ABSTRACT

Herdawati Arika, 2014. An Analysis of Concord Error in Composition Made by the Second Year Students of MA Al-Mawaddah in Academic 2013/2014. **Thesis**. English Education Departement, Faculty of Education, State Islamic College of Ponorogo (STAIN Ponorogo), Advisor (1) Drs. Harjali, M.Pd, Advisor (2) Dhinuk Puspita Kirana, M.Pd.

Key word: concord error, composition.

Making errors is an inevitable part of the language learning process, because the learners can't learn without first systemically making errors. The errors arise because of the influence of the English language rules. Students' errors can be observed, analyzed, classified, and studied by using error analysis and the result of analysis can indicate the students' development in mastering the language and help the teachers in teaching and learning process. One of the errors existed in the students writing are concord of number, concord of person, concord of gender, and concord of tenses.

This researcher used descriptive quantitative design to calculate the kind and the percentage of concord errors in using English concord. The subject of this research was the second year students of MA Al-Mawaddah The research instruments that used in this research are test and documentation.

The finding showed that the total errors made by the second year students of MA Al-Mawaddah are in the followings: the concord of person is 35,5%,concord of number is 42,16%, concord of gender is 4,9%, and concord of tense is 17,64%. And the concord of number has the highest percentage that is 57,3%.

From the result of the research, it can be concluded that second year students of MA Al-Mawaddah make a number of errors in using concord in their composition especially in making a good composition.

CHAPTER I

INTRODUCTION

A. Background of Study

Most of the people around the world use English as a means of communication. By the learning and mastery English, they can communicate with other people around the world because it is international language. So in globalization is everyone believes that every where English is getting more and more important including in Indonesia.

English has important role in our life. The people from different country can share can transfer their idea by using English easily. They will less misunderstanding in transferring their idea although their companion comes from miles away different culture background because there is a means is English. It is the reason that makes our government point out the English as are of the main subject in our education system. According to education context, English as mean of making interpersonal relationship, changing information and enjoins the esthetic of language in English culture.

In this case, English as foreign language that is learned by students, and Indonesian as their native language. Therefore, when the students make conversation or composition, it is often interference by Indonesian language. Consequently, the students often make errors in studying English, especially in sentence ungrammatically.

Writing is one of language skill. Writing involves the other English skil,namely listening, reading and speaking. It can also be used for the purpose of comunication. Writing is not as easy as speaking. You can speak but sometimes it is difficulties to write what we are speaking. In addition, in speaking, we are able to make our meaning clear by-repeating the same idea in different words, but when we write the words as the appear must be clear. Sometimes it is difficult to decide what word order to use.

In order to make good writing, there are some steps, the first step that the learners have to do in writing a composition is to do determine the ideas of their composition, while the next step is to organize these ideas into unified sentences, they should arrange their sentence to be a good sentences that have coherence and logical order.

Most of the students often make errors to compose sentences in writing. Making mistakes and errors are an important aspects of learning writing skills and also crucial aspects inacquiring a new information. As Dulay states, errors are flawed side of learner's speech of writing which are those parts of conversation and composition. So by commiting errors, the learners are expected to understand the errors they have made and consequently will able to correct their own mistakes and errors. [1]

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[1] Dulay H., Krashen S. and Burt M. Language Two. SAN Fransisco: Oxford University Press. 1981.

Errors are not only caused by differences between two languages but also by complex system of the target language itself. Therefore, some experts believe that errors can give insight to the system of language that learners are using as a particular time. Moreover, students' errors are considered helpful to language teacher's problem, how far they have learned and what remains for them to learn / students' error my occur in different of language such as in grammar, vocabulary, and pronunciation, so on.

However, English students at senior high school often experienced difficulties to reduce their mistakes in using target language. Instead of the fact that human learning is fundamentally involved making mistakes. Student's mistakes frequently deal with the learning process.[2]

Student's errors are useful of learning and teaching process. Like carder say that "The error are significant in three ways, (1) they tell the teacher how far the learner progressed, (2) they provide the researcher evidence at how language is learned, (3) the serve as a feedback to the learner of the hypothesis they are using.

Student's error may occur in different component of language such as in grammar, in pronunciations organizes in lexicon. In other word, student error may occur in different component of language such as in grammar, in pronunciation organizes in lexicon. In other word, student error may occur in different linguistic categories such as phonology, morphology, syntax, lexicon,

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[2] Brown, H. Duglas. Principles of Language teaching. Englewood Cliffs: Prentice Hall Inc.1980.

semantics and discourse, it shows that student difficulties to produce the target language.

Agreement or concord happens when a word changes form depending on the other words to which it relates. It is an instance of <u>inflection</u>, and usually involves making the value of some <u>grammatical category</u> (such as <u>gender</u> or <u>person</u>) "agree" between varied words or parts of the sentence. For example, in Standard <u>English</u>, one may say I am or he is, but not "I is" or "he am". This is because the grammar of the language requires that the verb and its <u>subject</u> agree in person. The pronouns I and he are first and third person respectively, as are the verb forms am and is. The verb form must be selected so that it has the same person as the subject.

Although a learner acquires his first language easily, this does not mean that he can easily learn the target language, this is because the process of learning the target language. At least, learner knows that learning the second language is in fact more difficult than learning the first language.

One thing we should consider from first language learning process is that the positive opinion toward the learners' error in using the target language, just they like a child, foreign language students may make error went they use the target language. In this case, the parent consider the error as natural thing, even it is considered something that must appear in the development of the children. The foreign language teacher should expect the same thing from his student and be willing to accept the error as natural phenomena that integrate in the foreignness

language process. If the teacher could accept the error made by the students, this acceptance will encourage them to be confident to use language learned.

Basically, the ultimate of second language learning is the attainment of communicative fluency in a language.[3] It means learning target language is to communicate using target language both oral and written. For the purpose is the learning of skill (reading, listening, speaking and writing) and the element of language (vocabulary, pronunciation, spelling and structure) will facilitate to achieve the goal. In other words the learning of the element of language is as important as learning themselves independently but to support the mastery and the development of the language skills.

One of the important elements is structure or grammar which has a role to express the meaning. Because the words arranged in a sentence are meaning of they are not grammatically arranged. As a result, the reader or the listener will not understand or partially understand the sentence.

The writer, based on the description above intends to study the error made by the second year students of senior high school on a research untitled "An Analysis of Concord Error in Composition Made by The Second Year Students of MA Al-Mawaddah in Academic year 2013/2014".

B. **Statement of the Problem**

1. What Concord Error are made by the second year students of MA Al-Mawaddah in Academic year 2013/2014?

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[3] Ibid., 166.

2. How is the percentage of each kinds of error in the second year students of MA Al-Mawaddah in Academic year 2013/2014?

C. Purpose of the Study

1. To know Concord Errors are made by the second year students of MA Al-Mawaddah in Academic year 2013/2014.

2. To know the percentages of each kind of error in the second year Students of MA Al-Mawaddah in Academic year 2013/2014.

