



THE ERROR ANALYSIS OF REGULAR AND IRREGULAR VERBS IN THE SIMPLE PAST TENSE (A Case Study for 2nd Grade Students of Junior High School)

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Abstract: This study aims to identify how many average students who are able to understand the use of regular and irregular verbs and to find out how many percentages of errors in using regular and irregular verbs and also to find out the source of error in using regular and irregular verb and also to make teaching and learning activities more effective and efficient. This research is descriptive research method. The Writer uses the questionnaires to collect the data. Students answer the questions and choose the best respond to complete the affirmative, negative, and interrogative sentences. The writer finds out the average of students who are able to understand the use of regular and irregular verbs by answering questions correctly is 11.8. The total percentage of errors in using regular and irregular verbs is 70.48% and 29.52% of students are able to answer correctly. The source of errors that many students have made is from overgeneralization and both transfer of knowledge which is interlingual and intralingual transfer.

Key words: error analysis; regular and irregular verbs; case study

INTRODUCTION

In communication, language plays an important role. Humans can interact well each other with language. As a language of the world, English is a well-known medium of communication in many part of the world. English is used to develop the knowledge to face the globalization era and compete with other countries. One of the main subjects taught in the formal school in Indonesia is English.

English is used in many fields such as economy, education, art, and technology. That is why English is learned in Indonesian schools, from elementary until university level. It is taught as a compulsory subject at the Junior High Schools in Indonesia. So the students feel that they have to study English. Knowing how to use simple past tense correctly is very important in formal speaking and writing. Although an error with regular and irregular of past tense is a kind of error and thus affects of a sentence. Many errors with simple past in a piece of writing make it difficult for the reader to concentrate on the content.

There are many differences between Indonesian and English systems. One of the differences is the way of using tense in creating sentences well. For example, in making sentences of simple past tense it is really different from Indonesian. Indonesian verb doesn't have past form while in English we have to change the verb forms based on the grammatical rules in English. It causes the Indonesian students face difficulties and makes errors in using regular and irregular verbs in the simple past tense. They often encounter difficulties in choosing Indonesian verb into English verb of past. For instance, they often say in Indonesian "saya pergi ke Surabaya kemarin". In student's writing, it's still found "I go to Surabaya yesterday". The correct one is "I went to Surabaya". While "I play a piano last night" is still wrong, the right one in grammatical way is "I played a piano".

The above examples are one of the difficulties in using regular and irregular verb, which are made by Indonesian students, which

can affect the result of English teaching. In order to succeed in the process of teaching and learning English, it is important for English teachers to help the students solve the problems. They must make an effort to improve English teaching process easily for their students. They can predict the learning problems that are faced by their students in learning the language by understanding the differences between the two language systems.

In learning a foreign language, most learners, children or adults, tend to make errors no matter how long they have already studied the language. The errors also vary in frequency or in certain areas of the language. The differences of errors are closely related to the student language background, learning strategies, different learning experience, and individual differences of teachers and learners. By knowing errors in writing, the students can recognize the errors during the learning process. The teacher can know the students' problem and teach them to prevent reoccurrence problems and the school can reorient language learning materials on the basis of the learners' current problems.

Based on the problem above, the objective of this study is to identify how many average students who are able to understand the use of regular and irregular verbs and to find out how many percentages of errors are in using regular and irregular verbs. The to find out the source of error in using regular and irregular verb

REVIEW OF LITERATURE

Some grammarians define the simple past tense with many ways. Betty SchramferAzar (1992) said "simple past tense indicates that an activity or situation began and ended at particular time in the past". Douglas Bieber and friends (1999) in *Grammar of Spoken and Written English* stated that "Past tense most commonly refers to past time via some past point of reference, especially in fictionally narrative and description, where the

use of the past to describe imaginary past happening is a well- established convention". This opinion is supported by the statement of Betty Schramfer Azar (1992) in her book *Fundamental English Grammar* that "the simple past is used to talk about activities or situations that began and ended in the past. Such as: yesterday, last night, two days ago, in 1990". Example:

- a. John saw football yesterday.
- b. I studied English last night.
- c. She visited me two days ago.
- d. My sister was born in 1990.

Based on the definition above, it shows that the simple past tense is used to express a definite event in the past. And also the simple past is used to define the situation in the specific time. The simple past shows the situations or activities that began and ended in the past.

The Form of Simple Past Tense

According to their changes of form (inflection) verbs, Eugene J. Hall, (1992) stated they are divided into regular and irregular verbs. Nasrun Mahmud (2003) in *English for Muslim University Students* argued that "Simple past tense is formed with past form of the verbs which may be either regular, e.g. by adding -ed to the infinitive (incidentally, most verbs are regular) or irregular must be learned in each case".

