Problem Solving on English Verbal Sentence Formation for University Students of Non Language Department

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Abstract

This is a preliminary research on problem solving on English verbal sentence formation for university students. Specifically, the problem is on the usage of auxiliary verbs in making sentences. This problem is met up with a new paradigm (pattern) in which the pattern is mapped out with keywords. The keywords are purposed to ease the students in applying auxiliary verbs when they are making English sentences. This research completed by qualitative method with calculating the percentage of error made by the student before and after kowing the new pattern. The new pattern is tested before and after the introduction of the new pattern and by interviewing ten students to know their opinion about the benefit of the new pattern. The result shows that there is a significant decrease of errors made by the students after the introduction of the new pattern. The decrease achieves 49%. Furthermore, the whole interviewees' responses show that the new pattern really helps them in making English verbal sentence properly.

Keywords: new paradigm; keywords; verbal sentence; tenses; problem solving

Abstrak

Penelitian ini merupakan penelitian awal tentang solusi dalam permasalahan yang dihadapi mahasiswa dalam pembentukan kalimat verbal bahasa Inggris, khususnya dalam penggunaan kata kerja bantu (*auxiliary verbs)*. Sebuah pola dalam paradigma baru dimana pemetaan kata kunci menjadi unsur utamanya bisa menjadi solusi untuk permasalahan tersebut. Kata kunci ditujukan untuk memudahkan mahasiswa dalam menggunakan *auxiliary verbs* dalam pembuatan kalimat verbal bahasa Inggris. Penelitian ini dilaksanakan dengan menggunakan metode kualitatif dengan mengaplikasikan perhitungan sederhana dalam bentuk persentase terhadap kesalahan yang dlakukan mahasiswa dalam membuat kalimat verbal bahasa Inggris sebelum dan sesudah mereka mengetahui tentang pola tersebut. Selain itu, wawancara juga dilakukan terhadap sepuluh mahasiswa berkaitan dengan pendapat mereka tentang manfaat dari rumus baru tersebut. Hasil penelitian menunjukkan bahwa ada penurunan jumlah kesalahan yang dilakukan mahasiswa secara signifikan setelah mereka mengetahui pola baru tersebut. Penurunan mencapai 49%. Hasil wawancara juga menunjukkan bahwa pola baru tersebut sangat membantu mereka dalam membuat kalimat verbal bahasa Inggris dengan benar.

Kata kunci: paradigm baru; kata kunci; kalimat verbal; bentuk kata; *problem solving*

A. INTRODUCTION

Errors are made by students when they are trying to formulate an English sentence.Error is a systematic fault that the learners do because they have not really mastered the formul of the target language which unconsciously happens repeatedly (Ellis, 1995). Therefore, "Errors reflect a lack of underlying competence in the language the learners learn"(Gunawan et al., 2018), showing a deviation from the selected norm of mature language performance (Rosa, 2005).

Worse errors happen when students make an interrogative sentence due to their problem in the use of auxiliary verbs in interrogtive sentences(R. M. Silalahi, 2017). It is also noted that the errors are mostly found in syntactic errors such as auxiliary verbs, passive voice, indirect forms, prepositions, tag questions, relative pronoun, Wh-questions and tenses. These errors are commonly made by all students whose native language are not English.In other research, it is found that the most dominat error made by the students is making Yes/No question and Wh-question in verbal sentence. The use of auxiliary verb is not accordance with the verb form. The students fail to make sentences with the correct pattern. They tend to generalize the question formation by using is, am, and are(Handayani & Angelina, 2019). The other studyalso found that there were four aspects in which the students always make errors in interrogative sentence, they are: (1) misformation, (2) addition, (3) misordering and (4) omission. Among the four aspects, misformation is the most dominant error made by the students(Rosyid, 2017).Furthermore, other researcher found that there are three types of difficulties found by the students in building question mastery. They are (1) Yes-No question, (2) Wh-Question, and (3) Question Tag. The students are confused in choosing the suitbale auxiliary to be used (Famularsih & Java, 2014). In other research, it is found that one factor of making error in translation is incorrect grammatical aspect. This makes the sentence unvague (M. Silalahi et al., 2018). Furthermore, a research on the perception of English by university student found that the students have negative perception about English. In other words, they find difficulties in learning English (Erdem, 2018).

