Error Analysis of Regular and Irregular Verb Usage in Students' Recount Texts

Dimas Andhika[1], Reflinda[2], Melyann Melani[3], Veni Roza[4]

[1,2,3,4] State Islamic University Sjech M. Djamil Djambek, Bukittinggi
e-mail: dimas.andhika0901@gmail.com[1], reflinda88@gmail.com[2],
melyannmelani@gmail.com[3], veniroz_501@yahoo.com[4]

Abstrak

Tujuan penelitian ini adalah untuk meneliti kesalahan kata kerja beraturan dan tidak beraturan yang dilakukan oleh siswa kelas sembilan MTSN 6 Agam. Tujuan khususnya adalah untuk menentukan berbagai jenis kesalahan yang dilakukan siswa saat menggunakan kata kerja bentuk lampau dalam teks recount dan untuk menentukan alasan di balik kesalahan tersebut. Penelitian ini menggunakan metodologi kualitatif deskriptif. Metodologi penelitian ini meliputi pengumpulan sampel pembelajar bahasa, menemukan, mengkarakterisasi, dan menjelaskan kesalahan, serta menilai kesalahan, mengikuti pendekatan analisis kesalahan. Kelas IX1 hingga kelas IX5, yang merupakan lima kelas yang membentuk MTsN 6 Agam, merupakan sumber data untuk penelitian ini. Peneliti menggunakan purposive sampling, sebuah strategi pengambilan sampel, untuk kelas IX1, yang memiliki 29 peserta dalam penelitian ini. Selain itu, informasi dikumpulkan melalui penilaian yang dilakukan siswa. Siswa melakukan tiga jenis kesalahan yang berbeda: kesalahan penghilangan, penambahan, dan kesalahan pembentukan, menurut temuan dan analisis data. Frekuensi setiap jenis kesalahan menunjukkan bahwa kesalahan yang paling umum dilakukan oleh siswa adalah 85 kesalahan pembentukan, 12 kesalahan penambahan, dan 8 kesalahan penghilangan. Teori Touchie mengemukakan bahwa penghindaran, generalisasi berlebihan, hiperkoreksi, penyederhanaan, dan hipotesis konsep yang salah merupakan kontributor utama kesalahan siswa.

Kata kunci: *Analisis Kesalahan, Jenis Kesalahan, Penyebab Kesalahan, Kata Kerja*

Abstract

The purpose of this research is to examine the regular and irregular verb errors committed by MTSN 6 Agam ninth-grade pupils. Its specific goal was to pinpoint the many kinds of errors students make while utilizing past tense verbs in recount texts and to determine the reasons behind such errors. This research used a descriptive qualitative methodology. This study's methodology included gathering a sample of language learners, finding, characterizing, and explaining errors, as well as assessing errors, following the error analysis approach. Class IX1 through class IX5, which are the five classes that makeup MTsN 6 Agam, is the source of data for this study. Researchers used purposive sampling, a sample strategy, for class IX1, which had 29 participants in this investigation. Additionally, information was gathered via assessments that students took. Students committed three different sorts of errors: omission, addition, and misformation errors, according to the findings and data analysis. The frequency of each kind of error showed that the most common errors committed by students were 85 misformation errors, 12 addition errors, and 8 omission errors. Touchie's theory suggests that avoidance, overgeneralization, hypercorrection, simplification, and incorrect concept hypothesis are the main contributors to student errors.

Keywords: *Error Analysis, Types of Error, Causes of Error, Verbs*

INTRODUCTION

One of the most widely used languages globally is English, serving as the lingua franca of politics, business, and academia. In Indonesia, English is taught as a foreign language in colleges,

universities, and various institutions, aiming to make students proficient communicators. Mastery of grammar, vocabulary, and pronunciation is essential for this proficiency. On June 18, 2023, a preliminary study was conducted at MTsN 6 Agam by interviewing students and an English instructor and administering a quiz. The instructor noted that ninth-grade students often made errors with regular and irregular verbs. Regular verbs, which follow a consistent pattern of adding -ed or -d, are easier to remember, but students still frequently misuse them. Irregular verbs, on the other hand, have distinct past tense forms and are harder to remember due to their lack of a regular pattern.

