

TEACHING ACTION VERBS THROUGH COLLOCATION PRACTICE AT THE 7TH GRADE OF JUNIOR HIGH SCHOOL STUDENTS

Dian Sri Hermayani¹, Don Narius²
Program Studi Pendidikan Bahasa Inggris
FBS Universitas Negeri Padang
Email: diansrihermayani@yahoo.com

Abstrak

Artikel ini menjelaskan tentang pengajaran Action Verbs melalui teknik Collocation Practice yang diperuntukkan bagi siswa tingkat pertama Sekolah Menengah Pertama (SMP). Collocation Practice merupakan sebuah teknik pengajaran yang menggabungkan potongan- potongan Action Verbs dibantu dengan Noun dan Adjective, yang nantinya teknik ini bisa dilakukan secara individu maupun berkelompok di kelas. Teknik Collocation Practice ini merupakan teknik pengajaran yang memotivasi dan membantu siswa dalam memahami Action Verbs. Siswa akan lebih aktif dalam kegiatan pembelajaran dan merespon dengan baik materi yang diajarkan oleh guru di kelas.

Keywords: Action Verbs, Collocation Practice, Junior High School Students

A. Introduction

The students should learn about many basic skills in learning English that included in four skills: Listening, Speaking, Reading, and Writing. The students can learn to master it every step by step according to their own grade. In the first grade of Junior High School, the students must be introduced to some basic topics of grammar. One of them is a verb that belongs in part of speech. Verb can be taught in action verb. Action Verbs is one of the basic categories of verb in English grammar.

Action verbs are basic for students to make simple sentences. Action verbs are verbs that specifically describe what the subject of the sentence is doing. The power of the action verb lies in the meaning and intention that they contain and how they bring direction and force to the sentence. Understanding the types of action verbs will make students better writers and communicators.

There are several types of action verbs that separated based on their function. Both of them are:

1. Verbs

Any of large class of words in a language that serve to indicate the occurrence or performance of an action, the existence of state or condition called verbs. In other words, A verb is a word that describes an action or occurrence or indicates a state of being.

¹ The writer

² The advisor, a lecture of English Department, FBS at Padang State University

Manzanita (2002:1) says that verbs are the important words, to convey the meaning of the sentences that showing action (*look, run*), occurrence (*became, happen*), or a state being (*be, live*). He also adds that verbs are the part of speech that they have tense. The verbs can indicate that something has already happened, that it is currently happening, or that it will happen at a later time. To changing form to show time, verbs can change depending on what form or person is doing the action.

Related with opinion above, James (2005:4) states that verbs are one of part of speech those show action. It means that a verb tell what something does or how it moves. Learn about the different verbs that can be applied to desert animals in the desert. It means that a verb is action, and how it happens.

Example:

- a. Children **go** to school
- b. You **stand** in front of me
- c. He **buys** some books

2. **Transitive Verb**

These verbs involve a direct object, transmit action to an object and sometimes it is allowed to have an indirect object, which indicates to or for whom the action is done. It means that it is incomplete without a direct object, and can also use indirect object depending on their context.

Ex: The boy **throws** the ball

“Throws” is the verb and “ball” is the direct object

Ex: The man **reads** the book

“Reads” is the verb and “book” is the direct object

Another examples:

- a. They eat rice everyday
- b. We drink tea for breakfast
- c. They play football

3. **Intransitive Verb**

These verbs do not involve a direct object. It means that a direct object unnecessary in this verb.

Ex 1: He **sat** there quietly

Verb “sat” is used intransitively

Ex 2: The man **reads** quickly

Verb “reads” is used intransitively

Another examples:

- a. We are walking slowly
- b. The baby was crying loudly
- c. She will be sleeping soundly

4. **Non Action Verb**

Non Action Verbs are verbs for things which are not active. In Non Action Verb we cannot use progressive –ing. Non Action Verb indicate state, sense, desire, possession, or opinion.

Ex: Need, seem, know, have, want, look, etc.

In the sentences:

- a. “She looks beautiful”. It is impossible if “She is looking beautiful”
(True)
- b. “I need some food”. It is impossible if “I am needing some food”
(False)

Based on the explanation above, the writer wants to give the effective solution especially in teaching action verbs by using the interesting teaching techniques in the classroom. There are many kinds of technique that interesting in teaching English, especially in teaching action verbs. One of them is collocations practice.

