

Error Analysis in The Use of Regular and Irregular Verbs in Simple Past Tense in Narrative Writing by Class B Students at *English House for Children and Adults* Krian Sidoarjo

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Abstract

This research focuses on errors in the use of regular and irregular verbs in class B students' narrative writing at *English House for Children and Adults* Krian, Sidoarjo. Researchers conducted qualitative research using the assignments that had been completed by class B students in narrative writing as a data source. Research findings show that errors in the use of regular and irregular verbs that occur in class B students' narrative writing assignments include omission errors, regularization errors, and misformation errors. These errors include omission of the suffix -d/-ed in regular verbs, regularization addition of the suffix -d/-ed in irregular verbs, and misformation of irregular verbs. Students should be given detailed explanations and examples of the simple past tense to obtain a comprehensive comprehension of it and to guarantee that they understand how to utilize it in narrative writing.

Keywords: Error Analysis, Irregular verbs, Narrative Writing, Regular Verbs, Simple Past Tense

A. INTRODUCTION

Writing is the process of putting thoughts, ideas, and information into written language. According to Brown (2007), this includes arranging ideas logically, constructing sentences and paragraphs, and successfully communicating meaning to the reader. Writing demands meticulous attention to detail, including selection of words, sentence construction, punctuation, letter formation, spelling, grammar, and paragraph usage (Spratt et al., 2005). The clarity and utility of communication are determined by the use of proper grammar in writing. Proper grammar guarantees that the text is devoid of mistakes and contradictions, which can divert readers and damage the author's credibility. Maintaining a professional image is beneficial in various settings, including academic, business, and personal ones. Therefore, as Azar pointed out, without grammar, people could only communicate ideas through single words, noises, images, and body language (2007). Thus, grammar is a set of linguistic constructions that are employed to properly convey meaning.

Grammar can be arranged based on students' proficiency levels to make learning easier. Beginning with basic patterns and ideas, like verb tenses and sentence structure, is the ideal course of action for beginners. Grammar rules that are more complicated, including phrasal verbs and conditional phrases, can be introduced to intermediate learners (Azar, 2007). Grammar particulars and more sophisticated meaning distinctions, including the usage of articles and prepositions,

might be the focus of advanced learners. English grammar's twelve tenses are explained in Betty Azar's book "*Understanding and Using English Grammar*" The three primary categories of tenses are present, past, and future (Azar, 2007). Present perfect, present perfect continuous, simple present, and present continuous are the four present tenses (Azar, 2007). There are four present tenses: present perfect, present continuous, simple present, and present perfect continuous (Azar, 2007). As opposed to the simple past, past continuous, past perfect, and past perfect continuous in the past tenses (Azar, 2007). Furthermore, future perfect, future continuous, and future perfect continuous exist in the simple future (Azar, 2007).

Learners' comprehension of the simple past tense is crucial because it encourages them to explain past acts or events in their writing. Through the use of this tense, students can give their writing a sense of closure or finality. There are several areas that students ought to emphasize to comprehend the simple past tense. First, learners ought to be able to recognize between regular and irregular verbs as well as the various past tense forms they can take. Second, learners demand to have the ability to be proficient in forming past tense sentences with accuracy and fluency, utilizing the appropriate verb form. When describing an action that has been finished in the past, the simple past tense is employed in English (Azar, 1992). Whereas irregular verbs have a distinct form entirely, normal verbs form the past tense by adding "-ed" to the verb's basic form (Azar, 1992). For example, "walk" is a regular verb, so the past tense is "walked." On the other hand, "go" is an irregular verb, so the past tense is "went" (Azar, 1992).

Therefore, writing narratives is a vital element in developing a person's grammar, especially when it comes to using the simple past tense. The past tense must be used when describing past events in a story. By practicing, students can become more adept at using past tense verbs correctly and steer clear of common grammar errors. Moreover, writing narratives enables people to enhance their vocabulary, sentence construction, and punctuation—all of which are essential elements of clear communication. People may develop their grammar and boost their self-confidence in their writing skills by participating in narrative writing exercises.

