PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

THE REGULARITY OF ENGLISH IRREGULAR VERBS SEEN IN THE RULE OF ABLAUT

AN UNDERGRADUATE THESIS

Presented as Partial Fulfillment of the Requirements
For the Degree of *Sarjana Sastra*
in English Letters

By
LILIANA

Student Number: 114214031

ENGLISH LETTERS STUDY PROGRAM
DEPARTMENT OF ENGLISH LETTERS
FACULTY OF LETTERS
SANATA DHARMA UNIVERSITY
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Defended before the Board of Examiners
on September 10th, 2015
and Declared Acceptable

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I certify that this undergraduate thesis contains no material which has been previously submitted for the award of any other degree at any university, and that, to the best of my knowledge, this undergraduate thesis contains no material previously written by any other person except where due reference is made in the text of the undergraduate thesis.

Yogyakarta, August 30th, 2015

Liliana

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There's so much strength in all of us

Every woman, child, and man

It's the moment that you think you can't

You'll discover that you can

-the power of the dream-

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It was through up and down that I wrote this thesis

It was among other commitments to do when I wrote this

And finally, it is done.

This short analysis is dedicated to

My mom and all of my family

for always reminding and support me

My best brother, Nicko Kornelius Putra

for taking care of me on these past four years

My big passion on science and knowledge

for giving me a big curiosity on some things

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Liliana

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ABSTRACT

LILIANA. **The Regularity of English Irregular Verbs Seen in the Rule of Ablaut** Yogyakarta: Department of English Letters, Faculty of Letters, Sanata Dharma University, 2015.

English irregular verbs are those verbs considered as pattern-less. It implies that there is no way to learn it but memorizing them randomly. However, considering the different way of changing between the regular and irregular verbs which is in the sound changing, it is very possible to analyze the pattern of the sound changing. This study is conducted aim to see the pattern of the sound changing in the English Irregular Verbs especially in the vowel sound.

There are two objectives of this study. The first is to find out how the English Irregular Verbs are classified. The second is to describe what kind of environment exists in each class of the English Irregular Verbs

In conducting this study, library method is used. In collecting the data, the present researcher takes all the irregular verbs in the Oxford English Advanced Dictionary the eight edition as the object of the study listed on page R2 up to R4 in the reference section. Meanwhile, in the data analysis the present researcher made the identification of the English irregular verbs based on their vowel root. After that, the classification was made based on the ablaut characteristic in each class. At last, the present researcher continued studying the environment of the vowel sound changing. However, there are some verbs which do not belong to the classes discussed.

There are some findings in this study. The first is English Irregular Verbs fall into five classes of seven ablaut classes. The second is certain environment does exist in each class and subclasses.

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ABSTRAK

LILIANA. **The Regularity of English Irregular Verbs Seen in the Rule of Ablaut.** Yogyakarta: Program Studi Sastra Inggris, Fakultas Sastra, Universitas Sanata Dharma, 2014.

Kata kerja tidak beraturan Bahasa Inggris merupakan kelompok kata kerja yang dianggap tidak berpola. Tidak ada cara untuk mempelajarinya kecuali dengan menghafalkan kata kerja tersebut secara acak. Bagaimanapun juga, mengacu pada perbedaan antara kata kerja beraturan dan tidak berauran yang terletak pada perubahan bunyi, maka sangat mungkin untuk menganalisis pola perubahan bunyinya. Studi ini dilakukan untuk melihat pola perubahan bunyi pada kata kerja tidak beraturan Bahasa Inggris terutama bunyi vokal.

Ada dua rumusan masalah dalam studi ini. Masalah pertama adalah melihat bagaimana kata kerja tidak beraturan dikelompokkan. Masalah kedua adalah mendeskripsikan faktor- faktor yang ada pada tiap-tiap kelas.

Dalam pengumpulan data, peneliti menggunakan semua kata kerja tidak beraturan pada *Oxford English Advanced Dictionary* edisi ke delapan halaman R2 sampai R4 pada bagian referensi. Sementara itu, analisis data dilakukan dalam tiga langkah. Langkah pertama peneliti mengidentifikasi kata kerja tidak beraturan Bahasa Inggris berdasarkan bunyi vokal asal. Setelah itu, peneliti mengklasifikasikan kata kerja- kata kerja tersebut berdasarkan karakteristik dari tiap kelas *ablaut*. Akhirnya, peneliti mempelajari faktor-faktor yang ada dalam perubahan bunyi vokal tiap kelas tersebut.

Analisis yang telah dilakukan menunjukkan beberapa hasil. Hasil pertama adalah kata kerja tidak beraturan Bahasa Inggris dapat digolongkan kedalam lima kelas rumus *ablaut*. Hasil kedua adalah ada beberapa faktor yang ada dalam tiap kelas dan sub-kelasnya.

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CHAPTER I

INTRODUCTION

A. Background of the Study

The English verbs are very significant aspect to examine because verbs exist almost in all the English utterance whether spoken or written. Moreover, it is also the basic item of a sentence besides subject for the requirement to call an utterance as a sentence is if it has subject and verb. There are many things happen to the verbs. They experience changing in some circumstances such as in the tenses and pronoun circumstances. Given an example is the verb *eat*. It will be *eats* if it is written in the present tense and using *she* as the pronoun. It will remain as *eat* if it is written in the present tense using the pronoun *they*. It will be *ate* if it is written in the past tense using any subject. It will be *eaten* if it is written in the past participle using any subject. They also have two main categories which are state verbs and dynamic verbs.

> There are many verbs which refer not to an activity but to a state or condition. The sense of duration is an integral part of the lexical meaning of the verb, and there is for this reason no need for a progressive form to indicate duration. (Palmer, 1987: 71)

State verbs are verbs performing no physical action such as *think*, *want*, and *dream.* Dynamic verbs are verbs performing physical action such as *run*, *tell*, and *play*. Besides, they are also classified based on the adjective built in them such as the agentive verbs and the action verbs. Agentive verbs are verbs which require an agent as its argument such as *teach*, *drink*, and *kill*. Action verbs are classified into transitive and intransitive verbs. Transitive verbs are verbs that need an object such as *hit*, *draw*, and *read*. Intransitive verbs are verbs that do not need an object

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such as *agree*, *care*, and *think*. They are then divided into two parties that are the regular verbs and the irregular verbs.

Both regular and irregular verbs are different on terms of the changing. The regular verbs are a group of verbs changing into past form by adding –ed in the end of the verbs meanwhile the irregular verbs have different way of changing. It was said that "The strong verbs, like *sing*, *sang*, *sung*, which represent the basic Indo-European type, are so called because they have the power of indicating change of tense by a modification of their root vowel." (Baugh & Cable 2002: 54). It showed that root vowel is the key of the changing. Some of them do not change at all e.g. put – put – put. Some others change in terms of the pronunciation although the letters remain the same, e.g. read – read – read. Another even change into the different words, e.g. write – wrote – written.

This paper will try to see the regularity of the irregular verbs. It is important to see that actually they have some regularity in the irregularity. The common knowledge that spread widely in the English learners is that there is no way that the irregular verbs can be regular. Considering that such a common knowledge may lead the learners to the unclear idea about the English irregular verbs, it's urgent to bring the idea about the existence of the regularity seen in the vowel sound stem in the English irregular verbs to the surface.

It is believed that there is almost nothing random on this earth even DNA, a very small element building a human being has patterns. Thus, the English irregular verbs are actually not really a group of random verbs that have no pattern or rule at all. Just because there are verbs called *regular* for they can be easily

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changed into past tense and past participle by adding –*ed* in the end of the verbs, it does not mean that the rest of the verbs are too irregular to be regular. The present researcher believes that there is a way to show that actually those verbs are somewhat regular in term of vowel sound. Taking a minor example is that some verbs in English irregular verbs somehow sound similar in term of vowel change. Given some examples are the word: sing – sang – sung; ring – rang – rung; and swim – swam – swum. Saying those words out loud, there will be some similarity caught by human ears which are the same changing of vowel sound sequence. Highlighting the fact that the difference between the changing of regular and irregular verbs is the sound, it is highly possible to see some patterns in the changing.

In order to avoid the wrong focus in conducting the research, this paper only discusses classification of the Present Day English Irregular verbs based on the ablaut rule. It is the ablaut rule that interests the present researcher to put them into some classification because the ablaut rule itself existed in the English strong verbs. It is clear that in the old English, irregular verbs are called strong verbs and those strong verbs are classified based on the ablaut system. Those verbs fell into seven classes with each class has its own characteristics. Thus, taking that fact as one of the bases, the present researcher would like to use the same rule in the old English to be applied into the Present Day English in this case is the English irregular verbs.

Thus, this paper tries to adapt the rule of ablaut from the Old English irregular verbs in showing the regularity of the English irregular verbs. It may be an old

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rule, but the present researcher believes that actually it is still applicable although it will surely give different result in the end.

B. Problem Formulation

1. How are English Irregular Verbs classified?
2. What environments are there in each classification of the English Irregular verbs?

C. Research Objectives

Based on the problem formulations above, there are two objectives this paper is going to achieve. The first is to find out how the English Irregular Verbs are classified. The second is to describe what kind of environment exists in each class of the English Irregular Verbs.

D. Definition of Terms

Crystal in the *A Dictionary of Linguistics and Phonetics* stated that **irregular** is

> a term used in linguistics to refer to a linguistic form which is an exception to the pattern stated in a rule. For example, verbs such as *took*, *went*, *saw*, etc., are irregular, because they do not follow the rule which forms the past tense by adding *–ed* (2008: 254)

From the definition above, an irregular item is an item in linguistics field that does not follow certain rule. In specific, the item here is verbs. That is why thee are regular and irregular verbs. In other words, being irregular is also understood as being patternless as seen in the irregular verbs. In a glance, there is no relationship in the changes into past tense.

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In general, **verb** is known as part of speech. However, there is another definition of verb. It is

> a term used in the grammatical classification of words, to refer to a class traditionally defined as 'doing' or 'action' words (a description which has been criticized in linguistics, largely on the grounds that many verbs do not 'act' in any obvious sense, e.g. *seem, be*) (Crystal, 2008:510).

The definition above tells that verb is one of the word class in English language that can be both performing action and not performing action. Thus, there are active and stative verbs in English.

Vowels are another division of sounds in English language other than consonant. It is given a definition that

> they are sounds articulated without a complete closure in the mouth or a degree of narrowing which would produce audible friction; the air escapes evenly over the centre of the tongue (Crystal, 2008: 517).

Vowel is a very important element in this report for every class is observed first based on their vowel. Vowel is also known as nucleus in a sylleble.

In Crystal, A Dictionary of Linguistics and Phonetics, it is given the meaning of **ablaut** which is "the relationship between verb forms based on variations in the root vowel, as in *sing, sang, sung*" (2008:2). As it is defined, ablaut is forms of verbs or pattern of verbs observed based on the root vowel. Root vowel here is the infinitive part of the vowel. As the example given is the verb *sing*. The root vowel is /i/. When it changes, the vowel changes into antoher vowel. The relationship of the vowel is the field of ablaut.

