

AN ANALYSIS ON STUDENTS' ERRORS IN DETERMINING PAST REGULAR AND IRREGULAR VERB AT SECOND GRADE OF SMP NEGERI 1 BINTAN

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ABSTRACT

This research aims to investigate students' errors in determining past regular and irregular verbs. The formulation of the problem in this research are: 1. How is students' ability in using past regular and irregular verb form? 2. Which past verb form is mostly misused? This research is about analyzing students' errors at second grade of SMP Negeri 1 Bintan. The population of this research were 245 students. The researcher only took 32 students as the subject of the research. There is 1 test instrument used to collect the data. The researcher distributed the test in the form of daily conversation. To analyze the data, researcher classified the students' errors into excellent, good, fair, and poor. After analyzing the data, it was discovered that the mean score of students' ability is 75 which means that students' ability in determining past regular and irregular verb belongs to good category. While, the mostly misused past verb form is irregular verb. This is because irregular verb differs from the regular tense form. It is suggested that students should memorize about the past irregular verb and should know the formula in the regular verb.

Keywords: *Error Analysis, Types, Source, Regular and Irregular Verbs*

Background

According to Kreidler (1998), A language is a complex system of symbols, or sign, that are shared by members of community. It will be useful to consider other sign that we know and how we react to them. Every language has its own symbols or sign that usually used by the member of particular community who have their own words, pronunciation, and also their own structure.

English is a foreign language for Indonesian students. The students have difficulty in differentiating regular and irregular verbs. The students usually write wrong answer like verbs "*see and move*". The students always confused to differentiating

the regular verb and irregular verb. They usually added "*seed and moveed*" in the sentences. The correct verb should be "*saw and moved*". Most of them learn English because English is a part of Indonesian curriculum at the primary or secondary level.

According to Pascoe and Wiburg (2003), Many minority language learners may have an especially hard time in learning English. It is not because they are offered limited instruction in English, but because they may exist in a painful sort of cultural limbo. Learning English is not easy because English is a foreign language for Indonesian students. They also have to master two aspects of English. The students like ability in using verbs in the simple past tense. The students

should be able to differentiating between the regular verb and irregular verb. They are language skills and language component.

From the observation on November 2nd, 2020, many of students had difficulty to differentiating between regular and irregular verb form. Many of students always misuse in using past regular and irregular verb form when they answered the exam. Example:

I sleeped at 10 p.m. last night.

The above sentence is definitely wrong because the student uses the wrong verb form. *Sleep* is the irregular verb, but they just add *-ed* to the verb to make the past form. Actually, the verb ‘*sleep*’ will be changed into *sleep-slept-slept*. The correct sentence is:

I slept at 10 p.m. last night.

The other example:

I moveed to Jakarta a week ago.

Base on the example above, the student uses the wrong verb form. *Move* is the regular verb, but for the verb “*move*” only add “*d*” not “*ed*”. So, the correct answer should be “*moved*” not “*moveed*”. The verb “*move*” will be changed into *move-moved-moved*.

Research Method

This research is used to quantitative method. Case study is the dept study of instances of phenomenon in its natural context and from the perspective of the participants involved in the phenomenon (Duff, 2008). The researcher design that will be used an analysis design because the researcher wants to investigated the data from the students’ problem in past regular and irregular verb.

Findings and Discussion

The researcher gave the tests to the second grade students of SMP Negeri 1 Bintan. The researcher gave the tests which covered by Regular and Irregular Verbs areas that consist of 20 questions.

Then, the researcher analyzed the students’ errors in mastering Regular and Irregular Verbs by classifying the students’ error. After that, the researcher makes a percentage of the types of errors.

a. Scores of the Students’ Test

The researcher gave tests about regular and irregular verbs to 32 students of SMP Negeri 1 Bintan. The researcher gave the tests twice to get the real data which show errors in the students answer sheet. The test was held on 8th of January 2021. The test consists of 20 items which divided into only one part. The part asked the students to complete the conversation form text by filling the blank with the right verbs whether regular or irregular verbs.

