# CHAPTER II

# THEORETICAL FRAMEWORK

## 2.1 General Concept of Verb

Pardiyono (2002;98) states that verb is devided into two groups: regular verb and irregular verb. In regular verb, the verb changes regularly in the past tense form or the past participle. Such as: it is added by suffix-ed to the base form of verb. The irregular verb do not have the form of fixed and do not change regularly. The irregular verb have to memorize because the changes are not permanent. Verb has an important role in a sentence to express the idea and force the reader to study and master it.

A sentence consists of some words that has one meaning. And also, the sentences construct by subject and verb.Acoording to delahunty and garvey(2010;69) Simple sentence have only one main verb, one subject, one predicate, though they may include modifiers of various sorts. Mastering those subject and verb is very important to get the meaning. Subject means who or what the sentence speaks about, we can also say that subject as an actor in the sentence. Furthermore, verb means the activity on going process.

According to Harmer (1998;37) verb is a word or group of word which usied in describing an action or state. It means that verb is a word or word phrase that used to an action or state of being. It is the main part in making a sentence that describing an action.

Verb is one of part of speech that consists of noun, pronoun, verb, adverb, preposition, preposition, conjunction, and interjection.Verb is a word or group of words which is used in describing an action experience or state. So, verbs have the functions in a sentence to express an action, experience, state, etc. The verb is the chief determinant of what kind of situation it . Penny Ur (1991;80) said that verbs are often called words of doing, such as walk, write, read etc. they also indicate a state of being (such as seems) , state of feeling (such as regret), and a state of being in relationship to.

The term main verb refers to the word that expresses action or helps to make a statement complete. Even though the main verb consists of one word, it may have helping verbs in front of it Without verb, a statement or sentence cannot be a complete statement or complete sentence. Verbs are variable lexemes. They have a number of different inflectional forms that are required or permitted in various grammatical contexts.

The most distinctive grammatical property of verbs is their inflection.Inflectional is variation in the form of a lexeme determined by syntactic properties like singular and plural number in nouns, preterite and present tense in verbs. Actually, the preterite form is similar to the past form of verb, such as watch – watched – watched

## 2.2    The Nature Regullar and Irregullar Verb

According to *Pardiyono (2002:98)*, verb is divided into two groups; a regularverb and an irregular verb. Inregular verb, the verb changes regularly in the pasttense form or the past participle. Such as, it is added by suffix-ed to the base

formof verb. The irregular verbs do not have the form of fixed and do not changeregularly.

1) Regular Verb

According to delahunty and garvey (2010;78) regular form are those that follow the general pattern of language.Regular verbs (walk-walked) (to laugh-laughed) are computed by a suffixation rule in a neural system for grammatical processing (Trompelt 2010;2). Regular verbs are verbs which conform to a certain pattern. Furthermore, the regular verbs have certain patterns to change such the word "watch" that changes into watch-watched-watched, but *to be* cannot change regularly as the word walk.

The form of regullar verbs can be predicted by rules, where as irregular verbs are of a more unpredictable nature ,Crystal(2011) in Wikstrom Erick (2013).Furthermore, a number of irregular verbs in present day standard usage from their pas tense by changing their stem vowel (throw-threw). Regular verb is averb that change add by sufixx -d and –ed. There are many example that word who change or add –d and –ed. Like, borrow-borrowed, look- looked-, ask-asked,and etc.

Example of regular verb.

| Cry | Cried |
|--------|----------|
| Finish | Finished |
| Enjoy | Enjoyed |

| | |
|---|---|
| Explain | Expalined |
| Accept | Accepted |
| Call | Called |
| Cheat | Cheated |
| Clean | Cleaned |
| Crash | Crashed |
| Kill | Killed |

2) Irregular Verb

According to Delahunty and Garvey (2010;78) irregular verb form are those that do not follow the general pattern of language. Irregular verbs are retrieved from an associative memory said trompelt (2010;2). Irregular verbs are the verbs that do not follow the simple system of adding "d" or "ed" at the end of the word. It means that, the irregular verbs follow the patterns such as *see-saw, go-went, write-wrote, and fly-flew*. To know about the irregular verb, we have to memorize all of them.

