



## Student's Writing paragraph: An Error Exploration of Using Subject-Verb Agreement

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**Abstract:** This study aimed to achieve two main objectives: firstly, to identify the types of errors occurring in subject-verb agreement within students' paragraph writing, and secondly, to determine the most prevalent error type among fifth-semester students. Employing a descriptive qualitative design, the research utilized documentation and interviews as data collection methods, with documentation consisting of students' written works. The participants were fifth-semester students enrolled in the English education department. Analysis was conducted using surface strategy taxonomy. The findings revealed that students exhibited various types of subject-verb agreement errors, with misinformation being the most frequent, occurring 40 times. Consequently, the researcher recommends that lecturers provide additional explanations and examples to enhance students' understanding. Moreover, students are advised to engage in more writing practice to refine their skills. Future researchers are encouraged to expand upon this study by exploring additional phenomena related to subject-verb agreement usage. In summary, this research underscores the importance of addressing subject-verb agreement errors in academic writing. It suggests practical strategies for both educators and students to improve writing proficiency in this aspect. Moreover, it highlights avenues for further investigation to deepen our understanding of this linguistic phenomenon.

**Abstrak:** Penelitian ini bertujuan untuk mencapai dua tujuan utama: pertama, untuk mengidentifikasi jenis kesalahan yang terjadi dalam kesesuaian subjek-predikat dalam penulisan paragraf mahasiswa, dan kedua, untuk menentukan jenis kesalahan yang paling umum di antara mahasiswa semester lima. Dengan menggunakan desain kualitatif deskriptif, penelitian ini menggunakan dokumentasi dan wawancara sebagai metode pengumpulan data, dengan dokumentasi terdiri dari karya tulis mahasiswa. Peserta penelitian adalah mahasiswa semester lima yang terdaftar di departemen pendidikan bahasa Inggris. Analisis dilakukan menggunakan taksonomi strategi permukaan. Temuan mengungkapkan bahwa mahasiswa menunjukkan berbagai jenis kesalahan dalam kesesuaian subyek-predikat, dengan penyampaian informasi yang paling sering terjadi, sebanyak 40 kali. Akibatnya, peneliti merekomendasikan agar dosen memberikan penjelasan dan contoh tambahan untuk meningkatkan pemahaman mahasiswa. Selain itu, mahasiswa disarankan untuk melakukan lebih banyak latihan menulis untuk meningkatkan keterampilan mereka. Peneliti masa depan didorong untuk memperluas penelitian ini dengan mengeksplorasi fenomena tambahan terkait penggunaan kesesuaian subyek-predikat. Secara ringkas, penelitian ini menekankan pentingnya menangani kesalahan kesesuaian subyek-predikat dalam penulisan akademis dan menyarankan strategi praktis bagi pendidik dan mahasiswa untuk meningkatkan kemahiran menulis dalam aspek ini. Selain itu, penelitian ini menyoroti jalur untuk penyelidikan lebih lanjut guna memperdalam pemahaman fenomena linguistik ini.

## A. Introduction

Mastering academic writing is essential, particularly for students in English departments, where constructing coherent paragraphs and essays forms the foundation of their studies. Academic writing, such as essay composition, encompasses complexities like topic development, supporting ideas, logical structure, cohesion, coherence, and especially grammatical range and accuracy, the latter being a common challenge for students (Hasan & Munandar, 2018). Thus, mastering writing is a formidable task for learners, primarily because it demands higher accuracy than speaking. While speaking allows for more spontaneity, writing requires meticulous attention to detail to avoid errors (Kurniawan, 2016; Amiri & Puteh, 2017; Özkayran & Yilmaz, 2020).

Despite the difficulty of acquiring writing skills, it remains crucial because writing is an essential skill used in higher education, enabling students to effectively communicate complex ideas and research findings clearly, concisely, and with a well-structured format. However, some students struggle with the necessary elements of the writing process. Learners make errors due to either inappropriate knowledge or misconceptions in the target language, highlighting the need for correct sentence construction to convey messages to readers effectively. This underscores the importance of understanding how to write grammatically correct sentences. Mbau (2014) also states that grammatical sentences must adhere to language rules.

