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An Analysis of The Most Frequent Grammar Errors In University Students' Instagram Comments

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ABSTRACT

This study aims to identify the most common grammatical errors in Instagram comments written by students of Panca Sakti University Bekasi from the English Education Study Program. Using a descriptive qualitative method, twenty comments were collected, of which sixteen contained grammatical errors while the remaining four comments were error-free regarding the six types analyzed. The analysis focused on subject-verb agreement, sentence fragments, spelling, parallelism, prepositions, and passive voice. The results indicate that subject-verb agreement errors were the most dominant, accounting for 51% of the total errors, followed by sentence fragments (20%), spelling errors (13%), and parallelism and preposition errors (8% each). Passive voice errors were not found in the data. The findings suggest that students' English usage in informal digital communication tends to be simple, concise, and meaning-focused, often influenced by first language transfer and the fast-paced nature of social media. These patterns contribute to the prevalence of grammatical errors, particularly in subject-verb agreement and sentence completeness.

Keywords: Grammatical Errors, Instagram, Comment, Digital Communication, English Writing.

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INTRODUCTION

In this era, the internet has become the most common medium to get information and communicate with other people around the world. The newly developed Internet protocol, has started a change in people‟s social interaction by receiving information quicker and more accessible as well as having the freedom to express and publish ideas. For example, through social networking sites like YouTube, Instagram, Facebook, and many more, we can know things that just happened in the other part of the world and give comments about it right away. Social media has been popular among people in every part of the world, especially young people, as a medium to communicate with other people. When it comes to communication, language is a significant element involved in communication, either orally or written. According to Amberg & Vause (2010) language is a means of communication..

Researchers have studied language errors on Facebook and Linkedn. Corral (2017) stated that high school students in the Philippines made some grammatical errors, such as incorrect use of verbs or tenses in their Facebook posts. Bakare (2016) also found that some users in social media like Facebook and LinkedIn made some lexical and syntactic errors. The examples of errors are wrong spelling, sentence fragments, lack of punctuation and capitalization, improper use of verbs, run-on sentences, tenses shift, and many more. Ratri, (2016) also claimed that there were some grammatical errors in students' Facebook posts, such as omission, misinformation, addition, blends, and misordering.

Comments in the social media can be a good sample for doing error analysis as there is no editor in writing and publishing the captions in social media. One of the most common social media platforms known by people is Instagram (Laksono, Damayanti, & Santoso, 2019). Instagram is a communication tool that can be used for advertisements, entertainment, and news. On Instagram, we can express feelings and situations where we are (Gunantar & Transinata, 2019). By that means, on Instagram, students can practice themselves to write freely in a fun and enjoyable way without thinking so hard for the complexity of the long process of writing. Error analysis has been a popular research in language learning and second language acquisition for decades. For some reason, language learning errors are commonly found in learners' products, either in speaking or writing, determining learners' understanding of their language learning. Error analysis aims to identify learning strategies and guide instructional practices. In addition, it offers useful and practical methods for examining learners' language systems during the process of second language acquisition (Corder, 1967).

The most common sources of error in language analysis results are intralingual and interlingual errors. In foreign language use, these types of error sources are the ones most frequently discussed by several researchers.. According to Brown (1980) cited by Sari (2016) stated that learners' errors in acquiring a second language arise from the assumption that the structures of the second language resemble those of the native language (interlingual errors) and from the negative transfer of elements within the target language itself (intralingual errors).

In the study of linguistics, grammar has always been considered one of the most essential aspects of language. It provides a foundation for understanding how language is structured and used, both in spoken and written forms. Grammar is not only a technical component of language learning but also a crucial element that reflects accuracy and clarity in communication. Grammar is a set of rules that exists in every language. The presence of rules in a language makes grammar a reference in organizing and using the language correctly and appropriately. It covers syntactic rules (the arrangement of words), morphology (the formation of words), and other grammatical components that govern the use of words, phrases, clauses, and sentences. Therefore, the function of grammar in English is to make sure that the intended message can be clearly understood by the audience or interlocutor (Murti et al., 2024).

