**AN ERROR ANALYSIS OF SUBJECT-VERB AGREEMENT**

**IN PRESENT TENSE AMONG THE EIGHTH GRADE STUDENTS**

**OF SMP N 14 PURWOREJO IN THE ACADEMIC YEAR OF 2012/2013**

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**Abstract**

The purpose of the study are to find out the error made and to know the cause of the error made by eighth grade students of SMP N 14 Purworejo in using present tense. The researcher gets the data by using test. The test consists of 30 items multiple choices in which each question has four answer choices. The researcher takes 50 students as sample from the total population. The population is the eighth grade students of SMP N 14 Purworejo. The result of the study is that the errors which are made by the students are omission 250 (16.67%), addition 45 (3%), and misformation 635 (42.33%). The percentages of cause of error as follows: Interference (0%), intralingual (19.67%), and developmental (42.33%). The average of the score is 38. Based on her result, she concludes that the students’ mastery of present tense form is very poor.

*Keywords: Error Analysis, Present Tense, Subject-Verb Agreement*

1. **Introduction**

Language used as a way for communication and English becomes an international language. English is one of the living languages in the world. (Ramelan, 1992:2) states: “English is the first foreign language that plays in the international world”. In Indonesia, English is the first foreign language, so English is important to learn. English learned in elementary school, junior high school and senior high school. In teaching English, there are some components which are important to learn like vocabulary, grammar, and phonology. As the beginning of English learners, the students have very limited knowledge of English. Therefore, the students say that English is difficult. Sometimes, the students create problem in learning process. When we study about writing, we concern in understanding of grammar.

Grammar is one of the important components in writing. It contains of linguistic system that the role of the speaker language. It supported by Klammer (2004:3) that grammar has many different meaning. The speakers who know about a language assumed that grammar can refer to the language system. In other case, grammar can also mean as the linguistic system. English language is different with Indonesian language. The differences are in the structure of the sentences and the verbs that used. The concept of the tense of verbs found in English language is very different from that of Indonesian, so it is not surprising that many Indonesian learners have difficulties with English verb. In this study the researcher formulates the problem as follows: What are the errors made by eighth grade students of SMP N 14 Purworejo in using and making a sentence in present tense? and What are the causes of the errors made by eighth grade students of SMP N 14 Purworejo in using and making a sentence in present tense? The purpose of the study are to find out the errors made by the students and to know the causes of the errors made by eighth grade students of SMP N 14 Purworejo in using and making a sentence in present tense.

1. **Design of Research**

The researcher applies descriptive method to find out the study because the researcher has a purpose to describe systematically the facts and the characteristic of given population area of interest factually and accurately. The study takes the eighth grade students of SMP N 14 Purworejo in the academic year 2012/2013 as the subject of the research. The researcher uses test made based on a guide book as the instrument in this research.

1. **Research Finding**

The result of the students’ error and the causes of error that made by the students can be seen on the table below.

|  |
| --- |
| Table 2. The frequency of students' score |
| No. | Score | Student | Total Score | Frequency |
| 1 | 20.00 | 1 | 20.00 | 2% |
| 2 | 26.67 | 6 | 160.02 | 12% |
| 3 | 30.00 | 8 | 240 | 16% |
| 4 | 33.33 | 11 | 366.63 | 22% |
| 5 | 36.67 | 2 | 73.34 | 4% |
| 6 | 40.00 | 8 | 320 | 16% |
| 7 | 43.33 | 5 | 216.65 | 10% |
| 8 | 46.67 | 1 | 46.67 | 2% |
| 9 | 50.00 | 3 | 150 | 6% |
| 10 | 53.33 | 2 | 106.66 | 4% |
| 11 | 60.00 | 1 | 60 | 2% |
| 12 | 63.33 | 1 | 63.33 | 2% |
| 13 | 73.33 | 1 | 73.33 | 2% |
| Total | 50 | 1896.63 | 100% |

Based on the table above, the researcher attempts to find the average of the students score. To analyze the data, the researcher used a statistical analysis technique.

The formula as follow:

 $M=\frac{\sum\_{}^{}x}{N}$

 Note: M = The average of the score

 $\sum\_{}^{}x$ = The total sum of the score

 N = The number of the student

 $ M =\frac{1896.63}{50}$

 = 37.93

 = 38

 The average of the students’ score is 38. Based the category of standard marking, the average of the students’ score is very poor.

|  |
| --- |
| Table 4. Frequency of Errors |
|  |  |  |  |  |  |
| students' answer | correct answer | Error types | total |
| omission | addition | misformation |
| simple Present tense | 328 | 25 | 42 | 255 | 650 |
|
|
| present continuous tense | 128 | 101 | 3 | 218 | 450 |
|
|
| present perfect tense | 114 | 124 | 0 | 162 | 400 |
|
|
| total | 570 | 250 | 45 | 635 | 1500 |
| percentage  | 38% | 16.67% | 3% | 42.33% | 100% |

From the table above, the researcher concludes that the students made an error as follows: Omission (16.67%), addition (3%), misformation (42.33%), and there is not found misordering there.

|  |
| --- |
| Table 5. Frequency of Cause of Errors |
|  |  |  |  |  |
| Types of Error | Percentage | Cause of Errors |
| Interference | Intralingual | Developmental |
| Omission | 16.67% | 0 | 16.67% | 0 |
|
| Addition | 3.00% | 0 | 3.00% | 0 |
|
| Misformation | 42.33% | 0 | 0 | 42.33% |
|
| Correct Answers | 38% | 0 | 0 | 0 |
| Total | 100% | 0 | 19.67% | 42.33% |

Based on the table above, it can be seen the percentages of causes of errors as follows: interference (0%), intralingual (19.67%), and developmental (42.33%).

1. **Conclusion**

Through this research, the researcher finds out what the error made by the students in using and making sentence in present tense form. The errors are omission, addition, and misformation. The percentage of the error is omission 250 (16.67%), addition 45 (3%), and misformation 635 (42.33%). The percentages of cause of error as follows: interference (0%), intralingual (19.67%), and developmental (42.33%).

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