

## AN ANALYSIS OF REGULAR AND IRREGULAR VERBS IN STUDENTS' ESSAY WRITING

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### **Abstract**

The objective of the study is to know the use of a regular and irregular verb in the students writing an essay and to know the most dominant verb past written by the students in their students writing an essay. The design of this study is descriptive qualitative research. Based on the analysis from 14 students writing an essay, it shows that the students use both regular and irregular verb (past) in their students' writing essays. Both regular and irregular verbs are 312 data in verb 2 (past). In the regular verbs, there are 142 data or 45.51 %, and in the irregular verb, there are 170 data or 54.49 %. It shows that the most dominant verb past written by the students in their students' writing essay is an irregular verb. Regular verbs are verbs that can change according to tense and change it regularly. Regular verbs are verbs whose changes comply with normal rules, that is with add the letter -d or -ed to the verb first-form/verb-1 (infinitive) so that it becomes a verb form second/verb-2 (past tense). Several things must be considered in the way of forming regular verbs by adding the letter -ed suffix or -d in the basic verb/verb-1 (infinitive). Irregular verbs are verbs that change according to the tense and do not comply with normal compliance. The past tense Irregular verbs are not formed from basic verbs/verb-1 (infinitives) plus letters -d or -ed letters to form verb-2/past tense. Irregular verbs form their past tense differently (through) not always) through a vowel and consonant change. So that, these forms must be memorized by the learners/students.

Keywords: simple past tense, regular verb, irregular verb, writing

### **Introduction**

Tense is any form of the verb that may be used to show the time of the act, an event, or state is expressed by the verb (Joshi, 2014). Joshi (2014) states that there are three kinds of tenses, they are past tense (the form of a verb that usually expresses an action that happened in the past), present tense (the form of a verb that usually expresses an action that happened in the present or at this time), and future tense (the form of a verb that usually expresses an action that will happen in future).

Blakesley & Hoogeveen (2011, p. 475) state that simple past tense is to express an action or state of being that began and ended in the past, or happened before now.

Leech (2014, p. 13) states that there are two elements of meaning related to the past tense, 1) The happening takes place before the present moment, and 2) the speaker has a definite time in mind. The use of past tense locates the situation in the past without saying anything about whether the situation is continuous in the present or into the future or not (Comrie, 1985, p. 41).

Simple past tense is a tense to show actions that happened in past times (Lim, 2010). It is supported by (Etherton & Baker, 2014, p. 211), that this tense shows completed past action. It is generally used with specific past times such as yesterday, last night, ... ago, next..., etc. the adverb 'ago' means from now to a point in the past time and it comes after the time-expression and not before it, such as a week ago, ages ago or centuries ago (Narayanaswamy & R, 1995b, p. 68). Because of the simple past to describe an action started and finished in the past, we do not need to mention the time or date when expressing these tenses (Bradeley, 2015). Sometimes, the time reference may or may not be given. For example: "I saw a movie last night" or "I washed the car yesterday".

We also can use the simple past to list a series of actions that are completed in the past (Bradeley, 2015), such as 1) I finished work, rode my bicycle to the shop, and bought some bread. 2) I arrived at work, made a cup of tea, and sat at my desk, 3) I made a cup of coffee, opened a packet of biscuits, and ate them. Hoon (2009, p. 63) states that verbs in the simple past tense have different forms for regular and irregular verbs. Past tense is one of the complex tense forms besides simple present tense (Declerck et al., 2006, p. 24). In simple past tense (verbal), the second form of verbs (verb 2) is divided into two types, namely regular verb and irregular verb. Kay et al. (2008, p. 105) state that a simple past is formed by changing regular verbs and irregular verbs.

Joshi (2014) states that regular verbs form their past tense by adding 'd' or '-ed' in the base form or plain form. This statement is also supported by (Narayanaswamy & R, 1995a, p. 50) the regular verbs form their past tense by the addition of a d, t, ed sound (which is represented in written language by the letters -ed). Irregular verbs form their past tense differently (through) not always through a vowel and consonant change (Narayanaswamy & R, 1995a, p. 50). So that, these forms must be memorized by the learners (Vitto, 2006, p. 201). As stated by (Guffey & Loewy, 2012) that irregular verbs also can cause difficulty for the writers and speakers.