In addition, the first language of the students influences significantly the foreign language being studied(Han & Rast, 2014). The students tend to apply the pattern in their first language when they are making sentences in the foreign language they are learning. It is in line with(Turnbull & Dailey-O'Cain, 2009) who said that"the first language affects the foreign language sentence patterns learned by students and causes confusion for students. The first language is a factor that affects the existence of errors when having a conversation."

This research is to propose a new paradigm in teaching English, especially in English verbal sentence formation. The new paradigm presents a more effective and simpler pattern in teaching tenses. Specifically, it is directed to Indonesian adult learners. In fact, learners have already obtained a prior knowledge of English, still they find difficulties to speak English corretly and fluently. With the prior knowledge owned by the learners, this new pattern offers a single format which may cover eight tenses overall. The pattern is presentend with keywords in which auxiliary verbs play a role as fundamental aspect.

"Auxiliary verbs basically have no definite meaning, but in certain contexts they will give meaning to the context of the sentence. Auxiliary is generally used in positive, negative, and interrogative sentences as auxiliary verbs are important elements of sentence formation. Auxiliary is used as a complementary element so that sentence structure in negative and interrogative can be fulfilled" (Handayani &

Angelina, 2019).Verbal sentence is a sentence in which a verb functions as the predicate of a sentence. It will be the first main element to be presented in this research through the new paradigm offered. The other elements such as nominal sentence and passive voice might be presented in other research.

The new pattern is mapped out by four keywords which are abbreviated into four letters. The keywords are *sedang, sudah, modal, zero* (S.S.M.O). This new pattern is specifically directed to Indonesian learners. Thereore, the keywords are taken from Indonesian language. These four keywords are related to auxiliary verbs. There are four types of auxiliary verbs; *tobe, helping verb, modal*, and *semi modal*. Each auxiliary verb has both present and past forms. The four keywords are paired to the four type auxiliary verbs in verbal sentence formation. *Sedang* is paired with *tobe*, *sudah* is paired with *semi modal, modal* is paired with *modal*, and *zero* is paired with *helping verb* (except in positive sentence). Then, certain verb forms after the auxiliary verbs are emphasized to be automatically masterable. Verb$_{ing}$ after *tobe*, verb$_1$ after *modal*, verb$_3$ after *semi modal*. They are displayed in a single portrayal. With this single portrayal, the students will be presented with eight tenses outright. They are: simple present and simple past tenses, present and past continuous tenses, present and past future tenses, and present and past perfect tenses. With the keywords, the students are expected find an ease to translate or make English verbal sentences in eight tenses. the keywords used in the pattern become the core part when they are trying to make English sentences. Then with the keywords, they will direct to the exact auxliary verb that they will apply in the sentence then they will go tothe verb form after the auxiliary verb used in the sentence. On the other side, higher education does not need to teach the basic part of English to the students because English has been taught since they are in basic school. So the expectation of the curriculum of English subject is that all fresh students of university have been good enough in their English. But the reality shows the contrast condition.

