

**COMMON ERROR IN ENGLISH COMPOSITION MADE BY THE THIRD  
YEAR STUDENTS OF SMPN 35 JAKARTA  
IN ACADEMIC YEAR 2010/2011**

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***Abstract***

*This study has shed light on the manner in which students within the rules of the target language, which is English. This study examines errors in a corpus of 38 essays written by 38 participants. The participants are the third year students of SMPN 35, East Jakarta. They were asked to write an English essay then 10 scripts of the essays were chosen randomly for analyzing. All of the errors in the essays were identified and classified into various categorization. The purposes of this study is to find the error that mostly committed by the students. Descriptive method is used for analyzing the data and library research method is used for collecting the data. The result of this study shows that four most common errors committed by the participants were error in singular/plural form, error in the use of article, error in the use of pronoun, and error in subject/verb agreement. These aspects of writing in English pose the most difficult problems to participants.*

**Keywords:** *Linguistics, Common Error, Writing*

**I. INTRODUCTION**

In learning English, of course students are expected master the fourth skills, they are; listening, speaking, reading, and writing. Among the four skills, writing is more complex. It needs special skill to organize the idea in good grammatical structures that they have learned. As said by Norrish (1987:63) "Writing is of course, not easy and in some way, more difficult than speaking".

Talking about writing skill, making grammar errors is unavoidable. It is because making errors is a part of language learning process. By studying and analyzing the common errors in writing produced by the students, it is expected can reduce the possibility for making some grammatical errors in the future. In addition, it gives information about in which part of language that the students have tendency to produce more and less error. It is very important for the teacher to understanding the problem that faced by the student in producing English sentence in writing, especially in grammar. It is also important for the students as a guideline for correction and improves their understanding in grammar.

**Statements of Problems:**

This study is to analyze the following research questions;

1. What are the errors committed by third grade students of SMPN 35 in their English composition?
2. In which parts of language do those students have a tendency to produce more errors?

**II. METHODS OR EXPERIMENTS**

Methods that used to accomplish this paper are descriptive and library research method. This study examines errors in a corpus of 38 essays written by 38 participants. The participants are the third year students of SMPN 35, East Jakarta. They were asked to write an English essay then 10 scripts of the essays were chosen randomly for analyzing. All of the errors in the essays were identified and classified into various categorization.

### III. THEORETICAL REVIEW

#### 3.1 Error Analysis

Error Analysis is a type of linguistic study that focuses on the errors that learners make. Brown (2000:166) defined error analysis as the process to observe, analyze, and classify the deviation of the rule of the second language and then to reveal the systems operated by learner. This theory is supported by Crystal (1987:112), "Error analysis is a technique for identifying, classifying, and systematically interpreting the unacceptable form produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics". That two experts in Error Analysis explained the process of analyzing the data error which is first analyze the corpus data then identifying the data error, afterwards classifying the data error for discussing.

Brown states further that errors can be described as errors of addition, omission, substitution, and ordering. Richard (1973:183) describes errors more detail. He also gives a simple explanation in the way of analyzing, identifying, and classifying the data error. In his book, Richard divided the errors into six categories. They are errors in the production of verb groups, errors in the distribution of verb groups, miscellaneous errors, errors in the use of preposition, errors in the use of article, again errors in the use of questions. The theory of Richard in analyzing and describing errors are used by the writer as a guideline to analyze the data error.

#### 3.2 The Role of Error Analysis in Language Teaching and Learning

In language learning, the study of the learner's error has become very important and it is useful as indicator of learning and guide in teaching. They tell the teachers how far the learners have progressed and what remains for them to learn. As said by Candling (2001:69) "Second language learner's errors are potentially important for the understanding of the processes of second language acquisition". It supported by Stark (2001:19) that said "The teacher need to view student's errors positively and should not regard them as the learner's failure to grasp the rules and structure but view the errors as process of learning". He added that "Errors are normal and inevitable feature of learning that are essential condition of learning". From those statements we could conclude that error

analysis plays an important role in the process of teaching and learning of second language acquisition.

#### 3.3. Error and Mistake

Many experts in error analysis have been presented various definition of error and basically those definitions have the same meaning. Norrish (1987:7) stated that "Error is a systematic deviation, when a learner has not learnt something and consistently gets it wrong". As said by Cunningsworth (1987:87) who said that "Error are systematic deviations from the norms of the language being learned". From these two definitions it could get a conclusion that error is any deviation from the norm of the language being learned when the learner produced it in the target language.