After collecting data from the second grade students of SMP Negeri 1 Bintan, the researcher identified the students’ error by giving a circle to the erroneous item. Below is the recapitulation of total students correct and incorrect answers:

Table 1.
Recapitulation of student’s errors

| Test Item Number | Total Students Correct Answer | Total Students Incorrect Answer | Total Test item |
|------------------|-------------------------------|---------------------------------|-----------------|
| Regular Verb | | | |
| 1 | 28 | 4 | 10 |
| 2 | 28 | 4 | 10 |
| 3 | 22 | 9 | 10 |
| 4 | 28 | 4 | 10 |
| 5 | 24 | 8 | 10 |
| 6 | 20 | 12 | 10 |
| 7 | 26 | 6 | 10 |
| 8 | 29 | 3 | 10 |
| 9 | 25 | 7 | 10 |
| 10 | 27 | 3 | 10 |
| Total | 257 | 60 | 10 item |
| Irregular Verb | | | |
| 1 | 23 | 9 | 10 |
| 2 | 19 | 13 | 10 |

| Test Item Number | Total Students Correct Answer | Total Students Incorrect Answer | Total Test item |
|------------------|-------------------------------|---------------------------------|-----------------|
| 3 | 23 | 9 | 10 |
| 4 | 23 | 9 | 10 |
| 5 | 17 | 15 | 10 |
| 6 | 20 | 12 | 10 |
| 7 | 20 | 12 | 10 |
| 8 | 23 | 9 | 10 |
| 9 | 26 | 6 | 10 |
| 10 | 26 | 6 | 10 |
| Total | 220 | 100 | 10 item |

From the table above, the researcher described the total of the incorrect answer are 160 items. The 60 items are regular verb and 100 item are irregular verb. It means, the irregular verb has most errors than regular verb. The researcher analysis could be seen below:

Table 2.
The score of students' tests

| Student | Score | Classification |
|---------|-------|----------------|
| S 1 | 100 | Excellent |
| S 2 | 85 | Excellent |
| S 3 | 65 | Good |
| S 4 | 60 | Good |
| S 5 | 90 | Excellent |
| S 6 | 35 | Poor |
| S 7 | 70 | Good |
| S 8 | 100 | Excellent |
| S 9 | 100 | Excellent |
| S 10 | 80 | Excellent |
| S 11 | 80 | Excellent |
| S 12 | 85 | Excellent |
| S 13 | 75 | Good |
| S 14 | 40 | Fair |
| S 15 | 90 | Excellent |
| S 16 | 55 | Fair |
| S 17 | 95 | Excellent |
| S 18 | 100 | Excellent |
| S 19 | 70 | Good |

| Student | Score | Classification |
|---------|-------|----------------|
| S 20 | 55 | Fair |
| S 21 | 5 | Poor |
| S 22 | 65 | Good |
| S 23 | 95 | Excellent |
| S 24 | 100 | Excellent |
| S 25 | 100 | Excellent |
| S 26 | 85 | Excellent |
| S 27 | 60 | Good |
| S 28 | 30 | Poor |
| S 29 | 100 | Excellent |
| S 30 | 100 | Excellent |
| S 31 | 30 | Poor |
| S 32 | 100 | Excellent |

Based on the table above, it showed that the mean score of 32 students was 75. There are 4 students got the poor score, 2 students in the fair score, and 6 students in the good score. From the mean score of students, the researcher concludes that the students' ability is in good level. The researcher also shows the frequency distribution of the scoring, that is as follows:

Table 3.
Frequency distribution of the score

| Score | Level | Frequency | P (%) |
|----------|-----------|-----------|--------|
| 76 – 100 | excellent | 17 | 53.12% |
| 56 – 75 | good | 5 | 15.63% |
| 40 – 55 | fair | 6 | 18.75% |
| 39 - 0 | poor | 4 | 12.50% |

Based on the table above, the researcher concludes the percentage of the student belong the high level more than the low level.

b. Causes of Errors

In this step, the writer interpreted the sources of error after doing observation, giving a test and making a percentage of students' error to the students. The researcher used the source of error by *Hubbard et al.* They are mother-tongue interference, overgeneralization, and errors encouraged by teaching material or method (Hubbard, 1983).

