

ERROR ANALYSIS OF CONCORD USAGE IN ABSTRACTS OF INDONESIAN ENGLISH JOURNAL ARTICLES

Anggelina Sri Saparti Sitompul¹, Maria Dewi Rosari²

Universitas Internasional Jakarta, Indonesia

¹ anggelina20@jiu.ac, ² mariadewirosari@gmail.com

Abstract

This research aims to find out the types of concord (Roy, 2019) that are violated in abstracts of Indonesian English SINTA-6-accredited journal articles and in which the types of errors by Dulay et al. (1982) those violated concord fall. A qualitative method was used for researching the incorrect use of concord. In conducting document analysis, this research utilized checklist tables as the instruments. The researchers collected the data from 108 abstracts. After collecting, validating, and analyzing, the researchers found 74 occurrences of violated concord in 47 article abstracts, all of which were grammatical concord as the most frequently violated. Those violated grammatical concord fell into three types of errors, namely omission, misformation, and addition out of four, where omission was the most frequently committed. Misformation errors had slightly different occurrences with omission, amounting to 7 occurrences. Those two findings showed that the authors of the articles were struggling with them. Hence, it is hoped through this research, authors and editorial teams of Indonesian English journal articles be more alert to the potential errors in concord usage in the research articles produced to be able to produce and publish more quality research papers.

Keywords: Article Abstracts; Concord; Error Analysis; Indonesian English Journals

INTRODUCTION

English as a global academic language has been used for specific purposes (ESP), two of which are used for research publications (Flowerdew & Habibie, 2022) and academic purposes (Sarkar, 2019). These two purposes of English are applied, for instance, in academic and scientific writing. Educational settings, such as at the university level, demonstrate the application of English for academic and scientific writing as shown in the research led by (Azizah & Budiman, 2017). In addition, English has been used for writing international scholarly journals (Rao, 2018). Many researchers use English as the primary language in academic writing and research publications. According to (Rao, 2019), English is the dominant language for writing scientific research with around 85% of scientific research publications written in English. In line with the function of English for specific purposes, English journals in Indonesia also use English in writing such as in the fields of English studies, education, literature, linguistics, and teaching and learning. Hence, English is important for academic and research publication purposes.

In Indonesia, there are many English journals where scholars and researchers can publish their scientific research. There are hundreds of journals in Indonesia focusing on the research scope of English studies, education, literature, linguistics, teaching, and learning, which is around 130 journal publications that were found in SINTA (Science and Technology Index), as retrieved from "<https://sinta.kemdikbud.go.id/journals>" per August 1st, 2023. Most of these journals are usually administered under academic institutions. All of these journals, although being in similar research scopes, come in different accreditation levels namely SINTA 1, 2, 3, 4, 5, and 6, with SINTA 1 as the highest level and SINTA 6 as the lowest. In journals' accreditation

levels, the ranking is based on eight elements, which are the name of the scholarly journal, publisher, journal editing and management, article substance, writing style, the format of the journal, periodicity, and dissemination as governed by Directorate General of Higher Education, Culture, Research and Technology (2021). According to the Decree of the Directorate General of Higher Education, Research and Technology of Indonesia, as retrieved from "<https://arjuna.kemdikbud.go.id>" as of August 23, 2023, regarding the guidelines for scientific journals accreditation in 2021, writing style accounts for 11% of the accreditation assessment of journals. Following the criteria for writing style, grammar appears to be one of its fundamental elements that makes a significant contribution to achieving quality writing. Good grammar, therefore, will result in a good writing style which in turn will take a journal to a higher accreditation ranking.

In English writing, grammar is a crucial aspect, particularly in English journal articles. Grammar is an essential part of successfully writing a good research paper for international publishing (Azizah & Budiman, 2017). To be more specific, the researchers need to be able to compose correct and accurate grammar for writing their research papers. That being said, being successful in academic writing requires great knowledge of grammatical components (Navaz, 2021) and the ability to create sentences with correct grammar (Jamhuri & Said, 2021). To put it another way, sentences that are well-structured and comprehensible indicate that the authors possess a strong grammatical ability (Hidayat, 2015) because the use of correct grammar leads to a good quality of writing that makes readers able to understand the writing. Mastering grammar, therefore, leads to proficiency in writing English (Subekti, 2018; Wati & Wahyuni, 2019). On the flip side, a lack of grammar mastery will result in writing that is not well-developed. What is more, research paper authors with insufficient grammar knowledge of authors will end up with the occurrence of errors in their writing, such as errors in concord usage, which become the focus of this research. Thus, understanding good grammar is a crucial key to successful writing, especially writing English journal articles.

