

## ABSTRACT

### **LINDA ROSYIDAH: AN ERROR ANALYSIS OF SUBJECT-VERB AGREEMENT AND PRONOUN-ANTECEDENT AGREEMENT IN STUDENTS' WRITING PROJECT (A Descriptive Study at Tenth Grade Students of Karya Budi High School Cileunyi, Bandung)**

Writing is a difficult skill because it needs the process which students have to arrange words, phrases, or clauses into grammatically correct sentences. Without correct grammar, sentences lead misunderstanding to readers. Errors in grammatical still appear in English Foreign Language students. Subject-verb agreement and pronoun-antecedent agreement are the common grammatical errors. The present research aims to (1) describe the types of error in subject-verb agreement frequently committed by tenth grade students in their writing, (2) describe the types of error in pronoun-antecedent agreement frequently committed by tenth grade students in their writing, (3) find out the factors of the students' errors in using subject-verb agreement and pronoun-antecedent agreement perceived by students.

This research uses qualitative descriptive method as its research design. The data were collected from document analysis and interview. The research was conducted at Karya Budi High School Cileunyi in Bandung which involved nine participants who were selected based on purposive sampling. The participants are categorized into high, medium, and low achieving students.

The results of this research reveal, *first*, there are four types of error in subject-verb agreement. The types of the errors found in students' writing project are omission, addition, misinformation, and misordering. The most frequently subject-verb agreement errors was misinformation (57.7%), followed by omission (37.2%), addition (3.8%), and misordering (1.3%). *Second*, there are three types of error in pronoun-antecedent agreement. The types of the error found in students' writing project are omission, addition, and misinformation. The most frequently pronoun-antecedent agreement errors was misinformation (73.5%), followed by omission (23.5%) and addition (3%). Furthermore, the factors of the students' errors in using subject-verb agreement and pronoun-antecedent agreement show, *first*, false concepts hypothesized, incomplete application of rules, and overgeneralization which caused they had difficulty to apply correct subject and its verb, and pronoun and its antecedent in sentence, they can not differentiate between singular and plural subject or verb, and they did not comprehend the placement of pronoun correctly in sentence. *Second*, lack of English vocabulary and carelessness which caused they did not interest in learning English.

This research implies the students to be given more practice writing with correct grammar to minimize the errors. Furthermore, they should be developed their interest in learning English.