AN ERROR ANALYSIS ON SUBJECT-VERB AGREEMENT IN NARRATIVE WRITING TEXT MADE BY SENIOR HIGH SCHOOL STUDENTS

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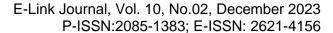
Abstrak
Penelitian ini bertujuan untuk mengetahui dan menganalisis kesalahan siswa dalam menulis teks naratif dan apa yang menyebabkan kesalahan tersebut. Metode yang digunakan dalam penelitian ini adalah desain penelitian kualitatif dengan metode studi kasus dengan menerapkan analisis deskriptif. Dalam penelitian ini, objek yang dianalisis adalah kesalahan subject-verb agreement dalam menulis narrative text di kelas XI IPA 2 MA Miftahul Qulub Polagan Galis Pamekasan. Masalah dari penelitian ini adalah untuk menemukan jenis-jenis kesalahan yang umum terjadi, penyebab kesalahan, dan frekuensi kesalahan yang dilakukan siswa dalam menggunakan subject-verb agreement dalam menulis teks naratif. Kesalahan-kesalahan tersebut diklasifikasikan ke dalam empat kelompok utama berdasarkan taksonomi strategi permukaan yang dikutip oleh (Irwansyah, 2017): kesalahan penghilangan, penambahan, kesalahan informasi, dan kesalahan pengurutan. Peneliti menemukan kesalahan-kesalahan tersebut dalam pekerjaan siswa dalam menulis teks naratif. Terlihat bahwa setiap siswa melakukan satu hingga tiga kesalahan, yaitu kesalahan penghilangan, penambahan, dan kesalahan penulisan. Dari hasil frekuensi kesalahan penghilangan 53%, kesalahan penambahan 39%, kesalahan misformasi 7%, dan kesalahan pengurutan 0%. kesalahan yang sering dilakukan siswa yaitu kesalahan penghilangan 53% memiliki persentase yang lebih tinggi dibandingkan dengan kesalahan yang terjadi pada jenis lainnya. Berdasarkan hasil penelitian ini, peneliti berharap dapat menjadi data penting bagi komunitas bahasa, khususnya yang tertarik untuk menganalisis kesalahan dalam pelajaran bahasa Inggris. Penelitian ini diharapkan dapat menambah pengetahuan pembaca mengenai pola kalimat yang baik dalam struktur bahasa Inggris.

Kata kunci: Analisis kesalahan, subject-verb agreement, tulisan teks naratif

Abstract
This study aims to find out and analyze students' mistakes in writing narrative text and what causes these mistakes. The method used in this research is a qualitative research design with a case study method by applying descriptive analysis. In this study, the object being analyzed was the subject-verb agreement error in writing narrative text in class XI IPA 2 of the tenth grade of MA Miftahul Qulub Polagan Galis Pamekasan. The problem of this research is to
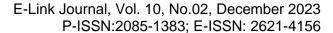
find the types of errors that commonly, the causes of errors, and the frequency of errors that students made in using subject-verb agreement in writing narrative text. The errors are classified into four primary groups based on the surface strategy taxonomy of superficial strategies cited by (Irwansyah,2017): omission, addition, misformation, and misordering errors. The researcher found those errors in the students' work in writing narrative text. It can be seen that each student made one to three errors, which are omission, addition, and misformation errors. From the results of the frequency of omission errors 53%, 39% addition errors, 7% misformation errors, and 0% misordering errors. errors that are often made by students, namely the 53% omission error has a higher percentage than the errors that occur in other types. Based on the results of this research, the researcher hopes that it will become important data for the language community, especially those who are interested in analyzing errors in English lessons. This research is expected to increase the reader's knowledge about good sentence patterns in the structure of the English language.

Keywords: Analysis error, subject-verb agreement, writing narrative text

INTRODUCTION

Language is a mean of communication that used by the people around the world. By using language, people can communicate with each other. Language can be interpreted as a vehicle for communicating what comes to mind. Language, however, is an interactive tool or communication tool, a vehicle for conveying thoughts, ideas, concepts or feelings. Language is a message that is conveyed in the form of expression as a mean of communication in certain situations in various activities. In this case, the expression relates to the element segmental and either spoken. So, a sentence will function as a mean of communication with different messages when it is delivered by different expressions (Noermanzah, 2017). Many kinds of languages are used by people but there is an international language, namely English. English can be said as international language because many countries use English for communication.