One of the important components of English journal articles is an abstract. That is a piece of writing that stands alone and appears at the beginning of a research writing which provides brief information about the main content of the entire research paper (Fitria, 2018; Rafiqqa & De Vega, 2021). Through abstracts, readers or other researchers will have quick access to the important information about the related research paper without reading the entire script of research writing. According to (Tullu, 2019), good abstract writing usually requires 250 words and most journals allow authors to use 200 to 300 words for writing abstracts. Therefore, abstracts of academic and scientific writing must be precise, concise, and specific to produce good-quality abstracts. Additionally, what makes quality abstract writing is the use of perfect and accurate grammar (Fitria, 2021). That being said, it is critical to use correct and good grammar, including the use of concord, in research writing, especially because readers usually decide whether or not they want to proceed to full article reading based on what is written in its abstract.

Although essential, English grammar application in research writing, including abstracts, can be challenging for scholars and researchers. This can be seen in the study led by (Madkur, 2013) entitled "Grammatical analysis on the abstract of scientific writing" which revealed the occurrence of grammatical errors in abstracts of scientific articles from five journals published by State Islamic College (STAIN) Jurai Siwo Metro. Madkur (2013) found concord as the most frequently committed grammatical error in the abstract writing of scientific articles, which amounted to 40% of the findings. Likewise, Febrianti & Said (2022) in their research entitled "Errors in Word Order and Subject-Verb Agreement in the Undergraduate Thesis Abstracts" found subject-verb agreement was the second-highest committed grammatical errors from 35 theses abstracts majoring in English from 2017 to 2019 at universities in Indonesia, which was omission and misformation with 21 occurrences or totaling 48,83% of the overall finding. The

other study led by Khansa & Sutrisno (2019) entitled “Grammatical Errors in Indonesian University Students’ Posters in Yogyakarta” showed the second most frequent error was the omission in subject-verb concord, which was 45 errors. Simatupang et al., (2022) in their research entitled “Syntactical Errors Made by the Teachers of Indonesian Vocational School ‘SMK Wahidin’ Cirebon in Writing Scientific Abstracts” revealed concord as the most grammatical errors found in the eight scientific abstracts with 40% errors. Research led by Hidayatullah & Hati (2017) entitled “Subject-Verb Agreement Errors Made By Sixth Semester English Education Students” showed that sixth-semester English education students produced subject-verb agreement errors in their writing tests which were omission (49%), addition (25%) and misformation (26%). Moreover, the study led by Purinanda & Sutrisno (2022) entitled “Morphosyntax Errors in Undergraduate Research Articles from English Education Department” revealed that subject-verb agreement placed the third highest error in misformation, with 25 error occurrences in six unpublished undergraduate research articles collected from the university’s repository.

Due to the massive occurrence of English grammatical errors in the use of concord or subject-verb agreement as seen in the previous related studies, the researchers are triggered to conduct research entitled “Error Analysis of Concord Usage in Abstracts of Indonesian English Journal Articles”. Concord itself is defined as an agreement of a verb with its subject in person and number (Roy, 2019). In a book entitled “Ranjesh’s Practical Global English Grammar, Composition & Usages”, Roy (2019) divides concord or subject-verb agreement into two types, they are grammatical concord and notional concord. First, grammatical concord is the agreement of a verb with its subject based upon grammatical form and meaning, for instance, ‘two windows are standing at the gate’ or ‘one girl has a pen’. Of these two examples, the verbs (i.e. *are standing* and *has*) agree with their related subjects (i.e. *two windows* and *one girl*, consecutively). To put it another way, the plural subject ‘two windows’ uses the plural verb ‘are’ and the singular subject ‘one girl’ uses the singular verb ‘has’. Second, notional concord is a type of concord based upon meaning and not form as seen in the use of collective nouns. In collective nouns, the verb may be either singular or plural, for instance, ‘the audience were enjoying every minute of it’ or ‘the audience was enormous’. The subject ‘audience’ uses the plural verb ‘were’ as it refers to the individual reactions of members of the audience. However, the subject ‘audience’ that takes the singular verb ‘was’ is interpreted as a single unit that refers to an audience of enormous people.

