

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter discussed the result of the study which covered the error analysis of subject-verb agreement in writing a diary at the second-semester students of the English education program at IAIN of Palangka Raya. Which consist of research findings and discussion.

#### **A. Data Findings**

In describing the type of error and factors which cause subject-verb agreement errors in writing a diary, this study took the data from the students' writing test that were given on 22 April 2016 for second-semester students of the English education program at IAIN of Palangka Raya at C class. The subject of the study was 11 students. The tests were given to find out the students' errors in subject-verb agreement. The topic of the writing test was daily activities which consist of 100-150 words with duration 50 minutes. This test so important because of the result of this process will show the students which have difficulties in subject-verb agreement.

Then, this study identified the subject-verb agreement errors from a paragraph which made by the students. Based on the result, three students with the lowest score were selected be the object of the treatment.

In this section, results of the error analysis of subject-verb agreement in writing diary are presented. This study used text bold to indicate an error and [^] is

used for missing elements in the utterances. The students' name is written with their initial name. The reference was made related to findings from error analysis of subject-verb agreement in writing diary.

The finding of research question:

1. What are the types of error which cause subject-verb agreement error in writing diary?
2. What are the factors which cause subject-verb agreement error in writing diary?

They were presented in the following data:

### 1. S

**Table 4.1 list of S' subject-verb agreement errors in writing the paragraph**

NO	Speaker's Error	Type of Errors	Revised Student's Error	Explanation of Rules
	Identification of Error	Definition and Error Classification		
1	Every day, I wake up at 04.00 a.m. Then, I wash my face and <b>brushing</b> my teeth.	-Addition (Simple Addition)	Every day, I wake up at 04.00 a.m. Then, I wash my face and brush my teeth	-The student wrote inflection “-ing” in this item.
2	I <b>reading</b> Al-Qur'an with my friends.	-Addition (Simple Addition)	I <b>read</b> Al-Qur'an with my friends.	- The student wrote inflections “-ing” in this item.
3	Then, I <b>take a breakfast.</b>	Misformation (Archi Form)	Then, I have a breakfast	The student select one

				member of the class of form represents others in class. “ <i>take</i> should be “have”
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Based on the table above, the errors of S were in addition and misformation. Additions errors are the opposite of omissions. They are characterized by the presence of an item which must not appear in a well-formed utterance. The student added –ing to the verb. The student should omit inflections “-ing” because it does not appear in a good form utterance. Misformation errors are characterized by the use of the wrong form of the morpheme or structure. This study found the student failed in selecting one member of the class of form. The student used one class of form to others. Which it was shown as followed:

- a. Every day, I wake up at 04.00 a.m. Then, I wash my face and **brushing** my teeth.
- b. I **reading** Al-Qur’an with my friends.
- c. Then, I **take a breakfast**.

## 2. H

**Table 4.2 list of H's subject-verb agreement errors in writing the paragraph**

NO	Speaker's Error	Type of Errors	Revised Student's Error	Explanation of Rules
	Identification of Error	Definition and Error Classification		
1	I was getting ready to take a shower and ^ Subuh prayer.	Omission	I am ready to take a shower and I pray Subuh.	The student omitted subject in the sentence. It should be added by subject "I".
2	I <b>am</b> back home for the Zuhur prayer.	-Addition (Simple Addition)	I go home to pray Zuhur.	The student used to be "am" in this item. It should without to be because "back" is a verb. The verbal sentence does not require "to be" in present form.
3	After that I <b>was</b> go to campus.	-Addition (Simple Addition)	After that, I go to campus.	The student used to be "was" on this item. It does not appear in a well-form utterance.
4	I <b>am</b> back home for Ashar prayer.	-Addition (Simple Addition)	I go home to pray Ashar.	The student used to be "am" in this item. It does

				not appear in a well-form utterance.
5	I take a shower and ^ <b>getting</b> ready go to mosque for Maghrib prayer.	-Addition (Simple Addition) -Omission	I take a shower and I get ready to go to the mosque to pray Maghrib.	The student wrote inflection “-ing” in this item. The student also omitted subject pronoun. It should be added subject “I”.
6	I watch tv again and <b>talking</b> with my brother.	-Addition (Simple Addition)	I watch TV again and talk with my brother.	-The student wrote inflection “-ing” in this item.

Based on the table above, the errors of H were in addition, and omission. Addition, the student added to be in a simple present tense sentence and wrote inflections “-ing”. Which it is shown as followed:

- a. I **am** back home for the Zuhur prayer.
- b. After that I **was** go to campus.
- c. I **am** back home for Ashar prayer.
- d. I take a shower and ^ **getting** ready go to mosque for Maghrib prayer.
- e. I watch tv again and **talking** with my brother.

Omission, the student omitted present verb in the sentence; I take a shower and ^ **getting** ready go to mosque for Maghrib prayer.

### 3. I

**Table 4.3 list of I's subject-verb agreement errors in writing the paragraph**

NO	Speaker's Error	Type of Errors	Revised Student's Error	Explanation of Rules
	Identification of Error	Definition and Error Classification		
1	Then, I and my family ^ breakfast together	-Omission	Then, I and my family have a breakfast.	-The student omitted in the verb. The student should add "have" in the sentence.
2	After I ^ breakfast I wash plate and clean the table.	-Omission	After I have a breakfast, I wash plate and clean the table.	-The student omitted in the verb. The student should add "have" in the sentence.
3	At 06.00 p.m after maghrib prayer I ^ dinner with my family.	-Omission	At 06.00 p.m after pray Maghrib, I have a dinner with my family.	-The student omitted in the verb. The student should add verb "have" in the sentence.

Based on the table above, the error of I was omission. Omission errors are characterized by the absence of an item that must appear in a well-formed utterance.

The student omitted the verb, which it is shown as followed:

- a. Then, I and my family ^ breakfast together.

- b. After I ^ breakfast I wash plate and clean the table.
- c. At 06.00 p.m after maghrib prayer I ^ dinner with my family.

#### 4. YQ

**Table 4.4 list of YQ's subject-verb agreement errors in writing the paragraph**

NO	Speaker's Error	Type of Errors	Revised Student's Error	Explanation of Rules
	Identification of Error	Definition and Error Classification		

YQ has no subject-verb agreement error.