The example of irregular verb

| Verb 1 | Verb 2 |
|---|---|
| | |

| | |
|---|---|
| Bring | Brought |
| Buy | Bought |
| Catch | Caught |
| Think | Thought |
| Pay | Paid |
| Send | Sent |
| Leave | Left |
| Take | Took |
| Wake | Woke |
| Speak | Spoke |
| Break | Brought |
| Begin | Began |
| Find | Found |
| Say | Said |
| Tell | Told |
| Sell | Sold |

| Lose | Lost |
|------|------|
|      |      |

## 2.3 The Nature of Recount Text

Recount is a kind of genre which has been taught in junior high school at eight grade students. Recount "tells what happened". Because the event happend in the past, so the sentence must use simple past tense ( Jurian and Kusumawati 2015;2). According to siahaan and shinoda (2008;9) in jurian and kusumawati (2015;2)  the purpose of a social function is to retell an event with a purpose to inform or entertain the reader. The purpose of informing or entertaining, it could be someone's experiances, someone's life in the past and history of something. The tense that is used in recount text is past tense.

Recounttext has a title, which summarizes the text. Since recount tells about past experiences, it uses past tense. A recount describes events, so plenty use is made of verbs (action words), and of adverb (describe or add more detail to verb). It describes the events word which link event such as next, later, when, then, after, before first. The lexicogrammatical features of recount focuses on specific participants, use of past tense, use of material processes, circumstance of time and place, and temporal sequence.

Recount is a piece of text that retells past events, usually in the order in which they happened.  It means that, the purpose of recount text is to re-tell the past experience in the past time. The Examples of recount text include: eyewitness account, newspaper reports, letters, conversations, television interviews, and speeches.

The tense that used in the recount text is past tense. The social purpose of recount text is to reconstruct past experiences by retelling events in original sequence. We can look at the sample of recount in personal letters, police report,insurance claims, and incident reports (Hyland, 2004; 29) in Azhar (2015;24).

Recount text is a text that have a generic structure. According to Azar (2015;27) Recount text has several Element, which one is generic structure. In making the recount text should match the existing generic structure, because is an early ground in making recount text. The element of recount text is important to know kind of text. With the element we will know what kind the text with easily. According to Derewianka (1990) as stated by Miranti (2008;16) in Azhar (2015;27) The generic structure of recount text: orientation, event and re-orientation.

a) Orientation

The orientation provides all the necessary background information to enable the audience to make sense of the text. To ensure that the orientation is detailed and thorough, use the words (who, what, when, where, and why). The writer or speaker needs to gives information about what happened, who or what was involved, when and where the events occurred andn why. An awareness of audience and purpose will assist the author in selecting the amount of detailed needed.

b) Series of events

In series of events the writer writes the events chronologically. It begins from the first event, followed by the second event to the last event. The sum of events depend on the creativity of the writer.Events should be selected carefully to add to the audience"s understanding of the topic.Students should be prepared to discard events and details that are unimportant or uninteresting.

c) Re-orientation (optional)

The final section concludes the recount by summarizing outcomes or results, evaluating the topic"s importance or offering personal comment or opinion. It can also look to the future by speculating about what might happend next. But, not all of recount closed by re-orientation. It is optional.

The example of recount text:



(sourcehttps://gudangpelajaran.com/contoh-recounttext/#Contoh_Recount_Text_Tentang_Liburan_Ke_Pantai_Parangtritis)

My Holliday in Parangtritis Beach

It was Sunday in the last December 2016.

We all had finished our project and that was the time to celebrate. **Orientation**
We went to Parangtritis beach. We were 6 and we got there driving a
car. We rent a car for a day.

Actually there was nothing special from Parangtritis beach because
we had already there for many times. But the beach was the reminder
that we had a hard memory. Yes, our friend had gone and never
would back.

The purpose of our day off in Parangtritis beach was to pray for our
missing friend.

We started at early in the morning to go there. We only needed 45 **Event**
minutes because the traffic was not too crowded. We brought some
flowers to be sunk at the sea.

