CHAPTER I

INTRODUCTION

1.1 The Background of The Study

Writing proficiency was paramount among the four core English language skills that students should have possessed. Writing was very important for students learning English. Based on(Hosseini et al., 2013), Writing skills could have played an important role in educational success and better academic standing. Writing was the right skill for the student to have explored an idea.

EFL (English as a Foreign Language) students mostly needed to improve in writing English activities. Students needed help finding ideas to write a text. Writing was essential as it was used extensively in higher education and the workplace. Students with difficulty verbally socializing with almost anyone and other forms of professional communication, such as interviews and emails, usually had difficulty expressing themselves through writing (Blanka Frydrychova Klimova, 2013).

Many of the commonly used verbs in the English language are classified as irregular. These irregular verbs comprise a substantial portion of the established verb lexicon, comprising approximately 164-180. A multitude of irregular verbs exhibits diverse patterns when forming their past tense. Despite being irregular, some irregular verbs remain unchanged in their past tense form, such as "hit." Others undergo a single vowel interchange, as seen with "eat" becoming "ate" or "drink" becoming "drank." Certain irregular verbs experience changes in their

terminal consonant phonemes, like "build" becoming "built" and "make" becoming "made." There are also more complex phonological transformations involving both vowel and terminal consonant changes, as observed in "think" becoming "thought" and "sell" becoming "sold." Additionally, certain high-frequency irregular verbs exhibit suppletive forms, such as "go", becoming "went" and "am" being replaced by "was."(Wilkinson, 1971).

Error analysis is to identify errors committed by language learners that constitute the standards or norms of the language being learned and represented (Luz & Cornejo, 1981). Error analysis is a how to discover the mistakes students make and can identify and classify them based on what the researcher wants to imply in the study.

Recount text contains past events or experiences of the author that happened. Simple past tense is one of the main things that students should learn to write a recount text. However, most students need to correct their use of verbs in the past tense (Rahmah et al., 2019) The reader gets the experience of various events experienced by the author through the recount text..

According to the discussion with the teacher, his explained that students still have difficulties writing any text and distinguishing infinitive, past simple, and past participle in irregular verbs. They can identify the text example, the students know that the text is a recount text, they cannot make sentences and mostly make mistakes on some words. Teachers stated that students' writing problems stemmed from the pandemic era, the lack of direct interaction between teachers and students in the classroom, and the ineffectiveness of online learning from the previous semester.

Talking about the irregular verbs, the teacher said the students had difficulty differentiating infinitive, past simple, and past participle if the verbs are irregular. When the verb is regular, the students can easily make changes because they only add -ed or -d to the end of the verb. So the teacher concludes that the student's vocabulary still needs to improve.

1.2 identification of the Study

1. The irregular verbs and regular verbs used by students need to be corrected.
2. The students often use the regular form of verbs for irregular verbs
3. The student's vocabulary is still low
4. The student still needs clarification about identifying irregular verbs and regular verb. .

1.3 Limitations of the Study

The research study centres around identifying different categories of errors made by students when utilizing irregular and regular verbs in recount texts.

1.4 Research Question

The researcher is interested in analyzing students' ability to use irregular verbs in personal recount text. The research question is as follows:

"What are the common errors the students make in using irregular verbs and regular verbs?"

1.5 Research Objective

This study aims to conduct a comprehensive analysis and identify the errors made by ninth-grade students when employing irregular and regular verbs in their recount texts.

1.6 Significances of Study

This result of research can give benefits and contributes to English language teaching as follows :

1. Theoretical

   This research made a meaningful contribution to English Language Teaching (ELT) by analyzing errors using irregular verbs in recount texts.

2. Practical

   A. Teacher

   For the teacher, This research provided benefits like improving the teaching-learning process by identifying students' common errors in using irregular and regular verbs in recount texts.

   B. Students

   For the students, The outcomes of this research endeavor enhanced students' writing skills by providing them with a comprehensive understanding of the errors present in their texts.

   C. Others Reseacher

   For future researchers, this study can serve as a valuable point of reference for further investigations in the field.

1.7 Definition of Key Terms

1.7.1 Personal Recount Text

Personal recount texts retell entertaining moments that occurred in the past, such as activities during school holidays, unforgettable memories, vacations, events, or past experiences. The objective is to inform or entertain the reader.

1.7.2 Irregular Verb and Regular Verbs

The reason irregular verbs are called that is because irregular verbs have their own rules. Irregular verbs change entirely in past tense and past tense. On the other hand, regular verbs change in the past tense systematically by adding (-ed) or (-d) to the end of the verb.

1.7.3 Error Analysis

Error analysis is a linguistic analytical approach that centres on examining errors made by language learners. It involves the comparison of these errors with the target language, emphasizing the importance of identifying and understanding learners' errors in a second language.