ABSTRACT
Based on the 2013 Curriculum, the eleventh grade students of SMA Negeri 1 Purworejo are obliged to write a dialogue based on the materials. However, many students still commit errors in writing their dialogue, especially for subject-verb agreement. This research aims at analyzing types of errors of subject-verb agreement found in dialogues written by the eleventh grade students of SMA Negeri 1 Purworejo in the academic year of 2016/2017. The type of this research is descriptive case study. The subjects of the study are 32 students of XI Science 3 of SMA Negeri 1 Purworejo in the academic year of 2016/2017. The researcher uses a test to collect the data. The results of tests are analyzed descriptively by using Ellis and Barkhuizen’s theory. The result of the analysis shows that the percentage for each type of error is 53.9% for omission, 0.5% for addition in the form of regularization, 1.4% for addition in the form of double-markings, 11.1% for addition in the form of simple addition, no misformation in the form of regularization, 18.4% for misformation in the form of archi-forms, 10.6% for misformation in the form of alternating forms, 4.1% for misordering, and no blends. Based on the result of the research, it can be concluded that the most dominant error found in dialogues written by students of XI Science 3 is omission. It can be proved by the percentage of error; that is, 53.9%.

Keywords: error analysis, subject-verb agreement, dialogue

INTRODUCTION
Background of the study
Based on the 2013 Curriculum, the eleventh grade students are obliged to write a dialogue based on the materials. Writing is one of the productive skills that is difficult to be mastered by EFL learners in Senior High School. They have to transfer their ideas from Indonesian into English correctly. Besides, they should notice about grammatical rules in their writing. Writing with correct grammatical rules is not easy for EFL learners because English has many rules of grammar that must be understood, one of them is subject-verb agreement. It is not surprising that errors of subject-verb agreement are still found in students’ writing and they are unavoidable part in EFL teaching.

Although the eleventh grade students of SMA Negeri 1 Purworejo have learned English for a long time, they still have some difficulties in writing a dialogue, especially for applying subject-verb agreement properly. Many of them omit inflection –s/-es to show the plurality of noun. When the tense is in present simple, they also often omit the inflection to show the tense marker. Students also misuse the auxiliary. The subject is plural, but the verb agreement is for singular subject. Sometimes students write simple addition such as pronoun, but it is not useful. In constructing interrogative utterances, they use double auxiliaries. Many of them also do not attach the auxiliary in
constructing interrogative utterances. Besides, they also do not construct interrogative utterances in order.

Error analysis brings learners to a point at which learners deviate from the standard English. It helps English teachers to know what the level of English of each learner is. It will help teachers not only to detect errors, but also to identify materials which need to be improved. It will also help them to find out what areas should be focused on and what kind of attention is needed. Among all errors in EFL writing, subject-verb agreement is the most frequent error committed by learners.

**Statement of the Problem**

Based on the background of the study that the researcher has stated above, the researcher formulates the problem statement as follows: What are types of errors of subject-verb agreement found in dialogues written by the eleventh grade students of SMA Negeri 1 Purworejo in the academic year of 2016/2017?

**Objective of the Study**

Concerning with the statement of the problem that the researcher has stated above, the objective of the study is formulated as follows: To analyze types of errors of subject-verb agreement found in dialogues written by the eleventh grade students of SMA Negeri 1 Purworejo in the academic year of 2016/2017.

**REVIEW OF RELATED LITERATURE**

**Definition of Error Analysis**

Hossain and Uddin (2015) state that error analysis is an effective device to analyze learners’ errors in a scientific way (p.2). According to Dirgeyasa (2016), error analysis is a systematic description and explanation of errors made by learners or users in their oral or written production on the target language (p.4). The aim of this method is to detect common errors and evolve a pertinent and effective teaching-learning and testing strategy and remedial necessary in certain marked areas of the target language based on the feedback obtained from the learners (Sherman, 1988, as cited in Hossain and Uddin, 2015).

From the explanation above, it can be concluded that error analysis is an effective device to analyze learners’ error in a scientific way. It is systematic description and explanation of errors made by learners or users in their oral or written production on the target language. This method is used to detect common errors and make effective teaching-learning and testing strategy and remedial necessary in certain marked areas of the target language.

**Types of Errors**

According to Dulay, Burt and Krashen (1982, as cited in Ellis and Barkhuizen, 2005), the types of error can be classified based on surface strategy taxonomy. The surface strategy taxonomy consists of four elements: omission, addition, misformation, and misordering (p.61).