Regular Verb

Most English verbs are regular in the form of the past and the past participle. According to Silvia Robertson, regular verbs are verbs which conform to a certain pattern. She also said that the regular verbs have certain patterns to change such the word *walk* that changes into *walk-walked-walked*, but *to be* cannot change regularly as the word *walk*.(Hodder & Stoughton, 2003)

Geoffrey Leech and Jan Svantvik (2002) 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:

**Table 2.1,
The regular verbs form**

Base	Past form	Past participle
Help	Helped	Helped
Play	Played	Played

Regular verbs form the past tense and the past participle by adding -ed to the simple

form of the verb. When the simple form end in mute e, the e is put before adding -ed.



Eugene J. Hall (1992) said that regular verbs in the past tense are formed by adding *-d* or *-ed* in written usage. In speech the *-d* ending has three different pronunciations. Those different pronunciations have no significance in meaning.

Raymond Murphy with William R. Smalzer (2007) argued that the simple past

and past participle of regular verbs is *-ed*, such as clean–cleaned, live–lived, paint–painted, etc. Geoffrey Leech and Jan Svantvik (2002) added that with regular verbs, we can also predict that the past tense form and past participle forms are identical and formed with the *-ed* ending added to the base.

Table 2.2
Regular verb Formulas and examples in simple past.

	affirmative	negative	Interrogative	
			Yes/No question	Wh-question
verb	Subject+ Verb-ed+ Object+ time signal.	Subject+ did+ Not +Verb base+ Object+ time signal.	did+ Subject+Verb base+ Object+ time signal?	Wh-questions+ did+ Subject+Verb base+ Object+ time signal?
example	He played Basketball yesterday.	He did not play Basketball yesterday.	Did he play Basketball yesterday?	Where did he play Basketball yesterday?

Irregular Verb

Marcella Frank (1972) stated that Irregular verbs is a small number of verbs, among the some of the most commonly used verbs in the language, which have forms that differ from the regular tense for. James C. Fernald(1998) Irregular verbs form the past tense and the past participle which are different with the regular verbs that adding *-ed*. Actually, there are only about 200

irregular verbs, including all the auxiliaries, in the English language.

Besides, regular and irregular verbs are different in the number of verbs, irregular verbs also different in the way to make it. Different with regular verbs, however, in the irregular verbs we cannot predict their past and past participle forms from the base. For example:

Table 2.3
The example of irregular verbs

The base	past form	past participle
Break	Broke	Broken

In the list below, there are forms of irregular verbs changing in sentences:

Table 2.4
Irregular verb Formulas and examples in simple past.

	affirmative	negative	Interrogative	
			Yes/No question	Wh-question
verb	Subject+ Verb past+ Object+ time signal.	Subject+ did+ Not +Verb base+ Object+ time signal.	Did + Subject+Verb base+ Object+ time signal?	Wh-questions + did+ Subject+Verb base+ Object+ time signal?
example	He saw a movie yesterday.	He did not see a movie yesterday.	Did he see a movie yesterday?	Where did he see a movie yesterday?
To be	Subject+ was/were+ Object+ time signal.	Subject+ was/were+ not +Object+ time signal.	Was/were+ Subject +Object+ time signal.	Where was/were+ Subject +Object+ time signal.
example	He was a leader yesterday.	He was not a leader yesterday.	Was he a leader yesterday?	How was he a leader yesterday?

According to Geoffrey Leech and Jan Svantvik (2002), there are three main types of irregular verbs, they are verbs in which all the three principal parts, verbs in which two parts are identical, and verbs in which all three parts are different.⁵¹ In other words, the first type is verbs whose forms in the present, past, and past participle are similar (V1 = V2 = V3). The next type is the verbs whose forms in the

present is different with the past and past participle (V1 ≠ V2 & V3). In the last type, the form in the present, past and past participle are different (V1 ≠ V2 ≠ V3).

In the list below, Geoffrey Leech and Jan Svantvik (2002) added that the verbs are grouped according to how three past form and past participle forms differ from the base form.