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CHAPTER II

REVIEW OF LITERATURE

There are two main divisions in this chapter, *review of related studies* and *review of related theory*. There will be two related studies discussed. The first is the one written by Hoard and Sloat in 1973 and the second is writing by Bloch in 1947. The similarity between the two writing lies on the object. The theories that will be discussed are theory of ablaut and the theory of phonetic features.

A. Review of Related Studies

There is a study related to this present research that was published in 1973. Hoard and Sloat in their writing entitled *English Irregular Verbs* showed the rules of the vowel changing in the English irregular verbs.

In that writing, they proved the existence of the rule of English irregular verbs by using the basic rules of umlaut and ablaut which originally from German language. In their research, they set the vowel sounds as the goal. What they did was taking one sound in the past participle form and then tried to see the root of that sound in the infinitive form of English irregular verbs. Taken for an example, they set a rule to see whatever vowel sounds that would change into the vowel sound /a/. Over all, there are fifteen rules stated to show the changing patterns of vowel sound in the English irregular verbs. In the analysis, they used both umlaut and ablaut system. In their research, they also divided the vowel sounds into marked and unmarked. Certain vowel sounds were marked based on features they had. Taken for an example, they marked /u/ as *rounded* and *back*.

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Besides the theories of umlaut and ablaut, they used the theory of vowel shift to maintain the distribution of the vowel sounds. By using that theory, they explain why certain vowel sounds could not always have the same pattern changing.

Another related study was done by Bloch in 1947. In his research entitled *English Verbs Inflection*, he admitted the existence of some changing systems in the English verbs. They systems are (1) the addition of a suffix; (2) the vowel change; (3) vowel change and suffixation together; (4) the suppletion; (5) and zero change.

From the two related studies mention above, it is possible to say that they agreed that the English irregular verbs are not a group of random verbs. Both papers also put the strong attention on the aspect of vowel sound. In the first previous study, it is clear that the researcher paid a very close attention on the vowel for him using the ablaut and umlaut rule to classify those verbs. Meanwhile, in the second previous study, although the focus was not on the sound change of the verbs, the researcher put on his writing that sound change was one of the aspects.

The similarity in this current study and the previous study is the object of the study which is the English verbs. Although it is similar, the specialty is different. Here, the verbs which are taken as the object of research are the irregular ones. Meanwhile in the previous study, the verbs which are taken as the main source of the research were all verbs, both regular and irregular verbs, especially in the second previous study.

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However, this study will be different from the previous ones. The difference will be in two ways: (1) The treatment of rule in which the present researcher will use the ablaut rule as the basic rule to classify the irregular verbs. It means there will be no rule such as umlaut takes part in this analysis. (2) The explanation on the environment exists in each classification. The present researcher will show the existence of certain environment in each classification.

B. Review of Related Theories

1. Theory of Ablaut

Rieder and Schenner in their research on Ablaut and umlaut rule quoted the statement about ablaut from Kurilowicz (1956, 1968) that said the ablaut rule was a derivational process, derived form was non-arbitrary output. Further, they also mentioned that ablaut was the rule originated from New High German. In the New High German, the ablaut exists among the strong verbs. Ablaut rule is a rule which shows the strict rule of vowel shift in the New High German strong verbs. Taken for an example, it gives the limitation of vowel sounds that can be the root of vowel sounds /a/ and /u/ which are /o/ and /i/.

Singh, 2005: 86 showed the existence of ablaut as below.

> OE weak verbs, which were in the majority and of which there were three main classes, did so through the suffixation of *–d* or *–t* (as in modern *walk_walked_(have) walked*), whereas strong verbs changed their root vowel, an inherited Indo-European process known as *ablaut* (as in modern *drink_drank_(have) drunk*).

Hogg in his book An Introduction to Old English stated

> Recall now that the defining feature of Ablaut is the stem, or, more accurately, root vowel. If we take a class I verb and analyse it as containing an **onset**, a **nucleus**, and a **coda**, that is to say, a set of initial consonants, a vocalic nucleus and a set of final consonants, then we can define, say, *drifan*, as: /dr/ +/i:/ + /f/

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> (ignoring the inflection as irrelevant). It will be obvious that the crucial element is the nucleus.

From that quotation, it can be concluded that the most important thing in the Ablaut rule is the stem vowel. In order to determine a certain verb belongs to a certain class, the first thing to see is the vowel stem for almost all rules in the ablaut are about the vowel.

There are actually seven classes in the Ablaut system. However, class VI and VII are highly avoided to discuss deeply in almost all articles for its complicated origin and explanation. Hogg in some ways presents the ablaut rule in an easier way to understand. In the same book, he present a characteristic of each class as class I has the sound /i/ as the contextual element, class II has sound /u/ as the contextual element, class III has sonorant sound as the contextual element, class IV has sonorant and long vowel as contextual elements, and class V has consonant as the contextual element. A contextual element is an element that supports the classification of each class. It is very important aspect in ablaut. Taken for an example is Class III and four. Both classes have sonorant as the contextual element. Thus, in grouping the verbs, it is possible to put some verbs that actually belong to class IV into class III. Only after seeing that there is a class with sonorant and long vowel in the past tense and past participle form, those verbs can be moved to class IV.

2. **Theory of Phonetic Features**

English sound basically can fall into two groups: voiced and voiceless. However, in order to see the difference from each sound, its feature is what to see.

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Using the sign + and – to determine a certain phonetic features, all sound will show that they have their own characteristic. “If you look carefully at this table, you will see combination of + and – values for each phoneme...” (Roach, 1998: 183). There are two ways to classify a sound: place of articulation and manner of articulation. In place of articulation, some features are mentioned: (1) **Bilabials**, “produced when the lips are brought together” (Vinker, 1986). The members of bilabial are /p/, /b/, /m/. (2) L**abiodentals**, “made when the lower lip is raised towards the upper front teeth” (Vinker, 1986). The members of labiodentals are /f/ and /v/. (3) **Dentals**, “produced by touching the upper front teeth with the tip of the tongue” (Vinker, 1986). The members are /θ/ and /ð/. (4) **Alveolars**, “made by raising the tip of the tongue towards the ridge that is right behind the upper front teeth, called alveolar ridge” (Vinker, 1986). The members are /t/, /d/, /z/, /n/, /s/, /l/, and /r/ (5) **Palatalveolar**, “made by raising the blade of the tongue towards the part of the palate just behind the alveolar ridge” (Vinker, 1986). Te members are /ʃ/, /tʃ, /ʒ/ and /dʒ/. (6) **Palatal,** “very similar to palatalveolar ones, they are just produced further back towards the velum” (Vinker, 1986). The only member of it is /j/. (7) **Velars**, “made by rising the back of the tongue towards the soft palate called velum” (Vinker, 1986). The members are /k/, /g/ and /ŋ/ plus one other “/w/ is a velar which is accompanied with lip rounding” (Vinker 1986). (8) **Glottal**, “produced when the air passes through the glottis as it is narrowed” (Vinker, 1986). The only member is /h/. In the manner of articulation, some different features are also stated as: (1) **Nasal**, “produced while the soft palate is lowered to allow an audible escape of air through the nose” (Crystal, 2008). The members are

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/m/, /n/, /ŋ/. (2) **Oral**, "opposed to nasal, referring either to the articulatory area of the mouth, as in the phrases 'oral cavity', 'oral chamber', or to the specific sounds that are made there" (Crystal, 2008). The members are /b/, /d/, /g/, /p/, /t/, and /k/. (3). **Liquid,** the members are /l/ and /r/. (4) **Glides**, it is transitional sounds in which the vocal organs move towards or away from an articulation (Crystal, 2008). Members of glides are /j/ and /w/. (5) **Fricative**, "made when two organs come so close together that the air moving between them produces audible friction, or frication" (Crystal, 2008). The members are /f/, /v/, /ʃ/, /ʒ/, /θ/, /ð/ /s/ and /z/. (6) **Affricates**, "made when the air-pressure behind a complete closure in the vocal tract is gradually released; the initial release produces a plosive, but the separation which follows is sufficiently slow to produce audible friction" (Crystal, 2008). The members are /tʃ/ and /dʒ/.

C. Theoretical Framework

The theory of ablaut will be useful in being the base of all formula of the irregular verbs. Adapting the rules applied in the strong verbs, the present researcher will: first, learn about the characteristics from each class. The knowledge about the characteristics will be useful in doing the grouping of the Present Day English irregular verbs. The phonetic features will be used to show the environment attached to each class. The phonetics features chosen are those place and manner of articulation, not a complex distinctive features to present an easy follow explanation. The purpose of showing the environment is to show that actually some environments exist in each changing. The environment is not used to predict the sequence of changing.

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CHAPTER III

METHODOLOGY

A. Object of the study

The object of study in this research is all English irregular verbs taken from the list of the irregular verbs in Oxford Advanced Dictionary the eight edition. In this research, the focus is the phonetic aspect which is the vowel sounds of the English irregular verbs.

Since the object of the study is the English irregular verbs, any verb which is regular is out of discussion. Thus, when it happens to be a question about some environment of a certain class or subclasses that do not match to a regular verb, it might be difficult to answer because it is not a part of the discussion.

B. Approach of the study

Synchronic approach is used in this paper analysis. In synchronic study, "languages are studied at a theoretical point in time: one describes a 'state' of the language, disregarding whatever changes might be taking place" (Crystal, 2008:496).

Although the present researcher is using ablaut theory which happens to exist in the Old and Middle English, the present researcher does not take a close attention to the journey of the rule and the changing of the English strong verb into English irregular verbs. The present researcher uses the old rule to analyze the Present Day object. In completing the research, phonological aspect is also used. Phonology is a branch of linguistics in which it examines the environment of certain sounds that will result certain formula of a phenomenon. "Phonological rules are in the form of: $A \rightarrow B/X_____Y$, i.e. 'replace segment *A* with element *B* in

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the environment of immediately following *X* and immediately preceding *Y*,'" (Bussmann 1996). It is because the research is related to sound and its environment, phonological aspect will somehow contribute to it.

C. Method of the study

In conducting this research, there are two main steps that the present researcher uses. Those steps are described as below.

1. Data Collection

Considering the purpose of this research is to show the regularity English irregular verbs, it would not be valid if the present researcher only took some verbs as the samples of analysis. Thus, the present researcher takes all the irregular verbs in the Oxford English Advanced Dictionary the eight edition as the object of the study listed on page R2 up to R4 in the reference section.