Moreover, many students face various challenges, from initiating the writing process to maintaining grammatical accuracy, including proper subject-verb agreement and sentence coherence. Consequently, writing serves as a conduit for conveying ideas; neglecting grammatical rules can lead to confusion or misinterpretation among readers, emphasizing the importance of grammar for effective communication (Burhanuddin, 2020).

Subject-verb agreement is a fundamental aspect of grammar, requiring the number of the subject to match the number of the verb. In simple terms, singular subjects require singular verbs, while plural subjects require plural verbs (Pandapatan, 2020). This rule ensures consistency between subjects and verbs, which is essential for effective communication. Learning subject-verb agreement involves breaking down the steps and providing various examples, which helps clear up confusion and prevent mistakes in simple sentences (Surya et al., 2018; Chele, 2015). Therefore, mastering such grammatical fundamentals is crucial for academic success and proficient writing in English.

In the English department of State Islamic University Sultan Thaha Saifuddin Jambi, writing holds a crucial position within the curriculum. Students must enroll in writing courses to refine their skills and equip themselves with the tools necessary for thesis preparation, a significant requirement for graduation. These courses focus on teaching students practical idea expression, coherent paragraph construction, essay composition, and exercises designed to enhance research skills essential for their thesis work. Several studies have investigated the causes of writing difficulties among EFL learners to aid them in overcoming these challenges (Sermsook et al., 2017).

Moreover, an initial investigation included interviews with three instructors responsible for teaching grammar in the fourth semester. It revealed that while most students have a basic grasp of subject-verb agreement, many struggle to apply it consistently. Some students demonstrate proficiency in grammar but frequently face challenges in matching singular and plural subjects with corresponding verbs. This issue is prevalent among both Malaysian and non-Malaysian students. Research indicates that 39% of ESL students encounter difficulties related to grammar, writing coherence, and overall writing development, with an additional 38% expressing negative attitudes toward English (Akhtar et al., 2019).

Analysis of student paragraphs identified instances of subject-verb disagreement, such as the use of singular subjects with plural verbs or vice versa. Some students also employed dual verbs in a single sentence, which can confuse readers. Recognizing these errors is crucial for refining language teaching methodologies. Educators must carefully select effective instructional materials and practical teaching approaches to enhance students' writing skills, starting with identifying the most common errors made by their students (Abdullah, 2021).

Previous studies on subject-verb agreement, such as Ginanjar (2015) examination of errors in expository essays by first-year students at Nusantara PGRI Kediri University, categorized errors into four types: Addition, omission, misinformation, and misordering, with omission errors being the most frequent. Another relevant study by Gulö & Rahmawelly (2019) explored omission errors in student writing, noting frequent omissions of singular verb markers, verbs, auxiliaries, and the suffix -ing, with singular verb marker omissions being particularly common. This study aims to uncover subject-verb agreement errors among fifth-semester students in the English Department, building on previous research (Khanom, 2014), which identified common writing task errors among secondary students in Bangladesh, including subject-verb agreement and pronoun confusion between "he" and "she."

Error Analysis is a methodology used to examine the errors made by learners of English, whether they are learning English as a foreign language (EFL) or as a second language (ESL). Previous studies have concentrated on analyzing errors in the context of foreign language instruction (Sitanggang et al., 2024; Tonapa et al., 2018; Mantasiah et al., 2019). In linguistics, error analysis plays a critical role in investigating the mistakes language learners make, particularly within the framework of second language acquisition. These errors can be classified into various categories, encompassing linguistic, communicative, and surface-level errors. Identifying the types and origins of these errors is essential for language educators and researchers to formulate effective strategies for error correction and to enhance language acquisition (Nurjanah, 2017).

