

PENANAMAN PENGETAHUAN *VERB* DALAM BAHASA INGGRIS UNTUK PENGAJARAN *WRITING*

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Abstract

Failure made by my students of Writing 01 class in recognizing and using verbs in different functions equipped by their counterparts, that are auxiliaries, triggered me to compose particular materials of writing class: the basic level. This insight is mostly based on the concept offered by Deterding and Poedjosoedarmo (2002) on verbs. This is then supported by other concepts on verbs, combined together with my resume on how to make ease students' comprehension on verbs in relation to the implementation of predicates, in terms of verbal and nominal sentences as the core. I argue that these sequence of materials with emphasis on verbs are beneficial, in a way that these will break down student's failure on comprehending what parts of speech are, what verbs and their forms as well as their functions, how the verbs are applied in tenses, how to use other forms of verbs, i.e. *have + past participle*, *to be + past participle*, and such. Yet, this insight is expected to contribute to the teaching learning activities, in particular, for the sake of implanting knowledge on verbs to students that help them in obtaining writing ability.

Keywords: writing, verbs, predicate, auxiliaries, linking verbs

*“Verbs are the **key** elements in sentences.”*
(Deterding and Poedjosoedarmo, 2002:
36)

Berdasarkan hasil pengamatan terhadap sebuah kelas Writing 01 yang saya ampu, disimpulkan bahwa 57 % (19 dari 34) siswa tidak memahami bentuk-bentuk verb dan tidak bisa mengaplikasikan *verb* dalam kalimat. Beberapa contoh yang ada adalah:

Sentence in English is does not like in Indonesia.

Some language can me understanding greatly.

Atas dasar kasus diatas penggunaan *is does not like* dan *can me understanding* penyebab utama kelemahan kemampuan menulis siswa karena mereka tidak paham predikat. Asumsi lain yang muncul dari kasus ini adalah mereka tidak paham predikat *verb*, contohnya mereka tidak mengetahui kapan menggunakan *is* dan kapan menggunakan *studies*, kapan menggunakan *v-ing* dan mereka tidak mengetahui *to be* (*is, am, are, was, were*) sebagai *verb* dan kapan