

AN ANALYSIS OF ERRORS IN SUBJECT-VERB AGREEMENT AMONG TURKISH EFL LEARNERS' WRITING

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Abstract

In the context of higher education in Turkey, university students are expected to have a good English grammar in their departments and to be able to write articles, reports and projects in this language. Despite having been taught in primary and secondary schools, there are still grammatical errors in students' writings viewed in the higher learning institutions. This study aims to investigate the written subject-verb agreement errors made by the students of preparatory classes at a foundation university. In the data collection, a qualitative research method was utilized. The error analysis technique was implemented to find the errors made by the students in terms of inflecting verbs in the simple present tense and to investigate the error types besides the error sources. Twenty preparatory school students participated in this descriptive study. The data were obtained from subject-verb agreement errors in students' sentences and then short interviews were held to investigate the reasons for the errors. The findings showed that students' subject-verb agreement errors are misformation, omission, and addition and encountered from linguistic categorization perspective, the errors are in the form of improper use of singular/plural nouns placed as the subject, inappropriate use of verbs, and improper use of nominal sentences. The research reveals that when students are taught the present-tense, they experience problems in using the correct patterns of subject-verb agreement, and this problem occurs because of grammatical differences between the mother tongue and the language learned and teachers' improper use of the structures.

Keywords: grammar, subject-verb agreement, EFL learners, the writing skill

Introduction

Around 8000 years ago, with the first emergence of the Indo-European language family, the history of the English language starts. The English language, which has survived until today by undergoing various changes with the results of the historical events such as wars and occupations, has become one of the most frequently used languages in the world as both the mother tongue and the second language. “English is the language spoken in Great Britain and Ireland, the United States, Canada, Australia, and many other countries” (Collins Dictionary). There are approximately 400 million native speakers of English as an official language in 53 countries across the world (A Very Short, 2016). Compared to other most spoken languages such as Chinese and Spanish, the English language is spoken as a second language by more than 600 million people and this number has been increasing every single day. Owing to the increasing number, English is started to be recognized as a Lingua Franca, which is “a language used for communication between groups of people who speak different languages” (Cambridge Dictionary).

English has become the common language of a variety of professional fields such as business, information technology, medicine, science, entertainment, aviation, diplomacy. As well as it is the language of the media and the web, which is the most used tool of communication. Therefore, using English properly is vital of importance. Speaking English well has started to increase the chances of getting a good job in a multinational company within the domestic country or for finding work overseas (Sioco and De Vera, 2018: 82). Having a good command of English helps exceedingly build the open doors for a generously compensated and fascinating vocation. “English is learned and studied in the modern world for its obvious practical importance, i.e. as a means to communicate at the international level and as a means to optimize one’s access to opportunities in the employment market” (ibid). It is important to be able to speak English not just about being able to communicate with native English speakers but it is the most prevalent second language in the world. English is the prevailing commerce language and it has ended up nearly a need for individuals to speak English in case they are to enter a worldwide workforce.

Research from all over the world demonstrates that cross-border trade communication is the most frequently carried on in English. To be able to speak English also offers access to a world of entertainment. Thousands of the world's top films, books, and music are published and produced in English. Thus, learning English gives the chance to be a part of a great wealth of entertainment and have a greater cultural understanding. English is also the language of the internet. It is approximately used by 565 million people every day and almost 52 percent of the world's most visited websites are mainly presented in the English language. Knowing how to peruse English will permit individuals access to billions of pages of data, which may not be otherwise available. In spite of the fact that learning English may be tedious, it is seen that English is significant to learn and it gives numerous chances. The fact that the web content is significantly in English has increased the tendency to learn English so that non-English speakers can benefit from the pages (Vasilescu, 2015: 31). Taking into account all of these, English language teaching gains importance that leads to questioning the methods, strategies, approaches, etc. The English language has some properties like the other languages and the learners need to have some skills, which are reading, writing, listening and speaking skills, to use the language and communicate in English properly. Each skill has importance for individuals to comprehend what is spoken them and express themselves accordingly both written and spoken.