English writing is a language skill that plays an important role in many ways. In fact, every speech, presentation, and class requires writing as an essential requirement for acting because writing is so close to thinking. It is commonly used in business affairs, documents, teaching processes, publications, and even political speeches. Still, mastering writing is not so easy if one writes a lot. This is a skill that can be learned through practice. Regular practice of writing can make you a good writer. Writing is

the process requires thinking and creativity. Writing is a natural skill it must be learned and practiced in a formal teaching even if writing is used as a production skill. It proses collage to students who master the language writing becomes important thing that they must know to make an essay or paragraph with correct grammar. Besides, some students still found difficulties in writing paragraph such as how to start writing and also in grammatical structure, and how the subject are agree with the verb and also the objective making good sentences (Zamzami, 2017). In the writing, there will be many sentences arranged. So, it becomes a basis for writing. Writing consist of sentences that arranged grammatically.

Sentence is a language unit that is relatively independent. It has a final intonation pattern, actually or potentially consists of a clauses, free clauses that are part of the cognitive part of the conversation, a propositional unit which is a combination of clauses or constitutes one clause, which forms an independent unit, minimal answers, exclamations, and so on. Sentence is the smallest element of speech or discourse that expresses a complete thought grammatically (Kridalaksana, 2019). Usually takes the form of a series of words arranged according to the rules in force. Each word belongs to a word class or word category and has a function in a sentence. The other of the sequence of words and the types of words used in sentences also determine the type of sentences produced. The basic requirement that must be met in order for a sentence to be used as a communication tool is the perfection of the structure. Sentences whose structure or grammar is wrong will not be able to function properly. For this reason, mastery of structure or grammar is a prerequisite for people who will use language as a mean of communication. In an ability to speak English, especially writing, it is very influential on grammar which is the procedure for being able to write well.

Grammar is very important in writing, especially academic writing. Mastering English is not just for Grammar and reading, although these two aspects are often emphasized students are in the learning process in the classroom, but the skills to be mastered are through students also listen, speak, read and write. Writing is one of those

skills English, which is the most difficult for users of ESL (EFL) students) and is a required skill (Javed, 2013). Academic writing is the type of writing used in high school and college education. Academic writing differs from creative writing, which is the type of writing used in story writing. It is also different from personal writing, which is informal writing such as letters or emails to friends and family. Point out that academic writing refers to writing conducted in academic programs. The term academic refers to formal education, like at school, university or college.

Moreover, the students tend to make errors in their writing especially in term of subject verb agreement rules. Much of the teacher's knowledge has found that most of the mistakes students make are the placement of the subject-verb in composing sentences or making short stories. States that subject verb agreement is a fancy term for a simple idea: the subject and the verb must work together to construct a correct sentence many of the students have problem in subject-verb agreement rules in their writing even though they have been learning English for about some years in school (Kurniawan, 2016). Students tend to make sentences where the form of a verb does not fit grammatically with the subject.

Based on the above explanation, researchers are interested in analyzing students' grammatical errors, in which case subject-verb agreement in the narrative text. Because they want to apply the results of previous study to students and want to know the mistakes that are often made by students. The analysis in this research was based on surface strategy taxonomy. Hence, the research under the title " An Error Analysis on Subject-Verb Agreement in Narrative Writing text made by the students of Tenth Grade at MA Miftahul Qulub Polagan Galis Pamekasan.

The definition of error and mistake

In the process of learning, errors and mistakes are manifested in correct grammatical usage. It is a natural thing that its part of the language study. This is normal when students are learning a second language some mistakes or errors because what they learned was not their mother language. In fact, mistakes and mistakes are completely

different. The fundamental difference between error and error in (Jabeen, 2015) is that mistakes are the result of incomplete learning and poor language skills learners and mistakes cannot correct themselves. Although the error is fatigue other factors lead to poor language results and learner neglect. Learners have the following knowledge correct form of language; they can correct themselves on the basis of their language proficiency.

Types of errors or classification of error

There are a few mistakes students can make when writing a business letter. Sometimes they leave out some words, letters or other necessary elements in their essay sentences. On the other hand, sometimes they also add elements

Not in writing. Students make mistakes to some elements are misplaced in their writing. These are the four types of errors Based on the taxonomy of superficial strategies cited by (Irawansyah, 2017).