1) All three verb parts are identical (V1 = V2 = V3)

Table.2.5
The irregular verbs form (V1 = V2 = V3)

Verb I	Verb II	Verb III
Cut	cut	cut
Hurt	Hurt	Hurt
Put	Put	Put
Hit	Hit	Hit
Quit	Quit	Quit
Read	Read	Read
Set	Set	Set
Let	Let	let
Cost	Cost	cost
Thrust	thrust	thrust
Spread	Spread	spread
Upset	Upset	upset
Wed	Wed	wed

2) Two verb parts are identical (V1 ≠ V2 & V3)

Table.2.6
The irregular verbs form (V1 ≠ V2 & V3)

Verb I	Verb II	Verb III
Say	Said	said
Pay	Paid	paid
Dig	Dug	dug
Feel	Felt	felt
Feed	Fed	fed
Stand	Stood	stood
Bring	Brought	brought
Buy	Bought	bought
Teach	Taught	taught
Think	Thought	thought
Catch	Caught	caught
Pay	Paid	paid
Dig	Dug	dug
Feel	Felt	felt
Feed	Fed	fed
Stand	Stood	stood
Find	Found	found
Hang	Hung	hung
Hear	Heard	heard



Hold	Held	held
Keep	Kept	kept
Lay	Laid	laid
Lie	Lay	lay
Lead	Led	led
Lose	Lost	lost

3) All three verb forms are different (V1 ≠ V2 ≠ V3)

Table 2.7
The irregular verbs form (V1 ≠ V2 ≠ V3)

Verb I	Verb II	Verb III
Go	went	gone
Write	wrote	written
Speak	spoke	spoken
Hide	hid	hidden
Become	became	become
Begin	began	begun
Break	broke	broken
Choose	chose	chosen
Do	did	done
draw	drew	drawn
Drive	drove	driven
drink	drank	drunk
Fall	fell	fallen
Forgive	forgave	forgiven
Get	got	gotten
Give	gave	given
Know	knew	known
Ring	rang	rung
See	saw	seen
Sing	sang	sung
Swim	swam	swum
Take	took	taken
Wake	woke	woken
Undo	undid	undone
Wear	wore	worn

Some Difficulties in Simple Past Tense

Many students usually have some difficulties in forming simple past; they are confused about regular and irregular form because they do not memorize all of the verbs changing. That's why the writer divides the difficulties of simple past tense into two parts. There are difficulties in the forms and in the usages.

Difficulties in the form

According to Scott Thornbury (2001), "typically, learners go through four, possibly five, stages in their acquisition of these forms:"

1. They use the one form for both present and past eat (eating)

2. They start to produce correct past forms of are
3. They attach the regular past ending to the verb eaten
4. They may even produce a mixture of regular and irregular ated
5. They consistently produce the correct form ate

In other words, many students have some difficulties in forming simple past tense especially in forming irregular verb. To produce the correct form, they need to analyze the changing of the verb. Sometimes they over generalized the rule by adding -ed at the end of the verb which can cause an error. This theory is similar with Rod Ellis's

theory (1997) about sources of error; she said that in the second point in her theory that generalization is one of error sources in explanation before.

John East Wood stated (1999), “We do not use a past form such as stopped or rang in negatives and questions. Not (the car didn’t stopped) and not (did you rang?)”. Mark S. Le Tourneau (2002) said about suffix – (e) d. A word that can be in fleeted for past tense with- (e) d is a main verb: for example, appear-ed is a verb, but appearance–d is not inflected for past tense by suffixations is called irregular verbs.

From several opinions above, it seems that most of students, they get confused about simple past tense, especially in the form of irregular verbs because they are different from regular verbs in forms. The students have to know the form of simple past tense, and they have to memorize the irregular forms because there are many changes in forms cannot be predicted.

Difficulties in The Usage

When the students learn Indonesian Language, they did not find the tenses, but when they study English, they will find the tenses. This will be a big problem for them. Therefore, they have to be able to distinguish every tense in English, especially simple past tense. Based on the writer’s experience in teaching, sometimes it will be difficult to differ between simple past tense and present perfect tense in usages.

In addition, Thomson and Martinet (1986) stated that the simple past tense is used for express:

1. Completed action in the past at a definite time
It is used for actions completed in the past at a definite time, it is therefore used for a pat action when the time is give, for example: I met him yesterday, or when the time is asked about, for example: when did you meet him?, or when the action clearly took place at the definite time even though this time is not mentioned, for example: *I bought this car in Jakarta.*
2. Action that occupied or occurred at a moment period of past time now terminated.
It is used for an action whose time is not given but which occupied a period of time now terminated, for example: She

lived in Roma for a long time, or occurred at a moment period of past time now terminated, for example: *My grandmother once saw Queen Victoria.*

3. Past habit action
The simple past tense is also used for a past habit, for example: he always drank wine.
4. Unreal past.

The use of simple past tense is used in conditional tense that is used unreal past after if and tough so forth

Meanwhile, Marcela Frank (1972) also gives the similar statements about the use of the past tense. The past tense may refer to:

1. One event completed in the past:
I saw him last night.
They left two hours ago.
The word ago requires the use of the past tense, even if the time indicated comes almost up to the present.
2. Repeated events completed in the past and no longer happening:
When I was young, I went swimming every day.
3. Duration of an event completed in the past:
He lived in New York for thirty years and then he decided to return to France.