## 5. R

**Table 4.5 list of R's subject-verb agreement errors in writing the paragraph**

NO	Speaker's Error	Type of Errors	Revised Student's Error	Explanation of Rules
	Identification of Error	Definition and Error Classification		
1	I wake up at 5 am, then I ^ the room.	-Omission of verb	I wake up at 5 am, then, I tidy the room.	-The student omitted in the verb. The student should add verb "tidy or clean" in the sentence.
2	After <b>tidying</b> up the room, ^ ^ shower, change <b>I</b> cloth, I go to school.	-Addition -Omission of subject pronoun and verb. Misformation of the possessive pronoun.	After tidy up room, I take a shower, change my cloth, and then I go to school.	The student wrote inflection "-ing" in this sentence. The student should omit it because it does not appear in a well-form utterance.
3	Until I school <b>wassweptand</b> the bells rang. I lined up	-Misformation (alternating form)	Arrive at school, I sweep the class and when the bell is rung, I line up.	The student wrote to exchange the form freely that is and "wassweptand" instead of sweep.
4	I ^ <b>home school</b> at 12 noon.	-Omission of the main verb.	I go home at 12 pm.	The student omitted in the verb. The



				student should add verb “go” in the sentence.
5	I <b>got home</b> to change ^ clothes and while	-misformation -Omission of possessive pronoun	I arrive at home, and then I change my clothes and sleep for a moment.	The student omitted in the possessive pronoun. The student should add “my” in the sentence.
7	4 hours of I afternoon <b>playing</b> badminton.	-Addition (Simple Addition)	At 04.00 p.m, I play badminton.	The student wrote inflection “-ing” in this sentence. The student should omit it because it does not appear in a well-form utterance.
8	Then, I ^ shower and ^ <b>eat</b> dinner.	-Omission of verb and subject pronoun. -Misformation	Then, I take a shower and I have a dinner.	The student omitted in the verb. The student should add “take a” and “have a” in the sentence. And the student used “eat” instead of “have a dinner”.
10	After <b>studying</b> , I watched tv until 9 p.m.	-Addition (Simple Addition)	After the study, I watch television until 9 pm.	The student wrote inflection “-ing” in this sentence. The student should omit it because it does not appear in a well-form utterance.

Based on the table above, the errors of R were omission, addition and misformation. Omission, the student omitted subject pronoun, possessive pronoun, and verb, which it was shown as followed:

- a. I wake up at 5 am, then I ^ the room.
- b. After **tidying** up the room, ^ ^ shower, change I cloth, I go to school.
- c. I^ **home school** at 12 noon.
- d. I **got home** to change ^ clothes and **while**
- e. Then, I ^ shower and ^ **eat** dinner.

Addition, the student added –ing in the sentence; “I afternoon playing” and “after studying”.

Misformation, the student used the wrong form of the morpheme or structure. The student failed in making passive voice sentence, which it was shown as followed:

- a. **Until I school wassweptand the bells rang, I lined up**
- b. I **got home** to change ^ clothes and **while**
- c. Then, I ^ shower and ^ **eat** dinner.

## 6. AW

**Table 4.6 list of AW's subject-verb agreement errors in writing the paragraph**

NO	Speaker's Error	Type of Errors	Revised Student's Error	Explanation of Rules
	Identification of Error	Definition and Error Classification		
1	After ^ breakfast, I usually watch movie or do something and ^ ready to go to campus.	-Omission	After have a breakfast, I usually watch a movie or do something and get ready to go to campus.	The student omitted in the verb. The student should add "get" in the sentence.
2	I wake up at 01.00 and ^ ready to go to campus.	-Omission	I wake up at 01.00 p.m and I get ready to go to campus.	The student omitted in the verb. The student should add "get" in the sentence.

Based on the table above, the errors of AW were omission. The student omitted in verb "get", which it was shown as followed:

- a. I wake up at 01.00 and ^ ready to go to campus.

## 7. KD

**Table 4.7 list of KD's subject-verb agreement errors in writing the paragraph**

NO	Speaker's Error	Type of Errors	Revised Student's Error	Explanation of Rules
	Identification of Error	Definition and Error Classification		
1	When I'm arrive on campus I don't go to class directly.	-Addition (Simple Addition)	When I arrive at campus, I do not go to class directly.	The student used to be "am" in this item. It does not appear in a well-form utterance.
2	I take a rest for a few minutes before <b>are</b> washing the dishes again.	-Addition (Simple Addition)	I take a rest for a few minutes before washing the dishes again.	The student wrote to be "are" in this sentence. The student should omit it because it does not appear in a well-form utterance.
3	After ^ shower and <b>wearing</b> clothes I go to market.	-Omission -Addition (Simple Addition)	After take a shower and wear clothes, I go to market.	The student omitted in use verb and wrote inflections "-ing" in the sentence.
4	At 7 o'clock after <b>praying</b> , I cook noodles and <b>frying</b> eggs for my dinner.	-Addition	At 07.00 p.m after pray, I cook noodles and fry eggs for my dinner.	The student wrote inflections "-ing" in the sentence.

From the table above, the errors of KD were addition and omission. Addition, the student added inflection –ing and to be in the sentence, which it was shown as followed:

- a. When I'm arrive on campus I don't go to class directly.
- b. I take a rest for a few minutes before **washing** the dishes again.
- c. After ^ shower and **wearing** clothes I go to market.
- d. At 7 o'clock after ^ **praying**, I cook noodles and **frying** eggs for my dinner.

Omission, the student omitted verb in the sentence; “After ^ shower and **wearing** clothes I go to market”.

## 8. SA

**Table 4.8 list of SA's subject-verb agreement errors in writing the paragraph**

NO	Speaker's Error	Type of Errors	Revised Student's Error	Explanation of Rules
	Identification of Error	Definition and Error Classification		
1				

SA has no subject-verb agreement errors.

## 9. AM

**Table 4.9 list of AM's subject-verb agreement errors in writing the paragraph**

NO	Speaker's Error	Type of Errors	Revised Student's Error	Explanation of Rules
	Identification of Error	Definition and Error Classification		
1	The last thing I do <b>is going to</b> the bathroom <b>for brushing</b> my teeth.	-Addition (Simple Addition)	The last, I go to the bathroom to brush my teeth.	The student wrote inflection “-ing” in this sentence. The student should omit it because it does not appear in a well-form utterance.
2	Then ^ go to bed	-Omission	Then, I go to the bed.	The student omitted in subject pronoun. The student should add “I” in the sentence.

Based on the table above, the errors of AM were addition and omission. Addition, The student added ‘-ing’ in the sentence; The last thing I do **is going to** the bathroom **for brushing** my teeth.

Omission, the students omitted subject pronoun in the sentence; Then ^ go to bed.

## 10. NH

**Table 4.10 list of NH's subject-verb agreement errors in writing the paragraph**

NO	Speaker's Error	Type of Errors	Revised Student's Error	Explanation of Rules
	Identification of Error	Definition and Error Classification		
1	I clean my room and <b>take</b> a breakfast.	-Misformation (Archi form)	I clean my room and have a breakfast.	The student select one member of the class of form represents others in class. " <i>take</i> should be "have"
2	I go to kitchen for cook and <b>take</b> a dinner.	-Misformation (Archi form)	I go to the kitchen for the cook and have a dinner.	The student select one member of the class of form represents others in class. " <i>take</i> should be "have"

Based on the table above, the errors of NH were misformation. Misformation errors are characterized by the use of the wrong form of the morpheme or structure.

The student used word "take" in the sentence, which it was shown as followed:

- a. I clean my room and **take** a breakfast.
- b. I go to kitchen for cook and **take** a dinner.