1. **Omission**

is the lack of form or grammar that is supposed to have in the sentence, but the students omit it (p.122). Dulay, Burt, and Krashen (1982, as cited in Ellis and Barkhuizen, 2005) explain that the example of omission is the omission of copula be in the utterance; for example, My sisters very pretty (p.61).

2. Addition

According to Dulay, Burt, and Krashen (1982, as cited in Tizazu, 2014), addition errors refer to the presence of an element or a form which must not appear in a well-formed utterance (p.72).

There are three types of errors of addition.

a. Regularization

According to Dulay, Burt, and Krashen (1982, as cited in Tizazu, 2014), regularization is applying rules used to produce the regular ones to those exceptions to the rules (p.72). The example given by Dulay, Burt, and Krashen, 1982, as cited in Abdullah, 2013) is putted instead of put (p.5).

b. Double-markings

According to Dulay, Burt, and Krashen (1982, as cited in Tizazu, 2014), double-markings is a kind of addition error in which one feature is marked at two levels (p.72). The example given by Dulay, Burt, and Krashen (1982, as cited in Ellis and Barkhuizen, 2005) is *He didn’t came (p.61).

c. Simple addition

According to Dulay, Burt, and Krashen (1982, as cited in Tizazu, 2014), simple additions are those which are neither regularizations nor double-markings (p.72). The example given by Dulay, Burt, and Krashen (1982, as cited in Abdullah, 2013) is *We stay in over here (p.5).

3. Misformation

Misformation is characterized by the use of the wrong form of the wrong morpheme or structure.

Misformation also has three types of errors, they are:

a. Regularization

According to Dulay, Burt, and Krashen (1982, as cited in Abdullah, 2013), regularization is the type of misformation when a learner uses regular and irregular types of words in a wrong place; for example, runned instead of ran, gooses instead of geese (p.5).

b. Archi-forms

According to Dulay, Burt, and Krashen (1982, as cited in Tizazu, 2014), archi-forms is the selection of one member of a class of forms to represent others in the class (p.72). The examples given by Dulay, Burt, and Krashen (1982, as cited in Abdullah, 2013) are that house is mine, that houses are theirs (p.5).

c. Alternating forms

According to Dulay, Burt, and Krashen (1982, as cited in Tizazu, 2014), alternating forms are free alternation of various members of a class with each other (p.72). In this case, the learner has mistakenly used some forms alternatively, but it results in producing a wrong word. For example, Those dog, This cats, the use of he instead of him (Dulay, Burt, and Krashen, 1982, as cited in Abdullah, 2013).
4. **Misordering**

   Misordering is characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. For example: *I don’t remember what is her name* instead of *I don’t remember what her name is*. Another example is *What your mother is doing?* instead of *What is your mother doing?*

5. **Blends**

   According to James (1998, as cited in Ellis & Barkhuizen, 2005) suggests one further category of error, namely ‘blends’. Blends is the errors that reflect the learners’ uncertainty as to which of two forms are required. This can result in over-inclusion as in the sentence *The only one thing I want* as the amalgam of *The only thing I want* and *The one thing I want* (p.61).

**Subject-Verb Agreement**

   Murshidi (2014) states that subject-verb agreement is a basic principle of the English language grammar. It simply denotes that a singular subject needs a singular verb and a plural subject needs a plural verb (p.44). Greenbaum and Nelson (2002, as cited in Chele, 2015) explain that subject-verb agreement refers to the matching of subjects and verbs according to their number. This means that a singular subject must be matched with a singular verb form: *the child cries*, and a plural subject must be matched with a plural verb form: *the children cry* (p.33). Darus and Subramaniam (2009, as cited in Ponmani and Mekala, 2016) suggest that the language teacher should explain directly the concept of singularity and plurality in nouns by pointing out directly the differences in sentences such as “The girl writes” and “The girls write” (p.2).

   In conclusion, subject-verb agreement is a basic principle of the English language grammar. It refers to the matching of subjects and verbs according to their number. Learners have to acquire the knowledge of subject-verb agreement to improve their English proficiency and teachers should explain the concept of singularity and plurality of nouns by pointing out the differences in sentences.

**Dialogue**

   Bakthin (2010, as cited in Rakhmawati 2013) explains that a dialogue is a conversation with a center, not sides. It is an engagement of two (or more) persons, the people with characteristics, styles, values, and assumptions that shape the particular ways in which they engage in discourse (p.131). According to Linse and Nunan (2005), dialogues provide learners with grammatically controlled scripts that they can use in real life. Dialogues can very easily be scripted and turned into child-friendly role-plays (p.54).