According to Anefnaf (2017), most definitions of error analysis highlight either the consistent errors that occur during language learning or what these errors reveal about the learner's current proficiency level. This information is valuable for applied linguists and language instructors, as it assists them in monitoring and addressing issues through

methodologies discussed in Error Analysis. Errors not only indicate areas where learners have not yet mastered certain concepts but also provide linguists with insights into the efficacy of current teaching approaches, thereby suggesting necessary adjustments.

By analyzing errors, educators gain a deeper understanding of the specific challenges learners encounter when studying English, whether domestically or internationally. This understanding enables teachers to adapt their teaching methodologies to support their students better. Additionally, error analysis enriches our comprehension of language acquisition processes, aiding researchers and educators in developing more efficient teaching strategies. This dual focus on understanding language acquisition theory and its practical application underscores the significance of error analysis in advancing language education.

## B. Method

The research employed a descriptive qualitative approach to systematically capture and present the facts and characteristics of subject-verb agreement errors among second-year students in the English Department at UIN Sultan Thaha Saifuddin Jambi. Data were gathered from writing samples of fifth-semester students during the academic year 2019/2020. Specifically, Class V/B, consisting of 32 students from a total of 116 in the fifth semester, was purposively selected as the study sample. This selection aimed to include students demonstrating the most frequent subject-verb agreement errors in their writing. The study utilized a descriptive qualitative research design to achieve its objectives (Leeder & Shah, 2016; Jamali, 2018).

Data collection methods included documentation and interviews. Several steps were employed to identify and describe subject-verb agreement errors in the collected narrative writing samples. Initially, errors were categorized through identification and description, followed by explanation and evaluation. Subsequently, the percentage of errors was calculated, leading to the final step: a validation process to ensure the reliability of the findings.

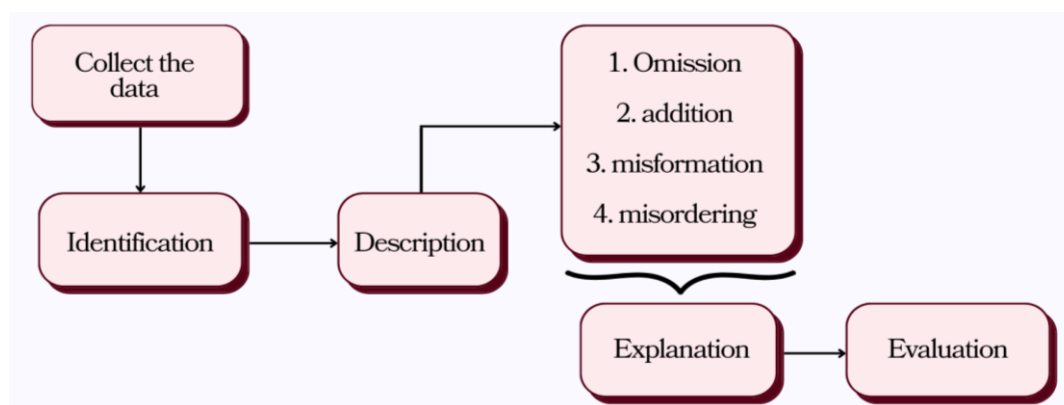


Figure 1. Research Flow

1. This study utilized documentation and interviews as its primary methods for data collection. Documentation involved analyzing students' written paragraphs, while

interviews were conducted with class B students to gather insights into issues related to subject-verb agreement.

2. The process of identification focused on selecting sentences containing subject-verb agreement errors.
3. The description included classifying these errors into four categories: omission, Addition, misformation, and misordering.
4. The explanation and evaluation of errors involved examining their origins and determining their relative severity.

## C. Result and Discussion

### Result

The study's findings unveiled various types of subject-verb agreement errors in students' written paragraphs. The researcher systematically identified, described, and analyzed these errors and also calculated the percentage of the most prevalent errors discovered.

Identifying errors involved choosing sentences that displayed subject-verb agreement issues. Describing these errors included categorizing them based on the Surface Strategy Taxonomy established by [Dulay et al \(1982\)](#), which encompasses four types: omission, Addition, misformation, and misordering. Table 4.1 provides a visual representation of the identification and classification of errors noted among third-year students in the English Department.