While it is essential to note down the types of concord used incorrectly in abstract writing, it is also crucial to know what types of errors are committed by the Indonesian scientific paper authors. To analyze the types of errors, the researchers refer to the theory of Dulay et al. (1982) stating the types of errors are omission, addition, misformation, and misordering. First, omission error refers to the absence of necessary elements. For instance, **I like do it* lacks the important element ‘to’, necessitating correction to ‘*I like to do it*’. Second, addition error refers to excessive use of certain elements in a sentence, resulting in unnecessary components. For instance, **He doesn’t eats* includes an unnecessary suffix ‘s’ and should be corrected to ‘*He doesn’t eat*’. Third, a misformation error occurs when incorrect elements are used in a sentence. For example, **He don’t looking* incorrectly uses ‘do’ instead of ‘is’. Fourth, a misordering error occurs when the word order in a sentence is incorrect, as seen in the example **I know what is that* instead of the correct form ‘*I know what that is*’.

In addition to analyzing the types of concord that were used incorrectly by Indonesian scientific paper authors, the researchers are also intrigued to delve further into the types of errors committed through the occurrences of the violated concord. In other words, the researchers aim to conduct an error analysis in this research. In conducting an error analysis, the researchers focus on the incorrect use of concord in abstracts of Indonesian English SINTA-6-accredited journal articles. Researching the incorrect use of concord in abstracts of Indonesian English

SINTA-6-accredited journal articles becomes important because the previous related studies have shown that this becomes quite an issue in writing. What is more, this research needs to be conducted because the researchers also find the occurrence of errors in concord in abstracts English journals in the fields of English studies, education, literature, linguistics, and teaching. In this sense, researchers of English journals are expected not to make any grammatical errors in their English journal articles because they have learned grammar and their writings have gone through proofreading and editing processes before being published in English journals. Therefore, the research articles published in English journals are expected to be free of grammatical errors, including in abstract writing, the part of research articles that become the focus of the researchers.

Although the research about concord as one of the most problematic grammatical errors has been conducted many times in the past, the researchers are still intrigued to research a similar topic because this research is aimed to fill in the research gap in the research area of concord that is conducted in the field of abstracts of Indonesian English SINTA-6-accredited journal articles. None of the previous related studies have examined violated types of concord specifically because some only examined aspects of grammatical errors in general. Previous related studies investigated the occurrence of incorrect use of subject-verb agreement in any type of writing, such as undergraduate theses, unpublished English undergraduate articles, scientific writing, and research writing in Indonesian scholarly journals whose scopes are various but not limited to publishing Indonesian English journal articles. The previous research on the concord topic, therefore, has not touched the area of published Indonesian SINTA-6-accredited journals whose scopes are related to English studies, education, literature, linguistics, teaching, learning, and other similar topics. Through a focus on concord, the researchers are targeting such types of journals because they are expected to be written in correct English compared to other journals with non-English studies focus. Therefore, it is hoped that English researchers as well as the editors of Indonesia's English journals will be more aware of the occurrence of grammatical errors in English research publications such as in English journals and further improve grammatical competence.

The researchers hope this research can be useful for several parties. First, addressing grammatical errors, especially concord is crucial for authors of Indonesian English journal articles. This is especially because the occurrences of concord errors affect the quality of the scientific writing, making it an element authors need to be aware of. The results of this research can be utilized as an evaluation for further research that is conducted by authors of Indonesian English journal articles so that they do not produce the same errors which leads to a high opportunity for their research to be accepted and published. Second, through this research, Indonesian English journal publications may utilize this research as an awareness to maintain high standards of grammatical accuracy in abstracts. It can be said that good quality writing of researchers helps to achieve higher accreditation in English journals. Third, readers are shown the occurrences of incorrect concord usage in abstracts that can enrich their understanding of using concord correctly. Moreover, accurate and correct concord helps readers improve writing skills and evaluate the quality of academic writing. Fourth, for future researchers, this research provides valuable insight into common concord errors which can be a reference for conducting further research regarding concord error analysis in other fields to enrich existing research.

Based on the researchers' background, therefore, the researchers conduct this research to provide answers to the questions as follows:

1. Which type of concord is the most frequently violated in abstracts of Indonesian English SINTA-6-accredited journal articles, as per Roy's (2019) theory?
2. Among the concord types identified as the most frequently violated in question 1, which type of error, according to Dulay et al. (1982), is most frequently committed by the authors?