### 11. M

**Table 4.11 list of M's subject-verb agreement errors in writing the paragraph**

NO	Speaker's Error	Type of Errors	Revised Student's Error	Explanation of Rules
	Identification of Error	Definition and Error Classification		
1	I <b>goes</b> to bathroom and I <b>am take a bath.</b>	-Addition (Regularization)	I go to the bathroom and I take a bath.	The student wrote inflection “-es” and added to be “am” in this sentence. The student should omit it because it does not appear in a well-form utterance.
2	After Subuh prayer I <b>am goes</b> to kitchen to <b>cooking.</b>	-Addition (Regularization)	After pray Subuh, I go to the kitchen to cook.	The student added two verbs and also wrote inflection “-ing” in the sentence.
3	After that I <b>washing</b> my clothes.	-Addition (Simple Addition)	After that, I wash my clothes.	The student wrote inflection “-ing” in this sentence. The student should omit it because it does not



				appear in a well-form utterance.
4	and after that I <b>am clean up</b> my room.	-Addition	and after that, I clean up my room.	The student added to be “am” in the sentence. The student should omit it because it does not appear in a well-form utterance.
5	I <b>am get ready</b> to go to campus.	-Addition (Double Marking)	I get ready to go to campus.	The student added to be “am” in the sentence. The student should omit it because it does not appear in a well-form utterance.
6	I <b>am back</b> to dormitory	-Addition	I came back to the dormitory.	The student added to be “am” in the sentence. The student should omit it because it does not appear in a well-form utterance.
7	After that I <b>am goes</b> to bathroom.	-Addition	After that, I go to the bathroom.	The student added to be “am” and “es” in the sentence. The student should omit it because it does not appear in a well-form utterance.
8	In dormitory I <b>am goes</b> to bathroom to take	-Addition	In the dormitory, I go to the bathroom to take	The student added to be “am” and “es”

	a bath.		a bath.	in the sentence. The student should omit it because it does not appear in a well-form utterance.
9	I <b>am</b> go to mosque to Maghrib prayer.	-Addition	I go to the mosque to pray Maghrib.	The student added to be “am” in the sentence. The student should omit it because it does not appear in a well-form utterance.
10	After that we <b>are</b> Isya prayer.	-Addition	After that, we pray Isya.	The student added to be “are” in the sentence. The student should omit it.
11	At 09.30 pm I <b>am</b> sleep.	-Addition	At 09.30 pm, I sleep.	The student added to be “am” in the sentence. The student should omit it because it does not appear in a well-form utterance.

Based on the table above, the error of M was addition. Addition, the student added inflections to be and “es” in some sentences, which it was shown as followed:

- a. I **goes** to bathroom and I **am** take a bath.
- b. After Subuh prayer I **am goes** to kitchen to cooking.
- c. After that I **washing** my clothes.

- d. and after **that I am clean up** my room.
- e. **I am get** ready to go to campus.
- f. **I am back** to dormitory
- g. After that **I am goes** to bathroom.
- h. In dormitory **I am goes** to bathroom to take a bath.
- i. **I am go** to mosque to Maghrib prayer.
- j. After that **we are Isya prayer**.
- k. At 09.30 pm **I am** sleep.

From the writing test process, it can concluded that the English pre-intermediate students in class C had many errors in subject-verb agreement. The students still had difficulties in subject-verb agreement in writing sentences. The function of this writing test was to select the students with the lowest score in subject-verb agreement. The students were arranged by their score from the highest score to the lowest score. The three students with the lowest score were selected as sample of this study to write a diary in a month.

**Table 4.12**  
**Students' Subject-Verb Agreement Error Score**

NO	Student Name	Type of Errors			Error Total
		Misformation	Omission	Addition	
1	SA	-	-	-	-
2	YQ	-	-	-	-
3	NH	2	-	-	2
4	AW	-	3	-	3
5	S	1	-	2	3
6	AM	-	1	2	3
7	I	-	3	-	3
8	KD	-	1	4	5
<b>9</b>	<b>H</b>	-	<b>2</b>	<b>5</b>	<b>7</b>
<b>10</b>	<b>M</b>	-	-	<b>13</b>	<b>13</b>
<b>11</b>	<b>R</b>	<b>4</b>	<b>7</b>	<b>3</b>	<b>14</b>

From the table above, there were three students had worst score than the others. The students with initial name “H, M, and R” had three types of error that made them did subject-verb agreement errors. The student with initial name H and M had the most frequent type of errors in addition. It indicated that the students had already acquired some target language rules but the students too faithful used to certain rules. The students wrote inflections and added a word or to be that does not appear in a good form utterance, for example; “I watch tv again and **talking** with my

brother” and “**I goes** to bathroom and **I am take a bath**”. While misformation was the most frequent type of errors did by the student with initial name R. It indicated that the student was aware of the need to use particular r grammatical feature in certain parts of the utterances but made an incorrect choice. The student failed in using the present verb in telling present events, for example; “After I **woke** up, I **was watching** tv”.

Based on the finding of this study, the three students were given writing tests to write a diary in a month regularly. Its functions were to know types of error which cause subject-verb agreement error deeply and to know the factors which cause subject-verb agreement error. This section used the same way to analyse. Text bold is used to indicated an error and (^) is used for missing elements in the utterances. The difference is in this section added a table of the cause of error to know factors that caused the errors.

## 1. H

**A. Table 4.13 list of H’s subject-verb agreement errors in writing diary in the first meeting**

NO	Speaker’s Error	Type of Errors	Revised Student’s Error	Factor of Errors		Explanation of Rule
	Identification of Error	Definition and Error Classification		Interference Transfer	Intralingual Transfer	
1	-I ^ ready	-Omission	I was ready	√	-	The student

	for take a bath. - I ^ ready prayer subuh.		to take a bath.			omitted linking verb in the sentence. The student should add “was”.
2	After that I <b>was</b> the <b>prayer</b> Subuh.	-Addition	After that, I prayed Subuh.	-	√	The student added was, it does not appear in a good form utterance.
3	At 08.00 pm I was <b>get</b> ready prayer isya.	-Addition	At 08.00 pm, I was ready to pray Isya.	-	√	The student added “get” in the sentence. It does not appear in a good form utterance.
4	After that I <b>was</b> prayer isya.	-Addition	After that, I prayed Isya.	-	√	The student added “was” in the sentence. It does not appear in a good form utterance
5	I ^ ready for take a bath.	-Omission	I was ready to take a bath.	√	-	The student omitted auxiliary verb in the sentence. It should be added “was”.

From the table above, the errors of H were omission and addition. Omission, the student omitted to be in the sentence; “I ^ ready for take a bath” and “I ^ ready prayer Subuh”.

Addition, the student added to be “was” and word “get”, it was shown as followed:

- a. After that I **was** the prayer Subuh.
- b. At 08.00 pm I was **get** ready prayer Isya.
- c. After that I **was** prayer Isya.

**Table 4.14 List of H's type of error in the first meeting**

NO	Type of Error	Total	Example
1	Omission	3	I ^ ready for take a bath.
2	Addition	4	At 08.00 pm I was <b>get</b> ready prayer Isya.
3	Misformation	-	

Errors made by H are categorized as interference transfer and intralingual transfer. Interference transfers were shown as followed:

- a. I ^ ready for take a bath.
- b. I ^ ready prayer Subuh”.