There are several tenses in English that learners need to be aware of. As stated by Joshi (2014), Any conjugation of a verb that expresses the time of an action, occurrence, or circumstance is considered tense. There are three different types of tenses: past, present, and future. The past tense describes an action that typically occurred in the past, the present tense describes an action that typically occurred in the present or at this particular moment, and the future tense describes an action that typically occurs in the future. (Joshi, 2014).

To convey an activity or situation that occurred in the past or earlier, use the simple past tense. Put another way, for students to comprehend the material or issue being discussed, they must have mastered the past tense. (Blakesley & Hoogeveen, 2011). Knowing when someone is speaking about something that has already happened or occurred in the past requires an understanding of the past tense.

Tomakin (2014) said that a person cannot learn a language without understanding its grammar since grammar enables one to put words together in meaningful phrases. Being able to effectively employ grammar in sentences is one of the most crucial skills that language learners should possess. It is also difficult to learn a language without mastering grammar. Many components make up grammar, including tenses, modal auxiliaries, comparison degrees, and parts of speech (nouns, pronouns, verbs, adverbs, adjectives, prepositions, conjunctions, and interjections). And two different verb types, such as irregular and regular verbs. Grammar is one of the most challenging aspects; to write effectively, a person needs to know which tense to use, which verbs to apply, and the correct time signals. (Anggraini et al., 2023)

Nonetheless, students often struggle with proper verb use, which may result in communication problems. To assist students learn English better and make sure they can grasp the grammar required to speak in English, it is crucial to examine the errors they make while utilizing regular and irregular verbs. As stated by Brown (1985), Making errors is a necessary part of the learning process. Errors, poor decisions, inaccurate calculations, and false assumptions all play a big part in learning, whether it's picking up new abilities or absorbing knowledge.

As said by Jeremy Harmer (1998), Errors are mistakes that need explanation when someone is unable to fix them on their own. However, mistakes are the result of a learner's ignorance of the target language, which prevents them from being able to self-correct. It implies that a mistake is a kind of false hypothesis that a person can correct themselves, but an error is a type of false hypothesis that a person cannot fix themselves. As youngsters learn their native language, making mistakes and blunders is a natural and anticipated part of the language acquisition process. The kids eventually learn how to construct grammatically and semantically sound sentences in their mother tongue as they get feedback from adults. (Erdogan, 2005)

According to James (2013), According to James, error analysis is the process of determining the incidence, nature, causes, and effects of unsuccessful language use. It also entails determining how frequently and why language errors occur as well as comprehending their nature and the outcomes they produce. Brown (2007) adds further that the rise in the study of learner's errors was caused by the incidence of these mistakes, which may be seen, examined, and classified to provide insights into the learning process. We refer to this field of research as error analysis. Therefore, the researcher's goal in this study is to record, examine, and categorize students' regular and irregular verb errors. Therefore, students' error should be promptly addressed to ensure they recognize their errors and avoid repeating them. (Kartika Sari et al., 2023)

Hubbard et al. (1983) Distinguish between mistakes and errors. Errors occur when people make inaccurate assumptions about the target language, which in this case is English, or when

they lack understanding of it. Conversely, errors arise from transient memory loss, disorientation, verbal blunders, and analogous circumstances. In the same circumstance, Erdogan (2005) made a distinction between errors and mistakes as well. When mistakes are pointed out to someone, they may be fixed. Conversely, mistakes are how language learners employ language items that result in and signal inadequate learning; in other words, errors happen because language learners are unable to self-correct since they do not know what is right. Regarding the errors and mistakes discussed above, several experts have clarified that errors are the result of incomplete information or erroneous assumptions and are not reversible. While transient memory loss might cause errors, confusion can also cause slips of the tongue that can be self-corrected.

Error analysis is a systematic approach used in linguistics and language teaching to examine mistakes made by language learners, aiming to understand the nature, frequency, and causes of errors. By identifying recurring patterns, such as grammatical, lexical, or phonological errors, analysts gain insights into learners' language proficiency levels and specific areas needing improvement. This process involves categorizing errors, describing them in detail, explaining their underlying causes (which can include interference from the learners' native language, overgeneralization of rules, or communication strategies), evaluating their impact, and providing appropriate corrective feedback or instructional interventions. Error analysis is a valuable tool for educators in tailoring teaching methods to address learners' needs effectively and fostering language development.

