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## Students' Difficulties in Constructing Paragraph Writing by Using Regular and Irregular

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### Abstract

This study was raised from the problems of students' difficulties in constructing paragraph by using regular and irregular at the second-grade student of Madrasah Aliyah Swasta Jannah Nadhatul Wathan Ampenan. The aimed of this study were; the first, to find out the students' difficulties in constructing paragraph writing. The second, to find out the causes of students' difficulties in using regular and irregular forms. This study used qualitative research. The data were collected by using written test and questionnaires. The first result showed that the most common students' difficulties was in using Verb 2 simple past on irregular verb forms with 20 difficulties or 100% and the second common students' difficulties was in using Verb 1 (base form) with 12 difficulties or 60%, and the third common students' difficulties was in using Verb +*ed* (simple past) on regular verb forms with 12 difficulties or 60%, the fourth common students' difficulties was in using Verb 3 (past participle) on irregular verb with 8 difficulties or 40%, and the last students' difficulties was in using V+ing participle with 4 difficulties or 20%.The second result showed that the causes of students' difficulties found on three aspects; psychological, environment and non-social environment aspects. In psychological, there were 95% students had problem with his/her intelligence in mastering English material. In environment aspect, there were 75% students did not get an attention from his/her parents. In non-social environment aspect, there were 70% students had problem with the material that was given by the teacher, 60% students lacked of the teacher's attention.

**Keywords:** Paragraph Writing, Regular and Irregular Forms, Students' Difficulties

## 1. INTRODUCTION

English is an international language used to communicate among the people of entire the world (Sakti et al., 2021). It is widely used in many fields such as industries, science, arts, tourism, politics, and economics. Then to understand the meaning of all of that, someone should learn the English language (Zawahreh, 2012). English has been one of the compulsory subjects studied from secondary schools up to university level. However, many students get difficulties in learning English because it is considered as foreign language in Indonesia and also it is known that most part of English grammatical systems are different from Indonesian. Hence, students get

difficulties in learning English. In the use of grammar (grammatical), students often face mistakes in writing. The obstacles that are often experienced by students in general are grammatical (grammatical) errors, verbs (verb), personal pronouns, and so on in the essays they make. This happens because students understand English is not comprehensive (Budiyani, 2013). Moreover, the linguistic system of English is considered complicated (Oshima & Hogue in, (Sakti et al., 2021). In high school, students learn four languages skills such as reading, listening, speaking and writing. And then these skills must follow the grammar rules in their usage. Without grammar, these skills would not be structurally. Grammar is essential even during communication, without the knowledge of the correct grammar the students will find many difficulties in building and forming sentences, paragraph or expressing the ideas in communication. In line with Manurung, in (Martiarini & Candra, 2019)

Grammar is very important to be mastered, because the grammar is closely related to the structure of language. The level of learning achieved could be seen from the students' grammar abilities. It is supported by Peat, in (Fitriana, 2019) learning grammar is crucial for a person for language learning. In addition, according to (Reppen, 2019) the students have to master the rules of English especially in grammar of English. As we know that, there are three tenses that have to be learnt by the learners of ESL/EFL, they are present, past and future. Based on the experience, when the researcher did survey at MAS Nurul Jannah NW Ampenan, the researcher found that the average students could not yet use the grammar's structure well, especially in past tense usage. Therefore, the researcher interested to study it under the title "Students' Difficulties in Constructing Paragraph Writing by Using Regular and Irregular". The problems of this research were "What are the students' difficulties in constructing paragraph writing by using regular and irregular forms?" and "What are the causes of students' difficulties in constructing paragraph writing by using regular and irregular forms?" Based on the research problems, the aims of this research were "To find out the students' difficulties in using regular and irregular forms in constructing paragraph writing by using regular and irregular forms" and then "To find out the causes of students' difficulties in constructing paragraph writing by using regular and irregular forms." There are some previous study of this study, firstly entitled *The Incomplete Linguistic Features and Schematic Structures in EFL University Students Narrative Texts written by Tengku Zein, T. Sinar, Nurlela Nurlela, Muhammad Yusuf (Journal of Education, Teaching and Learning, 4(1), 203-209)*. Their study investigated the incomplete linguistic features and schematic structure in university students' narrative text.