METHOD

Qualitative research is used to understand a phenomenon by focusing on the overall picture rather than breaking it down into variables and analyzing them numerically (Ary et al., 2018). This research applied a qualitative method in researching the phenomenon of concord errors in English writing such as in abstracts of Indonesian English SINTA-6-accredited journal articles. This study utilized a qualitative method to explain the data collected using narrative descriptions. In qualitative research, document analysis is used to analyze and interpret recorded materials such as public records, textbooks, or other documents (Ary et al., 2018). In this research, document analysis was conducted by evaluating and reviewing documents, namely abstracts of Indonesian English SINTA-6-accredited journal articles. The document analysis was carried out to find out the types of concord, according to Roy (2019), that were the most commonly violated by the article authors. Furthermore, the researchers analyzed the most frequently committed violated type of concord to the types of errors by referring to Dulay et al. (1982). These two steps of analysis resulted in a conclusion describing the common problems in the use of concord in article abstracts of Indonesian English SINTA-6-accredited journals.

This research focuses on the analysis of violated concord based on the theory of Roy (2019) in the abstracts of Indonesian English SINTA-6-accredited journal articles. The source of data for this research is the article abstracts of Indonesian English SINTA-6-accredited journals. The researchers found out that there were 7 Indonesian English SINTA-6-accredited journals as seen in "<https://sinta.kemdikbud.go.id/journals>" in August 2023. Of all the 7 journals, the researchers decided to involve only articles published in the journals' latest publication edition, amounting to 108 articles as of August 31, 2023. These articles were selected to be studied further in this research as they were considered the latest publications of the journals that were expected to provide the best writing versions compared to the previous volumes or editions. Therefore, the latest publications of the journals were expected to be free of grammatical errors.

The tool used to collect information is a research instrument Creswell & Creswell (2018). In this research, the researchers utilized a checklist table as the research instrument, as attached in Appendix 1 to 4. Checklists and tabling are important because they can be used to gather information (Aguinis et al., 2021; Regier, 2012) such as collecting student data. The researchers used checklists and tables to collect data on concord usage errors in this study. In Appendix 1 to 3, the checklist tables were employed for collecting, validating, identifying, and analyzing the types of violated concord based on the theory of Roy (2019) about concord. Meanwhile, the checklist table as attached in Appendix 4 was used to analyze the most committed type of violated concord (Roy, 2019) into the types of errors based on Dulay et al.'s (1982) theory. The collected data then led the researchers to an in-depth error analysis of the types of concord (Roy, 2019) that are violated by referring to the theory of Dulay et al. (1982) types of errors.

The research procedures applied by the researchers are as follows. The first step is the data collection which was started by assigning letter codes (i.e. A, B, C, ... etc.) to the 7 selected journals and number codes (i.e. 1, 2, 3, ... etc.) to all 108 article abstracts selected. After that, the researchers read the 108 abstracts to find sentences containing errors and recorded them, as seen in Appendix 1. Once completed, the researchers proceeded to the data validation process. The researchers involved two English lecturers who played the role of validators double-checking and reviewing the data that were collected by the researchers. The result of the validation process is shown in Appendix 2 and 3. As calculated, the data gathered by the researchers were agreed above 92% by the two validators. After this process, the researchers moved forward to the data analysis process to find out the answer to research question 1, which

was the most frequently violated concord in abstracts of Indonesian English SINTA-6-accredited journal articles.

Following the said data analysis process 1, the researchers utilized the result of the analysis to find out the answer to research question 2, aiming at the most frequently committed type of error by referring to the theory of Dulay et al. (1982). The sentences, containing the violated concord as seen in Appendix 3, were transferred to the second data analysis table as shown in Appendix 4. The researchers then classified the most frequently violated type of concord into types of errors by referring to the theory of Dulay et al. (1982), namely omission, addition, misformation, and misordering. Lastly, the researchers counted the total occurrences of the errors to find out which type of error is most frequently committed by the authors that answered research question 2 and drew the conclusion.

RESULTS AND DISCUSSION

Results

The most frequently violated types of concord

There are two main goals of this research, namely finding the most frequently violated concord type (Roy, 2019) and analyzing which type of error, as stated by Dulay et al. (1982) is the most frequently committed by the authors of Indonesian English journal articles. The researchers successfully gathered 7 Indonesian English journals consisting of 108 articles. In the data collection process, the researchers found out that not all articles contained errors in concord usage. The researchers, therefore, proceeded with the 47 articles whose abstracts were written with some errors in concord usage.

