shares a morphosyntactic feature. The basic problem of learning subject-verb agreement is that the students have many kinds of rules in determining the verb which follows its subject. The students’ difficulties are shown by the errors they make.

The students tend to make errors in grammar. The writer’s interest here is an error analysis on the grammatical agreement in essay writing among the sixth semester students of English Department of Muhammadiyah University of Purworejo in the academic year 2012/2013. The result of the analysis gives some contribution in attempting to reduce the difficulties faced by the students in learning English.

1. **Research Methodology**

This research is descriptive qualitative research. The object of the research is the sixth semester student of English Department of Muhammadiyah University of Purworejo in the academic year 2012/2013. The source of data is borrowing the data of essay writing from the lecturer’s essay writing on May, 9th 2013, and the data which was made by correcting the data. In the technique of collecting data, the researcher sets the boundary of the research, collects information through collecting document, and establishes the protocol for recording information. Then, in the technique of analyzing data, the researcher identifies the subject-verb agreement. The collected data will be analyzed by using descriptive statistic method. Walpole (1995: 2) says that descriptive statistic method gives the information about the data. In this research, the writer uses the procedures for analyzing the data as follows: collecting the data, identifying errors from the students’ essay writing, classifying errors on each type, describing the numbers and the percentages of the errors, and drawing conclusion

1. **Research Finding**

In the research finding, the researcher finds the students’ errors in doing the test to show the students’ mastery in using subject-verb agreement. We know that there are 236 or 62,93% of omission, 28 or 7,47% of addition, 99 or 26,40% of misinformation, and 12 or 3,20% of misordering. From the researcher can draw a conclusion that the dominant error is omission often occurs in the essay writing. The dominant error is omission, it has 62,92% of omission. And the less errors are the misordering that is 3,20%. Those means that the students of sixth semester of English department at Muhammadiyah University of Purworejo in the academic year 2012/2013 master more in the placement of words than the accordance with the subject of the sentences. The researcher can draw a conclusion that the dominant error is omission often occurs in the essay writing. The dominant error is omission, it has 62,92% of omission. And the less errors are the misordering that is 3,20%. Those means that the students of sixth semester of English department at Muhammadiyah University of Purworejo in the academic year 2012/2013 master more in the placement of words than the accordance with the subject of the sentences.

1. **Conclusion**

Based on the result of data analysis about the subject-verb agreement in essay writing at the sixth semester students of English department of Muhammadiyah University of Purworejo in the academic year 2012/2013, the researcher concludes as follows:the types of errors are made by the sixth semester students of English Department of Muhammadiyah University of Purworejo in the academic year 2012/2013 types of errors are made by the sixth semester student of English Department of Muhammadiyah University of Purworejo in the academic year 2012/2013 are 236 or 62,93% of omission, 28 or 7,47% of addition, 99 or 26,40% of misinformation, and 12 or 3,20% of misordering.The dominant of error often made by the sixth semester student of English Department of Muhammadiyah University of Purworejo in the academic year 2012/2013 is omission. It is happens because the students do not know the system of language or the lack of students’ knowledge so they make errors. The other causes are interlingual and context of learning. The students tended to be influenced by their language rules, because in Indonesia there is no change of verbs to conform to either a singular or a plural subject. The last one it can be caused by misleading explanation from the teacher, the faulty presentation of a structure or words in textbook. Errors made by the students indicate that students have more difficulties in using verb which should agree with its subject in English sentences.

The writer hopes the other researchers to find what sources possibly lead the students to make errors and also to find an appropriate solution that can be used to minimize or reduce the students’ errors.

1. **Reference**

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