CHAPTER II

RELATED LITERATURE

This chapter covers the previous studies, the definition of error, error analysis, classification of errors, the cause of errors, the definition of subject-verb agreement, writing, diary, advantages of the diary.

A. The Previous Studies

There were some previous studied to this topic as follow:

First, a study was conducted by Stapa. The result of the study shows that majority of the students have committed errors in subject-verb agreement especially in SVA of the number and followed by SVA of person. The students were to avoid using the complex sub-rules of SVA that include the agreement with the coordinated subject, agreement with indefinite expressions of the amount and also notional agreement and proximity.[1]

Second, a study was conducted by Rondiyah. The result of the study shows types of error made by the second year students MTsN-2 of Palangka Raya in writing using continuous and past continuous tense classified into four categories. Misformation was the highest category of error that student made. It shows that the students still have problems to use the right form of the morpheme or structure in writing present continuous and past continuous tense. The highest

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[1] Siti Hamin Stapa, *" Analysis of errors in subject-verb agreement among Malaysian ESL learners"*, 3L The Southeast Asian Journal of English Language Studies Vol 16(1), Malaysia: Universiti Kebangsaan Malaysia, 2009, p.1

cause of error made by the second year students MTsN-2 of Palangka Raya in writing using present continuous and past continuous tense class was the false concept of hypothesis. This cause-related with misformation that the students' did. The students did not have good comprehension about the concept of hypothesis so that made the wrong form of the morpheme in writing sentences.[2]

Next, Novita investigated in grammatical errors of the university students. The result of the study shows that there were 51 sentence fragments recognized from 27 compositions, 35 comma splice found in 21 compositions, 84 run-on or fused sentence that recognized from 40 students' composition, and 1 dangling modifier that made by 1 student. Run-on or fused sentences reach the highest occurrence in this study. This kind of error is often made by the students in their writing.[3]

Then, a study was conducted by Hikmah. The result of the study shows the most common error in writing a paragraph as follow: It was found that based on the research finding shows that from 166 of errors there were six commons of

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[2] Siti Rondiyah, *"Error Analysis in Writing Present Continuous and Past Continuous Tense Achieved by the Second Year Students MTsN-2 Palangka Raya"*, Thesis Strata One, Palangka Raya: STAIN Palangka Raya, 2008, t.d

[3] Dian novita, *"An Analysis on Grammatical Errors Made by Fourth Semester Students of English Department at Muhammadiyah University of Malang in Writing Narrative Paragraph"*, Thesis Strata One, Malang: University Muhammadiyah, 2009,p. i. t.d

error. One of them is capitalization. It was the most common error on the students' paragraph writing.[4]

The last, Riyani investigated on grammatical errors of the students. The result of this study shows that the types of the grammatical error in using sentences made by the students at the tenth year of MA Muslimat NU Palangka Raya classified into thirteen categories. The students have difficulties in an unnecessary word with frequency. It was the highest category of error that students' made. Intralingual error by frequency was the cause of students' error made.[5]

Based on the study above, the students still make errors in making a sentence or a paragraph, especially in subject-verb agreement. They also have difficulty in using tense, using verb form, use article, etc. But, this study has differences with the studies above. This study will investigate the students' problems about subject-verb agreement and will use the diary to explore the students' cause of errors. Another different is subject-verb agreement is one of base English material. Based on that fact, this study also will give contribution for the students' comprehension to enter the next more difficulties level material. Another hand, this study will analyze subject-verb agreement errors in writing a

[4] Nurul Hikmah, *"The common Errors in Writing Paragraph Made by The Second Semester Students of English Study Program of STAIN Palangka Raya",* Thesis Strata One Palangka Raya: STAIN Palangka Raya. 2013, t.d

[5] Indri Adha Riyani, *"The Grammatical Errors in Using Sentences of Past Tense Made by the Seconds at the tenth year of MA Muslimat NU Palangka Raya".* Thesis Strata One Palangka Raya: STAIN Palangka Raya. 2013, t.d

diary at the second-semester student of English education program at IAIN Palangka Raya.

B. Definition of Error

There are some definitions of errors that are expressed by the linguistics. Dulay defines that the errors are the flawed side of learner speech or writing that deviate from some rules or selected norms that mature language performance[6].