Errors may take many various forms, each depending on a distinct domain. According to the surface structure taxonomy, Dulay, Burt, and Krashen categorized errors into four groups, while James added a fifth. Omission, addition, misformation, misordering, and mixes are among the categories. (James, 2013). Errors may have a variety of reasons while learning a foreign language, particularly English. Sensitive (1986), categorized mistake sources into eight categories. These include avoidance, poor instruction, fossilization, overgeneralization, hypercorrection, simplification, insufficient learning, and erroneous concept hypotheses.

It is evident from the previous dilemma that some pupils could use verbs incorrectly. Therefore, the researcher wants to examine the different errors in using regular and irregular verbs that students committed. Subsequently, the investigator hopes to examine the reasons behind pupils' errors in regular and irregular verb usage.

METHOD

The research strategy for this study used the qualitative descriptive approach. As a result, the researcher would be aware of the kinds and reasons why students make errors while employing irregular verbs. As stated by Polkinghorne (2005) Investigating and elucidating human experiences as they transpire in people's lives is the focus of qualitative research. Researchers who use qualitative approaches collect information to back up their more detailed descriptions. By definition, a qualitative research design involves the collection and presentation of data via the use of descriptive language by the researcher.

Qualitative research is an approach used to explore and understand complex phenomena in-depth, focusing on the richness and depth of human experiences, meanings, and perspectives. Unlike quantitative research, which emphasizes numerical data and statistical analysis, qualitative research relies on methods such as interviews, observations, and textual analysis to gather rich, descriptive data. This approach is characterized by its flexibility, allowing researchers to adapt their methods and questions dynamically to explore emerging themes and insights

The researcher administered a writing exam to students in the form of a recount text based on their experiences to gather data for the study. Following the exam's administration, the researcher gathered the students' test results. The researcher examined the types and causes of regular and irregular errors that students made based on the test results. Based on Indriany and Dewi (2023) in writing recount texts, errors are common mistakes frequently made by students. The reality is that if errors occur often, the reader may not understand what the author is trying to convey in the recount text.

.In this study, the researcher was able to identify errors, as well as pinpoint their kinds and root causes. To categorize the many errors kinds, the researcher used James' Surface Strategy

Taxonomy hypothesis, which includes omission, addition, misformation, misordering, and mixes. The researcher describes the types of verb use errors the students made using an observation checklist.

A checklist is a useful tool for making sure an evaluation is relevant and addresses the issues it poses. It supports the gathering of high-quality data and analyzes and shares the main findings of the assessment. Using a checklist tool to gather information offers several benefits. Firstly, it provides a structured framework to ensure that all relevant information is collected systematically. By following a checklist, researchers or data gatherers can avoid overlooking important details or aspects of the subject under investigation. Additionally, a checklist helps maintain consistency in data collection across different contexts or individuals involved in the research process, reducing the likelihood of bias or subjective interpretations.

FINDINGS AND DISCUSSION

The researcher classified the verbal errors made by the pupils into five categories, which James elucidated to study the errors. Of the pupils in MTsN 6 Agam's ninth grade, 29 took the exam. Takes the form of a written exam with a recall text structure that focuses on each student's individual experiences. Following the identification of student faults, the researcher discovered that students had committed omission, addition, and misformation errors. The researcher discovered 94 errors in total—8 omission errors, 12 addition errors, and 85 misformation errors—among the 29 students. Subsequently, the investigator summarizes the errors made by the students in the table that follows:

Table 1. Recapitulation of the Data

Students	Types of Errors					Total
	Omission	Addition	Misformation	Misordering	Blends	
Student 1	0	0	3	0	0	**3**
Student 2	0	0	3	0	0	**3**
Student 3	0	1	5	0	0	**6**
Student 4	0	0	2	0	0	**2**
Student 5	0	0	5	0	0	**5**
Student 6	0	0	1	0	0	**1**
Student 7	1	0	1	0	0	**2**
Student 8	2	0	6	0	0	**8**
Student 9	2	0	2	0	0	**4**
Student 10	0	0	4	0	0	**4**
Student 11	0	3	6	0	0	**9**
Student 13	0	3	5	0	0	**8**
Student 14	0	0	3	0	0	**3**
Student 15	0	0	2	0	0	**2**
Student 17	0	0	1	0	0	**1**
Student 18	0	0	3	0	0	**3**
Student 19	0	3	8	0	0	**11**
Student 22	1	0	3	0	0	**4**
Student 24	0	0	3	0	0	**3**
Student 25	0	0	4	0	0	**4**
Student 26	0	0	4	0	0	**4**
Student 27	0	1	5	0	0	**6**
Student 28	0	1	4	0	0	**5**
Student 29	2	0	2	0	0	**4**
Total	**8**	**12**	**85**	**0**	**0**	**105**

