

MASTERING ENGLISH GRAMMAR: A STEP-BY-STEP APPROACH



You did it!!



ISBN 978-623-125-249-4



9 786231

252494

MASTERING ENGLISH GRAMMAR: A STEP-BY-STEP APPROACH

**Ika Purnama Sari
Citra Prasiska Puspita Tohamba
James Sinurat
Roni
Morita
Bertaria Sohnata Hutaauruk
Hustiana
Aryati Hamzah
Risma Kartika Dewi
Anggita
Muajiz Muallim
Lilis Listiyawati**



GET PRESS INDONESIA

MASTERING ENGLISH GRAMMAR: A STEP-BY-STEP APPROACH

Penulis :

Ika Purnama Sari
Citra Prasiska Puspita Tohamba
James Sinurat
Roni
Morita
Bertaria Sohnata Hutaauruk
Hustiana
Aryati Hamzah
Risma Kartika Dewi
Anggita
Muajiz Muallim
Lilis Listiyawati

ISBN : 978-623-125-249-4

Editor : Ari Yanto., M.Pd

Penyunting : Tri Putri Wahyuni., S.Pd

Desain Sampul dan Tata Letak : Atyka Trianisa, S.Pd

Penerbit : GET PRESS INDONESIA

Anggota IKAPI No. 033/SBA/2022

Redaksi :

Jln. Palarik Air Pacah No 26 Kel. Air Pacah
Kec. Koto Tangah Kota Padang Sumatera Barat
Website : www.getpress.co.id
Email : adm.getpress@gmail.com

Cetakan pertama, Juni 2024

Hak cipta dilindungi undang-undang
Dilarang memperbanyak karya tulis ini dalam bentuk dan
dengan cara apapun tanpa izin tertulis dari penerbit.

FOREWORD

All praise and gratitude for the presence of Allah SWT on all occasions. Sholawat along with greetings and prayers we convey to the Prophet Muhammad SAW. Alhamdulillah, for His Grace and Grace, the author has completed this book, Mastering English Grammar: A Step-By-Step Approach.

This book discusses Tenses, Modal Verbs, Conditionals, Passive, Indirect speech, Questions, Ing And The Infinitive, Articles, Relative clauses, Adjectives And Adverbs, Word order, Prepositions.

The process of writing this book was successfully completed with the collaboration of the writing team. For the sake of better quality and reader satisfaction, we highly expect constructive suggestions and input from readers.

The author would like to thank all parties who have supported in completing this book. Especially those who have helped the publication of this book and have been entrusted with encouraging and initiating the publication of this book. Hopefully this book can be useful for the Indonesian people.

Padang, Juni 2024

Penulis

LIST OF CONTENTS

| | |
|---|-----------|
| FOREWORD | i |
| LIST OF CONTENTS | ii |
| LIST OF TABLES | vi |
| CHAPTER 1 TENSES..... | 1 |
| 1.1 Present Tense..... | 3 |
| 1.2 Past Tense | 6 |
| 1.3 Future Tense..... | 9 |
| 1.4 Past Future Tense..... | 13 |
| BIBLIOGRAPHY..... | 17 |
| CHAPTER 2 MODAL VERBS | 19 |
| 2.1 Introduction..... | 19 |
| 2.2 The Importance of Modal Verbs..... | 21 |
| 2.3 Formula of Modal Verbs | 23 |
| 2.4 Example of Modal Verb “Can” | 26 |
| 2.5 Example of Modal Verb “Could” | 27 |
| 2.6 Example of Modal Verb “Will” | 29 |
| BIBLIOGRAPHY..... | 31 |
| CHAPTER 3 CONDITIONALS..... | 33 |
| 3.1 Introduction..... | 33 |
| 3.2 Zero Conditional..... | 34 |
| 3.3 Type I: Real Condition in the Present or Future | 35 |
| 3.4 Type II: Unreal Conditions in the Present or Future | 37 |
| 3.5 Type III: Unreal Condition in the Past..... | 39 |
| 3.6 Basic Verb Form Usage in Conditional Sentences..... | 41 |
| 3.7 Additional Notes..... | 42 |
| 3.7.1 Omitting If..... | 42 |
| 3.7.2 Wish | 43 |
| 3.7.3 Unless | 43 |
| 3.7.4 Provided (that) | 43 |
| 3.7.5 In case..... | 43 |
| 3.7.6 As If/As Though..... | 44 |
| 3.8 Conclusion..... | 44 |
| BIBLIOGRAPHY..... | 45 |
| BAB 4 PASSIVE VOICE..... | 47 |
| 4.1 Present Passive Voice..... | 48 |