D. Limitation of The Study

The researcher uses composition writing to find out the students analyzing in concord error. The researcher chooses students of MA Al-Mawaddah in second year as subject because they are categorized as the beginners of English learners.

The scope of the problems is an analysis of concord error in composition made by the second year student of MA Al-Mawaddah. They are concord of person, number, gender and tense.

E. Significance of The Study

1. The students can apply their knowledge about the concord in composition. Thus, they can develop their English especially in making a good composition.

2. By knowing the result of composition, the student can know the part of the concord that they have not mastered, so they can develop their learning of concord in order to improve their ability in making a composition.

3. The teachers know the description errors of the student concord errors of their composition.

4. The teachers know the highest and the lowest percentage of concord error of their composition so they can develop their teaching.

F. Definition of The Key Term

1. Error

   Error is a part of conversation or composition that deviates from some selected norm of mature language performance.[4]

2. Analysis

   Analysis is study of something by examining it's part of their relationship.

3. Error Analysis

   Error Analysis is the activity of examining the data and analyzing errors. It can tell us the intensity of the difficulty or the size of problem.

4. Concord

   Concord is a formal agreement in person, number, gender, or tense (or more than one of this combined) between two or more, part of a sentence.[5]

5. Student's

   Student's is the second year students of MA Al-Mawaddah of Islamic Boarding School for Girl.

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[4] Dulay. C Herdy, et. Al. Language Two. Oxford University Press. New York. 1982.
[5] Zanduoort, , A Handbook of English Grammar. Pergamon Press Lt d. 1957.

6. MA Al-Mawaddah

   MA Al-Mawaddah is located at Boarding School of Islamic for Girl Coper-Jetis-Ponorogo.

G. Organization of the Thesis

In organization of the thesis, it has purpose to ease understanding the thesis. This thesis is divided in five chapters as follows:

CHAPTER I   :   Introduction discusses about; background of the study, statement of the problem, purpose of the study, limitation of the study, significance of the study, definition of the key term, and organization of the study.

CHAPTER II   :   Definition of error, the source of error, the procedure of error analysis, the object of error analysis, English concord and composition program as SMU curriculum and the research result of concord.

CHAPTER III   :   This chapter is consist of research design, population an sample, data collection, and data analysis.

CHAPTER IV   :   This chapter contains with the research finding, main data, data analysis, and suggestion.

CHAPTER V   :   This chapter consist of conclusion and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Definition of Error

Error is a noticeable deviation from the adult grammar of native speaker, reflecting the inter language competence of the learners. It is difficult to differentiate a mistakes from both have the same basic concept, that faculty made by the learner because this difficulty in the process of learning.

Error may occur either in spoken or written language. Errors are the grammatical rules of the language and result in unacceptable utterance. Errors occur because the learners of English as a second language have not yet mastered the English grammar. Not only do language learners necessarily produce errors in the second language but also, errors can provide a significant input to the learners because errors can help them to identify their errors so that they may not make the same errors in the future.[6]

The distinction between performance and competence error is extremely important but it is often difficult to determine the nature of the deviation without careful analysis. Sometimes researcher distinguish between errors caused by factors such as fatigue and inattention that is called performance factors and errors resulting from lock of knowledge of the rules of language that is called competence. In some of the literatures, performance errors have been called

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[6] Corder, Sp. 1973. Introducing applied linguistic. Middlesex: Penguin.

mistakes while the term error was reserved for the systematic deviation due to the learners' still developing knowledge of the second language rule system.[7]

In this case, Mistakes refer to performance errors or non-systematic errors which are caused by inattention while errors refer to competence error or systematic error because the learners are still developing the second language knowledge. In other words, performance errors are error that are due to memory lapses, physical states such as tiredness and physical condition and the learners can directly make self-correction while competence errors reveal a learner's underlying knowledge of the language so mistakes refer to performance errors which are caused by the learners who are still developing the second language knowledge.[8] Those refer to error of performance as mistakes. Concerning the term mistakes he explained that:

> "Mistakes are of no significance to the process of language learning. However the problem of determining what is a learner's mistakes and what a learner's error is one of some difficulty mistakes and what a learner's error is one of some difficulty and involves a much more sophisticated study and analysis of errors and involves a much more sophisticated study and analysis of errors than is usually accorded them." [9]

In order to make clear the understanding about the different recess between error and mistakes. Guntur and Djago give the clear understanding about.

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[7] Dulay. C Herdy, et. Al. 1982. Language Two. Oxford University Press. New York.

[8] Richard, Jack C, 1980. Interactive Approaches to SL Reading. Singapore.

[9] Richards, Jack, C., 1974. Error Analysis. Limited London: Longman Group.

The comparison between error and mistakes.

No	Category Point of View	Error	Mistakes
1.	Resources	Competence	Performance
2.	Character	Systematic	Non systematic
3.	Duration	Rather long	Temporary
4.	Linguistic system	It has not been mastered	It has been mastered
5.	Result	Deviation	Deviation
6.	Improvement	Assisted by a teacher drilling	Student's concentration.

From the statement above. It can be seen that the competence errors refer to systematic errors and they are usually know as errors and the performance errors refer to nonsystematic error and they are usually know as a mistakes.

A mistake refers to a performance error that is either a random goes a "slip" in that it is failure to know system correctly. All people make mistakes, in both native and second language situations, native speaker are normally capable of recognizing and correcting such "Laps" or mistakes", which are not the result of deficiency in competence but the result of some short of break down or imperfection in the process of producing speech. These hesitations, slips of the

tongue, random ungrammaticalities and other performance laps in native speaker. Production also occurs in second language speech.[10]

From that argument, the research can conclude those mistakes are when the speakers fall to use the rule correctly and result in appropriate utterance. On the other hand, laps result is hesitation slip of the tongue, random ungrammaticalities, in other which occur in speech. They also occur in both native and second language situation. A native speaker is usually ready to recognize and correct them if he either reminded by other himself.

In order to facilitate reference to deviation that have not yet been classified as a performance or competence errors, it is not restricted the term error to competence based on deviation error is used to refer to any deviation from selected norm of language performance, no matter what the characteristic or causes of the deviation might be. [11]

Based on the statement given by Dulay, et. Al above, it is concluded that term error uses in this study is used to any deviation found in the students composition writing.

The agreement based on overt grammatical categories as above is formal agreement, in contrast to notional agreement, which is based on meaning. For instance, the phrase The United States is treated as singular for purposes of agreement, even though it is formally plural. Agreement generally involves

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[10] Brown, H. Duglas. 2000. Principles of Language learning and teaching (4th ed.). White Plains, NY: Longman.

[11] Dulay. C Herdy, et. Al. 1982. Language Two. Oxford University Press. New York.

matching   the   value   of   some   grammatical   category between different constituents of a sentence (or sometimes between sentences, as in some cases where a pronoun is required to agree with its antecedent or referent). Some categories that commonly trigger grammatical agreement are noted below.

