

THE EFFECTIVE LEARNING ENGLISH TO IMPROVE STUDENT ABILITY IN WRITING

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Abstract

English is the first foreign in formally taught in school. English is the global language that is used by more than half the world population. Ongoing development in Indonesia is inseparable from science and technology absorption. This ability is certainly related to the improvement of human resources, including mastery of English. English has four skills, or complexes of skill; listening, speaking, reading, and writing. If student would like to write well and correctly in English, they have to master several items. Example: Grammar, Sentences, Subject verb agreement, Run-ons, fragment and the others that related to the writing skill.

Keyword: teaching, writing skill and teaching technique.

Pembelajaran Bahasa Inggris Yang Efektif Untuk Meningkatkan Kemampuan Siswa Dalam Menulis

Abstrak

Bahasa Inggris adalah bahasa asing pertama yang diajarkan di sekolah. Bahasa Inggris merupakan bahasa internasional yang digunakan oleh lebih dari separuh populasi di belahan dunia. Perkembangan bahasa yang ada di Indonesia tidak terlepas dari serapan ilmu pengetahuan dan teknologi. Kemampuan menulis ini tentunya berkaitan erat dengan sumber daya manusia, termasuk didalamnya penguasaan Bahasa Inggris. Bahasa Inggris memiliki empat keterampilan pokok, atau dengan kata lain kemampuan kompleks; mendengar, berbicara, mendengar dan menulis. Jika siswa ingin menulis dengan baik dan benar dalam bahasa Inggris, mereka harus menguasai beberapa hal. Contohnya : Tata Bahasa, Kalimat, kalimat Kata kerja, Run-ons dan fragmen dan hal lain yang berhubungan dengan kemampuan menulis.

Kata kunci: mengajar, kemampuan menulis, dan teknik mengajar.

A. INTRODUCTION

Entering the era of nations globalization, the world do renewal in various aspects of human needs, in this case includes education that should be owned by each individual as the infrastructure of human resource development. Language ability becomes a top priority for educational success. In this case including mastering a foreign language (English). Terms of success for a person facing globalization, one of which is mastery in English. On learning the English language there are four main elements are: Reading, Listening, Writing, and Speaking. It was studied simultaneously and support each other in language mastery.

Writing is one of the critical skills that must be learned by students who are learning English. By writing we can express the feelings, aspirations, or to convey information. Writing can achieve the expected goals that are written by not leaving the rules that apply in English grammar, suitability of subject and verb, write a sentence or clause, or phrase, and so forth. Sentence in standard English in formal and informal must have a verb.

Students who want to master writing in English should know a few things related to writing in standard English.

B. DISCUSSION

In writing there is no element of luck. This means that no matter how lucky one because it has the writing talent he still needs to learn to develop his talent. And a lot of things to note in English writing, for it to be perfect. The first is:

1. Grammatical

Grammatical mistakes are errors contained in the English sentence, because the Indonesian influenced by the underlying grammar of the sentence. In other words people write in English but with the layout of the Indonesian language.

- a. Example: *What are you a new student?* This sentence should be :
 - *Are you a new student?* (Robert Krohn: 1)
- b. Example: *If you to Banda aceh, you can see Raya Mosque Baiturrahman.* This sentence should be:
 - *If you go to Banda Aceh, you can see Raya Mosque Baiturrahman.* (Azar Betty Schramfper: 238)
- c. Example: *Please the book to be sent by air freight.* This sentence should be:
 - *Please send the books by air freight! Or You send the book by air freight, please!* (Azar Betty Schramfper: 73)

In English there is a rule which says that the phrase command (imperative) must begin infinitive without to or form the basis of, or begins with "You ". The sentence that begins with a noun phrase ("the book") is wrong.

- d. Example: *He will come home two weeks again.* This sentence should be: *He will come home in two weeks.*

The word again is not the same, in the context above the words "again" refers to one who will come two weeks ahead when the sentence was written or spoken, while the word "again" is the adverb (adverb) is a state of repetition, such as the following Example: John Came here yesterday and he will of come again next week.

- e. Example: *Erwin lives one town with you.* This sentence should be
 - *Erwin lives in the same town as you (do).*

- f. Example: Rudi is a boy clever.

English using MD Rule (explaining described). The above sentence should be:

- *Rudi is a clever boy.* (Hilman Faris Mukti: 56)

- g. Example: You better traveling by train.