| | |
|---|-----------|
| 4.2 Simple Present..... | 48 |
| 4.3 Present Continous..... | 48 |
| 4.4 Present Perfect..... | 48 |
| 4.5 Present Perfect Continous..... | 49 |
| 4.6 Past Passive Vioce | 49 |
| 4.7 Simple Past..... | 49 |
| 4.8 Past Continous | 49 |
| 4.9 Past Perfect | 49 |
| 4.10 Past Perfect Continous..... | 49 |
| 4.11 Future Passive Voice..... | 50 |
| 4.12 Simple Future | 50 |
| 4.13 Present Future Perfect..... | 50 |
| 4.14 Present Future Perfect Continous..... | 50 |
| 4.15 Past Future Voice..... | 51 |
| 4.16 Past Future | 51 |
| 4.17 Past Future Continous | 51 |
| 4.18 Past Future Perfect | 51 |
| 4.19 Past Future Perfect Continous | 52 |
| BIBLIOGRAPHY | 53 |
| CHAPTER 5 INDIRECT SPEECH | 57 |
| 5.1 Introduction..... | 57 |
| BIBLIOGRAPHY | 70 |
| CHAPTER 6 QUESTIONS | 71 |
| 6.1 Introduction..... | 71 |
| 6.2 Types Of Questions..... | 73 |
| 6.2.1 Yes/ no questions | 73 |
| 6.2.2 WH-question..... | 75 |
| 6.2.3 Embedded questions | 79 |
| 6.2.4 Taq questions..... | 81 |
| 6.3 Other Types Of Questions Based On Questioning Skills | 83 |
| 6.4 Practices | 86 |
| 6.5 Conclusion | 88 |
| BIBLIOGRAPHY | 89 |
| CHAPTER 7 -ING AND THE INFINITIVE..... | 91 |
| 7.1 Pendahuluan | 91 |
| 7.2 -ing (Gerund)..... | 92 |

| | |
|---|------------|
| 7.2.1 Gerund (Verb+ -ing) sebagai subjek dalam sebuah kalimat..... | 93 |
| 7.2.2 Gerund sebagai Objek dari kata kerja tertentu | 94 |
| 7.2.3 Gerund sebagai Obyek kata depan (<i>Object of preposition</i>)..... | 95 |
| 7.2.4 Gerund sebagai pelengkap kata kerja..... | 96 |
| 7.2.5 Gerund memodifikasi kata benda..... | 97 |
| 7.2.6 Gerund sebagai Appositive..... | 97 |
| 7.2.7 Gerund digunakan untuk menyatakan suatu larangan..... | 98 |
| 7.2.8 Go + Gerund untuk menyatakan recreational activities..... | 98 |
| 7.2.9 Gerund dalam bentuk passive | 99 |
| 7.2.10 Gerund juga sebagai modifier dan kata majemuk (compound noun) | 99 |
| 7.3 The Infinitive | 99 |
| 7.3.1 To Infinitive..... | 99 |
| 7.3.2 The Use Of Infinitive Without To..... | 104 |
| 7.4 Kata Kerja Yang Bisa Diikuti Oleh Gerund Maupun The Infinitive | 104 |
| BIBLIOGRAPHY..... | 107 |
| CHAPTER 8 ARTICLES..... | 109 |
| 8.1 Pendahuluan..... | 109 |
| 8.2 Jenis-Jenis Article | 109 |
| 8.2.1 Definite Article | 109 |
| BIBLIOGRAPHY..... | 119 |
| CHAPTER 9 RELATIVE CLAUSES..... | 121 |
| 9.1 Clauses | 121 |
| 9.2 Relative Clauses | 122 |
| 9.3 Relative Clause Exercises | 130 |
| BIBLIOGRAPHY..... | 137 |
| CHAPTER 10 ADJECTIVES AND ADVERBS | 139 |
| 10.1 Introduction | 139 |
| 10.2 Adjectives | 139 |
| 10.2.1 What are adjectives?..... | 139 |
| 10.2.2 Types of Adjectives..... | 143 |
| 10.2.3 Forming Comparison Degree of Adjectives..... | 144 |