Collocations require students to combine two or more words that often go together. This technique can motivate the students more active and easier to understand. The students will have alternative technique to expressing their self. It is easier for their brains to remember and use language in single words. In collocations practice students can understand and practice the word directly. It is more interesting and fun. Besides that, the students can get more motivation in learning verbs especially in learning action verbs.

Collocation practice is a very related to grammar, because words are taught in grammar. Grammar is one of important elements in studying English. The function is to explain the structure of a language. Without mastering of grammar, of course it would be impossible to apply English correctly such as to make the sentences and express their ideas, like thoughts, opinions and feelings for communication activities. If the students good in grammar, it will very help them to be confidence about what they write and what they read.

Grammar has functions to support and develop language skills. In listening, someone to understand about grammar to comprehend what they listen. In speaking, someone use grammar to make the listeners understand what they speak. In reading, grammar helps the students to comprehend the text. In writing, grammar also helps the students to make sentences correctly.

Related with that, Collocation technique helps the students to comprehend the words and one of interesting technique in teaching English. Collocations also minimize the mistakes in grammar, words choice and uses. According to Kennedy (2003:468) teaching collocations are how the students learn more about combination of words and explain how the practice the words in the classroom or daily activities.

Moreover, Hill in Deveci (2004:18) states that in teaching collocations in classroom activity is one of important stage in learning English. The students need collocations in the classroom activities to know how to combine the words correctly and appropriate with context in which they are used. He also adds when teaching collocations, learner cannot ignore writing and speaking skill because both of them gives opportunity to the students to practice collocations. Furthermore, O’dell

and McCarthy (2008:4) state that teaching collocations important to the students because collocations help the students to speak and write English in more natural and accurate way. Collocations practices not only help the students to comprehend and find the new words but also improve students' ability in speaking and writing. The students practice the words related to speaking, after that write the words on the paper.

Based on the explanation above, it can conclude that teaching collocations related with practice the words that combine by the students. Collocations practice support skill in study English such as speaking and writing skill. Collocations practice can improve the student in pronounce the words and help the students to write the words correctly.

B. Discussion

In order to get a good result in teaching action verbs for The First Grade of Junior High School, it is suggested to use collocations practice. It can make the students be more active in the classroom with the procedures in sequential order. There are some procedures of teaching action verbs by using collocations practice: preparation of the material, preparation of media, teacher roles, presentation consist of pre-teaching activity, whilst-teaching activity, and post-teaching activity, and evaluation.



Preparation

1. Preparation of the Material

Before to the class, the teacher should consider many important things such how the teacher chooses the material. Material is important in learning process. In learning process the teacher should be use an interesting materials, so the students get interested in studying English. The materials not just interest to the students but also easy to study for them. If the teacher has wrong in choosing materials, there are some effects in learning English. First, the students will confuse in the study. Second, the students will be bored. At last, the learning can be bad subject for the students. The studying process cannot walk well.

There are some of action verbs that will be done through collocations practice. Example:

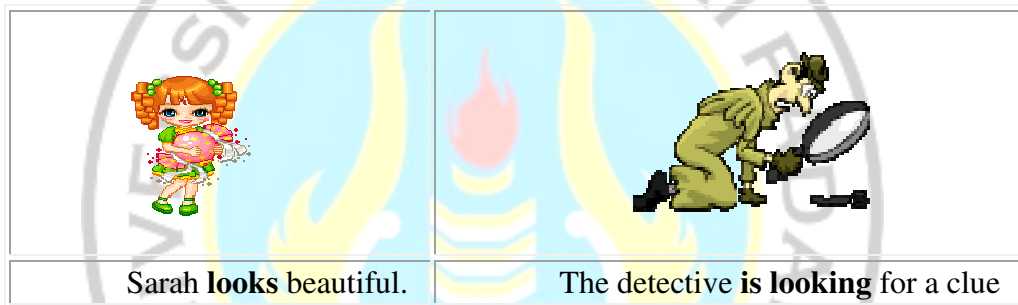
Pictures of Action Verbs

	
My mother <i>is cooking</i> dinner <u>now</u>	My father <i>cooks</i> dinner <u>on Sundays</u>

Transitive & Intransitive Verb' Pictures



Non Action Verb' Pictures



From the pictures above, it's clear that they are showing action. In picture 1 use progressive -ing, and in picture 1 without progressive -ing.