In English medium (EMI) undergraduate programs, students are expected to be able to communicate well enough in English that consists of integrated skills to obtain a degree. They are required to have an English proficiency otherwise; they are educated in English preparatory classes to be able to advance to their departments. To be able to use a language well means to be able to write, read, and speak in that language and comprehend it properly. For this purpose, each skill in language is of importance for qualified communication. Writing in English is an assignment which is regularly required in colleges. In this manner, having great composing English writing skills is essential for a positive passing of college assignments. In the colleges of Turkey, students are required to construct essays, project reports, and thesis in English for

some departments, which necessitate compulsory English preparatory education. In preparatory schools, students also expected to write sentences, paragraphs to create essays.

Acquiring writing skills is not easy. It takes time and needs practice efficiently because writing is most often designated as one of the most complex skills by all of the skills every second language learner is expected to be proficient (Moqimipour and Shahrokhi, 2015). It is referred that cognitive ability which is necessitated in this skill as one of the challenging requirements of writing. Writing skill is required to use in many situations such as conveying a message in the form of a letter, taking exams, and maintaining knowledge that makes writing a hard and risky skill (ibid). Even though writing is a demanding skill in the first language, the task becomes more challenging considering second language writing. It is reported in a lot of research that the first language rules and structures interfere in writing by fresh learners in a second language. It can be seen that the greatest challenge to the students at all stages is writing in a foreign language, especially essay writing because of being extended and it thus becomes more demanding.

In writings, it is a requirement that the sentences written by student must be acceptable in terms of both grammatically and semantically. Sentences following a set of rules of the language convey that it is a grammatically correct sentence while semantically acceptable sentences convey they are far from ambiguity (Nurjanah 2017:13).

“This requirement is in accordance with their level of education. They are required to do so because as university students, they are exposed with so many academic works to complete. They have to deal with academic-related stuffs, such as making reports, journals or other publications and later publishing them as well. Therefore, it is clear that being university students requires them to be able to write in grammatically and semantically acceptable sentences” (ibid).

Grammar is the basic part of writing and it is defined by many researchers. For instance, grammar is a method to manage and combine words to create more extended units of meaning

in a language. There are a number of rules directing how units of meaning are formed in the language. A learner acquiring grammar understands and practices these rules to convey meaning (Chung and Pullum, 2015).

Grammar can be defined as the method to operate and combine words to express what is meant that cannot be transmitted enough with vocabulary (Ur, 2009). These cover the process of how to group and associate ideas, and for what purpose utterances such as statement, question, and request are expressed. Grammar is also assistive to convey time relations, singularity-plurality points, and numerous other aspects of meaning. The fact that a speaker is competent about how he efficiently and satisfactorily expresses what he meant indicates that he utilizes the grammar rules, which govern to operate and regulate this competency (Sioco and De Vera, 2018).

Teaching grammar is traditionally based on “presenting and practicing grammar” (Hedge, 2000; Ur, 1996). However, Burns (2009: 10) states that grammar cannot be defined straightforward and adds “Teaching grammar will depend on what theories of grammar a teacher is aware of...”. That is to say, the experiences that affect the teacher’s learning a language can lead him to consider that those ways are effective to teach it, and he makes use of these experiences (ibid). However, Burns (ibid) reviews three major approaches concerning use in the ELT field: The first is “*traditional grammar*”, which perceives language with a number of rules born from the written orthodox languages such as Greek and Latin. These languages are logical and require to be organized for a basis on “codify” parts of speech like article, noun, verb, pronoun, etc. In this grammar, students are expected to identify and categorize the words of sentences into their parts of speech (ibid). The second is “*formal grammar*”, which perceives language as a cognitive process that lasts in the brain. This grammar is associated with Chomsky’ innate theory answering the question of how humans have the ability to learn a language. Chomsky supposes each human has an innate universal grammar to produce the language into which he is born. The focus here is on competence rather than performance. Formal grammar examines the syntax, the components of the sentence, and to analyse the complexity of sentences (e.g. passives, negatives, questions) are the most

important rule of this grammar (ibid). The last is functional grammar teaching that indicates how meaning is generated in different contexts. This approach concerns the way individuals use a language to communicate with others. That is why it is descriptive, not prescriptive. The text is the centre here. It is required to make sense and to be associated with cultural and social context. (Burns, 2009: 11)

According to Larsen-Freeman (2010), grammatical competence focuses on social interactions and the reason for the difference between the appropriateness of some forms. In this respect, it is different from formal grammar. Since the language that is used in the process of interaction and communication is important, language is not identified as a set of rules. However, grammar is about the rules and the forms of the language. Hence, grammar is not thoroughly functional although it has functions that are of importance.

