

**An Analysis of Student's Writing Ability in Forming Irregular Verb  
at the Tenth Grade of MA Al-Iman Ponorogo**

**THESIS**

**Submitted in Partial Fulfillment of the Requirement for the Degree of Sarjana  
Pendidikan Islam (S.Pd.I) in Teaching English**



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SUNAN AMPEL SURABAYA  
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## APPROVAL SHEET

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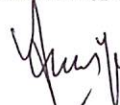
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Menyatakan dengan sebenarnya, bahwa skripsi yang saya tulis ini adalah benar-benar merupakan hasil karya saya sendiri, dan bukan merupakan pengambil-alihan tulisan atas pemikiran orang lain yang saya akui sebagai hasil tulisan atau pemikiran saya sendiri.

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## ABSTRACT

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Key words: Language Acquisition, Irregular Verbs.

This research is about analyzing students' ability in forming irregular verbs at the tenth grade of MA Al-Iman Ponorogo. Communicative approach that is used by school in learning process makes students recognize that English is important in instructional process. In communication, students do not care about grammar. For students the main point in communication is that the audience can understand what they mean. Students' awareness of irregular verb is low, so they consider that memorizing irregular verb is not important. Thus, they find difficulty in forming irregular verb.

This research analyzes the students' ability in forming irregular verb, the students' problems in forming irregular verbs and how the teacher solves the students' problem. The data are collected by the test, interview with the teacher and some of the students, and the observation in the classroom. The instruments of this research are students' the test, interview guideline, and observation check list.

This research finds that many students have difficulty in forming irregular verbs. It is proven by students' score. There are 14 students get good score and 21 students get poor score. Some of students' problems are that they memorize only a few irregular verbs, some others find that irregular verb is difficult because it does not have formula. In this case, the teacher does not have other methods except memorizing vocabularies, irregular verbs and giving students task to make them practice in using irregular verbs. Thus, students feel bored in learning English.

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## **CHAPTER 1**

### **INTRODUCTION**

This chapter provides the basic idea related to the study. It presents the background of the study, statement of the problems, objectives of the study, significance of the study, scope and limitation, and the definition of key terms.

#### **A. BACKGROUD OF THE STUDY**

English is a universal language that is used by many people in this world. People should master English to communicate with others around the world. So that, many schools in Indonesia from elementary school until high school expect students to be able to use English in their daily communication both in oral and written. A good communication happens when the second person understands what the first person means in the communication.

It is easy to convey the meaning of communication in speaking, because the speaker faces the listener directly, if the listener does not understand what the speaker means she/he can repeat again and he/she also can use gesture to help the listener to understand the meaning of communication.

On the other hand it is difficult to convey the meaning of communication in writing. The writer should use the appropriate word to



make reader understand what the writer wants to tell. The writer should also use the correct grammar in order not to make readers confused when they read the writing. Moreover not all people are good in writing even though they are good in speaking.

To make students get used to writing well, a teacher can train them step by step. It can be from the basic training such as completing sentence, making sentence and making free paragraph. Besides that, a teacher also should check their grammar, because sometimes students make free paragraph using inappropriate grammar.

Many Grammarians have noted (eg. Herron, Howat, Rutherford), for more than 2.000 years, studying a second language consisting of grammatical analysis and translation of written forms. This method divides the target language into eight parts of speech: nouns, verbs, participles, articles, pronouns, prepositions, adverbs, and conjunctions. And learning the language required study of the eight categories in written text.<sup>1</sup>

Verb is a word that we use to make a sentence. English has three forms of verbs, these are: present form, past form, and participle form. Regular and irregular verbs are two kinds of verb according to its past form. One uses V2 if he or she wants to retell something in the past. Some

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<sup>1</sup> eds. Eli Hinkel, Sandra Fotos, *New Perspective on Grammar Teaching in Second Language Classroom*, (New Jersey:Lawrence Elbaum Associates.Inc, 2001), p. 3

students who cannot differ whether it is regular or irregular verb they will write using V1 even they retell past situation. It makes students write past tense incorrectly.

Moreover some students often feel difficult to form irregular verb. To form regular verb from V1 to V2 they just add “d” or “ed”, but to form irregular verb there is no special formula. It makes students difficult to write in past tense correctly. Some students always form irregular verb with regular formula because they do not know that the verb is irregular verb or they know it is irregular verb but they do not know the form of its V2.

MA Al-Iman is one of school that uses communicative language approach in learning. It uses sometime Arabic or English in daily communication. Hinkel said that communicative language approach use communicative activities that give students feeling in instructional process so that language acquisition is facilitated. This communicative approach gives no formal grammar instruction. The assumption that the learners will acquire the forms and vocabulary naturally, during the process of comprehending and responding to the speaker as the way a child learns the first language.<sup>2</sup>

Students in MA Al-Iman Ponorogo often use present tense in their daily communication. In communication, they use inappropriate grammar

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<sup>2</sup> Hinkel, Fotos, *New perspective on Grammar Teaching*, ibid. p 4

because their orientation is that they can communicate with others in English and the others understand them.

The correct grammar seems not important in communication since students only focus on practicing language without taking care of their grammar. It is the same with what Joy Reid has found in his research. He told that students who learn second language often make grammatical and structural errors in their communication. While grammatical and structural errors in communication in second language are sometimes overlooked or easily forgiven as long as the content of communication is clear.<sup>3</sup> But for some linguists, such as Chomsky, who state that people also need correct grammatical in communication in order to make audience understand.

Furthermore students often get new vocabulary they need from what they listen. They know V1 form without knowing how V2 form is. They do not think that they need V2 form in communication.

Even though some people said that the main point in communication is the content, L2 researchers, methodologists and practitioners have commented that grammatical competence is essential for communication to give meaningful input.<sup>4</sup>

In a communicative methodology, output (production, such as writing and speaking) has not been seen as important as input (listening

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<sup>3</sup> Joy M Reid, Patricia Byrd, 'Using Contractive Analysis To Analyze ESL/EFL Student Error', *Grammatical In The Composition Classroom*, 12 (1998), 138-152 (p.138)

<sup>4</sup>Hinkel, Fotos, *New perspective on Grammar Teaching*, *ibid.*, p 5

and reading). However, in real communication someone needs to understand and to be understood; therefore, comprehensible output is also essential for successful communication. To a great extent, L2 output depends on learner's linguistic and other communicative skills, and L2 use needed ability not just to comprehend, but also to product comprehensible output with target language norms. From this perspective, learner implicit grammar is important.<sup>5</sup>

Understanding the phenomenon that happens in MA Al-Iman and the result of some linguistics researchers, researcher wants to do the research in MA Al-Iman Ponorogo. Hopefully the result of the research can help teacher to find out how good students' ability in forming irregular verb is.