Mistake is also deviation of the norm of the language, but the difference with error is that mistake is not systematic. It means that the learner actually knows the rule but he/she does not apply it. Norrish (1987:8) said "Mistake is an inconsistent deviation that is sometimes the learner 'gets it right' but sometimes wrong". Richards et.al (1973:95) stated that "Mistake is made by a learner when writing or speaking which is cursed of lack of attention, fatigue, carelessness, or other aspects of performance". From those theories, the writer gets a conclusion that *mistake* is related to the performance error when learner produced a target language while the *errors* is "error" in producing target language because a learner has not learnt something and consistently gets it wrong. The explicit difference between error and mistake is that the error systematic but the mistake unsystematic.

#### 3.4 Causes of Error

Causes of error are some things that influenced the learner of making error. Norrish (1987:21-26) classifies causes of errors into three types that is carelessness, first language interference, and translation. The three types of causes of errors by Norrish (1987:21-26) will be discussed briefly below.

##### 1. Carelessness

Carelessness is often related to lack of motivation. Many teachers will admit that is not always the student's fault in the loses of interest, perhaps the material and/or style of presentation do not suit him. It indicates that

the students actually know the rules but they do not apply it in their writing.

**2. First Language Interference**

Norrish stated that learning a language (a mother tongue or a foreign language) is a matter of habit information. When someone tries to learn new habits the old ones will interfere the new ones. This cause of error is called first language interference.

**3. Translation**

Translation is one of the causes of error. This happen because a student translates his first language sentence or idiomatic expression into target language word by word. Norrish added that it probably the most common cause of error.

From this theory by Norrish, we can conclude that the causes of error are carelessness, first language interference, and translation.

Another expert that discussed the cause of error is Richard (1973:19-22) in his book "A Non-Contrastive Approach to Error Analysis". He classified error into: overgeneralization, incomplete application of rules, false concept hypothesized, and ignorance of rule restriction. To make it clear, the four classifications of causes of errors by Richard will be explained briefly below.

**1. Overgeneralization**

Overgeneralization generally involves the creation of one deviant structure in place of two regular structures, for example, "He can sings", "We are hope", "it is occurs".

**2. Incomplete application of rules**

An example of incomplete application of rules can be seen in the question forms. Very often they are used not to find out something, as they should, but as a means of eliciting questions through a transform exercise. The use of question may also be unrelated to the skills it is meant to establish. Look at this example below.

**Teacher question:** *How much does it cost?*  
**Student response:** *It cost five dollar.*  
**Teacher question:** *What does he have to do?*  
**Student response:** *He have to do write the address.*

The example above shows the student's error in responding teacher's question.

**3. False concept hypothesized**

False concepts hypothesized are something due to poor gradation of poor items. The form "was" for example, may be

interpreted as the marker of the past tense, as in "one day it was happened".

**4. Ignorance of rules restriction**

Closely related to the generalization of deviant structures in failure to observe the restriction of existing structures, that is, the application of rules to context where they do not apply. The man who I saw him violates the limitation of subjects in structure with two. This is again the type of generalization of transfer, since the learners is making use of previously acquired rule in a new situation.

Those theories by two expert of error analysis have their own idea about the causes of error. However in this paper, the writer tries to find out the theories that closely related to the error that found in corpus data.

**IV. RESULT AND DISCUSSION**

**4.1 List of Error Sentence**

In corpus data, the writer finds some error sentences then makes a list of it in a table. The list of error sentences is purposed for making easier in analyzing and finding common data errors. This is the table that shows all students grammatical errors found in their English composition.

**Table IV.I List of Errors Sentences Committed by the Students**

No.	Sentences	Located
1.	I am a students in SMPN 35 East Jakarta.	Script 1
2.	I am hobbyis singing and listening music.	Script 1
3.	I have one brother. He's name Pandu Mirza Sadewo.	Script 1
4.	My brother is hobby football.	Script 1
5.	We are a very different because my brother very like is a food fish but I am like is a food chicken.	Script 1
6.	I am always singing with my brother and I do every day.	Script 1
7.	I am a very happy.	Script 1
8.	I and my brother together have a plann is holidays at Dufan.	Script 1
9.	I prepare these all things.	Script 1

