ERROR ANALYSIS OF IRREGULAR VERBS IN WRITING NARRATIVE TEXT AT TWELFTH GRADE STUDENTS TWO OF SMA BU NU BUMIAYU IN THE ACADEMIC YEAR 2024/2025

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Abstract

The students of Senior High School still make many errors in writing past tense forms in irregular verb changes, especially in creating narrative texts. This study aimed to describe the errors in writing past tense irregular verbs in writing narrative texts made by students of SMA BU NU Bumiayu. In this study, the writer used descriptive qualitative as the research design. The data collection technique used writing test and documentation. The data analysis technique used three steps namely data reduction,

data display, and conclusion drawing. The results of this study show that students made 35 errors in writing the past tense of the second type irregular verb out of 58 irregular verbs found. Irregular verbs of the second type are verbs whose first form is different from the second and third forms (V1 ≠ V2 = V3). In addition, there were 30 errors out of 63 irregular verbs of the third type found. The third type of irregular verb is a verb whose first form is different from the second and third forms (V1 ≠ V2 = V3). Most students wrote present tense verbs in sentences that should indicate the past tense. In the results found, more students used the third type of irregular verb than the second type.

Keywords: *Errors in Writing, Past Irregular Verb, SMA BU NU Bumiayu*

A. Introduction

English grammar is a set of structural rules of the English language. This covers the arrangement of words, phrases, clauses, sentences, and complete texts. The use of words here is very important because it is the basis of language use. Then, when the words are combined, they become more organized and form sentences. In English grammar, there is a use of verb form that indicate time, which are called Tenses. Past tense is a form of complex tense other than simple present tense (Declerck et al., 2006). In the Simple Past Tense, there are several forms of verbs used. A verb is a word that demonstrates an action, and verbs are categorized based on usage, writing style, object, and function. According to (Wardhana & Widyaputri, 2017), verbs according to their use are divided into several forms, infinitive is the basic verb, preterite is

the verb's second form, while the past participle is its third or perfect form.

Verbs based on their objects are classified into two, namely Transitive and Intransitive verb. According to (Wardhana & Widyaputri, 2017) Transitive verb are verb that require an object, while intransitive verbs are verbs that do not require an object. According to their function, verbs are divided into three, namely Full, Auxiliary, and Linking verb. Based on (Wardhana & Widyaputri, 2017), Full verb is complete verb that are used to express an action, Auxiliary verb is a type of verb that takes a supportive role in a sentence, Linking verb is verbs that connect a subject with a noun/pronoun or adjectives which explains the subject.

According to the way of writing, verbs are divided into two forms, namely regular and irregular verb. A regular verb is one that changes form by appending the suffix "-d" or "-ed" to its initial form, creating a past tense second form and a past participle third form. Based on Joshi in (Fitria, 2021), regular verbs add "d" or "-ed" to their base form or simple form to create the past tense.. Meanwhile, according to Narayanaswamy in (Fitria, 2021), irregular Verb is a change in the basic verb (infinitive) into Past Tense and Past Participle form which does not have certain rules like Regular Verb. Vowel and consonant changes are not necessarily the way irregular verbs form their past tense.

Geoffrey Leech and Jan Svantvik in (Fasikh, 2020) state that irregular verbs categorized into three main types: those with identical forms for all three principal parts, those with two forms being the same, and those with all three forms differing. Specifically, the first type includes verbs where the present, past, and past participle forms are identical (V1 = V2 = V3). The

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second type features verbs where the present form differs from the past and past participle forms (V1 ≠ V2 & V3). The third type consists of verbs with unique forms for the present, past, and past participle (V1 ≠ V2 ≠ V3).

We can find the past form of irregular verbs in several texts, for example in narrative texts. Narrative text can be defined as a type of text that tells a series of events chronologically and interconnectedly. According to McIntyre in (Pardosi et al., 2019), narrative is essentially a tale, involving occurrences or events, whether they are factual or fictional, that the narrator deems captivating or significant. The nature of narrative text is imaginative or in the form of fictional stories (compositions) aimed at entertaining readers.

Furthermore, as discussed above in the simple past tense there is the use of irregular verb in the form of infinitive, past tense and past participle. In the use of language by society, there are many errors in writing the third form (past participle) of irregular verbs because unlike regular verbs, which have their own rules, they are considered easy to write. As stated by Guffey & Loewy in (Fitria, 2021) that irregular verbs also can cause difficulty for the writers and speakers. Therefore, errors or mistakes may occur.

One of the private schools in Bumiayu, Brebes, is SMA BU NU BUMIAYU. Numerous pupils from various classes are enrolled in this school. Having completed three months of the Praktik Pengalaman Lapangan (PPL) program, the writer is aware of the state of the pupils there. The writer has also obtained data showing students' writing ability from the school teacher. On average, students get scores that show that

there are still some errors that make the text the make less in accordance with the characteristics of the text.