There is to be “was” after subject “I” in the utterance above. It is influenced by her mother tongue. The student’s mother tongue influenced the error because her mother tongue does not have the same structure such English form in using to be in the nominal sentence.

**Table 4.15 List of H's interference**

<b>Banjar</b>	<b>Student's Error</b>	<b>Revised Error</b>
Aku siap sembahyang Subuh	I ^ ready prayer Subuh	I was ready to pray Subuh

- a. After that I **was** the prayer Subuh.
- b. At 08.00 pm I was **get** ready prayer Isya.
- c. After that I **was** prayer Isya.

In the utterance above, the word (a) was, (b) get, (c) was should be omitted, because it made the sentence have two verbs. The utterances above are the sample of student's errors that are caused by intralingual transfer sources. The student actually has known the grammatical rules but the student generalizes the sentence.

**B. Table 4.16 list of H's subject-verb agreement errors in writing diary in the second meeting**

<b>NO</b>	<b>Speaker's Error</b>	<b>Type of Errors</b>	<b>Revised Student's Error</b>	<b>Factor of Errors</b>		<b>Explanation of Rule</b>
	<b>Identification of Error</b>	<b>Definition and Error Classification</b>		<b>Interference Transfer</b>	<b>Intralingual Transfer</b>	
1	^ can to laugh together and can to watch tv together.	-Omission of subject	I could laugh and watch TV together.	√	-	The student omitted subject pronoun in the sentence.



2	We cook together in the house of my friend and <b>stories</b> of how our college each.	- Misformat ion	We cooked together in the house of my friend and told each other about our college.	-	√	The student wrote “stories” instead of told.
3	We <b>strool</b> into a large part.	- Misformat ion (alternatin g form)	We stroll to a large part.	-	√	The student wrote to exchange the form freely that is and “strool” instead of stroll.
4	We <b>are</b> there to take pictures	-Addition	We took pictures there.	-	√	The student added to be “are” in the sentence. It does not appear in a good form utterance.

Based on the table above, the errors of H in the second meeting were misformation, omission and addition. Misformation, the student fairly free alternation of various members of a class with each other, which it is shown as followed:

- a. We cook together in the house of my friend and **stories** of how our college each.
- b. We **strool** into a large part.

Omission, the student omitted of subject pronoun in the sentence; ^ **can** to laugh together and can to watch tv together.

Addition, the student added to be “are” in the sentence; we **are** there to take pictures. The student should omit it because it does not appear in a good form utterance.

**Table 4.17 List of H’s type of error in the second meeting**

NO	Type of Error	Total	Example
1	Omission	1	^ <b>can</b> to laugh together and can to watch tv together.
2	Addition	1	We <b>are</b> there to take pictures
3	Misformation	2	<b>strool</b> into a large part.

Errors made by H in the second meeting were categorized as interference transfer and intralingual transfer. Interference transfers were shown as follow:

- a. ^ **can** to laugh together and can to watch tv together.

**Table 4.18 List of H’s interference**

Banjar	Student’s Error	Revised Error
Kawa tatawa barataan lawan kawa manonton tv barataan.	^ <b>can</b> to laugh together and <b>can</b> to watch tv together.	I could laugh and watch TV together.

Based on the table above, the student omitted “I” as a subject pronoun. It is categorized interference transfer because of the influence of mother tongue. H’s mother tongue is Banjar. The student transferred the utterance from Banjar into English.

Intralingual transfer, the student actually has known the grammatical rules but she generalized the sentence, it was shown as follow:

- a. We cook together in the house of my friend and **stories** of how our college each.
- b. We **strool** into a large part.
- c. We **are** there to take pictures

In the sentence above, the bold words showed if the student has known about grammar. She wrote “stories” and “strool” to exchange “told” and “stroll” as a verb in the sentence, but it is not appropriate for the rule and writing of that word. The utterances in the sentence above are the samples of the student error that are caused by intralingual transfer. The student generalized the sentence, whereas she actually has known the grammatical rules.

**C. Table 4.19 list of H’s subject-verb agreement errors in writing diary in the third meeting**

NO	Speaker’s Error	Type of Errors	Revised Student’s Error	Factor of Errors		Explanation of Rule
	Identifica tion of Error	Definition and Error Classifica tion		Interference Transfer	Intralingual Transfer	
1	Today ^ embarrass	-Omission	Today was embarrass day	√	-	The student omitted to be. The student must add to be “was”.
2	But after <b>arriving</b>	-Addition	But after arrived there...	-	√	The student added “-ing” in

	there...					the sentence. It does not appear in a good utterance.
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Based on the table above, the errors of H in the third meeting were omission and addition.

Omission, the student omitted to be in the sentence; today ^ embarrass ^. The student should write to be “was”.

Addition, the student added “-ing” in the sentence; “But after arriving there”. The student should omit it because it does not appear in a good pattern.

**Table 4.20 List of H’s type of error in the third meeting**

NO	Type of Error	Total	Example
1	Omission	1	Today ^ embarrass
2	Addition	1	But after <b>arriving</b> there...
3	Misformation	-	

Errors made by H in the third meeting were categorized as interference transfer and intralingual transfer. Interference transfers, the student transferred his mother tongue rules to English in the sentence; today ^ embarrass ^.

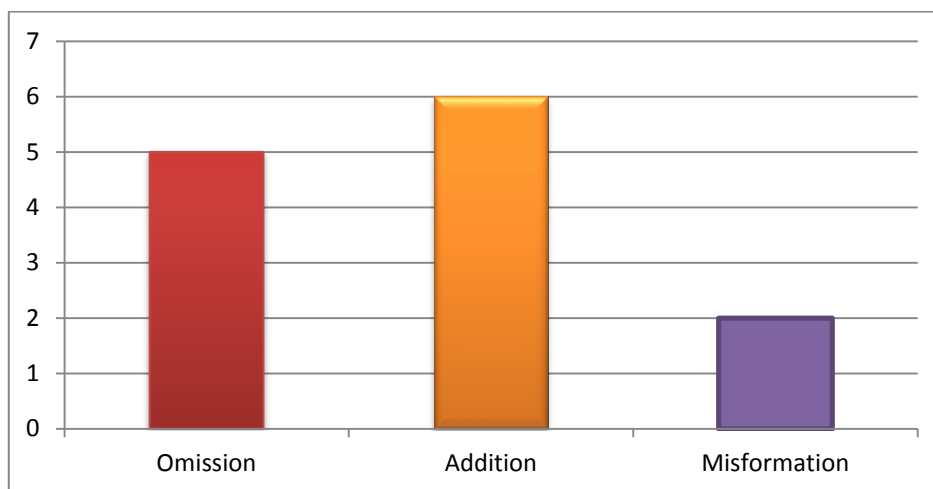
**Table 4.21 List of H’s interference**

Banjar	Student’s Error	Revised Error
Hari ini manyupani	today ^ embarrass ^	Today was embarrass day.