A total of 68 errors were identified in students' writing, categorized into omission, Addition, misformation, and misordering. The subsequent sections provide detailed explanations of each type of error:

#### a. Errors of Omission

In the writing samples of the students, the researcher found that 17 students had committed omission errors. These errors of omission have been documented in the table below:

**Table 1.** Errors of Omission

No	Initial	Error Sentences	Correction
1.	ASP	It Ø the way to social development, economic growth and technological development.	It is the way to social development, economic growth and technological development.
2.	AC	They Ø also part of other culture and appeal to a broad variety of people	They are also part of other culture and appeal to a broad variety of people
3.	AH	He got an award for his intelligence that made Indonesia Ø famous in the world	He got an award for his intelligence that made Indonesia become famous in the world

4	BS	That Ø how much cultural arts have been preserved and cultivated by our nation	That is how much cultural arts have been preserved and cultivated by our nation
5	DAS	<ul style="list-style-type: none"> <li>- Indonesian culture is in danger of being lost because Ø eroded by the times</li> <li>- We Ø as young people do not feel embarrassed to preserve our culture</li> <li>- If we have lost our original culture Ø means we have lost our own national identity</li> </ul>	<ul style="list-style-type: none"> <li>- Indonesian culture is in danger of being lost because it is eroded by the times</li> <li>- We are as young people do not feel embarrassed to preserve our culture</li> <li>- If we have lost our original culture, it means we have lost our own national identity</li> </ul>
6	LA	<ul style="list-style-type: none"> <li>- It Ø better at this time that we think that Indonesia culture must be maintained</li> <li>- To maintain this diversity, there are several behaviors that need to Ø realized</li> </ul>	<ul style="list-style-type: none"> <li>- It is better at this time that we think that Indonesia culture must be maintained</li> <li>- To maintain this diversity, there are several behaviors that need to be realized</li> </ul>
7	LAMH	- If he <i>remain</i> * enthusiastic and Ø not discouraged in learning and trying hard to get a better life	- If he <i>remain</i> * enthusiastic and does not discourage in learning and trying hard to get a better life
8	LN	Even if it Ø free, students will not have a sense of responsibility	Even if it is free, students will not have a sense of responsibility
9	LM	It Ø the fact that we can find in society	It is the fact that we can find in society
10	LNS	She/he Ø diligent to get knowledge	She/he is diligent to get knowledge
11	MDS	The lampungnese Ø actually composed of several kinds	The lampungnese is actually composed of several kinds
12	RM	Education must Ø given top priority	Education must be given top priority
13	RA	Non-social environment which is not good makes children Ø lazy in the learning process	Non-social environment which is not good makes children became lazy in the learning process
14	RA	This Ø caused by the increasing need for shelter and all human consumptive needs	This is caused by the increasing need for shelter and all human consumptive needs
15	RMS	Learning through online tutoring Ø more effective	Learning through online tutoring is more effective
16	R	Indonesian culture Ø in danger	Indonesian culture is in danger
17	SS	<ul style="list-style-type: none"> <li>- The atmosphere of teaching and learning will Ø pleasant and comfortable</li> <li>- The cleanliness of our classroom should always Ø kept</li> </ul>	<ul style="list-style-type: none"> <li>- The atmosphere of teaching and learning will be pleasant and comfortable</li> <li>- The cleanliness of our classroom should always be kept</li> </ul>

Based on the provided data, it is evident that 17 students collectively committed 21 omission errors. Among these, a significant portion (16 errors) involved the incorrect use of linking verbs such as "is," "am," "are," and "be." These errors occurred in both active and passive sentence structures, where students neglected to include the appropriate "to be" verb form. This resulted in sentences like "It Ø the way to social development..." instead of "It is the way to social development...". Additionally, five errors consisted of either the omission of the subject or the verb, leading to structurally flawed sentences. For instance, "He got an award for his intelligence that made Indonesia Ø famous in the world" should be correctly read as "He got an award for his intelligence that made Indonesia famous in the world."