1. **Person**

Agreement   based   on grammatical   person is   found   mostly between verb and subject. An example from English (I am vs. he is) has been given in the introduction to this article.

Agreement between pronoun (or corresponding possessive adjective) and antecedent also requires the selection of the correct person. For example, if the antecedent is the first person noun phrase Mary and I, then a first person pronoun (we/us/our) is required; however, most noun phrases (the dog, my cats, Jack and Jill, etc.) are third person, and are replaced by a third person pronoun (he/she/it/they etc.).

2. **Number**

Agreement based on grammatical number can occur between verb and subject, as in the case of grammatical person discussed above. In fact the two categories are often conflated within verb conjugation patterns: there are specific verb forms for first person singular, second person plural and so on. Some examples:

a.   I really am (1st pers. singular) vs. We really are (1st pers. plural)

b.   The boy sings (3rd pers. singular) vs. The boys sing (3rd pers. plural)

Again as with person, there is agreement in number between pronouns (or their corresponding possessives) and antecedents:

c.   The girl her job vs. The girls did their job

Agreement also occurs between nouns and their modifiers, in some situations.This is common in languages such as French, where articles, determiners and adjectives (both   attributive   and predicative) agree in number with the nouns they qualify:

d.   Le grand homme ("the great man") vs. les grands hommes ("the great men")

In English this is not such a common feature, although there are certain determiners that occur specifically with singular or plural nouns only:

e.   One big car vs. Two big cars

f.   Much great work vs. Many great works

3.   Gender

In languages in which grammatical gender plays a significant role, there is often agreement in gender between a noun and its modifiers. For example, in French:

a.   Le grand homme ("the big man"; homme is masculine vs la grande chaise ("the big chair"; chaise is feminine)

Such agreement is also found with predicate adjective: *l'homme* est grand ("the man is big") vs. la chaise est grande ("the chair is big").

(However, in some languages, such as German, this is not the case; only attributive modifiers show agreement.)

In the case of verbs, gender agreement is less common, although it may still occur. For example, in the French compound past tense, the past participle agrees in certain circumstances with the subject or with an object (see passé composé for details). In Russian and most other Slavic languages, the form of the past tense agrees in gender with the subject.

There is also agreement in gender between pronouns and antecedents. Examples of this can be found in English (although English pronouns principally follow natural gender rather than grammatical gender):

b. The man reached his destination vs. The ship reached her/its destination

c. Tenses

A distinction of form in a verb to express distinctions of time or duration of the action or state it denotes

a : a set of inflectional forms of a verb that express distinctions of time

b : an inflectional form of a verb expressing a specific time distinction

Examples of Tense

1) The sentence will read better if you change the tense of the verb.

2) You should avoid changing tense in the middle of a paragraph.

Full Definition of Tenses

stretched tight **:** made taut **:** <u>RIGID</u> <tense muscles>

a : feeling or showing nervous <u>tension</u> <a tense smile>

b : marked by strain or suspense <a tense thriller>

: produced with the muscles involved in a relatively tense state <the vowels

\ē\ and \ü\ in contrast with the vowels \i\ and \u̇\ are tense>

— **tense·ly** adverb

— **tense·ness** noun

Examples of Tense

1)   She was feeling pretty tense.

2)   Why are you so tense?

3)   We sat quietly for a few tense moments.

4)   It was a tense meeting.

5)   My calf muscles are really tense.

Full Definition of Tenses

transitive verb

: to make tense

intransitive verb

: to become tense <tensed up and missed the putt>

Examples of Tenses

1)   She tensed as he walked toward her.

2)   He **tensed up** and missed the putt.

The close relationship between errors and learning as the one between sin and goodness by saying that "like a sin an error is to be avoided and it's influence overcomes but it's presence is to be expected". It means in the learning process, a learner tends to make errors, however he has to overcome them. Errors happen when one learns either the first of the target language. Brown states that the learning of foreign language (in this case English) often meets difficulties.[12] When a learner learning second or foreign language, a learner will have more problems that lead him to making errors.

B. The Source of Error

Corder in Richards states that errors are the result of interference in the learning of a second language from the habits of the first language.[13] Talking about interference, errors can be classified into two categories, namely interlanguage and intralanguage and development at errors.

1. Interlanguage Errors

According to Richards Interlanguage errors are errors caused by interference of the learner mother tongue,[14] and Dulay et.al states that interlanguage is similar in structure to a systematically equivalent phrase or sentence in the learner native language.

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[12] Ibid,144.

[13] Corder, Sp. 1967. *The Significance of learner's Error in Jack C Richard (ed) Error Analysis,* Singapore: logman group.

[14] Richards, J.C. 1971. Error analysis and second language strategies. Language Sciences.

Interlanguage errors are often found in the beginning process of the learning a foreign language. This is kinds of error arises from the interference of the learner's mother tongue or the other language they have learned.

For Indonesian students, they often find the interference the Indonesian construction when they use English. For example:

a. The omission of to be in the following sentences:

I happy. She clever etc.

They happen because of to be does not occur in Indonesian as it does in English.

b. The omission of definite article in the following sentences:

Cat eat mouse. Book of history, etc.

This error happened because the Indonesian does not have article as it does in English.

2. Intralanguage and Development Error

Richards also states that intralanguage and developmental errors reflect the learners' competence at a particular stage and illustrate acquisition. [15]

In order to get explanation more clearly, it will be discussed the causes of the intralanguage and developmental error. This restriction, in complete application of rule and false concept hypothesized.

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[15] Ibid, 173

a.   Over – Generalization

Overgeneralization as the use of previously available strategies in new situation. Richards himself states that overgeneralization cover instance where the learner creates a deviant structure on the basic of his experience of other structure in target language.[16]

For example:

A student makes sentence such as He is walks. In this sentence, the error happen because the student have learned simple present tense (he walks). At another time he produces He is walks. This error is caused by overgeneralization, because he makes a deviant structure having learned.

b.   Ignorance of rule restriction

Ignorance of a rule restriction is the type of the generalization of the learner in making use or previously acquired rule in new situation.[17] In this case analogy and role learning may be the common sources of the errors of rule restriction type.

Example:

1)   He explains me the book.

2)   He discussed about it.

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[16] Ibid, 174
[17] Ibid, 175

In the two sentences, he makes the errors on the use of preposition to and about. These errors are caused by the analogy of the learned structure. He showed me the book and He talked about it. As a result he makes the sentences. He explains the story to me and He discusses about it. It is because ignorance of preposition to and about.

Another example in the analogy of the learner learned structure Subject + Verb + O.

Example:

1) He is the man who I show him.

2) This is not fit to drink it.

In the two sentences, the errors are some from the use of the object him and it. The errors may be caused by the Ignorance of the rule restrictions of the object.

The correct one is:

1) He is the man who I show.