| | |
|--|------------|
| 10.3 Adverbs | 146 |
| 10.3.1 What are adverbs? | 146 |
| 10.3.2 Types of Adverbs | 146 |
| 10.3.3 Formation of Adverbs | 147 |
| 10.4 Key Information | 149 |
| 10.5 Exercises | 149 |
| BIBLIOGRAPHY | 154 |
| CHAPTER 11 WORD ORDER..... | 155 |
| 11.1 Introduction..... | 155 |
| 11.2 Defining Word Order in English | 155 |
| 11.3 The Important of Word Order | 156 |
| 11.4 Applying Word Order in Sentence..... | 157 |
| 11.5 How to Avoid Mistakes with Word Order..... | 161 |
| BIBLIOGRAPHY | 163 |
| CHAPTER 12 PREPOSITION..... | 165 |
| 12.1 Introduction..... | 165 |
| 12.2 Preposition..... | 165 |
| 12.2.1 Prepositions of Place | 165 |
| 12.2.2 Prepositions of Time | 167 |
| 12.2.3 Prepositions of Direction..... | 170 |
| 12.2.4 Prepositions with Special Uses. | 170 |
| 12.2.5 Prepositions with Adjective, Verbs or Nouns | 172 |
| 12.2.6 Prepositions are used with some verbs..... | 173 |
| 12.2.7 Prepositions are used with some nouns: | 174 |
| 12.2.8 Some other examples: Preposition + noun | 174 |
| BIBLIOGRAPHY | 179 |

LIST OF TABLES

| | |
|--|-----|
| Table 1.1. Table of Tenses..... | 2 |
| Table 3.1. Tense Combination in Zero Conditional | 34 |
| Table 3.2. Real Conditionals in the Present or Future | 35 |
| Table 3.3. Unreal Condition in the Present or Future | 38 |
| Table 3.4. Unreal Condition in the Past | 39 |
| Table 3.5. Basic Verb Form Usage in Conditional Sentences..... | 41 |
| Tabel 7.1. <i>Certain verbs</i> yang diikuti <i>gerund</i> sebagai objek..... | 94 |
| Tabel 7.2. <i>Certain Adjective</i> yang diikuti oleh gerund | 101 |
| Tabel 7.3. <i>Certain verbs</i> yang langsung diikuti oleh <i>to infinitive</i> | 102 |
| Tabel 7.4. <i>Certain verbs</i> yang tidak langsung diikuti oleh <i>to infinitive</i> | 102 |
| Tabel 7.5. Kata yang diikuti oleh <i>gerund</i> dan <i>to</i> <i>infinitive</i> dengan perubahan makna | 105 |
| Tabel 7.6. Kata yang diikuti oleh <i>gerund</i> dan <i>to</i> <i>infinitive</i> tanpa perubahan makna | 106 |
| Table 10.1. Usual Word Order of Adjectives | 139 |
| Table 10.2. Negative Prefixes for Adjectives | 140 |
| Table 10.3. Common Suffixes for Adjectives..... | 141 |
| Table 10.4. Adjectives Ending in ‘-ing’ and ‘-ed’ | 142 |
| Table 10.5. Differences between Adjectives and Adverbs | 149 |

CHAPTER 1

TENSES

By Ika Purnama Sari

Grammar is essential to learn because it can help students understand the structure and grammar of English and correct mistakes that English students often make. Grammar in English includes parts of speech, tenses, and clauses. Besides that, Grammar also contains rules about writing, spelling words, and punctuation.

In Indonesia, there are 16 English tenses that we learn. English tenses are defined as sentence patterns that change according to time, referring to the Past, Present, and Future. By understanding English tenses, we can compose sentences better even though we sometimes have to use them.

In other opinion, Tenses are verb changes that are influenced by time and the degree of perfection of the event. Tenses have a massive role in a sentence (Ishak, 2021). Verb forms (verb tenses) show how the verb relates to time.