Several instances of subject-verb agreement errors were also identified. In one case, the subject was omitted entirely, as seen in "If we have lost our original culture Ø means we have lost our own national identity," where "means" lacks a clear subject. Another example involved the omission of the verb, resulting in incomplete sentences like "Non-social environment which is not good makes children Ø lazy in the learning process," where "makes" lacks a precise verb following "children." Lastly, errors in both subject and verb omission were observed in passive voice constructions, such as "Indonesian culture is in danger of being lost because Ø eroded by the times," where both subject and verb are missing before "eroded." These examples highlight the importance of students paying closer attention to subject-verb agreement to ensure sentence completeness, clarity, and grammatical accuracy.

### b. Errors of Addition

The study pinpointed four errors classified under Addition. The subsequent table provides a comprehensive breakdown of each instance of Addition errors.

**Table 2.** Errors of Addition

No	Initial	Error Sentences	Correction
1	A	- It <i>is make*</i> them forget to eat, study, and play with her friends - The bad impact of the use technology excessively <i>is make*</i> our time not effective	- It makes them forget to eat, study, and play with her friends - The bad impact of the use technology excessively makes our time not effective
2	IA	- It can <i>saving*</i> our good future - It can <i>helping*</i> students make effective decision and solving many problem	- It can save our good future - It can help students make effective decision and solving many problem
3	NH	The first thing is Japanese people are very <i>disciplined*</i> in any case	The first thing is Japanese people are very discipline in any case
4	R	Fashionable clothes are <i>do*</i> not suitable for teenagers	Fashionable clothes are not suitable for teenagers

Among the errors documented in the table above, two instances were classified as Simple Addition, three were categorized as Double Marking, and one error was identified as Regularization. According to the Surface Strategy Taxonomy proposed by [Dulay et al \(1982\)](#), addition errors are grouped into three types: Double Marking, Regularization, and Simple Addition. Out of the six additional errors identified, three were Double Marking errors, where students mistakenly added an auxiliary verb alongside an already applied verb. Examples include sentences like "Fashionable clothes are not suitable for teenagers" instead of "Fashionable clothes are not suitable for teenagers," "It makes them forget to eat, study, and play with her friends" instead of "It makes them forget to eat, study, and play with their friends," and "The bad impact of the use technology excessively is make our time not effective" instead of "The bad impact of the excessive use of technology is making our time

not effective." Another observed error was categorized as a Regularization of Addition error, involving the incorrect Addition of the suffix "-ed" to a word, as seen in "The first thing is Japanese people are very disciplined in any case" instead of "The first thing is Japanese people are very disciplined in any case." Additionally, two errors were classified as Simple Addition, where "-ing" was erroneously added to main verbs, such as in "It can save our good future" instead of "It can save our good future" and "It can helping students make effective decisions and solve many problems" instead of "It can help students make effective decisions and solve many problems."

### c. Errors of Misformation

In the form of misformation, 24 students were responsible for the errors, and a total of 40 Misformation errors were identified, all of which are detailed in the accompanying table.

**Table 3.** Errors of Misformation

No	Initial	Error Sentences	Correction
1	ASP	It <i>improve*</i> our knowledge, skill, confidence level and personality	It improves our knowledge, skill, confidence level and personality
2	ACH	For instance, while forest in Australia <i>are*</i> on fire	For instance, while forest in Australia is on fire
3	A	The technology <i>make*</i> us become individual person	The technology makes us become individual person
4	AC	Before tattoos were incorporated into American culture, they <i>was*</i> part of other outside	Before tattoos were incorporated into American culture, they were part of other outside
5	AH	- Many factors that <i>causes*</i> why education is important for us - The teacher <i>give*</i> us the knowledge - We <i>don't know yet*</i> so we know a lot of the important knowledge	- Many factors that cause why education is important for us - The teacher gives us the knowledge - We have not known yet so we know a lot of the important knowledge
6	BS	Jambi region <i>have*</i> a lot of diverse cultures	Jambi region has a lot of diverse cultures
7	DSM	<i>That*</i> things are benefit if we maintain the environment of school so we must keep cleaning our school	Those things are benefit if we maintain the environment of school so we must keep cleaning our school
8	DN	Family <i>have*</i> broad authoring related to education as what is needed by the child	Family has broad authoring related to education as what is needed by the child
9	DAS	western cultures <i>have*</i> come and grew in Indonesia	western cultures has come and grew in Indonesia
10	DMK	- Bugis <i>are*</i> also spread in various province of Indonesia - Sundanese <i>are*</i> an ethnic group originating from the western part of Java - Batak <i>are*</i> a group of tribes who inhabit large parts of north Sumatra	- Bugis is also spread in various province of Indonesia - Sundanese is an ethnic group originating from the western part of Java - Batak is a group of tribes who inhabit large parts of north Sumatra
11	LA	A lot of cultures <i>spreads*</i> from the west end to the east end	A lot of cultures spread from the west end to the east end