Based on the table above, the student omitted to be. The student’s mother tongue is Banjar. Banjar language does not have to be and the student transferred it in English written. It was not a good form utterance in English.

Intralingual transfer, the student over generalized the word and added inflection –ing to the word “arriving”. The student should not add it freely.

Based on three meets above, the number of subject-verb agreement errors can be classified as follows: there were 13 errors on H’s diaries. These were spread out in 3 types of error based on surface strategy taxonomy. There were 5 in omission, 6 in addition, 2 in misformation. To conclude, type of error on H’s diaries be explained in graph 4.1



**Graph 4.1. The H's type of errors**

## 2. M

**A. Table 4.22 list of M's subject-verb agreement errors in writing diary in the first meeting**

NO	Speaker's Error	Type of Errors	Revised Student's Error	Factor of Errors		Explanation of Rule
	Identification of Error	Definition and Error Classification		Interference Transfer	Intralingual Transfer	
1	Today I <b>gets</b> up at 4:00	- Misformat ion	Today, I got up at 04.00 am.	-	√	The student made misformation of form. She wrote "gets" after subject "I". It does not appear in a good utterance.
2	-Then I <b>am goes</b> to bathroom to take a bath. -I <b>am</b> go to room for Subuh prayer. -After that I <b>am</b> go to my room. -After Subuh prayer I <b>am goes</b> to kitchen. -I <b>am goes</b> to the bathroom. -I <b>goes</b> to bed.	-Addition - Misformat ion	-Then, I went to the bathroom to take a bath. -I went to my room for pray Subuh. -After that, I went to my room. -After prayed Subuh, I went to the kitchen. -I went to the	-	√	The student added to be "am" in the sentence and wrote verb "goes" after subject "I". It does not appear in a good utterance.

			bathroom. -I went to bed			
3	After lunch I <b>am</b> take a rest a moment.	Addition	After had a lunch, I took a rest for a moment.	-	√	The student added to be “am” in the sentence, it does not appear in a good utterance.
4	-I ^ <b>am</b> still many task.	-Omission -Addition	-I have still many tasks.	√	-	The student omitted verb. The student must add verb “have”.
5	-I <b>am</b> watch TV with my friend. -I <b>am</b> forget	-Addition	-I watched TV with my friend. -I forgot	-	√	The student added to be ”am” in the sentence, it does not appear in good utterances.
6	I <b>am</b> ^ not finish to memorys juz amma	-Addition -Omission	I did not finish to read Juz ‘amma.	-	√	The student added to be in the sentence. She has to omit it and write verb in the sentence.

Based on the table above, the errors of M in the first meeting were addition, misformation and omission. Addition, the student added to be in many sentences; the student should omit it because it does not appear in a good form utterance. It was shown as followed:

- a. Then I **am goes** to bathroom to take a bath.
- b. I **am go** to room for Subuh prayer.
- c. After that I **am go** to my room.

- d. After Subuh prayer I **am goes** to kitchen.
- e. I **am goes** to bathroom.
- f. I **goes** to bed.

Misformation, the student failed to agree on a subject to its verb. The student added inflection –s/-es after subject “I”. This is some examples of it:

- a. Today I **gets** up at 4:00
- b. Then I **am goes** to bathroom to take a bath.
- c. I **am goes** to bathroom.

Omission, the student omitted verb in the sentence; I ^ **am** still many task. The student should add verb “have”.

**Table 4.23 List of M’s type of error in the first meeting**

NO	Type of Error	Total	Example
1	Omission	2	I <b>am</b> ^ not finish to memorys juz amma
2	Addition	10	After that I <b>am</b> go to my room.
3	Misformation	5	I <b>goes</b> to bed.

Errors made by M in the first meeting were categorized as interference transfer and intralingual transfer. Interference transfers, the student transferred his mother tongue rules to English in the sentence; I ^ am still many task.

**Table 4.24 List of M’s interference**

Banjar	Student’s Error	Revised Error
Aku masih banyak tugas.	I ^ am still many task.	I have still many tasks.



Based on the table above, the student omitted verb. The student transferred way of her mother tongue to English written. Banjar language has no rules like English. So, the student omitted one of sentence component in English sentence.

Intralingual transfer, the student added some “to be” that was not appear in a right pattern. It was shown as followed:

- a. I **am watch** TV with my friend.
- b. After that **I am go** to my room.

Some sentences above are samples of intralingual transfer that were made by the student. The verb in the sentence should have no to be because the sentence had a verb. The student generalized a rule to another context.

**B. Table 4.25 list of M’s subject-verb agreement errors in writing diary in the second meeting**

NO	Speaker’s Error	Type of Errors	Revised Student’s Error	Factor of Errors		Explanation of Rule
	Identifica tion of Error	Definition and Error Classification		Interference Transfer	Intralingual Transfer	
1	-Today, I <b>am ^</b> back to my home town.	-Addition -Omission	Today, I came back to my hometown.	-	√	The student added to be “am” in the sentence. It does not appear in a good

						utterance. The student omitted verb in the sentence. It should be added verb “came”
2	Today I ^ back to dormitory.	-Omission	Today I came back to the dormitory.	-	√	The student omitted verb in the sentence. It should be added verb “came”

Based on the table above, the errors of M in the second meeting were omission and addition. Omission, the student omitted verb in the sentence; “Today I ^ back to dormitory”. The student should add verb “came” in the sentence.

Addition, the student added to be in a sentence; “Today, I **am** ^ back to my home town”. The student should omit it because it does not appear in a good form utterance.

**Table 4.26 List of M’s type of error in the second meeting**

NO	Type of Error	Total	Example
1	Omission	2	Today I ^ back to dormitory.
2	Addition	1	Today, I <b>am</b> ^ back to my home town.
3	Misformation	-	

Errors made by M in the second meeting were categorized as an intralingual transfer. In many sentences, the student wrote wrong to be and added a word that did

not appear in a good pattern. This is some intralingual transfer error was done by student:

- a. Today, I **am** ^ back to my home town.
- b. Today I ^ back to dormitory.

**C. Table 4.27 list of M's subject-verb agreement errors in writing diary in the third meeting**

NO	Speaker's Error	Type of Errors	Revised Student's Error	Factor of Errors		Explanation of Rule
	Identifica tion of Error	Definition and Error Classification		Interference Transfer	Intralingual Transfer	
1	I <b>training</b> about dance	Addition	I trained dancing.	-	√	The student added inflection – ing. She should omit it.