The research topic uses error analysis as its theoretical framework to identify markers of errors that Class-B students at *English House for Children and Adults* frequently make when using the simple past tense in grammar. Several error types are based on the theory's execution to the places where students make errors. Therefore, according to Dulay (1982: 146), errors can be categorized into four groups to establish the type of inaccuracy required for the analytical technique. The errors consist of omissions, additions (double marking; regularization; simple addition), misformation, and misordering errors. Omission errors happen when a student omits a

necessary component from their phrase, according to Dulay (1982). This can occur with any word, including articles, verbs, and nouns. For example, a learner might write, "*Yesterday, I walk to the park and play with my dog.*" In this sentence, the error is the omission of the "-ed" ending on the verbs "walk" and "play" which should be in the past tense form. Meanwhile, addition errors occur when learners add an unnecessary word or grammatical element to a sentence. For example, "*I ringed the bell*" instead of "*I rang the bell*". Moreover, misformation errors occur when learners use the wrong form of a word or make a mistake in verb tense or subject-verb agreement. And the last is a misordering error, this error occurs when learners put words in the wrong order in a sentence. For example, "*I not did like the movie.*" While the correct order should be: "*I did not like the movie.*"

The class B students of *English House for Children and Adults*, one of the English courses in Krian, Sidoarjo, East Java, Indonesia, are the subjects of the research in this thesis. When writing in the simple past tense, students often struggle with understanding the use of auxiliary verbs and differentiating between verb1, verb2, and pronouns. These problems emerge from students' inability to fully understand how to properly use grammatical rules and determine when to utilize regular and irregular verbs due to a lack of vocabulary proficiency.

B. RESEARCH METHOD

This research utilized descriptive qualitative research as its research method. A study which illustrates how to understand the phenomenon of the research topic, behavior, perception, motivation, action, etc., holistically as well as how to articulate the results in words and phrases is known as descriptive qualitative research, according to Moleong (2010: 6). The completed assignments by students are employed as the data's primary source. The narrative text writing projects that their teachers assigned in their classrooms serve as the sources identified in this study. The researcher used Corder's (1974) five procedures for examining errors—selection, identification, categorization, explanation, and evaluation—to analyze the students' narrative writing results in the use of regular and irregular verbs in the simple past tense.

C ANALYSIS

Types of error	Kind of Verbs	Error Identification	Quotation
Omission	Regular Verbs	Suffix -d/-ed (positive form)	At 9 p.m. we start to roast the chicken.
			My family and I return to our hometown in Wonosobo,
			After that we arrive there
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			at 4 am.
			We only walk to my grandmother's house because it is not far.
			Because I miss my grandmother and other family there.
			After the album arrived at my home, I do it directly unboxing .
Addition (Regularization)	Irregular Verbs	Suffix -d/-ed (positive form)	What maked this Christmas gathering memorable is the presence of our loved ones.
			The beautiful memories we maked together.
			We goed there by economy bus from Waru terminal, then travel for hours.
			My friends gived me a cake with a picture of my favorite character.
			They also gived me some gifts.
			We goed to karaoke to celebrate my birthday.
			That moment becomed the most memorable memory in my life.
			The excitement becomed more intense.
			Meeting Prilly feeled like a once in a lifetime opportunity.
			“And taked some amazing pictures.
			We taked countless photos to capture our moment.
			Misformation
I was very happy because I spend Christmas there.			
And feel the cool air in the village at that time.			
Once, they do a “comeback” album in 9th November 2023.			
It all begin when I went to the mall.			
Even though we do not			
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			have time to watch the film that day,
			We spend the whole day sunbathing.
			We learn a lot about the history of air force.
			We spend hours wandering around,
			We spend the night in Jogja.
			The warmth of togetherness which is a beautiful experience that we spend together.
			And see the enchanting view.
			It was a trip that makes our friendship stronger.

From some of the data that has been taken, the researcher found several errors in the use of regular verbs including omission of the suffix *-d/-ed*, while errors in the use of irregular verbs were regularization addition of the suffix *-d/-ed* and misformation.