These types of errors are used as references in this study. Those ones the error is explained as follows:

a. Omission

Omission is one of the error types characterized by the absence of an item that must appear in a well-formed utterance, for example, My name Agustin Wahyuni. In that sentence, the student omitted verb auxiliary such as is. It should be My name is Agustin Wahyuni.

b. Addition

Addition is a type of error characterized by the presence of an unnecessary item. It is the opposite of omission errors. It usually occurs when the students are often too faithful to use certain rules which result in errors. There are two types of addition errors, namely double marking and simple addition.

1) Double marking: She is needs much money. It should be She needs much money

2) Simple addition: 1) Our admins is preparing your order. It should be our admin is preparing your order. 2) I goes to library every Monday. It should be I go to library every Monday.

c. Misformation

Misformation is the use of the wrong form of a structure or morpheme. In misformation error, the student supplies an item although it is still incorrect, for example. He haves a good hobby, it should be He has a good hobby.

d. Misordering

Misordering is the misplacement of word in a sentence. It occurs when towards to first and second language learning in constructions that have already been acquired, such as I don't know what is daddy doing. The correct sentence is I don't know what daddy is doing. Easily, these are the example of each type of error:

1. Omission : I beautiful (omitting the auxiliary "am")
2. Addition. These are the sub-categories:
   a) Regularization: eated for ate, woman for women
   b) Double marking: she didn't went back.
   c) Simple addition: I am give her money.
3. Misformation : She haves much money.
4. Misordering: what you are doing?

The Causes of Error

Since we are non-native English speakers, error in the language learning activity is an unavoidable thing. Students may make mistakes due to interference from their mother tongue or a lack of grammatical expertise. Brown (Hasanah & Habibullah, 2020) stated that four factors cause error. They are interlingual transfer, intralingua transfer, the context of learning, and communication strategies. Interlingua error is caused by connecting the structure of the first language that affects the structure of the second language.

1. Interlingua transfer

    Interlingua transfer is the component that impacts the most common error that occurs in the early stages of learning a second language. Language learners who learn new languages are usually affected by the interference of their first language in producing the second language. Language learners will transfer their first language system into utilizing the second language before they fully comprehend the second language system. For Example: a child whose native is Javanese. This factor affects the language learner, resulting in errors.

2. Intralingua transfer

    The second factor is intralingual transfer. Interlingua transfer is caused by misunderstanding of learners in learning the target language which does not correlate with first language or mother tongue. After learning some second language systems, students apply the rules they know to many types of sentences. If they know a rule, they use it for a sentence with another rule. They cannot use the language system correctly, such as "I don't know what day it is." In the example, the noun clause is structured like an interrogative sentence and is an auxiliary preamble to the subject. This is a mistake because the correct form is like a statement. Because learners know that "what" is a question word, the pattern of using it is to use it first, then the particle, and then the subject itself.

3. Context of learning

    The third factor is the context of learning. It refers to environmental factors that surround the learning process of language learners such as teachers or textbooks. Both can lead to a wrong interpretation of the language, which is referred to as false notions or induced errors. In this situation, the students may learn in a classroom where someone as the teacher, and the students make different assumptions or hypotheses regarding the content provided by the teacher, leading to misinterpretation of the subject. Besides, the errors can also be caused by textbooks when the learners learn them by themselves. The learners are misinterpreting the

information from the book, so they will produce errors because of misinterpreting information.

4. Communication strategies

The last factor is communication strategies. It refers to and relates to a student's learning style. Students use a certain way to say something, but sometimes the way they deliver it becomes a source of errors. For example, a learner said, "Let us study hard for the well-done of our future". This sentence had an incorrect approximation of the word "success".

METHOD

The method used in this study is a qualitative research design with a case study method by implementing descriptive analysis. According to Creswell (2012) qualitative research is interpretive research where the researcher makes a personal assessment as to a description that fits the situation or theme that chapter the major categories of information. A case study is a research design in which the researcher develops in depth analysis of a case, event, or process that occurs in an individual or group (Creswell, 2019).

Nassaji (2015) explained that the qualitative method is a very common procedure for conducting research in psychology, social, and education. This study was conducted in the education field, especially in English subject. The researcher described the data based on the objective of the research. In qualitative research, the researcher collect data step by step. The meaning is concluded during the research process from the beginning to the end of the research activity in a narrative way (Yusuf, 2014).

