



INTEGRATED ENGLISH LEARNING PROGRAM TO HELP STUDENTS PRODUCE SIMPEL AND COMPLEX SENTENCES

Firmansyah Diyata
Institut Teknologi Nasional Bandung
firmansyah@itenas.ac.id

ABSTRACT

This paper tells about an integrated English learning program that consists of some grammar materials in English that are considered to be able to help students with low level English background create simple and complex sentences. The materials presented in this learning program help the students to comprehend each part that a sentence has, both in simple or complex ones. The integrity of this learning program is put on how it shows the students that understanding the sentence from its subject will significantly lead them to know how to decide the predicate of that sentence, so that they can create a complete sentence with correct grammatical rules. This ability of creating the sentences indirectly also lead the students to understand an English subtitled reference. By understanding each sentence in an English subtitled reference, students automatically will be able to comprehend its main idea. Comprehending each main idea in all paragraphs in a text means the students will be able to know the content of the text. Besides that, this learning program is also believed to be able to facilitate students with no English background to start building their English foundation.

Keyword: program, materials, background, integrity, reference

INTRODUCTION

The idea of creating this integrated English learning program came when the writer found the reality that most students who join the universities where he was teaching had very low English ability (Nurilhuda, 1999). Based on the diagnostic test, the test which is applied to find out student's English level, more than eighty percent of the students were only on the level of foundation and elementary (Diyata, 2021). This case obviously put the lecturers in a very difficult situation to run their English program effectively. The difficulties facing by the lecturers related to the most universities' aim which dominantly state to oblige their students to have the ability to read references which are subtitled in



English (Simanjorang, S., & Pulungan, 2021).

Logically, it is impossible for students who only have foundation or elementary level of English ability to be able to comprehend English subtitled references with complex sentences dominate their contents (Mart, 2012). The program to achieve this aim can be effectively applied if all students' English ability is on the level of intermediate or advance.

But it is not wise for English lecturer in the universities to blame on how students learned English before they join universities. Instead of thinking such phenomenon, the writer tries to create a program that provides some integrated materials that are considered to be able to be referred by the teachers to give grammatical lessons that can help their students to produce English sentences that are grammatically correct (Sawaki, 2016). The writer has confidence that the integrated English learning program he creates can help students who have low English ability to be able to create simple and complex sentences which have an end to help them to understand the meaning of an English subtitled reference (Moore, 2005).

Literature Review

An integrated English program refers to the idea how a sentence is constructed through word order, verb and nouns system, modifiers, phrases, conjunctions and clauses (Carter, R., & McCarthy, 1997). The sentence construction definition reveals that students must understand grammar to be able to create sentences (Larsen-Freeman, 1991). Logically, being able to create sentences will lead them to understand each sentence in an English subtitled reference (Munjin, 2008). Then, they automatically comprehend the main idea of an English subtitled reference after they are able to understand the whole sentences in it (Alyousef, 2005).

Based on the idea above, the writer creates an integrated English learning program that contains sequences of grammar materials which help students to write simple and complex sentences after they have comprehended all the materials that are taught to them integrally (McKay, 1987). In this context of learning, students need to understand how to convert



the subject of the sentence into their pronouns first (Carter, 1997). If they have had the knowledge about it, they can decide the predicate of the sentence based on its tense. This comprehension gives the students valuable background to understand how to produce a sentence – verb agreement that is considered to be very important to create basic correct sentence with certain tense (Apriyanti, F., & Nurdini, 2021).

The conclusion taken from the whole description defines that the integrated English learning program that the the teacher refers with sequences of grammar materials that students must acquire in order to be able to create simple and complex sentences will also give them indirect background knowledge to understand every sentence in an English subtitled (Bruce, 2011).

DISCUSSION

How The Integrated English Learning Program Is Supposed To Be Conducted

The integrated English learning program contains the following grammar materials:

1. Nouns (countable and uncountable nouns)
2. Pronouns (subject, object, possessive adjective, possessive pronouns, and reflexive pronouns).
3. Verb Be (is,am, are)
4. Adjective (meaning of adjectives, similarity, comparative and superlative)
5. Preposition (preposition of place, time and place)
6. Verb
7. Present Continuous Tense
8. Simple Present Tense
9. Simple Past Tense
10. Past Continuous Tense (Past Tense vs Past Continuous Tense)
11. Present Perfect Tense
12. Future Tense
13. Modal Auxiliaries
14. Passive Voice

