

The Error of Past Tense Expression in Jackie Chan's Utterances on Jackie Chan in Conversation

Ricky Ricky^a, Ambalegin^b

^{a, b}English Literature Department Faculty of Social and Humanities
Universitas Putera Batam

*pb211210020@upbatam.ac.id, Ambalegin@puterabatam.ac.id

Abstract

This research aims to identify the incorrect use of past tense by Jackie Chan in giving his first public talk at the Sydney Opera House. In this qualitative research, the researchers applied an observational method that focuses on grammatical errors. In this study, the researchers use a non-participatory technique that focuses on grammatical errors. Meanwhile, in analyzing the data, the method was identification, and the technique was competence in comparing. The researchers took the source from a conversation from Jackie Chan in an interview in Australia on Youtube. Based on the, the errors uttered by the speaker are errors in using the past simple, errors in using clauses and verbs, specifying a particular point or period in the past, and the verb "be". The conclusion is the speaker incorrectly used the appropriate type of verb when speaking in the past tense, the speaker also often uses the wrong type of verb that should be used in telling the past tense, and the use of verb "be".

Keywords: Error, Grammar, Past Tense, Utterances, Tenses.

1. INTRODUCTION

In English, grammar plays an important role for speakers to produce correct sentences. Yule (2020) stated that grammar is the systematic study of the structure and rules governing language. It is concerned with how words are formed to create meaningful and structure sentences. Correct grammar will produce correct sentence structure. Correct sentences will make communication conveyed. Thus, when a speaker speaks ungrammatically, the information and message are not conveyed.

There was a case in the classroom related to the error during the grammar class that EFL learners didn't know how to answer the short question asked by the. The lecturer wanted to make sure that his students understood what had been taught, the sentence spoken by the lecturer was approximately as:

L: Is (the concept) understood?

S: Yes, I **do**.

The dialogue mentions the answers expressed by the students clearly had grammatical errors. To answer yes-no questions, the EFL learners must pay attention to the subject and auxiliary verb being asked. There are several types of auxiliary verbs, be (is, am, are, was, and were), have, do, and models in English. In the question above, the lecturer started the

question with the auxiliary verb "be" to ask about the sentence. To answer the question, the correct English rule is yes + subject + auxiliary verb or no + subject + auxiliary verb + not. Then the correct answer is yes, it is.

Nowadays English is popular among the young people. Many young people speak the local language and then mix it with English itself. For example, during the pandemic in 2021-2022, the Indonesian capital, Jakarta, was excited about a trend called "Citayam Fashion Week". In this case, researchers found a local teenager who was famous at the moment and became a trending topic in Indonesia. How not, the teenager who is famous for the nickname Jeje Slebew was apparently a local teenager who is quite fluent in English. In an interview, Jeje was asked the following question:

I: Why do you only show "Jeje" (as your personality)? Source: <https://www.youtube.com/watch?v=MVMtuB4AZN4>

J: People **doesn't** know me about "Jasmine" gitu...

In the expression above, the speaker misused subject-verb agreement. In this corrected sentence, the subject "People" is plural, so the verb "don't" should be used instead of "doesn't." Learning good grammar will reduce misunderstandings that occur between speakers and listeners.

In this study, the researchers identify incorrect use of past tense in by *Jackie Chan gave his first public talk at the Sydney Opera House*

(<https://www.youtube.com/watch?v=PIRcQHURMPE&t=251s>). The specific error that emerged and became an important idea for the researchers was "There's a big difference when I come to Australia when I was 17". In the sentence, it is clear that there is an error in the use of the simple past of the word "come" which should use the word "came" because at that time Jacky Chan was discussing his past experience when he just arrived in Australia at the age of 17.

There have been many grammar error analyses that have been investigated by previous researchers, one of which was conducted by (Fitria, 2020) in her research was to find out the types of error analysis and the most dominant type of error analysis found in Students' Writing Composition in simple past tense especially in Recount Text. This study used a mixed-method, both qualitative and quantitative approach. From the analysis, the students' error in simple past tense consists of some aspects of writing, they were in grammar, punctuation and spelling. In grammar, there were 57 data which consist of errors in class words like in determiner/article, preposition, and noun. While, the most dominant error was in the determiner/article.