Soon after we arrived at the beach we took our flowers and brought
those at the bank of the beach. We pried deeply and put the flowers
into the water. Sadly we saw them slowly going to the middle of the
sea and disappeared.

It was a celebration for our successful project and also the
celebration for the loss of our friend who was the leader of our team **Reorientation**
for that project.

## 2.3    The Nature of Error  Analysis

Learn about English is not easy for some students. They think that, english is a difficult subject and also English is a foreign language for indonesian students. It affects the students do some mistakes or errors in learning English. In Indonesia english is a second language. So, it must have an error in learning english.

In learning foreign language, language learners beginlearning a language from their mother tongue. The learnersmay encounter mistake or error much of the time. Thedifficulties of ongoing process in acquiring learning causesecond language learners make errors. Making error can becaused by first negative transfer since the structure of firstlanguage is unlike from that of target language in learningprocess.It can be ensured as an integral part of languageacquisition that is not avoidable. Thus, the phenomenon oferror has been giving more attention for researchers in secondlanguage acquisition.

In a traditional second language acquisition, thelearners are considered as the linguistic phenomena from therules of language and standard usages, reflecting learners'deficiency in language competence. Many teacherscorrect individual errors as they occur, with little effort to seepatterns of errors or to look for the causes in anything otherthan learner ignorance. Actually, Error analysis had a longhistory as far as second language learning is involved. Theidea of the error as an effective to be avoided has beenespecially supported by behaviorism, being considered anobstacle to language learning. 2 The theory from behaviorist tobe the issue of second language learning, proposed that thelearning process was mainly a question of acquiring of newset language habits. Because of behaviorists

viewed error as asymptom not effective and evidence of failure in teachinglearning process, consequently, error was regarded as beingthe result of the perseverance of existing first language habitsin the new language 3 . Behaviorist believed that whenineffective teaching learning occurs, intensive drilling andover-teaching were mainly to correct form. Nevertheless,error that was not described in this way was trivialized. Itmeans that the result of error dealt with the same technique offurther over-learning and drilling.

According to Muriel savile (2006;37) Error analysis is the first approach tothe study of Second language acquisition which includes and internal focus on learner' creative ability to construct language.Corder (1967) in Ellis (2009,p.52) adds that "An error takes places when the deviation arises as a result of  lack knowledge". In this study, the writer identified errors in the use of the Simple Past Tense in Recount text.

According to James(1998)Error Analysis as the process of determining the incidence, nature, causes and also the consequences of unsuccessful language. And adding statement from H. Douglas Brown, The fact that, the learners  make errors, and that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to a surge of study of learners" errors, called error analysis.  So, in this study the writer would like to observe, analyze and classify learner"s error in mastering regular and irregular verbs.

## 2.4.1 Error Based on the Surface Strategy Taxonomy

Dulay, Burt and Krashen, (1998;104) sugest that there are four kind of error .They are omission, addition, misformation, and misordering. Besides, that four categories, James adds one categories blends that complements the Target Modification Taxonomy.

1) **Omission (Ø)**

Omission errors mean the learner omits an item that must appear in a well-formed utterance. James stated that omission is different from ellipsis and zero elements which are allowed by the grammar, because omission makes a structure ungrammatical. This is one example of omission:

*He__ask__ me two days ago.*

The sentence above is incorrect, because the learner omits –ed in the past form of verb put that should be putted. This is the correct sentence:

*He **asked** me two days ago.*

*2)* **Addition**

Addition errors are the opposite of omission errors, which presence an item that must not appear in a well-formed utterance. It usually occur in the L2 acquisition process, when learners has already acquired some rules in the TL. Dulay et al, divide it into three sub-categories.

a) Double Marking

This sub categories is defined as a failure to delete certain items which are required in some linguistics construction but not in others.

For example:

*They did not **played** soccer yesterday.*

Above is an incorrect sentence, because added –ed on the main verb study. It makes the sentence is redundant because the auxiliary did already carries the marker of the past tense. This is the correct sentence:

*They did not **play** soccer yesterday.*

b). Regularization

Regularization error involves overlooking exceptions to domain where they do not apply. It usually applies in the liguistic items, such as the class of main verbs or the class of nouns.