The research design was Qualitative content analysis method. The instrument of the research was the writing sheet. The data were taken from a narrative text written by 34 university students of second-

year English education study program under the theme of folktales from North Sumatera. The data were analyzed by using the transitivity system to identify linguistic features in narrative text. The findings present that there are 4 different titles of folktales found in the data. From the data, it was commonly found that there is an incomplete part of the schematic structure of narrative text written by students namely complication, evaluation, resolution, and coda. In terms of linguistic features, it is discovered that most of the students have difficulties in differing the tense used covering the use of regular and irregular verbs, and the absence of dialogue. The conclusion of their research was the incomplete schematic structure and linguistic features exist in university students' narrative text. The second previous study was Portfolio Assessment: Learning Outcomes and Students' Attitudes written by Sulisty, Teguh; Eltris, Katharina Poptrisia Nona; Mafulah, Siti; Budianto, Suhartawan; Saiful; Heriyawati, Dwi Fita (<http://e-repository.unsyiah.ac.id/SiELE/article/view/15169>). This paper is aimed at investigating whether the implementation of portfolio assessment had an impact on students' writing ability, and obtaining the students' attitudes towards portfolios.

The method used in this study was quasi-experimental research design, and the data were collected through a set of writing tests (pre-test and post-test) and a questionnaire. The results show that the implementation of portfolio assessment increased the students' writing ability. It was also found that the students' knowledge of global issues (content and organization) also increased more significantly than the local issues (grammar, vocabulary, and mechanics). The results of the questionnaire proved that the secondary level students had positive attitudes towards the implementation of the portfolio assessment. Third previous study was Combining Diary And Guided Strategies For Writing Difficulties written by Ismiati and Iin Lailatul Fitria (*Journal of Languages and Language Teaching*, 9(1), 14-23). This study aims to identify the students' writing difficulties and combined Diary and guided strategies as a solution to solve or reduce the writing difficulties. Diary and guided writing are two strategies that are commonly separately implemented in writing classes. Among the number of strengths, there must be weaknesses when diary writing is implemented without any feedback. Writing without continuous guidance may not optimally help students reducing the writing difficulties. This study tried to combine both of those strategies.

Students at the English study program were randomly selected as the research participants. The qualitative approach was applied. The data was obtained by implementing diary writing combined with guidance during one month as well as an observation, an in - depth interview, and a Focus Group Discussion. The result shows that students got difficulties applying proper vocabulary, grammar, and mechanics in their writing. Grammar was the most difficult aspect. Further finding describes that

the combination of Diary and guided strategies could continuously reduce the writing difficulties. Fourthly, the previous study was Pedagogical Strategy of Writing Paragraphs Using Edmodo to Enhance Writing Skill for EFL Students written by Shanty A. Y. P. S. Duwila and Taufik Khusaini (*Journal of English Language Teaching and Islamic Integration (JELTI)*, 2(2), 155-167). The researcher integrated Process and Genre-Based Approaches with Edmodo as a teaching strategy. The participants are the students from the 2nd semester of English Language Program at Wijaya Putra University. The procedure for developing the model applied in this study consisted of: planning, implementing, observing, and reflecting. The research found that 70% of the students support to use Edmodo in writing class while 30% of them gave a neutral opinion.

Edmodo as an online media supports the effectiveness of the teaching learning process that is proved by the improvement of the students' writing skill in which their scores increase dramatically. The main barriers of the use of Edmodo is incompatibility of their smartphone applications and confusion of using the application. Fifthly, previous study was entitled An Error Analysis of Students' sentence Structure In Paragraph Writing Based on Surface Strategy Taxonomy At The Second Year of Sma Nasional Makassar (*Jurnal Keguruan dan Ilmu Pendidikan (JKIP)*, 8(2), 180-192). The purpose of this study was to identify the types of errors in sentence structure in paragraphs based on the Surface Strategy Taxonomy made by the Second Year Student of senior High School. The researcher used descriptive quantitative method. The sample of this study was 30 students in one class who were selected as the subjects by using a purposive sampling technique.

The researcher used writing test as the instrument of this study. The researcher found 52 errors made by the students at the second year of Senior High School Nasional Makassar. Those errors can be classified as follow: 21.16% errors in omission, 21.16% errors in addition, 28.84% errors in misformation, 28.84% errors in misordering. It indicates that the students still have problem in constructing well-formed sentence in writing. Omission error can be divided into five parts namely: Article, noun, to be as auxiliaries, preposition, s/es as plural marker. Addition error can be divided into three parts namely: double marking, regularization and simple addition. Misformation can be divided three parts namely: regularization, archi-form and alternating form. The last is mis-ordering of errors. The similarities of the five previous study with this research was the research design (qualitative method). Whereas, the findings, the process as well as the source of data was quite different with this research.