In addition, Nasrun Mahmud (2005) said that “the simple past tense refers to a complete action, activity or state that happened or that was true at certain point or at a certain period of time in the past.”

Based on the above discussions, the writer concludes that the usages of simple past tense are for stating the activities or events that have started and finished in the past. So, there is a particular time when someone or people doing the activities. Usually, there are the specific time signals such as, last ...ago, yesterday, and so on. Sometimes, the students get confused when the time they have to use the simple past tense.

Error Analysis

It’s hard for the first time understanding between error and mistake. Douglas Brown (2001) argues an error is a noticeable deviation from the adult grammar of a native speaker, reflecting the inter-language



competence of the learner. Otherwise, a mistake refers to a performance error that is a random guess or a “slip,” in that it is a failure to utilize a known system correctly.

According to Hendrickson in his book “*Error Correction in Foreign Language Teaching: Recent Theory, Research and Practice*” in Fasikh (2019), “Considered errors to have a relation to learning, resembling that sin to virtue like sin, error is to be avoided and its influence overcomes, but its presence is to be expected”. There is sufficient evidence at this point to indicate these claims are correct, and that error analysis is useful tool in the study of second language acquisitions.

One of the causes of errors is language transfer. Errors contained in sentences in the target language are caused by interference from the learner’s native language. Second, causes of errors can also be found in the target language, such as intralingua and development errors or intralingua transfer or communication strategies. ”Interference from the mother tongue is clearly a major source of difficulty in second language learning, and contrastive analysis has proved valuable in locating areas of Interlingua interference”. Collins (1990) states that. Grammar in writing is a part of a larger interrelated whole, which includes discourse (e.g. ordering of propositions between sentences), semantics (which includes collocations, lexical properties, and cohesion), and a “grammaticization” the process of achieving linguistic expression through resource grammatical rules. Celce-Murcia (1983) states that A focus on grammar certainly has an appropriate if not essential place in the writing process. In a study, related to his theory, he suggest that accurate “grammaticization” (or lack of it) does in fact play a significant role in instructor’s overall impression, and their subsequent grade assigned to a students paper

James (1998) states Error correction is the classroom activity, which most people think of as one of the language teacher’s most important function. It is one of the things,

which distinguish classroom interactions from interactions outside. However, it is not easy to define correction. James states that the term ‘correction’ in the followings senses, namely: feedback proper and remediation

According to Rod Ellis (1997), the sources of error are:

- a. Omission
For example, they leave out the article **a** and **the** and leave the-s off plural nouns.
- b. Overgeneralization
The example, the use of **eated** in place of **ate**.
- c. Transfer
Transfer is reflecting learners’ attempts to make use of knowledge. For example, the **no what-what** refers to **it’s ok**.

Rod Ellis and Gary Barkhuizen (2005) classify the source of errors into two: interlingual and intralingual transfer. These are the classifications:

a. Interlingual transfer

Interlingual transfer means interference from learners’ mother tongue. The clearest proof of mother tongue interference is when L1 nonstandard features get transferred to L2. For example, an Indonesian learner says **I have a book blue*. This error is caused by interlingual transfer. The student is interfered by his native language that is Indonesian language, in which an adjective comes after the noun it modifies. Hence, he produces such error.

b. Intralingual transfer

Intralingual transfer means the transfer which occurs within the target language itself. For example, an English language learner produces an utterance like the following: **He goed to the market two days ago*. In this case, the learner has known that in English, an action done in the past should be written in the past form which is usually characterized by the suffix –ed. He has not known that *go* is an irregular verb. Therefore, he simply put –ed after the verb *go*.

METHOD

This research is descriptive research method. It is conducted in SMPN 5 Setu on Jl. Semar Mustika Gandaria Housing. It was done on Friday, December 13th, 2019. This research study is carried out in order to get result of students' errors in using regular and irregular verbs in the forms of multiple choice questions in the simple past. The population is the second grade of SMPN 5 Setu.