Brown defines that error in noticeable deviation from adult grammar of native speaker reflecting the interlanguage competence of the learner.[7] In relation to the term of errors, there are some definitions given by some linguists. According to Dulay, errors are the flawed side of learners' speech or writing. They are part of the conversation of composition that deviates from some selected norms or mature language performance, no matter what the characteristic of causes of deviation might be.[8]

Another definition of errors is given by Hornby states that errors are in something or in doing something a mistake, especially one that caused problem or effect the result of something.[9]

In second language learning, they occur because of the learners have not out of lack competence, therefore errors are systematic.

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[6]Heidi Dulay, *Language two*, p.138

[7]H. Douglas Brown. *Principles of Language Learning and Teaching*. Englewood Cliffs: Prentice-Hall, Inc. 1980.p.165.

[8]Heidi Dulay, *Language two*

[9]Hornby, A.S, *Oxford Advanced*, p.445

1. **The Differences between Error and Mistake**

Sometimes the error is distinguished between errors caused by factors such as fatigue and inattention and errors resulting from lack of knowledge of the rules of the language. Chomsky called that errors caused by the fatigue and inattention of the students as performance factors and called competence factor for errors resulting from lack of knowledge in the rules of the language. Corder said that in some of the second language literature, performance errors have been called "mistake" while the term "error" was reserved for the systematic deviations due to the learners still developing knowledge of the second language rule system.[10]

According to James via Brown, an error cannot be self-corrected; while a mistake can be self-corrected. The error is the systematic deviation made by learners who have not yet mastered the rule of the target language.[11]

From the discussion above, it has been clear that errors are the fault parts of student's works either in writing or speaking caused by their lack of language rules while mistakes are the fault parts of students result influenced by their physical condition. In order to be clear in analyzing learners' errors and mistakes, whether they are errors or mistakes, the distinctions between them can be seen in the table below:

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[10]Heidi Dulay, *Language two,* p.139

[11] H. Douglas Brown, *Principle of Language*, p.217

TABLE 2.1

THE DISTINCTION BETWEEN MISTAKE AND ERROR

Mistake	Errors
1. The learners of the second language make the mistakes influenced by the performance factors.	1. The students make the errors influenced by the competence factor.
2. Mistakes are unsystematic deviation made by the learners who have mastered the grammar.	2. The error is systematic deviation made by the students who have not mastered the grammar.
3. The learners can correct their mistakes by self-concentration	3. The learners need guidelines from the teacher to correct their error.

C. Error Analysis

According to Dulay "Error analysis is an analytical tool, as is the specification of transitional construction, the computation of acquisition orders, and the delineation of special utterance types".[12]

However, the first language is not the only case of the students' errors. Many researchers have proved conclusively that the traditional contrastive analysis of two grammars cannot predict the frequency and hierarchy of learners' errors. From the recent investigation, they found that even though some errors are a direct result of the first language interference, the percentage is not so large as it had been believed. It means that errors are not only the result of the interference of the first language but also the result of some problems of the acquisition of the second language itself.

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[12]Heidi Dulay, *Language two*, p.145

Since the theory of contrastive analysis is not effective anymore in analyzing the errors and then a new theory that is called error analysis appears. Error analysis can be characterized as an attempt to account for learners' error that could not be explained by contrastive analysis, and to help language teachers in teaching and learning process.

Error analysis proceeds further than merely predicting errors. Error analysis studies the nature of the error and presents confirmation or reputations of prediction are made by contrastive analysis. The result of the learners' errors provides a clear picture of their system of language acquisition, as learners' knowledge, and the ways in which a foreign language is learned.

Error analysis and contrastive analysis have different point of view. Contrastive analysis begins with the prediction of the learners' errors, while error analysis begins from which the learners' learning problems can be inferred. In error analysis, errors are attributable to all possible sources, not just those resulting from the native language. Brown states that errors can arise from some sources: interlingual transfer, intralingual transfer, and context of learning and communication strategies.[13]

As analytical tool, error analysis has the importance in teaching and learning process. It is a very important area of applied linguistics and of the second and foreign language learning. Applied linguistics, as a field,