The first research question deals with the type of concord that is the most frequently violated in abstracts of Indonesian English SINTA-6-accredited journal articles, by referring to Roy’s (2019) theory. The breakdown of the 74 occurrences of violated concord, referring to Roy (2019), is shown in the following figure:

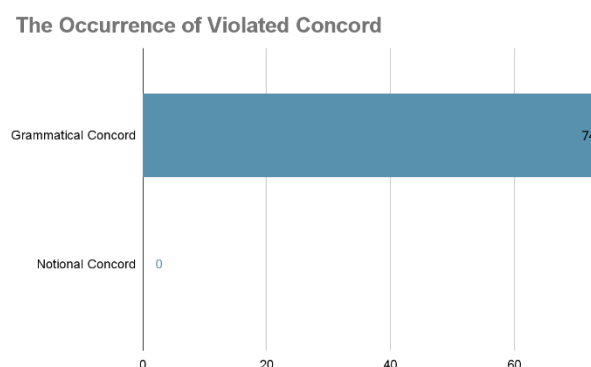


Figure 1. Types of Concord that are Violated

Table 1 shows examples of how concord is violated in the abstract. The full findings are attached in Appendix 3. To illustrate further, the researchers present examples of sentences containing the incorrect usage of concord.

Table 1. Examples of Violated Grammatical Concord

AC	Sentences Containing Violated Grammatical Concord	Correct Version
A9	The data <u>was</u> collected through ...	The data <u>were</u> collected through ...
A14	It's not only bad for themselves but also <u>harm</u> others.	It's not only bad for themselves but also <u>harms</u> others.
B2	We found that the big amount of harsh words <u>are</u> ...	We found that the big amount of harsh words <u>is</u> ...
B4	The study <u>was</u> used an objective theory ...	The study <u>used</u> an objective theory ...
B5	The subject of this research <u>were</u> 6th semester ...	The subject of this research <u>was</u> 6th semester ...
C5	A qualitative case study <u>used</u> in this study.	A qualitative case study <u>was</u> used in this study.
C9	... it is known that the first teacher <u>implement</u> ...	... it is known that the first teacher <u>implements</u> ...
C14	The source of the data <u>were</u> taken ...	The source of the data <u>was</u> taken ...
C15	... <i>the dominant type of Konglish borrowing <u>are</u></i> found...	... <i>the dominant type of Konglish borrowing <u>is</u></i> found ...
C25	... Animaker <u>have</u> an advantage to support ...	... Animaker <u>has</u> an advantage to support ...

Types of errors of the most frequently violated grammatical concord

The second research question deals with the most frequently violated type of concord, which is grammatical concord, which is further analyzed and classified into types of errors, by referring to Dulay et al.'s (1982) theory. This classification aims to find out the most frequent type of error committed by the authors. Of all 74 violated grammatical concord, the researchers classified them into 4 types of errors (Dulay et al., 1982), omission, addition, misinformation, and misordering. The breakdown of the 74 violated grammatical concord into the types of errors, referring to Dulay et al. (1982), is shown in Figure 2.

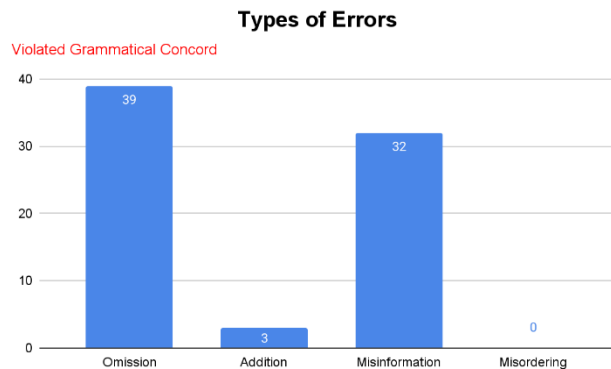


Figure 2. Errors Categorization

To illustrate the findings further, the researchers present some examples of sentences containing the most violated concord along with their classification of the types of errors.

Table 2. Examples of Error Categorization

AC	Sentences Containing Violated Grammatical Concord	Correction Version	Types of Errors
A10	However, to say that students still developing ...	However, to say that students <u>are</u> still developing ...	Omission
B4	... the result of figurative language that mainly found ...	... the result of figurative language that <u>was</u> mainly found ...	Omission
B6	... that help-seeking <u>continue</u> ...	... that help-seeking <u>continues</u> ...	Omission
B4	The study <u>was</u> used an objective theory ...	The study <u>used</u> an objective theory ...	Addition
C17	... the teacher used that type <u>is</u> to create ...	... the teacher used that type to create ...	Addition
C27	... the research <u>outcomes shown</u> that ...	... the research <u>outcomes show</u> that ...	Addition
B1	... the data <u>was</u> analyzed ...	... the data <u>were</u> analyzed ...	Misformation
C3	This research <u>using</u> qualitative methods by using ...	This research <u>uses</u> qualitative methods by using ...	Misformation
D24	The statement of problem <u>are</u> :	The statement of problem <u>is</u> :	Misformation
F8	... the dominant grammatical error found is tense errors <u>which has</u> ...	... the dominant grammatical error found is tense errors <u>which have</u> ...	Misformation

