

ABSTRACT

Asy'ari, Sofyan Rijal. 2020. *An Analysis of Subject-Verb Agreement Errors in Writing Descriptive Text (A Descriptive Research of the Descriptive Texts Written by The 12th Grade Students of Madrasah Aliyah Al-fatah Cilacap Academic Year 2019/2020)*. Thesis. Supervisor 1: Tuti Purwati, S.S., M.Pd., Supervisor 2: Erna Wardani, S.Pd., M.Hum., Examiner: Drs. Agus Sapto Nugroho, M.Ed.TESOL. Ministry of Education and Culture, Jenderal Soedirman University, Faculty of Humanities, Department of Language Education, English Education Study Program, Purwokerto.

The title of the research is “*An Analysis of Subject-Verb Agreement Errors in Writing Descriptive Text (A Descriptive Research of the Descriptive Texts Written by The 12th Grade Students of Madrasah Aliyah Al-fatah Cilacap Academic Year 2019/2020)*”. The research aims at finding out: (1) The types of subject-verb agreement errors made by students in writing descriptive text, (2) the causes of subject-verb agreement errors made by students in writing descriptive text, and (3) the teacher’s attempts or strategies to correct subject-verb agreement errors made by students in writing descriptive text.

This research is a descriptive research. The population of this research is the descriptive texts written by the 12th grade students of Madrasah Aliyah Al-fatah Cilacap Academic Year 2019/2020 consisting of 38 descriptive texts. Then, the researcher uses total sampling so that the sample has the same number with the population. This research uses test, document analysis, and interview as the tools for collecting data.

The results show that: (1) there are three types of subject-verb agreement errors found in descriptive texts made by students. Those three types of errors are omission, addition, and misformation. Omission occurs 64 times or 56.14% of the total errors. Addition occurs 21 times or 18.42% of the total errors. Misformation occurs 29 times or 25.44% of the total errors. (2) There are two major causes of errors namely interlingual and intralingual errors. Interlingual error causes 32 errors or 28.07% of the total errors. Meanwhile, intralingual error causes 82 errors or 71.93% of the total errors. (3) There are three strategies used by teacher to correct the errors. Those three strategies are direct feedback, metalinguistic feedback, and remedial teaching.

Keywords: *error analysis, subject-verb agreement errors, teacher’s strategies*

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Judul penelitian ini adalah “*An Analysis of Subject-Verb Agreement Errors in Writing Descriptive Text (A Descriptive Research of the Descriptive Texts Written by The 12th Grade Students of Madrasah Aliyah Al-fatah Cilacap Academic Year 2019/2020)*”. Penelitian ini bertujuan untuk: (1) mengetahui tipe kesalahan *subject-verb agreement* yang dibuat siswa dalam menulis teks deskriptif, (2) mengetahui penyebab kesalahan *subject-verb agreement* yang dibuat siswa dalam menulis teks deskriptif, dan (3) mengetahui strategi guru dalam mengoreksi kesalahan *subject-verb agreement* yang dibuat siswa dalam menulis teks deskriptif.

Jenis penelitian ini adalah penelitian deskriptif. Populasi pada penelitian ini adalah seluruh teks deskriptif yang dibuat siswa kelas 12 Madrasah Aliyah Al-fatah Cilacap pada Tahun Ajaran 2019/2020 yang berjumlah 38 teks deskriptif. Pada penelitian ini, peneliti menggunakan *total sampling* maka jumlah sampel penelitian sama seperti jumlah populasi secara keseluruhan. Kemudian, peneliti menggunakan tes, analisis dokumen, dan wawancara sebagai alat pengumpulan data.

Hasil penelitian ini menunjukkan bahwa: (1) Ada tiga tipe kesalahan *subject-verb agreement* yang ditemukan dalam teks deskriptif yang ditulis oleh siswa. Tiga tipe tersebut adalah *omission*, *addition*, dan *misformation*. *Omission* terjadi sebanyak 64 kali atau 56,14% dari jumlah seluruh kesalahan *subject-verb agreement*. Kemudian, *addition* terjadi sebanyak 21 kali atau 18,42%. Selanjutnya, *misformation* terjadi sebanyak 29 kali atau 25,44%. (2) Ada dua penyebab utama yang menyebabkan siswa melakukan kesalahan *subject-verb agreement* yaitu *interlingual error* dan *intralingual error*. *Interlingual error* menyebabkan 32 kesalahan atau 28,07% sedangkan *intralingual error* menyebabkan 82 kesalahan atau 71,93% dari jumlah kesalahan *subject-verb agreement*. (3) Guru menggunakan tiga strategi dalam mengoreksi kesalahan *subject-verb agreement* yang dilakukan siswa. Tiga strategi tersebut adalah *direct feedback*, *metalinguistic feedback*, dan *remedial teaching*.

Kata Kunci: *analisis kesalahan, kesalahan subject-verb agreement, strategi guru*