

ANALYZING VERB PATTERN IN READING TEXTS IN ENGLISH NATIONAL EXAMINATION 2010 AT SENIOR HIGHSCHOOL BASED ON HORNBY'S THEORY

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Abstrak

The objective of this study is to analyze the verb patterns in reading texts in English national examination in Indonesia in the 2010 academic year at senior high school. Studying the verb patterns existing in reading texts in English national examination reflects the grammatical form of verb that must be existed to be used, principally in English reading texts form. As Hornby (1975: vi) said that the formal verbs are easier to be understood by the beginner. Because of that, the reading texts use more verb patterns than no pattern or not grammatical. Therefore, the answer to the questions concerning to the verb patterns, their descriptions and classification of the frequency of occurrences have been provided by the result of this study. In all of the reading texts, the most frequently verb pattern used is the verb pattern 6A [S + vt + noun]. The verb pattern 6A seems simple pattern and easier to comprehend than the other verb patterns. Usually, this pattern is dominant in the reading texts in English national examination. Variances of the verb pattern 6 are also found. They are verb pattern 6A, 6B, 6C, 6D, and 6E. From all of the sub- verb patterns 6, verb pattern 6A [S + vt + noun/pronoun] is often used. Therefore, the frequency of using other verb patterns in the reading texts in English national examination in the 2010 academic year at senior high school is not as many as the verb pattern 6 (VP6).

Kata Kunci: Verb Pattern, English National Examination.

A. Introduction

A verb is defined as a word or phrase indicating an action, an event, or a state. It consists of irregular verb, modal/phrasal verbs, and transitive/intransitive verbs.¹

Each sentence is arranged by words together, it has certain pattern, such as noun pattern, adjective pattern, and et cetera. Verb of each sentence has also certain pattern because a sentence using patterns will be clear to understand. Hornby says that knowledge of how to put words together in the right order is as important as a

knowledge of their meanings.² The most important pattern is verb. Grammatically, the verbs have a certain pattern, it is usually called formal verb. Hornby says that the beginner is more attracted to use the formal verbs because their patterns are easier than the patterns used informal or colloquial style.³

Based on the characteristics and classification of verb and verb pattern above, this study would like to analyze verb patterns used in reading texts that is found in English national examination at senior high school. English national examination is one of the national examination subjects that are held by Indonesia government once a year as evaluation of the students' knowledge

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¹ Albert Sydney Hornby, *Oxford Advanced Learner's Dictionary*, (London: Oxford Universitas Press, 1995), 1323.

² Albert Sydney Hornby, *A Guide to Patterns and Usage in English*, (London: Oxford University Press, 1957), v.

³ *Ibid.*, vi.

and capability and one of graduation decisive for studying in the school. This study chooses reading texts in English national examination in the 2010 academic year because reading comprehension is very needed by the students to increase their knowledge. It can be done through understanding about the verb patterns in the sentences in reading texts.

In this study, it is assumed that the reading texts in English national examination use many kinds of formal verb patterns. In this case, Hornby says that patterns of formal verbs are easier than informal verbs or colloquial style.⁴

There are some previous studies which have similar discussion with the present study. The first study is the study conducted by Eiskarina.⁵ She focused her study on analyzing verb pattern used in the TOEFL book by Barron (2001) in listening section. She found out that from 25 main patterns of Hornby's theory, there are 10 verb patterns follow Hornby's theory and there are 4 verb patterns which are not included in Hornby's theory used in the TOEFL book in listening section.

Based on the previous study above, most studies discusses about verb patterns in different topics. This study discusses about verb patterns used in English national examination, especially in reading texts. It is important to analyze since it is very useful to increase the student's knowledge through reading. In addition, there is no other studies study about reading texts in English national examination using Hornby's theory.

⁴ *Ibid.*

⁵ Adina Intsia Eiskarina, "Analyzing Verb Patterns Used in TOEFL Based on Hornby's Theory," (Thesis, Malang, STIBA Malang, 2004).

B. Method

Research Design

To answer the problems of the study, descriptive qualitative research design is chooses. It is because this study describes the data in the form of words. Moreover, the aim of this study is to identify, classify, and describe the verb patterns found in English national examination of senior high school which is obtained from the reading texts.

Data Source

The data of this study are many kinds of sentences containing variuos verb patterns taken from reading texts in English national examination of senior high school in Indonesia in the academic year 2010. It is to know the verb patterns found in the reading texts of the national examination. The number of reading texts which are analyzed are 11 texts.