In this case, the author will focus on discussing the past tense form of irregular verbs. The writer decided to construct the research under the title "Error Analysis of Irregular Verbs in Writing Narrative Text at Twelfth Grade Students Two of SMA BU NU Bumiayu in The Academic Year 2024/2025".

B. Literature Review

According to Susan and Larry in (Firdaus, 2020), they describe mistakes as slips of the tongue and unsystematic, while errors indicate systematic and rule-based grammar. Based on that statement, we can conclude that the mistake only occurred once. The learners who make mistakes can recognize it as a mistake and correct it, so they will realize what the correct answer is. In contrast, errors are systematic. An error is a wrong answer because the student does not have knowledge of the correct answer. As stated by Gass and Selinker in (Fitria, 2021), error analysis is a type of linguistic analysis that focuses on errors made by students. Based on the statement above, error analysis is an analysis carried out to find out the errors made by students.

Writing is part of language, we can convey language through writing using letters and the rules that apply in that language. As stated by Hyland in (Dinilhaq et al., 2022) that the act of writing serves as a means of expressing personal thoughts and beliefs, with writing courses highlighting the individual's capacity to shape their own perspectives on a subject. Writing abilities encompass a student's skill in effectively communicating information and ideas using proper grammar and vocabulary, as each individual possesses a unique thought process that influences their

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manner of expression. As a result, writing is a methodical process that typically follows a structured approach to communicate information and to explore concepts, knowledge, and data through written content, enabling readers to comprehend the author's intentions.

Furthermore, to determine students' writing abilities, this can be done by creating several texts, one of which is narrative text. According to McIntyre in (Pardosi et al., 2019), narrative is essentially a tale, involving occurrences or events, whether they are factual or fictional, that the narrator deems captivating or significant. Narrative text can be defined as a type of text that tells a series of events chronologically and interconnectedly. The nature of narrative text is imaginative or in the form of fictional stories (compositions) aimed at entertaining readers. According to Anderson in (Pardosi et al., 2019), narratives typically incorporate the following linguistic elements: 1) nouns for specifying characters and locations, 2) adjectives for detailed descriptions of characters and settings, 3) temporal expressions linking events to indicate when they happen, and 4) verbs portraying the actions unfolding within the narrative.

Verbs are one of the most important things to learn in English because verbs are one of the basics of words in English. A verb is a word that describes an action, action, condition, or experience of something. According to (Wardhana & Widyaputri, 2017), verbs are words that indicate or state an action or work that has been done, is being done, or will be done. Examples of the verbs are run, see, play, take, help, walk, push, cook, open, call, etc. Furthermore, there are several types according to how they are written, namely Regular and Irregular Verbs.

1. Regular Verb

Based on (Wardhana & Widyaputri, 2017), A regular verb is a verb that changes form by appending the suffix -d or -ed to its initial form, resulting in its second (past tense) and third (past participle) forms. Meanwhile Geoffrey Leech and Jan Svantvik in (Fasikh, 2020) stated that in the regular verb, the verb is formed by adding –ed to the base to change into two forms, past and past participle.

2. Irregular Verb

Based on James C. Fernald in (Fasikh, 2020), the past tense and past participle of irregular verbs are not formed in the same way as regular verbs, which simply add "-ed". Geoffrey Leech and Jan Svantvik in (Fasikh, 2020) identify three primary types of irregular verbs: those where all three principal forms are the same, those where two forms are identical, and those where all three forms differ. Specifically, the first type includes verbs with the same form in the present, past, and past participle (V1 = V2 = V3). The second type consists of verbs where the present form is different from the past and past participle forms (V1 ≠ V2 & V3). The third type features verbs with distinct forms for the present, past, and past participle (V1 ≠ V2 ≠ V3). Leech and Svantvik in Fasikh (2020: 78) also note that their classification groups verbs based on how the past forms and past participle vary from the base form.

C. Method of Investigation

The writers employ a descriptive qualitative method. The data source is taken from 21 students of twelfth grade two of SMA BU NU Bumiayu. To collect the data, the writer use writing test and documentation. The writers implement the technique to analyze the

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data by Miles and Huberman model in (Yulianti, 2022), they contend that data reduction, data display, and conclusion- or verification-making are the three parallel streams of activity that comprise qualitative analysis.

In reducing data, the writer carried out a writing test to collect data and find out students' mistakes according to the type in changing the past forms of irregular verbs. Data display can be done in the form of tables, graphs, charts, narratives, etc., making it easier for writers to analyze data, the writer use tables and documentation of student writing test results as data displays. In the end, the writer will describe the conclusion of the research based on the data obtained.