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[13] H. Douglas Brown, *Principle of Language,* p.165

tries to deal with the problems and issues related to language, as well as to its learning and teaching; it also attempts to give solutions for these problems and issues. Error analysis provides a deep insight for understanding of the process of language learning. Attempts for better understanding the process of language acquisition and learning have been made for a long time.[14]

By showing the students errors, it is expected that error analysis will help the teacher in:

1. Determining teaching materials hierarchy,

2. Determining emphasis in explanation and exercise,

3. Preparing a program for remedial teaching, and

4. Choosing the appropriate points to evaluate students' language mastery.

Therefore, the selection of Error Analysis is valid and proper in the attempt to analyze errors made by respondents. The process strictly follows Corder's Error Analysis procedure:

1. A corpus of language is selected. This involves deciding on the size of the sample, the medium and the homogeneity of the sample (with regard to the learners ages, LI background, stage of development etc).

2. The errors in the corpus are identified. Corder points out the need to distinguish "lapses" (i.e. deviant sentences that are the result of processing

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[14] Aqsa Jabeen, "The Role of Error Analysis in Teaching and Learning of Second and Foreign Language", Education and Linguistics Research ISSN, Vol. 1, No. 2 , Pakistan: Department of English Language, University of Gujrat, Punjab, Pakistan, 2015, p.52

limitations rather than lack of competence). He also points out that the sentences can be "overtly idiosyncratic" (i.e. they are ill-formed in terms of target language rules) and "covertly idiosyncratic" (i.e. sentences that are superficially ungrammatical).

3. The errors are classified. This involves assigning a grammatical description to each error.

4. The errors are explained. At this stage, an attempt is made to identify the psycholinguistic cause of the errors.

5. The errors are evaluated. This stage involves assessing the seriousness of each error in order to take principled teaching decisions.

D. Classification of Errors

The classification of errors in this study is based on surface strategy taxonomy. Dulai states that a surface strategy taxonomy highlight the ways surface structured is alerted: learners may omit necessary items or add unnecessary ones; they may misform items or misorder them[15].

The classification above is explained as follows:

1. Omission

Omission errors are characterized by the absence of an item that must be appearing in a well-formed. Although any morpheme or word in a sentence is a potential candidate for the omission. For examples: They studying

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[15] Heidi Dulai, *Language two*, p.150-162

together at 04:00 pm yesterday afternoon, some types of a morpheme are omitted more than others. It should be: They were studying together at 04:00 pm yesterday afternoon. The sentence "They studying now", it should be "They are studying now"

2. **Additions**

Additions errors are the opposite of omissions. They are characteristic by the presence of an item which must not appear in a well-formed utterance. Three types of addition errors have been observed in the speech of both L1 and L2 learners.

a. **Double Marking**

Two items rather than one are marked for the same feature. Example: they are were watching a football match at 08:00 pm last Saturday night. It should be: They were watching a football match at 08:00 pm last Saturday night. They are was watching a football, it should be, they are watching a football.

b. **Simple Addition Errors**

Simple addition errors are characterized by the use of an item which should not appear in a well-formed utterance. For example "the fishes does not live in the water". The simple addition is the helping verb. The word "does" is used for third person singular. The correct sentence is "the fishes do not live in the water".

3. Misformation

Malformation errors are characterized by the use of the wrong form of the morpheme or structure while in the omission errors the items are not supplied at all, in malformation errors the learners supplies something, although it is incorrect.[16]

There are three kinds of malformation, they are:

a. Regularization errors are a rule typically applies to a class of linguistic items, such as the class of main verbs or the class of nouns. In most language, however, some members of a class are exceptions to the rule. For example, eat does not become eated, but ate: the noun sheep is also sheep in the plural, not sheeps.

b. Archi-form the selection of one member of a class of forms to represent other in the class is a common characteristic of all stages of second language acquisition. For example: Peter, one of the men recommended by the direction, are very capable. It should be "Peter, one of the men recommended by the directors, is very capable".

c. Alternating form as the learner's vocabulary and grammar grow, the use of archi-form often gives way to apparently fairly free alternation

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[16]Heidi Dulay, *Language two,* p.138

of various members of a class with each other. Thus, we see for demonstratives:

- Those dog (those dogs)

- This cats (this cat)

In this case of pronoun we see:

Masculine for feminine, as in: He for she

Plural for singular: They for it

Accusative for normative case, as in: He for she

In this case of verbs as in:

I seen her yesterday

He would have saw them[17]

4. Misordering

Misordering errors are characterized by the incorrect placement of a morpheme in an utterance.[18] Misordering errors occur systematically for both L2 and L1 learners in contructing that have already been acquired, especially simple (direct) and embedded (indirect) question.