   In conclusion, dialogue is a conversation between two or more persons with characteristics, styles, values, and assumptions that shape the particular ways in which they engage in discourse. Dialogues can be scripted and practiced in role-play. Therefore, dialogues can be in the written form or in the spoken form.

**METHODOLOGY**

1. **Method of the Study**

   This research belongs to a descriptive case study because the researcher presents detailed information about types of errors of subject-verb agreement found in dialogues
written by the eleventh grade students of SMA Negeri 1 Purworejo in the academic year of 2016/2017, particularly for students of XI Science 3.

2. **Subjects of the Study**
   The subjects of the study are 32 students of XI Science 3 of SMA Negeri 1 Purworejo in the academic year of 2016/2017.

3. **Unit of Analysis**
   In this research, the unit of analysis is the utterances found in dialogues written by the eleventh grade students of SMA Negeri 1 Purworejo in the academic year of 2016/2017, especially students of XI Science 3.

4. **Instrument of the Research**
   The instrument of this research is test. The test is in the form of writing a dialogue. The main instrument of this research is the researcher herself.

5. **Techniques of Collecting Data**
   In this study, the researcher collects the data by giving a test to all students of XI Science 3. The test is writing a dialogue based on the topic they have chosen. In conducting a test, the researcher takes some steps as follows:
   a. Asking for permission to students of XI Science 3 to be testees of the research
   b. Showing the topics of the dialogue
   c. Distributing test papers to all students
   d. Asking students to write a dialogue based on the topic they have chosen.
   e. Asking students to submit their dialogue.

6. **Techniques of Analyzing Data**
   In analyzing test, the researcher takes some steps as follows:
   a. Identifying the grammatical errors of subject-verb agreement found in the dialogues written by students of XI Science 3
   b. Categorizing types of errors of subject-verb agreement found in the dialogues written by students of XI Science 3
      The researcher gives a code for each type of grammatical error such as “O” for omission, “A-REG” for addition in the form of regularization, “A-DM” for addition in the form of double markings, “A-SA” for addition in the form of simple addition, “MF-REG” for misformation in the form of regularization, “MF-ARCH” for misformation in the form of archi-forms, “MF-ALT” for misformation in the form of alternating forms, “MO” for misordering, and “B” for blends.
   c. Explaining types of errors of subject-verb agreement found in dialogues written by students of XI Science 3
   d. Gathering and counting the result and putting it into the table
   e. Calculating the percentage of each error
      The researcher calculates the percentage of each error made by students of XI Science 3 using the formula as follows:
      \[ P = \frac{f}{n} \times 100\% \]
      Note:
      \[ P = \text{percentage of number of error} \]
f = frequency of each type of error  
n = number of error  
f. Making the conclusion about the result

FINDINGS AND DISCUSSION
1. FINDINGS

In this study, the analysis of types of errors is based on Ellis and Barkhuizen’s theory. There are omission, addition (regularization, double-markings, simple addition), misformation (regularization, archi-forms, alternating forms), misordering, and blends. Below is the table of recapitulation of types of errors of subject-verb agreement found in dialogues written by students of XI Science 3.

Table 1. Recapitulation of Types of Errors of Subject-Verb Agreement Found in Dialogues Written by Students of XI Science 3