“Grammar teaching involves any instructional technique that draws learners’ attention to some specific grammatical form in such a way that it helps them either to understand it metalinguistically and/or process it in comprehension and/or production so that they can internalize it” (Ellis, 2006: 84).

Since the capability of learning L2 grammar without instruction due to time limitation of teaching contexts, selection based on two aspects of grammatical difficulty: “(a) the difficulty learners have in understanding a grammatical feature (explicit knowledge) and (b) to the difficulty they have in internalizing a grammatical feature so that they are able to use it accurately in communication (implicit knowledge)” (Ellis, 2006: 88). These two aspects’ difficulties distinguish from each other. To illustrate, the English third person “-s” rule is easy to grasp for most learners but there is a substantial problem to internalize and use it accurately (ibid).

As (Hyland, 2003) stated error commitment is inevitable in writings by EFL learners due to the complexity of writing. Research (Ferris, 2002; Hyland, 2003) demonstrates that EFL writing errors generally stem from first language interference, overgeneralization, and the level

of difficulty. Lalande (1982: 140) states “Intermediate level reader that students seem to make certain mistakes over and over again, even though they have studied certain rules of grammar”. Considering grammar, knowledge arises in different stages in a learner’s language development. To be able to complete specific language tasks, related grammatical structures require accomplishing by fresh learners, who need to apprehend certain rules enough to use them as the basic rules of subject-verb agreement and to know how to perform them in forming sentences.

There is a common relationship at the core of each sentence in English: the subject and the verb that are the basic components to conjoin the sentence. The basic unit of the sentence persists although the sentence can be modified to varying the meaning by numbers of words such as adjectives, adverbs, etc. Without this basic unit, the sentence cannot be clarified and does not make any sense. The subject-verb pair declares that there is something meaningful in the sentence. The sentence is a whole and has the power to express a meaning. A sentence is apprehensible even if there is only the subject-verb pair (Sullivan and Moxley, 2012).

Sioco and De Vera (2018) remark that the agreement in writing is connected to accurate grammar matches. Parts of sentences must truly match with other parts: gender, in number, person, and case. Depending on singularity and plurality of the subject, the verbs are formulated and there must an agreement in number. A singular subject goes with a singular verb form while a plural subject goes with a plural verb form (ibid).

Subject-verb disagreement is an error that is sometimes committed by even advanced learners though the subject-verb agreement is the basic unit of the sentence in English grammar (Lalande, 1982; Vaurula, 2012). Particularly, third person “-s” takes to be internalized when English is studied as a second language (Vaurula, 2012). The emergence of grammatical morphemes of English is at different processes considering learner language. It has been explained with various attempts that the “-s” of the third person is acquired later than the “-s” of the plural noun. To learners, learning plural noun is more meaningful than learning inflecting

verbs. Thus, it is essential that plurality must be learned earlier than inflecting verbs as a third person (ibid).

Khan (2008) states SVA errors made frequently have a negative effect on the quality of the learners' writings and on their knowledge of grammar. Studies have revealed that the EFL learners make some grammatical errors while speaking and writing in English. Subject-verb agreement is the most common type among these errors (Harun and Sufian, 2015). Teachers' role is important and collaborative learning can be useful to create a student centred learning environment that support students learning process (ibid).

In this issue, it is crucial to investigate interlanguage since English is not the learners' first language, which is Turkish. It is critical for this investigation to look at interlanguage to demonstrate how much the interference of the first language is conspicuous in the students' writings. Selinker firstly used this term 'Interlanguage'.

There are various alternative terms also but interlanguage is the common one. Interlanguage is the learners' language, i.e., the type of language produced by learners who are in the process of learning a second language. It may be considered as the learners' developing second language knowledge. (Watcharapunyawong and Usaha, 2013). It has some characteristics of the learner's mother tongue, some characteristics of the second language, and some characteristics, which are very systematic. This complexity of these characteristics of both mother tongue and second language brings about some errors written or spoken.

Dorn (2000) states the sentences made by words and expressions are the basic pieces of meaning that permit us to communicate thoughts. The major basic usage and grammar slips in written English are those associated with verbs. Depending upon the fact that SVA area is very important to explicit ideas in writing, where the non-verbal communication vanishes, the learners require being proficient in this rule to write well and convey their message efficiently. Error-free writing products give a good impression to the others who read their work.