The writer takes one of four classes Grade VIII. The class is VIII.3 as a sample which the number of students is 26 students. For this study, the writer chooses SMPN 5 Setu as the place to obtain the data. The data consists of name, class, and 40 questions. The data were collected by giving 40 questions in simple past to all students in class VIII.3

Table 3.1, kind of questions

	Numbers								Total
	verb (+)	Verb (-)	Verb (?)	Verb (wh-q)	to be (+)	to be (-)	to be (?)	to be (wh-q)	
regular	1, 3,6,7,8	21,24		33,35					9
irregular	2,4,5,9, 10	19,20, 22,23, 25	26,27,2 8,30,31	32,34,36,39 ,40	11,12,1 3,14,15	16,17, 18	29	37,38	31

Table 3.2, the group of regular and irregular questions

	Numbers	total
regular	1, 3, 6, 7, 8, 21, 24, 33, 35	9
irregular	2, 4, 5, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 22, 23, 25, 26,27, 28,29,30,31,32,34,36,37,38,39,40	31

The Writer uses the questioners to collect the data. Students answer the questions and choose the best respond to complete the affirmative, negative, and interrogative sentences. Writer uses the tabulation data of the sample to have research finding. There are some procedures should be

done by the writer. The steps are as follows: 1). Preparing and arranging the time of doing the research. 2). preparing the instrument. 3). doing the research in the classroom. 4). analyzing the result of the questions test. 5).presenting to the research finding.

FINDINGS AND DISCUSSION

Result

In this section, the writer got the result and identified the scores of students in doing the 40 questions about the using regular and irregular in

simple past tense form. The writer presented the result of test form of table below:

Table 4.1, the result of the test (40 questions)

No	Name	40 questions		Score
		correct	Incorrect	
1	Student 1	14	26	35
2	Student 2	10	30	25
3	Student 3	8	32	20
4	Student 4	10	30	25
5	Student 5	10	30	25
6	Student 6	12	28	30
7	Student 7	20	20	50



8	Student 8	8	32	20
9	Student 9	6	34	15
10	Student 10	13	27	33
11	Student 11	8	32	20
12	Student 12	17	23	43
13	Student 13	14	26	35
14	Student 14	12	28	30
15	Student 15	15	25	38
16	Student 16	15	25	38
17	Student 17	13	27	33
18	Student 18	12	28	30
19	Student 19	13	27	33
20	Student 20	10	30	25
21	Student 21	10	30	25
22	Student 22	11	29	28
23	Student 23	14	26	35
24	Student 24	10	30	25
25	Student 25	13	27	33
26	Student 26	9	31	23
total		307	733	772
Min :		6	20	15
Max :		20	34	50
Average		11.80769	28.19231	29.69231

In the table 4.1, it shows scores of each student who had taken the test. In 40 questions, the writer found that the total correct number from 26 students made by second grade of SMP Negeri 5 Setu is 307 and the average students who are able to answers correctly are 11.8. The total score is shown 772. The minimum numbers that student

is able to answer correct is 6 and the score is 15. The Maximum numbers that student can answer well is 20 and the score is 50. So the highest score is 50 and the lowest score is 15. The average score from the table is 29.7. It indicates that almost all students in that school still have difficulties in understanding regular and irregular verbs.

Table 4.2, affirmative forms of questions (1-15)

No	STUDENT S	NUMBER OF QUESTIONS															JUMLAH	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Correct	Incorrect
1	student 1	0	1	1	0	0	1	0	0	1	1	1	0	1	0	0	7	8
2	student 2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	14
3	student 3	1	0	1	0	0	0	0	0	0	0	0	0	0	0	1	3	12
4	student 4	0	0	1	1	0	0	0	0	0	0	1	1	0	0	0	4	11
5	student 5	1	0	1	0	0	0	0	0	1	0	0	1	0	0	0	4	11
6	student 6	1	1	1	0	0	0	0	0	0	0	1	0	0	0	0	4	11
7	student 7	0	1	1	0	0	0	0	0	0	0	0	1	0	1	0	4	11
8	student 8	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	2	13
9	student 9	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	2	13
10	student 10	0	1	1	0	0	0	0	0	0	0	0	1	0	0	1	4	11
11	student 11	0	0	0	1	0	0	0	0	0	0	0	0	1	0	0	2	13
12	student 12	0	0	1	1	1	0	0	0	0	0	0	1	0	0	0	4	11
13	student 13	1	0	0	0	0	0	0	0	0	0	1	0	0	1	0	3	12
14	student 14	0	0	0	0	0	0	0	1	0	0	0	1	0	1	0	3	12

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15	student 15	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	2	13
16	student 16	1	0	1	0	0	1	1	0	1	1	1	0	0	0	1	8	7
17	student 17	0	1	1	0	0	0	0	0	1	0	1	0	0	0	0	4	11
18	student 18	0	0	1	1	0	0	0	0	0	0	1	1	0	0	0	4	11
19	student 19	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	14
20	student 20	0	0	1	1	0	0	0	0	0	0	1	1	0	0	0	4	11
21	student 21	0	0	1	1	0	0	0	0	0	0	1	1	0	0	0	4	11
22	student 22	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	3	12
23	student 23	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	2	13
24	student 24	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	14
25	student 25	1	0	1	0	0	1	0	0	0	1	0	0	0	1	1	6	9
26	student 26	0	0	1	1	0	0	0	0	0	0	1	0	1	0	0	4	11
Total :		6	6	1	9	1	3	1	1	4	3	1	1	4	9	5	90	300
Min :		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	7
Max :		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	8	14
Average :		0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	3.5	12

In the table 4.2, it shows scores of each student who had taken the test. In 15 questions form of affirmative using regular and irregular verb, the writer found that the total correct number from 26 students made by second grade of SMP

Negeri 5 Setu is 90 and the total score is 225. The average score from the table is 3.5. It means that from 26 students around 3 students who have ability to use regular and irregular verbs correctly in the affirmative forms in the simple past.