<table>
<thead>
<tr>
<th>No.</th>
<th>Types of Errors</th>
<th>Total</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Omission</td>
<td>117</td>
<td>53.9%</td>
</tr>
<tr>
<td>2.</td>
<td>Addition in the form of regularization</td>
<td>1</td>
<td>0.5%</td>
</tr>
<tr>
<td>3.</td>
<td>Addition in the form of double-markings</td>
<td>3</td>
<td>1.4%</td>
</tr>
<tr>
<td>4.</td>
<td>Addition in the form of simple addition</td>
<td>24</td>
<td>11.1%</td>
</tr>
<tr>
<td>5.</td>
<td>Misformation in the form of regularization</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>6.</td>
<td>Misformation in the form of archi-forms</td>
<td>40</td>
<td>18.4%</td>
</tr>
<tr>
<td>7.</td>
<td>Misformation in the form of alternating forms</td>
<td>23</td>
<td>10.6%</td>
</tr>
<tr>
<td>8.</td>
<td>Misordering</td>
<td>9</td>
<td>4.1%</td>
</tr>
<tr>
<td>9.</td>
<td>Blends</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>217</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based on the table, it can be concluded that students of XI Science 3 still committed errors of subject-verb agreement in writing their dialogue. The total number of errors of subject-verb agreement committed by students of XI Science 3 is 217. The total number for each type of error is 117 for omission, 1 for addition in the form of regularization, 3 for addition in the form of double-markings, 24 for addition in the form of simple addition, 40 for misformation in the form of archi-forms, 23 for misformation in the form of alternating forms, and 9 for misordering. The researcher did not find error of misformation in the form of regularization and error of blends. The percentage for each type of error is 53.9% for omission, 0.5% for addition in the form of regularization, 1.4% for addition in the form of double-markings, 11.1% for addition in the form of simple addition, no misformation in the form of regularization, 18.4% for misformation in the form of archi-forms, 10.6% for misformation in the form of alternating forms, 4.1% for misordering, and no blends.

2. DISCUSSION

This section deals with discussion of findings about types of errors of subject-verb agreement found in dialogues written by students of XI Science 3. According to Dulay, Burt, and Krashen (1982, as cited in Ellis and Barkhuizen, 2005), there are some types
of errors: omission, addition (regularization, double-markings, simple addition), misformation (regularization, archi-forms, alternating forms), misordering, and blends.

a. Omission

According to Dulay, Burt, and Krashen (1982, as cited in Tizazu, 2014), omission error is the absence of an item that must appear in a well-formed utterance (p.72).

Here are the examples of omission errors.

1) Ben : “Why ^ you ask me about it?” (S.13)

The utterance above is incorrect. The type of error in the utterance belongs to omission because there is omission of an auxiliary verb in the interrogative utterance. In Wh-question of present simple, there should be an auxiliary verb placed after the question word. In the utterance above, there is the main verb ask, so it needs a dummy auxiliary. Because the subject is you, the appropriate auxiliary verb is do. Then, the auxiliary verb do must be placed before the subject you. Therefore, the utterance should be “Why do you ask me about it?”

2) Adi : “By the way, what ^ your opinion about smoking?” (S.22)

The utterance above is incorrect. The type of error in the utterance belongs to omission because there is omission of an auxiliary verb in the interrogative utterance. To make a well-formed interrogative utterance, there should be an aspectual auxiliary in the form of be which is placed after the question word what. In the utterance above, the subject is your opinion, and it is singular. There are some types of aspectual auxiliary verbs in the form of be: is, am, are, was, and were. In the utterance above, the tense is in present simple, and the subject of the utterance is singular, so the appropriate aspectual auxiliary is is. The auxiliary should be placed right after the question word what. Therefore, the correct utterance is “By the way, what is your opinion about smoking?”

b. Addition

According to Dulay, Burt, and Krashen (1982, as cited in Tizazu, 2014), addition is the presence of an element or a form that must not appear in a well-formed utterance (p.72). There are three types of addition errors:

1) Regularization

According to Dulay, Burt, and Krashen (1982, as cited in Tizazu, 2014), regularization is applying rules used to produce the regular ones to those exceptions to the rules (p.72). In this study, the researcher only found one error of addition in the form of regularization.

A: “Finally, peoples choose the motorcycle to be their transportation.” (S.16)