For example:

This is incorrect sentence*:*

*Fadil **readed** the novel a few minutes ago*

This is the orrect sentence:

*Fadil **read** the novel a few minutes ago*

Here, the learner apply the incorrect rule to the irregular verb by added –ed to the verb of put that must become put in the past form.

c). Simple addition

In simple addition errors, there are no particular features characteristic other than caracterize in all additional errors, that is the use of unnecessary item in a well-formed utterance.

This is incorrect sentence:

*Tasya **cleaneded** the room just now*

This is the correct sentence:

*Tasya **cleaned** the room just now*

**3).    Misformation**

Misformation errors are the use of wrong form of the morpheme or structure. Furthermore, misformation is classified into three types, they are:

1. Regularization error

Regularization error is misformation category which a regular marker that used in a place of an irregular one. For example: eated for ate, falled for fell, maked for made, and so fort.

b) Archi-form

Archi-form occurs when the learner select one member of class of forms to represent others. For example: *Me hungry for I am hungry.

c) Alternating

Alternating form Alternating form is the way to the apparently fairly free alternation of various members of a class with each other.

The example:

*I **drunk** with them lastnight for I **drank** with them lastnight.*

**1.    Misordering**

Misordering error that characterized by the incorrect placement of a morpheme or group of morpheme in an utterance.

For example:

This is incorrect sentence: They are all the time **lazy**

This is correct sentence: They are **lazy** all the time

### 2.4.2 Procedures of Error Analysis

According to Muriel Saville (2006;39) said that there are several steps in the procedure for analyzing learner errors. They are collection of a sample of learner language, identification of errors, description of errors, explanation of errors, and evaluation of errors.

A. Collection of a sample of learner language

In this step, the data are collected from some learners who answer the task or test that is suitable to the objective of the study.

B. Identification of errors

In the identification of errors the researchers are determinate the sample of the learner which deviate from the target language in some way.

C. Description of errors

In this step, the errors are usually classified according to language level (whether an error is phonological, morphological, syntactic, etc), general linguistic category (auxiliary system, passive sentence, etc), or more specific linguistic elements (e.g. articles, preposition, etc).

D. Explanation of errors

In the explanation of errors, the researchers have to analyze why an error was made by the learners. The researchers also have to find the causes or sources of error that made by the learners.

E. Evaluation of errors

This step involves analysis of what effect the error has on whoever is being addressed.

In another theory, Penny Ur (1996;86) said there are four stages to analyze the learner errors. They are gathering samples, classifying, ordering, and reordering.

a. Gathering samples.

In this step, the researcher has to gather several learners" writing sample to analyze

b. Classifying.