Discussion

The most frequently violated types of concord

As mentioned in the results (see Figure 1), it is clear that the most violated type of concord, referring to Roy (2019), is grammatical concord with a total of 74 occurrences. The figure also shows that no authors of the Indonesian English journal articles committed violations in notional concord. As stated by Roy (2019), subject-verb agreement or concord refers to the agreement between the verb and its subject. If a verb disagrees with its subject, then it leads to a violation of concord (see Table 1). The authors of the article abstract, unfortunately, did not meet the agreement, resulting in a violation of the concord. Therefore, the researchers explain the violated grammatical concord as follows:

1. The use of *be* (*is, am, are/was, were*)

Be must also agree with its subject in number and person both in present or past tense (Eastwood, 1994; Roy, 2019). *Be* '*is/was*' is used for a singular subject, while *be* '*are/were*' is used for a plural subject, and for the subject '*I*' can use *be* '*am/was*'. In the findings, however, the researchers found the abstracts of the articles violated grammatical concord because of the incorrect usage of *be*. The following are examples of them (see Table 1):

- a. *We found that the **big amount of harsh words are** ...* (B2)

- b. *The **subject** of this research were 6th semester...* (B5)

These two sentences contain the incorrect usage of *be*, which led to disagreement or violated grammatical concord. The article abstract B2 should utilize '*is*' instead of '*are*', to agree with the head subject '*the big amount*' as a singular subject. Meanwhile, for the article abstract B5, due to the subject being singular, it must also utilize the singular verb, following its head subject. The article abstract B5 must utilize '*was*' for agreeing with its singular subject in the past tense, instead of '*were*'.

2. The use of verb 1/base verb in active voice

Singular subjects meet with singular verbs and plural subjects meet with plural verbs in concord (Roy, 2019). A verb is added with '*s/es*' for a singular subject while a plural subject utilizes the basic form of a verb in the simple present tense. However, the researchers found that most of the violated grammatical concord contained present tense verbs that disagree with their singular subjects. It can be said that the authors of the abstracts were not aware of the addition of '*s/es*' at the end of the verb, which led to a violation of grammatical concord. These are two examples of violated grammatical concord in the use of verb 1 (see Table 1):

- a. *It's not only bad for themselves but also harm others.* (A14)
b. *...it is known that the **first teacher** implement...* (C9)
c. *... **Animaker** have an advantage to support ...* (C25)

In the article abstract A14, the authors utilized the incorrect verb for the third person singular, that was '*it*'. The verb '*harm*' is incorrect because it did not follow the rule of adding '*s/es*' for the singular subject. Instead of only using '*harm*', the verb must be changed into '*harms*' as corrected in Table 1. The same violation also occurs in the article abstract C9 where the verb '*implement*' misses the addition of '*s/es*'. The subject '*first teacher*' is singular, therefore, the verb '*implement*' must be added with '*s/es*', becoming '*implements*'. Eastwood (1994) states that the verb '*has/have*' should agree with its singular/plural subject. Therefore, '*Animaker*' as the singular subject in the article abstract C25 must use the singular verb '*has*' instead of '*have*'.

3. The use of passive

The use of correct subject-verb agreement or concord is not only applied in active voice but in passive voice as well. As stated by Anwar (2022), there should be a correct usage of subject-verb agreement in the passive voice. In passive, *be* must agree with its subject. For instance, "*she baked the cake*" (active) with "*the cake was baked by her*" (passive). *Be* '*was*' agrees with its singular subject '*cake*'. The researchers, however, discovered some violated grammatical concord in the form of passive voice. These are examples of violated grammatical concord in passive voice (see Table 1):

- a. *The **source of the data** were taken ...* (C14)
b. *...the **dominant type of Konglish borrowing** are found ...* (C15)

The two example sentences above contain violated grammatical concord in the passive form. In the article abstract C14, the author committed the violation in grammatical concord with the wrong use of *be* for passive form. *Be* should agree with the head of the subject '*source*' instead of '*data*'. The correct *be* is '*was*' instead of '*were*'. The article abstract C15 also requires the singular form of *be* '*is*' and not the plural form of *be* '*are*' in passive voice, because the head subject is singular, which is '*dominant*'.