The utterance above is incorrect. The type of error in the utterance belongs to addition in the form of regularization. The word people belongs to a plural noun which does not take a marker. It belongs to suppletion since an allomorph is completely different in its phonemic form from the base of morpheme. The change from singular to plural noun; that is, person to people is correct; however, the student still put “s” to mark the plurality. It means that the inflection –s is addition. Thus, an inflection –s must be omitted. Therefore, the utterance should be “Finally, people choose the motorcycle to be their transportation.”
2) Double-Markings
   According to Dulay, Burt, and Krashen (1982, as cited in Tizazu, 2014),
   double-markings is a kind of addition error in which one feature is marked at
two levels (p.72).
   Below are the examples of double-markings.
   a) Tonny: “Isn’t that issue is a good news for Indonesian students?” (S.17)
      The utterance above is incorrect. The type of error in the utterance
belongs to addition in the form of double-markings. In the utterance above,
there are two auxiliary verbs: isn’t and is. Those are aspectual auxiliary
verbs in the form of be. In a well-formed interrogative utterance, an
utterance should have one auxiliary verb. Thus, the auxiliary verb is which
is placed after the subject that issue must be omitted. Therefore, the correct
utterance is “Isn’t that issue a good news for Indonesian students?”
   b) Berry: “I am don’t able to have a creative idea now because now I really
   bussy to prepare our school anniversary.” (S.23)
      The utterance above is incorrect. The type of error belongs to addition
in the form of double markings because there are two auxiliary verbs; they
are, am and don’t in the same clause, and the auxiliary verb don’t is placed
after the auxiliary verb am. On the contrary, the utterance with be able to
always uses auxiliary in the form of be. It can be is, am, are, was, or were.
In the utterance above, the subject of the first clause is I and the tense is
present simple. Thus, the appropriate auxiliary verb is am. The auxiliary
verb do must be omitted. Therefore, the correct utterance is “I am not able
to have a creative idea now because now I am really busy to prepare our
school anniversary.”
3) Simple addition
   According to Dulay, Burt, and Krashen (1982, as cited in Tizazu,
2014), simple additions are those which are neither regularizations nor
double-markings (p.72). Here are the examples of errors of simple addition.
   a) Mila: “The main of decision is about full day school.” (S.20)
      The utterance above is incorrect. The type of error in the utterance
belongs to simple addition because there is addition of a preposition of
between main and decision. The subject should be the main decision. It is
a noun phrase. The is a determiner, main is an adjective and decision is a
noun. Therefore, the correct utterance is “The main decision is about
full-day school.”
   b) Adi: “Cigarette’s factory is a dilemma for Indonesian Government.”
      (S.22)
      The utterance above is incorrect because there is a simple addition
’s which is placed after the word Cigarette. In the utterance, the use of ’s
is not needed. In English, ’s belongs to genitive suffix which is used for
human to show possession. To make the subject correct, an ’s in
Cigarette’s factory must be omitted. The subject Cigarette’s factory must
be changed into Cigarette factory. The head is factory, and the modifier
is cigarette. The utterance should be “Cigarette factory is a dilemma for
Indonesian government.”
c. Misformation

According to Dulay, Burt, and Krashen (1982, as cited in Ellis and Barkhuizen, 2005), misformation is the use of the wrong form of the morpheme or structure (p.61). There are three types of misformation errors.

1) Regularization errors

According to Dulay, Burt, and Krashen (1982, as cited in Abdullah, 2013), regularization is the type of misformation when a learner uses regular and irregular types of words in a wrong place (p.5). In this study, the researcher did not find error of misformation in the form of regularization.

2) Archi-forms

According to Dulay, Burt, and Krashen (1982, as cited in Tizazu, 2014), archi-forms is the selection of one member of a class of forms to represent others in the class (p.72).

Below are the examples of misformation in the form of archi-forms.

a) Dion: “What are you doing?” (S.1)
   Ica: “We are looking for Ana’s phone.” (S.1)
   Dion: “Aren’t our school start to forbids students to bring mobile phone?”
   (S.1)

   The last utterance stated by Dion is incorrect. The type of error in the utterance belongs to misformation in the form of archi-form. In the dialogue, there is the selection of one member of a class; that is, auxiliary verb are which is used for constructing the interrogative utterance of present continuous tense (What are you doing?), for constructing the affirmative utterance in present continuous tense (We are looking for Ana’s phone.), and for constructing the interrogative utterance of present simple which needs a dummy auxiliary verb (Aren’t our school start to forbids students to bring mobile phone?). In the last utterance, the subject is our school, and it is singular. Then, the verb start to forbid indicates that the utterance needs a dummy auxiliary and that the tense is present simple. The appropriate dummy auxiliary for an interrogative utterance of present simple with a singular subject is does. However, in the last utterance, the auxiliary verb which is placed before the subject is aren’t. It means that are is archi-auxiliary verb. To make an interrogative utterance with a negation, the negation not is added after the auxiliary verb does. Therefore, the utterance should be “Doesn’t our school start to forbid students to bring mobile phone?”

b) Abel: “I know, but look Clare, now she can’t socialization with each other because home schooling or she doesn’t want to met each other.”
   (S.13)

   Ben: “She is the only one daughter they have, so they doesn’t want to release her.” (S.13)

   The utterance stated by Ben is incorrect. The type of error in the utterance belongs to misformation in the form of archi-form. In the dialogue, the auxiliary verb does is used for the subject she and the subject they. It can be proved by the previous utterance stated by Abel; that is, “I know, but look Clare, now she can’t socialization with each other because home schooling or she doesn’t want to met each other”. Then, in the utterance stated by Ben, She is the only one daughter they have, so they
doesn’t want to release her, the learner uses auxiliary does for the plural subject they. It means that the learner uses one type of auxiliary verb; that is, does for singular and plural subjects. The subject they is plural, but the auxiliary verb is does. Thus, does is archi-auxiliary verb. The auxiliary verb does can be used if the subject is singular. The appropriate auxiliary verb for the subject they is do. Therefore, the utterance should be “She is the only one daughter they have, so they don’t want to release her.”