## **2. RESEARCH METHOD**

The research design used was descriptive qualitative. According to (Gay et al., 2012) stated “descriptive research is research design that determines and describes the way things are, and it can be used to investigate the educational problems and issues”. It means that, descriptive research would be very effective nowadays in describing and investigating many kinds of educational problems included in investigating present situation analysis. The subject of this research was the second grade students of MAS Nurul Jannah NW Ampenan, including two classes such as, IPA and IPS. Meanwhile object of this study was the second grade students of MAS Nurul Jannah NW Ampenan. The researcher focused in finding kinds of students’ difficulties in constructing paragraph writing by using regular and irregular forms . Instrument of this research is the researcher itself.

According to (Sugiyono, 2017) stated that in qualitative research human as an instrument, functions to determine the focus of research, select informants as data sources, assess data quality, analyze data, interpret data and draw conclusions from their findings. In line with (Creswell, 2014) qualitative research is also described as an unfolding model that occurs in a natural setting that enables the researcher to develop a level of detail from high involvement in the actual experiences. There were two techniques of collecting data of this research. The first, the researcher used writing test to answer the first research question which was aimed to find out the students’ difficulties in constructing paragraph writing by using regular and irregular forms at the second-grade student of MAS Nurul Jannah NW Ampenan. The second, the researcher used questioner to answer the second research question. The researcher used closed-question model. It aimed to find out the causes of students’ difficulties in constructing paragraph writing by using regular and irregular forms. Closed-question is one of which the respondent is offered a choice of alternative replies. Oppenheim, in (Asni & Susanti, 2018) in this case, the researcher used yes/no questions to gain the data. Yes/no Questions are short questions that only require yes or no answer. The data of this research were by using descriptive qualitative method and following several procedures such as, identification, classification and description.

## **3. FINDINGS AND DISCUSSION**

### **3.1 The Result of Writing Test**

The first result shown that the students’ have difficulties in constructing paraprag in by using regular and irregular forms. In this case, the researcher used writing test to find the students’ difficulties in using regular and irregular forms. Based on theories of (Nelson & Greenbaum, 2015) about types of

regular and irregular verb forms. They were V+1 base form, V+2-ed simple past, V+2 simple past, V+3 past participle, and V+ing participle forms. It can be seen in Table 1.

Table 1. Recapitulation of the Types of Students' difficulties in Using Verbs

Students initial	V+1 Base form	V+2-ed simple past	V+2 simple past	V+3 past participle	V+ ing participle
Student A	1	1	1	-	-
Student B	-	-	4	-	1
Student C	1	3	3	-	-
Student D	2	5	6	-	-
Student E	1	-	2	1	1
Student F	1	2	2	-	-
Student G	-	2	7	-	1
Student H	-	-	7	1	-
Student I	-	1	1	-	-
Student J	1	-	3	1	-
Student K	1	1	3	1	-
Student L	1	-	5	1	-
Student M	-	-	7	-	-
Student N	2	-	7	-	1
Student O	2	1	1	-	-
Student P	1	-	6	1	-
Student Q	-	1	5	-	-
Student R	-	1	6	1	-
Student S	1	4	3	-	-
Student T	-	2	4	1	-
Total	12	12	20	8	4
Sub Total	56				

In calculating the students' percentage, the researcher used formula by Sudjana & Ibrahim, in (Mahendra et al., 2018) :

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

Where:

F= the total of students who did difficulties

N= the total number of student

%= the percentage of students' difficulties.

Table 2. Total of Students Who Has Difficulties

No	Indicator	Total	Number of students	Students percentage
1.	V+1 Base form	12	20	60%
2.	V+2- <i>ed</i> Simple past	12	20	60%
3.	V+2 Simple past	20	20	100%
4.	V+3 Past participle	8	20	40%
5.	V+ ing Participle	4	20	20%

Based on the **table 2** above, the most common students' difficulties was in using V+2 simple past on irregular form with 20 difficulties or 100% and the second common students' difficulties was in using V+1 base form with 12 difficulties or 60%, and the third common students' difficulties was in using V+2-*ed* simple past on regular form with 12 difficulties or 60%, the fourth common students' difficulties was in using V+3 past participle on irregular form with 8 difficulties or 40%, and the last students' difficulties was in using V+ing participle with 4 difficulties or 20%.