Research Instrument

The instruments of this study are the writer herself and field note. The writer as the key instrument, identifies, classifies, and describes the data about what verb patterns found in reading texts in English national examination and what verb patterns mostly found in reading texts in English national examination. Next, field note is also used to take the data about reading texts in English national examination of senior high school in Indonesia in the academic year 2010.

Data Collection

In collecting the data, the following steps were done. Firstly, the writer collected the reading texts in English national examination in Indonesia in the academic year 2010 at senior high school. Secondly, she read the reading texts to understand the patterns of sentences in reading texts. Thirdly, she identified the sentences

which were appropriate with types of sentences and verb patterns of Hornby's theory. The types of sentences are such as simple sentence, compound sentence, complex sentence, and compound-complex sentence.

Data Analysis

Data analysis is conducted, as an activity simultaneously with data collection. Miles and Huberman offer the steps of analyzing data: (1) data reduction covers identification, coding, and classification, (2) data display as an organized assembly of information that permits conclusion drawing and action taking, and (3) conclusion drawing/verification.⁶

In this study, data collection and data analysis about the verb patterns in the reading texts were done simultaneously.

C. Findings and Discussions Findings

The findings are divided into data description and tabulation of data as the result of analysis. In data description, the writer analyzes the verb pattern in reading texts in English national examination at senior high school. Moreover, the writer classifies it in the form of tabulation.

Data Description

The following is elaborated of the analysis of the data:

The First Datum:

1. Some of the world's finest roads make use of bodies of water.
S (Phrase) vt Noun (Phrase)
2. They are called canals.
S vt Noun
3. Barges, boats, and ships carry goods over canals.
S (Phrase) vt Noun (Phrase)

The Second Datum:

1. Maura, who liked to be thought of as the most beautiful and powerful queen of Arabia had many suitors.
S Sub-clause
vt Noun (Phrase)
2. One by one she discarded them, until her list was reduced to just three sheiks, all equally young and handsome, rich and strong.
Adv. S vt Pronoun Sub-clause
3. The first gave her some leftover food; the second gave her some unappetizing camel's tail; the third sheik, who was called hakim, offered her some of the most tender and tasty meat.
S vt Noun (Phrase) S vt Noun (Phrase)
S Sub-clause vt Noun (Phrase)

The Third Datum:

1. We, a mining consultant company, are looking for a senior secretary.
S (Phrase) vt Noun (Phrase)
2. Please submit your complete application, resume& recent photograph not more than 10 days after this.
S + vt Noun (Phrase)
Adverbial (Phrase)

The sentences above use the verb pattern 6A [S + vt + Noun (Phrase)], it is because the object of this sentence is a noun and this pattern conversion to the passive voice is possible. And in the sentence no.2 have adverbial of time's duration.

3. Famale, graduated from a reputable university.
S vi Prep. Noun (Phrase)

This sentence use verb pattern 3A (VP3A) in pattern 1 [S + vi + Preposition + Noun (Phrase)], it is because the preposition is followed by a noun.

The Fourth Datum:

1. Petroleum products, such as gasoline, kerosene, home heating oil, residual fuel oil and lubricating oils, come from one source.
S (Phrase)
Vi Prep. Noun (Phrase)
2. Their chemical compositions are made up of only two elements; carbon and which form compounds called hydrocarbons.
S (Phrase) vi Prep. Noun (Phrase)
Sub-clause
3. The various petroleum products are refined from the crude oil by heating and condensing the vapors of crude oil.
S (Phrase) vi Prep. Noun (Phrase)

The sentences above uses verb pattern 3A (VP3A) in pattern 1 [S + vi + Preposition + Noun (Phrase)], it is because the preposition is followed by a noun and this pattern conversion to passive voice is possible.

⁶ Matthew B. Miles dan A. Michael Huberman, *Qualitative Data Analysis*, (London: SAGE Publications, 1994), 10.

The Fifth Datum:

1.	A mangrove is a tropical marine tree or shrub of the genus <i>rhizophora</i> .
	S BE Noun (Phrase)
2.	There are three types of mangrove roots that play an important role for it.
	There BE Subject Sub-clause

The sentence above use verb pattern 1 for the sentence no.1 is verb pattern 1 (VP1) in pattern 1 [S + BE + noun], it is because the nominal part of the predicate (subject complement) is a noun, and the sentence no.2 is verb pattern 1 (VP1) in pattern 5 [*There* + BE + subject], it is because the verb *be* with introductory *there*.