There are some factors that influenced the teacher in choosing the material:

- a. Level of the materials
The teacher should consider of difficulties the materials because if the material too difficult for the students, therefore students cannot understand what they learn.
- b. Level with new curriculum
Actually, the teacher should consider whether the materials with new curriculum because it can make the students study about new topic. And before the class, they will prepare for the material that would be given in the class.
- c. Fit with students' level
Besides the difficulties of the materials, the teacher should consider with the materials whether fit with students' level. For instance, materials in Senior High School impossible to teach in Junior High School. In other words, it will be misunderstanding for the students.

2. Preparation of Media

After choosing the materials, the teacher must be consider about preparation of media. The media should be enjoyable and interesting to the students. If the media not interesting to the students, they will be bored to study English in the class.

The media used in teaching action verbs through collocations practice is a colorful paper. Teacher will provide two pieces of colorful paper include of action verbs, nouns, and adjectives. Then, the students cut out the words and combine with other. The words will be practiced in front of the class.

Teachers' Role

The teacher is an important person in the classroom. He/she has a great influence over the students, in terms of motivation, confidence, attitudes to learning, beliefs about learning, and social morals. As a good teacher, he/she can produce great results from even the study. In teaching process, the teacher has some roles. Firstly, the teacher is a transmitter of knowledge for the students. The teacher gives more explanations of knowledge to the students. Secondly, the teacher is a controller of learning. When the students study in the classroom, the teachers control the students' activity. Thirdly, the teacher is a facilitator of learning. Teacher facilitates the students' need when they study in the classroom. At last the teacher is a motivator that the students need to develop their drill in learning. Teachers motivate and support the students to more active in the classroom.

Students' Role

The students also take important point in classroom activity. Without the students, teacher cannot transfer their knowledge. The role of the students in teaching action verbs through collocations is following the teachers' instruction. The students must be active in the classroom because collocations activity will be done by group work or individual.

Teaching' Procedures

There are some steps in teaching action verbs through collocations practice. There are three activities that should do for the teacher. Firstly, pre-teaching activity. Secondly, whilst- teaching activity. And at last, post-teaching activity.

In pre - teaching activity, in warm ups, the teacher is expected to bridge the student's mind with the topic being discussed. The teacher should give the instruction to study, stimulate interest about the topic, and raise awareness by providing a reason for learning. All of these activities done at the beginning of the class is used to give student's background knowledge and build their confidence. They can explore the topic by sharing the students' finding or activities that available for the students to guide them about the action verbs with some clues. For example as questions to the students about:

Teacher: What did you do before you came to the school this morning?

Students: *Take a bath, breakfast, and walk* to the school mom.

Teacher: Alright, students.

After that, the teacher tells about the objective materials that will be learned.

In whilst – teaching activity:

In exploration section, Teacher explains about collocation practice:

As a new technique in learning English to the students, so the teacher explains this technique first. For addition, the teacher also gives explanation about nouns and adjectives as complicated in this activity. The teacher should be sure that all of students really know about the activity.

In elaboration activity, learners explore ways in which they can add precision, interest and clarity to their speech. The activity covers adding detail, combining words and phrases, and reformulating ideas for effect. Another important element of creativity is the use of elaboration is to embellish, enhance, and enrich. Elaboration allows for the addition of significant detail to basic ideas, making thoughts and products more complex and intricate.

And for the teacher, there are several steps that should be done in the classroom, and then can be done in group by the students as an activity from the teacher.

Teacher explains the rules of collocations practice. In this stage, the teacher explains how to apply collocations practice in the classroom. Then, the teacher divided into group. Each group has four members. Teacher tells the student, they are going to apply new learning technique. Teacher gives each group a set of collocations paper, but do not show to other groups. Cut the action verbs and match with another piece of collocations paper involve of nouns and adjectives. Then, the students write the words on the columns of the note books give by the teacher. At last, students practice to read the words in front of the class.