Nominal Sentences are sentences whose predicate is not a verb or in other words, a nominal sentence is a sentence whose predicate is to be. The use of this depends on the use of tenses and depends on the subject of the sentence (plural or singular). To be in past tense does not need to mix to be with an action verb (Dixon, 2011, p. 15). Both 'was' and 'were' are the simple past forms of 'be' (Goldstein et al., 2015, p. 104). To be can be interpreted as or may not be interpreted, to appear because there is no Verb (verb) in the sentence. To be followed by words other than verbs (verb) for example nouns (noun) such as student, soldier; adjectives such as beautiful, clever, and adverb (Fitria, 2018).

This formula is simple. We only need Verb-2 (past) as an absolute feature of the past tense formula. So the basic formula of the verbal sentence is S + Verb-2. In simple past tense (verbal) use the second form of verbs (verb 2) as the predicate.

After "verb 2" can be accompanied by objects or adverbs. The subject used can be either singular (I, She, He, and It) or plural (You, We, and They). Narayanaswamy & R (1995b, p. 67) defines that simple past tense has only one form for all persons and numbers such as "I, We, You, They, She, He and It".

As for nominal sentences, we must make "to be" into verb-2, which is "was and were". This tense is said to be simple because simple past tense only wants to provide information about a job that has happened in the past without wanting to show that the work is being done or has been done. Simple past tense using Was & Were is used to indicate where about an entity (person, object, abstraction) or to connect an entity with the quality or its characteristics. If there is no verb in Past Tense, then we must use "was and were. Was for subjects I, He, She, & It, while were for subjects You, They & We.

Based on the explanation above, the researcher wants to research regular and irregular verbs. Therefore, the researcher writes research entitled "An Analysis of Regular and Irregular Verbs in Students Writing Essay". The objective of the study is to know the use of regular and irregular verbs in the students writing an essay and to know the most dominant verb past written by the students in their students writing an essay.

## Method

The design of this study is qualitative research. Flick (2006, p. 11) states that qualitative research has specific relevance to the study of social relations, owing to the facts of pluralization of life world. This research is contrasted with quantitative research, places more emphasis on the study of phenomena from the perspective of insiders (Lapan et al., 2011).

Data used in this research is the form of verb 2 both regular and irregular verb. While the source data in this research is the students' writing composition. In collecting data in this research, the researcher uses document analysis. The use of documents for the study has a long tradition in qualitative research (Flick, 2006, p. 213). The document is a record of events that have already passed. The document used in this research is taken from the results of the 14 students' writing essays. In analyzing data in this research should be an ongoing process throughout after the collection of data. There are three steps in analysis data, they are data reduction, data display, and conclusion drawing/verification (Gratton & Jones, 2004).

## Findings and Discussions

Based on the analysis of the students' English writing composition, it found that the students use both regular and irregular verbs in writing an essay of the simple past tense of recount text. The examples are as follows:

The 1<sup>st</sup> example of student's writing:

On 29 December 2019, I and a few of my friends **closed** the year to go to beach KUKUP Gunung kidul, Yogyakarta. We **gathered** at 5:00 a.m. to just drink coffee and eat snacks. We **started** to go at 6:00 a.m. from the solo. When we **arrived** at Bantul we stopped to eat. And after that we **continued** back to the beach destination Kukup. We **went** home at 11:00 a.m. and On the way home

we **visited** the Ngrenahan beach, as a TPI beach (fish shelter) by fishermen. We **bought** squid and crabs to cook at home. Until at my house, we **took** a bath, we **cooked** and **ate** together before we each **went** home.