Grammar in English covers a wide range of aspects that determine how language is organized and understood. These aspects function as the building blocks of sentences, guiding learners to construct correct forms and convey precise meanings. In the context of second language acquisition, difficulties often arise when learners fail to apply these aspects consistently, resulting in grammatical errors. Grammatical error is a deviation from the standard rules of grammar that leads to incorrect sentence construction. Such errors often appear in aspects like tense, subject-verb agreement, articles, and prepositions, and analyzing them helps reveal learners' common difficulties in using the language. However, in reality, errors cannot be avoided in the learning process (Handayani, 2023) .

Instagram is a social media platform that was launched fifteen years ago. It was first launched in October 2010, and it offers a simple and attractive way to share photos or videos. In this application, users can describe their content through a caption and also interact with other users by mentioning their id using "@" sign in the comment section or using a hashtag "#" to link their content with similar content (Hu, Manikonda, & Kambhampati, 2014). hashtgas as chosen words or phrases that people use to label their content that give a link to other content with the same words. Usually, hashtags will be implemented with a sign (#) then followed by chosen words or phrases, for example, #fun (Laucuka, 2018).

Therefore, this study aims to analyze the most frequent grammatical errors in university students' Instagram comments. By identifying and categorizing these errors, the research seeks to

contribute to a better understanding of language use in digital communication and support efforts to enhance grammatical competence in English among university students.

Based on the description above, the author is interested in raising the title **"An Analysis of The Most Frequent Grammar Errors in University Students' Instagram Comments".**

METHOD

This research employed a qualitative method with a case study design. Qualitative methodology is characterized by exploring a real-life phenomenon in its natural context, collecting data in the form of words rather than numbers, analyzing it descriptively, and interpreting its deeper meaning (Creswell & Creswell, 2018). Creswell also explained that a case study is a research strategy that explores a program, an activity, a process, or individuals to gain an in-depth understanding of a particular case. In line with this, (Chamot, 2005) state that a case study attempts to understand events from the perspective of individuals or groups involved in those events. This can happen if the plan turns out to be incompatible with what is encountered in the field. Therefore, qualitative research is considered more flexible than quantitative research, which is data-based (Naamy, 2019). This study aims to identify the most common grammatical errors found in Instagram comments written by college students. Specifically, this study aims to analyze common types of grammatical errors from this kind of grammar such as, subject-verb agreement, incomplete sentences, spelling, parallelism, prepositions, and the use of passive sentences. In addition, this study counts the frequency of occurrence of these types of errors and analyzes the patterns of students' English usage in Instagram comments in the context of informal digital communication. This study was conducted due to the massive use of social media, especially Instagram, which is one of the most widely used platforms by students for informal communication. Instagram not only functions as a space for sharing photos or videos, but also as a means of interaction through the comments section. In this context, students often use English to express themselves, whether in the form of compliments, jokes, or everyday interactions.

FINDING AND DISCUSSION

The findings of this study present the results of an analysis of student comments on Instagram that were collected as research data. The analysis focused on identifying and classifying grammatical errors based on subject-verb agreement, incomplete sentences, spelling, parallelism, prepositions, and the use of passive sentences. The findings are presented by showing the frequency, percentage, and examples of errors in each category. From the analysis of 20 comments on the researcher's posts, 4 comments did not contain any of the error types specified by the researcher. The following are the results of the analysis of 16 comments based on error type.

CM	Types of Errors						Total
	SVA	SF	Spell.	Paral.	Prep.	PV	
CM 1	0	0	0	0	0	0	0
CM 2	2	1	1	1	1	0	6
CM 3	3	1	0	0	0	0	4
CM 4	1	1	0	1	0	0	3
CM 5	0	0	0	0	0	0	0
CM 6	0	0	0	0	0	0	0
CM 7	0	0	0	1	0	0	2
CM 8	0	0	0	0	0	0	0
CM 9	0	0	0	0	0	0	0
CM 10	2	1	0	0	0	0	3