2. Data Analysis

In analysing the collected data, the present researcher made the identification by first identifying the rule of each class for each class has different characteristics. Since the ablaut rule is all about sound, after getting enough information about the characteristic of each class, the present researcher will write the phonetic transcription for all English Irregular Verbs used in this research. In order to determine whether a certain verb belongs to certain class, the present researcher will match the phonetics transcription with the characteristic of each class. Taken for an example is "sing". The present researcher will make the phonetic transcription which resulted into /sɪŋ/. After that, the present researcher will see the vowel sound of the verb which happens to be /ɪ/. Then, the present

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researcher sees the characteristic of each class to determine the group where the verb should be. The examination process starts from class I. In class I, the vowel sound is a dipthong so is class II. Thus, “sing” surely does not belong to class I or II. In class III, the vowel is followed by a sonorant. Sonorant sounds are: nasal and liquid. The sound after /ɪ/ is a nasal /ŋ/. Thus, the verb sing belong to this class. After getting all verbs in the group, the present researcher will make some subclasses based on the vowel sound of each class. It will result in one class will have some subclass. Taken for an example is class III. Besides “sing”, the verb “send” is also a member of class III with phonetic transcription /send/. The vowel sound is /e/. Getting those two different vowel sounds, it is clear that there will be at least two subclasses in class III.

Following this, in answering the second research question, the present researcher will see the environment of the stem vowel which happens to be the initial and final sound to see a general environment shared based on the sequence of the changing. Taken for an example is the verb “sing”. Using the phonetic transcription, the sequence from inifinitive until past participle is /sɪŋ/ - /sæŋ/ - /sʌŋ/. Based on the phonetic transcription, the initial sound of it is /s/ and the final sound of it is /ŋ/. Then, a formula is composed /ɪ/ → /æ/ → /ʌ/ / /s/_/ŋ/. In the answer of second research question, the subclass of the answer of the first research question will be developed into several subclasses. Taken for an example is the vowel sound /ɪ/ which has some sequences such as /ɪ/ - /æ/ - /ʌ/, /ɪ/ - /ɪ/ - /ɪ/, and /ɪ/ - /æ/ - /ʌ/. Examining each member of each subclass, the present researcher tries to make generalization of the environment.

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CHAPTER IV

ANALYSIS AND DISCUSSION

By using the ablaut theory as explained in the previous chapter, the present researcher classified the 134 Present Day irregular verbs in seven classes. The verbs taken are only the stem verbs. Thus any verbs containing prefix such as under-, over-, are out of the classification. The result is as below:

No	Class	Number	Percentage
1	I	28	20.9 %
2	II	6	4.5 %
3	III	39	29.1 %
4	IV	8	6 %
5	V	53	39.5 %
6	VI	-	-
7	VII	-	-

A. **The Classification of English Irregular Verbs based on Ablaut Rule**

The seven classes are in the form of ablaut rules which classified the irregular verbs based on their vowel changes regarding on some circumstances. Those seven classes are discussed as below. However, to make it easy to follow, the present researcher will explain a basic notation use in the rule. Every notation of each class will be A followed by its circumstances. A in this case stands for

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Ablaut vowel. The circumstances will be XC or S or O. XC stands for any circumstance followed by a consonant. S stands for Sonorant and O stands for Obstruent. However, the C in XC can sometimes mean nothing. Thus, although there is XC, it does not necessarily mean the circumstance is followed by a consonant. What important in dealing with ablaut is the stem vowel (A) and the circumstance (X).

a. Class I

Hogg, Richard in his book *An Introduction to Old English* stated a formula on the ablaut rule class I as AXC – AXC – AXC – AXC in which X is /i/. It means verbs which belong to this class are verbs which the ablaut vowel in the infinitive form is followed by sound /i/ and a consonant (not necessarily). Those verbs are

a.1 English Irregular verbs with /ai/ sound as the stem vowel

Bide: /baɪd/ Bite: /baɪt/ Buy: /baɪ/

a.2 English Irregular Verbs with /ei/ sound as the stem vowel

Break: /breɪk/ Clave: /kleiv/ Pay: /peɪ/

Examining those 30 verbs (including those in appendix 1 and 2), some characteristics can be taken. Firstly, those infinitive irregular verbs consist of two kinds of ablaut vowel which act as the stem of the verbs. Those ablaut vowels are sound /a/ and /e/. In simple, it can be concluded that the stem of the English Irregular Verbs which fall into this class is either a dipthong /ai/ or /ei/. Secondly, there is no other sound following the consonant which means the consonant is the proceeding sound as well for the closed vowel. Further, the consonants are somehow monotonous which are /d/, /t/, /k/, /v/, and /z/. However, those

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consonants can not be classified into any group such as obstruent or sonorant and so on. They remain as consonants.

b. Class II

In the class II, the rule applied is AXC – AXC – AXC – AXC in which X is /u/. It means English Irregular verbs falling into this group are those with any ablaut vowel in the infinitive form followed by /u/. In this class, the C means nothing. Thus, the verbs belong to this class are:

b.1 English Irregular verbs with /ou/ sound as the stem vowel

Go: /gou/ Grow: /grou/ Know: /nou/

b.2 English Irregular verbs with /əu/ sound as the stem vowel

Sew: /səu/

Paying close attention to the verbs above, some characteristics can be found. Firstly, the stem vowels are only /o/ and /ə/. Secondly, the circumstance which is the sound /u/ is the proceeding sound of each verb. Thus, in simple, the English Irregular Verbs in this class are those with the dipthong /ou/ or /əu/ as the proceeding sound.

c. Class III

In the class II, the rule applied is AXC – AXC – AXC – AXC in which X is a sonorant sound which are liquid and nasal. The liquid sounds are /l/ and /r/ while the nasal sounds are /m/, /n/, and /ŋ/. It means English Irregular verbs falling into

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this group are those with any ablaut vowel in the infinitive form followed by a sonorant and a consonant. Those verbs are:

c.1 English Irregular verbs with /ɪ/ sound as the stem vowel

Begin: /bɪ'gɪn/ Cling: /klɪŋ/ Fling: /flɪŋ/

c.2 English Irregular verbs with /aɪ/ sound as the stem vowel

Bind: /baɪnd/ Find: /faɪn/ Grind: /graɪnd/

c.3 English Irregular verbs with /ʌ/ sound as the stem vowel

Come: /kʌm/ Run: /rʌn/

c.4 English Irregular verbs with /i:/ sound as the stem vowel

Dream: /dri:m/ Kneel: /ni:l/ Lean: /li:n/

c.5 English Irregular verbs with /ou/ sound as the stem vowel

Hold: /hould/

c.6 English Irregular verbs with /æ/ sound as the stem vowel

Hang: /hæŋ/ Stand: /stænd/

c.7 English Irregular verbs with /e/ sound as the stem vowel

Rend: /rend/ Swell: /swel/ Spell: /spel/

c.8 English Irregular verbs with /oi/ sound as the stem vowel

Spoil: /spoil/

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The 40 verbs are the members of class III in which all the stem vowels are followed by either a sonorant or liquid sound. Among those verbs, most of them are ended by the sonorant sounds except hold, rend, send, spend, stand, and wind in which they are ended by /d/ sound and shrink and sink in which ended by /k/ sound/.

d. Class IV

In class IV, the rule or the pattern is quite similar to the class III in which the vowel sound is follwed by a sonorant sound (/m/, /n/, /ŋ/, /l/ or /r/). In order to make it better undersood, Hogg made a notation for this class as AS-AS-AAS-AS in which A stands for ablaut vowel and S stands for sonorant sound. However, there is something differ them. It is the vowel sequence from the infinitives and the past tense form. In this class, the vowel in the infinitive is a short vowel and then it changes into a long vowel in the past tense form. The English Irregular Verbs falling into this group are:

d.1 English Irregular verbs with /eə/ sound as the stem vowel

Bear: /beə(r)/	Bore: /b ɔ:(r)/	Born: /b ɔ:n/
Swear: /sweə (r)/	Swore: /swɔ:(r)/	Swore: /swɔ: (r)/
Tear: /teə (r)/	tore: /t ɔ:(r)/	Torn: /t ɔ:n/

d.2 English Irregular verbs with /ɪ/ sound as the stem vowel

Bring: / brɪŋ/	Brought: /brɔ:t/	Brought: /brɔ:t/
Think: /θɪm/	Thought: /θ ɔ:t/	Thought: /θ ɔ:t/

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d.3 English Irregular verbs with /ɪe/ sound as the stem vowel

Hear: /hɪe(r)/ Herd: /hɜ:d/ Herd: /hɜ:d/

d.4 English Irregular verbs with /aɪ/ sound as the stem vowel

Shine: /ʃaɪn/ Shone: /ʃɔ:n/ Shone: /ʃɔ:n/

The eight verbs above are the members of Class IV in which the stem vowel in the invinitive is the short or normal one: /eə/, /ɪ/, /ɪe/, and /aɪ/ and the vowel in the past tense is long vowel. Examining the sequence of the vowel change, there is a major characteristic that can be seen. It is the sequence of the vowel is from front to back. `There is no single verb in this group has a sequence from back to front.

e. Class V

The class V is the class which have the highest number of members. In class V, the rule applied is AO-AO-AAO-AO in which A stands for Ablaut vowel and O stands for Obstruent speciffically true consonant which means there is no sonorant. Thus, the verbs falling into this group are those which the stem vowel in the invinitive form is followed by a consonant. Any verbs with a stem vowel followed by a sonorant is out of this class. Also, there is a characteristic from class IV is shared in this class although it is not necesarily means of indicate the class. It is the lengthened vowel. Thus, there will be some verbs in this class have a sequence like the sequence in class IV. The English Irregular verbs belong to this class are:

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e.1 English Irregular verbs with /ɪ/ sound as the stem vowel

Bid: /bɪd/ Bead: /'bɪ:t/ Give: /gɪv/

e.2 English Irregular verbs with /i:/ sound as the stem vowel

Bleed: /bli:d/ Breed: /bri:d/ Eat: /ɪ:t/

e.3 English Irregular verbs with /ʌ/ sound as the stem vowel

Bust: /bʌst/ Cut: /kʌt/ Shut: /ʃʌt/

e.4 English Irregular verbs with /ɜ:/ sound as the stem vowel

Burst: /bɜ:st/ Hurt: /hɜ:t/

e.5 English Irregular verbs with /a:/ sound as the stem vowel

Cast: /ka:st/

e.6 English Irregular verbs with /ɒ/ sound as the stem vowel

Cost: /kɒst/

e.7 English Irregular verbs with /u:/ sound as the stem vowel

Choose: /tʃu:z/ Hew: /hju:/ Proove: /pru:v/

e.8 English Irregular verbs with /e/ sound as the stem vowel

Get: /get/ Shed: /ʃed/ Spread: /spred/

Those 53 verbs are the member of Class V in which the stem vowel is followed by a consonant. At a glance, it is clear that this class is the most variative class in term of the stem vowel that almost any kind of vowel is there except the dipthong.

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f. Class VI and VII

Class VI and Class VII are the most tricky classes of all. However, since all the English Irregular Verbs already fit in the five classes above, it is worth to skip the discussion of these two classes.