12	LAMH	<ul style="list-style-type: none"> <li>- We can <i>changes*</i> the standard of someone properly</li> <li>- If he <i>remain*</i> enthusiastic and Ø not discouraged in learning and trying hard to get a better life</li> <li>- It means that every human being <i>deserve*</i> and hopes to always develop in education</li> <li>- Education in general <i>have*</i> the meaning of a life process in developing each individual to be able to live and carry on life</li> </ul>	<ul style="list-style-type: none"> <li>- We can change the standard of someone properly</li> <li>- If he remains enthusiastic and does not discouraged in learning and trying hard to get a better life</li> <li>- It means that every human being deserve and hopes to always develop in education</li> <li>- Education in general has the meaning of a life process in developing each individual to be able to live and carry on life</li> </ul>
13	LRK	Mobile phone <i>become*</i> a very useful media to support education	Mobile phone become a very useful media to support education
14	LN	They think that the school <i>do*</i> not require the slightest sacrifice	They think that the school does not require the slightest sacrifice
15	LM	People do not honor other people who <i>is*</i> different with them	People do not honor other people who are different with them
16	MDS	<ul style="list-style-type: none"> <li>- Lampung pepaduan <i>are*</i> a term form people who are living in Jakalak Balak</li> <li>- Lampung Pepaduan <i>have*</i> a traditional dance called Tari Cangget</li> </ul>	<ul style="list-style-type: none"> <li>- Lampung pepaduan is a term form people who are living in Jakalak Balak</li> <li>- Lampung Pepaduan has a traditional dance called Tari Cangget</li> </ul>
17	MRA	The culture of Indonesia <i>have*</i> been shaped by long interaction between original indigenous customs and multiple foreign influences	The culture of Indonesia has been shaped by long interaction between original indigenous customs and multiple foreign influences
18	RIP	<ul style="list-style-type: none"> <li>- If you like music, going to art galleries, the cinema or theatre, or learning about books, then you really should <i>visits*</i> the Brighton Festival</li> <li>- Many of the songs <i>was*</i> written hundreds of years ago</li> <li>- In To Sleep To Dream, which <i>were*</i> written by Daniel Clark</li> <li>- Your ears <i>becomes*</i> your eyes</li> </ul>	<ul style="list-style-type: none"> <li>- If you like music, going to art galleries, the cinema or theatre or learning about books, then you really should visit the Brighton Festival</li> <li>- Many of the songs were written hundreds of years ago</li> <li>- In To Sleep To Dream, which was written by Daniel Clark</li> <li>Your ears become your eyes</li> </ul>
19	RM	<ul style="list-style-type: none"> <li>- Education <i>give*</i> meaning to our life as it enables the growth and development of our mind and intellect</li> <li>- society can <i>makes*</i> well-informed choices in the social, political, and economic welfare</li> <li>- Society can <i>makes*</i> progress swiftly and peacefully</li> </ul>	<ul style="list-style-type: none"> <li>- Education gives meaning to our life as it enables the growth and development of our mind and intellect</li> <li>- society can make well-informed choices in the social, political, and economic welfare</li> <li>- Society can make progress swiftly and peacefully</li> </ul>
20	RA	Parents, siblings and relatives, which <i>is*</i> the first environment to influence teenagers	Parents, siblings and relatives, which are the first environment to influence teenagers
21	RA	<ul style="list-style-type: none"> <li>- Cutting down trees in the forest <i>are*</i> very lively</li> <li>- There <i>is*</i> also those who turn forest into plantations</li> </ul>	<ul style="list-style-type: none"> <li>- Cutting down trees in the forest is very lively</li> <li>- There are also those who turn forest into plantations</li> </ul>
22	RIO	Indonesian state <i>consist*</i> of hundreds of island where each island has its own culture	Indonesian state consists of hundreds of island where each island has its own culture
23	SN	Biotic environment is everything that <i>consist*</i> of living things in the form of humans, animals, and plants	Biotic environment is everything that consists of living things in the form of humans, animals, and plants