When the teacher recognizes the quality of students' ability, teacher then can improve their teaching and design a good strategy in learning process to make students understand how to form irregular verb, because students have many characteristic in acquiring language.

Considering the explanation above, the researcher conducts the research by the title An Analysis of Students' Ability in Forming Irregular Verb at The Tenth Grade of MA Al-Iman Ponorogo.

## **B. STATEMENT OF THE PROBLEM**

The researcher formulates the research questions as follows:

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<sup>5</sup>Hinkel, Fotos, *New perspective on Grammar Teaching*, Ibid., p 7

1. How is students' writing ability in forming irregular verb at the tenth grade of MA Al-Iman Ponorogo?
2. What are students' at the tenth grade of MA Al-Iman Ponorogo problems in forming irregular verb?
3. How does teacher solve students' problem in forming irregular verb?

### **C. OBJECTIVE OF THE STUDY**

The objectives of this research are:

1. To identify the ability of the students in forming irregular verb
2. To recognize the students' at the tenth grade of MA Al-Iman Ponorogo problems in forming irregular verb or not.
3. To find out how teacher solves the problems of the students in forming irregular verb.

### **D. SIGNIFICANCE OF THE STUDY**

Researcher hopes that the result of this research can be useful for all readers especially for:

1. Teachers, it can inform the teacher whether the students are able to form irregular verb or not, and also the problem that students face in forming irregular verb. So that the teacher can make good method and way for teaching English especially for irregular verb.
2. Students, it can inform their ability in forming irregular verb, so they can improve their ability when they think they are not able enough in forming irregular verb

## **E. SCOPE AND LIMITATION**

In this research, researcher focuses her research in analyzing students' ability in forming irregular verb, and she limits her research in the tenth grade students of MA Al-Iman Ponorogo

## **F. DEFINITION OF KEY TERM**

1. Second language acquisition (SLA): a term that is used to talk about how people learn additional language after they acquire their mother tongue.<sup>6</sup>
2. Second Language (L2): language that is learned by people after they acquire the first language or mother tongue.
3. Irregular Verb: past form of verb which is not added by "d" or "ed"
4. Ability: Ability is the quality of being able to do something, especially the physical, mental, financial, or legal power to accomplish something.<sup>7</sup>

In this research ability means: students' competence in forming irregular verb

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<sup>6</sup> Rod Ellis, *Understanding Second Language Acquisition*. (New York: Oxford University Press, 1994) P. 5

<sup>7</sup> The American heritage, *Dictionary of the English Language, Fourth Edition*. (Houghton Mifflin Company ). P. 27

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter discusses the review of related literature which contains Second Language Acquisition (SLA), individual learners' differences in SLA, writing, testing, verb, and review of previous studies.

#### **A. THEORETICAL FRAMEWORK**

##### **1. Second Language Acquisition (SLA)**

Second language acquisition (SLA) is a term that is used to talk about study of how people learn additional language after they have acquired their mother tongue. It focuses on how Second Language (L2) learners acquire grammatical sub system.<sup>1</sup>

There are many versions about how people acquire their L2. Behaviorism states that people learn new behavior through a stimulus and response cycle. In language learning, it holds that language is learned through mimic and memorization of form, which leads to habit formation. It suggests that the goal of instruction is to replace bad habits (error production) with good ones (grammatical utterance). This theory result in the creation and extensive use of audio lingual method for teaching foreign language. In behaviorism, there is no doubt that human beings

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<sup>1</sup>Rod Ellis, *Understanding Second Language Acquisition*. (New York: Oxford University Press, 1994) P. 5

have behavioral responses to certain types of input, for example, we automatically slow down when we see light on the car in front of us. There may be certain areas of language there are learned through mimic and memorization. For example: say greetings or pronunciation of unfamiliar sounds.<sup>2</sup>

While linguistics say that human beings are all given the ability to create innumerable forms based on a limited amount of input. Somehow people are given ability to learn language and they use this innate ability to analyze and make guesses about the language. The guesses that they make what they have heard children say things like this:

1. We goed to zoo today
2. We bringed it
3. We broughted it last week

If it can be said “looked”, why not “goed”? These errors provide people that language learning involves far more than imitation. Many others have supported Chomsky’s view that language learning is an innate process rather than a behavioral one. And a number of the theories that followed have helped to shape the current communicative learner-centered approaches most prevalent in language teaching today.<sup>3</sup>

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<sup>2</sup>Betsy Parrish, *Teaching Adult ESL*, (New York: Hamline University, 2006) p. 11

<sup>3</sup>Ibid, p. 12



In the other hand, Krashen has other statement. He proposed an influential model of SLA that includes a number of hypotheses.<sup>4</sup>

#### 1. Order of Acquisition Hypothesis.

Learners acquire forms of language in a predictable sequence depend on their first language and depend on what is taught in the classroom. Many researchers have argued that there is not a hard and fast sequence all learners follow. It is important to understand that not all learners are at the same developmental stage and as a result all of them may not be ready to acquire certain areas of language at the same time or rate. Some may be the same as what Krashen call a preproduction stage or silent period. When they are able to take language in but not produce it.

#### 2. Input hypothesis

Krashen proposed that in order to acquire L2, they need to have adequate comprehensible input. Comprehensible is the key in learning L2. Language input needs to be at a level just beyond the learners current level, Krashen call it  $i+1$  (' $i$ ' is input at the learners current proficiency level, and  $+1$  means a step beyond that level).

Language acquisition depends on trying to comprehend what other people are saying. It makes learners hear meaningful speech and try to understand it, and then acquisition will occur. L2 acquisition

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<sup>4</sup> Betsy Parrish, *Teaching Adult ESL*, ibid. p. 12-14

fails occur when the learners are loose meaningful language. It can be happen in classroom activities that concentrate on the form of language rather than on meaning.