Each tense that we study has its function (Asiza, 2017). Tense is adjusting a verb to reflect when an event or action occurs. Tenses is a grammar Tense is grammar that emphasizes the use of verbs which are related to the time of use

All sentences in English cannot be separated from tenses because all sentences must be related to the time and nature of the event (Erwin, 2010). According to the time, tenses consist of Present, Past, Future, and Past Future. Like the event, tenses are comprised of 4 categories they are simple, continuous, perfect, and perfect continuous. To understand more, look at the table below.

Table 1.1. Table of Tenses.

| Characteristic | | Simple | Continuous | Perfect | Perfect Continuous |
|----------------|-------------|--------|------------|---------|--------------------|
| Time | Present | 1 | 2 | 3 | 4 |
| | Past | 5 | 6 | 7 | 8 |
| | Perfect | 9 | 10 | 11 | 12 |
| | Past Future | 13 | 14 | 15 | 16 |

From that table we understand that there are 16 tenses in English. They are:

| No | Tenses | |
|----|-------------|--------------------------------------|
| 1 | Present | Simple Present Tense |
| 2 | | Present Continuous Tense |
| 3 | | Present Perfect Tense |
| 4 | | Present Perfect Continuous Tense |
| 5 | Past | Simple Past Tense Tense |
| 6 | | Past Continuous Tense |
| 7 | | Past Perfect Tense |
| 8 | | Past Perfect Continuous Tense |
| 9 | Future | Simple Future Tense |
| 10 | | Future Continuous Tense |
| 11 | | Future Perfect Tense |
| 12 | | Future Perfect Continuous Tense |
| 13 | Past Future | Simple Past Future Tense |
| 14 | | Past Future Continuous Tense |
| 15 | | Past Future Perfect Tense |
| 16 | | Past Future Perfect Continuous Tense |

1.1 Present Tense

There are some definitions about the Present Tense. Present Tense is used to express an event or activity that takes place every day and/or has become a habit and reality (Arif, 2012). (Dian, 2019) also said that Simple present is the tenses that used to describe a fact, habitual action, general truth. According (Setyani *et al.*, 2020) The simple present tense is used to express routine activities. Present Tense is explain about the activity at this time, (Idaryani, 2015). Its mean Simple Present is tenses that used to habitual action and fact. Sentence patterns in English are divided into 2 large groups, namely sentences using to be as a verb and sentences with verb (Indriastuti, 2009).

1. *Simple Present Tense*

This tense is used to express facts, habits and events that are happening at the moment.

Formulation:

Verbal

| | |
|-------------------|--------------------|
| Positive (+) | S+V1 (s/es)+O |
| Negative (-) | S+do/does+not+V1+O |
| Interrogative (?) | Do/does+S+V1+O |

Noted: Do is used for, I you, they and we. Does is used for she, he, and it.

Nominal

| | |
|-------------------|--|
| Positive (+) | S+Tobe(is, am, are)+Complement (Adjective/Noun/Adverb) |
| Negative (-) | S+Tobe(is, am, are)+not+Complement (Adjective/Noun/Adverb) |
| Interrogative (?) | Tobe(is, am, are)+S+Complement (Adjective/Noun/Adverb) |

Adverb of time:

- Always
- Often
- Normally
- Every
- Sometimes
- Seldom

- Never
- Usually

Example:

Verbal

- (+) Mita speaks English everyweek.
- (-) Mita Does not speak English everyweek.
- (?) Does Mita speak English everyweek?

Nominal

- (+) I am happy.
- (-) I am not happy.
- (?) Am I happy?

2. *Present Continuous Tense*

This tense is used to describe an action that is happening right now.

Formulation:

Verbal

| | |
|-------------------|---------------------------------|
| Positive (+) | S+Tobe(is, am, are)+V-ing+O |
| Negative (-) | S+Tobe(is, am, are)+not+V-ing+O |
| Interrogative (?) | Tobe(is, am, are)+ S+V-ing+O |

Adverb of time:

- Now
- Right now
- At present
- Today
- Just now
- This week
- This month
- This year
- This summer
- Right now

Example:

Verbal

- (+) She is cooking now.
- (-) She is cooking now.
- (?) Is she cooking now?

3. *Present Perfect Tense*

This tense is used to express an activity or situation that has started in the past and has finished at a certain point in time in the past or is still continuing until now.