CM 11	0	0	1	0	0	0	1
CM 12	0	0	0	0	0	0	0
CM 13	2	0	0	0	1	0	3
CM 14	3	1	1	0	0	0	5
CM 15	1	0	0	0	0	0	1
CM 16	1	0	0	0	0	0	1
CM 17	1	1	0	0	0	0	2
CM 18	1	1	1	0	0	0	3
CM 19	1	1	1	0	1	0	4
CM 20	2	0	0	0	0	0	2
Total	**20**	**8**	**5**	**3**	**3**	**0**	**39**
Percentage (%)	**51 %**	**21 %**	**13 %**	**8 %**	**8 %**	**0 %**	**100%**

Table 1. Recapitulation of the Number of Grammatical Errors in Comments on Instagram Social Media Posts

Note of Abbreviation:

SVA	**= Subject-Verb Agreement**	**Paral.**	**= Parallelism**
SF	**= Sentence Fragment**	**Prep.**	**= Preposition**
Spell.	**= Spelling**	**PV**	**= Passive Voice**

In the recapitulation data above from 20 comments, the second commenter with the code CM 2 (@rixax_spxxx) had the most writing errors, namely 6 errors. Then, the most common type of grammatical error was subject-verb agreement, with 20 errors, accounting for half or 50% of the grammar errors. These results also show that there were 0 errors in the use of passive voice.

a. Subject- Verb Agreement Error

The first grammar error analyzed is Subject-Verb Agreement Error or SVA Error. This error occurs when the verb form does not match the subject, either in terms of number (singular/plural) or subject nature.

Comment (CM)	Student's Comment (Error)	Correct Form	Explanation
CM 2	**"…, billboard and slogan everywhere."**	**"…, billboards and slogans are everywhere."**	**This sentence does not have a verb, so it is not grammatical. The plural subject "billboards and slogans" must be followed by the linking verb "are" to indicate existence.**
	"Politician face smile big, …"	**"A politician's face has a**	**The singular subject "face" requires the use of the singular verb "smiles" (3rd**

		big smiles , …"	**person singular). In addition, the article "a" is needed to indicate a singular countable noun.**
CM 3	**"Government say…"**	**"Government says …"**	**'Government' is a collective noun that is treated as singular, so the correct verb is "says" (not "say").**
	"… help student …"	**"… help students …"**	**The noun "students" must be plural because this sentence refers to more than one student.**
	"This make me …"	**"This makes me …"**	**The singular subject "this" must be matched with the singular verb "makes" (3rd person singular).**
CM 4	**"This make me sad …"**	**"This makes me sad …"**	**As in CM 3, the subject "this" is singular, so the correct verb is "makes."**
CM 10	**"Many student join …"**	**"Many students join …"**	**After the quantitative determiner "many," the noun must be plural: "students."**
	"… government often ignore."	**"… government often ignores."**	**'Government' is treated as a singular noun, so the verb must be "ignores" (3rd person singular).**
CM 13	**"Many law …"**	**"Many laws …"**	**The noun after the quantitative determiner "many" must be plural: "laws."**
	"Poor people not get benefit …"	**"Poor people do not get benefits …"**	**The error is in the use of the verb without an auxiliary. The plural subject "people" requires the auxiliary "do not" before the base verb. In addition, the word "benefit" must be plural to indicate a general meaning.**
CM 14	**"Politics … look dirty."**	**"Politics … looks dirty."**	**Although the word "politics" is plural, it is treated as a singular noun in English, so the correct verb**

			is "looks."
	"Politician always say …"	"Politicians always say …" or "A politician always says …"	here must be consistency between the subject and the verb. If the subject is plural, use "politicians ... say." If singular, use "a politician ... says."
	"… become tool …"	"… become tools …"	The noun must be plural ("tools") because it refers to more than one tool.
CM 15	"… problem still same."	"… problems are still the same."	The subject "problems" is plural, so it must be accompanied by the plural linking verb "are." The additional determiner "the" is also needed to clarify the meaning.
CM 16	"… future will better"	"… future will be better."	After the auxiliary "will," the correct form is "be + adjective." Therefore, "will better" should be corrected to "will be better."
CM 17	"Indonesia need honest leader."	"Indonesia needs an honest leader."	The singular subject "Indonesia" requires a singular verb "needs." In addition, the singular noun "honest leader" must be preceded by the article "an."
CM 18	"Law … not strong …"	"The law … is not strong …"	The singular subject "law" must use the linking verb "is." The addition of the article "the" is necessary for clarity.
	"… always get protect."	"… always get protection."	The error occurs in the use of the verb "protect" after "get." The correct form should be the noun "protection."
CM 19	"Government should care people …"	"The Government should care about people …"	The verb "care" in English is always followed by the preposition 'about' when it means "to be concerned about."