### 3. Acquisition or learning hypothesis.

Krashen suggest that there are two very different processes going on for any learners: acquisition and learning. Acquisition refers to natural, unconscious process that children go as they acquire their first language. Rules are not analyzed or learned through formal instruction or analysis. Krashen believe that people have an innate ability to acquire languages through enough input. On the other hand learning refers to consciously learning the rules and patterns of the language. Many people have studied foreign language and have learned the language. But they often feel not good enough as fluent users of the language. Learn language may less permanent or less automatic that language has been fully acquire

### 4. Monitor hypothesis

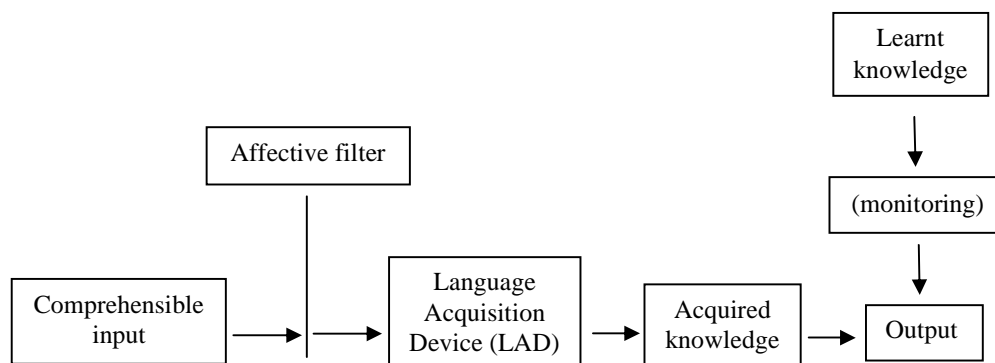
It provides a conscious check on what the speaker is saying. Krashen argues that anything learners want to say comes from acquired language. This is especially true in oral production where the use of the monitor can result in halted, heavily interrupted speech. Many teachers can thinks of learners who show these kinds of language production, particularly learners whose language learning

experience consisted of rule-based, grammar translation approaches to teaching. There can be great benefit to use the monitor when learners are working on their writing, when they have time to edit and revise their language production. In the classroom, teachers may choose to include practice that is more focused on correcting but the main point is that teacher wants to provide learners with simple opportunities in communication, for example, role play, information gap activity, discussion, and skits

#### 5. Affective filter hypothesis

Krashen states that desire associated with learning can act as a filter which inhibits acquisition. Those desires may include stress, fatigue and embarrassment about performing in L2, among others. The role of the teacher is to lower the effective filter by providing a supportive classroom, free of constrain, that can act as a filter. If the filter is up, comprehensible input cannot get through; if it is down, they can make effective use of it.

The following diagram captures these relationships. It is adapted from Gregg, who combines Krashen's diagrams of production and acquisition into one:



To Krashen, The Language Acquisition Device (LAD) is made up of the natural language learning abilities of the human mind, totally available in L1 acquisition, available in L2 acquisition according to the level of the filter. This construct is called organizer in Dulay.<sup>5</sup>

Michael Long as the figure of Interactionism suggests that while receiving comprehensible input is a desired characteristic of SLA, it is not enough. In addition, to input there needs to be interaction. It's the interaction itself that helps to make input comprehensible. This theory is called interactionism.

He proposes that it is through interactions with competent users of the L2 that move forward in the use of that language. He likens it to the progress children make in their interactions with parents and other sympathetic listeners who modify the language. The modified language has certain features and it's through these modified interactions that language acquisition occurs:

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<sup>5</sup>Vivian Cook, *Linguistics and Second Language Acquisition*, (London: Macmillan, 1993) p.54

1. Listeners uses comprehension check
2. Listeners asks for clarification
3. Listener repeats or paraphrases what he or she has understood
4. Listener simplified his or her speech

The listener does not need to be a native or ESL teacher in the classroom. The listener can be other students but this means that the classroom practices need to follow for enough and meaningful interactions. Teacher needs to make these interaction strategies to students<sup>6</sup>

## **2. Individual Learner Differences in SLA**

Every person has characteristic in his or her self. There are two basic possibilities regarding which affected by individual learner factors. One is that differences in the route along learners pass in SLA. Second is that differences in rate and ultimate success in SLA.<sup>7</sup>

According to some linguistics researcher, there are personal and general factors that influence L2 learner in SLA. Personal factors are difficult to be observed by third person. But there are two ways to solve that problem. First, using diary studies which is wrote by the learner. Second, using questionnaire or interview. Personal factors are grouped in

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<sup>6</sup>Betsy Parrish, *Teaching Adult ES*, ibid, p. 15

<sup>7</sup>Rod Ellis, *Understanding Second Language Acquisition*, ibid, p.99

three heading: group dynamics, attitudes to the teacher and course material, and individual learning techniques.<sup>8</sup>

#### 1. Group Dynamic.

Group dynamic seem to be important in classroom SLA. As Bailey research, she found some classroom learners make clear comparison of themselves and other learners. In another kind of comparison, learners match how they thing they are progressing in their expectation. Often these comparisons result in emotiveness responses to the language learning experience. Competitiveness may be shown to the other L2 learner by shouting out answer in the class or by racing through examination to be the first to finish.

#### 2. Attitudes to the Teacher and Course Material

Some students have different view about who is the best teacher for them. Some of them who think that their teacher is unfair in giving test, they will protest their teacher and feel dislike their teacher. Or some learners want their teacher act as informant while others want teacher who is logical, clear, and systematic. In this case learners need sympathy for their teacher.

Learners also different in their attitudes in teaching material. Some of them dislike only course book. They like many course book that they can choose where is the suitable course book they need.

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<sup>8</sup>Rod Ellis, *Understanding Second Language Acquisition*, ibid, p.100

### 3. Individual Learning Techniques

There are different techniques used by different learners. They will be divided into two groups. First is that those involved in studying L2 and second is that those in obtaining L2. For first group, according to Naiman study, there are several individual learning techniques that is used by learner. Such as: preparing and memorizing vocabularies list, learning word in context, and practicing vocabularies.

The second group learning techniques concern the ways in which they get into contact with L2, such as: communicate with native speaker, watching movie or listening song.

While general factors are: age, aptitude, cognitive style, motivation, and personality.

#### 1. Age

Some linguistics have different statement about different age in L2, because children and adult have different cognitive and consciousness.

#### 2. Aptitude

Aptitude refers to the special ability involved in language learning. Its effects have been measured in terms of proficiency scores achieved by classroom learners.

### 3. Cognitive style

In SLA there are two kinds of cognitive style. First is dependence and second is independence. The different between dependence and independence are:

DEPENDENT	INDEPENDENT
1. Personal orientation	1. Impersonal orientation
2. Holistic	2. Analytic
3. Dependent	3. Independent
4. Socially sensitive	4. Not so socially aware

Some Linguist suggests that independent will prove most facilitative in naturalistic SLA, but independent will lead to great success in classroom.

### 4. Motivation

Motivation that is dependent on learner's learning goal is far less amenable to influenced by the teacher than motivation that derives from a sense of academic or communicative success. So, motivation can be developed by careful selection of learning task both to achieve the right level of complexity to create opportunities for success or to foster intrinsic interest.