Formulation:

Verbal

| | |
|-------------------|----------------------|
| Positive (+) | S+have/has+V3+O |
| Negative (-) | S+ have/has+V3+not+O |
| Interrogative (?) | Have/has+S+ V3+O |

Nominal

| | |
|-------------------|--|
| Positive (+) | S+have/has+been +Complement (Adjective/Noun/Adverb) |
| Negative (-) | S+have/has+not+been +Complement (Adjective/Noun/Adverb) |
| Interrogative (?) | Have/has+S+ been +Complement (Adjective/Noun/Adverb) |

Adverb of time:

- Already - Recently
- Till now - Lately
- Ever - Just

Example:

Verbal

- (+) She has already finished her homework.
- (-) She has not already finished her homework.
- (?) Has she already finished her homework?

Nominal

- (+) He has been at home recently.
- (-) He has been at home recently.
- (?) Has he been at home recently?

4. *Present Perfect Continuous Tense*

This tense is used to express an action that has been completed at some point in the past or an action that has started in the past and continues until now.

Formulation:

Verbal

| | |
|-------------------|-------------------------------|
| Positive (+) | S+have/has+been+V-ing+O |
| Negative (-) | S+ have/has+been +not+V-ing+O |
| Interrogative (?) | Have/has+S+been +V-ing+O |

Adverb of time:

- For
- Since
- All day
- All week

Example:

Verbal

(+) My father has been reading a magazine for 3 hours.

(-) My father has not been reading a magazine for 3 hours.

(?) Has my father been reading a magazine for 3 hours.

1.2 Past Tense

Past Tense is a tense that is used based on something that happened in the past.

1. *Simple Past Tense*

Tense is used to express simple events that have occurred at a certain time in the past.

Formulation:

Verbal

| | |
|-------------------|----------------|
| Positive (+) | S+V2+O |
| Negative (-) | S+did+not+V1+O |
| Interrogative (?) | Did+S+V1+O |

Nominal

| | |
|----------------------|---|
| Positive (+) | S+Tobe(Was/were)+Complement (Adjective/Noun/Adverb) |
| Negative (-) | S+Tobe(Was/were)+not+Complement (Adjective/Noun/Adverb) |
| Interrogative (?) | Tobe(Was/were)+S+Complement (Adjective/Noun/Adverb) |

Adverb of time:

- Yesterday - This morning
- ago - 3 days ago
- Last.... - Last week
- In 1999 - Last night

Example:

Verbal

- (+) They went to Jakarta Last week.
- (-) They did not to Jakarta Last week.
- (?) Did they go to Jakarta Last week?

Nominal

- (+) My teacher was angry yesterday.
- (-) My teacher was not angry yesterday.
- (?) Was My teacher angry yesterday?

2. *Past Continuous Tense*

This tense is used to describe an action that was happening or in progress at a particular time or when another action happened in the past.

Formulation:

Verbal

| | |
|-------------------|---------------------------------|
| Positive (+) | S+Tobe(is, am, are)+V-ing+O |
| Negative (-) | S+Tobe(is, am, are)+not+V-ing+O |
| Interrogative (?) | Tobe(is, am, are)+ S+V-ing+O |

Adverb of time:

- While

- When
- As long as
- At this time yesterday.

Example:

Verbal

(+) My aunt was watching television when I came.

(-) My aunt was not watching television when I came.

(?) Was my aunt watching television when I came?

3. *Past Perfect Tense*

This tense is used to express an activity was complete before another activity in the past.

Verbal

| | |
|-------------------|-------------------|
| Positive (+) | S+had+V3+O |
| Negative (-) | S+ had+not +V3 +O |
| Interrogative (?) | Had+S+ V3+O |

Nominal

| | |
|-------------------|--|
| Positive (+) | S+had+been +Complement (Adjective/Noun/Adverb) |
| Negative (-) | S+had+not+been +Complement (Adjective/Noun/Adverb) |
| Interrogative (?) | Had+S+ been +Complement (Adjective/Noun/Adverb) |

Adverb of time:

- Before
- When
- After

Example:

Verbal

(+) I had finished wrote a letter before you came.

(-) I had not finished wrote a letter before you came.

(?) Had I finished wrote a letter before you came?

Nominal

(+) My mom had been a teacher when I was born.

(-) My mom had not been a teacher when I was born.

(?) Had my mom been a teacher when I was born?

4. *Past Perfect Continuous Tense*

This tense is used to express an action that was happening before another action in the past.