Had + better + basic verb forms. This sentence should be:

You had better travel by train. We can say to another way in the same meaning:

- *You should travel by train.* (Azar Betty Schramfper: 105)

- h. Example: *I do not want you buying that house.*

In Indonesian rule there is no awkward rule of English whereas if the word Want verb followed by others so it must be as infinitive verb (Want to buy) even if the verb inserted by pronouns. The sentence should be:

- *I do not want you to buy that house.* (Marcella Frank: 328).

- i. Example: I need the book publishing by Binarupa Aksara.

In English the word "publishing" active understanding whiles the word "by" is used passively. The sentence should be:

- I need the book which published by Binarupa Aksara.
- I need the book published by Binarupa Aksara. (Azar Betty Schramfper: 257)

- j. Example: *I am very pleasure.*

This sentence is wrong because the word "pleasure" is a noun. Sentence using the word "very" which as adverbs (intensifying adverb) that precedes the adjective (adjective).

So should this sentence is:

I am very please. (Hilman Faris Mukti: 63) says that close is a pleasant, pleasing.

- k. Example: Do you remember to borrow my cassette three months ago.

In English there are some verbs that can be followed either by the infinitive or gerund, Example word is: begin, like, dislike, love, hate, stop, forget, remember. Some of these verbs do not undergo any significant change either in pairs with the infinitive or the gerund

I like to fish in the river.

I like fishing in the river.

Both sentences above have approximately the same meaning, whereas the word "remember + infinitive" means referring to the future, called the occurrence of events after remember.

"remember + gerund" refers to the past means the activities referred to by the verb occurs before or proceeds the "remember" a phrase borrowed cassette occurred three months before he remembered. So the above sentence should use the "remember + gerund."

- *Do you still remember borrowing my cassette three months ago?*
(Marcella Frank: 324)

- l. Example: *I am interested to reading novel.* This sentence should be:

- *I am interested in reading novel.*

In English there is adjective + Preposition (front word) is already certain:

The same as (equal to)

Different from (distinct)

Similar to (similar) and so forth.

To find out what pairs with what there is no other way except by memorizing it. Mastery of this order to be able to write standard English.

2. Subject – Verb agreement

In the English sentence demanded of conformity (agreement) between the elements. Pronominal example that serves as a subject should be in accordance with the verb. Conformity is the absolute existence of the sentence using present tenses, both simple present tense, present progressive, present perfect.

Pronominal I / you / we / they + like (verb) + the jazz music.

He / she / it + likes (verb) + the jazz music.

The above example shows that for the third single (He / She / It) the verb is added the letter "S."

There is confusing subject, which are often wrong written by students.

- *Sometimes has the Same People hobby. It should (have) people including plural noun.*
- *A good hobby makes me happy. It should (makes), a hobby together with It in need base form + "s ", then make + s = makes.*
- *Everything you do need money. Should (needs) everything together with It, so the verb need + s = needs.*

Spelled out in English nouns (count noun) should get the extra "S" to be plural. What pluralism a noun is usually:

- a. Numbers: two, three, four, and so on. Example: a book --- two books.
- b. Adjective: a few, installments, some, many, and so forth. Example: a book - books installments.

Another example: There are a lot of persons. (plus S because a lot of the quantity).

They have plenty of responsibilities. (Responsibility, y revamped so I + es).

We will of some solve problems together. (plus s because Some are adjectives quantity = few).

For countless nouns in English requires nominal keep its shape even though the noun was preceded by the adjective of quantity. Example:

- a. *She drinks a lot of coffee.*
- b. *Did you find much trouble on the way home?*
- c. *Give me a little sugar, please.*

In English there are countless nouns that can also be regarded as a noun spelled out. Example: family, public, audience, committee and so forth.

Form of the verb that follows depends on whether we view it as a whole then it is considered as a singular noun and thus requires an appropriate verb for instance: was, is, has or base form + s. If we view it as a collection of people - people that we consider the noun as plural (plural) and thus requires an appropriate verb for instance: were the resource persons, are, base form, Example:

- a. *My family is always happy to have you in our home.*
- b. *My family has only one car.*

3. Proper use of conjunction.

Coordinate Conjunction: *And, but, yet, for, so, or.*

Example: *I go to campus and my father goes to office.* (“and” show an addition).

He likes to drink coffee but / yet her sister does not like to drink coffee. (“but/yet” show contrast).