4. Context/Meaning

According to Roy (2019), grammatical concord is based on grammatical form and meaning. It can be said that the concord should utilize the correct form and intended meaning. In these findings, however, the researchers found that there were sentences whose usage was correct in form, but did not meet the intended meaning. These violations relate to the inappropriate use of passive and active forms. Therefore, the researchers provide examples of violated grammatical concord in context/meaning, as follows (see Table 1):

- a. *The study was used an objective theory...* (B4)
- b. *A qualitative case study used in this study.* (C5)

In article abstract B4, the verb already agrees with its singular subject, using ‘was’, however, it does not meet the intended meaning. *Be* ‘was’ creates a passive form that gives rise to a different meaning or action. *Be* ‘was’ should be omitted from the sentence and changed into active voice, becoming “*The study used an objective theory ...*”. Meanwhile, in the article abstract C5, the active voice should be changed into the passive voice by adding ‘was’ as seen in Table 1. It is because the sentence refers to the utilization of a qualitative case study for the study. Hence, “*a qualitative case study used ...*” (active) is changed into “*a qualitative case study was used ...*” (passive) to create the appropriate intended meaning.

5. The use of the plural noun ‘data’

Although the noun ‘data’ is widely used as a singular, it is still often used as a plural in formal academic language (Howe & Henriksson, 2007). In scientific writing, there should be a distinction between plural ‘data’ and singular ‘datum’ (Eggenschwiler et al., 2011). The word ‘data’ should not be used as a singular, but instead, use ‘datum’ for singular (Ruffin, 2018). Moreover, in matching a verb with the word ‘data’, it must use the plural form of the verb for the correct grammar, such as ‘data are’ (Peat et al., 2013). Therefore, by referring to the aforementioned study and theories, the researchers decided to treat the word ‘data’ as a plural noun in research writing and the verb in concord must apply the plural form. These are two examples of violations resulting from the incorrect use of the *verb/be* for the plural subject ‘data’ in concord that the researchers found in the abstracts (see Table 1):

- a. *The data was collected through ...* (A9)
- b. *... the data that has been analyzed ...* (C29)

The article abstract A9 utilizes the incorrect *be* for the plural noun ‘data’. As the researchers agreed not to use ‘data’ as singular in research, it can be said that the author committed an error by using the incorrect *verb/be*. The subject ‘data’ must utilize the plural *be* ‘were’ for agreeing with its plural subject “*data*” instead of ‘was’. The same rule also applies to the article abstract C29 that the word ‘data’ must utilize ‘have’ which is a plural verb to agree with its plural subject instead of “*has*”. Hence, the plural subject ‘data’ must use the plural *verb/be* such as ‘were/have’.

Types of errors of the most frequently violated grammatical concord

As shown in Figure 2, the 74 violated grammatical concord fell into three types of errors out of four. Among the four types of errors (Dulay et al., 1982), omission ranks highest as the most frequently committed error by the authors of the abstracts, with 39 errors. Misformation is the second-highest error occurrence, with 32 errors. Meanwhile, addition error only has 3 occurrences out of all. The figure also shows that there is no misordering error. It means that

the 108 abstracts do not contain errors of word order or misordering in concord usage. The overall findings of research question 2 are shown in Appendix 4.

After finding the most frequently violated concord, which is grammatical concord, the researchers then provide some examples for discussing the types of errors of the most frequently violated grammatical concord, referring to Dulay et al. (1982), as follows:

a. Omission

Omission error is characterized by missing important elements that should be included in the sentence (Dulay et al., 1982). The researchers focus more on the missing verb/*be* in concord usage in this research. The following sentences contain the omission errors (see Table 2):

- a. *However, to say that **students still developing** ... (A10)*
- b. *... **the result of figurative language that mainly found** ... (B4)*
- c. *... that **help-seeking continue** ... (B6)*

The three examples above contain omission errors that miss important elements such as the use of 's/es' at the end of the verbs for agreeing with its singular subjects and appropriate *be* 'is/am/are' or 'was/were'. The omission in article abstract A10 is 'are'. The sentence should include the correct *be* 'are' to match with its plural subject "students" and the progressive verb "developing". In the article abstract B4, *be* 'was' should be added to complete the passive sentence and agree with its singular head subject 'result'. Furthermore, in the present tense, when it comes to the singular subjects, the base verbs must be added with 's/es', but the plural subject must stay using a plural verb (base form) without any addition. Therefore, the correct verb is 'continues' for the singular subject 'help-seeking'.

b. Misformation

Misformation refers to the incorrect use of elements within the sentences (Dulay et al., 1982). Misformation in this study refers to the incorrect form of the *be/verb*. The verbs in the abstracts disagree with their subjects as seen in the sentences below (see Table 2):