10.	I and my brother <b>a</b> very harmonious.	Script 1	32.	<b>My hobby is</b> playing football, video games, and watching TV	Script 7
11.	She is <b>finalist Idola Cilik I</b> .	Script 2	33.	<b>I born</b> in Jakarta on October 22 <sup>th</sup> 1996	Script 7
12.	Next week, she <b>per fome</b> with new style.	Script 2	34.	I have <b>two sister</b> and one brother	Script 7
13.	I believe one day I will <b>succed</b> like her.	Script 2	35.	<b>My brother his name</b> is Dana	Script 7
14.	I'm very sad <b>in</b> that time but my friends always support me and I become don't sad anymore.	Script 2	36.	My <b>favourit's</b> food is fried rice, and <b>myfavorit's</b> drink is milkshake.	Script 7
15.	The first perform, she perfome so beautiful <b>in wear</b> blue dress.	Script 2	37.	If you want to know me more please add my facebook account is DaniKurnia Putra.	Script 7
16.	<b>My idol name</b> is Kim Hyun Joong.	Script 3	38.	<b>I'm schoolat</b> SMPN 35 Jakarta.	Script 8
17.	He <b>was born Seoul</b> , Juni, 6 <sup>th</sup> 1986.	Script 3	39.	Last week, I and my friends <b>go</b> to South Bandung.	Script 8
18.	He <b>isa</b> actor and singer.	Script 3	40.	I <b>wake up</b> at 05.00 clock, I take a bath, then I breakfast with my family, then I <b>go to</b> Rindam Jaya to <b>get up</b> the bus. (narrative)	Script 8
19.	<b>One of them</b> , <i>boys before flowers</i> and <i>playful kiss</i> .	Script 3	41.	We <b>are arrived</b> there at 11.00 o'clock.	Script 8
20.	Kim Hyun Joong <b>has</b> a boy band. <b>The name</b> is SS501.	Script 3	42.	The view <b>is</b> beautiful. (narrative)	Script 8
21.	It's all about my idols (in the sentences before, she only describing an idol)	Script 3	43.	After we enjoyed the view, we <b>have</b> lunch.	Script 8
22.	<b>My hobby is</b> listen music, watching movie.	Script 4	44.	<b>After that we have to go to the mosque for prayer, then we have get up the bus for go to the mosque for prayer then we have get up the bus for go to the Cibaduyut.</b>	Script 8
23.	My parents <b>verry</b> protect me and my sister, but I love my parents.	Script 4	45.	<b>In there is center of shopping, then I and my friends have get up the bus for go to Jakarta go to the home.</b>	Script 8
24.	Last week, I went <b>to go</b> South Bandung.	Script 5	46.	I go <b>to the</b> home. (narrative)	Script 8
25.	When I arrived there, I was very happy because I <b>can looked</b> the beautiful views <b>at</b> situ Patenggang.	Script 5	47.	I'm very enjoyed for this holiday.	Script 8
26.	At there, I looked a lake who has a history <b>who was named</b> "Batu Cinta".	Script 5	48.	<b>My hobby is</b> singing and reading book.	Script 9
27.	I was very <b>happily</b> ever after.	Script 5	49.	I <b>always singing everyday</b> .	Script 9
28.	I have <b>two brother</b> and one sister.	Script 6	50.	My <b>favouritesinging</b> in Indonesia is boyband SMASH.	Script 9
29.	We <b>are always</b> together.	Script 6	51.	I like because SMASH very cool for me.	Script 9
30.	My favorite band <b>except</b> SMASH is Killing Me Inside, Vierra, Sweet As Revenge and many all.	Script 6	52.	I like <b>many song</b> in Indonesia.	Script 9
31.	I <b>studiedat</b> 35 Junior High School	Script 7			