### 5. Personality

Linguistic researchers guest that personality affect linguistic ability in communication. Students who have good personality may be able to communicate well.

### 3. LEARNER PROCESS

Learners need to sift the input they receive and relate it to their existing knowledge. The possible explanation according to Rod Ellis are that learners may use general cognitive strategies which are part of their procedural knowledge and which are used to in other forms of learning<sup>9</sup>.

Alternatively, they may possess a special linguistic faculty that enables them to operate on the input data in order to discover L2 rules maximally efficient ways.

Chomsky describes learning process as a language acquisition device. He believes that natural languages are governed by highly abstract and complex rules that are not immediately evident in actual utterances.

Tarone distinguishes three sets of learner strategies in learning process.<sup>10</sup> The first is learning strategies. These are means by which the learner process L2 input in order to develop linguistic knowledge. Learning strategies can be conscious and behavioral or they can be subconscious and psycholinguistic.

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<sup>9</sup> Rod Ellis, *Understanding Second Language Acquisition*, ibid, p.13

<sup>10</sup> ibid p. 15

The second is production strategies. These involve learners' attempts to use L2 knowledge they have already acquired efficiently, clearly, and with minimum effort.

The third is communication strategies. These strategies consist of learners' attempt to communicate meaning for which they lack the requisite linguistic knowledge.

Some linguists have pointed out that learners may pass through a relatively invariable route in acquiring linguistic competence in a L2. This may be the result of the operation of universal learning strategies which are part of the human faculty for language.

#### **4. TESTING**

Testing is an important part of every teaching and learning experience. Teacher who can make good test of English can help students in at least two ways. First it can help create positive attitudes toward the class. Second, it can help them master the language when they study for exam. Where several tests are given, learning also can be enhanced by students' growing awareness of the objectives and the areas of emphasis in the course.<sup>11</sup>

Tests also can foster learning, by their diagnostics characteristics: they confirm what each person has mastered, and they point up those language items needing further attention.

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<sup>9</sup>Madsen, *Techniques in Testing*, ibid., p.4

In short, good English test can help create positive attitudes toward instruction by giving students a sense of accomplishment and feeling that the teacher's evaluation of them matches what he has taught them. Good English test also help students learn the language by requiring them study hard, emphasizing course objectives, and showing them where they need to improve.

a. Grammar Test

Grammar test are designed to measure students proficiency in matter ranging from inflections to syntax. In testing grammar teacher does not pretend to measure actual communication. But teacher do good job of measuring progress in a grammar class and we diagnose students' needs.<sup>12</sup>

To test students, we can test in group by using directed physical responses or individual by using oral request. There are many techniques that we can use to test grammar.<sup>13</sup>

1) Multiple Choice Completion (MCC)

This type of test includes an incomplete sentence item followed by four multiple choice options for completing sentence. MCC is an efficient way to test grammar; teachers need to be

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<sup>10</sup> Madsen, *Techniques in Testing* , ibid., p.34

<sup>13</sup> ibid., p. 38-52

cautioned about the temptation to use this kind item for all of their testing needs.

There are some steps should be taken in writing MCC: First, select the grammar point that you want to test; Second, prepare the right kind of sentence (or stem) for the grammar structure; third, select three logical distractors; the last, prepare clear and simple instruction. For example:

- a) She is \_\_\_\_\_ her breakfast  
 a. eating      b. ate              c. eats              d. eaten

Definition: - eating is stem.

- ate, eats, and eaten is distractors

## 2) Simple Completion (SC)

This kinds of test used for testing grammar consist of a sentence from which of grammatical element has been removed. Students may be asked to decide from the context what word or phrase to write in the blank, or to write in an option from a list, or to change the form of a key word.

There are three steps to prepare SC: First, select the grammar points that need to be tested; Second, provide an appropriate context; and third, write good instruction.

Most of SC deals with three basic kinds of SC grammar test. The option form, the inflection form, and the free response

form. The easiest SC items are like multiple choice question with only two options. For example:

Direction; complete the following sentence with do or make

- a) He made a lot of money last year
- b) I always do my best

Testing the mastery of inflections provides for productive response. These vary from simple comparatives to verb tense questions. For instance:

- a) He is the tallest (tall) person in the class
- b) They were (be) in Colorado last week

The free response form illustrates how that common terminology can occasionally be used. For example:

Direction: Add question tag to these sentences.

- a) Hamlet was indecisive, wasn't he ?
- b) Polonius knew a lot of aphorisms, didn't he ?

There are some advantages of SC: First, it generally easier to prepare than multiple choice items, it can give the appearance of measuring productive skills because some items permit flexibility and original expression, it is no exposure to incorrect

grammatical forms, and it provide a sensitive measure of achievement.

### 3) Cloze

Cloze tests are prose passage, usually a paragraph or more in length, from which words have been deleted. The students rely on the context in order to supply the missing words. Some teachers like it, since it is easy to prepare and rather easy to score. This test requires students to process the components of language simultaneously, much like what happens when people communicate.

There are some steps to prepare cloze test: first, select an appropriate passage, second, decide on the appropriate words to take out, the last, write the instructions and prepare an example.

Teachers can score cloze test using two possible ways. One is to give credit for only the exact word from the story. Or to allow full credit for equivalent words as well. But writer recommend allowing full credits for equivalent words, because it is more “fair” according to students.

Some advantages of cloze test are: it is easy to prepare and quite easy to score, it is a good measure of integrative English skill, and standard cloze is a good measure of averall ability in English.

## 5. SENTENCE

Sentence is a group of words that contains a subject and a verb, and expresses a complete thought.<sup>12</sup> Every sentence must have at least one subject and one verb in order to be a sentence. Some sentences must have other parts in order to express a complete thought. For example “she reads”. This sentence cannot express a complete thought, because reader will not understand what she reads. So the sentence should have an object to give a complete sentence. “She reads a book”.

### a. Verb

Verb is word or phrases that express an action, an even, or a state. There are two kinds of verb according to its past form. Regular and irregular verb.

Regular verb is past form of verb which is added by “d” or “ed” to form it from present to past form, while irregular verb is past form of verb which does not have formula to change it from present to past form.