The essay above shows that the student uses a regular and irregular verb in her/his writing. The regular verbs are closed, gathered, started, arrived, continued, visited, and cooked. Those verbs follow the spelling rules of the word with the ending 'e' is added by 'd'. For example 1) the verb 1 is 'close' then change to verb 2 into 'closed'. 2) verb 1 is 'arrive' then change to verb 2 into 'arrived'. 3) verb 1 is 'continue' then changed to verb 2 into 'continued'. The common regular verb is added by 'ed', for example, 1) the verb 1 is 'gather' then changed to verb 2 into 'gathered', 2) the verb 1 is 'start' then changed to verb 2 into 'started', 3) the verb 1 is 'visit' then changed to verb 2 into 'visited', then 4) the verb 1 is 'cook' then changed to verb 2 into 'cooked'. While, the irregular verbs are bought, took, ate, and went. Those verbs show an irregular pattern. For example, the verb 2 'bought' then verb 1 'buy'. The verb 2 is 'took' then verb 1 'take'. The verb 2 is 'ate' then verb 1 'eat', and the verb 2 is 'went' then verb 1 'go'.

The 2<sup>nd</sup> example of student's writing:

During last year, I **used** my vacation time to go to the beach. I **went** on holiday to the Glass Terrace Beach in Gunung Kidul. I **went** there yesterday with my lover. I **left** the house at 08:00 and **got** there at 10:00. I **travelled** from my house in about two hours. after I **arrived**, I immediately **parked** the motorcycle. after that I **walked** to the entrance. at the entrance we **had** to pay for the entrance ticket and **bought** a ticket for the selfie. AAfter getting my ticket I immediately **went** in to find a place to wait for my queue number to be called by the clerk. Here there **were** many places to take pictures with ticket fees ranging from 20 to 60 per person. I **waited** quite a long time because many visitors also **came** here for the holidays. After an hour of waiting, I finally **got** my queue number. After completing my photo, I **returned** to the parking lot to get a motorcycle and **returned** home. I **arrived** home at 15:00. That's a little story of my vacation late last year.

The essay above shows that the students use a regular and irregular verb in her/his writing. The regular verbs are used, traveled, arrived, parked, walked, waited, and returned. Those verbs follow the spelling rules of the word with the ending 'e' is added by 'd'. For example, the verb 1 is 'use' changed to verb 2 into 'used', and the verb 1 is 'arrive' then changed to verb 2 into 'arrived'. The common regular verb is added by 'ed', for example, the verb 1 is 'park' changed to verb 2 into 'parked'. The verb 1 is 'walk' changed to verb 2 into 'walked'. The verb 1 is 'wait' changed to verb 2 into 'waited'. The verb 1 is 'return' changed to verb 2 into 'returned'. The other rule of a regular verb that the verb with one syllable, a single vowel, and with ending in a single consonant, so the verb 2 must be double consonant with adding 'ed'. For example, verb 1 is 'travel', so verb 2 changed to 'traveled'. While, the irregular verbs are 'went, left, got, had, bought, came, and were'. Those verbs show an irregular

pattern. For example Verb 1 is 'go' changed to verb 2 into 'went'. The verb 1 is 'get' changed to verb 2 into 'got'. The verb 1 is 'leave' changed to verb 2 into 'left'. The verb 1 is 'have' changed to verb 2 into 'had'. The verb 1 is 'buy' changed to verb 2 into 'bought'. The verb 1 is 'come' changed to verb 2 into 'came'. The verb (to be) is 'are' changed to verb 2 into 'were'.

The 3<sup>rd</sup> example of student's writing:

It **was** Saturday 28 December 2019. On the weekend and the end of this beautiful year, I and 4 of my friends **decided** to end 2019 with a vacation to Pacitan Srau Beach. We ourselves **liked** to visit the beach every year because we **thought** the beach **was** very beautiful and enchanting. The breezy breeze **made** a vacation at Srau Beach never forgotten. We **departed** from the house at 09.00 am (Friday), we **arrived** at the beach at 15.00 pm, understandably a little longer because we **invited** a female friend too, after arriving at Srau beach we immediately **built** a tent that we **brought** to spend the night there, because we **enjoyed** the experience vacationing at Srau Beach. While there, we **brought** supplies that we had prepared mentally and camping equipment.