2) This is not fit to drink.

c. Incomplete Application of rule

The occurrence of structure whose deviancy represents the degree of the development of the required to procedure acceptable utterance.[18] The kinds of these errors are:

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[18] Ibid, 117

1) Statement from may be used as questions

   a) You like comedy or tragedy film?

   b) He called me?

In those two sentences, the student makes error in making interrogative sentences, because he applies an incomplete rule of structure. In the first sentence he does not use the question word (what) and the auxiliary (do). In the second sentence, he does not use an auxiliary (did). The correct one are:

   a) What films do you like, tragedy or comedy?

   b) Did he call me?

2) One transformation in a series may be omitted.

Teacher's question	Student's response
a) What is he doing?	He opening the door
b) How much does it cost?	It cost one dollar

From the example it seems that the student's response get influence from the teacher's question. In answering the question by omitting some words and incomplete structure rules. They just continue the end of the teacher's question without paying attention to the rules.

3) Question words are added to the Statement From

A student makes error informing a statement by giving a question word in his structure.

For example:

a) He writes what his name.

b) I mention where does he live.

In those sentences, actually the question word what and where are not necessary be added. Thus, the right sentences are:

a) He writes his name.

b) I mention he address

4) False concept Hypothesized

The students make errors because of their misinterpretation of rule of the target language.

For Example:

The form of was always interpreted as a past marker, while the form of is always interpreted as the present marker. For example student make sentence:

a) One day the accident was happened.

b) He is speaks English

C. The Procedure of Error Analysis

It is essential to point the procedure of error analysis. In order to make the reader clearer, Guntur and Djago in Pengajaran Analysis Kesalahan Berbahasa states that the procedures of Error Analysis are as follows collecting error data,

identifying error data, explaining and classifying error data, evaluating error data.[19] Each step is discussed below:

1. Collecting error data

   There are two kinds of linguistic data that can be elicited. They are oral data and written data. In a common communication of students speaking proficiency or oral data, it is necessary to record or transcribe the sample. However, in this study, the writer will only observe the written data in the form of English Composition. To get the student's written work, the students are asked to make English composition based on the topic given. The compositions are limited up to 15 sentences. Then, the errors of concord are collected and analyzed.

2. Identifying error data

   In this research, errors are defined as any deviation from a selective norm of language performance regardless of their characteristic or cause. Any deviation of applying concord or when there is no format agreement between the components of concord which included concord person, number and gender would be considered as error. In the last, Errors refer to the students error in applying concord namely concord of person, number, gender and tense.

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[19] Tarigan, Guntur and Tarigan, Djago. 1990. *Pengajaran Analisis Kesalahan Berbahasa*. Bandung: Angkasa.

3. Explaining and classifying error data

Explaining and classifying error data in this research are done by describing the error that the students have made. The explanation of error data in this section is carried out by showing the examples of produced by the students according to their categories. There are four classifications of the error data. They are concord of person, number, gender and tense.

4. Evaluating error data

The data analysis method in this research is quantitative statistical method. This method is used to analyze quantitative data, namely to calculate the frequency of the concord error and the percentage of each component. The concord errors are grouped into four categories described above. By grouping the error, it can be know the total errors of each component. Then they are calculated by using formula as states by Muhammad Ali. The formula is as follows:

$$E = \frac{n}{N} \times 100\%$$

Where:

E   = the percentage of errors of each concord

n   = the number of errors of each concord

N   = the number of the whole errors of all concord

D. Concord An Agreement

In concord, the words arranged in sentences have to have matching form. Those are correctly matched, then are called agree grammatically. It involves a correspondence in form of two or more words representing different form classes or parts of speech.[20] They are concord of person, number, gender and tense.

1. Concord of Person

It usually occurs in combination with concord of person. It occurs:

a. Between a subject and it's finite verb

1) Bilateral concord of person occurs between a subject.

- In the third person singular and the present tense form of a verb in (e) s: (he, she, it) goes.

- In the first and third person singular of to be: I am, (he, she) is.

- In the third person singular of to have: (he, she) has.

2) Unilateral concord of person occurs.

Between a subject in the first or second person singular or in the one of the third person of the plural and system of a verb that take – cells in the third person singular of the present tense.

Example: I, you, we, the → go

- In the second person singular and the third person of the plural of to be: (you, we, they) are, in the preterit of to be: (I, he she) was, as against (you, we, they) were.

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[20] Lambert, W. 1972. Language Psychology and Culture. Stanford University Press. USA.

- In the first and second persons singular, and in all the persons of to have: (I, you, we) have.

b. Between a noun or pronoun and the pronoun (s) referring to it, which is always bilateral. Example: I could have kicked myself.

2. Concord of Number

Concord of number occurs:

A. Between a subject and it's finite verb.

   1. In sentences with a pronoun, subject and a normal predicate, it sometimes operates differently.

   Example: It is they who arrange everything.

   a) In emphatic and identifying sentences the verbs agree in number with the pronoun subject.

      1. It refers forwards is sentences beginning with it is or it was in order to give prominence or emphatic to some part of them.

      Ex: It is the place where I was born.

      2. It refers backwards in sentence giving a person name or identity.

      Ex: I wonder if it James, our old gardener.

   b) But to describe a person whose identity is known, he or she is used.

   Ex: Mrs. Clement is our neighbor.

She is a very nice woman.

c) In descriptive sentence and in sentence with deictic pronoun (to mention something for the first time or demonstrative pronoun), both the subject pronoun and the verb agree in number with the normal predicate.

Ex: Are those your children?

2. Relative what may be the subject of plural verb.

Ex: What chiefly count at the election are the shibboleths of a party.

3. A plural subject requires a plural predicative verb; a singular subject requires a singular predicative verb. This rule does not restricted in English, where we often find a plural subject with singular verb, or a singular verb with a plural subject.

a) Plural nouns with a singular predicative verb.

1. Names of games in –s: billiards, dominoes.

Ex. Billiard is not exclusively a men's game.

2. Names of science in –ices: economics, ethics, phonetics.

3. Works (factory) may take a singular verb.

Ex. Price's works was small.

b) A singular verb is usually found:

1. After a titles of books in plural

Ex. Percy's Deliquesce was published in 1789.

2. After a plural noun regarded merely as word

Ex: The Nederland usually takes a plural verb.

3. After a plural noun denoting time, measure, etc preceded by numeral, especially when there is a predicative noun expressing the same idea

Ex. Fifty years is a long time.

c) Singular nouns denoting a number of individuals.

1. take a plural verb when the persons composing the group are thought of individually

2. take a singular verb when the group is taught of collectively

Ex: The crowds were deeply affected

3. take a singular verb when the group is taught of collectively

Ex: An immanence crowd was assembled.

d) A plural verb (sometimes and a singular verb may occur when the members of the group are not clearly individualized.

Ex: The governments are determined to resist aggression.

e) The collective nouns: cattle, clergy, police, nearly always take a plural verb.

Ex. Cattle were allowed to graze in the cemetery.