Celce-Murcia and Larsen-Freeman (2016: 57) states that the rules of subject-verb agreement are early and simply introduced to the students. However, there are still problems for EFL learners at all proficiency levels. In English, the copula *to be* is the most frequent linking verb. There is no equal verb to it in many languages. The Turkish language is one of these languages. That is why Turkish EFL learners come up against these subject-verb agreement problems in the present-tense. It a continuous problem for learners to remind to put the –s at the end of third person singular’s verb. The subject-verb agreement rules in Turkish are distinct in comparison with English to some extent. Because of its syntactic behaviour like an auxiliary, the copula *to be* is different from other verbs such as *to go* and *to sleep* that need a *do* auxiliary addition for question and negation (ibid: 60).

Ben dans etmeyi severim. → *Ben: Singular Subject*

I like dancing.

(S) (V) (expansion)

Onlar dans etmeyi severler. → *Onlar: Plural Subject*

They like dancing.

(S) (V) (expansion)

O (kız) dans etmeyi sever. → *O (kız): Singular Subject*

She likes dancing.

(S) (V) (expansion)

As it is seen in the examples, there are some differences between the two languages mentioned above in terms of SVA. Turkish is an agglutinative language in contrast to English. Being formulated as an agglutinative structure affects the sentence making system. In Turkish sentences, the subject comes at the beginning of the sentence like in English sentences but predicate comes at the end of the sentence, not after the subject. The predicates take different inflectional suffixes accordingly their subjects in both languages as in the examples above. These differences make learners have difficulty to form a sentence in their writings. Despite earlier instruction of the rules of structures, learners still face subject-verb agreement problems. Some examples from an Intermediate level Turkish EFL learner are as follow:

Istanbul have many opportunities for people who lives there or visitors. Transportation is easy. You can go wherever you want. The nightlife in İstanbul (is) varied.

As the example shows, the learner failed to use the correct verb form and made misformation, omission errors. The learner's writing should be:

Istanbul has many opportunities for people who lives there or visitors. Transportation is easy. You can go wherever you want. The nightlife in İstanbul is varied.

Agreement causes some problems to EFL learners and most of them have problems with SVA in their writing. Nayan and Jusoff (2009) states that SVA has importance in writing and the subject and the verb need to have an agreement in terms of singularity and plurality. To illuminate, a singular subject is followed by a singular verb as a plural subject takes a plural verb as mentioned earlier. This rule occurs mostly in Simple Present Tense. Obtaining data on the problems of SVA encountered by EFL learners has importance due to it is the most specific component in grammar and it will specify the teaching and learning strategies of EFL grammar. It will help teachers to determine what corrective action has to be taken to deal with the difficulties in terms of subject-verb agreement.

This current study aims to examine the types of subject-verb agreement errors committed in students' writings in preparatory school classrooms of a foundation university in Turkey and discover suggestions to overcome those problems. In parallel with these purposes, research questions are:

What are the most common errors that students commit in their spontaneous writing?

What can be done to overcome the errors committed by students in their writing?

Methodology

The aim of this study is to portray the truth behind the phenomenon

Research Model

This descriptive study was implemented to demonstrate a particular problem in a particular setting by analysing errors of students' writings.

Universe and Example

The participants of this research were 20 EFL learners, who are from Elementary / Pre-Intermediate levels of the second semester of foundation university preparatory classes.

Data Collection Tools

The researcher used students' writings in collecting the data and had quick interviews to clarify the reason for the errors committed after detecting the errors.

Analysis of Data

The students' writing products were in the types of sentences that consist of subject-verb agreement including errors to accumulate the data of the errors they made. The topic for the writing was decided by the researcher in line with a research paper, which is about subject-verb

agreement. The students were given a topic to write about the description of certain places for them to visit. They were given 45 minutes to write and 5 minutes to recheck their writings before submitting them to the researcher. After collecting the data, the researcher analysed students' subject and verb agreement errors and described them in a narrative form.

Findings

In order to discover the finding of the study of the subject and verb agreement errors, three ways of error analysing were used including: 1) surface taxonomy, 2) linguistic category taxonomy, 3) perspective of errors' effect on the listener and reader. After examination of Ss' writing products, it is seen that learners made SVA errors in their writing. The errors are demonstrated in Table 1.