Therefore, S.S.M.O will be the novelty in this research. It is designed based on Dual Coding Theory that was found by Allan Paivio. Dual Coding Theory is a cognitive model for educational psychology practices. It is an educational instructional approach which analyzes how learners can digest informationusing visual and verbal channels simultaneously(Paivio et al., 1994; Shen, 2010; Welcome et al., 2011). These channels direct the learner to get better understanding of the information he or she obtains (Aydin, 2017). This theory is emphasized bySadoki and Paivio in their research that it significantly contributed a scientific explanation and prediction of literacy phenomena and showed strong result(Sadoski & Paivio, 2013).Is is also stated that dual coding might predict that retention increase when the stimuli or imagery are combined in linguistic processing(Cuevas, 2016). The stimuli or imagery will be an additive and supportive effect to form another storage mechanism for long term memory. It is also emphasized by Clark and Paivio(1991) that concreteness, imagery, verbal associative processes has a vital role in the comprehension of knowledge, lerning and memory of given material. In addition, other studies found that association of verbal information with mental image give advantageous for it provides an additional path to recollect the verbal information(Boers et al., 2009). In other research, it is also found that "……Cognitive load theory and dual coding theory suggest that giving information in two formats (verbal and visual) might reduce extraneous cognitive load and leave more cognitive resources available for further steps in problem solving." (Susac et al., 2019).

S.S.M.Ois presented by giving a code to the formulas in English tenses which will expose eight tenses correlated to the use of English Auxiliary verbs. Thus, it offers an effective way in learning English tenses. S.S.M.O meets the underlying assumptions of DCT whichstates that "the assumptions of DCT concern the basic mental structures and processes: the structures are associative networks of verbal and imaginal representations, and the processes concern the development and activation of those structures, including the effects of context on the spread of activation among representations(Clark, 2006). Dual coding theory is a theory of cognition in which a person might expand a learned material in two ways:verbal associations and visual imagery(Paivio, 1971). This idea is presented in Dual coding theory in which the information or knowledge is explored by verbal and visual representation. Verbal and visual information are processed differently but with distinct channels in the human mind.They createseparate representations for information processed in each channel. The mental codes corresponding to each representation are used to organize the obtained information. Both verbal and visual codes are used to recall the information.(Clark, 2006)

B. RESEARCH METHOD

As a preliminary research, this research used interview and test as its instruments to collect the data. The interview was directed to fresh university students related to the new pattern in English verbal sentence formation. The students were those who were learning English subject in Economics Department, Islamic University of North Sumatra, Medan. It was to know whether the new pattern had significant advantage to reutilize their prior knowledge of English that they got in their junior and senior high school. The interview was conducted after the introduction of the new pattern in English verbal sentence formation. There were only two questions for the interview. They were to know whether they could understand the new pattern and whether the new pattern had significant advantage to solve their problem in making English verbal sentence. There were ten interviewees involved in the interview.A test was conducted to get the influence of the new pattern to the students' properness in making English verbal sentences.It contained questions in eight tenses.

C. RESULT AND DISCUSSION

Result

The result is in the form of interviewees' responses which are drawn and translated from the interview script obtained from the record of the interview process.

Table 1. Interviewees' Response

Interviewee	Question No.1	Question No.2
1	Yes	Yes Miss. It seems that it is easier to make English sentences correctly.
2	Yes	I think yes. With the keywords, I realize the function of auxiliary verbs in sentence formation.
3	Yes	Yes. I can understand easier how to make English sentences. And with the keywords, I can use the auxiliary verbs properly.
4	Yes	Yes. To make the sentence seems easier with the keywords. The problem now is the vocabularies.
5	Yes	Yes. It is simpler and fast to understand English sentence.

6	Yes	Yes. This new pattern is really easy to understand and help me so much to make English sentences.
7	Yes	Yes. There are many ways to learn English easily butthis new patern is the very recomended one because the pattern is soclear and easy.
8	Yes	Yes. This new pattern is easy to understand and makes me happy to learn Engish because only with the keywords I don not need to memorize many formulas for tenses.
9	Yes	Yes. This new pattern is presented in a simple and clear. We do not need to master many formulas for tenses.
10	Yes	Yes. The new pattern is very simple and easy to memorize.

Question No.1: Can you understand the new pattern taught?
Question No.2: Does the new pattern help you to solve your problem in English verbal formation? Why?