Table 4.3, negative forms of questions (16-25)

No.	STUDENTS	NUMBER OF QUESTIONS										JUMLAH		SKOR
		16	17	18	19	20	21	22	23	24	25	Correct	Incorrect	
1	student 1	0	0	0	0	0	0	0	1	0	0	1	9	2.5
2	student 2	1	0	1	0	0	1	0	0	1	1	5	5	12.5
3	student 3	0	0	0	0	0	0	1	1	0	0	2	8	5
4	student 4	0	0	0	0	0	0	0	0	0	0	0	10	0
5	student 5	0	0	0	1	0	0	1	1	0	0	3	7	7.5
6	student 6	1	1	0	0	0	0	0	1	0	0	3	7	7.5
7	student 7	1	0	0	1	1	1	1	1	1	1	8	2	20
8	student 8	0	0	0	0	0	0	0	0	0	0	0	10	0
9	student 9	0	0	0	0	0	0	1	1	0	0	2	8	5
10	student 10	1	0	1	0	1	0	1	1	0	0	5	5	12.5
11	student 11	0	0	0	0	0	0	0	0	0	0	0	10	0
12	student 12	1	1	1	1	0	1	1	0	1	0	7	3	17.5
13	student 13	1	0	1	1	1	0	1	1	1	1	8	2	20
14	student 14	1	0	1	0	1	0	1	1	1	1	7	3	17.5
15	student 15	1	1	1	0	1	1	0	1	1	0	7	3	17.5
16	student 16	0	0	1	0	1	0	0	0	0	0	2	8	5
17	student 17	1	1	0	0	0	0	0	1	0	0	3	7	7.5
18	student 18	0	0	0	0	0	0	0	0	0	0	0	10	0



19	student 19	1	0	1	1	1	0	1	1	0	1	7	3	17.5
20	student 20	0	0	0	0	0	0	0	0	0	0	0	10	0
21	student 21	0	0	0	0	0	0	0	0	0	0	0	10	0
22	student 22	0	0	0	0	0	0	0	0	0	0	0	10	0
23	student 23	1	0	1	1	1	0	1	1	0	1	7	3	17.5
24	student 24	1	0	0	0	0	0	1	1	0	0	3	7	7.5
25	student 25	0	0	0	1	1	0	0	1	0	0	3	7	7.5
26	student 26	0	0	0	0	0	0	0	0	0	0	0	10	0
Total :		12	4	9	7	9	4	1	1	6	6	83	177	207.5
Min :		0	0	0	0	0	0	0	0	0	0	0	2	0
Max :		1	1	1	1	1	1	1	1	1	1	8	10	20
Average :		0	0	0	0	0	0	0	1	0	0	3.192	6.808	7.981

In the table 4.3, it shows scores of each student who had taken the test. In 10 questions of negative forms using regular and irregular verb, the writer found that the total correct number from 26 students made by second grade of SMP Negeri 5 Setu is 83 and the total score is 207.5. The average score from the table is 3.2. It means that from 26 students only 3.2 students who have ability to use regular and irregular verbs correctly in the negative forms in the simple past.

Based on table 4.3 related about negative forms, there are some questions that are easy and difficult to be understood by students in using

regular and irregular verbs in negative forms. In an understandable question number 23, it is “*Andy _____ mineral water last night.*” with options using irregular verbs (*doesn't drink, didn't drink, didn't drink*). There are 15 students who can answer correctly with and 11 students still get difficulties in answering correctly. Then, in the difficult questions, there are number 17 and 21. Number 17 is an irregular verb form. Number 21 is in the regular verb forms. In those numbers, there are only 4 students who answer correctly and 22 students who still get difficulties in answering correctly.