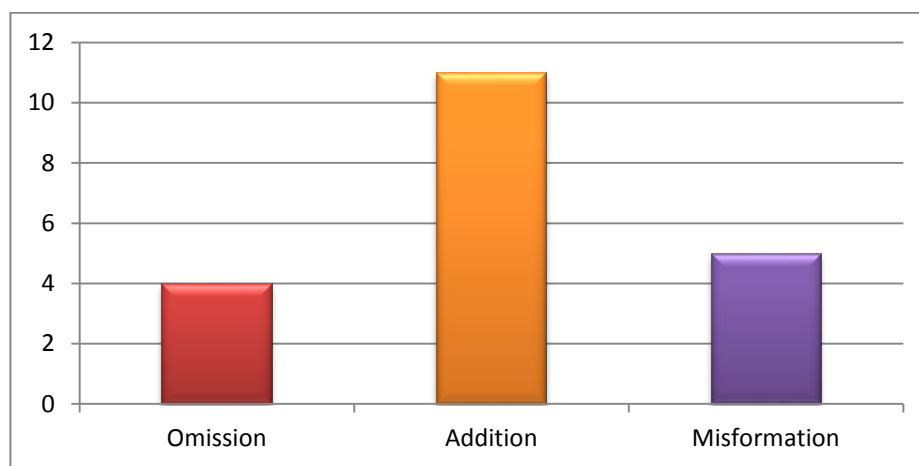
Based on the table above, the errors of M in the third meeting were addition. The student only made one error in this meet. The student should not add –ing to the verb in the sentence; “I **training** about dance”.

**Table 4.28 List of M's type of error in the third meeting**

NO	Type of Error	Total	Example
1	Omission	-	
2	Addition	1	I <b>training</b> about dance
3	Misformation	-	

The errors made by M in this meeting were intralingual transfer. The student has known the rule to make a sentence but the student entered it to another context that has different rules. The student generalized base verb to make past form sentences.

Based on three meeting above, the number of subject-verb agreement errors can be classified as follows: there were 20 errors on M's diaries. These were spread out in 3 types of error based on surface strategy taxonomy. There were 4 in omission, 11 in addition, 5 in misformation. To conclude, type of error on H's diaries be explained in graph 4.2



**Graph 4.2. The M's type of errors**

### 3. R

**A. Table 4.29 list of R's subject-verb agreement errors in writing diary in the first meeting**

NO	Speaker's Error	Type of Errors	Revised Student's Error	Factor of Errors		Explanation of Rule
	Identification of Error	Definition and Error Classification		Interference Transfer	Intralingual Transfer	
1	^ am watching tv until clock of 11.00 am	-Omission	I watched TV until 11.00 am	-	√	The student omitted subject in the sentence. It should be added subject "I".
2	<b>My last</b> breakfast of clock morning 6.00 am.	-Misformation	I have a breakfast at 6.00 am.	-	√	The student wrote possessive pronoun as a subject in the sentence. It should be changed with subject "I".
3	<b>Me</b> return to house.	-Misformation	I returned back to home.	-	√	The student made an error on the subject. It should be changed to "I".
4	After <b>my</b> ^	-Misformation	After that,	√	√	The student

	bath shalat Maghrib.	-Omission	I take a bath and prayed Maghrib.			wrote possessive pronoun as a subject in the sentence. It should be changed with subject "I". The student should also add verb "take" in the sentence.
5	I ^ breakfast of clock morning 6.00 am.	-Omission	I have a breakfast at 6.00 am.	√	-	The student omitted verb in the sentence. It should be added verb "had".
6	I <b>rush about</b> to return home.	-Misformation (alternating form)	I returned back home	-	√	The student wrote to exchange the form freely that is and "rush about to" instead of returned back.
7	Afterwards, I <b>shalat</b> and <b>eat</b> .	-Misformation (alternating form)	After that, I prayed and had a dinner.	√	-	The student wrote to exchange the form freely that is and "shalat" and "eat" instead of "prayed"

						and “had a dinner”.
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Based on the table above, the errors of R in the first meeting were misformation and omission. Misformation, The student made errors with wrote possessive subject and object as a subject. It was shown as followed:

- a. **My last** breakfast of clock morning 6.00 am.
- b. **Me return** to house.
- c. After **my** ^ bath shalat Maghrib.

Omission, the student omitted verb in the sentence:

- a. ^ **am watching** tv until clock of 11.00 am
- b. After **my** ^ bath shalat Maghrib.
- c. I ^ breakfast of clock morning 6.00 am.

**Table 4.30 List of R’s type of error in the first meeting**

NO	Type of Error	Total	Example
1	Omission	3	I ^ breakfast of clock morning 6.00 am.
2	Addition	-	
3	Misformation	6	Afterwards, I <b>shalat</b> and <b>eat</b> .

Errors made by R in the first meeting were categorized as interference transfer and intralingual transfer. Interference transfers, the student transferred his mother tongue rules to English in the sentence; I ^ breakfast of clock morning 6.00 am.

**Table 4.31 List of R's interference**

<b>Banjar</b>	<b>Student's Error</b>	<b>Revised Error</b>
Aku manyuap jam 6 hanjewu.	I ^ breakfast of clock morning 6.00 am.	I have a breakfast at 06.00 am

Based on the table above, the student omitted verb. The student transferred way of her mother tongue to English written. Dayak language has no rules like English. So, the student omitted one of sentence component in English sentence.

Intralingual transfer, the student alternation a verb freely. The student failed in using subject. She instead used possessive pronoun and object as a subject. It was shown as followed:

- a. Afterwards, I **shalat** and **eat**.
- b. **My last** breakfast of clock morning 6.00 am.
- c. **Me return** to house

Some sentences above are samples of intralingual transfer that made by the student. It happened because the student generalized a rule to another context.



**B. Table 4.32 list of R's subject-verb agreement errors in writing diary in the second meeting**

NO	Speaker's Error	Type of Errors	Revised Student's Error	Factor of Errors		Explanation of Rule
	Identification of Error	Definition and Error Classification		Interference Transfer	Intralingual Transfer	
1	I <b>was</b> received call from my cousin.	-addition	I received a call from my cousin.	-	√	The student added to be in the sentence. It does not appear in a good utterance.
2	I just ^ on my bedroom.	-Omission	I just stayed in my bedroom.	√	-	The student omitted verb in the sentence. It should be added by verb "stayed".
3	-I <b>watching</b> television for a moment. -I <b>getting</b> sick.	-Addition	I watched television for a moment.  -I got sick	-	√	The student added -ing in the sentence. It does not appear in a good utterance.
4	But ^ ^ not happened better with my body.	-Omission	But I did not feel any better.	√	-	The student omitted subject and verb in the sentence. It should be

						added by subject "I" and verb "feel".
5	During day ^ spent for college.	-Omission	Long day, I spent my time for college.	-	√	The student omitted subject in the sentence. It should be added by subject "I".

Based on the table above, the errors of R in the first meeting were omission and addition.

Omission, the student omitted subject and verb in the sentence. The student wrote a sentence without considered a good pattern, so it will make confuse to understand. It was shown as followed:

- a. I just ^ on my bedroom.
- b. But ^ ^ not happened better with my body.
- c. During day ^ spent for college.

Addition, the student added to be and –ing in the sentence. It was shown as followed:

- a. I **was** received call from my cousin.
- b. I **watching** television for a moment.
- c. I **getting** sick.