Table 1

An analysis of students' subject and verb agreement errors based on surface taxonomy

Student	Occurrence	Types of Errors	Correct Forms
1	1) Even though it is belongs to France and Netherland.	<i>Addition</i>	Even though it belongs ...
	2) The best time to visit St. Martin and St. Maarten between...	<i>Omission</i>	... St Maarten is between ...

		3) It's also has nice nightlife...	<i>Addition</i>	It also has nice ...
2	<i>Student</i>	1) It make you relaxed.	<i>Misformation</i>	It makes you ...
3	<i>Student</i>	1) There has a lot of things...	<i>Misformation</i>	There are a lot of things ...
		2) There has not only hotels but also flats and not expensive	<i>Misformation</i>	There have not only hotels ...
4	<i>Student</i>	1) Almost all buildings in Cappadocia is light Brown.	<i>Misformation</i>	... buildings in Cappadocia are...
		2) You can also see Fairy Chimneys which is...	<i>Misformation</i>	... Fairy Chimneys, which are ...
5	<i>Student</i>	1) They looks really sharp	<i>Misformation</i>	They look ...

6	<i>Student</i>	<p>1) İstanbul have many...</p> <p>2) İstanbul's nightlife very varied</p>	<p><i>Misformation</i></p> <p><i>Omission</i></p>	<p>İstanbul has ...</p> <p>... is very varied.</p>
7	<i>Student</i>	<p>1) A lot of tourists just going for ...</p>	<i>Omission</i>	<p>... tourists are ...</p>
8	<i>Student</i>	<p>1) Chicago pay attention to nature because it have a lot of green area</p> <p>2) All these things makes Chicago one of the ...</p>	<p><i>Misformation</i></p> <p><i>Misformation</i></p>	<p>Chicago pays ... it has...</p> <p>... things make ...</p>
9	<i>Student</i>	<p>1) If you interested in history, you can visit ...</p> <p>2) You are do shopping or</p>	<p><i>Omission</i></p> <p><i>Addition</i></p>	<p>... you are interested in ...</p> <p>You do ...</p>

10	<i>Student</i>	1) Tables quite small and pretty.	<i>Omission</i>	Tables are ...
		2) This area warmer and warmer...	<i>Omission</i>	This area is ...
11	<i>Student</i>	1) There is two hotels and a university and a cemetery.	<i>Misformation</i>	There are...

Table 1

An analysis of students' subject and verb agreement errors based on surface taxonomy (continued)

Student	Occurrence	Types of Errors	Correct Forms	
12	<i>Student</i>	1) I am talk about my summer memories	<i>Addition</i>	I talk about...
		2) Izmir's people friendly, they always...	<i>Omission</i>	Izmir's people are ...

		3) Izmir have a lot of different views.	<i>Misformation</i>	Izmir has a lot of ...
13	<i>Student</i>	1) We are go to the island.	<i>Addition</i>	We go to the island ...
14	<i>Student</i>	1) People are buy souvenirs. 2) I think Şanlıurfa one of the most popular cities in Turkey...	<i>Addition</i> <i>Omission</i>	People buy souvenirs Şanlıurfa is one of ...
15	<i>Student</i>	1) Alaçatı houses very nice. 2) The houses is colourful and very nice.	<i>Omission</i> <i>Misformation</i>	Alaçatı's houses are ... The houses are ...
16	<i>Student</i>	1) When you there, you see... 2) There are a painting...	<i>Omission</i> <i>Misformation</i>	When you are there, you ... There is a painting ...

		1) Their menu is have a lot of kinds...	<i>Addition</i> <i>Misformation</i>	Their menu has ...
17	<i>Student</i>	2) There is patterned glassess...	<i>Misformation</i>	There are ...
		3) The nice and cool musics that is played make you...	<i>Misformation</i>	... that are played.
18	<i>Student</i>	1) There are an impressive place.	<i>Misformation</i>	There is ...
		2) A lot of tourists visits this monument...	<i>Misformation</i> ...	A lot of tourists visit ...
19	<i>Student</i>	1) The names of cafes comes from the mountain...	<i>Misformation</i>	... cafes come ...
		2) The movie characters' pictures on the wall.	<i>Omission</i>	... pictures are ...

		3) The menu is contains a large variety of desserts.	<i>Addition</i>	...	The menu contains
20	<i>Student</i>	1) Natural beatuties, historical structures, and geographic locations is affecting me.	<i>Misformation</i> locations are ...

