

## Error Analysis Students' Ability in Using Regular and Irregular Verb at the Second Grade of SMP Satria Dharma Perbaungan

Widya Santiwi Br Simanjuntak<sup>1</sup>, Yusnita Nasution<sup>2</sup>

<sup>1,2</sup> Universitas Muslim Nusantara Al Washliyah Medan, Indonesia

Corresponding Author: ✉ [widyasantiwibrsimanjuntak@umnaw.ac.id](mailto:widyasantiwibrsimanjuntak@umnaw.ac.id)

### ABSTRACT

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This research aims to analyze student errors made by second grade students of SMP Satria Dharma Perbaungan in using regular and irregular verbs. This research aims to obtain the types of errors in identifying regular and irregular verbs in the past form and to find out the causes of why students make mistakes. This type of research is research with qualitative methods. This research was conducted by following error analysis procedures, starting with sample selection, identification, elaboration, explanation and assessment of errors. The data sources in this research were 10 students from the second grade of SMP Satria Dharma Perbaungan. The research data was obtained by doing observations, giving questionnaires and giving tests to students. From the error analysis process, it was found that students made three types of errors, namely omission, addition, and misformation. The results of omission errors were 23.34%, addition errors were 26.66% and the most errors occurred at 50% misformation errors. According to the theory of Ellis and Barkhuizen, students' errors are caused by interlingual transfer and intralingual transfer.

#### Keywords

*Error Analysis, Source, Type, Regular and Irregular Verbs*

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## INTRODUCTION

Indonesian sentence forms and English sentences are very different. For example, the difference in the use of verbs. Indonesian verb doesn't have past form while in English we have to change the verb forms primarily based on the grammatical rules. That's why many Indonesian students use the wrong form of the verb when making English sentences. In English, there are two forms of the verbs. They are regular and irregular verbs. Leech and Svantvik 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. For example, when making a past form of

play, The learners just add ed at the end of words become played (Al-Arif, 2017).

(Sari, 1970) Fernald stated that Irregular verbs form the past tense and the past participle which are different from the regular verbs that add ed. Certainly, there are only approximately two hundred irregular verbs, inclusive of all the auxiliaries, within the English language. For example, when making a past form of go. The learners must change go become went and change into past participle become gone (Berutu, C., 2015).

(Fasikh, 2020) When the researcher did an internship at the school in 2021, the researcher found the common errors in using regular and irregular verbs made by students, such as; (1) They went to Bali last Sunday; and (2) They bought a new bag two days ago. Those sentences are wrong because the students just add ed/d to the verb that they know as the way to make the past form. Go and buy are the irregular verbs. The verb Go will be changed into go-went-gone and the verb Buy will be changed into buy-bought-bought. The correct sentences are; (1) They went to Bali last Sunday; and (2) She bought a new bag two days ago.

(Novita, 2014) Many students usually have some difficulties in forming verbs in the simple past because they are confused about regular and irregular verbs and they do not memorize all of the verbs changing. (Sari, 2019) To produce the correct verb, they need to analyze the changing of the verb. Sometimes they generalized the rule by adding ed at the end of the verb which can cause an error. They also have to memorize irregular forms because there are many changes in forms that cannot be predicted.

Based on the background explanation above, the researcher found troubles in the English learning process. So the researcher would like to discuss: "An Error Analysis Of Students' Ability In Using Regular And Irregular Verbs (at the Second Grade of SMP Satria Dharma Perbaungan)".

## RESEARCH METHOD

In this research, the researcher will use qualitative research. The researcher will try to analyze the ability and difficulties of students in using regular and irregular verbs where the students often have difficulties in distinguishing regular and irregular verbs. Qualitative is an examination of variables or phenomena in a deep comprehensive manner. (Suharsimin, 2000) also adds that qualitative research is an approach used to gain an understanding of underlying reasons, opinions, and motivations. The participants of this research were ten students from second-grade students of SMP Satria Dharma Perbaungan in 2021/2022 academic years. In this research,

the researcher used some students because the researcher only wants to know the students' ability in using a verb.

In this research, the researchers used observation, questionnaires, and tests as research instruments. The researcher collected the data by doing classroom observation, the researcher gave a questionnaire and test to the second-grade students of SMP Satria Dharma Perbaungan about regular and irregular verbs in the past form. The researcher identified the data which the researcher got from the test. The researcher also determined the sample of the learners which were deviated from the target language by giving a cross mark to the incorrect answer and giving a check mark to the correct answer to the student's answer. Then, the researcher identified the errors based on the surface strategy taxonomy according to James classify into four types: omission, addition, misformation and misordering.