53.	My favourite song are I Heart You, SenyumSemangat, AkuCintaKaudanDia and etc.	Script 9
54.	I love my hobby and I love <b>my self</b> .	Script 9
55.	I love speak English but I can <b>litle</b> .	Script 9
56.	My family and I love music <b>I always singing everyday, I do because I like this</b> .	Script 9
57.	I and other student <b>is waited</b> my teacher.	Script 10
58.	We <b>want</b> to go to TMII for our mission.	Script 10
59.	His daughters <b>is</b> Ms. Tantri and Ms. Enji.	Script 10
60.	<b>I and the other students is</b> in Mr. Purwoto car.	Script 10
61.	<b>Ms. Tantri, Ms. Enji, Ms. Maia and Mr. Arief is</b> in Mr. Arief car.	Script 10
62.	In TMII we visit <b>five place, there was</b> West Sumatra pavilion, west Nusa Tenggara Pavilion, Bali pavilion, D.I. Yogyakarta pavilion and Bengkulu pavilion.	Script 10
63.	In that place we saw <b>many interesting attraction</b> , like Kuda Lumping and Ondel-ondel.	Script 10
64.	I'm so happy in that day and we <b>went to home</b> with greatfull feeling.	Script 10
65.	In there many old building and that day the weather <b>is</b> so hot, but melati was so energetic.	Script 10
66.	The first place <b>is</b> West Nusa tenggara pavilion. Deaisincharge to that place. (narrative)	Script 10
67.	<b>In second isme, in third is Olga, in fourth is Vicky and fived is Mozza</b> .	Script 10
68.	In the last place <b>ismelati</b> . We must change in different place. (narrative)	Script 10

The finding shows that four most common errors in corpus data can be classified

as; Errors in Singular-Plural, Error in the Use of Article, Error in the Use of Pronoun, and Error in Subject-Verb Agreement.

**Table IV.II Common Error**

No.	Types of Error	Found in Script
1.	Errors in Singular-Plural	Script 1, Script 3, Script 4, Script 6, Script 7, Script 9, Script 10
2.	Error in the Use of Article	Script 1, Script 3, Script 4, Script 8, Script 10
3.	Error in the Use of Pronoun	Script 1, Script 3, Script 7, Script 9
4.	Error in Subject-Verb Agreement	Script 3, Script 9, Script 10

Overall, from the table above the writer gets a conclusion that the most errors that committed by the student in producing English writing is error in forming singular-plural. This kind of error is found in seven from totally ten scripts being analyze. In the second place is error in the use of article in which occurs in five scripts. In the third place is error in the use of pronoun in which found in four scripts. Then the last place is error in subject-verb agreement in which found in three scripts.

#### 4.2. Common Error Analysis

After analyzing corpus data, the writer finds that there are four common errors committed by the student. They are errors in the use of singular-plural, error in the use of article, error in the use of pronoun, again error in subject-verb agreement. Discussion of each error will be explained briefly below.

##### 4.2.1. Errors in Singular-Plural (expression of quantity)

The most common error in corpus data is error in producing singular-plural form. This kind of error is found in seven scripts from totally ten scripts that have been analyzed. Some of the students do not put suffix "s" in countable plural noun, the other get confuse ness determining singular-plural form. A possible reason for the students' confuse ness to construct plural noun forms probably because in Bahasa there is no rule in singular-plural agreement. However, they are

not sure when they should apply plural and when they should apply singular form. Here are the examples of student's errors in singular-plural.

**Table IV.III. Error in Singular-Plural (expression of quantity)**

No.	Sentences	Note
1.	I am <b>a students</b> in SMPN 35 East Jakarta.	Using <i>a students</i> instead of <i>a student</i>
2.	It's all about <b>my idols</b> (in the sentences before, she only describing an idol)	Using <i>idols</i> instead of <i>idol</i>
3.	I am <b>hobbyis</b> singing and listening music.	Using <i>hobby is</i> instead of <i>hobbies are</i>
4.	<b>My hobby is</b> listen music, watching movie.	Using <i>hobby is</i> instead of <i>hobbies are</i>
5.	<b>My hobby is</b> singing and reading book.	Using <i>hobby is</i> instead of <i>hobbies are</i>
6.	<b>My hobby is</b> playing football, video games, and watching TV	Using <i>hobby is</i> instead of <i>hobbies are</i>
7.	I have <b>two brother</b> and one sister	Should adding "S" in "two brother"
8.	I have <b>two sister</b> and one brother	Should adding "S" in "two sister"
9.	In that place we saw <b>many interesting attraction</b> , like Kuda Lumping and Ondel-ondel.	Should adding "S" in noun followed by many
10.	I like <b>many song</b> in Indonesia.	Should adding "S" in noun followed by many
11.	<b>One of them, boys before flowers and playful kiss.</b>	The use of "One of them" in this sentence should be replaced
12.	He isa actor and singer.	The use of "a" in this sentence should be replaced by "both"
13.	In TMII we visit <b>five place, there was</b> West Sumatra pavilion, West Nusa	Should adding "S" in "five place" use "there was" instead