B. **The Existing Environment of the Stem Sequence**

Classifying the English Irregular Verbs does not mean making a formula on the stem sequence from the infinitive to the past tense and then to the past participle in order to predict the sequence and the process. It is because even a single stem can experience a number of changing sequence. Taken for an example is the sound /ɪ/, it has seven changing sequences as below.

/ɪ/ → /ɪ/ → /æ/ /ɪ/ → /æ/ → /ʌ/ /ɪ/ → /æ/ → /æ/

/ɪ/ → /ɪ/ → /ɪ/ /ɪ/ → /eɪ/ → /ɪ/ /ɪ/ → /ʌ/ → /ʌ/

/ɪ/ → /ɔ:/ → /ɔ:/

It is not only the sequences are varied for a single stem, but the environment around the stem is also varied. They can not be categorized based on the consonant classification although there is no single consonant contributed to two different changing. However, since the classification of the consonant is not found, it is not possible to see the regularity of the English Irregular Verbs from the consonant contribution. Thus, what the present researcher does in this part to answer the second problem formulation which is “What are the environments contributed to the stem sequence?” is to see the environment of each class from each sound. It is not each sound from random class or each sound with its varied

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changing. To avoid the complexity in reading the notation, the present researcher doesn't use the distinctive features of consonants but simple matric based on the manner and place or articulation and in generalizing the combination of sounds, the present researcher pays very closer attention to the proceeding sound rather than the preceding sound for the proceeding sound in each class and subclass less random than the preceding sound.

a. Class I

a.1 English Irregular verbs with /ai/ sound as the stem vowel

There are two parts of this subclass which are the open syllable and the closed syllable. David Crystal gave a definition on open syllable as a vowel sound that is not closed by another consonant by having a consonant before the vowel (CV). While the closed syllable is the vowel that is ended by a consonant by firstly has a consonant before it. (CVC).

The open syllables of the English Irregular Verbs with the stem vowel /ai/ are *buy: /bai/, fly: /flai/, lie: /lai/*. The preceding sound is either

/b/: [+ voiced, + oral
+ bilabial] or /l/ : [+voiced
+ liquid]

The closed syllable for this class, the preceding sounds are

/b/: [+ voiced, + oral
+ bilabial] /d/: [+ voiced, + oral
+ alveolar] /f/: [- voiced
+ labiodental]

/h/: [- voiced
+ glottal] /l/ and /r/: [+ voiced
+ liquid] and /m/: [+ voiced, + nasal
+ bilabial]

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The proceeding sounds are

/d/: [+ voiced + oral, + alveolar] /t/: [- voiced, + oral, + alveolar] /k/: [- voiced, + velar]

/v/: [+ voiced, + labiodental] /z/: [+voiced, + fricative, + alveolar]

However, a single stem experiences some different sequence. In this subclass, the sequences of /aɪ/ are:

(1) /aɪ/ - /əʊ/ - /əʊ/: the environment for this sequence is /b/_ /d/ and /d/_/v/. Thus, the formula can be

/aɪ/ → /əʊ/ → /əʊ/ / /b/_ /d/ and
/aɪ/ → /əʊ/ → /əʊ/ / /d/_/v/.

An example for this is /baɪd/ →/bəʊd/ → /bəʊd/.

(2) /aɪ/- /əʊ/ - /ɪ/: the environment for this sequence is /r/_/z/, /r/_/v/, /r/_/d/, /r/_/t/ and /m/_/t/. Thus the formula can be

/aɪ/→ /əʊ/ → /ɪ/ / /r/_ [/z/ or /v/ or /d/ or /t/] and
/aɪ/→ /əʊ/ → /ɪ/ / /m/_/t/.

An example for this is /raɪz/ - /rəʊz/ - /rɪzn/.

(3) /aɪ/- / ɪ / - /ɪ/: the environment for this sequence is /b/_/t/ or /l/ _ /t/ and /h/_/d/ or /l/_ /d/. Thus, the formula can be

/aɪ/→ / ɪ / → /ɪ/ / [/b/ or /l/] _ /t/ and
/aɪ/→ / ɪ / → /ɪ/ / [/h/ or /l/] _ /d/.

An example for this is /slaɪd/ - /slɪd/ - /slɪd/.

(4) /aɪ/ - /ɔ:/ - /ɔ:/: the circumstance for this subclass is /b/_ɒ or /f/_/t/. Thus, the formula can be

/aɪ/ → /ɔ:/ → /ɔ:/ / /b/_ɒ and
/aɪ/ → /ɔ:/ → /ɔ:/ / /f/_/t/.

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An example for this is /baɪ/ - /bɔ:t/ - /bɔ:t/.

(5) /aɪ/ - /u:/ - /əʊ/: the environment for this sequence is /l/_ ⊗. Thus, the formula can be

/aɪ/ → /u:/→ /əʊ/ / /l/_ ⊗.

An example for this is /flaɪ/ - /flu:/ - /fləʊn/.

(6) /aɪ/ - /eɪ/ - /eɪ/: the environment for this sequence is /l/_ ⊗. Thus, the formula can be

/aɪ/ → /eɪ/ → /eɪ/ / /l/_ ⊗.

An example for this is /laɪ/ - /leɪ/ - /leɪ/

(7) /aɪ/ - /ʌ/ - /ɪ/: the environment for this sequence is /r/_/k/. Thus, the formula can be

/aɪ/ → /ʌ/ → /ɪ/ / /r/_/k/.

An example for this is /straɪk/ - /strʌk/ - /strɪken/

a.2 English Irregular Verbs with /eɪ/ sound as the stem vowel

The open syllables of the English Irregular Verbs with the stem vowel /ei/ are *Lay: /lei/, Pay: /pei/, Say: /sei/, slay: /slei/*. The preceding sound is either

/l/: [+ voiced, + liquid] /p/: [- voiced + bilabial] or /s/: [- voiced, +fricative + alveolar]

For the closed syllables, the preceding sounds are

/b/: [+ voiced, + oral + bilabial] /l/: [+ voiced + liquid] /m/: [+ voiced, + nasal + bilabial]

/t/: [- voiced, + oral + alveolar] and /w/: [+ voiced, + glide + velar]

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The proceeding sounds are

/k/: [- voiced, + velar] and /v/: [+voiced + labiodental]

Unlike the stem /aɪ/ which has seven sequences, the stem /eɪ/ has four sequences only.

(1) /eɪ/ - /əʊ/ - /əʊ/: the environment for this sequence is /b/_/k/, /w/_/k/, or /t/_/v/. Thus, the formula can be

eɪ/ → /əʊ/ → /əʊ/ / [/b/ or /w/ _ /k/] and
eɪ/ → /əʊ/ → /əʊ/ / /t/_/v/.

A example for this is /breɪk/ - /brəʊk/ - /brəʊkən/

(2) /eɪ/ - /eɪ/ - /eɪ/: the environment for this sequence is /l/_ɵ, /p/_ɵ or /m/_/k/. Thus, the formula can be

/eɪ/ → /eɪ/ → /eɪ/ / [/l/ or /p/ _ ɵ] and
/eɪ/ → /eɪ/ → /eɪ/ / /m/_/k/.

An example for this is /leɪ/ - /leɪd/ - /leɪd/.

(3) /eɪ/ - /e/ -/e/: the environment for this sequence is /s/_ɵ. Thus, the formula can be

/eɪ/ → /e/ →/e/ / /s/_ɵ.

An example for this is /seɪ/ - /sed/ - /sed/.

(4) /eɪ/ - /ʊ/ - / eɪ/: the environment for this sequence is /t/_/k/. Thus, the formula can be

/eɪ/ → /ʊ/ → /eɪ/ / /t/_/k/.

An example for this is /teɪk/ - /tʊk/ - teɪkən/

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b. Class II

Unlike Class I which has open and closed syllable, class II only has open syllable as its member. They are: *go: /gou/, grow: /grou/, know: /nou/, sew: /səu/, show: /ʃou/,* and *throw: /θrou/.* The preceding sound is either

/g/: [+ voiced, + oral, + velar] /r/: [+ voiced, + liquid] /n/: [+ voiced, + nasal, + alveolar]

/s/: [- voiced, + fricative, + alveolar] /ʃ/: [- voiced, + fricative, + palatal] and /r/: [+ voiced, + liquid]

There are three kinds of sequence in class II:

(1) /əʊ/ - /e/ - /ɔ:/: the environment is /g/_ɵ. Thus, the formula can be

/əʊ/ → /e/ → /ɔ:/ / /g/_ɵ.

An example for this is /gəʊ/ - /went/ - /gɔ:n/.

(2) /əʊ/ - /u:/ - /əʊ/: the environment for this sequence is /r/_ ɵ or /n/_ ɵ. Thus, the formula can be

/əʊ/ → /u:/ → /əʊ/ / [/r/ or /n/] _ ɵ.

An example for this is /grəʊ/ - /gru:/ - /grəʊn/.

(3) /əʊ/ - /əʊ/ - /əʊ/: the formula for this sequence is /s/_ɵ or /ʃ/_ ɵ. Thus, the formula can be

/əʊ/ → /əʊ/ → /əʊ/ / [/s/ or /ʃ/] _ ɵ.

An example for this is /ʃəʊ/ - /ʃəʊd/ - /ʃəʊn/.

c. Class III

Different from class I which has open and closed syllable and class II which has only open syllable, class III has only closed syllable for the rule stated on the previous section.

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c.1 English Irregular verbs with /ɪ/ sound as the stem vowel

The preceding sound of this subclass are:

/g/: [+ voiced, + oral + velar] /l/ or /r/: [+ voiced + liquid] /s/: [- voiced, +fricative + alveolar]

/p/: [- voiced, + bilabial] /t/: [- voiced, + oral + alveolar] and /w/: [+ voiced, + glide + velar]

The proceeding sound of this subclass is

/l/: [+ voiced, + liquid] /n/: [+ voiced, + nasal + alveolar] or /ŋ/: [+ voiced, + nasal + velar]

There are three kinds of sequences in this subclass.

(1) /ɪ/ - /ɪ/ - /ɪ/: the environment of this sequence is /p/_/l/. Thus, the formula can be

/ɪ/ → /ɪ/ → /ɪ/ / /p/_/l/.

An example for this is /spɪl/ - /spɪlt/ - /spɪlt/.

(2) /ɪ/ - /æ/ - /ʌ/: the environment for this subclass is /g/_/n/, /r/_/ŋ/, /s/_/ŋ/, or /w/_/m/. Thus, the formula can be

/ɪ/ → /æ/ → /ʌ/ / /g/_/n/,
/ɪ/ → /æ/ → /ʌ/ / [/s/ or /r/] _ /ŋ/ and
/ɪ/ → /æ/ → /ʌ/ / /w/_/m/.

An example for this is /sɪŋ/ - /sæŋ/ - sʌŋ/.