4. Either and neither take a plural verb. especially when accompanied Accompanied by a plural adjunct.

Ex: Neither of them knows (s).

B. Between a noun or pronoun and the pronoun (s) referring to it.

It generally secures in combination with concord of person.

Ex: I kicked myself

1) Plural nouns talking a singular verb may also be referred to by singular pronouns.

Ex. Billiards is not exclusively a men's a game. It is also played by a woman.

2) The collective noun may be referred to by plural pronouns.

Ex: The whole party sprang upon their feet.

3) It is sometimes possible for a subject to be accompanied by predicative verb in the singular and referred to by a pronoun in the plural.

Ex: As no man of seven could reach the upper shelves, a pair of steps was provided for Darius, and up these he had to scamper.

A pair of steps as unit hence was: but the boy had to climb up a number of steps, hence these.

4) The indefinites pronouns: everybody, everyone, no body, no one, anyone take a predicative verb in singular, but may be referred to by a personal, reflexive of possessive pronoun in the plural. The same thing applies to a person

Ex: Everybody was running as fast as they could.

C. Between a noun and its attributive adjunct, if the latter have distinct number from:

Ex: This man - these men

1) Plural noun taking a singular verb may also take an attributive adjunct (including an indefinite article) in the singular.

Ex: The police looked like a shamble

2) A. plural noun denoting time, measure, etc. preceded by numeral may take either a singular or plural attributive adjunct.

Ex: He is a good six days overdue.

3) The collective nouns take an attributive adjunct in the singular: this family – that crowd.

D. Between the subject and the nominal part of the predicate.

Ex: Both her brothers are officers.

E. Between a noun or pronoun denoting persons or animals and another noun denoting something belonging to them

Ex: The boys took off their caps.

3. Concord of Gender

It occurs between a noun or pronoun and of the pronouns of the third person singular. Gender is mainly a matter of the choice of one; of the three personal (or possessive) pronouns of the third person's singular refer to a preceding noun (referring gender). The third person singular has distinct from for the masculine (he or him). For the feminine (she or her), end for the

member (it's differs according to context and points of view. So that it is hardly possible to say whether such a noun is masculine, feminine, or neuter.

4. Concord of Tense

It usually occurs between the finite verb in the main clause and that in the object clause of a compound sentence reporting a statement or question (indirect style).

Ex: Direct   : I know all about it.

Indirect   : He says he knew all about it

Direct   : Aren't you afraid

Indirect   : I asked him if he wasn't afraid

The adjustment that take place when a statement is converted from direct to indirect style on the whole, the same as in other language.

E. Writing

1. The Nature Of Writing

Writing is one of four language skill in English subject. The simplest definition of writing in "Oxford Learners Pocket Dictionary", writing is an activity of writing, books, articles etc. in general written works of an author.[21] So, it can be concluded that writing is an activity to share someone's mind trough the written works.

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[21] *Oxford Learner's Pocket Dictionary, New Edition* (New York: Oxford University Press,2005), 502

The usual things associated with writing are word choice. Use of appropriate grammar (such as subject – verb agreement, tense, and article), syntax (word order), and organization of ideas into a coherent and cohesive form. However, writing also includes a focus on audience and purpose, as well as recursive process of discovering meaning.[22]

Writing is very important skill in teaching English. Writing has evolved in society as a result of cultural changes creating communicative needs which cannot be readily meet by spoken language. In the modern world, written language serves a range of functions in everyday life, including the following:

2. **The Teaching of Writing**

Writing is instruction was based on a something rigid set assumption: good writing was done from a set of rules and principles, the teacher's duty was to relate these rules, and students then wrote in response to selected written texts, and following the rules of good writing. A students essay was then graded for its grammatical accuracy and correct organization as well as its content. This idea is shown clearly in Harvard University's entrance requirements of 1874: "Each candidate will be required to writ short English composition, correct in spelling, punctuation, grammar, expression, the

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[22] Jerry G. Gebhard, Teaching English as a Foreign or a Second Language (Michigan; The University of Michigan Press, 1983), 221

subject to be taken from such works of standard authors as shall be announced from time to time".[23]

Thus, it can be conclude that writing has to be taught systematically and the linguistic aspects must be included functionally. Moreover, written text has to be written considering with the readers identity.

3. Writing Assessment

Assessment is a measurement of the ability of a person…. (and) may be by test, interview, questioner, observation, etc. the term assessment is used here in its broadest sense, and covers not only test in the traditional manners, but also the monitoring of the students' progress during a course instruction.[24] Assessment is the collection of information concerning a student's achievements and proficiency.[25]

Classroom based assessment is concerned with gathering useful information that the teacher can use to support student language learning. Brindley's (1989) findings demonstrate the importance that these teachers place on assessment should be part of teaching and learning, and able to provide detailed information for teachers, learners, and able to provide detailed information for teacher, learners, and parents.

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[23] David Nunan, Practical English Teaching Edition, First Edition (Singapore: Mc Graw Hill Companies,2003),89
[24] Peter Lucantoni, 2002, Teaching and Assesing Skill in English as a Second Language Cambridge: Cambridge University Press, 57.
[25] Ibid 78

Assessment is used for at least six purposes with English Language Learning students:

a. Screening and identification: to identify students eligible for special language and/ or content area support programs.

b. Placement: to determine the language proficiency and content area competencies of students in order to recommend an appropriate educational program.

c. Reclassification or exit: to determine if a student has gained the language skill and content are competencies needed to benefit from instruction in grade level classroom, (i.e., from all English programs)

d. Monitoring student progress: to determine the effects of federal, state, or local instructional programs.

e. Program evaluation: to determine the effects of federal, state, or local instructional programs.

f. Accountability: to guarantee that students attain expected educational goals or standards, including testing for high school graduation.[26]

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[26] J Michael O'Malley and Lorrain Valdez Pierce, Authentic Assessment For English Language Learning (USA: Addison-Wesley Publishing Company, 1996),3.

CHAPTER III

RESEARCH METHOD

A. Research Design

Method is needed to cover the procedures in conducting the research. According to leady research method is defined as simple look with accurate of the phenomenon of the moment and the descriptive survey.[27] Moreover Ary states, "Research Method refer to the general strategy followed in gathering analyzing the data necessary for answering the questions at land " it is used for collecting and analyzing the data to solve the problem. [28]

Research design is a strategy to arrange the setting of research to get valid data suitable with the variable characteristic and the objective of the research.

As Ari explained that "Descriptive research studies are designed to obtained information concerning the current states phenomena they are directed toward determining the nature of estuation as it exists at the time of the study there is not administration of control treatment as if formed in experimental research. The aim to describe what exits with respect to variables or conditions in situation.[29]

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[27] Richard, Jack C. Interactive Approaches to SL Reading. Singapore 1980.
[28] Corder, Sp. *The Significance of learner's Error in Jack C Richard (ed) Error Analysis,* Singapore: logman group 1967.
[29] Arikonto, Suharsini. Prosedur Penelitian, Jakarta : Rineka Cipta 1989.