Example :

He is all the time late (incorrect)

He is late all the time (correct)

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[17] *Ibid*, p.161

[18] *Ibid*, p.162

Besides that, communicative effect taxonomy divided error into 2 (two) types, they are.[19]

a. The global error means errors that affect overall sentence organization significantly hinder communication. In another word, they cause the listener or reader to misunderstand the message or to consider the sentence incomprehensible. There are 4 (four) systematic global errors. They are :

1) Wrong order of major constituents

Example: English language use many people.

2) Missing, wrong, or misplaced sentence connectors

Example: He will be rich until he marry.

3) Missing cues to signal obligatory exceptions to pervasive syntactic rules

Example: The student's proposal looked into principal.

4) Regularization of pervasive syntax rule of exceptions

Example: We amused that movie very much.

b. Local errors mean errors that affect single elements (constituents) in a sentence do not usually hinder communication significantly. These include errors in noun and verb inflection, articles, auxiliaries and the formation of quantifiers.

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[19] *Ibid*, p.191

E. The Causes of Errors

Brown further classified sources of errors into the following categories:[20]

1. Interference transfer: that is negative influence of the mother tongue of learner,

2. Intralingual transfer: that is the negative transfer of items within the target language. In other words, the incorrect generalization of the rules within the target language,

3. The context of learning: this overlaps both types of transfer. For example, the classroom with the teacher and its materials in the case of school learning or the social situation in the case of untutored second language learning. In a classroom context, the teacher or the textbook can lead the learners to make the wrong generalization about the language,

4. Communication strategies: it is obvious that communication strategy is the conscious employment of verbal mechanisms for communicating an idea when linguistic forms are not available to the learners for some reasons. Richard in Tarigan pointed out that the major sources of errors are interference from the native language (Interlingual Interference) and the interferences coming from the language being learned (Intralingual Interferences)[21]

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[20] Pooneh Heydari and Mohammad S. Bag heri, *Error Analysis: Sources of L2 Learners' Errors*, Islamic Azad University, Shiraz, Iran, 2012

[21] Henry Guntur Tarigan and Jago Tarigan, *Pengajaran Analisis Kesalahan Berbahasa,* Bandung: Angkasa Bandung,1990, p.85

Meanwhile, Jack Richard divided cause of error into four areas; those over are a generalization, ignorance of rule restriction, incomplete application of rules and false concept hypothesized.[22]

1. Over—generalization

   This is associated with redundancy reduction. It may occur, for instance, with items which are contrasted in the grammar of the language, but which do not carry significant and obvious contrast for the learner. The (-ed) marker in narrative or in other past contexts, often appears to carry no meaning, since pastness is usually indicated lexically in stories, and the essential notion of sequence in narrative, can be expressed equally well in the present. Yesterday I go to the university and I meet my new professor.

2. Ignorance of rule restriction.

   This is the application of the rule to contexts where they do not apply. Example, this is the man who I saw him. That example violates the limitation on subjects and structures with who. I made him to do it. It does ignore restriction on the distribution of make. Some rules restriction may be accounted for in term of analogy and other may result from the rote learning of rules.

3. Incomplete application of rules.

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[22] Thea. S. Kusumo,*Pengelolaan Pengajaran Bahasa Inggris II,* Jakarta: UT, 1999, p.46-48.

The occurrences of the structure whose deviate represent the degree of development of the rule are required to produce acceptable utterances, example, the student makes a question with a question word in every statement. In this case, the communication can be achieved more efficient than mastering the rule of question usage.

4. False concept hypothesized.

In addition to the wide of intralingual errors, which have to do with faulty rule learning at various levels, there is a class of developmental error, which derived from a faulty comprehension of distraction in the target language.

Example;

a. One day it was happened. He form was may be interpreted as a marker of the past tense.

b. He is speaks English. Is- may be understood to be the corresponding marker of the present tense. The student will use is and was to present and past in every word follow it.