The frequency of errors is tabulated as Table 2:

Table 2

Summary of the analysis of frequent subject and verb agreement errors made by students

	Omission	Addition	Misformation	Misordering
<i>Student 1</i>	1	2	-	-
<i>Student 2</i>	-	-	1	-
<i>Student 3</i>	-	-	2	-

<i>Student 4</i>	-	-	2	-
<i>Student 5</i>	-	-	1	-
<i>Student 6</i>	1	-	1	-
<i>Student 7</i>	1	-	-	-
<i>Student 8</i>	-	-	2	-

Table 2

Summary of the analysis of frequent subject and verb agreement errors made by students (continued)

	Omission	Addition	Misformation	Misordering
<i>Student 9</i>	1	1	-	-
<i>Student 10</i>	3	-	-	-

<i>Student</i>	-	-	1	-
11				
<i>Student</i>	1	1	1	-
12				
<i>Student</i>	-	1	-	-
13				
<i>Student</i>	1	1	-	-
14				
<i>Student</i>	1	-	1	-
15				
<i>Student</i>	1	-	1	-
16				
<i>Student</i>	-	1	3	-
17				
<i>Student</i>	-	-	2	-
18				

<i>Student</i> 19	1	1	1	-
<i>Student</i> 20	-	-	1	-
Total	12	8	20	0

Discussion, Conclusion and Recommendations

After analysing the obtained data, it is found out that the most frequent error of SVA from the linguistic categorization perspective is misformation. The view from the surface taxonomy perspective shows that the frequent linguistic-related errors made by students deal with inappropriate use of singular-plural nouns placed as the subject, improper use of verbs, and inappropriate use of verbal and nominal sentences in making present simple. The errors are examined in detail, and it is detected that the errors can be classified as local errors. That is to say, the message that was needed to be delivered to the reader is still understandable in the writing although there are frequent errors.

The reasons of the errors were found in two reasons with the light of interviews. The first, the errors were made because there are some differences in terms of the rules of structures between the two languages: Turkish and English. The second reason for the errors is learners' claims that they heard the sentence structures like 'he go, there is students' by their earlier instructors at their secondary levels.

Although Celce-Murcia and Larsen-Freeman (2016: 69) assert “In many English sentences, subject-verb agreement is straightforward and noncontroversial”, they state if the structure is syntactically singular while notionally plural (or vice versa), there can sometimes be a possible disagreement. It generates different alternatives among users if the agreement is directed by meaning or use (ibid).

Having found out the types of errors made by students and been analysed the sources of errors; some teaching strategies can be used to terminate the error. Some suggestions by Celce-Murcia and Freeman (2016) are presented as follow:

the Copula be

“Have the learners introduce themselves and ask for the names of others using the formulaic question ‘What’s your name?’” (ibid: 70).

Teacher: I am Mr. Alice. What’s your name? (to S1)

S1: I am Jack. What’s your name? (to S2)

S2: I’m Betty. What’s your name? (to S3)

“Then give students an opportunity to practice another form of the *be* verb and another formulaic question” (ibid).

Teacher: I’m from the United Arab Emirates. Where are you from? (to S1)

S1: I am from the UK. Where are you from? (to S2)

S2: I am from Turkey. Where are you from? (to S3)

“Then students can ask each other the question” (ibid).

“Have the students do a chain drill, adding a name each turn” (ibid).

“Finally, students can introduce themselves to the class” (ibid).

S1: I am Manuel. I am from the UK.

“EFL students omit the necessary -s marker by simplifying or by overgeneralizing the basic pattern to the third person. The teacher can introduce a fictional character Jack and talk about what he does every day” (ibid: 71).

He gets up at 7:00 a.m.

He eats breakfast at 7:30 a.m.

He goes to work at 8:00 a.m.

The daily routine can be discussed in the class via pictures and a clock with movable hands as prompts. Pair work or whole class activities can be useful to serve this purposes.

This research shows that students have difficulty make sentences correctly in terms of subject- verb agreement in some structures despite earlier instruction of them. In general, they commit three types of errors, which are misformation, omission, and addition. Those errors are caused by the inter-lingual transfer, intra-lingual transfer, and misleading inputs. To come through these errors, the instructors should use some strategies in their teaching. The exercises

should allow the students to raise their awareness of subject-verb agreement to write paragraphs in English.

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