## 6. PREVIOUS STUDY

The research that relates to this study was done by Shinta Deviana, Defi Julianti, SS, M.Hum entitle Mastery Of The First Grade Students Of Faculty Of Letters In Regular And Irregular Verbs. The research was an error analysis concerning on the usage of regular and irregular verbs of

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<sup>12</sup>Ann Hogue, *First Steps in Academic Writing*, (London: Longman, 2003), p.8

simple past tense. The writer analyzed the errors made by the first grade students of Faculty of Letters, Gunadarma University during academic year 2007-2008. In this research, the writer used questionnaires in analyzing the errors. The population of this research is 67 students with 40 students as sample. The result of study shown that from 40 students, the students ability usage of regular and irregular verbs of simple past tense was very good, and the cause of errors which were done by the students, might come that a bit of the students not really know about how to change simple form of verb into past form of regular and irregular verbs.<sup>14</sup>

Another one is Shanty Andira entitle a Study on the Students' Ability in Using Regular and Irregular Verbs in Narrative Text ( a Descriptive Study of Second Grade Students of SMA Bakti Praja Adiwerna Tegal in Academic Year 2009/2010). The objective of this study was how far students' ability in using regular and irregular verbs in narrative text and what common errors were encountered to the students in using regular and irregular verbs in narrative text. She took 30 sample from 110 students to change from V1 to V2. This study found 52% errors in using regular verbs and 25,5% errors in using irregular verbs.<sup>15</sup>

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<sup>14</sup>Shinta Deviana, Defi Julianti, SS, M.Hum, *Mastery of the First Grade Students of Faculty of Letters in Regular and Irregular Verbs*, (Universitas Gunadarma : unpublished bachelor thesis), 2008

<sup>15</sup>Shanty Andira, a Study on the Students' Ability in Using Regular and Irregular Verbs in Narrative Text ( a Descriptive Study of Second Grade Students of SMA Bakti Praja Adiwerna Tegal in Academic Year 2009/2010), (Universitas Negeri Semarang: unpublished bachelor thesis), 2010



The different between this research and previous research is that the objective of previous research is only analyzing students' error and the cause of that error. While the objectives of this research are focus on students' ability in forming irregular verb and how teacher solves students' problem in their difficulty forming irregular verb.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter includes the discussion of Research Design, Subject of the Study, Data of the Study, Data Collection Technique, Instrument of the Study and Data Analysis Technique.

#### **A. RESEARCH DESIGN**

In this research, the researcher uses descriptive qualitative research. Descriptive qualitative method is used if the researcher wants to describe condition and situation of something.<sup>1</sup> In this case, the researcher wants to describe the ability of tenth grade students at MA Al-Iman Ponorogo which is taken from the score of the test that the researcher gives, and tell how the teacher solves the problem that students face in forming irregular verb.

#### **B. SUBJECT OF THE STUDY**

The subject of this research is the tenth grade students of MA Al-Iman Ponorogo. There are 36 students which are divided into two classes that are tested to take their score.

#### **C. SETTING OF THE STUDY**

This research is based on MA Al-Iman Ponorogo. It is located on jl. Raya Madiun-Ponorogo km 5 Ponorogo. It is one of Islamic boarding school in Ponorogo. It is established in 1991.

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<sup>1</sup> M. Nazir, *Metode Penelitian*, (Jakarta: Ghalia Indonesia, 2003), p. 55

#### **D. DATA OF THE STUDY**

Data are everything taken from the observation whether they are facts or numerical sources.<sup>2</sup> Based on the problems of the study, this research uses a qualitative data. Data are collected through testing that is given to the students, observation of teaching activity in English class, interview with teacher and some students, and documentation of the school.

#### **E. DATA COLLECTION TECHNIQUE**

To collect the data, the researcher uses some technique to help her to get the data.

1. Test.

The researcher uses test to know whether the students are able to form irregular verb or not. In this research, she gives students a test. She uses simple completion sentence to test the students.

2. Interview

In this research, the researcher interviews both the students and the teacher to get the data about their problem in learning. From the students, the researcher asks their difficulty in forming irregular verb. While from the teacher, the researcher asks what the teacher has done in facing students' difficulty in forming irregular verb, the researcher interviews teacher face to face. Interview can be done in combination

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<sup>2</sup> Suharsimi arikunto, *prosedur penelitian: suatu pendekatan praktik* (Jakarta: PT. Asdi Mahasatya, 2006), 118.

with other approaches to understand the world outside researcher. Moreover, if it is done to understand the experience of others.<sup>3</sup>

### 3. Observation.

Observation is done to check whether the teacher does in the class is the same with what she says in the interview. In this observation, the researcher observes two classes in two meetings. She becomes non participant. So that, the researcher only observes learning process.

### 4. Documentation.

The researcher gets the data from the teacher's documents. The documents are needed to find out information about the syllabus, and lesson plans of grade 10 that are used in teaching and learning by the teacher.

## **F. INSTRUMENT OF THE STUDY**

There are some instruments that the researcher uses to analyze the data

### 1. Score.

The researcher gets the score from the test that she gives to the students. She counts the correct answer from the students and makes percentage of their answer.

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<sup>3</sup> Jan Van Den akker, Koeno Gravemeijer, Susan McKenney, and Nienke Nieveen, *Educational Design Research*, USA: Routledge 2006

## 2. Interview guideline

Interview guideline is used to guide the researcher in interviewing the students or the teacher. The answer of the interview is used to identify the difficulty of the students in forming irregular verb and what teacher has done to solve the problem of the students in forming irregular verb. See appendix I and II

## 3. Observation check list

In observing class, the researcher use observation check list to check what have been done in the class. This check list helps researcher to identify the teaching activities also. The table below is observation checklist that the researcher uses to help her to observe learning process.

### 1. Teacher Activities

NO	ACTIVITIES	YES	NO	NOTE
1	Teacher greets the students			
2	Teacher review the last lesson			
3	Teacher gives the students warming up			
4	Teacher gives instruction in warming up clearly			
5	Teacher explain the lesson clearly			
6	Teacher check students' understanding by giving some questions			
7	Teacher gives the students task			
8	Teacher observe the students when they do the task			
9	Teacher evaluates the task of the students			
10	Teacher gives feedback to the students			
11	Teacher review the lesson			
12	Teachers makes conclusion and gives motivation			
13	Teacher gives home work			

## 2. Students Activities

NO	ACTIVITIES	YES	NO	NO TE
1	Students review the last lesson			
2	Students response teacher instruction in warming up section			
3	Students do the instruction in warming up section			
4	Students pay attention to teacher's explanation			
5	Students ask the teacher for unclear explanation			
6	Students answer the questions from the teacher			
7	Students do the task			
8	Students tell their difficulties			
9	Students help the teacher making conclusion			

## 4. Document study

Document study is used to collect the data, which is in the written form.<sup>4</sup> The document study is used to guide the researcher takes the documents that are needed in this research such as profile of the school, syllabus, and the teacher lesson plan that is used in this school.