### 3.2 The Result of Questionnaires

Based on the result of questionnaires above, there were 20 students had answered the questionnaires. In his case, there were 34 questions used to find out the causes of students' difficulties but the researcher only displayed 16 questions on the table. Every aspect has 4 indicators of questions. The table shown as follows.

a. Physiological aspect

- **Question 1:** I have always been passionate about learning English
- **Question 2:** I enter in a healthy body condition every day
- **Question 3:** I cannot understand English material because I have a disease disorder in my body
- **Question 4:** I can see and hear the material delivered by the teacher clearly

b. Psychological aspect

- **Question 1:** I am very interesting in learning English.
- **Question 2:** I can compose paragraphs in English using regular and irregular verb forms.
- **Question 3:** I feel learning English is beneficial to support my studies
- **Question 4:** I cannot distinguish kinds of verb on simple past tense.

c. Environment aspect

- **Question 1:** My relationship with my parents and family is pleasant
- **Question 2:** My parents never asked me about my activities at school or my difficulties while studying.

- **Question 3:** The teacher has provided English guidebooks at school
  - **Question 4:** My relationship with the teacher is pleasant
- d. Non-social environment
- **Question 1:** The English material given by the teacher is not according to my abilities.
  - **Question 2:** The teacher never pays attention to my difficulties in learning English.
  - **Question 3:** English learning media in class makes me excited to learn
  - **Question 4:** I have difficulty in mastering English material because of the limited study time.

Table 3. The Result of Students' Questionnaires

Students Initial	Physiological				Psychological				Environment				Non-social Environment			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
A	Y	Y	N	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
B	Y	Y	N	Y	Y	N	Y	Y	Y	Y	Y	Y	N	N	Y	N
C	Y	Y	N	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	N	Y
D	Y	Y	N	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
E	Y	Y	N	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	N	N
F	Y	Y	N	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
G	Y	Y	N	Y	Y	N	Y	Y	Y	N	Y	Y	N	N	Y	Y
H	Y	Y	N	Y	Y	N	Y	Y	Y	Y	Y	Y	N	N	Y	Y
I	Y	Y	N	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	N	Y
J	Y	Y	N	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
K	Y	Y	N	Y	Y	N	Y	Y	Y	N	Y	Y	N	Y	N	Y
L	Y	Y	N	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	N	Y	Y
M	Y	Y	N	Y	Y	N	Y	Y	Y	Y	Y	Y	N	Y	Y	N
N	Y	Y	N	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
O	Y	Y	N	Y	Y	Y	Y	N	Y	N	Y	Y	Y	Y	N	Y
P	Y	Y	N	Y	Y	N	Y	Y	Y	N	Y	Y	N	Y	Y	Y
Q	Y	Y	N	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
R	Y	Y	N	Y	Y	N	Y	Y	Y	N	Y	Y	Y	Y	Y	Y
S	Y	Y	N	Y	N	N	N	Y	Y	Y	Y	Y	Y	Y	Y	N
T	Y	Y	N	Y	N	N	N	Y	Y	Y	Y	Y	Y	Y	Y	N
<b>TOTAL ANSWER</b>																
<b>YES</b>	100%	100%	0	100%	75%	5%	90%	95%	100%	75%	100%	100%	70%	80%	75%	60%
<b>NO</b>	0	0	100%	0	15%	95%	10%	5%	0	15%	0	0	30%	20%	15%	40%

Note: Y = Yes, N = No, Q1 = Question 1, Q2 = Question 2, Q3 = Question 3, Q4 = Question 4

### 3.2.1 The students' difficulties in using regular and irregular forms

In this case, the researcher analyzed the result of students' writing test to find out the students' difficulties in using regular and irregular forms in constructing paragraph writing. The researcher used theories by Quirk and Greenbaum (1973) and also Huges (1998) about types of regular and irregular verb



forms. They were V+1 base form, V+2-ed simple past, V+2 simple past, V+3 past participle, and V+ing participle forms.

1) Student A

A week ago, I and my family celebrated my birthday at home. The time, when I **come** back from school, there **is** no someone at home. My Parents **hasgo** anywhere. After that I changed my school dress and went to my uncle's house. I asked my uncle's "Where is my mom uncle? but he said "I don't know, maybe go to the market". After that I went to my bathroom and **sleep**. After that, May be about 2.00 o'clock I **wake up**. When I opened the door, I was very surprised because my parents and my friends over there. After that they **singing** a birthday song to me, and my tears **fall**. Finally, My mom asked me to cut the cake and after that we **eat** together.