The essay above shows that the students use the regular and irregular verbs in her/his writing. The regular verbs are decided, liked, arrived, departed, and invited. Those verbs follow the spelling rules of the word with the ending 'e' is added by 'd'. For example, the verb 1 is 'decide' changed to verb 2 into 'decided', and the verb 1 is 'like' then changed to verb 2 into 'liked'. The verb 1 is 'invite' changed to verb 2 into 'invited'. The common regular verb is added by 'ed', for example, the verb 1 is 'depart' changed to verb 2 into 'departed'. While, the irregular verbs are 'was, though, made, built, and brought'. Those verbs show an irregular pattern. The verb 1 is 'is' changed to verb 2 into 'was'. The verb 1 is 'think' changed to verb 2 into 'thought'. The verb 1 is 'make' changed to verb 2 into 'made'. The verb 1 is 'build' changed to verb 2 into 'built'. The verb 1 is 'buy' changed to verb 2 into 'brought'.

The 4<sup>th</sup> example of student's writing:

Last year, on December 24, 2019, my 4 friends and I **planned** to go up Mount Lawu. we **departed** on 24 December at night to the Cemoro Kandang basecamp, after arriving there we **rested**. my friend and I **decided** to ride the peak in the morning. We **began** to rise at the peak at 11.00 in the morning, the journey to reach the peak must go through 5 posts and **needed** time 8 hours running continuously. At the time of arriving at the post 1 it **rained**. my friend and I **decided** to continue the journey using a raincoat. we **arrived** at the post 3 at 17:00, because starting at night we **decided** to set up a tent at post 3. then we **rested** until morning. even though the peak temperature of in the post 3 **was** very cold. at 5:00 in the morning we **left** the tent and **continued** the journey to the summit. on the way I **saw** the appearance from the top of the mountain **was** very beautiful even though it hasn't reached the peak yet. rest and **enjoyed** the beauty of nature. We **reached** the peak at 09.00, until there we **took** a picture together and then he **stopped** at the Mbok Yem food stall which **was** famous for

selling at the top of Mount Lawu. at 12.00 we **went** down to the tent, after we **rested** for a while, then **built** tent and **cleaned** the equipment, then **continued** the journey down. we **arrived** at camp at 18.00 and then **went** home. enough stories or experiences that I **could** tell.

The essay above shows that the students use regular and irregular verbs in her/his writing. The regular verbs are planned, stopped, decided, departed, rested, needed, rained, arrived, continued, enjoyed, reached, rested, and cleaned. The rule of the regular verb that the verb with one syllable, a single vowel, and with ending in a single consonant, so the verb 2 must be double consonant with adding 'ed'. For example, verb 1 is 'plan', so verb 2 changed to 'planned'. The verb 1 is 'stop' changed to verb 2 into 'stopped'. The verb also follows the spelling rules of the word with the ending 'e' is added by 'd'. For example, the verb 1 is 'decide' changed to verb 2 into 'decided'. The verb 1 is 'arrive' changed to verb 2 into 'arrived'. The verb 1 is 'continue' changed to verb 2 into 'continued'. The common regular verb is added by 'ed', for example, the verb 1 is 'depart' changed to verb 2 into 'departed'. The verb 1 is 'rest' then changed to verb 2 into 'rested'. The verb 1 is 'need' changed to verb 2 into 'needed'. The verb 1 is 'rain' changed to verb 2 into 'rained'. The verb 1 is 'enjoy' changed to verb 2 into 'enjoyed'. The verb 1 is 'reach' changed to verb 2 into 'reached'. The verb 1 is 'clean' changed to verb 2 into 'cleaned'. While, the irregular verbs are 'was, went, began, left, saw, took, went, built, and could'. Those verbs show an irregular pattern. For example, the verb 1 is 'is' changed to verb 2 into 'was', and the verb 1 is 'go' then changed to verb 2 into 'went'. The verb 1 is 'begin' changed to verb 2 into 'began'. The verb 1 is 'leave' changed to verb 2 into 'left'. The verb 1 is 'see' changed to verb 2 into 'saw'. The verb 1 is 'take' changed to verb 2 into 'took'. The verb 1 is 'go' changed to verb 2 into 'went'. The verb 1 is 'build' changed to verb 2 into 'built'. The verb 1 is 'can' changed to verb 2 into 'could'.