Formulation:

Verbal

| | |
|-------------------|--------------------------|
| Positive (+) | S+had+been+V-ing+O |
| Negative (-) | S+ had+been +not+V-ing+O |
| Interrogative (?) | Had+S+been +V-ing+O |

Adverb of time:

- When
- For
- Before
- After

Example:

Verbal

(+) I had been studying in the bedroom when my mother knocked the door.

(-) I had not been studying in the bedroom when my mother knocked the door.

(?) Had I been studying in the bedroom when my mother knocked the door.

1.3 Future Tense

Future Tense is a tense based on an action that has yet to occur and will still be carried out by the subject

1. *Simple Future Tense*

Simple Future Tense is used to express simple events or activities that will occur in the future. These events occur planned (be going) or spontaneously (will).

Formulation:

Verbal

| | |
|-------------------|-------------------------|
| Positive (+) | S+shall/will+V1O |
| Negative (-) | S+ shall/will +not+V1+O |
| Interrogative (?) | Shall/will +S+V1+O |

Noted. For the planning we used “be going to +V1”

Nominal

| | |
|-------------------|---|
| Positive (+) | S+shall/will+be+Complement (Adjective/Noun/Adverb) |
| Negative (-) | S+ shall/will+be+not+Complement (Adjective/Noun/Adverb) |
| Interrogative (?) | Shall/will+S +be +Complement (Adjective/Noun/Adverb) |

Adverb of time:

- Tomorrow
- Next.....
- Tonight
- Soon
- The day after tomorrow

Example:

Verbal

- 1) (+) The students will follow the examination next week.
(-) The students will not follow the examination next week.
(?) Will the students follow the examination next week?
- 2) (+) I am going to your house tomorrow.
(-) I am not going to your house tomorrow.
(?) Am I going to your house tomorrow?

Nominal

- (+) Dwi will be a singer in my party tomorrow.
- (-) Dwi not be a singer in my party tomorrow.
- (?) Will Dwi be a singer in my party tomorrow?

2. *Future Continuous Tense*

This tense is used to describe an action that will be happening at a particular time in the future.

Formulation:

Verbal

| | |
|-------------------|-------------------------------|
| Positive (+) | S+ shall/will+be +V-ing+O |
| Negative (-) | S+ shall/will+be +not+V-ing+O |
| Interrogative (?) | Shall/will+ S+be+V-ing+O |

Adverb of time:

- Tomorrow
- Next.....
- later

Example:

Verbal

(+) We will be studying English next Friday.

(-) We will not be studying English next Friday.

(?) Will we be studying English next Friday?

3. *Future Perfect Tense*

This tense is used to express an activity that will be finished before another activity in the future.

Formulation:

Verbal

| | |
|-------------------|-------------------------------|
| Positive (+) | S+shall/will+have+ V3+O |
| Negative (-) | S+ shall/will+not+ have+ V3+O |
| Interrogative (?) | Shall/will+S+have +V3+O |

Nominal

| | |
|--------------|---|
| Positive (+) | S+ shall/will+have +been +Complement (Adjective/Noun/Adverb) |
| Negative (-) | S+shall/will+have+not+been +Complement (Adjective/Noun/Adverb) |

| | |
|-------------------|---|
| Interrogative (?) | Shall/will +S+have+ been +Complement (Adjective/Noun/Adverb) |
|-------------------|---|

Adverb of time:

- By
- By next month.
- By....o'clock tomorrow
- By the end of...

Example:

Verbal

(+) My family will have had holiday by the end of the year.

(-) My family will not have had holiday by the end of the year.

(?) Will my family have had holiday by the end of the year.

Nominal

(+) She will have been in the room by 12 o'clock.

(-) She will not have been in the room by 12 o'clock..

(?) Will she have been in the room by 12 o'clock.

4. *Future Perfect Continuous Tense*

This tense is used to express an action that will be happening before another action in the future.

Formulation:

Verbal

| | |
|-------------------|-----------------------------------|
| Positive (+) | S+shall /will+have+been+V-ing+O |
| Negative (-) | S+ shall /will+have+been+V-ing+O |
| Interrogative (?) | Shall /will+S+ have+been+V-ing+O. |

Adverb of time:

- By
- For by next week

- For a week
- By the end of....
- At the end of....

