

ABSTRACT

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This study dealt with subject-verb agreement errors in writing the analytical exposition text. The study was aimed at: (1) finding out the students' subject-verb agreement errors in writing the analytical exposition text, (2) finding out the type of the students' subject-verb agreement errors dominantly made in writing the analytical exposition text, and (3) finding out the causes of the students' subject-verb agreement errors in writing the analytical exposition text. This study was conducted by using qualitative research design. The subject of the study was the students of grade XI of six private schools in the school year 2014/2015 at Marelan District. The data were obtained from 150 students' compositions. The method used in analyzing data was error analysis stages. This results showed that (1) subject-verb agreement errors committed by students were addition, omission, and misselection, (2) the type of errors that dominantly made by students was the misselection errors (54.2% of the total errors), and (3) the causes of errors were interlingual and intralingual influences that led the students to have incorrect hypothesis about subject-verb agreement concepts.

Keywords: *subject-verb agreement errors, writing analytical exposition text*