## G. DATA ANALYSIS TECHNIQUE

To analyze the data from the test, the researcher counts the correct answer of the students. After getting the total of the correct answers, the researcher counts using this formula:

$$\frac{F}{N} \times 100\%$$

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<sup>4</sup> Suharsimi Arikunto, *Prosedur Penelitian*, ibid, p. 158

With:

F : total of the correct answer

N: total of the test questions

After getting the percentage of the score from all students, the researcher classifies the students based on their score.

In this research, the researcher uses brown range for indicator achievement.

Score:	85% – 100%	= Excellent	(E)
	75% – 85%	= Very Good	(VG)
	55% – 75%	= Good	(G)
	45% – 55%	= Poor	(P)

The result of observation is analyzed from the teaching situation and condition. It can be observed from the class situation in learning process. The researcher uses observation check list that she has made before.

The result of interview is analyzed according to teacher's answer and students' answer from the question which is asked in the interview based on interview guide.

The result of the documentation is analyzed according to the data from MA Al-Iman Ponorogo

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter presents the research findings and discussion. The research findings are based on the data, and the discussions are based on the result of the data analysis.

Before the researcher explains data that are found in the research, the researcher is going to describe the general description of MA Al-Iman Ponorogo.

#### **A. GENERAL DESCRIPTION OF SCHOOL**

##### Profile of MA Al-Iman Ponorogo

MA Al-Iman is one of Islamic Boarding School in Ponorogo which is located on jl raya Madiun-Ponorogo km 5 Babadan Ponorogo. This school has used English and Arabic as daily language conversation since it is established in 1991. This school uses combination curriculum between Kemenag Curriculum and Gontor Curriculum. Most of lessons in this school use Arabic and some of those use English. In addition, students do speech presentation using Arabic and English twice in a week to improve their confidence speaking in front of audience. So that students in this school are expected to communicate in both Arabic and English.



## B. STUDENTS' ABILITY IN FORMING IRREGULAR VERB

Students' score in test is one of indicator achievement in learning, whether learning is success or not. In this research, the researcher has done test to the students.<sup>1</sup> The test is made by the researcher but the teacher helps her to give it to the students. See appendix III to know the task. And the table below is the students' score.

### CLASS A

NO	NAME	SCORE	%	CLASIFICATI ON
1.	SHI	15	75	GOOD
2.	EAP	10	50	POOR
3.	UY	12	60	GOOD
4.	ZA	11	55	POOR
5.	RNH	18	90	EXCELLENT
6.	MR	10	50	POOR
7.	DR	9	45	POOR
8.	INR	9	45	POOR
9.	NH	10	50	POOR
10.	ARD	15	75	GOOD
11.	EASA	19	45	POOR
12.	IDR	18	90	EXCELLENT
13.	UM	18	90	EXCELLENT
14.	OWT.	15	75	GOOD
15.	HMB	12	60	GOOD
16.	SLM	9	45	POOR
17.	UDN	10	50	POOR
Total Score		210		
Average		12,35		

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<sup>1</sup> Test was done on Sunday, September 18<sup>th</sup> 2011

## CLASS B

NO	NAME	SCORE	%	CLASIFICATI ON
1.	LK	13	65	GOOD
2.	SM	11	55	POOR
3.	RE	10	50	POOR
4.	TB	9	45	POOR
5.	NA	17	85	VERY GOOD
6.	NR	9	45	POOR
7.	FA	9	45	POOR
8.	NN	10	50	POOR
9.	M	11	55	POOR
10.	RKA	15	75	GOOD
11.	EP	8	40	VERY POOR
12.	GA	13	65	GOOD
13.	CH	12	60	GOOD
14.	NKN	10	50	POOR
15.	H	9	45	POOR
16.	NSHA	16	80	VERY GOOD
17.	NR 2	8	40	VERY POOR
18.	AR	8	40	VERY POOR
Total Score		198		
Average		11		

Based on the score that the researcher gets from the test, it shows that many students are poor in forming irregular verb. In class A, 3 students are excellent, 5 students are good and 9 students are poor. While in class B, 2 students are very good, 4 students are good, 9 students are poor and 3 students are very poor. So the totals of students who get good score are 14 (40%) students and who get poor score are 21 (60%) students.

Based on documentation study, the students in class A have better intelligent than the students in class B, because they have higher score in general examination than the students in class B. In spite of the document study, the score of this test shows that some of the students in class A get score below the students in class B. The ability of forming irregular verbs is not only affected by intelligent, because if they do not practice in using the language they will not have creative skill to use it in communication.<sup>2</sup>

Indeed, the students' ability in forming irregular verbs is very important to support their communication. Their correctness in forming irregular verbs makes audience understand what they mean in communication, so to succeed in any communication, the students should have ability to understand and to be understood. Some factors that determine comprehension are making native speakers understand what they mean by correct grammar and using appropriate vocabulary in communication.<sup>3</sup>

Based on analyzing students' answer, most of students make mistakes in forming irregular verbs by adding "d/ed" in the end of verb as they form regular verbs, or do not change V1 to V2. This problem may be caused by their knowledge about regular verbs.

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<sup>2</sup>Geoff Jordan, *Theory Construction In Second Language Acquisition*, (Amsterdam: John Benjamin Publishing Company, 2004) p 192

<sup>3</sup>Susan M. Gass and Larry Selinker, *Second Language Acquisition an Introductory Course*, (French: Routledge, 2008) p. 310

Every person has ability to analyze and make guesses about language. Students may think that the verb mentioned in the task is regular verb, so they add “d/ed” at the end of verb. As linguist said that, human beings are all endowed with the ability to create innumerable forms based on a limited amount of input. They use innate ability to analyze and make guesses about the language.<sup>4</sup>

In the other hand, for some of the students who form V2 as V1 form, they may have known that some irregular verbs have the same form as their V1. The students knowledge about V1 form, added by their knowledge about irregular verbs that has the same form as their V1, make the students guess that the verb in front of them is the same as what they know before. This theory deals with Krashen theory that he calls input hypothesis.<sup>5</sup>

To avoid the students misunderstanding about verbs that has three forms: infinitive, past tense and participle tense, the teacher should explain that not all of the verbs can be form as regular verb. Thus the students will not make mistake in forming irregular verb.

According to Niels A. Taatgena and John R. Anderson, there are three causes that make people unable form irregular verb properly. First is that people are given unknown verb. When people get new verb in their

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<sup>4</sup>Betsy Parrish, *Teaching Adult ESL*, *ibid*, p 12

<sup>5</sup>*ibid*, p. 12-14

new vocabulary, they do not know whether that verb is regular or irregular verb. Although they know that the verb they get is irregular verb, they sometimes do not know what the past form of that verb.