The 5<sup>th</sup> example of student's writing:

On December 10, 2019. I and My boyfriend **went** to Yogyakarta by train. We **ordered** tickets at the balapan station. The ticket we **ordered was** prameks at a price Rp. 8.000,- At 12.00 a.m our train **began** to depart. Along the way, I **saw** the view from the train window and occasionally we **talked**. After arriving at the Tugu Station, we immediately **searched** for food stalls, because the stomach **was** hungry. After eating, we **walked** down Malioboro street. We **sat** around Malioboro street. Then we **went** to the smart park. Not feel it's afternoon, it's raining heavily we **caught** in the rain there with other visitors. After the rain **stopped**, we **went** to mall Malioboro. We **ate** KFC there. After that, we **went** to the station and it **turned out** we **missed** the train. We were **forced** to wait on the terrace of the station until morning with other passengers, whose fate **was** the same as us. At 03.00 a.m. we **ordered** a return ticket, and at 05.00 a.m train **departed**. We **arrived** the Balapan Station at 06.00 a.m. We **were** happy.

The essay above shows that the students use a regular and irregular verb in her/his writing. The regular verbs are stopped, forced, arrived. The rule of the regular

verb that the verb with one syllable, a single vowel, and with ending in a single consonant, so the verb 2 must be double consonant with adding 'ed'. For example, verb 1 is 'plan', so verb 2 changed to 'planned'. The verb 1 is 'stop' changed to verb 2 into 'stopped'. Some verbs also follow the spelling rules of the word with the ending 'e' is added by 'd'. For example, the verb 1 is 'force' changed to verb 2 into 'forced', and the verb 1 is 'arrive' then changed to verb 2 into 'arrived'. The common regular verb is added by 'ed', for example, the verb 1 is 'order' changed to verb 2 into 'ordered', and the verb 1 is 'search' then changed to verb 2 into 'searched'. The verb 1 is 'walk' changed to verb 2 into 'walked'. The verb 1 is 'turn out' changed to verb 2 into 'turned out'. The verb 1 is 'miss' changed to verb 2 into 'missed'. The verb 1 is 'depart' changed to verb 2 into 'departed'. The verb 1 is 'talk' changed to verb 2 into 'talked'. While the irregular verbs are 'went, was, began, saw, sat, caught, and ate'. Those verbs show an irregular pattern. For example, the verb 1 is 'go' changed to verb 2 into 'went'. The verb 1 is 'is' changed to verb 2 into 'was'. The verb 1 is 'begin' changed to verb 2 into 'began'. The verb 1 is 'see' changed to verb 2 into 'saw'. The verb 1 is 'sit' changed to verb 2 into 'sat'. The verb 1 is 'catch' changed to verb 2 into 'caught'. The verb 1 is 'eat' changed to verb 2 into 'ate'.

The 6<sup>th</sup> example of student's writing:

**I wanted** to tell a little about my holiday last year to the island of Bali. When it **was** in December, the rainy season **came**. I also **decided** to take a vacation to Bali to spend the rest of my leave. I **departed** from Solo with 3 of my other friends. We **used** the plane the most morning. When we **arrived** in bali, we were picked up by a travel agent to go to the Nusa Penida Island. About 1-1,5 hours we **arrived** at the port of Sanur. Then we **boarded** the ship to cross to the Nusa Penida Island for 30 minutes, then we were picked up by a travel agent who had been waiting at the port of Nusa Penida to go to Angels Bilabong and **continued** to go to Broken Beach. After that we **went** home to the hotel and dinner. We **stayed** in one of the unique hotels on this island. This hotel **presented** a truly extraordinary view. At night on the island **was** very quiet, because the population **was** still small. The next day, we **went** to Kelingking Beach, we **had** to go down hundreds of steps to get to the beach. Many tourists from abroad swim and sunbathe on the beach. Then we **continued** the journey to Crystal Bay beach followed by lunch on the beach. After that we **had** to hurry back to the port, remembering the trip **took** 2 hours to the port. After arriving at the port, we **waited** for some time until the ship **was** ready to board and **took** us back to the island of Bali. When we **arrived** in Bali, we **headed** to the hotel near the airport because tomorrow we **had** to go back to Solo by plane in the morning. That's the short story of my vacation trip to Bali.

The essay above shows that the students use a regular and irregular verb in her/his writing. The regular verbs are "decided, used, arrived, continued, wanted, boarded, presented, waited, headed, stayed". Those verbs follow the spelling rules of the word with the ending 'e' is added by 'd'. For example, the verb 1 is 'decide' changed to verb 2 into 'decided', and the verb 1 is 'use' then changed to verb 2 into

'used'. The verb 1 is 'arrive' changed to verb 2 into 'arrived'. The verb 1 continues'' changed to verb 2 into 'continued'. The common regular verb is added by 'ed', for example, the verb 1 is "want" changed to verb 2 into 'wanted'. The verb 1 is 'board' changed to verb 2 into 'boarded'. The verb 1 is 'present' changed to verb 2 into 'presented'. The verb 1 is 'wait' changed to verb 2 into 'waited'. The verb 1 is 'head' changed to verb 2 into 'headed'. The other verb follows the spelling rules of the word with the ending 'y' is added by 'ed'. For example, the verb 1 is 'stay' changed to verb 2 into 'stayed'. While, the irregular verbs are 'was, came, went, had, and took'. Those verbs show an irregular pattern. For example, the verb 1 is 'is' changed to verb 2 into 'was'. The verb 1 is 'come' changed to verb 2 into 'came'. The verb 1 is 'go' changed to verb 2 into 'went'. The verb 1 is 'have' changed to verb 2 into 'had'. The verb 1 is 'take' changed to verb 2 into 'took'.

The 7<sup>th</sup> example of student's writing:

Last month, on November 9, 2019, I **went** to Jogjakarta with my classmates. They **were** Devi, Niken, Bagus, Deska, and Guntur. I **left** home with Niken at 07.00 a.m. to the gathering point, which **was** at the home of Devi in Colomadu. We **left** from there at 08.00 in the morning using the car's Guntur, we **stopped** at Soto Seger next to the Singopuran gas station for breakfast, then we **continued** on our way. We **arrived** in Jogjakarta at 12:30 p.m. because of a traffic jam, and Devi who was drunk to vomit. We **stopped** at the mosque in front of the Krakal Beach entrance for midday prayers. Our first destination **was** the Krakal Beach. Arrived there, we **had** lunch at around the beach, spending Rp. 200,000 more for 6 people. Quite expensive in my opinion. Then, we **took** a photo on the beach. We didn't play water or throw ourselves to the beach because the sun **was** very hot. Once satisfied we **continued** to the second destination, namely Sundak Beach. We **arrived** at 3:30 p.m. Arrived there we immediately **looked for** a mosque for Asr prayer. Then we **went** straight to the beach, played water and sand, **made** videos, **looked** at each other, etc. We really **enjoyed** the moment. At 17:00 p.m., we stopped playing because it **was** cold and **decided** to take a bath, we **continued** on to Malioboro. Because the road **was** very congested and the difficulty of finding a mosque, we **were** late for evening prayers. And we finally **combined** magrib and isya's prayers. Plans to Malioboro **failed** due to severe traffic jam and the time **showed** 22:00 at night. We finally **decided** go home to look for an alternative way, but the road that we **went** through **turned out** to be a quiet mountain road and a small road, the cellphone to point the direction of the batteries **had** run out, the atmosphere **was** already full of test guts that night. We **discovered** the city streets at 1:00 a.m., I **was** first escorted home because my closest home. At 2:00 in the morning I **arrived** at home. It **was** all very tired, but not felt because during the trip I **spent** my time to sleep, to the point that I **was** mocked by my friends. It **was** very fun holiday that time.