According to the above table, some students erred in their regular and irregular verb use by leaving out a necessary step in the formation of the past tense of certain verbs. Because they

spelled the verb incorrectly, a large number of individuals committed this mistake. A few pupils leave out several letters from the verb. Making *wen* instead of *went*, *practise* instead of *practiced*, and *cinching* instead of *changing* are a few examples.Additionally, several students committed addition errors, which occur when they add letters or other items that do not fit the pattern of regular and irregular verb past tenses. When converting verbs into their past tense forms, several pupils did not follow the proper procedures. According to the statistics, a portion of the participants did not know how to convert the verbs into the past tense form, and a portion of them also failed to do so. Creating *buyed* instead of *bought*, for instance, and *leaved* instead of *left*, as well as *spended* instead of *spent*.

Students may also commit misformation errors, which occur when they utilize irregular verbs instead of normal verbs in the appropriate context. From the data that is available, a large number of pupils committed this mistake by disobeying the rules, resulting in incorrect verb tenses. As an example, substitute "*eat*" for "*ate*," "*go*" for "*went*," and "*take*" for "*took*." It's clear from the description above—which is based on student writing—that students erred because they simplified, overgeneralized, hypercorrected, avoided, and theorized erroneous concepts. Students' written assessments demonstrate this tendency to simplify language usage when they substitute past tense verbs (verb 2) for *went*, *took*, *asked, opened, walked, got, played, helped, found, and studied* in place of the correct verbs. The pupils didn't alter anything, however.

The results of students' written tests show that overgeneralization happens when learners apply language rules too broadly and use them in contexts where they don't apply. For example, instead of writing *buyed, weared, leaved, seted, spended,* and *leaved*, students should have written *bought, wore, left, set, spent, spent, and left*. All of these errors are irregular verbs, but students have made them simpler by adding the suffix -ed or -d, which belongs to normal verbs. Hypercorrection is the process by which students make errors by making an excessive effort to follow a rule or pattern when it is not required. Written assessments by the students demonstrate that they do not always apply the simple past tense to the verb's base form. For instance, they created the words *buyed* when it should have said *bought*, *weared* when it should have said *wore*, and *go* when it should have said *went*.

Avoidance is the process by which a student employs simpler words and structures while avoiding more complex ones. The pupils' written exam results demonstrate this; they formed the words *cench* from the origins of the words *change* and *waht* from the word *want*ed. False Concept Hypothesized describes how learners continuously make errors in language usage because they have wrong theories or hypotheses about language norms or ideas. Some students consistently make errors in their recount text writing because they fail to follow the norms of the past tense. As a result, they constantly use verbs in their base form.

Discussion

According to Brown (2007), Error analysis is the study of learner errors, which may be seen, examined, and classified to get insights into the learning process. As a result, there has been a surge in the research of learner errors. Once the exam is over, it is evident that the student made a mistake while employing verbs. According to Dulay et al. (1982) and James (2013), It is possible to examine pupils' errors using five different types of errors: blending, addition, misformation, omission, and misordering. On October 26th, 2023, the researcher utilized these five categories to examine the errors made by the pupils in their writing tests.

The exam results indicate that the IX1 class's pupils used verbs incorrectly. The study identified 9 omission errors among the 29 students, including making the errors *wen* instead of *went*, *practise* instead of *practiced*, and *cench* instead of *changed*. 12 addition errors, such as writing *buyed* instead of *bought*, *leaved* instead of *left*, and writing *sleeping* instead of *slept*. Additionally, there are 85 misformation mistakes, such as saying *go* instead of *went*, *eat* instead of *ate*, and *take* instead of *taken*, for a total of 105 errors. Also, based on Touchie (1986) Eight factors may lead to an error: simplification, overgeneralization, hypercorrection, faulty teaching, fossilization, avoidance, inadequate learning, and false concept hypothesized.