The calculation of the percentage of type of errors is based on the following formula.

$$P = \frac{F}{N} \times 100\%$$

Explanation :

P = Percentage

F = Frequency of the wrong answer

N = Total of errors

## RESULT AND DISCUSSION

Having done class observation, the researcher gave the tests to the second-grade students of SMP Satria Dharma Perbaungan. The researcher gave the tests which covered Regular and Irregular Verbs that consist of 10 questions. Then, the researcher analyzed the students' errors in mastering Regular and Irregular Verbs by classifying the students' errors. After that, the researcher makes a percentage of the types of errors.

### Result of Observation

The researcher observed the English teacher in the teaching-learning activity. From the beginning, many students seem did not interested in learning English, and only some of them paid attention to the teacher's explanation. Some students draw, talk with their friends, and do their tasks for other lessons. However, when the teacher gave the assignment, all students keep doing it.

From the observation, the researcher thoughSt teaching-learning activity in this classroom may lead students to do some errors in applying regular and irregular verbs.

## Result of Questionnaire

**Table 1.**  
**The Result of Students' Questionnaire**

Statement	Percentage
The students had learned simple past tense as their material English in the second grade of Junior high school.	100%
Their English teacher had explained about regular and irregular verbs and give some examples of it.	80%
Indonesian and English verbs have the similar pattern.	50%
The Students did not like English	80%

## Result of Test

**Table 2.**  
**The Score of Students' Test**

No	Students	Score
1	Putra	50
2	Suci	50
3	Cilsi	40
4	Yani	20
5	Luna	40
6	Ayu	30
7	Arya	30
8	Alvino	30
9	Romy	50
10	Iqbal	50

Frequency of Error in Using Regular and Irregular Verbs

Table 3.

Frequency of Error in Using Regular and Irregular Verbs

Item's Number	Frequency of Errors					Total Frequency of Error of Each Number	Percentage
	Omission	Addition	Misformation	Misordering	Blends		
1	2	3	0	0	0	5	8,33%
2	0	1	5	0	0	6	10%
3	0	3	6	0	0	9	15%
4	1	2	3	0	0	6	10%
5	2	0	5	0	0	7	11,66%
6	0	0	0	0	0	0	0%
7	1	0	5	0	0	6	10%
8	1	4	2	0	0	7	11,66%
9	7	0	1	0	0	8	13,33%
10	0	3	3	0	0	6	10%
<b>Total</b>	14	16	30	0	0	60	100%

The Frequency of Each Error Types

Table 4.

The Frequency of Each Error Types

No	Error Types	The Number of Error Type	Frequency of Each Error Type
1	Omission	14	23,34%
2	Addition	16	26,66%
3	Misformation	30	50%
4	Misordering	0	0%
5	Blends	0	0%
<b>Total Number of Errors</b>		60	100%

**Discussion**

**Analyzing Types of Errors**

Based on the identified data from the student’s answer sheet in using regular and irregular verbs, the errors were falls into three types. They are omission, addition and misformation, and the researcher did not find error of misordering and blends in the student answer sheet.

Omission

**Table 5.**  
**The analyzing Error of Omission**

Error Analysis	Error Correction
I <u>love</u> spicy foods so much.	I <u>loved</u> spicy foods so much.
My stomach <u>fel</u> like it was on fire on the next day and I got diarrhea.	My stomach <u>felt</u> like it was on fire on the next day and I got diarrhea.
I <u>thoug</u> t my stomachache would slowly leave me after I let my food out but it turned out that I had more painful stomachache after.	I <u>thought</u> my stomachache would slowly leave me after I let my food out but it turned out that I had more painful stomachache after.
I <u>toug</u> t my stomachache would slowly leave me after I let my food out but it turned out that I had more painful stomachache after.	
My mom <u>tod</u> me to let my food out one more time.	My mom <u>told</u> me to let my food out one more time.
I <u>chos</u> to did what my mom suggested, hoping it would work because if it wouldn’t, I have to follow my dad’s suggestion.	I <u>chose</u> to did what my mom suggested, hoping it would work because if it wouldn’t, I have to follow my dad’s suggestion.
My parent <u>wen</u> strict on what I am eating after that day.	My parent <u>went</u> strict on what I am eating after that day

From the table above, most students were omitting a letter which must exist within a morpheme. From the table above, the students omitted -d of the past form of “love” that should be “loved”. The students also omitted -t which must exist in the “felt” as the past form of “fell”. They also omitted -h in the

verb “thought” and -l in the verb “told”. Then, they omitted -e which must exist in the “chose”, and -t in the “went”.