The essay above shows that the students use regular and irregular verbs in her/his writing. The regular verbs are. "stopped, decided, combined, continued,



arrived, looked for, looked, enjoyed, failed, showed, turned out, discovered”. The rule of a regular verb that the verb with one syllable, a single vowel, and with ending in a single consonant, so the verb 2 must be double consonant with adding ‘ed’. For example, verb 1 is ‘plan’, so verb 2 changed to ‘planned’. The verb 1 is ‘stop’ changed to verb 2 into ‘stopped’. The verbs follow the spelling rules of the word with the ending ‘e’ is added by ‘d’. For example, the verb 1 is ‘decide’ changed to verb 2 into ‘decided’, and the verb 1 is ‘combine’ then changed to verb 2 into ‘combined’. The verb 1 is ‘continue’ changed to verb 2 into ‘continued’. The verb 1 is ‘arrive’ changed to verb 2 into ‘arrived’. The common regular verb is added by ‘ed’, for example, the verb 1 is ‘look for’ changed to verb 2 into ‘looked for’. The verb 1 is ‘look’ changed to verb 2 into ‘looked’. The verb 1 is ‘enjoy’ changed to verb 2 into ‘enjoyed’. The verb 1 is ‘fail’ changed to verb 2 into ‘failed’. The verb 1 is ‘show’ changed to verb 2 into ‘showed’. The verb 1 is ‘turn out’ changed to verb 2 into ‘turned out’. The verb 1 is ‘discover’ changed to verb 2 into ‘discovered’. While the irregular verbs are “went, were, left, was, had, took, made, spent”. Those verbs show an irregular pattern. Those verbs show an irregular pattern. For example, the verb 1 is ‘go’ changed to verb 2 into ‘went’. The verb 1 is ‘are’ changed to verb 2 into ‘were’. The verb 1 is ‘leave’ changed to verb 2 into ‘left’. The verb 1 is ‘is’ changed to verb 2 into ‘was’. The verb 1 is ‘have’ changed to verb 2 into ‘had’. The verb 1 is ‘take’ changed to verb 2 into ‘took’. The verb 1 is ‘make’ changed to verb 2 into ‘made’. The verb 1 is ‘spend’ changed to verb 2 into ‘spent’.

This study is to know the use of the regular and irregular verbs in the students writing an essay and to know the most dominant verb past written by the students in their students writing an essay. Based on the analysis of the students’ English writing composition, it found that the students use both regular and irregular verbs in writing an essay of the simple past tense of recount text. The table analysis is stated below:

Table 1. Regular and irregular verb in students’ writing

Verb 2 (Past)	Regular	Irregular
Total	142	170
Percentage	45.51 %	54.49 %

Based on the table above shows that the students use both regular and irregular verb (past) in their students writing an essay. Both regular and irregular verbs are 312 data in verb 2 (past). In the regular verbs, there are 142 data or 45.51 %, and in the irregular verb, there are 170 data or 54.49 %. It shows that the most dominant verb past written by the students in their students writing an essay is an irregular verb.

In regular verbs, the verb past tense is formed by adding the letters ‘-ed’ to the base form of the verb (Wijesinha, 2006, p. 23). While, according to (Foo, 2015, p. 11) states that regular verbs have spelling ends in ‘d’ or ‘ed’. However, some very common verbs form the past tense differently. English learners should be careful and aware that the past tense involves past tense verbs (Verb 2) and pay attention to the spelling of their past tense forms because when regular verbs are used in English. Regular Verbs are verbs that can change according to tense and change it regularly.