Tenggara Pavillion, Bali pavilion, D.I. Yogyakarta pavilion and Bengkulu pavilion.	of "there were"
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**Error Analysis:**

1. I am a **students** in SMPN 35 East  
*Singular plural*

Jakarta. (Script 1)

Pyle (2005:47) said "A or an can precede only singular count nouns; they mean one. Azar (1989:204) said that "For items that can be counted takes a final -s/-es in the plural". In the case of this sentence, student puts article "a" indicating singular but he/she also puts "s" after nouns "students" indicating plural. It shows student's confuseness in determining what part of language that should he/she uses indicating singular-plural.

The correct sentence however is should be:

I am **a student** in SMPN 35 East Jakarta.

2. It's all about my idols. (Script 3)  
*Plural*

This sentence is actually correct. In fact, in the previous sentences, student only describing an idol, Kim Hyun Joong. Omitting of "s" is should be, because adding "s" after noun "idol" indicating plural noun. Therefore, the right sentence is:

That is all about **my idol**.

3. I am hobby is singing and listening music.  
*Singular plural*  
(Script 1)

4. My hobby is listen music, watching  
*Singular plural*

movie. (Script 4)

5. My hobby is singing and reading book.  
*Singular plural*  
(Script 9)

6. My hobby is playing football, video  
*Singular plural*

games, and watching TV. (Script 7)

Sentence number 3, 4, 5, and 6 have a similarity in the type of error. Students mention more than one hobby, so it indicates plural. Subject in those sentences should be "My hobbies" instead of "My hobby" and verb in this sentence should be "are" instead of "is" to gain its plurality. However, the correct sentences are:

- a) My hobbies are singing and listen to music.
- b) My hobbies are listening music and watching movie
- c) My hobbies are singing a song and reading a book.
- d) My hobbies are playing football, playing video games, and watching TV.

7. I have two brother and one sister.  
*plural singular*  
(Script 6)

8. I have two sister and one sister.  
*plural singular*  
(Script 7)

Those errors are kind of error in omitting "s" in plural count noun. As Azar (1989:204) said that "For items that can be counted takes a final -s/-es in the plural". Based on that theory, those sentences are considering error. They should take a final "s" after noun "brother and sister". The correct sentences however are:

I have **two brothers** and one sister.  
I have **two sisters** and one sister.

9. In that place we saw many interesting attraction.  
*Plural singular*  
(Script 10)

10. I like many song in Indonesia.  
*plural singular*  
(Script 9)

In those sentences, errors occur in singular form of noun after determiner "many". *Many* is kind of determiner that indicates plural countable noun (Pyle, 2005:45-46). Noun that comes after "many" should be adding by "s" for make it agrees in singular-plural number of quantity. However the sentences should become:

- a) In that place we saw many interesting attractions.
- b) I like many Indonesian's songs.

11. One of them, boys before flowers and  
*Singular plural*  
playfull kiss.(Script 3)

Azar (1989:220) in her book *Understanding and Using English Grammar* says "**One of, each of, and every one of** take singular verbs". In the case of sentence number 11, error occurs when student uses determiner "one of" in which indicates singular but after that they mention more than one film indicating plural quantity. The possible correction for sentence number 11 is omitting one film or replacing word "one of them":

One of them is *boys before flowers.*

12. He is a actor and singer. (Script 3)  
*Singular plural*

Article "a" in which indicates singular does not make agree with two professions that mentioned by the student (actor and singer). It might be put "both" instead of article "a" in which the function of "both" as an additional information. The possible sentence is:

He is both actor and singer.

13. In TMII we visit five place,  
*Plural Singular*

there was West Sumatra pavilion, West *singular*

Nusa Tenggara pavilion, Bali pavilion, D.I. Yogyakarta pavilion and Bengkulu pavilion.(Script 10)

This sentence is error in omitting "s" in plural count noun "five place". As said by Azar (1989:204) "For items that can be counted takes a final -s/-es in the plural". Verb "was" should be replaced by "were" for make it agrees with noun "five places". The correct sentences however are:

*In TMII, we visit five places; there were West Sumatra pavilion, West Nusa Tenggara Pavillion, Bali pavilion, D.I. Yogyakarta pavilion and Bengkulu pavilion.*

**4.2.2. Errors in The Use of Article**

Error in the use of article is abundant. It finds in almost half of student’s English composition. It denotes that article is one of significant problem faced by the students in writing english composition. The table below shows all students’ errors in the use of article in their composition. Although the other errors are included, errors in articles are more focused.