For The First Grade of Junior High School, teachers just focus with practice of simple collocations (action verbs- nouns, action verbs- adjectives) because it is easier to understand for them and fit with students' level.

1. The teacher gives visual demonstration

The teacher gives an example of text about recount text which is content with action verbs and also give the purpose of this example is to make the students understand following this activity. The text such as follow:

Postcards always spoil my holidays. Last summer, I went to Italy. I visited museums and sat in public gardens.

A friendly waiter taught me a few words of Italian. Then he lent me a book. I read a few lines, but I didn't understand a word.

Everyday I thought about postcard. My holidays passed quickly, but I didn't send any cards to my friends.

On the last day, I made a big decision. I got up early and bought thirty-seven cards. I spent the whole day in my room, but I didn't write a single card!

As a reading activity, ask the student to read the text and find another action verbs there. It is very helpful for them to add their knowledge about action verbs, and can also add their vocabulary, so they can follow the next activity that given by the teacher in the classroom.

2. The teacher asks students sit in a circle

The teacher asks the students to make a circle on their group. Each group involves 4 members. Then, the teacher have to be sure that no one of the students get out from the group because this activity needs more concentration to follow it.

3. The teacher asks students to practice the collocations

The teacher requires the students to practice the collocations in front of the class. Then the activity starts from group 1 and another group pays attention and listen carefully what students from group 1 practice. When each group applies the activity, another group finds the meaning and writes on a paper.

The students can discuss about the topic together. It can also very helpful to support the students to add their vocabulary, and also to help the students more understanding in text. It can be a chance for the students or each groups to develop their ideas. If the students do not understand yet, the teachers discuss it more. It also called as a confirmation. This way has a purpose to make the students more understand about the lesson.

In post- teaching activity, after the students doing activity in group, the teacher asks students to do the exercise as a homework. Before the teacher leaves the class, teacher asks to the students to find and apply new collocations and practice in the next class.

C. Conclusion

Based on the discussion above, there are many activities that can be used by the teacher in teaching English. The goal of activities to the students is to carry out the study for communicative purposes. One of the activities is collocations practice. Collocations require students to combine two or more words that often go together. This technique can motivate the students more active and easy to understand. The students will have alternative technique to expressing their self. It is easier for their brains to remember and use language in single words. This activity can motivate the students to follow the study because collocations practice is an interesting activity. Through this activity make the students active in learning process because students find and practice the action verbs in front of the class directly.

By using collocations practice not only helps the students understand and manage the words but also to communicate ideas more effectively.

Simply teaching collocations is suitable and usefulness for The First Grade of Junior High School Students. Collocations practice is one of interesting technique in teaching action verbs. For The Junior High School learner being able to express himself with practice collocations. Collocations Practice should makes the students more understand about the words which collocates and followed with practice in front of the class. Collocations practice is good motivation for the students because in classroom activities, when one of the group practice in front of the class another groups participate in the activities with write the meaning on a piece of paper.

Note: this article is created based on writer paper with Advisor Drs. Don Narius, M. Si

Bibliography

- Deveci, Tanju. 2004. *Why and How to Teach Collocations*. Turkey: English Teaching Forum.
- Fall. 1998. *Grammar Part I*. (<http://academicstudiesenglish.html>, retrieved on October 26, 2012).
- Harry. 1998. *Part of Speech Review* (<http://ebook/partofspeech>, retrieved on September 25, 2012)
- Hunt, Rachel. 2011. *Grammar and vocabulary: teaching students collocations*. (<http://www.onestopenglish.com/support/methodology/grammar-vocabulary-and-skills/grammar-and-vocabulary-teaching-students-collocations>, retrieved on december, 2012).
- O' dell and mcCarthy. 2008. *English Collocations in Use*. Cambridge: Cambridge University Press.
- Sams, Lynn. 2003. *How to Teach Grammar, Analytical Thinking, and Writing*. (<http://englishjournal.com>, retrieved on April 26, 2012).
- Wiley and Sons. 2007. *Part of Speech* (<http://English.com/2011>, retrieved on September 30, 2012)