

THE FIVE SENTENCE PATTERN: THEORY AND PRACTICE IN
LANGUAGE EDUCATION

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INFORMASI ARTIKEL

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KATA KUNCI

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A B S T R A K

"Polap Kalimat Lima: Teori dan Praktek dalam Pendidikan Bahasa" menjelaskan pendekatan terstruktur dalam pengajaran tata bahasa yang berfokus pada lima jenis kalimat dasar: deklaratif, interogatif, imperatif, eksklamatif, dan negatif. Kerangka kerja ini bertujuan untuk meningkatkan pemahaman konstruksi kalimat dan kemampuan komunikasi siswa di berbagai konteks. Para pendidik menggunakan metode pengajaran sistematis untuk secara bertahap memperkenalkan dan menguatkan setiap jenis kalimat, memungkinkan siswa memahami aturan tata bahasa dengan efektif. Dengan menguasai pola-pola ini, siswa mengembangkan kemahiran dalam pembentukan kalimat dan meningkatkan kemampuan mereka untuk menyampaikan ide dengan jelas dan tepat. Teori ini menekankan penerapan praktis melalui latihan yang mendorong siswa menggunakan berbagai jenis kalimat secara kreatif. Pendekatan holistik ini memastikan pembelajaran bahasa yang komprehensif, mengembangkan baik akurasi tata bahasa maupun kompetensi komunikatif siswa. Melalui Polap Kalimat Lima, pendidikan bahasa menjadi proses bertahap di mana prinsip dasar tata bahasa terintegrasi dengan strategi komunikasi praktis

A B S T R A C T

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sentence types, language learning,
communicative competence,
structured approach

"The Five Sentence Pattern: Theory and Practice in Language Education" explores a structured approach to grammar instruction focusing on five fundamental types of sentences: declarative, interrogative, imperative, exclamatory, and negative. This framework aims to deepen students' understanding of sentence construction and enhance their communication skills across various contexts. Educators employ systematic teaching methods to introduce and reinforce each sentence type progressively, allowing learners to grasp grammar rules effectively. By mastering these patterns, students develop proficiency in sentence formation and improve their ability to express ideas clearly

and appropriately. The theory emphasizes practical application through exercises that encourage students to use different sentence types creatively. This holistic approach ensures comprehensive language learning, fostering both grammatical accuracy and communicative competence. Through the Five Sentence Pattern, language education becomes a scaffolded process where foundational grammar principles are integrated with practical communication strategies..

INTRODUCTION

Language, a system of conventional spoken, manual (signed), or written symbols by means of which human beings, as members of a social group and participants in its culture, express themselves. The functions of language include communication, the expression of identity, play, imaginative expression, and emotional release. Many definitions of language have been proposed. Henry Sweet, an English phonetician and language scholar, stated: “Language is the expression of ideas by means of speech-sounds combined into words. Words are combined into sentences, this combination answers to that of ideas into thoughts.” The American linguists Bernard Bloch and George L. Trager formulated the following definition: "A language is a system of arbitrary vocal symbols by means of which a social group cooperates." Any succinct definition of language makes a number of presuppositions and begs a number of questions. The first, for example, puts excessive weight on “thought,” and the second uses “arbitrary” in a specialized, though legitimate, way. In grammar instruction in English refers to the systematic teaching and learning of the rules and structures that govern the English language. It is essential for learners to develop proficiency in both understanding and producing grammatically correct sentences, which is crucial for effective communication in various contexts. This instruction covers aspects such as sentence structure (syntax), word formation (morphology), pronunciation (phonology), and meaning (semantics). Effective grammar instruction involves several key components. Firstly, it provides clear explanations of grammatical concepts, breaking down complex rules into understandable parts. Secondly, it includes opportunities for learners to practice and apply these concepts through activities like exercises, discussions, and writing tasks. Thirdly, it emphasizes the importance of context in language use, teaching learners how grammar rules vary depending on social, cultural, and communicative factors. By teaching grammar systematically, instructors help learners not only to understand the mechanics of language but also to use language appropriately and effectively in real-world situations. This approach enhances language proficiency by building a solid foundation of grammatical knowledge and skills. In grammar there are also types of sentences, language learning, communicative competence, structured approaches. Sentences can be classified into types based on two aspects – their function and their structure. They are categorized into four types based on their function and into three based on their structure. Assertive/declarative, interrogative, imperative and exclamatory sentences are the four types of sentences. Understanding and practicing these sentence patterns are crucial in language learning. They provide learners with foundational knowledge of how sentences are structured and how ideas can be conveyed effectively. By learning and mastering these patterns,