FINDING AND DISCUSSION

The types of error that commonly made by the tenth gradeof MA Miftahul Qulub Polagan in using subject-verb agreement in writing narrative text

After collecting students' narrative writing, student sentences were identified and

described. Identification refers to the selection of sentences that contribute to subject verb agreement errors, errors that are often made by students and corrected the error sentences. The types of error in using subject-verb agreement can be seen in the table below:

Types of Error in Using Subject-Verb Agreement

No	Types of error	Sentence	Correction
1.	Omission	I *stay* in a luxurious resort with a private pool and stunning ocean views.	I *stayed* in a luxurious resort with a private pool and stunning ocean views.
	Addition	I *reading good* book and sipping on refreshing cocktails.	*I was reading a good* book and sipping on refreshing cocktails.
2.	Omission	*He travel* to spread his precious lesson.	*He traveled* to spread his precious lesson.
	Addition	*He is taught* people about the meaning of life and about religion.	*He taught* people about the meaning of life and about religion.
3.	Omission	*She look* here and there, but there was no food and she grew very thin.	*She looked* here and there, but there was no food and she grew very thin.
	Addition	At last the mouse found *as basket*, full of corn there was a small hole in the basket and she crept in.	At last the mouse found *a basket*, full of corn there was a small hole in the basket and she crept in.
4.	Omission	Then the donkey *start to* play the same trick every day the salt seller came to	Then the donkey *started to* play the same trick every day the salt seller came to understand

		understand the trick and decided to teach a lesson told.	the trick and decided to teach a lesson told.
5.	Omission	The king _**was help**_ by a prime minister named Raden sidopekso.	The king _**was helped**_ by a prime minister named Raden sidopekso.
6.	Omission	_**She live**_ her step mother and her step sister named bawang putih.	_**She lives**_ her step mother and her step sister named bawang putih.
	Addition	Bawang putih _**are was washing**_ some clothes in a river.	Bawang putih _**was washing**_ some clothes in a river.
7.	Addition	_**There are was**_ a young.	_**There was**_ a young.
	Misformation	_**The boy were**_ bored again.	_**The boy was**_ bored again.
8.	Omission	_**That is was his**_ own reflection and not another dog.	_**That was his**_ own reflection and not another dog.
	Addition	_**He is saw**_ another dog in the water.	_**He saw**_ another dog in the water.
9.	Omission	_**When wanderer**_ grabbed the magic candle from the devils table and fan away.	_**When the wanderer**_ grabbed the magic candle from the devils table and fan away.
10.	Omission	_**It not far**_ from a hill.	_**It was not far**_ from a hill.
	Addition	One afternoon last year_**, I have was**_ at home.	One afternoon last year, _**I was**_ at home.
11.	Omission	He married a beautiful woman and both of them _**had beautiful**_ baby boy.	He married a beautiful woman and both of them _**had a beautiful**_ baby boy.
	Addition	_**There are was**_ an ice farmer named john.	_**There was**_ an ice farmer named john.
12.	Omission	This _**turtle bring**_	This _**turtle brought**_

		them their own fruits.	them their own fruits.
	Addition	***The monkeys*** went to the turtle's house and meet epin.	***The monkey*** went to the turtle's house and meet epin.
13.	Addition	***There are was*** a very poor woman, there was not a boy or a daughter who lived whites her.	***There was*** a very poor woman, there was not a boy or a daughter who lived whites her.
14.	Omission	Near the river there are ***pigeon who see ant*** in trouble.	Near the river there are ***pigeons who saw ants*** in trouble.
15.	Misformation	Far way an old woman was sitting in her rocking chair thinking how happy she would be if ***she has a child***.	Far way an old woman was sitting in her rocking chair thinking how happy she would be if ***she had a child.***
16.	Omission	***He live*** in a simple hut in a farming field.	***He lived*** in a simple hut in a farming field.
17.	Omission	***They live*** in the sea.	***They lived*** in sea.
	Addition	***There are were*** two animals.	***There were*** two animals.
18.	Omission	Coming a cross ***winding road*** lined by teak trees.	Coming a cross ***winding roads*** lined by teak trees.

The table above consists the types or errors that commonly made by the tenth grade of MA Miftahul Qulub Polagan in using subject-verb agreement in writing narrative text. The reseacher found those errors from the students' work in writing narrative text. There are 40 students in the tenth grade of MA Miftahul Qulub Polagan but there were only 18 students who made errors in writing narrative text. From the table above, it can be seen that each student made one to three errors. In this study, the researcher only found three types of errors, they are omissions, additions, and misformation errors. There were faults originating from misplaced areas. The total

errors made by the students are 28 errors which consists of 15 errors include in omission, 11 errors include in addition, and 2 errors include in information. So, it can be known that the most common errors made by the tenth grade of MA Miftahul Qulub Polagan in using subject-verb agreement in writing narrative text was omission errors.