The paragraph writing above showed that the student used a regular and irregular verb in his/her writing. The student difficulties in determining the second form of irregular verb when he/she writes a paragraph in recount text, such as "**come**" it should be "**came**" and "**is**" it should be "**was**" and "**sleep**" it should be "**slept**" and "**wake up**" it should be "**woke up**" and "**singing**" it should be "**sang**" and "**fall**" it should be "**fell**" and then "**eat**" it should be "**ate**". Moreover, student got difficulties in the third form of irregular verb "**has go**" it should be changed become "**had gone**".

2) Student B

When while still sitting in elementary school 2015. Tuesday at the last hour of class that day happened to be an empty hour of English lessons, surely the ones whose names were elementary school children were happy with the empty hours, especially the last hour, so we in class decided **to played** hide and seek and one of my friends was guarding, I was hiding behind the door but at that time there was my friend who was pressing on the door from the front and then my left hand held the door, I **was screaming** "Please don't touch the door my hand" but he **keep** pressing it firmly until, finally the bones in my left hand shifted and the wound left scars until now, my left hand became unable to lift things heavy.

The paragraph writing above showed that the student used a regular and irregular verb in his/her writing. The student had difficulties in determining V-1 forms "**to play**". It should be changed become "**to play**" because it is infinitive verb. Moreover, the student had difficulties in the second form of irregular verb "**was screaming**" it should be "**screamed**" and "**keep**" it should be changed into "**kept**".

3) Student C

In the morning, my mom tried to wake me up but, I did not hear my mom and continued to sleep again. Suddenly, when I **wake up** and **see** the clock it was after 7.00. Without thinking, I took a towel and **run** towards the bathroom. my mother **have** put my breakfast but, I did not have time to eat finally, when I arrived at school I was late, and **get** a punishment to stand under the sunshine during the class done. That is my bad experienced.

The paragraph writing above showed that the student used a regular and irregular verb in his/her writing. The student had a mistake in V-1 form “**to played**” it should be changed into “**to play**”. Moreover, the student had difficulties in the second form of regular verb such as “**turn on** the TV” it should be “**turned on** the TV” and “**watching** many cartoon” it should be “**watched** many cartoon” and then “she **allow** me to go” it should be “she **allowed** me to go”. In addition, the student difficulties in the second form of irregular verb such as “**have**” it should be “**had**” and “**take**” it should be “**took**” and then “**buy**” it should be changed into “**bought**”.

4) Student D

I wake up earlier and **doing** subuh prayer. After that, I **have** breakfast with my family in the morning. About 08.00 o'clock, I **turn on** the TV and **seeing** many cartoons. After **seeing** TV very long, my mom called me to take a bath and I **take** my towel and went to bathroom. After that, My mom asked me to buy something in the store. After that I walked and **buy** rinso and snack for my sister. After that I went home. Suddenly, my friend Dio asked me to go out **to played** with other friends. Finally, before I went, I asked my mom and she **allow** me to go **played** with my friend.

The paragraph writing above showed that the student used a regular and irregular verb in his/her writing. The student has difficulties in the second form of irregular verb such as “**have**” should be “**had**”, “**doing**” should be “**did**”, “**wake up**” it should be “**woke up**” and “**see**” it should be “**watch**” and “**take**” should be “**took**” and then “**buy**” it should be changed into “**bought**”, In addition, the student cannot determine to use V+ing participle “**watch**” it should be changed into “**watching**” and **to played** should be **to play**.

5) Student F

I was born in 2004 in the Montong Renggi village. I have a younger brother who was 1 year old, he was learning to speak. My father worked as an employee at village office, and my mother **stay** at home.

I studied at MA NW Keruak, I usually went to school at 7.00 and started the lesson at 7:30. After the first lesson **has finish**, I usually went to breakfast. After that I played football with my friends in the school field. In short, when the time **to went** home, I went to Musholla and **take** a zuhur prayer and after that I went home. After at home I **eat** and **take** a nap.

The paragraph writing above showed that the student used a regular and irregular verb in his/her writing. The student has difficulties in using V-1 form “**to went**” it should be “**to go**”. Then the student has difficulties in second form of regular verb “**stay**” it should be “**stayed**”. In addition, the student has difficulties with several kinds of verb on irregular verb, such as “**have**” it should be “**had**” and “**take**” it should be “**took**” and then “**eat**” it should be “**ate**” and then in the third form of irregular verb “**has finish**” it should be changed become “**had finished**”.