3.	Mangroves have special aerial roots and salt-filtering tap roots that enable them to thrive brackish water (brackish water is salty, but not as salty as sea water). source (such as a river).
	S vt Noun (Phrase) <i>that</i> -clause

The Sixth Datum:

1.	Pay attention!
	vt Noun
2.	Our school will have a debate competition.
	S vt Noun (Phrase)
3.	Please join us!
	vt Pronoun

The sentences above use verb pattern 6 (VP6). For the sentence no.1 and 3 are verb pattern 6B [vt + noun/pronoun], it is because this pattern conversion to the passive voice is not possible. Whereas, the sentence no.2 is verb pattern 6A [S + vt + Noun (Phrase)], it is because the object is a noun.

The Seventh Datum:

1.	Is it important to know what your kids are watching? Of course yes.
	BE S to-infinitive Sub-clause

This sentence use verb pattern 4F [S + BE + to-infinitive], it because the finites of *to be* are used with a to-infinitive.

2.	Television can expose things you tried to protect them from, especially violence, pornography, consumerism, etc.
	S vt Noun (<i>that</i>) clause
3.	Review the rating of tv shows that your children watch.
	vt Noun (Phrase) <i>that</i> -clause

The sentence above uses the verb pattern 11 [S + vt + noun (phrase) + *that*- clause], it is because the verb is followed by a noun and *that*-clause.

The Eight Datum:

1.	Nuclear power is generated by using uranium, which is a metal mined in various parts of the world.
	S vi Prep. Gerund Sub-clause
2.	People are increasingly concerned about this.
	S vi Prep. Noun

The sentences above use the verb pattern 3A (VP3A) in pattern 1 [S + vi + preposition + noun/gerund], it is because the preposition is followed by a noun ora gerund.

3.	The first large-scale nuclear power station was opened at Calder hall in Cumbria, England, in 1956.
	S vi Adverbial adjunct

This sentence use the verb pattern 2C [S + vi + adverbial adjunct], it is because the intransitive verb used with adverbial adjunct.

The Ninth Datum:

1.	Breaking and entering is an unusual film.
	S BE Noun (Phrase)
2.	Will and Sandy are two architects working on major urban renewal project in the king's cross section in London.
	S BE Noun (Phrase)
3.	The area is unsafe and ready for such a project.
	S BE Adjective (Phrase)

The Tenth Datum:

1.	Philippines: at least nine people were killed and dozens were injured when the Philippines security forces clashed with dozens of slums dweller who resisted the tearing down of their houses in the northern province, a police commander said Tuesday.
	S (Phrase) vi Coord. S vi <i>who</i> Sub-clause
2.	Raul Gonzales, the police chief in the northern cordillera area, said that the soldiers and police officers traded gunfire with dozens of people who are illegally occupying the private land in Kalinga province.
	S (Phrase) vt <i>that</i> -clause

The Eleventh Datum:

1.	Last week I took my five year old son, Willy, to a musical instrument store in my hometown.
	Adv. S vt Pronoun (phrase) Prep. Noun (Phrase)

This sentence use the verb pattern 14 (VP14) in pattern 1 [S + vt + Pronoun + Preposition + Noun (Phrase)], it is because the verb is followed by a noun (direct object) and prepositional phrase.

2.	wanted to buy him a set of junior drum because his drum teacher advised me
S.	vt to-infinitive (Phrase) Sub-clause
	everything he wants to know.

Tabulation of Data

The results of this study show that reading texts in English national examination in the 2010 academic year at senior high school use verb patterns which include 17 verb patterns from all of verb patterns based on Hornby’s theory. They are verb pattern 1 found in 23 sentences, verb pattern 2 found in 27 sentences, verb pattern 3 found in 18 sentences, verb pattern 4 found in 4 sentences, verb pattern 5 found in 1 sentence, verb pattern 17 found in 1 sentence, verb pattern 19 found in 2 sentences, verb pattern 21 found in 1 sentence, and verb pattern 24 found in 1 sentence. The data are taken from the table of data tabulation, which show count of verb patterns in each of pattern.

The number of sentences using verb patterns are 17 verb patterns which are found in 127 sentences. Then, from all of 17 verb patterns, the most predominant of verb pattern is verb pattern 6 (VP6) found 36 sentences. Then, it is followed by verb pattern 2 (VP2), verb pattern 1 (VP1), verb pattern 3 (VP3), verb pattern 14 (VP14), verb pattern 11 (VP11), verb pattern 9 (VP9), verb pattern 7 (VP7), verb pattern 4 (VP4) and 15 (VP15), verb pattern 16 (VP16), verb pattern 19 (VP19), and verb pattern 5, 10, 17, 21, and 24.