CM 20	**"Student must care …"**	**"Students must care …"**	**The noun "student" should be pluralized to "students" because it refers to a group of students.**
	"… politics control …"	**"… politics controls …"**	**The word "politics" is treated as a singular noun, so it must be followed by the singular verb "controls."**

Table 2. Subject- verb Agreement Error in Comments

From the analysis of 20 comments, it was found that there were 20 errors (51%) from 12 comments. The most errors were made by commentators with codes CM 3 and CM 14. The following are the contents of the comments and examples of only one type of SVA error from each comment described in this section, as well as other types of grammar errors.

b. Sentence Fragment Errors

Comment (CM)	Student's Comment (Error)	Correct Form	Explanation
CM 2	"Politician face smile big, with nice clothes."	"A politician's face smiles broadly, with nice clothes."	The original sentence does not have the correct article and verb. Without "a" and without the appropriate verb ("smiles"), the sentence is considered incomplete (fragment).
CM 3	"But in reality not all student can feel it."	"But in reality, not all students can feel it."	The sentence is incomplete because there is no comma after the connecting phrase "But in reality." In addition, the word "student" should be plural.
CM 4	"If not rich, no chance"	"If you are not rich, you have no chance."	This sentence is a dependent clause without a complete subject and predicate. To become a complete sentence, the subject "you" and the predicate "are / have" must be added.
CM 10	"But government often ignore."	"But the government often ignores demonstrations."	The sentence is fragmented because there is no clear object after "ignore." In addition, the subject "government" needs to be preceded by the article 'the' and the verb must be singular "ignores."
CM 14	"As student I feel	"As students, we	The first sentence is

	we just become tool for their vote."	just become tools for their votes."	ungrammatical because the word "student" must be plural according to the context, as must the words 'tool' and "vote." Without the plural form, the sentence feels incomplete.
CM 17	"Corruption As student, I dream …"	"As a student, I dream of a clean government."	The prefix "Corruption" makes the sentence a fragment because it is not connected to the main clause. By removing it and adding a complete structure ("I dream of..."), the sentence becomes complete.
CM 18	"… Rich and powerful always get protect."	"The rich and powerful always get protection."	The sentence is incomplete because the verb "get" must be followed by a noun ('protection'), not a base verb ("protect"). Without it, the sentence becomes a fragment.
CM 19	"Government should care people first …"	"Government should care about people first …"	The sentence is cut off because the verb "care" requires the preposition "about" to form a complete clause. Without the preposition, the sentence feels incomplete.

Table 3. Sentence Fragment in Comments

The third finding of the study was Sentence Fragment Errors (SF). SF errors were the second most common grammatical error in this study, with 8 errors (21%) out of 8 comments.

c. Spelling Errors

A spelling error happens when a word is misspelled, either due to a lack of knowledge or simple typing mistakes. Berikut temuan penelitian ini untuk jenis spelling errors:

Comment (CM)	**Student's Comment (Error)**	**Correct Form**	**Explanation**
CM 2	"But it is only Picture"	"But it is only a picture."	The error occurred because the word "picture" was not written in lowercase and the article "a" was not included, which must precede a singular countable noun.
CM 11	"… i think …"	"… I think …"	The error lies in the

			capitalization. In English, the first-person singular pronoun "I" is always capitalized, even when it appears in the middle of a sentence.
CM 14	"… wedon't …"	"… we don't …"	The error is in not separating the words. In English, contractions must be spaced after the subject, so the correct spelling is "we don't."
CM 18	"… get protect."	"… get protection."	The error occurred because the word "protect" (verb) was used incorrectly after "get." The noun form "protection" should have been used.
CM 19	"… elitebusines."	"… elite businesses."	Errors in the form of misspellings and incorrect singular forms. The correct word is "elite businesses," which is the plural form of "business."