The research conducted by (Kartini, 2022) was to find out the purpose of this research is to analyze of student's errors on the use of past tense in Narrative text based on the problem that students felt confused about using past tense in their writing especially Narrative text. The method of research is qualitative descriptive. The subject of study researcher chooses eight grade (2016/2017) in MTs Darussalam, Cepu. The result show that the researcher found four types of errors: omission, addition, misformation, misordering. Then, the researcher found the highest error made by students is misformation with 52% percentages. This problem influenced by student felt confused to understand simple past because they did not know the meaning and differences between regular verb and irregular verb. Therefore, students claimed if they seldom to practice writing paragraph.

From the results of previous studies, the first researcher (Fitria, 2020) used mixed methodology. This researcher took data samples from the results of recount texts, while the second researcher (Kartini, 2022)

used qualitative methodology where the author used samples of students' narrative text writing work. In this study, researchers used qualitative methodology and the samples taken were the results of observations on video interviews on YouTube. The similarity research results between the previous and current researchers are both in analyzing English grammar errors in the past tense. However, the results of the current study found new errors including the wrong use of the verb "be", the wrong choice of past verb usage, the reduction of the verb "be", etc. The researchers are interested in conducting this study because there are few studies that discuss grammatical errors related to past tense and there are still many who still experience errors in the use of grammar.

2. Literature Review

Hewings (2013) stated that when describing a series of past events, people normally use the past simple to arrange chronologically. If people want to refer to an event that took place before the last event in the sequence, people can use the past perfect to describe a sequence that people have written or spoken. When discussing two events or actions that occurred during the same time period, people might often use the past continuous or past simple. Using the past continuous indicates how the event or action was taking place in the past.

Azar (2002) stated that the simple past shows that an action or circumstance started and finished at a certain point in the past. For example:

- I **walked** to school yesterday
- John **lived** in Paris for ten years, but now he lives in Rome.



The past progressive tense is used when something started earlier and was still in process when the other action occurred. For example:

- I **was walking** down the street when it began to rain. First, I was walking down the street and second, it began to rain. Both actions occurred at the same time, but one action began earlier and was in progress when the other action occurred.



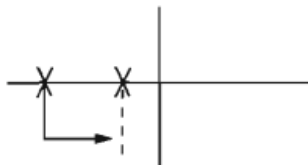
The past perfect represents an action that occurred before another action or period in the past. For example:

- Sam **had left** before Ann got there.
- I **had slept** when she came here.



The past perfect progressive points out the length of time that an action was in progress before another activity or a period in the past. This tense can also describe a current action that is near in time to another activity or period in the past. For example:

- The police **had been looking** for the criminal for two years before they caught him.
- When Judy got home, her hair was still wet because she **had been swimming**.



3. Research Method

In this research, the researchers use a qualitative method that focuses on grammatical errors between the host and the interviewer. The qualitative approach according to Creswell (2018) is a strategy described in line with the analysis of human experience, whether it comes through writing in the form of media such as newspapers, magazines, or interviews by looking at the video from beginning to end. The researchers took the source from a conversation between Jacky Chan and a host in an interview in Australia on YouTube. In contrast, the conclusions in this approach are in the form of numbers obtained by observation instead of tables or percentages.

The researchers applied an observational method that focuses on grammatical errors. In this research, the researchers use a non-participatory technique. Meanwhile, in analyzing the data, the method was identification, and the technique was competence in comparing. The researchers took the source from a conversation from Jacky Chan in an interview in Australia on YouTube. Because it is taken from the spoken data so the researchers must listen deeply to avoid mishearing. Researchers must have good listening skills. The researchers found the data by observing which are supported by individual experiences. The researchers collect the data by taking notes on all the discussions being studied, then categorizing it. To analyze data, the researchers take notes while watching the video.

4. Results and Discussion

4.1 Results

Researchers used 9 data in conducting this research which the results found were:

- The researcher found a speaker error in the use of verb "be" where the verb "be" used should be the past type but what was used was the simple type of verb "be". In addition, the speaker is also incorrect in using the verb "be" which should be used in the plural form, but the speaker uses the singular form of the verb.
- The speaker is wrong in choosing the use of the negative form of the verb, which should be "didn't" but instead "don't".
- Speakers often omit the verb "be" which should be placed after the verb.
- Wrong use of past simple verb which should be used is past participle because the sentence form should be passive sentence.
- Speakers make mistakes in using double negation which changes the meaning in the context of the sentence.
- Omission in the placement of conjunctions.