(3) /ɪ/ - /ʌ/ - /ʌ/: the environment for this sequence /l/_/ŋ/, /t/_/ŋ/, /w/_/ŋ/, /r/_/ŋ/ or /p/_/n/. Thus, the formula can be

/ɪ/ → /ʌ/ → /ʌ/ / [/l/ or /t/ or /w/ or /r/] _/ŋ/ or
/ɪ/ → /ʌ/ → /ʌ/ / /p/_/n/.

An example for this is /klɪŋ/ - /klʌŋ/ - /klʌŋ/.

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c.2 English Irregular verbs with /aɪ/ sound as the stem vowel

The preceding sound of this subclass is either

/b/: [+ voiced, + oral
+ bilabial] /f/: [- voiced
+ labiodental] /w/: [+ voiced, + glide
+ velar]

or /r/: [+ voiced
+ liquid]

The proceeding sound for all those preceding sound is

/n/: [+ voiced, + nasal
+ alveolar]

There is only one sequence for this stem which is **/aɪ/ - /aʊ/ - /aʊ/.** The environment is /b/_/n/, /f/_/n/, /r/_/n/ or /w/_/n/. Thus, the formula can be

/aɪ/ → /aʊ/ → /aʊ/ / [/b/ or /f/ or /r/ or /w/] _ /n/.

An example for this is /baɪnd/ - /baʊnd/ - /baʊnd/.

c.3 English Irregular verbs with /ʌ/ sound as the stem vowel

The preceding sound of this subclass is either

/k/: [- voiced
+ velar] or /r/: [+ voiced
+ liquid]

The proceeding sound is either

/m/: [+ voiced, + nasal
+ bilabial] or /n/: [+ voiced, + nasal
+ alveolar]

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There are two sequences for this subclass.

(1) /ʌ/ - /eɪ/ - /ʌ/: the environment for this sequence is /k/_/m/. Thus, the formula can be

/ʌ/ → /eɪ/ → /ʌ/ / /k/_/m/.

An example for this is /kʌm/ - /keɪm/ - /kʌm/.

(2) /ʌ/ - /æ/ - /ʌ/: the environment for this sequence is /r/_/n/. Thus, the formula can be

ʌ/ → /æ/ → /ʌ/ / /r/_/n/.

An example for this is /rʌn/ - /ræn/ - /rʌn/.

c.4 English Irregular verbs with /i:/ sound as the stem vowel

The preceding sound for this subclass is either:

/l/ or /r/: [+ voiced, + liquid] /m/: [+ voiced, + nasal, + bilabial] /t/: [- voiced, + oral, + alveolar]

or /n/: [+ voiced, + nasal, + alveolar]

The proceeding sound is either

/l/: [+ voiced, + liquid] /m/: [+ voiced, + nasal, + bilabial] or /n/: [+ voiced, + nasal, + alveolar]

There is only one sequence of this subclass, **/i:/ - /e/ - /e/**. The environment of this sequence is /r/_, /n/_/l/, /l/_/n/, or /m/_/n/. Thus, the formula can be

/i:/ → /e/ → /e/ / /r/_/m/,
/i:/ → /e/ → /e/ / /n/_/l/ and
/i:/ → /e/ → /e/ / [/l/ or /m/] _ /n/.
An example for this is /dri:m/ - /dremt/ - /dremt/.

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c.5 English Irregular verbs with /əʊ/ sound as the stem vowel

Since there is only one member for this subclass, the preceding sound is

/h/: [- voiced
+ glottal]

with the proceeding sound is

/l/: [+ voiced
+ liquid]

There is also only one sequence fir this subclass /əʊ/ - /e/ - /e/: the environment for this sequence is /h/_/l/. Thus, the formula can be

/əʊ/ → /e/ → /e/ / /h/_/l/.

An example for this is /həʊld/ - /held/- /held/.

c.6 English Irregular verbs with /æ/ sound as the stem vowel

The preceding sound of this subclass is either

/h/: [- voiced,
+ glottal] /t/: [- voiced, + oral
+ alveolar]

The proceeding sound is either

/ŋ/: [+ voiced, + nasal
+ velar] or /n/: [+ voiced + nasal
+ alveolar]

There are two sequences for this subclass:

(1) /æ/ - /ʌ/ - /ʌ/: the environment for this sequence is /h/_/ŋ/. Thus, the formula can be

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/æ/ → /ʌ/ → /ʌ/ / /h/_/ŋ/.

An example for this is /hæŋ/ - /hʌŋ/ - /hʌŋ/.

(2) /æ/ - /ʊ/ - /ʊ/: the environment for this sequence is /t/_/n/. Thus, the formula can be

/æ/ → /ʊ/ → /ʊ/ / /t/_/n/.

An example for this is /stænd/ - /stʊd/ - /stʊd/.

c.7 English Irregular verbs with /e/ sound as the stem vowel

The preceding sound of this class is either

/r/: [+ voiced, + liquid] /s/: [- voiced, + fricative, + alveolar] /m/: [+ voiced, + nasal, + bilabial]

/p/: [- voiced, + bilabial] or /w/: [+ voiced, + glide, + velar]

The proceeding sound is either

/n/: [+ voiced, + nasal, + alveolar] or /l/: [+ voiced, + liquid]

There are three sequences of this subclass.

(1) /e/ - /e/ - /e/: the environment for this sequence is /r/_/n/, /s/_/n/, /p/_/n/, /m/_/l/ or /p/_/l/. Thus, the sequence can be

/e/ → /e/ → /e/ / [/r/ or /s/ or /p/] _ /n/ and
/e/ → /e/ → /e/ [/m/ or /p/] _ /l/.

An example for this is /rend/ - /rent/ - /rent/.

(2) /e/ -/əʊ/ - /əʊ/: the environment for this sequence is /s/_/l/. Thus, the formula can be

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/e/ → /əʊ/ → /əʊ/ / /s/_/l/.

An example for this is /sel/ - /səʊld/ - /səʊld/.

(3) /e/ - /e/ - /əʊ/: the environment for this sequence is /w/_/l/. Thus, the formula can be

/e/ → /e/ → /əʊ/ / /w/_/l/.

An example for this is /swel/ - /sweld/ - swəʊln/.

c.8 English Irregular verbs with /oi/ sound as the stem vowel

The preceding sound of this subclass is

/p/: [- voiced, + bilabial]

The proceeding sound is

/l/: [+ voiced, + liquid]

There is only one sequence for this subclass. It is /oi/ - /oi/ - /oi/. The environment of this sequence is /p/_/l/. Thus, the formula can be

/oi/ → /oi/ → /oi/ / /p/_/l/.

An example for this is /spoil/ - /spoilt/ - /spoilt/.

d. Class IV

In line with class III, the members of class IV are all closed syllable. They fall into several subclasses based on the stem as below.

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d.1 English Irregular verbs with /ea/ sound as the stem vowel

The preceding sound for this class is either

/b/: [+ voiced, + oral
+ bilabial] /w/: [+ voiced, + glide
+ velar] /t/: [- voiced, + oral
+ alveolar]

The proceeding sound is

/r/: [+ voiced,
+ liquid] or ∅.

There is one sequence for this subclass: **/eə/ - /ɔ:/ - /ɔ:/**: the environment for the sequence is /b/_/r/, /s/_/r/, /t/_/r/, or /w/_/r/ in which /r/ is optional. Thus, the formula can be

/ea/ → /ɔ:/ → /ɔ:/ / [/b/ or /s/ or /t/ or /w/] _ /r/.

An example for this is /beə(r)/ - /bɔ:(r)/ - /bɔ:n/

d.2 English Irregular verbs with /ɪ/ sound as the stem vowel

The preceding sound for this subclass is either

/r/: [+ voiced,
+ liquid] or /θ/: [- voiced
+ interdental]

The proceeding sound is

/ŋ/: [+ voiced, + nasal
+ velar].]

There is also only one sequence in this subclass, **/ɪ/ - /ɔ:/ - /ɔ:/**: the environment for this sequence is /b/_/ŋ/ or /θ/_/ŋ/. Thus, the formula can be

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/ɪ/ → /ɔ:/ → /ɔ:/ / [/b/ or /θ/] _ /ŋ/.

An example for this is /brɪŋ/ - /brɔ:t/ - /brɔ:t/.

d.3 English Irregular verbs with /ɪe/ sound as the stem vowel

The preceding sound for this subclass is

/h/: [- voiced, + glottal]

Its proceeding sound is

/r/: [+ voiced + liquid] or ∅.

There is only one sequence for this subclass. It is **/ɪe/ - /ɜ:/ - /ɜ:/:** the environment for this sequence is /h/_/r/ in which /r/ is optional. Thus, the formula can be

/ɪe/ → /ɜ:/ → /ɜ:/ / /h/_/r/.

An example for this is /hɪe(r)/ - /hɜ:d/ - /hɜ:d/.

d.4 English Irregular verbs with /aɪ/ sound as the stem vowel

The preceding sound of this subclass is

/ʃ/: [- voiced, + fricative + palatal]

Its proceeding sound is

/n/: [+ voiced, + nasal + alveolar]

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There is only one sequence of this subclass. It is **/aɪ/ - /ɔ:/ - /ɔ:/**: the environment of this sequence is /ʃ/_/n/. Thus, the formula can be

/aɪ/ → /ɔ:/ → /ɔ:/ / /ʃ/_/n/.

An example for this is /ʃaɪn/ - /ʃɔ:n/ - /ʃɔ:n/.

e. Class V

Class V as the class with the highest number of members has only closed syllable type.

e.1 English Irregular verbs with /ɪ/ sound as the stem vowel

The preceding sound of this subclass is either

/b/: [+ voiced, + oral, + bilabial] /d/: [+ voiced, + oral, + alveolar] /f/: [- voiced, + labiodental]

/h/: [- voiced, + glottal] /n/: [+ voiced, + nasal, + alveolar] /r/: [+ voiced, + liquid]

/s/: [- voiced, + fricative, + alveolar] /p/: [- voiced, + bilabial] /l/: [+ voiced, + liquid]

/ʃ/: [- voiced, + fricative, + palatal] or /t/: [- voiced, + oral, + alveolar]

The proceeding sound of this subclass is either

/d/: [+ voiced, + oral, + alveolar] /g/: [+ voiced, +oral, + velar] /k/: [- voiced, + velar]

or /t/: [- voiced, + oral, + alveolar]

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There are five sequences in this subclass.

(1) **/ɪ/ - /eɪ/ - /ɪ/**: the environment for the sequence is /b/_/d/ or /g/_/v/. Thus, the formula can be

/ɪ/ → /eɪ/ → /ɪ/ / /b/_/d/and
/ɪ/ → /eɪ/ → /ɪ/ / /g/_/v/.

An example for this is /bɪd/ - /beɪd/ - /bɪdn/.