In the second step, the researcher has to classify or categorize the students errors that the most common.
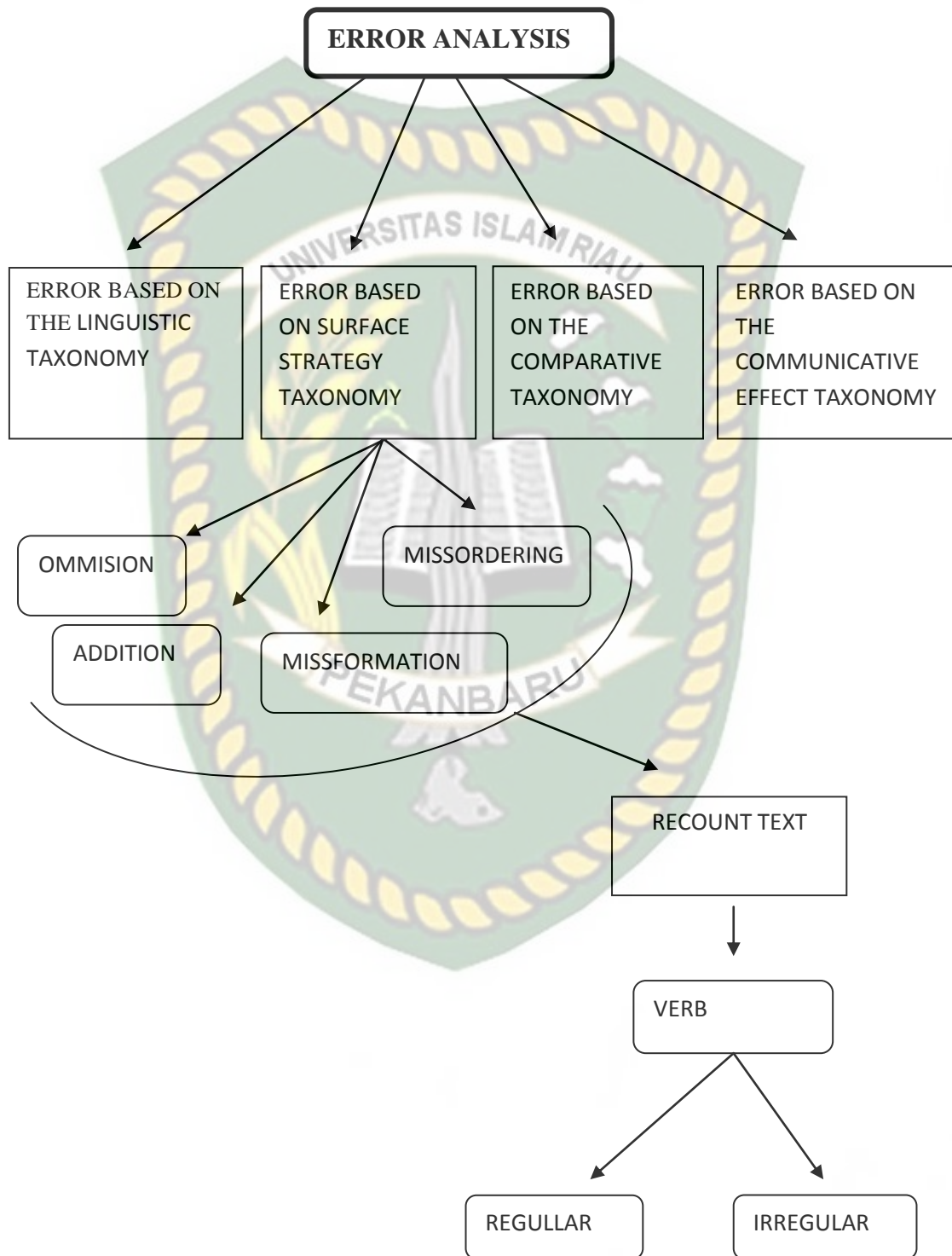
C. Ordering

Then, the researcher makes a list of the most common error that learners made.

D. Reordering.

In the last step rearrange the list of student"s error to make sure and it is very necessary for the error correction.

## 2.5 Conceptual Framework

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                          ERROR ANALYSIS


ERROR BASED ON      ERROR BASED      ERROR BASED      ERROR BASED ON
THE LINGUISTIC      ON SURFACE       ON THE           THE
TAXONOMY            STRATEGY         COMPARATIVE      COMMUNICATIVE
                    TAXONOMY         TAXONOMY         EFFECT TAXONOMY


        OMMISION                   MISSORDERING

            ADDITION        MISSFORMATION


                                     RECOUNT TEXT


                                        VERB


                        REGULLAR              IRREGULAR
```

## 2.7 Past Studies

This research have done by Siti Bayinah from Syarif Hidayatullah state Islamic University Jakarta,2013.The title is The Grammatical Error Analysis on Using The Simple Past Tense In Writing Recount Text. The different this study, The researcher did a research about An Error Analysis of Regular and Irregular Verb In writing recount text at the second years students of SMP N2 Pekanbaru. The Researcher focus on error analysis regullar and iregullar verb in recount text,and siti bayinah analysis grammatical error simple past tense. The writter did this research in second grade of SMP N 02 Pekanbaru.

The second previous studied was from Rahmi Yuniarti(2014). The references discuses about an error analysis of students' ability in using regular and irregular verbs. the differencer between rahmi yuniarti thesis and the researcher thesis is rahmi yuniarti analyzed used all theory by dulay burt kharasen. And used multiple choice test and a sentence. And the researcher choose one category in dulay burt kharasen teory and using recount text as a test.