**Addition**

**Table 6.**  
**The Analyzing Error of Addition**

Error Analysis	Error Correction
I <b>loveed</b> spicy foods so much.	I <b>loved</b> spicy foods so much.
I <b>ated</b> them for my breakfast, lunch, dinner and snacks in between them.	I <b>ate</b> them for my breakfast, lunch, dinner and snacks in between them.
I was eating a bowl of my favorite meatball and <b>putt</b> way too many spoons of sambal into it.	I was eating a bowl of my favorite meatball and <b>put</b> way too many spoons of sambal into it.
I was eating a bowl of my favorite meatball and <b>putt</b> way too many spoons of sambal into it.	
My stomach <b>feelt</b> like it was on fire on the next day and I got diarrhea.	My stomach <b>felt</b> like it was on fire on the next day and I got diarrhea.
I <b>choose</b> to did what my mom suggested, hoping it would work because if it wouldn't, I would have to follow my dad's suggestion.	I <b>chose</b> to did what my mom suggested, hoping it would work because if it wouldn't, I would have to follow my dad's suggestion.
They <b>madee</b> me promise myself not to eat anymore crazy amount of spicy food.	They <b>made</b> me promise myself not to eat anymore crazy amount of spicy food.

The errors above occurred when students failed added certain item which should not exist in their answer. Besides false in formulating regular verbs, the students also did errors by adding unnecessary element which is not applied in the target language, such as adding -e of the past form “love” that should be “loved” and “make” that should be “made”.

Misformation

Table 7.  
 The Analyzing Error of Misformation

Error Analyzing	Error Correction
I <b><u>eated</u></b> them for my breakfast, lunch, dinner and snacks in between them.	I <b><u>ate</u></b> them for my breakfast, lunch, dinner and snacks in between them.
I was eating a bowl of my favorite meatball and <b><u>puted</u></b> way too many spoons of sambal into it.	I was eating a bowl of my favorite meatball and <b><u>put</u></b> way too many spoons of sambal into it.
My stomach <b><u>feeled</u></b> like it was on fire on the next day and I got diarrhea.	My stomach <b><u>felt</u></b> like it was on fire on the next day and I got diarrhea.
I <b><u>thinked</u></b> my stomachache would slowly leave me after I let my food out but it turned out that I had more painful stomachache after.	I <b><u>thought</u></b> my stomachache would slowly leave me after I let my food out but it turned out that I had more painful stomachache after.
But my mom <b><u>telled</u></b> me to let my food out one more time.	But my mom <b><u>told</u></b> me to let my food out one more time.
I <b><u>choosed</u></b> to did what my mom suggested, hoping it would work because if it wouldn't, I would have to follow my dad's suggestion.	I <b><u>chose</u></b> to did what my mom suggested, hoping it would work because if it wouldn't, I would have to follow my dad's suggestion.
My parent <b><u>goed</u></b> strict on what I am eating after that day.	My parent <b><u>went</u></b> strict on what I am eating after that day.
They <b><u>maked</u></b> me promise myself not to eat anymore crazy amount of spicy food.	They <b><u>made</u></b> me promise myself not to eat anymore crazy amount of spicy food.



From the errors above, misformation is the most errors which occurred in students' answer sheets. Students did some errors because they did not understand the transformation of the past verbs whether regular or irregular verbs. Many of them did misformation by added -d/-ed to the irregular verbs.

## CONCLUSIONS

According to the description in the previous chapter, the researcher found that the students committed errors in three categories. They are omission, addition, and misformation. Based on the data, from 60 total of errors, there are 14 errors or 23,34% fell into omission categories. Then, there are 16 errors or 26,66% error of omission and there are 30 errors or 50% error of misformation categories. Therefore, it can be concluded that the highest percentage of errors produced by students are misformation errors.

Based on the high percentage of errors, it could also conclude that the existence of errors caused some factors, such as interlingual transfer and intralingual transfer. The researcher also found that the most source of errors is an overgeneralization, where the students used the same pattern in transforming regular and irregular verbs into past form by adding -d or -ed.

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