**Table 4.33 List of R's type of error in the second meeting**

NO	Type of Error	Total	Example
1	Omission	4	I just ^ on my bedroom.
2	Addition	3	I <b>getting</b> sick.
3	Misformation		

Errors made by M in the first meeting were categorized as interference transfer and intralingual transfer. Interference transfers, the student transferred his mother tongue rules to English in the sentence; I ^ breakfast of clock morning 6.00 am.

**Table 4.34 List of R's interference**

<b>Banjar</b>	<b>Student's Error</b>	<b>Revised Error</b>
Tapi dia labih bahalap dengam bitiku.	But ^ ^ not happened better with my body.	But I did not feel any better.

Based on the table above, the student omitted verb. Student's mother tongue is Dayak. The student adopted the way of Dayak speaking to write English sentence. Dayak language has no rules like English. So, the student omitted subject and verb in the sentence.

Intralingual transfer, how to add inflection –ing still be a reason the student did errors. The student also forgot to write the subject in the sentence. It was shown as followed:

- a. I **watching** television for a moment.
- b. I **getting** sick.

c. But ^ ^ not happened better with my body.

Some verbs in the sentences above should not be added –ing. It should be changed to past form. The student generalized that every verb could be added by inflection –ing.

**C. Table 4.35 list of R's subject-verb agreement errors in writing diary in the third meeting**

NO	Speaker's Error	Type of Errors	Revised Student's Error	Factor of Errors		Explanation of Rule
	Identifica tion of Error	Definition and Error Classification		Interference Transfer	Intralingual Transfer	
1	And ^ returned to home at 05.00 pm	-Omission	And I returned home at 05.00 pm	-	√	The student omitted subject in the sentence. The student should add "I" as a subject.
2	After that ^ went to bedroom to sleep and ^ did not forget to turn on alarm.	-Omission	After that, I went to the bedroom to sleep and I did not forget to turn on the alarm.	-	√	The student omitted subject in the sentence. The student should add "I" as a subject.
3	In evening usually <b>me</b> and my mother <b>were</b> clean	-Misformation -Addition	In evening, I and my mother usually cleaned our	-	√	The student wrote an object "me" as a subject. It should be

	our home and water the garden.		home and gardening.			changed to “I”. The student also wrote “were”. It does not appear in a good utterance.
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Based on the table above, the errors of R in the third meeting were misformation, omission and addition. Misformation, the student did error in using subject. The student wrote “me” as a subject in the sentence; “In evening usually **me** and my mother were clean our home and water the garden”.

Omission, the student omitted subject and verb in the sentence. The student wrote a sentence without considered a good pattern, so it will make confuse to understand. It was shown as followed:

- a. And ^ returned to home at 05.00 pm
- b. After that ^ went to bedroom to sleep and ^ did not forget to turn on alarm.

Addition, the student added to be in the sentence; “In evening usually me and my mother **were** clean our home and water the garden”.

**Table 4.36 List of M’s type of error in the third meeting**

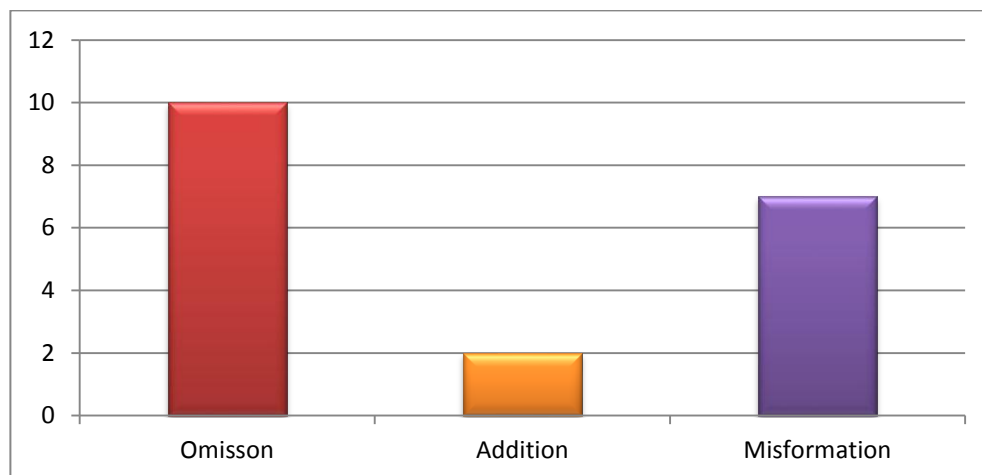
NO	Type of Error	Total	Example
1	Omission	3	And ^ returned to home at 05.00 pm
2	Addition	1	In evening usually <b>me</b> and my mother <b>were</b> clean our home and water the garden.
3	Misformation	1	In evening usually <b>me</b> and my mother <b>were</b> clean our home and water the garden.

Errors made by R in the third meeting were categorized as an intralingual transfer. In some sentences, the student omitted subject wrote wrong to be and added to be that did not appear in a good pattern. This is some intralingual transfer error was done by student:

- a. And ^ returned to home at 05.00 pm
- b. After that ^ went to bedroom to sleep and ^ did not forget to turn on alarm.
- c. In evening usually **me** and my mother **were** clean our home and water the garden.

Three sentences above shows that the student made errors were categorized as an intralingual transfer because the student actually has learned how to make English sentence well. But, she still confused to use some English rules. For example, the student wrote object as a subject in the table above. “Me” should be changed to “I”.

Based on three meeting above, the number of subject-verb agreement errors can be classified as follows: there were 19 errors on R’s diaries. These were spread out in 3 types of error based on surface strategy taxonomy. There were 10 in omission, 2 in addition, 7 in misinformation. To conclude, type of error on H’s diaries be explained in graph 4.3



**Graph 4.3. The R's type of errors**

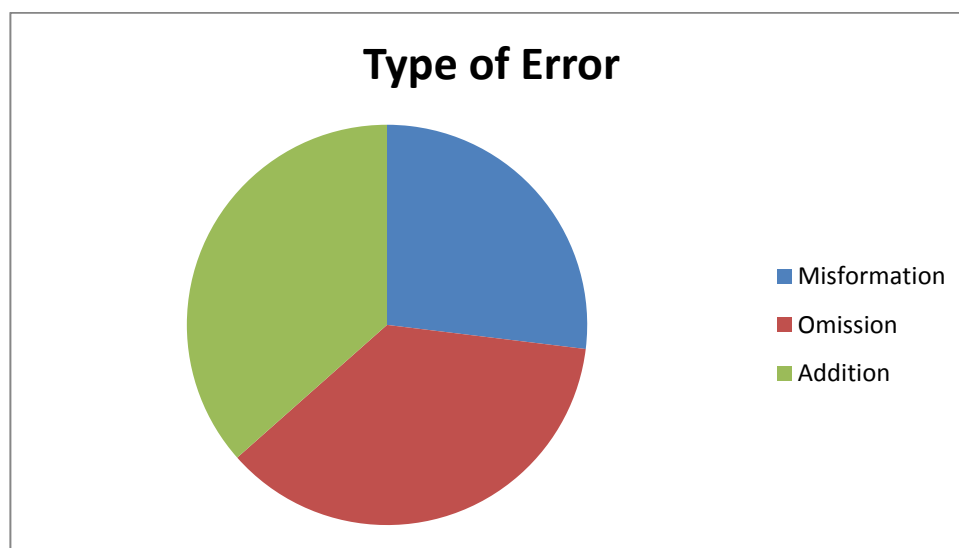
Based on the explanation above, three students in class A there were 52 subject-verb agreement errors on their diaries. These were spread out on 3 types of error on surface strategy taxonomy. There were 14 or 26.92% of error in misformation; 19 or 36.54% of error in addition and 19 or 36.54% error in omission; as explained in the table 4.28