In this research, the research usesd descriptive design. The variables of this research were students' concord error. There are four categories of concord error that will be analyzed in this research, namely error in concord of person, concord of number, concord of gender and concord of person. The data of concord error will be obtained by using composition test. The research uses table Analysis Effective errors using concord, Relative errors of using concord and the formula that is the percentage formula.

B. Subject of The Study

1. Sample

   Sample is all of part of a natural object that is collected and preserved as an example of its class.

   Sutrisno states that sample atau contoh sebagian individu yang diteliti dari keseluruhan individu penelitian.[30] (Sample is a part of individual that's researched from the whole of individual of the research).

   Sample is a part of population that represents its population. This definition as noted by Arikunto in his book. He stated that sample is a part of representation of population which is researched.[31] It means that sample is the total of people that is smaller than population.

   Here, the research uses random sampling technique in taking the sample. Sutrisno states, "In taking random sampling technique all individual

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[30] Sutrisno Hadi, Methodology Research II, Fakultas Psikologi UGM Yogyakarta 1986.
[31] Ibid, 109

of population, either lonely or together are given chance to be chosen as sample."[32] And the way or procedure used in this random sampling technique is by "lottery" by giving a serial number to all students who are at the students name list, the coding were written in the little piece of paper, they were rolled, then shacked in a can, finally the researcher took one by one.

The sample of the research is the second year student of MA Al-Mawaddah in academic 2013/2014. The researcher took the sample from the test which given to the all students. There are fifteen students, it is uses random sampling technique in taking sample. By giving the test, the researcher can got the sample.

C. Instrumentation

The instrument is the method to get data. Choosing a suitable in a research is an important problem and using one of them was depended on the purpose, characteristics, and importance of the study.

Instrument is any of various devices for indicating or measuring conditions, performance, position, direction or sometimes for controlling operations.

Instruments are a tool for writer to get crucial and accurate data to support the success of research. Mardalis states that:

> Instrument penelitian adalah alat untuk menyatakan besaran atau prosentase serta lebih kurangnya dalam bentuk kualitatif dan kuantitatif yang berguna untuk mengumpulkan data dan maupun bagi pengukurnya.

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[32] Ibid, 1987

(Research instrument is a tool for revealing data organizes percentage and the average of it in qualitative that's useful for collecting and measuring data as well). [33]

According Arikunto instrument is a mean a data in research (in collecting data a researcher required method). There are some techniques of collecting data. They are observation, test interview and questioner. [34]

In this study the researcher used interview, test and documentation.

1. Interview

   Interview is formal or informal meeting between two people organizes among group of people for the purpose of obtaining information about something in particular. The interview is a successful tool in advertising research and may be conducted in any number of ways, including the depth interview and the focus group interview.

   Riyanto states that "Interview adalah metode pengumpulan data yang menghendaki komunikasi langsung antara penyelidik dengan subject atau respondance."

   There are two kinds of interview. The first is structure interview. The second is unstructured interview. In this research, the researcher used unstructured interview in order that students are not nervous when they answer the question. They can relax what they want to say. Besides interviewing the students, the researcher also interviews the English teacher

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[33] Ibid,199:60
[34] Ibid, 137

if the second students of MA Al-Mawaddah The researcher asks about the teacher learning process, the active students in the class and the passive students in the class, etc.

2. Achievement Test Method

Test is a series of questions, problems, organizes physical responses designed to determine knowledge, intelligence organizes ability.

According to Arikunto said that:

Tes adalah sebuah pertanyaan atau latihan serta alat lain yang digunakan untuk mengukur keterampilan, pengetahuan, inteligensi, kemampuan bakat yang dimiliki oleh individu atau kelompok. [35]

There are two kinds of test they are oral and written test. Written test can be divided into two kinds. They are subjective and objective test. A subjective test is marked using the examiner's opinion about the quality of the answer. The answer is not simply right organizes wrong, e.g. marking written stories, compositions, interviews, conversations and story felling. The learner can answer the question in their own word. Objective test is a test that hat right organizes wrong answers and so can be marked objectively. It can be compared with a subjective test, which is evaluated by giving an opinion, usually based on a great criterion. Objective tests are popular because they are easy to prepared and take, quick to mark, and provide a quantifiable and concrete result.

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[35] Arikunto, Suharsini. Prosedur Penelitian, Jakarta : Rineka Cipta 1989.

(http://www.Teachingenglish, org.uk/think/ knowledge wiki/test).

In this research, the researcher used subjective test. The form of the test is making composition writing.

3. Documentation

Documentation comes from "Document" Its mean is written things. This method is a way to collect data by writing the data. Documentation is collecting the data that resource from the book, report, etc.

There are two kinds of documentation. They are personal and formal documentation. Documentation that used in this research in formal documentation was made by the school.

In this study, the researcher uses documentation is to gain the data of MA Al-Mawaddah.

D. Data Collection

In this research, the researcher uses interview test and documentation to gain data.

1. Interview

Interview is a method done by the writer to get supporting data. Interview atau wawancara adalah sebuah dialog yang dilakukan oleh pewawancara untuk memperoleh informasi dari terwawancara. Dia juga mengklasifikasikan interview menjadi 3, yaitu interview terpimpin, bebas dan interview bebas terpimpin. Interview or orally questionnaire is a dialogue done by the interviewer to get information from the interview. He

also classifies the interview into three that are free interview method, guided interview method and freely guided interview method.[36]

In this research, it will use freely guided interview method because of some considerations as follows:

a. It does not use special skill

b. The writer easily to conduct it.

The interview is needed to gain the supplementary data of MA Al-Mawaddah, and using of books and methods in teaching English.

2. Achievement Test Method

Test is a set of questions or exercise or other instruments used to measure the skill, intelligence, knowledge, ability, or aptitude. He also divides the test into seven categories based on the object evaluated, namely personality test, aptitude test, intelligence test, attitude test, projective technique and achievement test.[37]

The test must be valid and reliable. In this case, the writer uses a content validity. Hughes concerning with this, has stated that the test would have content validity only if it concluded a proper sample of relevant structure.[38] In addition he also states that content validity is essential for achievement test. The research to achieve the validity will consult the items with the curriculum and the English teacher.

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[36] Arikonto, Suharsini.. Prosedur Penelitian, Jakarta : Rineka Cipta 1989.
[37] Ibid, 123
[38] Huges. Testing for language Teachers. Cambridged University Press 1984.

3. Documentation

Documentation is also one of collecting data method. This method is a way of collecting data taken from documentary resources or written materials.

"Technique or Documentation study and bibliography are the ways collecting data by using written materials as document and other forms, namely books, magazines, and the like."

The researcher in this research uses documentation is to gain the sketch of MA Al-Mawaddah, the amounts and the name of the students of the second year students of MA Al-Mawaddah in academic 2013 / 2014.