learners improve their ability to construct grammatically correct sentences and express themselves clearly in both spoken and written language. Communicative competence refers to the ability to use language effectively in various social and cultural contexts to achieve communicative goals. Knowledge of sentence patterns helps learners develop communicative competence by enabling them to produce appropriate language forms and structures according to the communicative demands of different situations. It involves not only grammatical accuracy but also the ability to use language fluently, appropriately, and coherently. Structured approaches to teaching sentence patterns involve systematic instruction that progresses from simpler to more complex sentence structures. This may include explicit teaching of each sentence pattern, providing examples and practice exercises, and giving feedback to reinforce learning. Structured approaches help learners internalize sentence patterns and apply them flexibly in different contexts, contributing to their overall language proficiency.

METHOD

This research employs a qualitative method. Referring to Allwood (2011), qualitative research is empirical research used to develop an understanding of the underlying reasons, opinions, and motivations of a phenomenon. Qualitative research aims to apprehend the social existence of personalities, communities, and cultures. At the same time, collect references such as journal articles, books and others to support this research study.

RESULT AND DISCUSSION

RESULT

The discussion centers on the theoretical basis of five sentence patterns applied in language education. These 5 sentence theories will be explained one by one with examples. In the discussion section, we will evaluate the practical implications of applying the five sentence patterns in language teaching contexts. It analyzes its effectiveness in improving communicative competence, grammatical accuracy, and overall language proficiency. Factors such as learner engagement, teacher strategies, and curriculum design are explored to assess the impact of these patterns on language learning outcomes.

DISCUSSION

Sentence pattern is an English sentence pattern. There are roughly five sentence patterns. In English grammar, there are 5 sentence patterns. So, of these five patterns, there are Subject, Verb, Object, and finally complement. It may be a word you don't usually hear, but it's actually very important. This is because learning English will proceed more smoothly if you understand the sentence pattern. You will be able to guess the meaning of a word from the sentence pattern, and you will be able to read English by phrase instead of by word. Then, the speed of reading English sentences will be faster, and it will be advantageous for tests such as TOEIC.

1. Subject

A subject is a person, place, thing, or idea that is being discussed or dealt with in a particular situation. It is often the focus of a conversation or piece of writing, and it is typically the noun or pronoun that performs the action of a verb in a sentence. The subject is usually placed at the beginning of the sentence and is the focus of the sentence.

Examples :

1. The cat chased the mouse (the subject is “cat,” because it is the one performing the action of chasing.)
2. John is running, (the subject is “John,” because he is the one doing the action of running.)

Subjects can be simple or compound, and they can be singular or plural.

Examples

The cat and the mouse are running, (the subject is compound and plural because it consists of two nouns (“cat” and “mouse”) and they are both performing the action of running.)

Complete subject is all the words that form the subject, while simple subject is the main word that shows who or what is the subject.

Example:

1. The old man with a hat walked slowly. (Complete subject: The old man with a hat, Simple subject: man)
2. My best friend and I went to the mall. (Complete subject: My best friend and I, Simple subject: friend and I)

Pattern 1: Subject + Verb

2. Verb

Verbs are action words in a sentence that describe what the subject does. Besides nouns, verbs are the main part of a sentence or phrase, telling a story about what is happening.