On the other hand, errors may be caused by lack of attention, fatigue, carelessness, or some other aspect performance.[23] According to John Norris, there are three factors that can be classified as the causes of errors they are:[24]

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[23] Jack C. Richard, et al, *Longman Dictionary of Language Teaching and Applied Linguistics.* Edinburgh: Addision Wesley Longman, 1992, p.127.

[24] John Norris*, Language Learner and They Error,* New York: Macmillan Press, 1983, p.21-27.

1. Carelessness

   It is often closely related to lack motivation. Lack of motivation may be the result of the presentation style done by the teacher, which does not suit the students, or maybe the materials are not interesting for the students.

2. First language interferences

   First language interference is the result of the language habits that have been established in the students' native language habit in the target language they learning. It is same as Corder said before.

3. Translation

   It is the most common error made by the students, translating word by word of an idiomatic expression in the first students' language can produce an error in this type. This usually happens as the result of a situation when a learner is asked to communicate something but does not know appropriate expression or structure.

F. **Subject-Verb agreement**

   A subject-verb agreement based on the content is divided into three definitions. Definition of the subject is the part of a sentence or clause that commonly indicates (a) what it is about, or (b) who or what performs the action (that is, the agent). The subject is typically a noun, noun phrase, or pronoun. In a declarative sentence, the subject usually appears before the verb ("*Gus* never

smiles"). In an interrogative sentence, the subject usually follows the first part of a verb ("Does *Gus* ever smile?").[25]

Definition of verb part of speech (or word class) that describe an action or occurrence or indicates a state of being. There are two main classes of verbs: (1) the large open class of lexical verbs (also known as *main verbs* or *full verbs* that are, verbs that aren't dependent on other verbs); and (2) the small closed class of auxiliary verbs (also called *helping verbs*). The two subtypes of auxiliaries are the primary auxiliaries (*be, have*, and *do*), which can also act as lexical verbs, and the modal auxiliaries (*can, could, may, might, must, ought, shall, should, will,* and *would*).[26]

Definition of the agreement is the correspondence of a verb with its subject in person and number, and of a pronoun with its antecedent in person, number, and gender. Another term for grammatical agreement is *concord*. For a discussion of an agreement with collective nouns (in American English and in British English), see American English.

From three definition above, we can make conclusion subject-verb agreement refers to the fact that the subject and verb in a sentence must agree in number. In other words, they both must be singular or they both must be plural.

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[25]Richard Nordquist, Subject (grammar), http://grammar.about.com/od/rs/g/subject.htm, (Online on May 7th,2013)

[26]Richard Nordquist, verb Glossary of Grammatical and Rhetorical Terms, http://grammar.about.com/od/tz/g/verbterm.htm, (Online on May 7th,2013)

You can't have a singular subject with a plural verb or vice versa. The tricky part is in knowing the singular and plural forms of subjects and verbs.[27]

Subjects and verbs must agree with one another in number (singular or plural). Thus, if a subject is singular, its verb must also be singular; if a subject is plural, its verb must also be plural. In present tenses, nouns and verbs form plurals in opposite ways:

Nouns add an *s* to the singular form, but verbs remove an *s* from the singular form.

The ***dog chases*** the cat	The *dogs chase* the cat
Note: ***dog*** (singular -s),	Note: ***dogs*** (plural +s)
chases (singular +s)	***chase*** (plural -s)

Here are nine subject-verb agreement rules.[28]

1. A <u>phrase</u> or <u>clause</u> between subject and verb does not change the number of the subject. Examples:

> A **can** <u>of lima beans</u> **sits** on the shelf
>
> Note: **can** (subject), <u>of lima beans</u> (prepositional phrase), **sits** (verb)
>
> The verb *sits* agrees with the subject *can*, not with *beans*.

[27]WP Smith, Subject Verb Agreement, <u>http://www.k12reader.com/term/subject-verb-agreement/</u>, (Online on May 7th,2013)

[28]Margaret L. Benner, Usage - Subject-Verb Agreement, <u>http://www.towson.edu/ows /sub-verb.htm</u> (Online on may,7th 2013)

> The **women** <u>who went to the meeting</u> **were** bored
>
> Note: **women** (subject), <u>who went to the meeting</u> (dependent
>
> clause), **were** (verb)
>
> The verb *were* agrees with the subject *women*, not with *meeting*

2. <u>Indefinite pronouns</u> as subjects

- Singular indefinite pronoun subjects take singular verbs.