Table 4. Spelling Errors in Comments

The third research finding was spelling errors. In this study, 5 spelling errors (13%) were found out of 5 comments.

d. Parallelism

Parallelism is an error that occurs when elements in a series, phrase, or sentence are inconsistent. The following are the results of parallelism errors found in student comments:

Comment (CM)	**Student's Comment (Error)**	**Correct Form**	**Explanation**
CM 2	"Student not need poster, we need action."	"Students do not need posters; we need action."	This sentence is not parallel because the first clause is negative without the correct auxiliary (Students do not need posters), while the second clause is positive (we need action). To make it parallel, the first clause should be corrected to Students do not need posters with the plural subject "students" and the auxiliary "do."
CM 4	Only elite family always control	Only elite families are	The phrase "elite family" is not parallel with the predicate

		always in control	because it is singular. It should be plural, "elite families." In addition, this sentence is missing a linking verb, so "are" needs to be added to make the structure complete and parallel.
CM 7	"… sad and sad …"	"… really sad …" or "… sad and disappointing …"	The use of "sad and sad" is ineffective because it is repetitive. Parallelism requires variation in meaning or equivalent form, so it can be corrected to really sad (intensifier + adjective) or sad and disappointing (two different but parallel adjectives).

Table 5. Parallelism Errors in Comments

The next finding of the study is errors in parallelism. Spelling errors in this study were found in 3 errors (8%) in 3 comments.

e. Preposistion Errors

Prepositions are words that function to indicate the relationship between nouns or pronouns and other elements in a sentence. Errors occur due to the influence of one's first language, misunderstanding of meaning, inappropriate use of collocations, or because prepositions are omitted or added excessively.

Comment (CM)	**Student's Comment (Error)**	**Correct Form**	**Explanation**
CM 2	"In election …"	"In the election …"	The preposition "in" followed by a specific singular noun such as 'election' requires the definite article "the." Without the article, the phrase is grammatically unclear.
CM 13	"… system only for elite."	"… a system only for the elite."	The noun phrase "system" must be preceded by the indefinite article "a." In addition, the word 'elite' in this context requires the definite article "the" because it refers to a specific group.
CM 19	"… care people first, …"	"… care about people first, …"	The verb "care" in the sense of "to be concerned about" is always followed by the preposition "about." Without this preposition, the phrase is

	ungrammatical.

Table 6. Preposition Errors in Comments

The research findings indicate errors in prepositions. In this study were found in 3 errors (8%) in 3 comments.

f. Passive Voice errors

As a result of the data analysis, there is no pure grammatical error related to the use of the passive voice. Some student sentences can indeed be rewritten in the passive form, for example, "the government often ignores demonstrations" can be changed to "demonstrations are often ignored by the government." However, this change is not a correction of an error, but rather a stylistic choice to emphasize the object of the sentence.

Discussion

The Effect of Organizational Culture on Job Satisfaction

The results of the data analysis show that of the six types of grammatical errors found in the comments of students at Panca Sakti University Bekasi studying English education, the most dominant type of error was Subject-Verb Agreement Error, with 20 errors from 12 comments, or precisely 51% of the errors in this analysis relating to the use of Subject-Verb Agreement. This error occurs when the verb form does not match the number and form of the accompanying subject. In English, a singular subject requires a singular verb (usually ending in -s or -es in the present tense), while a plural subject must be followed by a verb in its base form without an ending. The most common example found in this study is the use of a base form verb after a singular subject.

The results of this study are in line with the results of a study by Yuliah et al. (2020), which showed that subject-verb agreement was the most common type of error, accounting for 36% of errors in Instagram captions. Furthermore, research by Singh et al. (2017) also provided analysis results showing that SVA errors were the most frequently encountered, with a total of 258 errors or 34.7%. SVA errors in this study were caused by several factors. First, the influence of the first language (L1 Transfer) (Budiarti, 2013), because in Indonesian, verbs do not change form based on the subject. Second, the social media context also contributed to the emergence of these errors. When writing comments on Instagram, students tend to pay more attention to the speed and content of the message than to grammatical accuracy. This factor is in line with the results of research by (Kholifah & Sabardila, 2020).