3) Alternating forms

According to Dulay, Burt, and Krashen (1982, as cited in Tizazu, 2014), alternating forms are free alternation of various members of a class with each other (p.72).

Below are the examples of alternating forms.

a) Anna : “If the students can split the time, homework isn’t something heavy.” (S.6)

The utterance above is incorrect. The type of error in the utterance belongs to misformation in the form of alternating form because the modal auxiliary can is used in the conditional clause; however, the present simple is used for the main clause. In the first type of the conditional utterance, modal auxiliary can only be used in the main clause. If the utterance shows ability, it can use be able to instead of can. Because the subject the students is plural, the first clause will be If the students are able to split the time. Therefore, the utterance should be “If the students are able to split the time, homework can’t be something heavy.”

b) Robi: “I am just graduated from Padmanaba Senior High School and I want to continue my study in Gadjah Mada University.” (S.7)

The utterance above is incorrect. The type of error in the utterance belongs to misformation in the form of alternating form because the auxiliary am is used for the utterance using present perfect tense. In the utterance above, auxiliary am is used to say that Robi has just graduated from Padmanaba Senior High School. In the utterance above, the word just indicates that the tense is in present perfect tense. There are two types of aspectual auxiliary verbs for present perfect tense: has and have. Because the subject is I, the auxiliary verb should be have. Therefore, the utterance should be “I have just graduated from Padmanaba Senior High School and I want to continue my study in Gadjah Mada University.”

d. Misodering

According to Dulay, Burt, and Krashen (1982, as cited in Ellis and Barkhuizen, 2005), misodering is the incorrect placement of a morpheme or a group of morphemes in an utterance (p.61).

Below are the examples of misodering.

1) Mila : “Why we are given the homework?” (S.20)

The utterance above is incorrect. It belongs to misodering because there is incorrect placement of subject and auxiliary. In the utterance above, the question word is Why, and it is followed by the subject we, and the auxiliary are. On the contrary, the auxiliary are should be placed after the question word and the subject of we should be placed after the auxiliary are. Therefore, the correct utterance is Why are we given the homework?
2) Mila: “Why you don’t agree with me?” (S.20)

The utterance above is incorrect. It belongs to misordering because there is incorrect placement of subject and auxiliary verb. In all interrogative utterances, auxiliary verb is always placed after the question word, and it is followed by the subject. In the utterance above, the question word is Why, and it is followed by the subject you, and the auxiliary verb do with the negation not. On the contrary, the auxiliary don’t should be placed after the question word and the subject you should be placed after the auxiliary don’t. Therefore, the correct utterance is Why don’t you agree with me?

e. Blends

According to James (1998, as cited in Ellis & Barkhuizen, 2005) explains that blends is the errors that reflect the learners’ uncertainty as to which of two forms are required. In this study, the researcher did not find errors of blends (p.61).

5. CONCLUSION

Based on the result of the research, the total of errors of subject-verb agreement committed by students of XI Science 3 is 217. The total number of errors for each type of error is 117 for omission, 1 for addition in the form of regularization, 3 for addition in the form of double-markings, 24 for addition in the form of simple addition, 40 for misformation in the form of archi-forms, 23 for misformation in the form of alternating forms, and 9 for misordering. The researcher did not find error of misformation in the form of regularization and error of blends. The percentage for each type of error is 53.9% for omission, 0.5% for addition in the form of regularization, 1.4% for addition in the form of double-markings, 11.1% for addition in the form of simple addition, no misformation in the form of archi-forms, 18.4% for misformation in the form of alternating-forms, 4.1% for misordering, and no blends. Based on the result of the research, it can be concluded that the most dominant error found in dialogues written by the eleventh grade students of SMA Negeri 1 Purworejo, particularly for students of XI Science 3 is error of omission. It can be proved by the result of percentage of error; that is, 53.9%.

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