According to the test results, there are five reasons why students make mistakes: simplification, which occurs when a learner simplifies a language's form or structure;

overgeneralization, which occurs when a learner applies a rule or pattern too broadly; hypercorrection, which occurs when a learner tries too hard to apply a rule or pattern of a language; avoidance, which occurs when a learner uses simpler structures to avoid difficult structures and makes a mistake; and false concept hypothesized, which occurs when learners apply incorrect theories about language rules and make mistakes repeatedly.

CONCLUSION

The researcher concluded that the IX1 students' use of verbs was incorrect based on the study data. According to the data gathered and the findings of the researcher's examination of the student recount texts, the majority of them erred in their verb use. Data demonstrates that out of 29 student writings, only 3 writings have no errors found. Of the total errors found, 8 omissions, 12 additions, and 85 misformation add up to 105 student regular and irregular verb usage errors. This suggests that the students misunderstood the differences between regular and irregular verbs and neglected to change verbs from the base form to the past form. The information shows that the IX1 pupils struggle with employing verbs in the past tense. When narrating previous events, they find it difficult to use verbs.

REFERENCES

Anggraini, W., Reflinda, Melani, M., & Irwandi. (2023). An Error Analysis of Prepositional of Collocation in Thesis of English Education Department IAIN Bukittinggi. *English Teaching*, *66*(1), 225–244. https://www.academia.edu/31462037/An_error_analysis_of_English_conjunctive_adjuncts_ in_Korean_college_students_writing

Blakesley, D., & Hoogeveen, J. L. (2011). *Writing: A Manual for the Digital Age, Brief, Spiral bound Version*. Cengage Learning.

Brown, H. D. (1985). Language learning and teaching. In *Language Teaching* (Vol. 18, Issue 2). https://doi.org/10.1017/S0261444800011472

Brown, H. D. (2007). Principle of Language Learning and Teaching. In *Encyclopedia of the Sciences of Learning* (pp. 257–266).

Dulay, H., Burt, M., & Krashen, S. (1982). *Language Two* (pp. 138–197). Oxford University Press.

Erdogan, V. (2005). Contribution of Error Analysis to Foreign Language Teaching. *Mersin Üniversitesi Eğiitim Fakültesi Dergisi*, *1*(2), 261–270. http://research.iaun.ac.ir/pd/shafiee-nahrkhalaji/pdfs/HomeWork_5173.pdf

Harmer, J. (1998). *How to Teach English*. Pearson Education Limited.

Hubbard, P., Jones, H., Thornton, B., & Wheeler, R. (1983). *A training course for TEFL*. Oxford University Press.

Indriany, S., & Dewi, M. P. (2023). Causes of Students' Error in Writing Recount Text at 9th Grade SMPN 5 Kec. Kapur IX. *EDUMALSYS Journal of Research in Education Management*, *1*(2), 112–123. https://doi.org/10.58578/edumalsys.v1i2.1616

James, C. (2013). Errors in Language Learning and Use. In *Errors in Language Learning and Use*. https://doi.org/10.4324/9781315842912

Joshi, M. (2014). *Using Tenses in English: Past, Present, Future* (Vol. 15). Manik Joshi.

Kartika Sari, I., Pami Putri, H., Prima Dewi, M., & Sakti, G. (2023). An Analysis of Students' Error in The Use of Articles in Writing Descriptive text at The Eight Grade Students of MTsN 13 Agam in Academic Years 2021/2022". *Jurnal Pendidikan Tambusai*, *7*(1), 2124–2136.

Polkinghorne, D. E. (2005). Language and meaning: Data collection in qualitative research. *Journal of Counseling Psychology*, *52*(2), 137.

Tomakin, E. (2014). Teaching English Tenses (grammar) In the Turkish Texts; A Case of Simple Present Tense: Isıl Maketi Iter. *International Journal of Learning and Development*, *4*(1), 115. https://doi.org/10.5296/ijld.v4i1.5154

Touchie, H. Y. (1986). Second Language Learning Errors: Their Types, Causes, and Treatment. *JALT Journal*, *8*(1), 75–80.