4.2 Discussion

In this study, researchers obtained data sources from YouTube, which is an interview with the famous actor Jacky Chan in Australia. From the data, researchers found several phenomena that occurred so it

became an attraction for researchers to conduct the following research. The following data shows some speaker errors in providing information related to the use of the past tense. There are some data below:

1. when I **come** to Australia when I was 17.

Incorrect sentence: when I come to Australia when I was 17.

Correct sentence: When I came to Australia, I was 17.

Explanation: The past tense "came" is used because the action of coming to Australia occurred in the past. In this revised sentence, the first "when" indicates the time or circumstance of coming to Australia, and there is no need to repeat it before "I was 17 years old." "When" is used as a conjunction to convey "at the time that". "When" is a subordinate clause (sc) that requires a main clause (mc) to complete its meaning. When the when-clause appears before the main clause, it must be separated by a comma.

2. I was in Canberra **and** there **is** very few people.

Incorrect sentence: I was in Canberra and there is very few people.

Correct sentence: I was in Canberra and there were very few people.

Explanation: "I was in Canberra" - This part of the sentence is correct, indicating that the speaker was in Canberra at a certain time in the past. The conjunction "and" serves as a coordinating conjunction. The function of "and" in this context is to join two independent clauses, "I was in Canberra" and "There were very few people." It connects these two related thoughts or statements into a single sentence. The use of "and" indicates that both clauses are equally important and that they are being presented together. "there were very few people" In this part, the speaker must use "were" instead of "is" to match the plural subject "people" in the past.

3. We **don't** have an opera house yet **at that time**.

Incorrect sentence: we don't have an opera house yet at that time.

Correct sentence: we didn't have an opera house yet at that time.

Explanation: In this context, "at that time" is used to specify a particular point or period in the past when the absence of an opera

house was true. It provides temporal information and helps to clarify the timeframe under discussion. To clarify, if you want to express the absence of an opera house in the past, you would indeed use the simple past tense. The revised sentence should be: "We didn't have an opera house yet at that time." In this case, the verb "have" is conjugated in the simple past tense ("didn't have") to indicate the absence of an opera house in the past.

4. They **really** very nice people.

Incorrect sentence: they really very nice people.

Correct sentence: they were really very nice people.

Explanation: The sentence is missing a verb. The past tense of the verb "were" is used to indicate the past time. In this revised sentence, the verb "were" is used to establish the simple past tense and match the subject "They." The adverb "very" is placed before the adjective "nice" to intensify the degree of niceness. This construction adheres to standard English grammar rules.

5. They thought, **I'm** missing the road.

Incorrect sentence: They thought, I'm missing the road.

Correct sentence: They thought, I was missing the road.

Explanation: In this sentence, "They thought" introduces the subordinate clause that functions as the subject of the main clause. The word "they" refers to a group of people who have a particular belief or opinion. "They thought" indicates the past tense, reflecting the thoughts of a past event. "I was" in the past tense, "was" is used instead of "am" to indicate the state at that time.

6. You know, last two months ago I was **blow** up **the London** Bridge.

Incorrect sentence: You know, last two months ago I was blow up the London Bridge.

Correct sentence: You know, two months ago, I was blown up on the London Bridge.

Explanation: Based on the verb form the use of "was blown" suggests a passive voice construction. In this case, the focus is on the action done to the subject (in this case, "I") rather than the subject performing the action. It implies that someone or something else caused the explosion on London Bridge, and the subject was affected by it. In the passive

voice construction, the past participle form of the verb is used. In the case of "blow," the past participle is "blown." Therefore, "I was blown" indicates that the subject was affected by the action of being blown up. The preposition "on" is commonly used to specify the location or surface where an event or action takes place. In this case, "on the London Bridge" indicates that the subject (the person speaking) was blown up while being present or situated on the London Bridge. Depending on the intended meaning, the speaker could also use alternative prepositions to convey different nuances. For example, you could use "at" to indicate being blown up near the London Bridge, or "in" to indicate being blown up within the London Bridge structure. And

7. At that time, I was in Canberra. I **didn't have nothing** to do.

Incorrect sentence: At that time, I was in Canberra. I didn't have nothing to do.