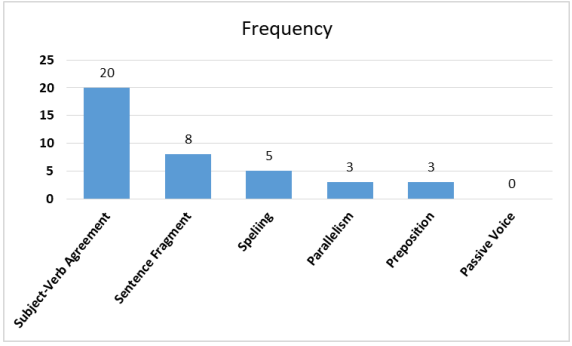


Figure 1. The Frequency of Each Grammar Error

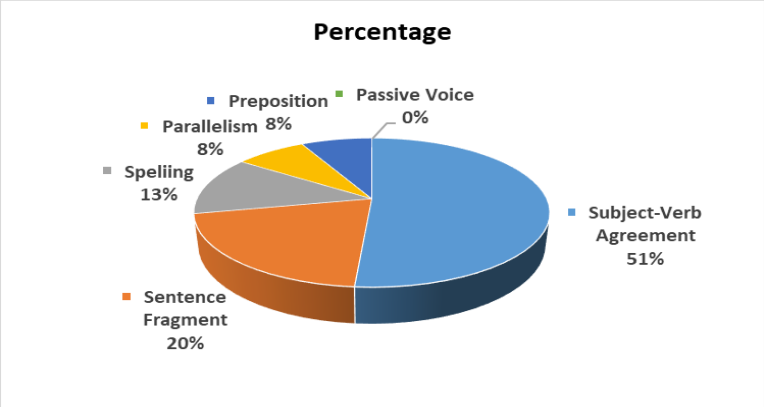


Figure 2.

The percentage of each grammar error

The results of the data analysis visualized in Figure 8 and Figure 9 show that the most common type of grammatical error in students' comments on Instagram is subject-verb agreement (SVA), with 20 errors or 51% of the total number of errors. This error dominates far above other types of errors. The second position is occupied by sentence fragments, which appear 8 times (20%). Next, spelling errors are found 5 times (13%), followed by parallelism and preposition errors, each of which only appear 3 times (8%). Meanwhile, passive voice errors are not found at all in this research data, or 0%.

CONCLUSIONS

The results of this study provide several conclusions in the form of key findings that answer the research questions. From the posts made by researchers on the Instagram social media platform, sixteen comments were found to contain grammatical errors, namely errors in subject-verb agreement, incomplete sentences, spelling, parallelism, prepositions, and the use of passive sentences. These findings then became the basis for drawing the following conclusions:

1. This study found that the most common grammatical error was subject-verb agreement (SVA), accounting for 51% of total errors. These errors mainly appeared in the use of basic verbs after singular subjects, inaccuracies in the use of verbs with plural subjects, and errors in handling collective nouns. Influencing factors included the influence of the first language (L1 transfer) and the context of social media, which emphasizes speed and content of messages over grammatical accuracy.
2. The frequency distribution of grammatical errors found in this study was as follows: Subject-Verb Agreement (20 errors or 51%), sentence fragments (8 errors or 20%), spelling (5 errors or 13%), parallelism and preposition errors (3 errors or 8% each), and Passive voice (0 errors). These results confirm that students more often make errors in basic grammar aspects, particularly subject-predicate agreement and sentence structure completeness, while more complex errors are relatively rare.
3. The findings of this study explain the patterns of English usage among students in informal digital communication, which emphasizes simple, concise writing that prioritizes meaning over language form or structure. The influence of the first language (L1 transfer) also plays a role, for example, by ignoring verb form changes according to the subject or omitting auxiliaries. In addition, the context of social media, which demands speed and personal expression, causes other errors to arise, such as the omission of prepositions, inconsistent parallelism, repetition of words/phrases, and spelling errors. The minimal use of passive sentences also shows a tendency for students to choose simpler active structures. Overall, students' grammatical errors are not only caused by limited mastery of grammar rules, but also a consequence of practical, emotional, and expressive digital communication patterns.

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