



RESEARCH PAPER**Subject-Verb Agreement: A Case Study of BS English Students**

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ABSTRACT

This study is aimed to examine the types of written subject verb agreement mistakes made by the students enrolled in BS English program. Second purpose of this study was to check mastering subject verb concord depends whether on language exposure or grip on language. There has been profound research on the reasons of mistakes made by students in subject verb agreement but none has touched upon what sort of mistakes students make mostly, particularly in University of kotli. A study at the University of Kotli has been conducted to examine the subject-verb agreement errors made by students in the BS 5th and BS 1st semesters. Researchers utilized essay writing as their research tool and adopted a qualitative research method. The study's findings indicate that the majority of errors, particularly omissions, were made by BS English 5th semester students. The proportion of students making omission errors is higher than those making misinformation errors, with addition errors being the least common. The results indicate that 5th semester students still struggle with subject-verb agreement, making more errors than 1st semester BS English students despite having more language exposure.

KEYWORDS English, Errors, Students, Subject- Verb- Agreement

Introduction

“Subject verb agreement” also called subject verb concord and it refers to match the subject and verb of sentence in a tense .It is a grammatical rule that verb in a sentence should match numbers, gender of subject .Singular subject always takes singular verb and plural subject always takes plural verb. Learning the rule for “subject verb agreement” is a complex for students at their initial level of studies. Thus is the area of Grammar which needs to be learnt at elementary level. Students need to make it master at initial level. Unfortunately, some students reached at their higher level of studies without knowing about the use of subject and verb in a sentence.It is necessary for the students to master subject verb agreement who want to be teachers in future.It is the aim of teacher to prepare students for their professional life. Sentences of English are incomplete and incorrect if the “subject verb agreement” is not correctly used. The mistake of subject verb agreement demolish the meanings of sentences.

Subject verb agreement is an important aspect greatly by Students of English language. The purpose of this research is to examine the types errors of subject verb agreement of BS English Students in University of Kotli.Also to see the influence of language expose on mastering subject verb concord.

So it is necessary for students of English to master the grammar including subject verb agreement. Students of English are required to use subject verb agreement in a sentence correctly. In learning process students make mistakes and it is natural. Mistakes are essential components of learning process and they become an important part in language learning (Norrish 1983).

Literature Review

Nicol (1997) found that a phrase which seems plural but actually it is singular creates less confusion than the one which seems and also grammatically singular. This study was done to see the subject verb agreement processes in comprehension. Mali(2012) held a study and gained the results that seventy one percent errors of students were related to misinformation. Seventeen percent were related to omission category and ten percent were related to addition category. He also found some factors that caused the students to do mistakes, they are interlingua errors, wrong concepts, carelessness, ignorance of rule, incomplete application of rule. Ginanjar (2015) conducted a study to find types of errors and the most errors made by first students in using subject verb agreement. The findings revealed that students made four types of errors: addition, omission, misinformation, and disordering. Results also show that students made most errors in simple present the grammatical error. Kurniawan (2016) conducted a study in SMP Islamiyah Kotaagung to describe the capability of students in using subject verb agreement of three tenses: present tense, past tense, and present perfect tense. He concluded that capability of 8th grade students had a fair level of 58.03 score in using subject verb agreement. Nurjanah (2017) conducted a study in university' Muhammadiyah Yogyakarta on the students of management department to examine subject verb agreement mistakes. The results of this study show that sources of mistakes are inter- lingual transfer, intra- lingual transfer and misleading context of learning. Hidayatullah (2017) found out that three types of subject verb agreement errors were done the students of sixth semester English Education .The errors were omission, addition and misinformation. Mostly committed errors were omission which were fourty nine percent, misinformation errors were twenty six percent and addition errors were twenty five percent.

Anantri (2017) investigated the tenth class students of MAN 2 Palembang following a qualitative research method to find out the types of errors of subject verb agreement in narrative writing. The researcher in this document concluded that tenth grade students of MAN 2 Palembang made three types of errors omission, addition, misinformation and most of the mistakes were related to misinformation and the percentage was 67%.