D. Findings and Discussion

The writer gives a narrative text test where students have to make up the content of the text themselves. In their writing, of course, there are more or less irregular verb types used. In this research, the writer does not discuss the first type of irregular verb, because the first type of irregular verb where the present, past tense and past participle forms are the same and cannot be traced. The writers discuss the error analysis of irregular verb in writing narrative text which are made by 21 twelfth grade students of two and classified their error into three types of irregular verb. The writer will focus on the second and third types of irregular verbs which have different forms. There are two types of irregular verbs which are explained as below:

1. Second Type of Irregular Verb (Two Verbs Parts are Identical)

In findings, there are 21 students who use the second type of irregular verb and make errors in writing the past form of the second type of irregular verb can be formulated in the following table:

No.	Student's Name	Irregular Verbs Found	Correct	Errors
1.	Agis Wulandari	3	0	3
2.	Agnia Halimatus	2	1	1
3.	Aisyah Alwi Darmawan	3	1	2
4.	Aliska Usna M	4	1	3
5.	Annisa Suci Ramadhani	4	4	0
6.	Aulia Intan Ramadhani	5	1	4
7.	Citra Sovi Aurelia	3	2	1
8.	Erina Ayu Ambarwati	3	0	3
9.	Findy Yunia F	1	0	1
10.	Gadah Embanan	4	1	3
11.	Indriani Agustin A	1	1	0
12.	Kahira Safana Hakim	5	3	2
13.	M. Iqbal Mahfudz	4	3	1
14.	Melina	3	1	2
15.	Pandu Alan S	3	1	2
16.	Rafi Ahmad Tanjung	0	0	0
17.	Tati Rahmawati	2	1	1
18.	Tutut Kusuma Dewi	4	1	3
19.	Virlia Anggraini A	1	0	1
20.	Wildatun Fatikha	1	0	1

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| 21. | Zia Ully Kahfi | 2 | 1 | 1 |

There are 35 errors out of 58 irregular verb writings of the second type of past forms made by students. In the table, there are 2 students who do not make error in writing this second type of irregular verb. There are also 1 student who do not include the second type of irregular verb in their text at all. On average, students only make a few errors in writing the past form of this second type of irregular verb. Students' errors in writing the second type of irregular verbs in the past tense typically arise from various factors, including a lack of knowledge, environmental influences, the impact of the local language, and, importantly, the challenges associated with learning English as a foreign language.

2. Third Type of Irregular Verb (All Three Verbs Forms are Different)

There are 21 students who use the third type of irregular verb and make errors in writing the past form of the second type of irregular verb can be formulated in the following table:

No.	Student's Name	Irregular Verbs Found	Correct	Error
1.	Agis Wulandari	5	2	3
2.	Agnia Halimatus	2	2	0
3.	Aisyah Alwi Darmawan	2	1	1
4.	Aliska Usna M	2	0	2
5.	Annisa Suci Ramadhani	4	3	1

6.	Aulia Intan Ramadhani	1	0	1
7.	Citra Sovi Aurelia	4	4	0
8.	Erina Ayu Ambarwati	2	1	1
9.	Findy yunia F	3	1	2
10.	Gadah Embanan	1	0	1
11.	Indriani Agustin A	3	2	1
12.	Kahira Safana Hakim	5	3	2
13.	M. Iqbal Mahfudz	5	4	1
14.	Melina	2	2	0
15.	Pandu Alan S	8	5	3
16.	Rafi Ahmad Tanjung	3	0	3
17.	Tati Rahmawati	1	0	1
18.	Tutut Kusuma Dewi	3	1	2
19.	Virlia Anggraini A	1	0	1
20.	Wildatun Fatikha	4	1	3
21.	Zia Ully Kahfi	2	1	1

In third type of irregular verb, there are 30 errors out of 63 irregular verb writings of the third type of past tense made by students. In the table, there are 3 students who make no errors in writing this second type of irregular verb. In this third type of irregular verb writing, students make fewer errors in writing the past tense of irregular verbs compared to the second type of irregular verb writing. Students' errors in writing the past tense of the third type of irregular verbs are generally attributed to various factors, including a lack of knowledge, environmental influences, the impact of the local language, and, importantly, the challenges associated with learning English.

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E. Conclusion

The findings of this study indicate that students committed 35 errors in the formation of the past tense for the second category of irregular verbs, out of a total of 58 irregular verbs identified. The second type of irregular verb is a verb where the first form differs from the second and third forms (V1 ≠ V2 = V3). Additionally, there were 30 errors out of 63 irregular verbs of the third type found. The third type of irregular verb is a verb where the first form is different from both the second and third forms (V1 ≠ V2 ≠ V3). In the results found, more students used the third type of irregular verb than the second type. Most students wrote present tense verbs in sentences that should indicate the past tense. Based on these findings, students experience difficulties in writing the past tense forms of both the second and third types of irregular verbs.

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