Correct sentence: At that time, when I was in Canberra, I didn't have anything to do.

Explanation: The phrase "At that time" refers to a specific point in the past. The following statement, "I was in Canberra," indicates that during that specific time, the speaker was located in the city of Canberra. The phrase "I didn't have nothing to do" contains a double negation. In standard English grammar, a double negation cancels out the negative meaning, resulting in an affirmative statement. Therefore, "didn't have nothing" actually means "had something." The corrected version would be "I didn't have anything to do." In this case, "while" or "when" would introduce a subordinate clause that provides additional information about the timing or duration of the speaker's presence in Canberra and the lack of activities. The main clause would contain the independent statement about being in Canberra and not having anything to do. The inclusion of "while" or "when" helps clarify the relationship between the two clauses and highlights the timing aspect. So, the revised meaning of the sentence is: "At that time, when I was in Canberra, I didn't have anything to do." It conveys that during the specified period in Canberra, the speaker lacked activities or things to keep them occupied.

8. My father was Lao Shan Dong my nickname Xiao Shan Dong.

Incorrect sentence: My father was Lao Shan Dong my nickname Xiao Shan Dong.

Correct sentence: My father was Lao Shan Dong, and my nickname was Xiao Shan Dong.

Explanation: To improve the sentence structure and clarity, the revised version would be: "My father was Lao Shan Dong, and my nickname was Xiao Shan Dong." In this revised version, the conjunction "and" is used to connect the two statements, indicating that both the father's name and the speaker's nickname are mentioned. The verb "was" is used to establish the past tense and show the state of being for both the father's name and the nickname in the past.

9. When I **come** to Sydney, it's not like today.

Incorrect sentence: When I come to Sydney, it's not like today.

Correct sentence: When I came to Sydney, it was not like today.

Explanation: This sentence indicates a specific past event or a singular occurrence. It suggests that when the speaker arrived in Sydney in the past, the situation differed from the present. "It's not" is the contraction of "it is not," which is in the present tense. It is used to describe a current or ongoing state of something. Example: It's not raining today (present tense). "It was not" is the past tense form of "it is not." It is used to describe a state or situation that existed in the past. Example: It was not raining yesterday (past tense). So, the difference between "it's not" and "it was not" lies in the verb tense. "It's not" refers to the present or ongoing state, while "it was not" refers to a state or situation in the past.

5. Conclusion

In the research findings, various errors related to the usage of verbs, particularly the verb "be," were identified in the speaker's communication. The researcher observed that the speaker frequently misused the past tense form of the verb "be," opting for the simple form instead. Additionally, the speaker struggled with subject-verb agreement, often incorrectly employing the singular form of the verb when the plural form was necessary. Another notable issue was the speaker's selection of negative verb forms. Instead of using "didn't" to properly convey the negative past tense, the speaker mistakenly used "don't." This not only affected the tense's accuracy but also the intended message's clarity.

Furthermore, it was observed that the omission of the verb "be" after certain verbs was a common occurrence among the speakers. This omission disrupted the grammatical structure of sentences and could potentially lead to misunderstandings. Another noteworthy concern was the incorrect use of the past simple verb form, which should have been replaced with the past participle form to construct passive sentences. This error affected the overall sentence structure and the conveyance of actions in the past. Moreover, the tendency to employ double negation was found to be problematic as it altered the contextual meaning of sentences. This type of mistake could lead to confusion and misinterpretation. Lastly, instances of conjunction omission were identified. Speakers neglected to appropriately place conjunctions, affecting the flow and coherence of their expressions.

In conclusion, the research highlights a range of verb-related errors in the speaker's language usage, encompassing issues with tense, agreement, negation, and proper construction of sentences. These errors collectively impact the clarity and accuracy of the speaker's communication. It is imperative for individuals to address these challenges in

order to enhance their linguistic proficiency and effectively convey their intended messages.

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