Another researcher (Al Harun) at the University of Bangladesh followed a qualitative method and did a research on the students of tertiary level. His findings revealed that most of the students have errors in the use of subject that are supposed to agree with the verb. Especially in use of third person singular and plural numbers in sentences.

Study of Sundari (2018) regarding analysis of subject verb agreement error in writing paragraph at the eleventh grade students in SMK Negeri shows that student's common errors were misinformation followed by omission and then disordering.

A research that has been done at Taibah University of Saudi Arabia shows that subject verb agreement mistakes with singular subjects are more frequent and most committed. These were the students of English class and they were divided into two modules by researchers. The mistakes of writing were classified into three categories as: a) subject verb agreement mistake with singular subjects (b) subject verb agreement mistake

with plural subjects (c) subject verb agreement mistake with auxiliary verb (Alahmadi 2019).

Another study has been done on subject verb agreement mistakes in University of Mosul on the students of department of English. Researchers concluded that the students do not master subject verb Concord. There is a difference between the first year and third year EFL students. According to this study lack of knowledge and negligence of subject verb Concord are the causes of such a weakness. (Abdul 2020).

Ramzan (2023) conducted a study to check the subject verb agreement mistakes. The results showed that students made more mistakes of omission followed by misinformation, addition and disordering. This study highlights the challenges of ESL. This study will fill the gap left by researchers whether mastering the subject verb concord depends on exposure of language or grip on language.

Material and Methods

Participants

Researchers decided to do this research on University students because University students have greater exposure of language. They decided language students for this study because subject verb agreement, this is an aspect of language. Researcher's selected two classes from the Department of English University of kotli for their research. They took one sample which has greater language exposure and the other which has less language exposure. They selected students from B's English 1st semester, sample with less exposure of language and B's English 5th semester, sample with greater exposure of language. Then they selected 7 students from 1st semester and 7 students from 5th semester. The purpose was selecting students from 1st semester, that they are freshers and 5th semester students are learnt students. They both are suitable for research in order to make comparison that who commit more mistakes B's 1st students or B's 5th students.

Method of Analysis

Researchers used documents analysis. It was based on essay writing. An essay of 150 words. Researchers selected three topics", My mother ",My best friend", "My father "for writing essay. They took data from students in different time in the University. After selecting topics and time for taking data researchers asked student to write an essay of 150 words on any of the topic mentioned above. Researchers selected essay writing because they thought that it would be the best way to gather data for comparison. Because essay will contain 150 words and to write down 150 words students need to use subject verb concord many times. Students have more chances to use subject verb agreement while writing on the topics like my best friend, my father and my mother. Methodology was selected by considering objectives of research. To find out the types of subject verb agreement errors it is a best method to ask students for essay writing. Data could be collected by using questionnaire method but resaerchers thought that essay writing is best for the analysis of types of subject verb agreement errors by the University students. This method,essay writing was selected by keeping in view the economic expenses.This method is cheap ,time saving and achievable.

Results and Discussion

Table below is showing the types of errors of subject verb agreement by the students of BS English 1st semester and BS English 5th semester. Table is also showing the sentences in which students have used incorrect forms.

Table 1
subject verb agreement errors done by students

Types of Errors	BS 1 st	Correct Form	BS 5 th	Correct Form
Omission	1. My mother is a person who <u>care</u> for me.	Cares	My father <u>work</u> hard for us to fulfill our needs.	Works
	2. He <u>take</u> care of everyone.	Takes	She <u>belong</u> to a honorable family.	Belongs
	3. He <u>help</u> me in my studies.	Helps	3. Teacher <u>love</u> her most.	Loves
Misinformation			1. Father is a heroic figure for their children.	His
			2. I cherish our friendship and I am grateful to have <u>them</u> .	
			3. one of the most remarkable qualities of my best friend is <u>their</u> loyalty.	Her
Addition	1. My mother <u>is</u> always help me in all my problems.	Always helps		
	2. My father <u>is</u> work outside.	Works outside		

This table shows that three types of subject verb agreement errors are done by the students of BS 1st semester omission, misinformation and addition. While BS 5th students committed omission and misinformation. This table is showing the types of errors by the students of both classes. The type of error addition is least and it is only done by the students of BS English 1st semester. Misinformation and omission are done by the students of both classes. Mostly committed mistake is regarding omission. The sentences students wrote are given below;

- i. My mother is a person who care for me
- ii. He take care of everyone.
- iii. He help me in my studies.
- iv. My father work hard for us to fulfill our needs
- v. She belong to a honorable family.
- vi. Teacher love her so much.