Table2. Errors Made by the Interviewees before and after the Introduction of the New Pattern with SSMO Keywords

Interviewee	Pre- Introduction of the New Pattern with Keywords		Post- Introduction of the New Pattern with Keywords	
	True	**Eror**	**True**	**Error**
1	4	6	10	0
2	3	7	7	3
3	2	8	6	4
4	4	6	9	1
5	5	5	8	2
6	1	9	7	3
7	2	8	10	0
8	4	6	9	1
9	3	7	7	3
10	2	8	6	4
Total	30	70	79	21

The questions are made in ten numbers with eight different tenses that are reflected on the new pattern with S.S.M.O keywords.They are: simple present and simple past tenses, present and past continuous tenses, present and past future tenses, and present and past perfect tenses.

Table 1 indicates that the new pattern offered definitly solve the students' problem or dificulties in English verbal sentence formation. It can be seen from the response of the whole interviewees. All interviewees answer that they can understand the new pattern introduced to them. They also find easiness in making English sentences especially verbal sentence with the keywords offered in the new pattern. It is seen that the keywords really help the students to ease them in making English verbal sentences. From the responses of the interviewees indicate that by using the keywords, they feel that the formula they have stored as their prior knowledge can be easily called back with a new and simple way. It is not as hard as they think in recalling back their prior knowledge. Furthermore, in table 2, it supports the interviewees' responses in table 1. There is a significant decline of errors made by the students before and after the introduction of the new pattern. Before the introduction, the errors made by the students achieve 70 errors, and after the introduction of the new pattern the errors made by the students are only 21. It means that there is a

decrease of the error made. The decrease is 49%. It is a significant decrease of error after the introduction if the new pattern.

Discussion

The results of the study indicate that auxiliary verbs are the basic elements that should be understand at the very beginning level in learning English. S.S.M.O will trigger the students' cognition because is present a visual or imagery system and verbal or language to get better understanding of incoming information (Clark, 2006). Furthermore, S.S.M.O is presented in symbolic code to make the students easier to understand new information or knowledge given effectively. As stated by (Clark, James M & Paivio, 1991) that mental representation is associated with distinct verbal and nonverbal symbolic modes. The verbal mode contains visual, articulatory, auditory and other specific verbal codes (e.g word). These word-like codes are arbitrary symbols which denote concrete objects and events, as well as abstract ideas. Nonverbal representations include modality-specific images for shapes (e.g., a chemical model), environmental sounds (e.g., school bell), actions (e.g., drawing lines or pressing keys), skeletal or visceral sensations related to emotion (e.g., clenched jaw, racing heart), and other nonlinguistic objects. As found in other research that teaching reading using dual coding is suitable vocational students because by giving visual mode, the students feel helped in generating and organizing their idea. So the teaching and learning process happen effectively (Hayikaleng, 2019). In teaching English vocabulary, dual coding is also found very useful by teacher. Dual coding really helps the student to learn new English words (Yanasugondha, 2017). Dual coding is not only beneficial in teaching and learning language, but also in teaching other subject such as history as found in a research by Budiman (Budiman, 2017). He found that teaching history by using dual coding make the students own same level of understanding of new information compared to those who were not taught by using dual coding.

Furthermore, S.S.M.O supports previous research stating that "building passion and potential for creative teaching and learning involves an awareness and understanding of the urgent need for creativity. It also involves one's own creative growth first, as well as an eye toward improving practice to more deliberately nurture creative learning in others." (Keller-mathers, 2010). S.S.M.O is considred as the symbolic code. Symbolic code is the codes that are represented arbitrarily to form mental representations of words. It can be in the form of letter, number, etc and combination of words.

D. CONCLUSION

The result shows that the new pattern with SSMO keywords really helps the students to solve their problem in English sentece formation especially verbal sentence. The effort to match the auxiliary verbs with the keywords is able to meet the need the students to make English sentence properly. The new pattern with SSMO keywords reflects eight tenses overall in a single display because each auxliliary verb that is correlated to the keyword will direct to certain tense in the present and past form.

It is recommended to make further research on S.S.M.O to find other findings which might support or oppose to this research. Even, it is possible to apply S.S.M.O in other elements of English Language with different native language.

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