  Singular: each, either. Neither, one, no one, nobody, nothing, anyone,
  anybody, anything, someone Somebody, something, everyone,
  everybody, everything.

  > **Each does** a good deal of work around the office
  >
  > Note: **Each** (singular), **does** (singular)

- Plural indefinite pronoun subjects take plural verbs.

  Plural :several, few, both, many.

  > **Both do** a good deal of work around the office
  >
  > Note: **Both** (plural)**, do** (plural)

- Some indefinite pronouns may be either singular or plural: with
  uncountable, use singular; with countable, use plural.

  Either singular or plural: *some, any, none, all, most*

> **Some** of the sugar **is** on the floor
>
> Note: **Some** (singular), **is** (singular)

Sugar is uncountable; therefore, the sentence has a singular verb.

> **Some** of the marbles **are** on the floor
>
> Note: **some** (plural), **are** (plural)

Marbles are countable; therefore, the sentence has a plural verb.

3. Compound subjects joined by and are always plural.

> A **pencil** and an **eraser make** writing easier.
>
> Note: **pencil**, **eraser** (plural), **make** (plural)

4. With compound subjects joined by or/nor, the verb agrees with the subject nearer to it.

> Neither the **director** nor the **actors are** following the lines closely
>
> Note: **director** (singular), **actors** (plural), **are** (plural)

In the above example, the plural verb agrees with the nearer subject actors.

> Neither the **actors** nor the **director is** following the lines closely
>
> Note: **actors** (plural), **director** (singular), **is** (singular)

In this example, the singular verb agrees with the nearer subject director.

5. Inverted Subjects must agree with the verb.

> Waiter, there **is** a **fly** in my soup. (there **are** four **flies** in my soup)
>
> Note: **is** (singular), **fly** (singular), **are** (plural), **flies** (plural)

> How **are** the **relatives** taking the bad news?
>
> Note: **are** (plural), **relatives** (plural)

6. Collective Nouns (group, jury, crowd, team, etc.) may be singular or plural, depending on meaning.

> The **jury has** awarded custody to the grandmother
>
> Note: **jury** (singular), **has** (singular)

In this example, the jury is acting as one unit; therefore, the verb is singular.

> The **jury** members **have** been arguing for five days
>
> Note: **jury** (plural), **have** (plural)

In this example, the jury members are acting as twelve individuals; therefore, the verb is plural.

7. Titles of single entities (books, organizations, countries, etc.) are always singular.

> ***The Grapes of Wrath* takes** a long time to read
>
> Note: ***Grapes*** (singular), **takes** (singular)

8. Plural form subjects

    - Plural form subjects with a singular meaning take a singular verb. (e.g. news, measles, mumps, physics, etc.)

      > **Mumps is** a contagious disease
      >
      > Note: **Mumps** (singular), **is** (singular)

    - Plural form subjects with singular or plural meaning take a singular or plural verb, depending on meaning. (e.g. politics, economics, etc.)

      > **Politics is** an interesting subject
      >
      > Note: **Politics** (singular), **is** (singular)

      In this example, politics is a single topic; therefore, the sentence has a singular verb.

      > The **politics** <u>of the situation</u> **were** complicated
      >
      > Note: **politics** (plural), **were** (plural)

      In this example, politics refers to the many aspects of the situation; therefore, the sentence has a plural verb.

- Plural form subjects with a plural meaning take a plural verb. (e.g. scissors, trousers)

The **scissors are** on the table Note: **scissors** (plural), **are** (plural)
The **pair** <u>of scissors</u> **is** on the table Note: **pair** (singular), **is** (singular)

Note: In this example, the subject of the sentence is a pair; therefore, the verb must agree with it. (Because scissors are the object of the <u>preposition</u>, scissors <u>does not affect</u> the number of the verb.)