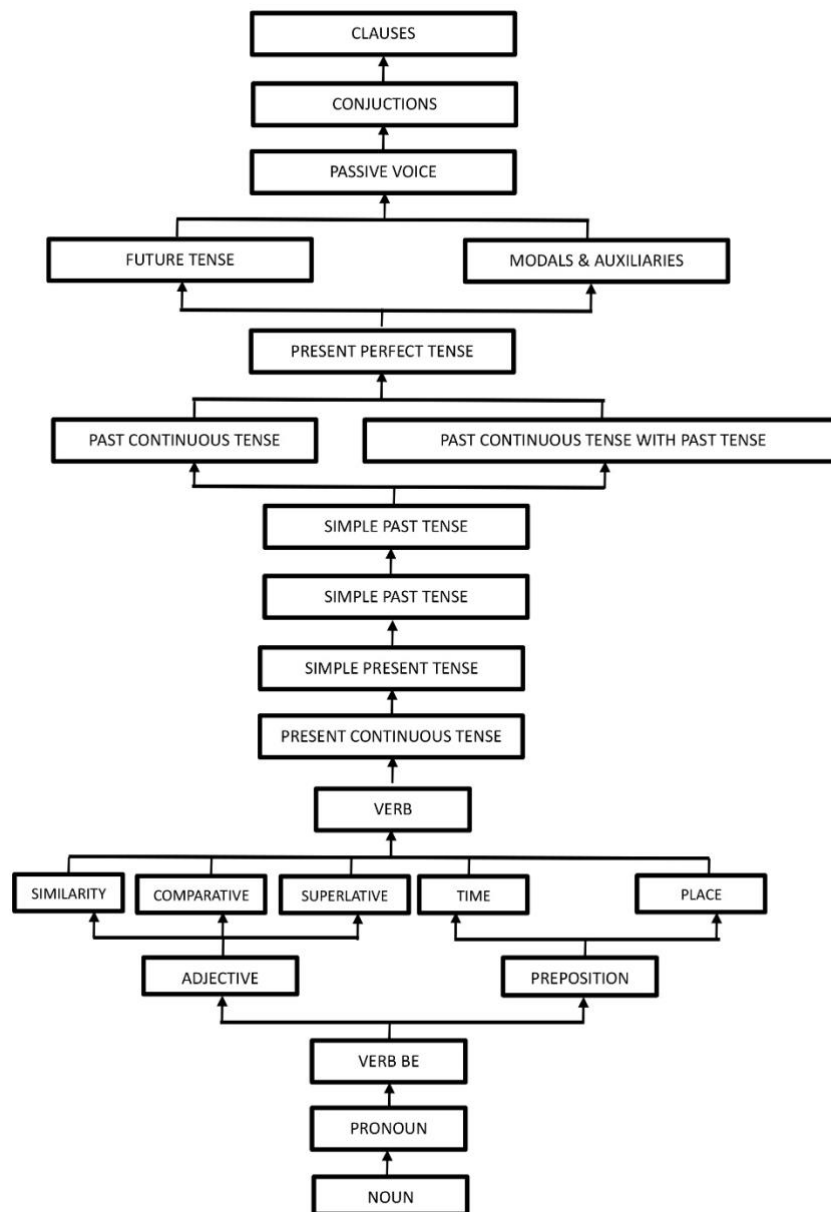


15. Conjunctions

16. Clauses

Those grammar materials must be constructed in sequence. The sequencing construction will help students to start understanding the easiest topic and end it by having knowledge of the most difficult one (Nunan, 1991). It is clear that by applying the program, students who don't understand the early topic will not be able to continue to the next ones (Harmer, 1998). In another point of view, this step by step grammar point acquisition program helps students with low level English ability to build their English skill foundation (Ornstein, A & Collins, 1990; Simanjorang, S., & Pulungan, 2021) .

The following graphic shows how the order of grammar materials constructed in step-by-step grammar point acquisition



The graphic shows us that students must start understanding nouns in English. By understanding nouns, students will be able to recognize the pronouns in subject, object, possessive adjective, possessive pronouns, and reflexive pronouns which substitute persons, things and animals.

Then, after students have all the knowledge related to nouns and pronouns, they start to understand their first simple sentence: Subject + verb be. In this case, students are introduced with adjective and preposition that are placed after verb be. To help students get deep understanding of verb be, the topic of similarity, comparative and superlative is given. The reason to give this topic is to show them



that three cases related with verb be and adjective. Another case that related with verb be is preposition. In this case, students can learn further about what kinds of prepositions that can be placed after verb be.

After the students have completed all the cases above, they must be introduced types of verbs in English. It is a necessary to do because it is the time for students start to learn tenses in English. Since the different tenses needs different verbs, it is obvious that students must be able to remember all types of irregular and regular verbs by heart. If students fail to remember all types of verbs by heart, they tend to give up understanding tenses in English.

The next period of this program is delivering explanations about tenses. The tenses that cover this syllabus are the tenses that usually found when students read English subtitled references. The learned tenses start from those which use present and continuous verb. Then, it is extended with those that use past tense and past participle verbs. After that, modal auxiliaries will be the next material to be learned by students. To complete students' understanding about sentences, they will deal with passive voice topic.

Finally, the topics of conjunctions and clauses become the final chapter to make sure that students understand how to combine sentences. Conjunctions is a lesson topic that helps students to combine two sentences, while clauses are the lesson topics that helps students to develop the subject or the object of the sentences they create.

Logically, after having understood all lesson topics above, students are able to create simple and complex sentence which also lead them to understand each sentence in an English subtitled reference.

To make sure this program can be conducted well in a learning process, teacher must be ready with its 'peripherals', such as: suitable grammar and reading materials, steps of teaching that make sure students seriously learn all the topics with discipline, and good knowledge of grammar.

CONCLUSIONS

There are some conclusions can be drawn from the applying of step by step grammar point acquisition in this program, such as:

- The program consists of grammar materials which must be delivered



to students in sequence.

- The program can help students with low level English ability to be able to write English sentences and comprehend English subtitled references.
- The program builds students' English foundation.

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