Second is that the regular rule is the role of frequency. Most of the verbs are regular verb, but people also often use irregular verb even though irregular verb is only about 25-30%.

The last is that people do not used to use past tense in their daily communication. So, it is difficult to over generalize the correct behavior.<sup>6</sup>

### **C. PROBLEMS OF THE STUDENTS IN FORMING IRREGULAR VERB**

After knowing the ability of the students in forming irregular verb, the researcher wants to know their problem according to the students' own experience. So, the researcher asks some of the students about their difficulty in forming irregular verbs. (23 students from 35 students). The researcher uses interview because she wants to get the answer from the students according to their experience. The interview is done outside the class, because the researcher does not want to disturb students learning process.

Based on the interview with the students, many students (15 students) consider that they find difficulty in forming irregular verbs. They say that English is difficult, and they cannot form irregular verbs well

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<sup>6</sup> Niels A. Taatgena, John R. Anderson, Why do children learn to say "Broke"? A model of learning the past tense without feedback,

Moreover, some of the students memorize only a few verbs in irregular form. When the teacher asks them to memorize irregular verbs they are lazy to memorize it, because the students think that they seldom use irregular verbs to communicate with other. They do not have any time to memorize irregular verbs because they also have to memorize other lesson.

Above all, students think that irregular verb is difficult because it does not have formula as regular verbs and they think that irregular verb is not important to be memorized. If their teacher does not ask them to memorize irregular verbs, they will never memorize irregular verbs. They argue that they never use irregular verb to communicate. If they speak using past tense and they need to use V2, they use regular verbs form or irregular verbs form that they know, but if they do not know the form, they use V1.

The students' opinion about irregular verbs that are not important should be corrected by the teacher through giving more tasks in using irregular verbs, both in writing and speaking. Many tasks will make students practice in using irregular verbs, thus, they will feel that irregular verb is also important in their communication both writing and speaking.

By giving many exercises, students will learn while practice. Students usually are lazy to study if they do not have duty, so if the

teacher gives them exercises, they will learn unconsciously, because, students can acquire the language through behavior they do<sup>7</sup>

Based on analyzing the score, some students who do not memorize irregular verbs are students who get poor score in the test. In this case the teacher should pay attention to the way of teaching. The teacher not only focus on what she will teach to the students but also analyzes students' problem in learning English.<sup>8</sup>

Making students fun in learning also can be an alternative to help them in learning. Because usually when students are bored they will not focus on what they learn. If students feel enjoy, they may be able to receive what they learn.

Another alternative in making students easy to form irregular verbs is that teacher can classify the similar verbs that can be a formula. For instance, a teacher classifies the word "feel" and "keep", so she can make a formula that to form irregular verbs which use double "E" is by deleting one "E" and add "T" at the end of the verb. Or she classifies which verbs that are changed the vocal for V2 and add "N". For example, know and drive, but not all irregular verbs can be used in this formula.

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<sup>7</sup>Betsy Parrish, *Teaching Adult ESL*, ibid. p. 11

<sup>8</sup>Marysia Johnson, *Philosophy of Second Language Acquisition*, (London: Yale University Press, 2003). p 23

#### **D. TEACHER'S SOLUTION OF STUDENTS' PROBLEMS**

The researcher has observed English class at the tenth grade of MA Al-Iman Ponorogo, the observation is done in two meetings in grammar class<sup>9</sup> and a meeting in speaking class and composition class.<sup>10</sup> In the learning process researcher only observes the class without taking a part in it.

In grammar class, in the first meeting the teacher explains about past tense. The teacher writes the formula of past tense on the whiteboard and the students write on their book. Then, the teacher asks the students to read and memorize the formula of simple past tense. In the middle of the lesson, the students seem bored and lazy to learn. After reading the formula of simple past, the teacher and the students give the meaning of new vocabulary in the book, and the last, the teacher asks the students to make examples of simple past.

In the second meeting, the teacher asks the students to memorize irregular verb one by one in front of the class and then, the students practice to use some of vocabulary that the teacher has given in the previous lesson in simple past tense. In this class students seem bored because the teacher does not use interesting method to teach. She does not

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<sup>9</sup>Observation was done on Saturday and Sunday, September 10<sup>th</sup> and 11<sup>th</sup>, 2011

<sup>10</sup>Observation was done on Tuesday and Wednesday, September 13<sup>th</sup> and 14<sup>th</sup>, 2011



use pre activity in teaching to warm the class, so the students seem lazy to learn.

In speaking class, the first is that the teacher gives new vocabularies related to the story that they will learn. After that the teacher writes the vocabulary on the whiteboard and the students write on their book. Then, the teacher explains the story about Mr. Smith's journey. After explaining the lesson, the teacher asks the students to retell one by one. If all of the students have not retold the lesson yet, they continue outside the class. And in the end of the lesson, the teacher asks the students about the conclusion of the story.

And in composition class, the teacher asks the students to write a paragraph that retells about their activity during Ramadan month. In this lesson she does not give the students vocabularies, but she lets the students to open their dictionary and look up the vocabulary they need in their dictionary. The students seem enjoy when retelling their previous activity in writing. In the end of the lesson, the teacher asks one of the students to read their writing aloud in front of the class.

Based on interview with grammar teacher,<sup>11</sup> the way she teaches grammar is that by explaining the formula, so asking students to memorize that formula and giving the students difficult vocabulary and asking the

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<sup>11</sup>Interview was done on Saturday, September 10<sup>th</sup> 2011

students to memorize those vocabularies. She also gives the students task to practice in using tenses she teach.

In teaching, the teacher usually gives the students some vocabulary to help them in understanding the lesson. Then, the teacher asks the students to memorize those vocabularies outside the class, but some of the students sometimes do not want to memorize those vocabulary, so this habit makes them difficult in forming irregular verb.

The teacher does not have creative way in memorizing irregular verb in order to make the students easy to memorize irregular verb. She only gives the vocabularies and does not care how the students' way in memorizing irregular verb is. So that, the students also lazy to memorize irregular verb.

To solve this problem, the teacher gives the students tasks to get the students practice in using vocabulary that the teacher has given them in the class. The teacher usually asks the students to complete the sentences or to write a paragraph that tells about the students' activity in the past, but the teacher does not give this task a lot. Thus the students seldom practice in using irregular verb a lot.