24	S	<ul style="list-style-type: none"> <li>- The environment always <i>have</i>* a good or bad effect on society based on that environment</li> <li>- There <i>is</i>* several impacts in the environment that are easily influenced by children</li> <li>- This association <i>were</i>* due to the lack of care and teaching</li> </ul>	<ul style="list-style-type: none"> <li>- The environment always has a good or bad effect on society based on that environment</li> <li>- There are several impacts in the environment that are easily influenced by children</li> <li>- This association was due to the lack of care and teaching</li> </ul>
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Out of the 40 errors identified in misinformation, 24 were attributed to the incorrect usage of verbs ending in -s or -es in the present tense. These errors were primarily found in sentences with singular subjects, third-person constructions, and uncountable nouns. For instance, mistakes such as "It improves our knowledge..." instead of "It improves our knowledge..." and "The technology makes us become a person" instead of "The technology makes us become individual persons" were noted. Additionally, 14 errors were detected in the use of the verb "to be" (is, am, are, was, were), such as "For instance, while forest in Australia are on fire" instead of "For instance, while forest in Australia is on fire" and "Before tattoos were incorporated into American culture, they was part of other outside" instead of "Before tattoos were incorporated into American culture, they were part of other outside."

Furthermore, errors were found in subject-verb agreement and past perfect tense usage. Subject-verb agreement issues included instances like "Batak is a group of tribes who inhabit large parts of north Sumatra" instead of "Batak is a group of tribes who inhabit large parts of north Sumatra." Errors in perfect tense were highlighted in phrases like "Western cultures have come and grown in Indonesia" instead of "Western cultures have come and grown in Indonesia." These examples highlight the critical importance of precise language use for effective communication.

**d. Errors of Misordering**

The final category of error observed was misordering, which pertains to the incorrect arrangement of sentence components. This study identified two instances of misordering errors. The details of these errors are presented in the following table.