**Table 4.37 The students' subject-verb agreement errors**

NO	Type of Error	Name of Students			Total	Percentage
		H	M	R		
1	Omission	5	4	10	19	36.54%
2	Addition	6	11	2	19	36.54%
3	Misformation	2	5	7	14	26.92%
Total		13	20	19	52	100%

The table above showed omission and addition became the trend errors were done by the students in their diaries. Both of them have 19 numbers of errors. Misformation has 14 numbers of errors. To make clear it will show in diagram 4.1.

**Diagram 4.1 The students' trend of error**



## **2. The Factors which Cause Subject-Verb Agreement Errors in Writing Diary**

Based on the description of the students' subject-verb agreement errors in writing diary, it shows that the students did errors were influenced by interference transfer and intralingual transfer. There were 12 interlingual transfers and 40 intralingual transfers which cause subject-verb agreement errors. The interlingual transfer is a system that has a structurally intermediate status between the native language and the target language. In addition, errors that happened were caused by the interference of mother tongue language. It happened because the features of the two languages are different. This research also did an interview with the three



students. From the interview, M and H's mother tongue is Banjarese and R's mother tongue is Dayakese. The interference of native to target or the difference underlying assumption between the native and the target one can be a source of errors. It supported by the students' statement that they wrote in English only when their lecturer gave tasks. Because of that reasons the students still entered their mother tongue rules in English written.

The intralingual transfer is an error made by the learners cause of the feature of L<sub>2</sub> itself. The intralingual transfer was caused by over-generalization, ignorance of rule restriction, false concept hypothesized. Based on an interview with the students, it showed that the students have learned English in several years and known about subject-verb agreement. But, the students have some problems, especially in grammar. The students knew some rules of English but over-generalized it to another context. To sum up, the frequency of errors factors be explained in the table 4.30.

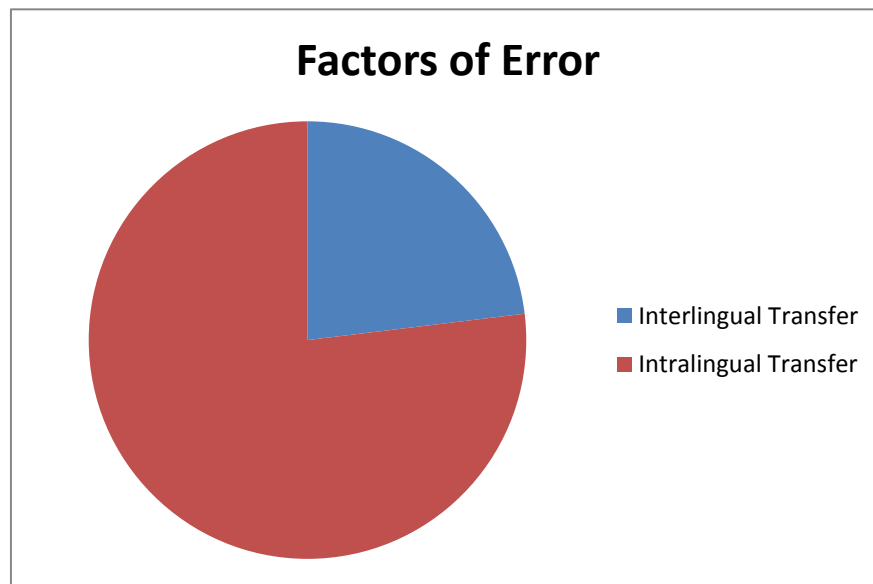
**Table 4.38 Frequency of Factors of Errors**

<b>Factors of Errors</b>	<b>Frequency</b>	<b>Percentage</b>
Interlingual transfer	12	23.08%
Intralingual transfer	40	76.92%
Total	52	100%

From the table above showed intralingual transfer became a prominent factor which caused subject-verb agreement errors with numbers of errors were 40 or 76.92%. Grammar became a students' problem in writing diary. The student wrote some inflections that do not appear in a rule. For example on the students' diary: "I **am watch** TV with my friend". The students knew to be of the subject I is am. But,

the students entered it into another context, in this case about the verbal sentence. When the students wrote to be in verbal sentences, it means the students made errors. The number errors of interlingual transfer were 12 or 23.08%. In some sentence the students' brought their mother tongue understanding and applied it to wrote English written. For example, “^ **can** to laugh together and can to watch tv together”. In the students' mother tongue, Banjarese or Dayakese permitted a sentence without a subject. But, when that rule brought to English, it made the sentence to be ungrammatical and made happened subject-verb agreement error. The common factor of error will be shown in diagram 4.2.

**Diagram 4.2 The students' Common Factor of Error**



## **B. Discussion**

### **1. Type of error which causes subject-verb agreement error in writing diary**

Based on the research findings showed that from three students in class C there were 52 subject-verb agreement errors on their diaries. These were spread out in 3 types of error based on surface strategy taxonomy. It is shown as follows:

#### **a. Omission**

The number of omission is 19 or 36.54% from 52 errors in students' diaries. This type of errors was characterized by the absence of an item that must appear in a well-formed utterance. In many cases, the students omitted subject or verb in the sentence. For example: ^ **can** to laugh together and can to watch tv together.

#### **b. Addition**

From three students, all of them average made this type of error. The number of error is 19 or 36.54%. It was characterized by the presence of an item, which not appear in the well-formed utterance. In the students' diaries showed the students added to be, inflectional -ing. For example: After that, I **was** the prayer Subuh.

#### **c. Misformation**

The number of misformation is 14 or 26.92%. In their diary, the students wrote the wrong form of the morpheme or structure and also in some written did errors in alternating form, it ga.ve way to apparently fairly free alternation of various members of a class with each other. For example: **Me return** to house.

## **2. The Factors which Cause Subject-Verb Agreement Errors in Writing Diary**

Based on the research findings shows there were 52 subject-verb agreement errors. The intralingual transfer became a prominent factor which caused subject-verb agreement errors with a number of errors were 40 or 76.92%. While interlingual transfer had a number of errors were 12 or 23.08%. This was possible due to a number of reasons. First, the students have little knowledge of grammar. It would be looked in the result of the interview. The students' stated that their problem while writing accurately is grammar. Although they have known about subject-verb agreement, it did not enough to solve it. The second reason was the students could not exit from their comprehension about their mother tongue. The students applied it to English comprehension and wrote English written with their mother tongue ways.