Example:

Verbal

(+) I will have been going to Bali at the end of this year.

(-) I will not have been going to Bali at the end of this year.

(?) Will I have been going to Bali at the end of this year?

1.4 Past Future Tense

Past future tense is a tense that explains future events from the perspective of the past. For example:

"I would come to my friend's birthday"

In would come explains an action (in the form of a promise to come) in the past that will happen in the future, namely my friend's birthday.

1. Simple Past Future Tense

Tense is used to express probability. Simple Past Future describes conditional type 2.

Formulation:

Verbal

| | |
|-------------------|----------------------|
| Positive (+) | S+should/would+V1+O |
| Negative (-) | S+ should/would+V1+O |
| Interrogative (?) | Should/would+S+V1+O |

Nominal

| | |
|-------------------|---|
| Positive (+) | S+ should/would+be+Complement (Adjective/Noun/Adverb) |
| Negative (-) | S+ should/would+be+Complement (Adjective/Noun/Adverb) |
| Interrogative (?) | Should/would+S+be+Complement (Adjective/Noun/Adverb) |

Adverb of time:

- Yesterday

- ago
- Last....

Example:

Verbal

1. (+) Roni would marry Rini last year.
 (-) Roni would not marry Rini last year.
 (?) Would Roni marry Rini last year?
2. (+) My father would buy a car if he had much money.
 (-) My father would not buy a car if he had much money.
 (?) Would My father buy a car if he had much money?

Nominal

- (+) I would be a doctor last year.
- (-) I would not be a doctor last year.
- (?) Would I be a doctor last year?

2. *Past Future Continuous Tense*

Tense used to express possibilities that will be carried out through a process.

Formulation:

Verbal

| | |
|-------------------|------------------------------|
| Positive (+) | S+should/ would+be+V-ing+O |
| Negative (-) | S+ should/ would+be+V-ing+O |
| Interrogative (?) | Should/ would +S+be+ V-ing+O |

Adverb of time:

- On....
- Last....
- As long as
- At... o'clock yesterday.

Example:

Verbal

- (+) They would be studying math on Tuesday.
- (-) They would not be studying math on Tuesday.

(?) Would they be studying math on Tuesday.

3. *Past Future Perfect Tense*

This tense is used to express the possibility that the perpetrator will do by subject. Past Future Perfect describes conditional type 3.

Verbal

| | |
|-------------------|-------------------------------------|
| Positive (+) | S+should/would+have +been+V3+O |
| Negative (-) | S+ should/would+not+have +been+V3+O |
| Interrogative (?) | Should/would+S+have +been+V3+O |

Nominal

| | |
|-------------------|---|
| Positive (+) | S+ should/would+have +been +Complement (Adjective/Noun/Adverb) |
| Negative (-) | S+ should/would +not+ have +been +Complement (Adjective/Noun/Adverb) |
| Interrogative (?) | Should/would +S+ have+ been +Complement (Adjective/Noun/Adverb) |

Adverb of time:

- By last week
- By the end of...
- At yesterday
- On last week

Example:

Verbal

(+) Santi would have seen her friend if she had come earlier.

(-) Santi would not have seen her friend if she had come earlier.

(?) Would Santi have seen her friend if she had come earlier?

Nominal

(+) I should have been at your house if you called me.

(-) I should not have been at your house if you called me.

(?) Should I have been at your house if you called me?

4. *Past Future Perfect Continuous Tense*

This tense is used to express an action that would have been happening in the past. This tense is also used to express the possibility that something will be done for some time.

Formulation:

Verbal

| | |
|-------------------|--|
| Positive (+) | S+ should/would+have +been +V-ing+O |
| Negative (-) | S +should/would+not +have+ been +V-ing+O |
| Interrogative (?) | hould/would+S+have +been +V-ing+O |

Adverb of time:

- When
- For
- Before
- After

Example:

Verbal

(+) We should have been travelling for a week last week.

(-) We should not have been travelling for a week last week.

(?) Should We have been travelling for a week last week?