**Table IV.IV. Errors in the Use of Article**

No.	Sentences	Note
1.	We are <b>a</b> very different because my brother very like is <b>a</b> food fish but I am like is <b>a</b> food chicken.	<i>a</i> instead of $\emptyset$
2.	I am <b>a</b> very happy.	<i>a</i> instead of $\emptyset$
3.	I and my brother <b>a</b> very harmonious.	<i>a</i> instead of <i>are</i>
4.	He is <b>a</b> actor and singer	<i>a</i> instead of <i>both</i>
5.	I go to <b>the</b> home.	<i>the</i> used instead of $\emptyset$
6.	<b>In second</b> is me, <b>in third</b> is Olga, <b>in fourth</b> is Vicky and <b>fived</b> is Mozza	Omission of <i>the</i>

**Error Analysis:**

1. We are a very different because my brother very like is a food fish but I am like is a food chicken. (Script 1)
2. I am a very happy. (Script 1)

Allan (1974:5) defined that “A(n) is used for any one example of a COUNTABLE noun”. This theory also state by Pyle (2005:47) that said “A or *an* can precede only singular count nouns; they mean one. They can be used in a general statement or to introduce a subject who has not been previously mentioned”. If we considering this theories, it is not suitable to put article “a” in sentence number 1,2, and 3, because the verbs which follow (very happy, very harmonious, very different) are not noun but adjective. Article “a” should be omitted. However the correct sentence is “I am very happy” instead of “I am a very happy”, “we are very different” instead of “we are a very different”. The correct sentence is as follow:

- a.) *We are very different because my brother likes fish and I like chicken.*
- b.) *I am very happy.*

3. I and my brother a very harmonious. (Script 1)

As like sentence number 1 and 2, article “a” in this sentence should be omitted. Looking further, the sentence above has no verb. It only consists of subject, article, and adjective. Verb that may suitable to complete this sentence is “are” indicating plural. The correct sentence is as follow:

*I and my brother are very harmonious.*

4. He is a actor and singer. (Script 3)

In the case of sentence number four, student mentions two compound nouns (actor and singer). It does not appropriate to put article “a” or “an” that mean one. It might be put “both” instead of article “a” or “an” that functioned as additional information. The possible sentence is should be:

*He is both actor and singer.*

5. I go to the home. (Script 8)

Pyle (2005:49) in his book TOEFL cliff stated that “ Normally, words such as *breakfast, lunch, dinner, school, church, home, college,* and *work* do not use any article unless to restrict the meaning”. Based on this theory, the sentences in number five should be “I go home” instead “I go to the home”.

6. In second is me, in third is Olga, in fourth is Vicky and fived is Mozza. (Script 10)

In sentence number six, student using ordinal number before noun. Based on Pyle theories (2005:50) in which states “Use *THE* with ordinal number before nouns but DO NOT use *THE* with cardinal numbers after nouns”. The student should put article “the” in that sentence because he/she using ordinal number before noun. The acceptance sentence is:

*In the second place is me, in the third place is Olga, and in the fourth place is Mozza.*

**4.2.3. Errors in the Use of Pronoun**

The other error that the students produce is error in the use of pronouns. The following errors suggest the confusion they had in applying pronoun in their writing. They commonly use subject pronoun in the place of possessive adjective pronoun and the others forms. Although may be there is the other errors that also included, error in pronoun is more focused.

**Table IV.V Errors in the Use of Pronoun**

No.	Sentences	Note
1.	<b>I am hobby</b> is singing and listening music.	Using <i>subject pronoun</i> instead of <i>possessive adjectives pronoun</i>
2.	Kim Hyun Joong have a boyband. <b>The name is</b> SS501	Using <i>subject pronoun</i> instead of <i>possessive adjectives pronoun</i>
3.	I have one brother. <b>He's name</b> Pandu Mirza Sadewo.	error in forming possessive adjective pronoun of "he"
4.	<b>My brother is hobby</b> football.	error in forming double adjectives
5.	<b>My brother his name</b> is Dana	error in forming double adjectives
6.	<b>My idol name</b> is Kim Hyun Joong.	error in forming double adjectives
7.	I love my hobby and I love <b>my self</b> .	error in forming reflexive pronoun
8.	I and the other student is in <b>Mr. Purwoto car</b>	missing an apostrophe (') and -s to a singular noun
9.	Ms. Tantri, Ms. Enji, Ms. Maia and Mr. Arief is in <b>Mr. Arief car</b> .	missing an apostrophe (') and -s to a singular noun