E. Data Analysis

The data analysis in this research is descriptive quantitative statistical method. This method is used to calculate the percentage of errors on the applying concord on composition made by the students. Then they are calculated by using the formula stated by Muhammad Ali. The formula is as follows:

$$E = \frac{n}{N} \times 100\%$$

Where:

E   =   the percentage of errors of each concord

n   =   the number of errors of each concord

N = the number of the whole errors of all concord [39]

In this research the writer uses two kind of table in analyzing the data of concord error namely relative error and effective error data they are table of data analysis, table of analysis effective error of using concord, and table of analysis relative error of using concord.

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[39] Ali, Moh. Penelitian Pendidikan Prosedur dan Strategi, Angkasa, Bandung 1987.

CHAPTER IV

RESEARCH FINDING AND DATA ANALYSIS

A. General Data

Pesantren Al-Mawaddah daughter is a special Islamic educational institution established to educate young women on the 9th of Dhul-Qo'dah 1409 H / October 21, 1989, as the realization of the ideas and ideals of late. KH. Ahmad Sahal, founder and caretaker of Pondok Modern roommate, who diwasiatkan and mandated to his wife and sons and daughters as the completeness of Pondok Modern particular roommate's son.

Pesantren al-Mawaddah is the realization of an idea of a character education and struggle (KH. Ahmad Sahal) in educating and fostering women. Where he also has ideas and ideas in the form of an Education Center Pondok Modern Gontor.

A few years before establishing Pondok Modern Gontor (founded in 1926), KH. Ahmad Sahal was first pioneered Tarbiyatul RA (TA) where his students consisted of male and female students are taken care of directly by him. After Pondok Modern Gontor increasingly popular and more and more students who come from outside the area, Pondok Modern Gontor no longer accept women students. However, that does not mean the ideals to promote education is released also by his daughter, boarding daughter must still be held, but the place must be separate from the cottage son. Therefore, when he bought the land from

the family Nyai Hj. Soetichah Sahal (his wife) in the village of Coper Ponorogo (1957), he pledged that the land was later used to lodge daughter.

These ideals into a will and mandate are further realized by Nyai. Hj Soetichah Sahal by establishing Pesantren Al-Mawaddah daughter, in 1989, which is managed and developed by Yayasan Al-Arham (notarial deed No. 12 of 1989)

Education and Teaching System

In addition to applying the classical system female students in the learning process, by using a blend of Religious Affairs Curriculum for MTs and MA level and the Ministry of Education's Curriculum SDIT, Integrated SPM and vocational courses governance Clothing, Women Pesantren al-Mawaddah provide opportunities to the female students to follow STATE EXAM , so they are not difficult to continue their education to a higher level, after completing education in Pesantren al-Mawaddah daughter.

This is one system that distinguishes between Princess Pesantren al-Mawaddah with Pondok Modern roommate that purely private (roommate Plus).

Educators and Teachers

Teacher recruitment system which took place in Pesantren Al-Mawaddah daughter with an open system in which the teacher's competence and skills needed as a top priority. The teacher is expected not only able to teach in the classroom, but also the ability to educate outside the classroom.

Asatidz and ustadzat in Pesantren Putri al-Mawaddah have heterogeneous educational background. This happens because the education system adopted by the state curriculum-based collaboration MA and MTs have its to the Ministry of Religious Affairs, which have its CMS to the Ministry of National Education. As well as boarding school curriculum which has its own peculiarities which generally adopt the curriculum Pondok Modern roommate. To that end, any ustadzat asatidz and there are graduates Pondok Modern roommate, as well as leading universities in Indonesia in accordance with the subject areas taught.

1. The Respondents of the research.

    The respondents of the research are fifteen students of the second year of MA Al-Mawaddah in academic year 2013/2014. the following is the table of the research.

Respondents of the Research

No	Name	Female	Class
1	Ana Nias Tutri	✓	II – IPA
2	Irine Putri Sholihah	✓	II – IPA
3	Sonia Syahnash Falestinia	✓	II – IPA
4	Cicilia Purwaningrum	✓	II – IPA
5	Rifa'atul Mahmudah Burhan	✓	II – IPA
6	Fithrotin Najiyah	✓	II – IPA
7	Hanum Dewi Rahayu	✓	II – IPA
8	Rumaisha Al-Fathiya	✓	II – IPA
9	Della Sekar Arum	✓	II – IPA

10	Widya Nur Rahman	✓	II – IPA
11	Nisaul Mufidah	✓	II – IPA
12	Siti Nur Indah	✓	II – IPA
13	Santi Sukaisi	✓	II – IPA
14	Fitri Anisa Hayati	✓	II – IPA
15	Diah Jannah Sari	✓	II – IPA

(Source: School Document 2013/2014)

B. Specific Data

Table 4.1. The Concord Errors Made By The Students

NR	CONCORD USING								TOTAL	
	A		B		C		D			
	total using	error	total using	error	total using	error	total using	error	using	error
1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**
1	8	2	5	3	2	0	3	1	18	6
2	7	3	4	1	3	0	4	0	18	4
3	9	4	7	2	4	1	3	1	23	8
4	7	2	5	2	3	0	9	1	24	5
5	7	3	5	3	4	0	5	2	21	8
6	8	2	3	1	3	0	4	1	18	4
7	5	2	4	2	2	0	3	2	14	6
8	6	3	4	2	3	0	4	2	17	7
9	7	3	5	3	2	1	3	1	17	8
10	7	2	6	4	4	0	3	2	20	8
11	6	3	6	4	3	1	8	0	23	8
12	7	2	6	5	3	0	3	1	19	8
13	8	1	5	3	3	1	3	2	19	7
14	7	2	5	4	3	1	3	1	18	8
15	6	2	5	4	3	0	4	1	18	7
TOTAL	**105**	**36**	**75**	**43**	**45**	**5**	**62**	**18**	**287**	**102**

NR   =   Number of Respondents

A   =   Concord of Person

B   =   Concord of Number
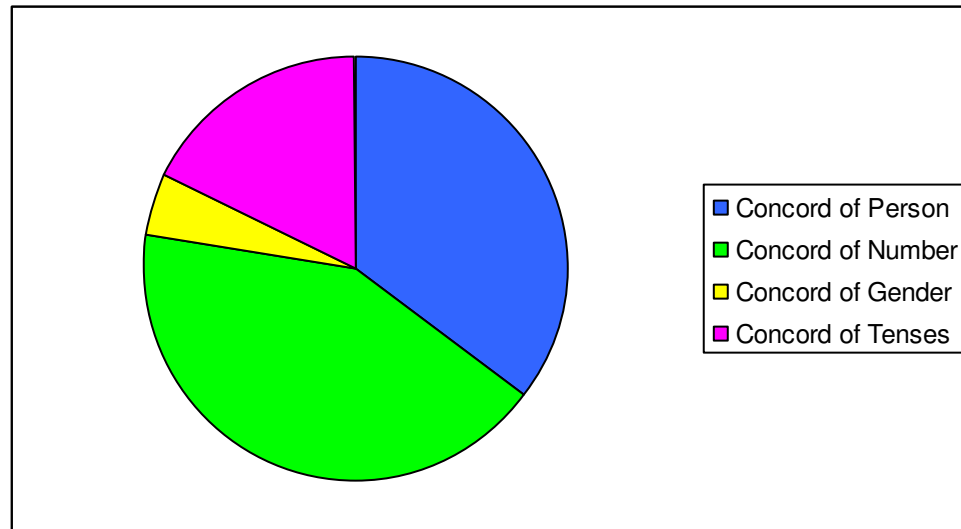
C   =   Concord of Gender