Discussion

The data description and result of analysis above show clearly that all of the reading texts in English national examination in the 2010 academic year at senior high school use the verb patterns. But, from 25 main verb patterns based on Hornsby’s theory, there are 17 verb patterns found in reading texts in English national examination in the 2016 year at senior high school. They are the verb pattern 1

(VP1) found in 23 sentences, the verb pattern 2 (VP2) found in 27 sentences, the verb pattern 3 (VP3) found in 18 sentences, the verb pattern 4 (VP4) found in 4 sentence, the verb pattern 5 (VP5) found in 1 sentences, the verb pattern 6 (VP6) found in 36 sentences, This data showed that the verb patterns 6 (VP6) are the highest among the others. Within the verb pattern 6 (VP6), it is found three patterns. They are the verb pattern 6A, 6B and 6C. And the most predominant pattern is the verb pattern 6A [S + vt + noun/pronoun] that exist in 33 sentences.

Since this present study limits on the verb patterns to any deviations of tense rules as the verb patterns, it can be considered that those verb patterns as the grammatical rules of the verb are the important knowledge of a sentence meaning. One reason that might contribute to the presence of those verb pattern is that there are many patterns in English reading texts which are made by Indonesian people as indicated by Hornby’s theory. It is also identical with those used in the third edition of the Oxford Advanced Learner’s Dictionary of Current English (Oxford University Press, 1974) even though, there are some of the verb patterns which are not used. But, the students or the teachers can learn and practice those verb patterns in their English knowledge, particularly in reading capability. For example, the verb pattern 6 [S + vt + noun/pronoun] which can be appropriate with the present tense which is usually used in their daily lives.

Based on the discussion above, this finding proves that the use of the verb patterns referring to Hornby’s theory are considered appropriate to be used and learned by the students, especially at senior high school level. Although, it has been known and learned generally by

the students and the teachers, for example, the form of tenses.

D. Conclusion

The objective of this study is to analyze the verb patterns in reading texts in English national examination in Indonesia in the 2010 academic year at senior high school. Studying the verb patterns existing in reading texts in English national examination reflects the grammatical form of verb that must be existed to be used, principally in English reading texts form. As Hornby said that the formal verbs are easier to be understood by the beginner. Because of that, the reading texts use more verb patterns than no pattern or not grammatical.

Therefore, the answer to the questions concerning to the verb patterns, their descriptions and classification of the frequency of occurrences have been provided by the result of this study.

In all of the reading texts, the most frequently verb pattern used is the verb pattern 6A [S + vt + noun]. The verb pattern 6A seems simple pattern and easier to comprehend than the other verb patterns. Usually, this pattern is dominant in the reading texts in English national examination. Variances of the verb pattern 6 are also found. They are verb pattern 6A, 6B, 6C, 6D, and 6E. From all of the sub-verb patterns 6, verb pattern 6A [S + vt + noun/pronoun] is often used. Therefore, the frequency of using other verb patterns in the reading texts in English national examination in the 2010 academic year at senior high school is not as many as the verb pattern 6 (VP6).

E. Suggestion

Derived from the significance of the study, this study aims to give a beneficial contribution for the English teachers, English students, and the next researchers who are interested in analyzing the same field of research. Therefore, here the writer has some suggestions for all of them.

For the English teacher, they are expected to explain about the various verb patterns which are 17 verb patterns found in this study, especially verb pattern 6 (VP6). So the students can understand more on various verb patterns and know the implicit meaning of reading texts through the verb patterns.

For the English students, they are expected to understand more about verb patterns which are 17 verb patterns, especially verb pattern 6 in English reading texts and apply them in their English lesson. By having knowledge about verb patterns, consequently, they are easier to get knowledge from English reading texts.

For the government as the maker of English national examination, they are expected to use more 17 verb patterns which are found in reading texts in English national examination. So, the students do not learn only from a certain verb pattern but also from the other 17 verb patterns through reading texts of English national examination.

The last, the writer recognizes that there are still many weaknesses of this study because studying about verb patterns needs deep attention. According to the writer, study about verb pattern is interesting. Therefore, the writer suggests to the next researcher to investigate verb patterns more deeply and intensively. They can find the same discussion with different issues. Such as, they can study verb patterns in reading texts in English national examination not only at senior high school but also junior high school or elementary school, and etc.

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