All the above examples have only one error that is absence of singular "s". They did not use singular "s" to indicate that noun is singular. It shows that they have less grip on a grammatical rule of singular and plural subjects. More errors of omission show that students are facing more problems in singular and plural subjects. For example the sentence "my mother is a person who care for me" is a daily routine sentence. It is used by people in their everyday talk but students of English are using this sentence incorrectly. They are studying English from many years but still they are using incorrect forms. Other

category of subject verb agreement error done by student is misinformation. This error is also done by the students of both classes. For example, students wrote.

1. Father is a heroic figure for their children.

Father is a singular noun and “their” is used for plural. Students should had to write “his” instead of “their”.

2. I am cherish our friendship and I am grateful to have them. Students were asked to write about my best friend. This student wrote I am grateful to have them. Here student is talking about his one friend but he has used “them”. This use of them is showing that he/she is talking about many friends. This is creating confusion in the sentence because them is used for more than one thing. The above example in which there is used for father is also same. Which indicate that she/ he is talking about many fathers. The correct sentence of second example is I am grateful to have her/him.

3. Third category of mistake done by students is addition. For example, students used helping verb “is” in present simple tense.

i. My mother is always help me in all my problems. This student add helping verb “is” that is wrong. Here in this sentence help verb is used with mother which shows this sentence has two types of mistakes, one is omission and second is addition. This sentence is showing that student is facing problem in both types of errors. Correct syntax of this sentence is, my mother always helps me in all my problems.

This addition mistake in above example creates confusion of tenses. It neither comes in present simple tense nor in present continuous. Same as in second example. ii. My father is work outside. Here the student is talking in present time but he incorrectly added helping verb “is” in the sentence.

To analyze who commit more mistakes of subject verb agreement in writing English language BS English 1st semester students or BS English 5th semester student’s researchers designed a table. This is table 02 and it will show the number of students who committed subject verb agreement mistakes in writing essay. This table will also reveal students of which class committed more errors.

Table. 2
No of students who commit errors

	Types of error	BS 1st	BS 5th
1.	Omission	03	03
2.	Misinformation	0	03
3.	Addition	02	0

This table is showing that three students of BS English 1st semester committed omission error out of seven students. Two students from BS English 1st semester committed addition error. Total five students out of seven students are making mistakes from 1st semester. Three students from BS English 5th semester are making omission mistakes and three are making misinformation mistakes. Total six students are making mistakes out of seven students. This shows that students of BS English 5th semester are making more mistakes in writing as compared to the students of BS English 1st semester. . Table also shows that students of BS English 1st semester committed three types of errors while

students of BS English 5th semester committed two types of errors that are omission and misinformation.

Conclusion

The study was done to analyze subject verb agreement mistakes of BS English students in writing. Study was done to see the types of errors and to check the influence of language exposure on writing English language. Study was done through a qualitative method which was essay writing. Two classes were taken as a sample which were 5th semester and 1st semester from department of English. After document analysis researchers came to know that students made three types of subject verb agreement errors, omission, addition and misinformation. Mostly committed error was omission.

Three students from 5th semester and three from 1st semester made omission mistake. Six students from fifth semester have done the subject verb agreement error in writing while five students from first semester have done error in writing. The results of this study show that fifth semester students are doing more mistakes as compared to first semester students. Seven students from each class have taken by researchers and six out of seven are doing error from BS English fifth semester. These results are proving that commanding errors depend on grip on language not on exposure of language. BS fifth students have greater exposure of language as compared to BS first semester but still they are doing errors. Hence it can be concluded that writing with greater accuracy depends on grip on language not on exposure of language.

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