9. With subject and subjective complement of a different number, the verb always agrees with the subject.

My favorite **topic is** POEMS by Longfellow Note: **topic** (singular), **is** (singular)

Poems by Longfellow **are** my favorite TOPIC Note: **Poems** (plural), **are** (plural)

G. Writing

According to Oxford dictionary, writing is the activity or occupation of writing eg books, stories or articles.[29] According to writing on the website page is the art of forming letters and character of paper, wood, stone, or other material, for the purpose of recording the ideas, which characters word express, or of communication them to other by a visible sign.[30]

1. Kind of Writing

According to C. YusNgabut kinds of writing divided into:

a. Narration, tells what happened, it tells a story. It is the kind of writing that you can find in novels, short stories and biographies.

b. Description tells how something looks or feels or sounds. It talks about such features as size, shape, color, sound or taste.

c. Exposition is writing that explains something. It often answers the question what, how, and why. Its purpose is to present ideas and to make the ideas as clear as possible.[31]

Based on the definition above there are three types of writing they were narration, description, and exposition. The narration is told about an event or told a story. The description is told how something looks or feels. It was described

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[29] Hornby, A.S, *Oxford Advanced*, p.1383

[30]BrainyQuote, Definition of Writing, http://www.brainyquote.com/words/wr/writing240703.html (Online on May, 7th 2013)

[31] C. Yus Ngabut, *Writing II Unpublished*, UniversitasPalangkaraya, P.1,2004

something such as a person, place, and others. In Rahmadi Nirwanto's book "Instructional Material for Writing II" kind of writing divided into:

a. The narration is used to tell the story to give the meaning of an event or series or relative events.

b. Description reproduces the way thing, look, smell, taste, fell, or sound; it also evokes moods, such us happiness, loneliness, or fear. It is used to create a visual image of people, places, an event of units of time, days, time of day or season. It may be used also to describe more than the outward appearance of people. It may tell their character of personality.

c. Exposition is kind of paragraph which is used to in giving information making an explanation, interpreting meanings. It includes editorial, essays, and informative and instructional materials.

d. Argumentative is kind of paragraph which is used to make a case or to prove a statement or proposition.[32]

Based on the definition above there are four types of writing they were narration, description, exposition, and argumentation. The narration is told about a story to explain an event. The description is described of something such as people, place, time, day, and others. Exposition is given information or making explanation more about something. Argumentation is used to make a case or to make a strongly statement.

[32]Rahmadi Nirwanto, *Instructional Material for Writing II*, Palangkaraya, unpublished, 2004, p. 1-5

H. Diary

According to Oxford dictionary, diary is a book, sometimes with spaces for each day of the year, in which one writes about one's daily experiences, record on private though, etc. also diary is a book with spaces for each day of the year, in which one can write down appointments, things to be done in the future, etc.[33] According to an English-Indonesian dictionary is *buku harian.*[34]

Example :

Saturday, 5 April 1992

Dear Mimmy,
I am trying to concentrate so I do my homework (reading), but I simply can't. Something is going to in town. You can hear gunfire from the hills. Columns of people are spreading out from Dobrinja. They are trying to stop something, but they themselves don't know what, you can simply feel that something is coming, something very bad on TV I see people in front of the B-H parliament building. The radio keeps playing the same song: 'Sarajevo, my love'. That's all very nice, but my stomach is still in knots and I can't concentrate on my homework anymore.
Mimmy, I am afraid of war!!!
Zlata[35]

Based on the definition above diary is a book where someone could write everything such as daily activities, memories, and planning that produce on a book or some papers.

The main advantage of a diary study is that it allows collecting longitudinal information. Let's imagine you would like to assess a new mobile

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[33] Hornby, A.S, *Oxford Advanced*, p.320

[34] John M. Echols dan Hasan Shadily, *Kamus inggris Indonesia,* Jakarta: PT. Gramedia,2000, p. 180

[35] Heater Jones Robbyn Mann, *Stepping forward,* SNP pan pacific publishing.2001. p.170

application. The first part of the diary study may be administered prior to usage by asking users how they imagine the application, what they would expect from it, and if they have any prior experience with similar applications. Then, you might ask them to report their everyday impressions and feelings during usage. Finally, during a debriefing interview or a post-study questionnaire, you may ask the users to reflect on their experience after usage[36].

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36 Carine Lallemand, Dear Diary: Using Diaries to Study User Experience, http://uxpamagazine.org/dear-diary-using-diaries-to-study-user-experience/, (Online on November 28th 2015)