**Error Analysis:**

The data above shows the student's confuse ness in producing the five forms of pronouns in English: subject pronouns, complement pronouns (object pronouns), possessive pronouns, possessive adjectives, and reflexive pronouns. In sentence number one and five, the students use subject pronoun instead of possessive adjectives pronoun. The study of pronoun in toefl cliff book said that subject pronouns occur in the subject position

of a sentence or after the verb *be* (Pyle, 2005:78) while possessive adjectives forms indicate ownership (Pyle, 2005:80). Some examples of student's error from the sentences in the table above are:

1. **I am hobby** issinging and listening music. (Script 1)
2. Kim Hyun Joong have a boyband. **The name is** SS501. (Script 3)

Structurally, it is right that "I" and "The name" are subject of those sentences, but if we take a look at the meaning which indicate ownership it considering error. Possessive adjective is should be used instead of subject pronoun. So, the correct forms are "my hobby" instead of "I am hobby" for the formula of possessive adjective of "I" is "My" and it should be used "Its name" instead of "the name" for the formula of possessive adjective "It" is "It's" (Pyle, 2005:80). The correct sentences however are:

- a) My hobbies are singing and listen to music.
- b) Kim Hyun Joong has a boyband. Its name is SS501.

3. I have one brother. **He's name** Pandu Mirza Sadewo. (Script 1)

In the case of sentence number 2, it shows student's error in forming possessive adjective pronoun of "he". The adjective of "he" in English based on Pyle (2005:80) is "his", and the writer makes sure that its formula found in every grammar guidance's book. The correct pronoun for sentence number two is "his name" instead of "he's name". No apostrophe is should be use again no "S" is adding. The correct form is:

*I have one brother. His name is Pandu Mirza Sadewo.*

4. **My brother is hobby** football. (Script 1)
5. **My brother his name** is Dana. (Script 7)
6. **My idol name** is Kim Hyun Joong. (Script 3)

However in sentence number 3, 4, and 5, the students understand that it should be possessive adjective and also know the form of adjectives. The errors occur in forming double adjectives. For example in sentence number 3, there are two possessive adjectives. The student tells about his brother and they tell about his brother's hobby. **My brother + His hobby** becomes *my brother has hobby*

becomes *my brother's hobby*. The apostrophe and "S" is used. This formula is also used for sentence number 4 and 5. The correct sentences are:

- a) My brother's hobby is playing football.
- b) My brother's name is Dana
- c) My idol's name is Kim Hyun Joong

**7. I love my hobby and I love my self.**  
(Script 9)

This sentence indicates error in using reflexive pronoun. Pyle (2005:81) stated that "These pronouns usually follow the verb and indicate that the subject is both giving and receiving the action". Error that shows in sentence number 7 is error in forming reflexive pronoun of "I". No space uses in the form of "my self", so it should be "myself" without space instead of "my self". The correct sentence is become:

*I love my hobby and I love myself*

**8. I and the other students is in Mr. Purwoto car.** (Script 10)

**9. Ms. Tantri, Ms. Enji, Ms. Maia and Mr. Arief is in Mr. Arief car.** (Script 10)

Those sentences indicate error in using possessive adjective pronoun. Azar (1989:202) state that "To show possession, add an apostrophe (') and -s to a singular noun". So it should be "Mr. Purwoto's car" with an apostrophe (') and -s instead of "Mr. Purwoto car". The correct sentence is become:

- a) I and the other students are in Mr. Purwoto's car
- b) Ms. Tantri, Ms. Enji, Ms. Maia and Mr. Arief are in Mr. Arief's car

**4.2.4. Subject-Verb Agreement Error**

In English, the subject and verb in a sentence must agree in person and number (Pyle 2005:68). It means, if the subject indicates singular the verb must be singular and vise versa. After analyzing the data corpus, the writer finds that the category of errors in subject-verb agreement is one of the significant errors that commit by the students. List of all errors found in student's English composition shows the student's difficulties in producing subject-verb agreement. Here are the errors of subject-verb agreement committed by student in their composition.