- *John did not attend the class for he was sick.* (“for” show reason).
- *John was sick so he did not attend the class.* (“so” show result).
- *You go with me or you stay at home.* (“or” show choice).

Parallel Conjunction.

Not only..... but also.....

Not only..... but..... as well.

Both.....and.....

Either.....or.....

Neither.....nor.....

Example:

He teaches not only English but also French.

He teaches not only English but French as well.

He teaches both English and French.

He teaches either English or French.

He teaches neither English nor French.

4. Sentence Fragments

Sentence fragment is an incomplete sentence or only part of sentence.

The following six fragments are causes in writing problem.

a. *Fragment: A dependent clause.*

Problem: After the farmer disked his field.

Solution: Add an independent clause (he planted corn).

- *After the farmer disked his field, he planted corn.*

b. *Fragment: A prepositional phrase.*

Problem: throughout his report.

Solution: Add an independent clause (there were numerous errors).

- *There were numerous errors throughout his report.*

c. *Fragment: A verbal phrase.*

Problem: typing the letter for the saleswoman.

Solution: a. Change the verbal into a verb and add the subject (Jane was typing)

- *Jane was typing the letter for the saleswoman.*

Add on independent clause (Jane was quick and efficient).

- *Typing the letter for saleswoman, Jane was quick was efficient.*

d. *Fragment: A subject.*

Problem: The engineer at the chemical plant.

Solution: Add a verb.

- *The engineer at the chemical plant was on strike, or the engineer was at the chemical plant.*

e. *Fragment: A verb.*

Problem: look his temperature.

Solution: Add a subject.

- *The nurse took his temperature.*

f. *Fragment: other phrases.*

Problem: such as memos and reports.

Solution: Add an independent clause. (The assistant typed business correspondence).

- *The assistant typed business correspondence; such as memos and reports*

5. Run – Ons

Run – on sentences are two or more independent clauses written together as one sentence. All run – ons result from errors in punctuation.

There are five ways to punctuate two or more independent clauses that will prevent them from becoming a run – on sentence.

a. Sentence.....sentence IC. IC.

The foreman made up the payroll. He issued the work orders for the crew.

b. Sentence.....; sentence.....,, IC; IC.

The foreman made up the payroll; he issued the worker orders for the crew.

c. Sentence.....,conjunction sentence..... IC, conjunction IC.

The foreman made up the payroll and he issued the work orders for the crew.

d. Sentence..... ;transitional,.....sentence..... IC; trans, IC.

The foreman made up the payroll; furthermore, he issued the work orders for the crew.

one sentence.....with a compound verb..... IC (cv).

The foreman made up the payroll and issued the work orders for the crew.

Understanding sentences

The sentence is a set of words that contain a complete understanding, that at - least have one subject and a predicate.

a. Example: Simple sentence

- *He goes to campus every day.*

b. Example: Compound sentence

- *My father goes to office and I go to campus.*
- *He plays not only football but also rugby.*
- *He plays either football rugby.*

c. Example: Complex sentence (Azar Betty Schramfper 1993: 238):

1) Adjective clause as a subject:

- *I thanked the woman who helped me.*
 - *The book which is on the table is mine.*
- Who and which as subject.*

2) Adjective clause as an object:

- *The man whom I saw last night was Mr John.*
 - *The movie which I watched last night was bad.*
- Whom and which as the object. Alternative choices use that for subject or object*

3) Possessive. (whose)

- *I know the man whose bicycle was stolen.*

4) Adverb of place (where).

- *The building where he lives is very old.*

5) Adverb of time (when)

- *I will never forget the day when I met you.*

6) Noun clause (Azar Betty Schramfper 1993: 263)

- *What he said was interesting (What he said as the subject).*
- *I heard what he said (What he said as the object)*

Adverbial clause (Azar Betty Schramfper: 1993: 297).

Example: *After she graduates, she will get a job.*

The word *after, before, when, as, by the time, since, until, as soon as, whenever, the first time* are adverb of time.

7) Compound complex sentence.

Example:

- *The man stole the jewelry and he hid it in his home until he could safely get out of town.*

C. CONCLUSION

To get good writing should students or students learn things - things that expressed above. Apart from that many more language domains that needs to be studied for example: Wrong choice of words, misspelled words, parallel structure, etc., that relate to writing skills to improve the quality of writing.

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