The Causes of Errors Made by Students of the Tenth Grade MA Miftahul Qulub Polagan in Writing Subject-verbAgreement in Writing Narrative Text.

After knowing the types of errors that were often made by students based on the surface strategy taxonomy, the researcher looked for the causes of errors that occur in students' narrative text writing. The causes of error can be seen in the table below:

The Causes Of Error

No	Types of Error	Sentence	The Causes of Error
1.	Omission	I **_stay_** in a luxurious resort with a private pool and stunning ocean views.	Interlingual
	Addition	I **_reading good_** book and sipping on refreshing cocktails.	Intralingual
2.	Omission	**_He travel_** to spreadhis precious lesson.	Interlingual
	Addition	**_He is taugh_**t people about the meaning of life and about religion.	Intralingual
3.	Omission	**_She look_** here and there, but there was no food and she grew very thin.	Interlingual
	Addition	At last the mouse found **_as basket_**, full of corn there was a	Intralingual

		small hole in the basket and she crept in.	
4.	Omission	Then the donkey *start to* play the same trick every day the salt seller came to understand the trick and decided to teach a lesson told.	Interlingual
5.	Omission	The king *was help* by a prime minister named Raden Sidopekso.	Interlingual
6.	Omission	*She live* her step mother and her step sister named bawang putih.	Interlingual
	Addition	Bawang putih *are was washing* some clothes in a river.	Intralingual
7.	Addition	*There are was* a young.	Interlingual
	Misformation	*The boy were* bored again.	Intralingual
8.	Omission	*That was his* own reflection and not another dog.	Interlingual
	Addition	*He is saw* another dog in the water.	Intralingual

9.	Omission	***When wanderer*** grabbed the magic candle from the devils table and fan away.	Interlingual
10.	Omission	***It not far*** from a hill.	Interlingual
	Addition	One afternoon last year, ***I have was*** at home.	Intralingual
11.	Omission	He married a beautiful woman and both of them ***had beautiful*** baby boy.	Interlingual
	Addition	***There are was*** an ice farmer named john.	Intralingual
12.	Omission	This ***turtle bring*** them their own fruits.	Interlingual
	Addition	***The monkeys*** went to the turtle's house and meet epin.	Intralingual
13.	Addition	***There are was*** a very poor woman, there was not a boy or a daughter who lived whites her.	Intralingual
14.	Omission	Near the river there are ***pigeon who see ant*** in trouble.	Interlingual

15.	Misformation	Far way an old woman was sitting in her rocking chair thinking how happy she would be if *she has a child*.	Intralingual
16.	Omission	*He live* in a simple hut in a farming field.	Interlingual
17.	Omission	*They live* in the sea.	Interlingual
	Addition	*There are were* two animals.	Intralingual
18.	Omission	Coming a cross *winding road* lined by teak trees.	Interlingual

Based on the table above the reseacher found the causes of errors that made by students of the tenth grade MA Miftahul Qulub Polagan in writing subject-verb agreement in

writing narrative text. There are four kinds of causes of errors such as interlingual transfer, intralingual transfer, learning context, and communication strategy. In this study, the reseacher only found two types of causes of errors, they are interlingual transfer and intralingual transfer. There were 15 students who were influenced by interlingual factors and 13 students who were influenced by intralingual factors. And two other factors were not found in this study.

Interlingual errors are also called interference errors, namely: errors originating (resulting) from the influence of the first language (L1) on the second language (L2). Meanwhile, intralingual errors are errors due to development.

Language errors stem from inadequate mastery of the second language (L2). Language errors arise due to several factors, namely not using correct grammar, not using grammar that is appropriate to the situation, using foreign terms that actually already have Indonesian equivalents, translating foreign terms at will. carried out by students namely 1) language user factors, 2) environmental factors, 3) language factors (language difficulties), 4) the influence of mother tongue or first language which is mastered first on the second language, 5) lack of understanding of language users.

The frequency of errors made by the students of the tenthgrade of MA Miftahul Qulub Polagan in using subject- verb agreement in writing narrative text.