### **3.2.2 The Causes of Students' Difficulties**

In this case, the researcher analyzed the result of questionnaires to find out the causes of students' difficulties in using regular and irregular forms. Based on theories of Norrish in (Rahman & Ali, 2015) about some factors that caused the student difficulties in learning English especially in using regular and irregular forms on simple past tense. They were students' internal factors and students external factors. Each factor has two aspects. They were physiological and psychological aspects (internal factor) and then environment and non-social environment aspects (external factor).

#### **1) Student A**

Based on the result of questionnaires in table above, the student had problem with his/her intelligence on psychological aspect. The student had difficulties in using regular and irregular forms in constructing paragraph. It can be seen on question number 2 and 4 and the result of student's writing test. Although, the student had interesting and motivation in learning English but it did not influence the student difficulties in using regular and irregular forms. Moreover, the student had problem with lack of attention from his/her parents or families about his/her activities at school or difficulties while studying. It can be seen on question number 2 in environment aspect. In addition, the student had 3 problems in non-social environment. They were the material that had given by the teacher did not according to his/her ability, the teacher's lack of attention to student difficulties and also limited study time at school. It can be seen on question number 1, 2 and 4 in non-social environment aspect.

#### **2) Student B**

Based on the result of questionnaires in table above, the student had problem with his/her intelligence on psychological aspect. The student had difficulties in using regular and irregular forms in constructing paragraph. It can be seen on question number 2 and 4. Although, the student had interesting and motivation in learning English but it did not influence the student difficulties in using regular and irregular forms. Moreover, the student had problem with lack of attention from his/her parents or families about his/her activities at school or difficulties while studying. It can be seen on question number 2 in environment aspect.

#### **3) Student C**

Based on the result of questionnaires in table above, the student had problem with his/her intelligence on psychological aspect. The student had difficulties in using regular and irregular forms in constructing paragraph. It can be seen on question number 2 and 4 and the result of student's writing test. Although, the student had interesting and motivation in learning English but it did not influence the student difficulties in using regular and irregular forms. Moreover, the student had problem with lack of

attention from his/her parents or families about his/her activities at school or difficulties while studying. It can be seen on question number 2 in environment aspect. In addition, the student had 4 problems in non-social environment. They were the material that had given by the teacher did not according to his/her ability, the teacher's lack of attention to student difficulties, the teaching media used by teacher was not good and also limited study time at school. It can be seen on questions of non-social environment aspect.

#### 4) Student D

Based on the result of questionnaires in **table 3**, the student had problem with his/her intelligence on psychological aspect. The student had difficulties in using regular and irregular forms in constructing paragraph. It can be seen on question number 2 and 4 and the result of student's writing test. Although, the student had interesting and motivation in learning English but it did not influence the student's difficulties in using regular and irregular forms. Moreover, the student had problem with lack of attention from his/her parents or families about his/her activities at school or difficulties while studying. It can be seen on question number 2 in environment aspect. In addition, the student had 2 problems in non-social environment. They were the material that had given by the teacher did not according to his/her ability and then the teacher's lack of attention to student difficulties. It can be seen on question number 1 and 2 in non-social environment.

#### 5) Student E

Based on the result of questionnaires in **table 3**, the student had problem with his/her intelligence on psychological aspect. The student had difficulties in using regular and irregular forms in constructing paragraph. It can be seen on question number 2 and 4 and the result of student's writing test. Although, the student had interesting and motivation in learning English but it did not influence the student difficulties in using regular and irregular forms. In addition, the student had 2 problems in non-social environment aspect. They were the teacher's lack of attention to student difficulties, and also limited study time at school. It can be seen on question number 2 and 4 in non-social environment aspect.

## 4. CONCLUSION

The first result shown that average students had difficulties in using regular and irregular forms. The most common student difficulties was in using V+2 simple past on irregular form with 20 difficulties or 100% and the second student difficulties was in using V+1 base form with 12 difficulties or 60%, and the third student difficulties was in using V+2-ed simple past on regular form with 12 difficulties or 60%, the fourth student difficulties was in using V+3 past participle on irregular form with 8 difficulties or 40%, and the last student difficulties was in using V+ing participle with 4 difficulties or 20%.

Meanwhile, The second result showed that the causes of students' difficulties were found on three aspects; psychological, environment and non-social environment aspects. In psychological, the students had problem with his/her intelligence in mastering English material as much as 95% students. In environment aspect, the most of students did not get an attention from his/her parents as much as 75% students. In non-social environment aspect, the students had problem with the material that was given by the teacher as much as 70 % students, and then lack of teacher's attention to students' difficulties as much as 60% students.

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