(2) **/ɪ/ - /ɪ/ - /ɪ/**: the environment for this sequence is /b/_/d/, /f/_/t/, /h/_/t/, /n/_/t/, /r/_/d/, or /l/_/t/. Thus, the formula can be

/ɪ/ → /ɪ/ → /ɪ/ / [/b/ or /r/] _ /d/ and
/ɪ/ → /ɪ/ → /ɪ/ / / [/f/ or /h/ or /n/ or /l/] _ /t/.

An example for this is /fɪt/ - /fɪt/ - /fɪt/.

(3) **/ɪ/ - /ʌ/ - /ʌ/**: the environment for this sequence is /d/_/g/ or /t/_/k/. Thus, the formula can be

/ɪ/ → /ʌ/ → /ʌ/ / /d/_/g/ and
/ɪ/ → /ʌ/ → /ʌ/ / /t/_/k/.

An example for this is /dɪg/ - /dʌg/ - /dʌg/.

(4) **/ɪ/ - /ɪ/ - /æ/**: the environment for this sequence is /ʃ/_/t/. Thus, the formula can be

/ɪ/ → /ɪ/ → /æ/ / /ʃ/_/t/.

An example for this is /ʃɪt/ - /ʃɪt/ - /ʃæt/

(5) **/ɪ/ - /æ/ - /æ/**: the environment for this sequence is /s/_/t/. Thus, the sequence can be

/ɪ/ → /æ/ → /æ/ / /s/_/t/.

An example for this is /sɪt/ - /sæt/ - /sæt/.

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e.2 English Irregular verbs with /i:/ sound as the stem vowel

The preceding sound for this subclass is either

/b/: [+ voiced, + oral, + bilabial] /f/: [- voiced, + labiodental] /h/: [- voiced, + glottal]

/k/: [- voiced, + velar] /l/: [+ voiced, + liquid] /m/: [+ voiced, + nasal, + bilabial]

/r/: [+ voiced, + liquid] or /s/: [- voiced, + fricative, + alveolar]

The proceeding sound of this subclass is either

/d/: [+ voiced, + oral, + alveolar] /k/: [- voiced, + velar] /p/: [- voiced, + bilabial]

/t/: [- voiced, + oral, + alveolar] /v/: [+voiced, + labiodental] or /z/: [+voiced, + fricative, + alveolar]

There are five sequences in this subclass.

(1) /i:/ - /i:/ - /i:/: the environment for this sequence is /b/_/t/. Thus, the formula can be

/i:/ → /i:/ → /i:/ / /b/_/t/.

An example for this is /bi:t/ - /bi:t/ - /bi:tn/.

(2) /i:/ - /e/ - /e/: the environment of this sequence is /l/_/d/, /r/_/d/, /f/_/d/, /r/_/p/, /l/_/p/, /w/_/p/, /l/_/v/ and /m/_/t/. Thus, the formula can be

/i:/ → /e/ → /e/ / [/l/ or /r/ or /f/] _ /d/,
/i:/ → /e/ → /e/ / [/r/ or /l/ or /w/] _ /p/,
/i:/ → /e/ → /e/ / /p/_/v/, and
/i:/ → /e/ → /e/ / /m/_/t/.

An example for this is /ri:d/ - /red/ - /red/.

(3) /i:/ - /eɪ/ - /i:/: the environment for this sequence is ɔ_/t/. Thus, the formula can be

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/i:/ → /eɪ/ → /i:/ / ɒ_/t/.

An example for this is /i:t/ - /eɪt/ - /i:tn/

(4) /i:/ - /əʊ/ - /oʊ/: the environment for this sequence is /r/_/z/ or /w/_/v/. Thus, the formula can be

/i:/ → /əʊ/ → /oʊ/ / /r/_/z/ and
/i:/ → /ə/ → /oʊ/ / /w/_/v/.

An example for this is /fri:z/ - /frəʊz/ - /froʊzn/.

(5) /i/ - /ɔ:/ - / ɔ:/: the environment for this sequence is /h/_/v/, /s/_/k/, or /t/_ /tʃ/. Thus, the formula can be

/i/ → /ɔ:/ → / ɔ:/ / /h/_/v/,
/i/ → /ɔ:/ → / ɔ:/ / /s/_/k/ and
/i/ → /ɔ:/ → / ɔ:/ / /t/_ /tʃ/.

An example for this is /si:k/ - /sɔ:t/ - /sɔ:t/.

e.3 English Irregular verbs with /ʌ/ sound as the stem vowel

The preceding sound of this subclass is either

/b/: [+ voiced, + oral; + bilabial] /k/: [- voiced; + velar] or /ʃ/: [- voiced, + fricative; + palatal]

The proceeding sound is

/t/: [- voiced, + oral; + alveolar]

There is one sequence for this subclass, **/ʌ/ - /ʌ/ - /ʌ/**. The environment of this sequence is /b/_/t/, /k/_/t/ and /ʃ/_/t/. Thus, the formula can be

/ʌ/ → /ʌ/ → /ʌ/ / [/b/, /k/, /ʃ/] _ /t/.

An example for this is /kʌt/ - /kʌt/ - /kʌt/.

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e.4 English Irregular verbs with /ɜ:/ sound as the stem vowel

The preceding sound of this subclass is either

/b/: [+ voiced, + oral
+ bilabial] or /h/: [- voiced
+ glottal]

The proceeding sound is either

/s/: [- voiced, + fricative
+ alveolar] or /t/: [- voiced, + oral
+ alveolar]

There is only one sequence in this subclass, **/ɜ:/ - /ɜ:/ - /ɜ:/.** The environment for this sequence is /b/_/s/ or /h/_/t/. Thus, the formula can be

/ɜ:/ → /ɜ:/ → /ɜ:/ / /b/_/s/ and
/ɜ:/ → /ɜ:/ → /ɜ:/ / /h/_/t/.

An example for this is /bɜ:st/ - /bɜ:st/ - /bɜ:st/.

e.5 English Irregular verbs with /a:/ sound as the stem vowel

The preceding sound of this subclass is

/k/: [- voiced,
+ velar]

Its proceeding sound is

/s/: [- voiced, + fricative
+ alveolar]

A combination for this subclass is the proceeding sound /s/ takes /k/ as its preceding sound.

There is only one sequence in this subclass, **/a:/ - /a:/ - /a:/**. The environment for this sequence is /k/_/s/. Thus, the formula can be

/a:/ → /a:/ → /a:/ / /k/_/s/.

An example for this is /ka:st/ - /ka:st/ - /ka:st/.

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e.6 English Irregular verbs with /ɒ:/ sound as the stem vowel

The preceding and proceeding sound of this subclass are same to the subclass e.5 which are

/k/: [- voiced, + velar] and /s/: [- voiced, + fricative, + alveolar]

There is only one sequence for this subclass, **/ɒ:/ - /ɒ:/ - /ɒ:/**. The environment for this sequence is /k/_/s/. Thus, the formula can be

/ɒ:/ → /ɒ:/ → /ɒ:/ / /k/_/s/.

An example for this is /kɒ:st/ - /kɒ:st/ - /kɒ:st/.

e.7 English Irregular verbs with /u:/ sound as the stem vowel

The preceding sound of this class is either

/tʃ/: [- voiced, + affricate, + palatal] /l/ or /r/: [+ voiced, + liquid] or /ʃ/: [- voiced, + fricative, + palatal]

The proceeding sound is either

/z/: [+voiced, + fricative, + alveolar] /v/: [+ voiced, + labiodental] or /t/: [- voiced, + oral, + alveolar]

There are three sequences for this subclass.

(1) /u:/ - /oʊ/ - /oʊ/: the environment for this sequence is /tʃ/_/z/. Thus, the formula can be

/u:/ → /oʊ/ → /oʊ/ / /tʃ/_/z/.

An example for this is /tʃu:z/ - /tʃoʊz/ - /tʃoʊzn/.

(2) /u:/ - /u:/ - /u:/: the environment for this sequence is /p/_/v/. Thus, the formula can be

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/u:/ → /u:/ → /u:/ / /p/_/v/.

An example for this is /pru:v/ - /pru:vd/ - /pru:vn/.

(3) **/u:/ - /ɒ/ - /ɒ/**: the environment for this sequence is /l/_/z/ or /ʃ/_/t/. Thus, the formula can be

/u:/ → /ɒ/ → /ɒ/ / /l/_/z/ and
/u:/ → /ɒ/ → /ɒ/ / /ʃ/_/t/.

An example for this is /ʃu:t/ - /ʃɒt/ - /ʃɒt/.

e.8 English Irregular verbs with /e/ sound as the stem vowel

The preceding sound of this subclass is either

/g/ [+ voiced, +oral, + velar] /s/: [- voiced, + fricative, + alveolar]

/ʃ/: [- voiced, + fricative, + palatal] /r/: [+ voiced, + liquid]

The proceeding sound is either

/t/: [- voiced, + oral, + alveolar] or /d/: [+ voiced, + oral, + alveolar]

There are two sequences for this subclass.

(1) **/e/ - /ɔ:/ - /ɔ:/**: the environment for this sequence is /g/_/t/ or /t/_/d/. Thus, the formula can be

/e/ → /ɔ:/ → /ɔ:/ / /g/_/t/ and
/e/ → /ɔ:/ → /ɔ:/ / /t/_/d/.

An example for this is /get/ - /gɔ:t/ - /gɔ:t/.

(2) **/e/ - /e/ - /e/**: the environment for this sequence is /w/_/d/, /ʃ/_/d/, /r/_/d/, /s/_/t/ or /w/_/t/. Thus, the formula can be

/e/ → /e/ → /e/ / [/w/ or /ʃ/ or /r/] _ /d/,
/e/ → /e/ → /e/ / [/s/ or /w/] _ /t/.
An example for this is /set/ - /set/ - /set/

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CHAPTER V

CONCLUSION

There are two parts discussed in this chapter. The first is conclusion which is the summary of the research result. The second is suggestion which is suggestions for further research to complete this research.

A. Conclusion

Although known as English Irregular verbs, a number of verbs that don't get –ed in the end of the verbs to form a past tense verbs can be categorized as regular in the sense that they can be grouped using the ablaut rule. The 143 English Irregular Verbs from the Oxford dictionary can be classified into five ablaut classes.

In class I, the vowel sound is a dipthong as the result of a combination of a single vowel and a contextual element which is /i/. In class II, the vowel is also a dipthong with different combination from class I. The combination is between a single vowel and a contextual element which is /u/. In class III, the vowel is a single vowel followed by a contextual element which is a sonorant or a liquid. In class IV, a single vowel is followed by the same contextual element in class III. The difference lies on the vowel sequence. In class IV, there is an additional characteristic that the vowel sound changing from infinitive to past participle is from short vowel into long vowel. In class V, a single vowel is followed by a contextual element which is a consonant.