After knowing the causes of student writing errors in the table above, the researcher can see clearly why students make errors when using subject-verb agreements in students work. Then, the reseacher found the frequency of errors made by the students of the tenth grade of MA Miftahul Qulub Polagan in using subject-verb agreement in writing narrative text. The data presented above is based on a superficial strategy classification, namely omission, addition, and formation error.

Recapitulations Students Error

No	Student	Types of errors				Total
		Omission	Addition	Misformation	Misordering	
1.	AS	-	-	-	-	**-**
2.	AR	1	1	-	-	2
3.	FI	1	1	-	-	2
4.	FZ	1	1	-	-	2
5.	FNF	-	-	-	-	-
6.	SAA	1	-	-	-	1
7.	HS	-	-	-	-	-
8.	KS	-	-	-	-	-
9.	IT	1	-	-	-	1
10.	AAM	1	1	-	-	2
11.	CKA	-	-	-	-	-
12.	MA	-	-	-	-	-
13.	AFR	-	1	1	-	3
14.	RM	-	-	-	-	-
15.	RYFZ	-	-	-	-	-
16.	MZP	1	1	-	-	2

17.	DKD	-	-	-	-	-
18.	DLH	-	-	-	-	-
19.	IAAR	-	-	-	-	-
20.	SIH	1	-	-	-	1
21.	KN	-	-	-	-	-
22.	LNA	-	-	-	-	-
23.	NM	-	-	-	-	-
24.	RM	1	1	-	-	2
25.	NFA	1	1	-	-	2
26.	NJ	-	-	-	-	-
27.	NI	-	-	-	-	-
28.	AS	1	1	-	-	2
29.	RSS	-	-	-	-	-
30.	RN	-	-	-	-	-
31.	SJ	-	-	-	-	-
32.	MS	-	1	-	-	1
33.	R	1	-	-	-	1
34.	NM	-	-	1	-	1
35.	SJH	-	-	-	-	-
36.	MQ	1	-	-	-	1
37.	DNS	1	1	-	-	2
38.	SW	-	-	-	-	-
39.	FPF	1	-	-	-	1
40.	UH	-	-	-	-	-
Total		15	11	2	0	28

Based on the table above, the results showed that the total errors made by students in using the subject-verb agreement were 28 errors consisting of 2 errors from the misformation area, 11 errors from the omission area. None of the errors stemmed from the misordering area.So, the most errors that occur are in the omission area with a total of 15 errors. Based on the table above, it can be seen the frequency of error made by the students as follows:

The Frequency of Errors

No	Types of errors	Number of errors	Percentage
1.	Omission	15	53 %
2.	Addition	11	39 %

3.	Misformation	2	7%
4.	Misordering	0	0%
	Total	28	99%

From the table above, it is known that the frequency of errors made by the students of the tenth grade of MA Miftahul Qulub Polagan in using subject- verb agreement in writing narrative text. The precentage of omisssion error is 53%, the precentage of addition error ide 39%, and the precentage of misformation is 7%. So, the higher precentage of error is omission. It means that the students often make errors in omission.

CONCLUSION

Based on the findings and discussion in the previous chapter, that commonly errors made by the tenth grade of MA Miftahul Qulub Polagan in using subject-verb agreement in writing narrative text the researcher only found three types of errors: omissions, additions, and misformation errors. From the 18 students who made errors, there were 15 errors from the omission area, 11 errors from the addition area, and 2 from the information error area. After knowing what types of errors students have made, it is known what types of errors students often make, namely omission errors.

The students of the tenth grade of MA Miftahul Qulub Polagan made errors in using subject verb-agreement in writing narrative text were influenced by some causes. This study found two types of causes of errors, they are interlingual transfer and intralingual transfer. There were 15 students who made errors in using subject-verb agreement in writing narrative text which influenced by interlingual causes and 13 students who were influenced by intralingual causes.

The frequency of errors made by the students of the tenth grade of MA Miftahul Qulub Polagan in using subject-verb agreement in writing narrative text showed that the total errors made by students in using the subject-verb agreement were 28 errors consisting of 2 errors from the misformation area, 11 errors from the omission area. So,

the most errors that occur are in the omission area with a total of 15 errors. Based on the table above, it can be seen the frequency of errors made by the students are omission was 53%, Addition was 39%, and misformation was 7%. It can be concluded that the higher frequency of errors made by the students of the tenth grade of MA Miftahul Qulub Polagan in using subject-verb agreement in writing narrative text is omission.

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