The five verb forms :

- The base form She cook a meat in the kitchen tomorrow.
- The -s form She cooks a meat in the kitchen.
- The past form She cooked a meat in the kitchen.
- The -ed form She cooked a meat in the kitchen.
- The -ing form She is cooking a meat in the kitchen.

There are 3 types of verbs, namely Transitive verbs, Intransitive verbs, and the last one is Linking verbs.

Transitive verbs

Transitive verbs are the action of the verb passes from the subject to the direct object. To make sense, the verb needs the direct object. In grammar-speak: transitive verbs 'take' a direct object.

Examples

The director buys his lunch. (The action (buys) passes from the subject (the director) to the direct object (his lunch). In this sentence, 'buys' is a transitive verb.)

Intransitive verbs

Intransitive verbs don't need an object to make sense – they have meaning on their own. Intransitive verbs don't take a direct object. Instead, intransitive verbs might have an adverb or adverbial phrase that completes their meaning.

Examples

1. The chaplain reads.
2. He became poor.

Linking verbs

A linking verb connects the subject of a sentence to an adjective, noun, or pronoun that completes the meaning of the verb. Common linking verbs are the forms of the verb to be; verbs relating to the five senses; and the verbs become, appear, and seems.

Example:

1. Susi is a Teacher
2. Chintya became a doctor.

3. Object

In grammar, an object refers to a noun, noun phrase, or pronoun that receives the action of a verb or shows the result of that action. Objects typically follow transitive verbs (verbs that require an object to complete their meaning) and are essential components for conveying meaning in sentences. There are two main types of objects:

Direct Object

The direct object is the noun or noun phrase that directly receives the action of the verb. It answers the question "What?" or "Whom?" after the verb.

For example:

1. She brought a book, (the direct object is "a book" because it receives the action of "brought.")
2. Budi bought a balloons (WHAT did budi buy? Balloons. Balloons is the DO because it receives the action of "bought".)
3. She drew an Elephant. (WHAT did she draw? An elephant. An elephant is the DO because it receives the action of "drew".)

Pattern 2: Subject + Transitive Verb + Direct Object

Indirect Object

The indirect object is the noun or noun phrase that indicates to whom or for whom the action of the verb is performed. It answers the question "To whom?" or "For whom?" after the verb, typically when there is also a direct object present.

For example:

1. She gave him a gift, ("him" is the indirect object because he is the recipient of the gift.)
2. Sinta cooked me dinner, ("me" is the indirect object because I'm the recipient of the dinner.)

Pattern 3 : Subject + Verb + Indirect Object + Direct Object.

4. Complement

In grammar, a complement is a word or phrase that completes the meaning of a predicate (verb) in a sentence. It provides additional information to describe or identify the subject or object. Complements are essential for providing full meaning to sentences and can occur with both verbs and other parts of speech. In a sentence, there can be two types of complements, namely, The Subject Complement and The Object Complement.

Subject Complement

A subject complement follows a linking verb and describes or renames the subject of the sentence. There are two main types:

1. Predicate Nominative: A noun or pronoun that renames the subject.
2. Predicate Adjective: An adjective that describes the subject.

Example:

1. She is a Lecturer. (**Predicate Nominative**)
2. He seems sad. (**Predicate Adjective**)

3. Ryan was a banker. (**Predicate Nominative**)

4. The consultant seemed pleasant.

5. She looks happy (**Predicate Adjective**)

Pattern 4: Subject + Linking Verb + Subject Complement.

Object Complement

An object complement follows and modifies or provides additional information about the direct object. It completes the meaning of the object.