Among the 134 English irregular verbs, 28 verbs or 20.9 % of the verbs fall into class I, 6 verbs or 4.5 % of the verbs fall into class II, 39 verbs or 29.1 % of

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the verbs fall into class III, 8 verbs or 6% of the verbs fall into class IV, and 53 verbs or 39.5 % of the verbs fall into class V. seeing the number above, class II has the lowest number of member and class V has the highest number of member. Falling into five big classes, some subclasses can be set based on the stem vowel that **Class I** one has two subclass which are (1) English Irregular verbs with /ai/ sound as the stem vowel and; (2) English Irregular Verbs with /ei/ sound as the stem vowel. **Class II** has two subclasses which are (1) English Irregular verbs with /ou/ sound as the stem vowel; and (2) English Irregular verbs with /əu/ sound as the stem vowel. **Class III** has eight subclasses which are (1) English Irregular verbs with /ɪ/ sound as the stem vowel; (2) English Irregular verbs with /aɪ/ sound as the stem vowel; (3) English Irregular verbs with /ʌ/ sound as the stem vowel; (4) English Irregular verbs with /i:/ sound as the stem vowel; (5) English Irregular verbs with /ou/ sound as the stem vowel; (6) English Irregular verbs with /æ/ sound as the stem vowel; (7) English Irregular verbs with /e/ sound as the stem vowel; and (8) English Irregular verbs with /oi/ sound as the stem vowel. **Class IV** has four subclasses which are (1) English Irregular verbs with /oi/ sound as the stem vowel; (2) English Irregular verbs with /ɪ/ sound as the stem vowel; (3) English Irregular verbs with /ɪe/ sound as the stem vowel; and (4) English Irregular verbs with /aɪ/ sound as the stem vowel. **Class V** has eight subclasses which are (1) English Irregular verbs with /ɪ/ sound as the stem vowel; (2) English Irregular verbs with /i:/ sound as the stem vowel; (3) English Irregular verbs with /ʌ/ sound as the stem vowel; (4) English Irregular verbs with /ɜ:/ sound as the stem vowel; (5) English Irregular verbs with /a:/ sound as the stem vowel; (6)

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English Irregular verbs with /ɒ/ sound as the stem vowel; (7) English Irregular verbs with /u:/ sound as the stem vowel; and (8) English Irregular verbs with /e/ sound as the stem vowel.

From the big class and the subclass, some generalizations on the environment of each subclass are found. The generalization based on the final sound of each subclass from each class resulted: (1) Class I and II have only one combination for each subclass for it is an open syllable; (2) Subclass c.1 up to e.8 might have one or more combinations for they are not open syllable. Having the environment revealed for each class and subclass, it is can not be used to predict or taken as aspects that influence the changing.

B. Suggestion

However, this mini research still requires deeper researches to complete for some verbs are still out of classification. The all open syllable word: draw, hew, see and saw are still unclassified based on the ablaut rules.

Besides, any further research on the same topic and theory with diachronic study is highly welcomed to perform. Another study to see whether or not the environment of each subclass contribute to the changing sequence is also recommended to do. Thus, other researches made to complete this one are highly appreciated.

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APENDICES

Appendix 1: English Irregular verbs class I

Infinitive	Past Tense	Past Participle
Abide	Abode	Abode
Bite	Bit	Bitten
Break	Broke	Broken
Buy	Bought	Bought
Clave	Clove	Cloven
Drive	Drove	Driven
Dive	Dove	Dove
Fight	Fought	Fought
Fly	Flew	Flown
Hide	Hid	Hidden
Lay	Laid	Laid
Lai	Lay	Lain
Light	Lit	Lit
Make	Made	Made
Pay	Paid	Paid
Ride	Rode	Ridden
Rise	Rose	Risen
Say	Said	Said
Slay	Slew	Slain
Slide	Slid	Slid
Smite	Smote	Smitten
Stave	Stove	Stove
Stride	Strode	Stridden
Strike	Stroke	Stricken
Strive	Strove	Striven
Take	Took	Took
Wake	Woke	Woken
Write	Wrote	Written

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Appendix 2: English Irregular verbs class II

Infinitive	Past Tense	Past Participle
Go	Went	Gone
Grow	Grew	Grown
Know	Knew	Known
Sew	Sewed	Sewn
Show	Showed	Shown
Throw	Threw	Thrown

Appendix 3: English Irregular verbs class III

Infinitive	Past Tense	Past Participle
Begin	Began	Begun
Bind	Bound	Bound
Cling	Clung	Clung
Come	Came	Come
Dream	Dreamt	Dreamt
Find	Found	Found
Fling	Flung	Flung
Grind	Ground	Ground
Hang	Hung	Hung
Hold	Held	Held
Kneel	Knelt	Knelt
Lean	Lent	Lent
Mean	Meant	Meant
Rend	Rent	Rent
Ring	Rang	Rung
Run	Ran	Run
Sell	Sold	Sold
Send	Sent	Sent
Shrink	Shrank	Shrunk
Sing	Sang	Sung
Sink	Sank	Sunk
Sling	Slung	Slung
Smell	Smelt	Smelt
Spell	Spelt	Spelt

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Spend	Spent	Spent
Spill	Spilt	Split
Spin	Spun	Spun
Spoil	Spoilt	Spoilt
Spring	Sprang	Sprung
Stand	Stood	Stood
Steal	Stole	Stolen
Sting	Stung	Stung
String	Strung	Strung
Swell	Swelled	Swollen
Swim	Swam	Swum
Swing	Swung	Swung
Win	Won	Won
Wind	Wound	Wound
Wring	Wrung	Wrung

Appendix 4: English Irregular verbs class IV

Infintitive	**Past Tense**	**Past Participle**
Bear	Bore	Born
Bring	Brought	Brought
Hear	Heard	Heard
Shine	Shone	Shone
Swear	Swore	Swore
Tear	Tore	Torn
Think	Thought	Thought
Wear	Wore	Worn

Appendix 5: English Irregular verbs class V

Infinitive	Past Tense	Past Participle
Bid	Bade	Bidden
Beat	Beat	Beaten
Bleed	Bled	Bled
Breed	Bred	Bred
Burst	Burst	Burst

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Bust	Bust	Bust
Cast	Cast	Cast
Choose	Chose	Chosen
Cost	Cost	Cost
Creep	Crept	Crept
Cut	Cut	Cut
Dig	Dug	Dug
Draw	Drew	Drawn
Eat	Ate	Eaten
Feed	Fed	Fed
Fit	Fit	Fit
Freeze	Froze	Frozen
Get	Got	Got
Give	Gave	Given
Heave	Hove	Hove
Hit	Hit	Hit
Hurt	Hurt	Hurt
Keep	Kept	Kept
Knit	Knit	Knit
Lead	Led	Led
Leap	Leapt	Leapt
Leave	Left	Left
Lose	Lost	Lost
Meet	Met	Met
Prove	Proved	Proven
Read	Read	Read
Rid	Rid	Rid
Sew	Sewed	Sewn
Seek	Sought	Sought
Set	Set	Set
Shed	Shed	Shed
Shit	Shit	Shat
Shoot	Shot	Shot
Shut	Shut	Shut
Sit	Sat	Sat
Sleep	Slept	Slept

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Slit	Slit	Slit
Spit	Spat	Spat
Split	Split	Split
Spread	Spread	Spread
Stick	Stuck	Stuck
Sweep	Swept	Swept
Teach	Taught	Taught
Tread	Trod	Trod
Weave	Wove	Woven
Wed	Wed	Wed
Weep	Wept	Wept
Wet	Wet	Wet

Appendix 6: English Irregular verbs class I with the sequence /aɪ/ - /əʊ/ - /əʊ/

Infinitive	**Past Tense**	**Past Participle**
/baɪd/	/bəʊd/	/bəʊd/
/daɪv/	/dəʊv/	/dəʊv/

Appendix 7: English Irregular verbs class I with the sequence /aɪ/- /əʊ/ - /ɪ/

Infinitive	**Past Tense**	**Past Participle**
/raɪz/	/rəʊz/	/rɪzn/
/draɪv/	/drəʊv/	/drɪvn/
/raɪd/	/rəʊd/	/rɪdn/
/smaɪt/	/sməʊt/	/smɪtn/
/raɪt/	/rəʊt/	/rɪtn/

Appendix 8: English Irregular verbs class I with the sequence /aɪ/- / ɪ / - /ɪ/

Infinitive	**Past Tense**	**Past Participle**
/baɪt/	/bɪt/	/bɪtn/
/haɪd/	/hɪd/	/hɪdn/
/slaɪd/	/slɪd/	/slɪd/
/laɪt/	/lɪt/	/lɪt/

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Appendix 9: English Irregular verbs class I with the sequence /aɪ/ - /ɔ:/ - /ɔ:/

Infinitive	Past Tense	Past Participle
/baɪ/	/bɔ:t/	/bɔ:t/
/faɪt/	/fɔ:t/	/fɔ:t/

Appendix 10: English Irregular verbs class I with the sequence /aɪ/ - /u:/ - /əʊ/

Infinitive	Past Tense	Past Participle
/flaɪ/	/flu:/	/fləʊn/

Appendix 11: English Irregular verbs class I with the sequence /aɪ/ - /eɪ/ - /eɪ/

Infinitive	Past Tense	Past Participle
/laɪ/	/leɪ/	/leɪ/

Appendix 12: English Irregular verbs class I with the sequence /aɪ/ - /ʌ/ - /ɪ/

Infinitive	Past Tense	Past Participle
/straɪk/	/strʌk/	/strɪkən/

Appendix 13: English Irregular verbs class I with the sequence /eɪ/ - /əʊ/ - /əʊ/

Infinitive	Past Tense	Past Participle
/breɪk/	/brəʊk/	/brəʊkən/
/steɪv/	/stəʊv/	/stəʊv/
/weɪk/	/wəʊk/	/wəʊkən/
/kleɪv/	/kləʊv/	/kləʊvən/

Appendix 14: English Irregular verbs class I with the sequence /eɪ/ - /eɪ/ - /eɪ/

Infinitive	Past Tense	Past Participle
/leɪ/	/leɪd/	/leɪd/
/meɪk/	/meɪd/	/meɪd/
/peɪ/	/peɪd/	/peɪd/

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Appendix 15: English Irregular verbs class I with the sequence /eɪ/ - /e/ -/e

Infinitive	Past Tense	Past Participle
/seɪ/	/sed/	/sed/

Appendix 16: English Irregular verbs class I with the sequence /eɪ/ - /ʊ/ - / eɪ/

Infinitive	Past Tense	Past Participle
/teɪk/	/tʊk/	/teɪken/

Appendix 17: English Irregular verbs class II with the sequence /əʊ/ - /e/ - /ɔ:/

Infinitive	Past Tense	Past Participle
/gəʊ/	/went/	/gɔ:n/

Appendix 18: English Irregular verbs class II with the sequence /əʊ/ - /u:/ - /əʊ/

Infinitive	Past Tense	Past Participle
/grəʊ/	/gru:/	/grəʊn/
/nəʊ/	/nju:/	/nəʊn/
/θrəʊ/	/θru:/	/θrəʊn/

Appendix 19: English Irregular verbs class II with the sequence /əʊ/ - /əʊ/ - /əʊ/