**Table IV.VI Subject-Verb Agreement Errors**

No.	Sentences	Note
1.	<b>My favourite song are</b> I Heart You, Senyum Semangat, Aku Cinta Kau dan Dia and etc.	<i>song</i> instead of <i>songs</i>
2.	<b>I and the other students is</b> in Mr. Purwoto car.	<i>is</i> instead of <i>are</i>
3.	Kim Hyun Joong <b>have</b> a boyband.	<i>have</i> instead of <i>has</i>
4.	<b>Ms. Tantri, Ms. Enji, Ms. Maia and Mr. Arief is</b> in Mr. Arief car.	<i>is</i> instead of <i>are</i>
5.	His daughters <b>is</b> Ms. Tantri and Ms. Enji.	<i>is</i> instead of <i>are</i>

**Error Analysis:**

**14. My favourite songare I Heart**  
*Singular subject plural verb*

**You, SenyumSemangat, AkuCintaKau danDia and etc.** (Script 9)

On that sentence above, there is no agreement between subject and predicate. The subject indicates singular (my favourite song without "s") but the predicate indicates plural (are). By considering noun after verb which is more than one, so "the favorite song" in that sentence should be indicates plural. Adding "s" after word "song" is suitable. The verb "are" in that sentence is correct. However, the correct sentence is:

*My favorites songs are I Heart You, SenyumSemangat, AkuCintaKaudanDia, and etc.*

**15. I and the other studentsisin Mr.**  
*Plural subject singular verb*

**Purwoto car.** (Script 10)

Subject in this sentence above is more than one, I and other student. Verb after that subject must be plural to make an agreement between subject and verb, so verb "are" is should be used instead of verb "is". Another error that also include in this sentence is error in using pronoun, a discussion of its error is explain more detail in pronoun error analysis. Structurally, that sentence has no object. In this case the writer only focused on

grammatical error. Overall, the correct sentence is:

*I and the other students are in Mr. Purwoto's car.*

**16. Kim Hyun Joong have a boyband.**  
*Singular subject plural verb*  
(Script 3)

In the sentence above, the subject is Kim Hyun Joong. Verb after it must be "has" instead of "have". Another error that also include in this sentence is error in the word "boyband" that should be "boy band". Overall, the correct sentence is:

*Kim Hyun Joong has a boy band*

**17. Ms. Tantri, Ms. Enji, Ms. Maia and Mr. Arief is in Mr. Arief car.** (Script 10)  
*Plural subject*  
*singular verb*

Subject that mention in this sentence is more than one. Verb "is" is not precise to represent the plurality of the subject. Verb "are" is acceptable to replace the verb "is". The correct sentence however is:

*Ms. Tantri, Ms. Enji, Ms. Maia and Mr. Arief are in Mr. Arief's car.*

**18. His daughters is Ms. Tantri and Ms. Enji.**  
*Plural subject singular verb*

(Script 10)

Sentence above show there is no agreement between subject and verb. The subject indicates plural but the verb indicates singular. Considering the object in this sentence, we know that the subject (his daughter) is more than one. Verb "are" is use instead of "is" to make it agree. The sentence becomes:

*His daughters are Ms. Tantri and Ms. Enji*

## V. CONCLUSION

Result of this study shows that four common error committed by students in SMPN 35 Jakarta in academic year 2010/2011 are; error in singular-plural, error in the use of article, error in the use of pronoun, again error in subject-verb agreement. The most error found in corpus data is error in producing

singular-plural form. This kind of error is found in seven scripts from totally ten scripts that have been analyzed. Some of the students do not put suffix "s" in countable plural noun, the other get confusedness determining singular-plural form. In the second place is error in the use of article in which occurs in five scripts. Errors in the use of article are one of significant error. The data shows the student's confusedness in how to put or omit article "a", "an", and "the". In the third place is error in the use of pronoun in which found in four scripts. Errors in pronoun suggest error in applying the five forms of pronouns in English: subject pronouns, complement pronouns (object pronouns), possessive pronouns, possessive adjectives, and reflexive pronoun. Students commonly use subject pronoun in the place of possessive adjective pronoun and the others forms. The last place is error in subject-verb agreement in which found in three scripts. Subject-verb agreement errors demonstrate the student's difficulties in making agree between subject and verb in a sentence, especially in number of quantity.

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