For example:

1. They appointed him chairman, ("**chairman**" is the object complement that describes "**him**.")

2. They called her teacher fatty. ("**fatty**" is the object complement that describes "**her**.")

3. Tiara made her parents Angry. ("**Angry**" is the object complement that describes "**her parents**.")

Pattern 5: Subject + Transitive Verb + Direct Object + Object Complement

PRACTICE IN LANGUAGE EDUCATION

In language education, the practical application of the five sentence patterns—simple, compound, complex, compound-complex, and passive—plays a crucial role in enhancing students' language proficiency. These patterns serve as foundational structures that students need to grasp to effectively communicate in both spoken and written contexts. To apply these patterns in practice, educators can start with the following steps related to the curriculum, namely "Freedom of Learning Independent Campus":

1. **Identification and Integration:** Begin by identifying each of the five sentence patterns—simple, compound, complex, compound-complex, and passive—and integrating them into the flexible curriculum framework promoted by MBKM. Emphasize the autonomy given to educational institutions to design and implement language courses that incorporate these patterns.
2. **Customized Teaching Strategies:** Develop customized teaching strategies that align with the principles of MBKM, allowing students to choose and personalize their learning paths within the established curriculum. Provide opportunities for students to explore and practice each sentence pattern based on their interests and learning goals.
3. **Interactive and Collaborative Activities:** Design interactive and collaborative activities that encourage active engagement with the five sentence patterns. For instance, utilize group discussions, project-based learning, and peer collaboration to explore different sentence structures and their applications in various contexts.
4. **Feedback and Reflection:** Implement a feedback mechanism that fosters continuous improvement and reflection among students regarding their proficiency in using the sentence patterns. Encourage students to assess their own language development and provide constructive feedback to peers, aligning with the self-directed learning principles of MBKM.
5. **Real-world Applications and Project-based Learning:** Foster real-world applications of the sentence patterns through project-based learning initiatives. Encourage students to apply their knowledge by creating written compositions, oral presentations, or multimedia projects that demonstrate their mastery of different sentence structures.

By incorporating the five sentence patterns into the educational practices guided by MBKM, educators can empower students to develop linguistic competence while fostering creativity, critical thinking, and autonomy in their learning journey. This approach not only supports the goals of MBKM in enhancing the quality of higher education but also prepares students to thrive in a dynamic and globalized society.

CONCLUSION

The exploration of "The Five Sentence Pattern: Theory and Practice in Language Education" underscores the foundational importance of these linguistic structures in fostering effective communication and language proficiency. Through an in-depth examination of simple, compound, complex, compound-complex, and passive sentence patterns, this study reveals their essential roles in language acquisition and development. Educators are encouraged to integrate these patterns into their teaching strategies to cater to diverse learning styles and enhance students' language skills. Practical application through interactive exercises and real-world examples not only consolidates theoretical knowledge but also cultivates practical language abilities essential for navigating global contexts. As educational methodologies evolve, embracing initiatives like Merdeka Belajar Kampus Merdeka (MBKM) offers promising opportunities to innovate and improve language education, preparing learners to thrive in an interconnected world. In practical terms, mastering the nuances of each sentence pattern equips students with the ability to construct clear and cohesive sentences across various communicative contexts. Simple sentences provide a foundation for basic communication, while compound and complex structures enable the articulation of more complex ideas and relationships. The compound-complex and passive sentences offer additional layers of sophistication, facilitating precise expression and nuanced understanding. By guiding students through activities that engage these patterns, educators empower them to not only comprehend but also effectively utilize diverse sentence structures in their writing and speech. This comprehensive approach not only enhances linguistic competence but also nurtures critical thinking and analytical skills crucial for academic and professional success.

Looking forward, the integration of the five sentence patterns into language education frameworks must align with evolving educational reforms and technological advancements. As educators navigate the landscape of digital learning and global connectivity, adapting teaching methodologies to leverage these patterns becomes increasingly crucial. By fostering a supportive learning environment that encourages experimentation and creativity with language, educators can foster a generation of learners adept at adapting language skills to meet contemporary demands. The ongoing refinement and application of these patterns, supported by evidence-based practices and collaborative learning initiatives, promise to elevate language education standards and empower students to excel in an ever-changing world.

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