Infinitive	Past Tense	Past Participle
/səʊ/	/səʊd/	/səʊn/
/ʃəʊ/	/ʃəʊd/	/ʃəʊn/

Appendix 20: English Irregular verbs class III with the sequence /ɪ/ - /ɪ/ - /ɪ/

Infinitive	Past Tense	Past Participle
/spɪl/	/spɪlt/	/spɪlt/

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Appendix 21: English Irregular verbs class III with the sequence /ɪ/ - /æ/ - /ʌ/

Infinitive	Past Tense	Past Participle
/bɪ'gɪn/	/bɪ'gæn/	/bɪ'gʌn/
/rɪŋ/	/ræŋ/	/rʌŋ/
/ʃrɪŋ/	/ʃræŋ/	/ʃrʌŋ/
/sɪŋ/	/sæŋ/	/sʌŋ/
/swɪm/	/swæm/	/swʌm/

Appendix 22: English Irregular verbs class III with the sequence /ɪ/ - /ʌ/ - /ʌ/

Infinitive	Past Tense	Past Participle
/klɪŋ/	/klʌŋ/	/klʌŋ/
/flɪŋ/	/flʌŋ/	/flʌŋ/
/slɪŋ/	/slʌŋ/	/slʌŋ/
/spɪn/	/spʌn/	/spʌn/
/stɪŋ/	/stʌŋ/	/stʌŋ/
/swɪŋ/	/swʌŋ/	/swʌŋ/
/wɪn/	/wʌn/	/wʌn/
/rɪŋ/	/rʌŋ/	/rʌŋ/

Appendix 22: English Irregular verbs class III with the sequence /aɪ/ - /aʊ/ - /aʊ/

Infinitive	Past Tense	Past Participle
/baɪnd/	/baʊnd/	/baʊnd/
/faɪn/	/faʊnd/	/faʊnd/
/graɪnd/	/graʊnd/	/graʊnd/
/waɪnd/	/waʊnd/	/waʊnd/

Appendix 23: English Irregular verbs class III with the sequence /ʌ/ - /eɪ/ - /ʌ/

Infinitive	Past Tense	Past Participle
/kʌm/	/keɪm/	/kʌm/

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Appendix 24: English Irregular verbs class III with the sequence /ʌ/ - /æ/ - /ʌ/

Infinitive	Past Tense	Past Participle
/rʌn/	/ræn/	/rʌn/

Appendix 25: English Irregular verbs class III with the sequence /i:/ - /e/ - /e/

Infinitive	Past Tense	Past Participle
/dri:m/	/dremt/	/dremt/
/ni:l/	/nelt/	/nelt/
/li:n/	/lent/	/lent/
/mi:n/	/ment/	/ment/

Appendix 26: English Irregular verbs class III with the sequence /əʊ/ - /e/ - /e/

Infinitive	Past Tense	Past Participle
/həʊld/	/held/	/held/

Appendix 27: English Irregular verbs class III with the sequence /æ/ - /ʌ/ - /ʌ/

Infinitive	Past Tense	Past Participle
/hæŋ/	/hʌŋ/	/hʌŋ/

Appendix 28: English Irregular verbs class III with the sequence /æ/ - /ʊ/ - /ʊ/

Infinitive	Past Tense	Past Participle
/stænd/	/stʊd/	/stʊd/

Appendix 29: English Irregular verbs class III with the sequence /e/ - /e/ - /e/

Infinitive	Past Tense	Past Participle
/rend/	/rent/	/rent/
/send/	/sent/	/sent/
/smel/	/smelt/	/smelt/
/spel/	/spelt/	/spelt/
/spend/	/spent/	/spent/

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Appendix 30: English Irregular verbs class III with the sequence /e/ -/əʊ/ - /əʊ/

Infinitive	Past Tense	Past Participle
/sel/	/səʊld/	/səʊld/

Appendix 31: English Irregular verbs class III with the sequence /e/ - /e/ - /əʊ/

Infinitive	Past Tense	Past Participle
/swell/	/sweld/	/swəʊlən/

Appendix 32: English Irregular verbs class III with the sequence /oi/ - /oi/ - /oi/

Infinitive	Past Tense	Past Participle
/spoil/	/spoilt/	/spoilt/

Appendix 33: English Irregular verbs class IV with the sequence /eə/ - /ɔ:/ - /ɔ:/

Infinitive	Past Tense	Past Participle
/beə(r)/	/bɔ:(r)/	/bɔ:n/
/sweə(r)/	/swɔ:(r)/	/swɔ:(r)/
/teə(r)/	/tɔ:(r)/	/tɔ:n/
/weə(r)/	/wɔ:(r)/	/wɔ:n/

Appendix 34: English Irregular verbs class IV with the sequence /ɪ/ - /ɔ:/ - /ɔ:/:

Infinitive	Past Tense	Past Participle
/brɪŋ/	/brɔ:t/	/brɔ:t/
/θɪŋ/	/θɔ:t/	/θɔ:t/

Appendix 35: English Irregular verbs class IV with the sequence /ɪe/ - /ɜ:/ - /ɜ:/

Infinitive	Past Tense	Past Participle
/hɪe(r)/	/hɜ:d/	/hɜ:d/

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Appendix 36: English Irregular verbs class IV with the sequence /aɪ/ - /ɔ:/ - /ɔ:/

Infinitive	Past Tense	Past Participle
/ʃaɪn/	/ʃɔ:n/	/ʃɔ:n/

Appendix 37: English Irregular verbs class V with the sequence /ɪ/ - /eɪ/ - /ɪ/

Infinitive	Past Tense	Past Participle
/bɪd/	/beɪd/	/bɪdn/
/gɪv/	/geɪv/	/gɪvn/

Appendix 38: English Irregular verbs class V with the sequence /ɪ/ - /ɪ/ - /ɪ/

Infinitive	Past Tense	Past Participle
/bɪd/	/bɪd/	/bɪdn/
/bɪd/	/bɪd/	/bɪd/
/fɪt/	/fɪt/	/fɪt/
/hɪt/	/hɪt/	/hɪt/
/nɪt/	/nɪt/	/nɪt/
/rɪt/	/rɪt/	/rɪt/
/slɪt/	/slɪt/	/slɪt/

Appendix 39: English Irregular verbs class V with the sequence /ɪ/ - /ʌ/ - /ʌ/

Infinitive	Past Tense	Past Participle
/dɪg/	/dʌg/	/dʌg/
/stɪk/	/stʌk/	/stʌk/

Appendix 40: English Irregular verbs class V with the sequence /ɪ/ - /ɪ/ - /æ/

Infinitive	Past Tense	Past Participle
/ʃɪt/	/ʃɪt/	/ʃæt/

Appendix 41: English Irregular verbs class V with the sequence /ɪ/ - /æ/ - /æ/

Infinitive	Past Tense	Past Participle
/sɪt/	/sæt/	/sæt/

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Appendix 42: English Irregular verbs class V with the sequence /i:/ - /i:/ - /i:/

Infinitive	Past Tense	Past Participle
/bi:t/	/bi:t/	/bi:tn/

Appendix 43: English Irregular verbs class V with the sequence /i:/ - /e/ - /e/

Infinitive	Past Tense	Past Participle
/bli:d/	/bled/	/bled/
/bri:d/	/bred/	/bred/
/fi:d/	/fed/	/fed/
/ki:p/	/kept/	/kept/
/kri:p/	/krep/	/krep/
/li:d/	/led/	/led/
/li:p/	/lept/	/lept/
/li:v/	/left/	/left/
/mi:t/	/met/	/met/
/ri:d/	/red/	/red/
/sli:p/	/slept/	/slept/
/swi:p/	/swept/	/swept/
/wi:p/	/wept/	/wept/

Appendix 44: English Irregular verbs class V with the sequence /i:/ - /eɪ/ - /i:/

Infinitive	Past Tense	Past Participle
/i:t/	/eɪt/	/i:tn/

Appendix 45: English Irregular verbs class V with the sequence /i:/ - /əʊ/ - /oʊ/

Infinitive	Past Tense	Past Participle
/fri:z/	/frəʊz/	/froʊzn/
/wi:v/	/wəʊz/	/woʊvn/

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Appendix 46: English Irregular verbs class V with the sequence /i/ - /ɔ:/ - / ɔ:/

Infinitive	Past Tense	Past Participle
/hi:v/	/hɔ:v/	/hɔ:v/
/si:k/	/sɔ:k/	/sɔ:k/
/ti:tʃ/	/tɔ:t/	/tɔ:t/

Appendix 47: English Irregular verbs class V with the sequence /ʌ/ - /ʌ/ - /ʌ/

Infinitive	Past Tense	Past Participle
/bʌst/	/bʌst/	/bʌst/
/kʌt/	/kʌt/	/kʌt/
/ʃʌt/	/ʃʌt/	/ʃʌt/

Appendix 48: English Irregular verbs class V with the sequence /ɜ:/ - /ɜ:/ - /ɜ:/

Infinitive	Past Tense	Past Participle
/bɜ:st/	/bɜ:st/	/bɜ:st/
/hɜ:t/	/hɜ:t/	/hɜ:t/

Appendix 49: English Irregular verbs class V with the sequence /a:/ - /a:/ - /a:/

Infinitive	Past Tense	Past Participle
/ka:st/	/ka:st/	/ka:st/

Appendix 50: English Irregular verbs class V with the sequence /ɒ:/ - /ɒ:/ - /ɒ:/

Infinitive	Past Tense	Past Participle
/kɒ:st/	/kɒ:st/	/kɒ:st/

Appendix 51: English Irregular verbs class V with the sequence /u:/ - /oʊ/ - /oʊ/

Infinitive	Past Tense	Past Participle
/ʈʃu:z/	/ʈʃoʊz/	/ʈʃoʊzn/

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Appendix 52: English Irregular verbs class V with the sequence /u:/ - /u:/ - /u:/

Infinitive	Past Tense	Past Participle
/hju:/	/hju:d/	/hju:n/
/pru:v/	/pru:vd/	/pru:vən/

Appendix 53: English Irregular verbs class V with the sequence /u:/ - /ɒ/ - /ɒ/

Infinitive	Past Tense	Past Participle
/lu:z/	/lɒst/	/lɒst/
/ʃu:t/	/ʃɒt/	/ʃɒt/

Appendix 54: English Irregular verbs class V with the sequence /e/ - /ɔ:/ - /ɔ:/

Infinitive	Past Tense	Past Participle
/get/	/gɔ:t/	/gɔ:t/
/tred/	/trɔ:d/	/trɔ:dn/

Appendix 55: English Irregular verbs class V with the sequence /e/ - /e/ - /e/

Infinitive	Past Tense	Past Participle
/set/	/set/	/set/
/ʃed/	/ʃed/	/ʃed/
/spred/	/spred/	/spred/
/wet/	/wet/	/wet/
/wed/	/wed/	/wed/