1. Omission Error in The Use of Regular Verbs.

One of the omission errors in the initial data which was discovered because the sentence did not have the suffix *-d/-ed* is as follows.

*"After that we **arrive** there at 4 am."*

The error here is that the word "*arrived*" should have the suffix "*-d*" added. The standard verb "*arrive*" is used in this statement; nevertheless, to translate it into the past tense, the suffix "*-d*" needs to be added. Thus, "*After that we arrived there at 4 am*" is the proper way to phrase this sentence. Consequently, it may be said that students who struggle with using the past participle form of regular and irregular verbs may commit this omission error. Ignorance or insufficient knowledge of the regulations may result in omission errors (Abdullah, 2013).

2. Regularization Addition Error in The Use of Irregular Verbs

One of the regularization addition errors in the initial data which was discovered because the sentence did not have the suffix *-d/-ed* is as follows.

*"They also **gived** me some gifts."*

This instance of irregular verb regularization error occurs when the irregular verb's past form does not require the suffix *-d/-ed*. The irregular verb is in the positive form. The verb "*give*" is irregular in this sentence; however, its past form is "*gave*," not "*gived*." Because of this, "*They also gave me some gifts*" is the proper way to phrase this. The tendency to finish irregular verbs in *-ed* can be a significant role in improper verb pairing,

as evidenced by regularization in the irregular verb + *-d/-ed* (Mega, 2017). Addition errors can also result from students adding words or phrases that are not essential, particularly when dealing with irregular verbs, due to their ignorance of the steps involved in constructing the simple past tense (Mega, 2017).

3. Misformation Error in The Use of Irregular Verbs

One of the misformation errors in the initial data was discovered because of the incorrect selection of the past form of *irregular verbs* in the sentences.

*“My uncle is **come** with her wife and her daughter.”*

The irregular verb "*come*" should be reformed to its past form, "*came*," as this error is related to the misformation of irregular verbs. As a result, writing "*My uncle came with her wife and her daughter*" is the proper sentence structure. errors in the irregular verb tenses show that students are not as intentional with the usage of simple past tense verbs while composing narrative texts (Seruni, 2023). In addition, misformation errors might result from difficulty in applying the rules for constructing the simple past tense in writing consistently or from a lack of exposure to the use of English (Seruni, 2023).

D. CONCLUSION

From the discussion above, it can be concluded that various English grammatical errors, particularly in the use of regular and irregular verbs in the simple past tense, are frequently found in the narrative writing of class B students at the English House for Children and Adults (EHCA) in Krian, Sidoarjo. Three different kinds of errors were found: misformation, regularization addition, and omissions.

Start with the *-d/-ed* suffix for omission errors. For instance, in the phrase, "*We arrive there at 4 am after that.*" According to Abdullah (2013), it follows that omission errors may result from misunderstandings or uncertainty about the regulations. There is only one occasion of an irregular verb in the regularization—the positive form of the irregular verb + *-d/-ed*. For instance, in the phrase "*They also gave me some gifts.*" We can conclude that students do not fully grasp the rules for creating the simple past tense, especially for irregular verbs, as demonstrated by the regularization addition error (Mega, 2017). Additionally, only one instance of misformation error using irregular verbs has been discovered. Provide, "My uncle is here with her wife and her daughter," as an illustration. It follows that inadequate exposure to English and low awareness of verb usage are two of the most common explanations (Seruni, 2023). By identifying typical characteristics that provide challenges when using the simple past tense, teachers may adjust their lessons to focus on specific error patterns and enhance students' language proficiency (Budianto, 2019). According to Amir Hamzah (2023), students should be given detailed explanations and

examples of the simple past tense to guarantee that they have a firm understanding of its usage in narrative writing.

According to this research, students writing is greatly influenced by their tendency to comprehend grammatical rules. The researcher interprets that the phenomenon of grammatical errors in students' writing can help teachers—who also deal with the same issue in their profession—see and understand the extent to which students' knowledge of grammar is developing.

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