- a. *We found that the **big amount of harsh words are** ... (B2)*
- b. *The **subject of this research were** ... (B5)*
- c. *This **research using** qualitative methods by using... (C3)*
- d. *... **Animaker have** an advantage to support ... (C25)*
- e. *Most student's **responses was** positive. (D3)*

The article abstract B2 should use the correct singular *be* 'is' for the singular head subject 'big' instead of the plural *be* 'are'. Instead of using *be* 'were' in article abstract B5, it should use the singular *be* 'was' for its singular subject 'subject'. In the article abstract C3, the verb 'using' should be changed to 'uses' to agree with its subject 'research'. In article abstract C25 the singular subject 'Animaker' must use the singular verb 'has' instead of the incorrect one, 'have'. The same rule is also applied to the last example by changing 'was' to 'were'. The subject in the article abstract D3 is plural 'most student's responses', therefore, the *verb/be* should be plural, using 'were'.

c. Addition

Addition error refers to the excessive use of unnecessary elements (Dulay et al., 1982). This can be seen when the authors utilize several elements that are unimportant to use in sentences. The findings of this research show that there are 3 errors in addition. It can be said that this addition is not a common error in this research. Therefore, these are three addition errors (see Table 2):

- a. *The **study was** used an objective theory using qualitative ... (B4)*
- b. *Criticizing or justifying authority, the teacher used that **type is** to create ... (C17)*
- c. *... the research **outcomes shown** that the teacher ... (C27)*

The three sentences above that contain addition errors should eliminate elements that are not needed within the scope of concord. *Be* 'was' in the article abstract B4 should be omitted and changed into active voice. *Be* 'is' should be omitted as it is not required in the article abstract C17. The author seems unaware of the use of the base verb to the plural subject in the article abstract C27. Instead of using the past participle verb 'shown', the author should use the base verb 'show' to agree with its plural subject in the present tense, which is 'research outcomes'.

CONCLUSION

To sum up this research, the researchers discovered that there were 74 occurrences of violated concord in 47 article abstracts, referring to Roy's (2019) theory. The researchers found that grammatical concord was the most frequently violated type of concord, which amounted to 74 violations. However, there was no violation in notional concord as researched by the researchers. After finding the most frequently violated concord, which was grammatical concord, the researchers found out those violated concord fell into three types of errors out of four, referring to Dulay et al.'s (1982) theory. There were 39 occurrences of omission which led to the most frequently committed type of error by abstract authors of Indonesian English journals. Misformation ranked as the second highest type of error in violated grammatical concord. Misformation had only a slight difference in occurrence compared to one of the highest types of error (i.e. omission). While the error type of omission occurred 39 times, misformation was found in 32 occurrences, showing only 7 differences. The researchers found this a unique finding as this shows two types of errors with which Indonesian English journal article authors have been struggling.

The researchers previously predicted a more significant result among the types of errors. Apart from that, the researchers did not discover any misordering errors. That being said, the authors of the abstracts did not commit any errors related to word order and did not experience misordering issues in writing. Finally, through this research, although the article abstracts already went through the reviewing and editing process by the editorial teams of the Indonesian SINTA-6-accredited journals, the occurrence of misuse of concord remains inevitable. This reveals the fact that concord, especially violated grammatical concord mostly happening through omission and misformation, is a challenging issue that scientific authors in Indonesia need to be aware of. Regarding omission errors, the researchers found that most of the violations that occurred in abstracts were due to the missing use of the additional 's/es' at the end of the verbs. Meanwhile, misformation errors occur due to the wrong form of the 'verb/be'.

The researchers provide beneficial suggestions and recommendations for the parties based on the research findings. First, it is hoped that the authors or researchers of Indonesian English

journal articles pay more attention to the tendency of concord incorrectly committed by Indonesian English scientific papers authors. The authors of article abstracts may utilize grammar-checking tools for identifying and correcting errors. Having peers review before submitting the article abstract is also helpful. Second, Indonesian English journal publications need to be more meticulous in checking the researchers' manuscripts before publishing them. The editorial teams of the publications also need to emphasize the importance of correct grammar. Third, readers should be aware of grammatical errors, especially concord errors, and are expected to be able to increase their knowledge of English grammar which can help assess and improve the quality of writing. Fourth, further researchers may research factors that trigger the frequency of grammatical errors in the use of concord found in written English and find ways to improve researchers' grammatical abilities. This issue, therefore, must be addressed accordingly, not only by Indonesian authors through deeper learning of English concord but also by the editorial teams of Indonesian journals, to make sure these types of errors will no longer occur in the published papers.

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