Regular Verbs are verbs whose changes comply with normal rules, that is with add the letter -d or -ed to the verb first-form / verb-1 (infinitive) so that it becomes a verb form second / verb-2 (past tense). Several things must be considered in the way of forming regular verbs by adding the letter -ed suffix or -d in the basic verb/verb-1 (infinitive), which is as follows: 1). Generally to form the second verb/verb-2 (past tense) and the third verb/verb-3 (past participle) with add ed-letter suffixes to the form of the basic word (infinitive). 2) If the basic verb (infinitive) ends with a vowel (vowel) -e, then to form past tense by adding the letter ending -d. 3) If the basic verb (verb-1) ends with the letter -y and is preceded by a consonant (dead letter), then the letter -y is replaced with the letter -i then added the letter -ed to form past tense (verb-2). 4) If the basic verb (verb-1) ends with the letter -y and is preceded by a vowel (vowels), then the letter -y, is not changed but added the letter -y to form past tense (verb-2). 5) If the basic verb (verb-1) consists of one syllable and ending with a death letter (consonant) that begins with a vowel, then the last dead letter is duplicated, then plus the letter -ed to form verb-2 (past tense). 6) If the basic verb / verb-1 (infinitive) has more than one syllables and ends with a dead letter (consonant) which is preceded by a vowel, but the pronunciations fall on the last syllable, the letter finally duplicated then added with the letter -ed to form verb-2 (past tense). Except if the last syllable of the basic verb / verb-1 (Infinitive) contains two vowels, although the pronunciations fall on the last syllable, the last death letter cannot be duplicated and directly added with the letter -ed to form verb-2 / past tense. 7) If the basic verb/verb-1 (infinitive) is a two-syllable ending in a consonant preceded by a vowel, but the emphasis of the pronunciation falls on the first syllable, then immediately plus the letter -ed to form verb-2 / past tense. 8) If the basic verb / verb-1 (infinitive) ends with the letter -l, which is preceded by a vowel, then the suffix -l is multiplied and then added -ed to form verb-2 / past tense. 9) If the basic verb (infinitive) ends with the letter -l, which is preceded by two vowels, then the letter of the suffix -l do not need to be duplicated but is immediately added to the letter -ed to form the past tense. 10) If the basic verb (infinitive) ends with the letter -c, which is preceded by a vowel, then the letter -c plus the letter -k then add the letter-ed to form past tense.

In irregular verbs, the verbs must be recognized by sight, since they do not follow one consistent pattern (Walter, 2016, p. 330). It also can be said that the verbs do not follow a regular pattern. To make or form a simple past of irregular verbs, we must memorize their forms (Kay et al., 2008b, p. 107). Irregular verbs are verbs that change according to the tense and do not comply with normal compliance. The past tense Irregular verbs are not formed from basic verbs / verb-1 (infinitives) plus letters -d or -ed letters to form verb-2 / past tense. Irregular verbs form their past tense differently (through) not always) through a vowel and consonant change. So that, these forms must be memorized by the learners/students.

## Conclusion

Related to the using of the regular and irregular verb in 14 students writing an essay, it shows that the students use both regular and irregular verb (past) in their students writing an essay. Both regular and irregular verbs are 312 data in verb 2

(past). In the regular verbs, there are 142 data or 45.51 %, and in the irregular verb, there are 170 data or 54.49 %. It shows that the most dominant verb past written by the students in their students' writing essay is an irregular verb. Regular Verbs are verbs that can change according to tense and change it regularly. Regular Verbs are verbs whose changes comply with normal rules, that is with add the letter -d or -ed to the verb first-form / verb-1 (infinitive) so that it becomes a verb form second / verb-2 (past tense). Several things must be considered in the way of forming regular verbs by adding the letter -ed suffix or -d in the basic verb/verb-1 (infinitive). Irregular verbs are verbs that change according to the tense and do not comply with normal compliance. The past tense Irregular verbs are not formed from basic verbs / verb-1 (infinitives) plus letters -d or -ed letters to form verb-2 / past tense. Irregular verbs form their past tense differently (through) not always) through a vowel and consonant change. So that, these forms must be memorized by the learners/students.

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