Table 4.4, interrogative forms of questions (26-40)

No.	STUDENTS	NUMBER OF QUESTIONS														number		score	
		26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	Cor rect		Incor rect
1	student 1	1	1	0	0	0	0	0	0	0	1	1	0	1	1	0	6	9	15.0
2	student 2	0	1	0	0	0	1	0	1	0	0	0	0	0	0	1	4	11	10.0
3	student 3	1	0	0	0	0	0	0	0	0	0	0	0	1	0	1	3	12	7.5
4	student 4	1	1	0	0	0	0	0	0	0	1	1	0	1	1	0	6	9	15.0
5	student 5	1	0	0	0	0	0	0	0	0	0	0	0	1	1	0	3	12	7.5
6	student 6	1	0	0	0	1	0	0	0	0	0	1	0	1	1	0	5	10	12.5
7	student 7	1	1	1	1	1	1	0	0	0	0	0	0	1	1	8	7	20.0	
8	student 8	1	1	0	0	0	0	0	0	0	1	1	0	1	1	0	6	9	15.0
9	student 9	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	2	13	5.0
10	student 10	0	0	1	1	1	0	0	0	0	0	0	0	0	1	0	4	11	10.0
11	student 11	1	1	0	0	0	0	0	0	0	1	1	0	1	1	0	6	9	15.0
12	student 12	1	1	0	0	1	0	1	0	0	0	0	1	0	0	1	6	9	15.0
13	student 13	0	1	0	0	0	0	1	0	0	0	0	0	0	0	1	3	12	7.5
14	student 14	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	2	13	5.0
15	student 15	0	0	0	0	1	1	0	1	0	0	0	1	0	1	1	6	9	15.0
16	student 16	0	1	0	1	1	0	0	0	0	1	0	0	1	0	0	5	10	12.5
17	student 17	1	0	1	0	0	0	1	0	0	0	0	1	0	1	1	6	9	15.0
18	student 18	1	1	0	0	0	1	0	1	0	1	1	0	1	1	0	8	7	20.0
19	student 19	0	1	0	1	0	0	1	0	0	0	0	0	0	1	1	5	10	12.5

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20	student 20	1	1	0	0	0	0	0	0	0	1	1	0	1	1	0	6	9	15.0
21	student 21	1	0	1	0	0	0	0	0	0	1	1	0	1	1	0	6	9	15.0
22	student 22	1	1	0	0	0	0	0	1	1	1	1	0	1	1	0	8	7	20.0
23	student 23	0	1	0	1	0	0	1	0	0	0	0	0	0	1	1	5	10	12.5
24	student 24	1	1	0	0	0	0	1	1	1	0	0	0	0	0	1	6	9	15.0
25	student 25	0	0	0	0	1	1	1	0	0	0	0	0	1	0	0	4	11	10.0
26	student 26	1	1	0	0	0	0	0	0	0	1	1	0	1	0	0	5	10	12.5
Total :		1	1	4	6	7	5	7	6	2	1	1	3	1	1	1	134	256	335.0
		6	6								0	0		4	6	2			
Min :		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	7	5.0
Max :		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	8	13	20.0
Average :		1	1	0	0	0	0	0	0	0	0	0	0	1	1	0	5.1	9.84	12.88
																	54	6	

In the table 4.4, it shows scores of each student who had taken the test. In 15 questions of interrogative forms using regular and irregular verbs, the writer found that the total correct number from 26 students made by second grade of SMP Negeri 5 Setu is 134 and the total score is

335. The average score from the table is 5.15. It means that from 26 students only 5.1 students who have ability to use regular and irregular verbs correctly in the interrogative forms in the simple past.

Discussion

Table 4.5 Complete detailed result

No.	STUDENTS	affirmative(15)		negative(10)		interrogative(15)		total	
		Correct	Incorrect	Correct	Incorrect	Correct	Incorrect	Correct	Incorrect
1	student 1	7	8	1	9	6	9	14	26
2	student 2	1	14	5	5	4	11	10	30
3	student 3	3	12	2	8	3	12	8	32
4	student 4	4	11	0	10	6	9	10	30
5	student 5	4	11	3	7	3	12	10	30
6	student 6	4	11	3	7	5	10	12	28
7	student 7	4	11	8	2	8	7	20	20
8	student 8	2	13	0	10	6	9	8	32
9	student 9	2	13	2	8	2	13	6	34
10	student 10	4	11	5	5	4	11	13	27
11	student 11	2	13	0	10	6	9	8	32
12	student 12	4	11	7	3	6	9	17	23
13	student 13	3	12	8	2	3	12	14	26
14	student 14	3	12	7	3	2	13	12	28
15	student 15	2	13	7	3	6	9	15	25
16	student 16	8	7	2	8	5	10	15	25
17	student 17	4	11	3	7	6	9	13	27
18	student 18	4	11	0	10	8	7	12	28
19	student 19	1	14	7	3	5	10	13	27
20	student 20	4	11	0	10	6	9	10	30
21	student 21	4	11	0	10	6	9	10	30
22	student 22	3	12	0	10	8	7	11	29
23	student 23	2	13	7	3	5	10	14	26
24	student 24	1	14	3	7	6	9	10	30