D   =   Concord of Tense

Table 4.2. The Percentage Of Errors Made By The Students

No	Classification of errors	Total using	Frequencies of error	Percentage of error from total using	Ranking
1	2	3	4	5	6
1.	Concord of Person	105	36	34,28%	II
2.	Concord of Number	75	43	57,3%	I
3.	Concord of Gender	45	5	11,11%	IV
4.	Concord of Tenses	62	18	29,03%	III

Based on the result of the use of the data Analysis. It can be known that the number of errors on the use of concord of person is 36 (it is 35, 5% from the whole errors). The number of errors on the use of concord of number is 43 (It is 42, 16% from the whole errors), the number of errors on the use of concord of gender is 5 (It is 4, 9% from the whole of errors), and the number of errors on the use of concord of tense is 18 (It is 17, 64% from the whole errors).

If we illustrate the percentage of error from total using it can be seen in the following diagram.
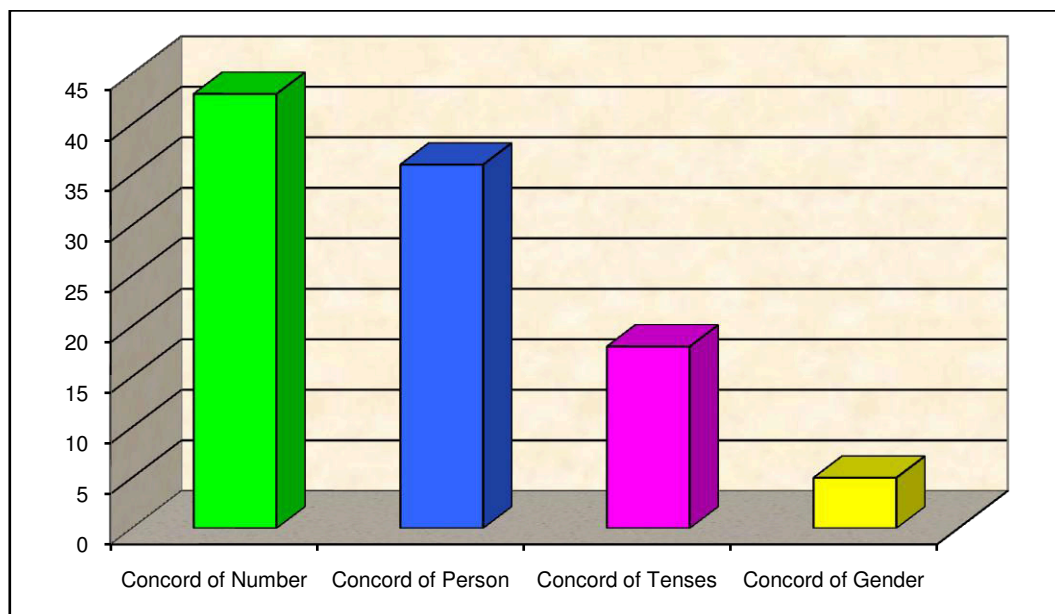

Explanation:

Cn: Concord of Number

Cp: Concord of Person

Ct : Concord of Tenses

Cg: Concord of Gender

	Concord of Number	Concord of Person	Concord of Tenses	Concord of Gender

CHAPTER V

CLOSING

A. Conclusion

After doing a research and analyzing the result of the research, the last step is to make conclusion from the research. The researcher can conclude that:

1. The second year students of MA Al-mawaddah are made concord error in composition writing they are concord of person ,concord of gender and concord of tense

2. Based on the research result. It can be concluded that if we observe from the effective and relative error, the error of concord of number has the highest percentage that is 57,3% in the analysis of effective error and occupied in the first rank and 42,6% in the analysis of relative error. It can be concluded that the second year student of MA Al-mawaddah in academic 2013/2014 make the highest percentage of error in applying concord of number.

3. The complete results of analysis are as follows:

   a. The total errors on the use of concord of person is 35, 5% from the whole errors.

   b. The total errors on the use of concord of number is 42, 16% from the whole errors.

  c. The total errors on the use of concord of gender is 4, 9% from the whole

   errors.

  d. The total errors on the use of concord of tense is 17, 64% from the whole

   errors.

4. From the list above, it can be concluded that the errors on the use of concord

  of number has the highest percentage that is 42, 16%.

5. The sources of error found in the second year students of MA Al-Mawaddah,

  are as follows:

  a. Concord of Person

   - He usually goes to library with his friend.

   - I could have kicked myself.

  b. Concord of Number

   - It is the place where I was born.

   - Everybody was running as fast as they could.

  c. Concord of Gender

   - She borrows book her friend.

   -   He brings his pocket.

  d. Concord of tense

   - I know all about it. It means that he knows all about it.

B. Suggestions

  By knowing the result of the research, where the students still make a

number of errors in using English concord it is important for the teacher to take

pay attention to the component of the concord that the students have not mastered yet. Furthermore, the teacher and people who involved in teaching learning process try to find an alternative method to improve the students' knowledge about know to applying concord especially in making a good composition.

Based on the data analysis and conclusion of this study, the following suggestions are offered in relation with the study of concord error.

1. For the teacher

   a. The teacher can decide the alternative way to reduce the students from making error.

   b. The teacher must pay attention to the component of concord error that they students have not been mastered.

   c. In teaching error the teacher must pay attention with the subject as specially for the concord of number, because the most of concord error made by the students is concord of number.

   d. The teacher should give deep more understanding about the concord error in teaching composition, give more explanation for concord of number, and give more motivation and exercise to the students so they will more motivated to study hard and practice more.

2. For the students

   a. The student must learn harder about concord in order to avoid mistakes.

   b. It is important for the students to pay attention to the component of concord that they have not been mastered.

3. For the next researcher

It is important for the next researcher to pay attention. To the follow up about result of the research. The researcher must pay attention to the students in teaching and learning process to improve their composition ability especially in teaching writing, it is very needed to more exercise and support.

To improve the students ability in teaching writing, especially in teaching composition, the teacher have to give the subject more by giving the exercise.

In order to teach effectively, it is important to know as much as we can about our students. Some of our teaching procedures will vary depending upon the students we are teaching. We will list some factors in our students which need to be considered.