She knows that her students still has difficulty in forming irregular verb when she uses this method, but she does not have another method to teach the students. Moreover, some of students have opinion that English is difficult before they learn English.

In teaching grammar, especially irregular verbs, the teacher can not only use memorization as a method in teaching but she can also use listening to songs while practicing to make them easy to understand what they are learning, or she can ask the students to have a diary that they write using simple past, so that although the students never practice in using irregular verbs in their communication, they can practice in their writing in order to help them memorizing and acquiring language they have learned.

Moreover, the teacher should have a good method in teaching, because a method is the most important thing in teaching. Good material will be no sense if the teacher could not use a good method in teaching. The teacher can use more than one book in teaching to get many activities to facilitate the students learning.

In learning, the students are not only forced to receive the lesson but they should also be observed about their interest in learning. If the students do not have good respond in the beginning of the lesson, they will not have good interest during learning process.

According to Kenneth Beare, a teacher should set the class before teaching. He states that teacher has to answer these questions to set the class.

1. What are the objectives of the class?
2. What type of learning background do the learners have?

3. What learning materials and resources are available?
4. What kind of learning style does each student have?

With setting the class, teacher can determine method and material that is used in the class.<sup>12</sup>

The teacher can use pre activity before teaching grammar to stimulate the students in order to have motivation in learning. Grouping, gaming, or listening to the song can also be used before the lesson to build the students motivation.

Listening to the song is one of the effective ways in learning, because, most of people like music. The students can relax while listening to the song, but they also get knowledge from that activity. In this activity, the teacher should prepare the song that consists of irregular verbs, so the students can memorize the verb unconsciously.

In addition, the game is also able stimulate students to learn grammar as stated by previous researchers that students give good response when a teacher uses a game as a media in learning. According to Arif Saricoban and Esen Metin, through game, students can practice and internalize vocabulary, grammar and structures extensively. Game also

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<sup>12</sup>Kenneth Beare, *Teaching Grammar in an ESL / EFL Setting*,  
[http://esl.about.com/cs/teachingtechnique/a/a\\_teachgrammar.htm](http://esl.about.com/cs/teachingtechnique/a/a_teachgrammar.htm), accessed on 11<sup>th</sup> February 2012 at 09.00 am

can motivate students in learning, because the use of game can make increase cooperation and competition in the classroom.<sup>13</sup>

In addition, using game in teaching grammar can give students intrinsic motivation. It refers to the internal factors that encourages people to do something. Most of students do not understand why proper grammar is important to learn, so these external factors will not affect them much either. Instead, intrinsic motivation can encourage them to play games. If these games are good then they will be learning while they are playing.<sup>14</sup>

There are many games that the teacher can use in teaching irregular verb. She can search games for teaching from the internet or book. For example: bingo game, chart board and many others.

Moreover, the teacher also can use media that is available in the school, such as computer and internet in the school. She can invite students to play English game online that is available in the internet, and she also can use video as media to teach.

To support the teacher resource in teaching, the teacher can use not only a book to be reference but also she can use other books in order to facilitate the students in learning grammar.

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<sup>13</sup>Shelley Vernon, *Teaching Grammar with Games in the ESL Classroom*,  
[http://www.teachingenglishgames.com/Articles/Teaching\\_Grammar\\_with\\_Games\\_in\\_the\\_ESL\\_Classroom.htm](http://www.teachingenglishgames.com/Articles/Teaching_Grammar_with_Games_in_the_ESL_Classroom.htm), accessed on 11<sup>th</sup> February 2012 at 09.00 am

<sup>14</sup>Ibid.

Furthermore, to know the students' achievement, the teacher should also give many tasks related to the topic that has been learned. She can use some tests based on what the teacher needs to know. Through the test, the teacher can help the students create positive attitudes toward the class, and help them master the language when they study for exam.<sup>15</sup> This test also can be their exercise.

According to Madsen, there are several tests that can be used to test students in grammar skill, such as Multiple Choice Completion (MCC) which has many answers that students should choose, Simple Completion (SC) which expect students to complete the blank word, Cloze that asked students to put appropriate words in the blank words.

Indeed, teacher can use many methods and media in order to make students interested in learning that makes them enthusiastic to learn.

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<sup>15</sup>Madsen, *Techniques in Testing*, *ibid.*, p.4

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

In this chapter, the researcher presents conclusion and suggestion related to the research finding and discussion.

#### **A. Conclusion**

Based on the findings of the research, conclusion can be drawn as follow:

1. The students' ability in forming irregular verbs at the tenth grade of MA Al-Iman is not good. The result of the score indicates that most of the students still have difficulty in forming irregular verbs. The score shows that 3 students are excellent, 2 students are very good, 9 students are good, 18 are poor, and 3 students are very poor. Most of the students form irregular verb use regular formula or add "d/ed" at the end of the verb and formed V2/V3 irregular verbs form as V1 form.
2. There are some problems in forming irregular verb that students have, some of the students only memorize a few irregular verbs that make them unable to form irregular verbs. Some other students find difficulty in forming irregular verbs because irregular verbs do not have formula as regular verbs.

3. To solve students' problem in forming irregular verbs and improve their English, the teacher asks them to memorize some vocabulary to increase their vocabulary that they can use, but they do not get a lot of exercises to practice irregular verbs they get. The teacher does not have interesting learning method. Thus the students are not interested in learning, and they do not have motivation to learn English.

#### **B. Suggestion**

Based on the result of the research, the researcher would like to give some suggestions that are addressed to the teacher of English subject and students in MA Al-Iman, and also further researchers. The suggestions are formulated bellow:

1. Suggestion for English teacher.

There are some suggestions for English teacher that hopefully can be useful for better English teaching and learning process.

- a. Teachers should do the various appropriate methods to stimulate English learning and make students interesting in learning English.
- b. Teachers need to attend some trainings and workshops to get new methods in fun English teaching.
- c. Teachers can search other references from magazine, newspaper, comic and other authentic material in order to make the students feel enthusiast in learning English.



- d. Teachers should always advise them to remind each other friend in practicing English
2. Suggestion for students
    - a. Students are expected to practice English that they get from classroom in their daily conversation.
    - b. Students should also pay attention to the use of appropriate grammar and vocabulary and do not think that irregular verbs in daily communication, because irregular verbs are also used in communication.
    - c. Students need to have strong intention and effort to improve their English and remain each other friend in practicing English outside the class
3. Suggestion for reader or further researcher
    - a. The findings of this research are expected to be used as a consideration for other researcher who plans to conduct the similar research, especially related to students' ability in forming irregular verbs.
    - b. Readers can add information to this research, so this research will give little contribution in education area.

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