25	student 25	6	9	3	7	4	11	13	27
26	student 26	4	11	0	10	5	10	9	31
	Total :	90	300	83	177	134	256	307	733
	Min :	1	7	0	2	2	7	6	20
	Max :	8	14	8	10	8	13	20	34
	Average :	3.462	11.54	3.19	6.81	5.15	9.85	11.8	28.2
	Percents :	23.08	76.92	31.92	68.08	34.36	65.64	29.52	70.48

In the table 4.5, in using regular and irregular verbs of past tense, it shows 23.08% students who are able to answer correctly from the affirmative question forms. From the negative question forms, there are 31.92% who are able to answer correctly. The last, it shows 34.46% students who are able to answer correctly from the interrogative question forms. The total percentage of errors in using regular and irregular verbs is 70.48% which means there are many students have difficulties in using regular and irregular verbs. 29.52% of students are able to answer correctly. that students The all part results are still below 50%, so the teachers have to find other teaching methods to increase students understanding well and students have to increase their understanding and learning in using regular and irregular verbs in the past tense.

Based on table 4.2, there are some questions that are easy and difficult to be understood by students in using regular and irregular verbs in affirmative forms. In an understandable question number 3, it is “*They ___ badminton last week*” with options using regular verbs (*play, played, playing*). There are 17 students who can answer correctly with and 9 students still get difficulties in answering correctly. Then, in the difficult questions, there are number 5, 7, and 8. Number 5 is an irregular verb form. Number 7 and 8 are in the regular verb forms. In those numbers, there are only 1 student who answer correctly and 25 students who still get difficulties in answering correctly.

Based on table 4.3 related about negative forms, there are some questions that are easy and difficult to be understood by students in using regular and irregular verbs in negative forms. In an understandable question number 23, it is “*Andy _____ mineral water last night.*” with options using irregular verbs (*doesn't drank, didn't drank, didn't drink*). There are 15 students who can answer correctly with and 11 students still get difficulties in answering correctly. Then, in the difficult questions, there are number 17 and 21. Number 17 is an irregular verb form. Number 21

is in the regular verb forms. In those numbers, there are only 4 students who answer correctly and 22 students who still get difficulties in answering correctly.

Based on table 4.4, related about interrogative question forms, there are some questions that are easy and difficult to be understood by students in using regular and irregular verbs in interrogative forms. There are three understandable questions number which are 26, 27 and 39. One of them is number 26 using yes/no questions, it is “*___ you ___ to market yesterday?*” with options using irregular verbs (*do-went, did-bought, did-buy*). The correct answer is *did-buy*. There are 16 students who can answer correctly and 10 students still get difficulties in answering correctly. Then, in the most difficult questions, there is number 34. It is irregular verb form. There are only 2 students who answer correctly and 24 students who still get difficulties in answering correctly.

From the explanations above, the source of errors that many students have made is from overgeneralization and both transfer of knowledge which is interlingual and intralingual transfer. Students still think overgeneralization about the using of verb in the past. And also, the interference from learners' mother tongue is still in students' thought. The student is interfered by his native language that is Indonesian language, in which a verb must be changed to the verb past if he find form in the past tense. Hence, he produces such error. The others source of errors is from Intralingual. An English language learner produces an utterance like the following: **He goed to the market two days ago*. In this case, the learner has known that in English, an action done in the past should be written in the past form which is usually characterized by the suffix *-ed*. He has not known that *go* is an irregular verb. Therefore, he simply put *-ed* after the verb *go*.

CONCLUSION

After collecting the sample, identifying errors of the data, classifying the errors and calculating the

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errors, the writer brings some conclusions relating to the objective of the research. The writer limits to identify how many average students who are able to understand the use of regular and irregular verbs and to find out how many percentages of errors in using regular and irregular verbs and also to find out the source of error in using regular and irregular verb.

The writer finds out the average of students who are able to understand the use of regular and irregular verbs by answering questions correctly is 11.8. The total percentage of errors in using regular and irregular verbs is 70.48% and 29.52% of students are able to answer correctly. The

source of errors that many students have made is from overgeneralization and both transfer of knowledge which is interlingual and intralingual transfer.

The teachers have to find other teaching methods to engage and increase students' understanding well and students have to increase their understanding and learning in using regular and irregular verbs in the past tense. Teachers have to make teaching and learning activities more effective and efficient. In order to get well understanding, students have to memorize the regular and irregular verbs in simple past regularly by practicing in oral and written way.

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