- Mother-tongue interference

This source of error is caused by the

different sounds system (phonology) and the grammar of the first language which lead to a foreign pronunciation, faulty grammatical patterns and occasionally to the wrong choice of vocabulary.

Many Indonesian students do some errors in learning regular and irregular verbs, because in Indonesian there are no regular and irregular verbs. From students' answer sheet, there are some errors that may cause by foreign language pronunciation, faulty grammatical patterns, and also wrong choose the vocabulary.

The error is the result of transfer from the native language. Before the system of the system of the second language is familiar, the native language is the only previous linguistic system upon which the learner can draw (Brown, 2006).

From the observation, the researcher saw that the teacher used Indonesian language in delivering the material. Besides, the English teacher explained the material generally and the teacher only gave few examples of each regular and irregular verb.

From the result of test, the researcher concludes there are 25% of 32 students thought that Indonesian has the similar verb form/ pattern with English. This percentage reflected students do some errors are caused by mother-tongue interference, because the Indonesian language has no verbs transformation when used in the different time.

Therefore, the students did false concept hypothesis, because they did not familiar to the system of foreign language (English Language) and they still influenced by the native linguistics system (Indonesian language).

The examples below are the errors which caused by the foreign language pronunciation as the first aspect of mother-tongue interference based on the Hubbard's theory:

- I selled my phone three days ago. (S10, S11, S12, S13, S20, and S22)

- Because Tata breaked my chair several hours ago. (S14, S20, S22, and S27)
- Because I red English book last night. (S2)
- I goed to Matahari Mall yesterday. (S16, S20, S22, and S27)
- I studyed English last night. (S2, S5, S6, S16, S20, S22, and S27)
- I moveed to Jakarta last week. (S5, S20, and S27)

In English language there are some verbs or words which have almost similar in pronunciation. From the examples above, they thought the verbs "reed" has similar pronunciation with "read". It also occurs in the words *try* for "cry" that should be "cried" in the past form. Then, the word "meed" for "meet" should be "met" in the past form. Next, the word locked for looked. And then, the word "day" for "die" that should be "died" in the past form.

- Overgeneralization

This source of error occurs when a learner applies a grammar rule to forms that do not take it (Cowan, 2008). In this research, overgeneralization is the dominant error. There is 46 % error which is caused by overgeneralization.

From the observation, the researcher saw that the English teacher only gave few examples of regular and irregular verbs. So, the students did not get more examples in forming regular and irregular verbs in the past form. Most of errors of this study are caused by overgeneralization, especially in irregular verbs that the change of the verbs should be remember by them. Few examples of irregular verbs that given by the teacher lead the students simplified the change of irregular verbs by adding -d and -ed.

Conclusion

The differences between Indonesian and English in using verbs in the sentences encourage the researcher to conduct this research. This research has been carried out to recognize the errors that were made by second grade students of SMP Negeri 1 Bintan in

using regular and irregular verbs in the past form. The researcher collected the data from students' test based on daily conversation form.

From the previous research findings and discussion, the following conclusions can be drawn:

a. The researchers found that the students still have problem in the using past regular and irregular verb especially in content aspect had percentage such as in the excellent level 53.12%, the good level 15.63%, the fair level 18.75%, and the poor level 12.5%. The mean score of the students at second grade SMP Negeri 1 Bintan are 75. From the mean

score of students, is showed that the students are in good level,
b. The students had most problem in the irregular verb with the incorrect answer in the regular verb was 60 items and irregular verb 100 items. Based on the high percentage of the errors, it can also have concluded that the existence of errors caused by some factors, such as mother-tongue interference, overgeneralization and encouraged by teaching material or method. The researcher also found that the most sources of errors is overgeneralization, where the students used the same pattern in transform regular and irregular verbs into past form by added -d or -ed

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