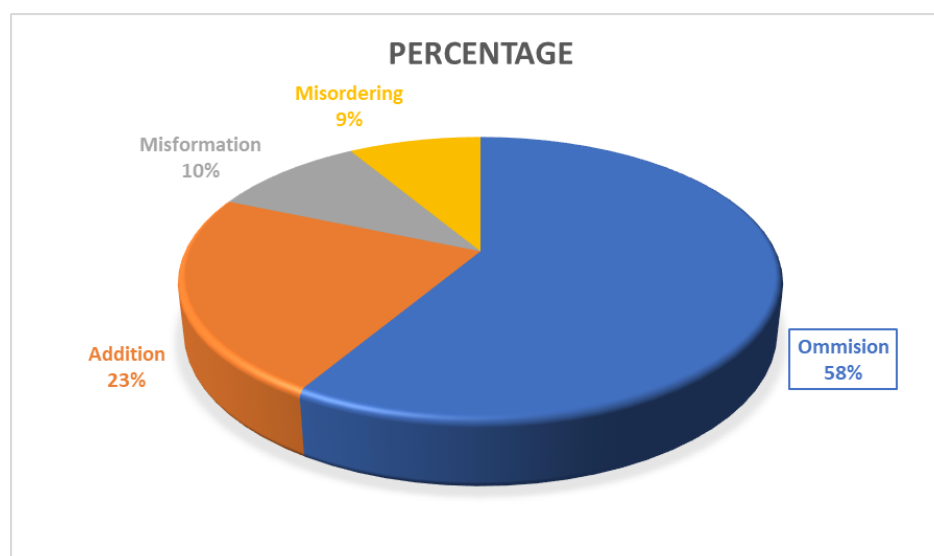
**Table 4.** Errors of Misordering

No	Initial	Error Sentences	Correction
1	LM	They have <i>been not</i> * aware about a quote that say," we are cool with many cultures."	They have not been aware about a quote that say," we are cool with many cultures."
2	R	<i>Some examples of the negative impacts of foreign culture on teenagers that need to be known</i> *	some examples of the negative impacts of foreign culture need to be known by teenagers

Two instances of misordering were noted in the research. In the initial sentence, "They had not been aware of a quote that says, 'we are cool with many cultures,'" the placement of "not" was incorrect; it should have appeared between "have" and "been." The second error

occurred in a passive voice sentence, which should have been corrected to read, "Some examples of the negative impacts of foreign culture on teenagers that need to be known."

According to the provided tables, 69 errors were identified in the students' writing, encompassing various categories. Below are the frequency and percentage of each error type outlined.



**Figure 2.** The Frequency and Percentage of Errors

Omission	= $21/69 \times 100\% = 30.43\%$
Addition	= $6/69 \times 100\% = 8.7\%$
Misformation	= $40/69 \times 100\% = 57.97\%$
Misordering	= $2/69 \times 100\% = 2.9\%$

The frequency and proportion of errors revealed that misformation was the predominant type of error in the students' paragraph writing, occurring 40 times (57.97%). Following misformation, omission was the second most frequent type of error, appearing 21 times (30.43%). Addition ranked third with six occurrences (8.7%), while misordering had the lowest frequency, noted only two times (2.9%).

## Discussion

The discussion involved examining the errors made by third-year English department students, as depicted in Tables 4.1 and 4.6. Misformation emerged as the most prevalent error type, constituting 40 errors, or 57.97%. Similar to Nurjannah's findings in 2017, subject-verb agreement errors were prominent, with 15 instances of misformation observed. These errors typically stemmed from issues like improper singular/plural subject usage and misapplication of verbs. Omission errors ranked second, accounting for 21 errors, primarily in subject-verb agreement. [Ginanjar](#) (2015) research similarly highlighted omission errors, noting 134 instances often attributed to challenges in using "to be" forms and verb

endings. Addition errors were the third most common, with six instances, while misordering was the least frequent, with only two errors detected. Overall, these errors likely resulted from intralingual transfer issues, wherein students struggled to apply learned structures accurately. In conclusion, misformation errors, particularly in subject-verb agreement, were predominant among third-year English department students at State Islamic University Sulthan Thaha Saifuddin Jambi, underscoring the need for targeted language instruction and practice.

#### D. Conclusion

The study categorized various types of subject-verb agreement errors found in students' paragraphs. Omission made up 30.43% of these errors, while Addition constituted 8.7%, misformation accounted for 57.97%, and misordering for 2.9%. Among these, misformation was notably predominant, comprising 40 errors (57.97%) identified among 31 students from class B. This prevalence was linked to challenges in interpreting sentence structures.

Based on these findings, recommendations were proposed for different stakeholders. For lecturers, providing clear explanations and examples during teaching sessions can enhance student understanding and application of subject-verb agreement. Offering corrections and constructive feedback can further improve proficiency, particularly in addressing common errors such as misformation.

Students were advised to dedicate more time to writing practice to refine their skills, especially in mastering subject-verb agreement. Understanding sentence structure and regularly using supplementary resources like books and online materials were also encouraged to support skill development.

Future research suggestions included exploring additional aspects of subject-verb agreement usage across different texts and student groups. By broadening the scope of inquiry, future studies can deepen insights into subject-verb agreement and its application in diverse educational contexts.

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