BIBLIOGRAPHY

- Arif, M. (2012) 'EASY ENGLISH GRAMMAR'. ReSS Press.
- Asiza, N. (2017) 'Tense With Brain Exercise'. Dirah.
- Dian, F. (2019) 'Basic English Grammar for Foreign Language Learners'. Indomedia Pustaka.
- Erwin, H.K. (2010) 'Basic English Grammar', *Edc-SMA Negeri*, 3, pp. 5–10.
- Idaryani, I. (2015) 'Modul Bahasa Inggris untuk Perguruan Tinggi'. Unimal Press.
- Indriastuti, A.M. (2009) *Buku Pintar Tenses*. WahyuMedia.
- Ishak, R.P. (2021) 'Basic English Handbook Grammar And Conversation For University Students'.
- Setyani, R.A. *et al.* (2020) *BUKU AJAR BAHASA INGGRIS DASAR*. Yogyakarta: Respati Press.

CHAPTER 2

MODAL VERBS

By Citra Prasiska Puspita Tohamba

2.1 Introduction

Modal verbs, or modal verbs, are special verbs in English used to express ability, necessity, permission, possibility, desire, or certainty. Modal auxiliary verbs are auxiliary verbs. Basically, the main function of a modal is to describe a need or possibility. In English sentences, the use of modals is always followed by the main verb or ordinary verb (*Modal Verb*, n.d.).

From the many modal verbs you can learn, there are some that are most commonly found in everyday English sentences. For example, must, shall, will, should, can, could, may, might, and many more. Modal verbs also have some rules that make them slightly different from ordinary verbs.

For example: Even though it's a verb, you don't need to add the letter "s" to the end of modal verbs in the third person present tense. This means that "he cans", "she mays", or "Chandra shoulds" are incorrect examples.

Not only that, but modal verbs cannot be followed by the -ing affix that is usually used with regular verbs in sentences that use the present continuous tense. Thus, "I'm canning", "He's willing", or "You are shoulding" are incorrect examples.

Here are some modal verbs in English and their common uses:

Can:

Usage: expresses ability or skill.

Example: She can speak French.

Could:

Usage: A past version of "can," used to express ability or possibility in the past.

Example: When I was younger, I could run very fast.

Will:

Usage: expresses a future decision or action.

Example: I will help you with your homework.

Would:

Usage: A past tense version of "will," or used to express preference or desire.

Example: I would like a cup of tea, please.

Shall:

Usage: often used in questions or suggestions, especially in formal English.

Example: Shall we go to the movies?

Should:

Usage: expresses a suggestion, obligation, or necessity.

Example: You should finish your homework before watching TV.

May:

Usage: expresses permission or possibility.

Example: May I borrow your pen?

Might:

Usage: expresses a lower possibility than "may."

Example: It might rain later, so bring an umbrella.

Must:

Usage: expresses necessity or obligation.

Example: You must wear a helmet when riding a motorcycle.

Ought to:

Usage: similar to "should," expressing a suggestion or obligation.

Example: You ought to apologize for your behavior.

Need to:

Usage: expresses a need or obligation.

Example: I need to finish this report by tomorrow.

Have to:

Usage: expresses obligation or necessity.

Example: I have to attend a meeting this afternoon.

Modal verbs help convey additional nuance and meaning in sentences. Understanding their proper usage will help English speakers to communicate more accurately and effectively.

2.2 The Importance of Modal Verbs

Understanding modal verbs in English is very important as they provide nuance and additional information to sentences. Here are some reasons why an understanding of modal verbs is important:

Gives Nuance to Action:

Modal verbs can provide nuance about the extent to which an action or state is occurring. For example, the difference between "can" and "must" provides information about ability versus necessity.

Conveys Possibility and Certainty:

Modal verbs like "may," "might," "can," "could," "will," and "would" are used to express the possibility or certainty of an event. Understanding them helps in constructing clear and precise sentences.

Expressing Permission and Obligation:

Modal verbs like "may," "can," "must," "should," "ought to," "have to," and "need to" are used to express permission, obligation, or advice. This understanding is important in formal or informal speaking contexts.

Clarifying a Request or Offer:

Modal verbs are used in the formation of questions or offers, such as "Shall we?" or "Can I?" Understanding how to use modal verbs can help clarify the speaker's intent.

Avoiding Misunderstandings:

Proper use of modal verbs helps avoid misunderstandings in communication. For example, the difference between "will" and "would" can make a big difference in the meaning of a sentence.

Speaks of Abilities and Skills:

Modal verbs like "can" and "could" are used to talk about one's abilities or skills. This understanding helps in explaining the ability or skill clearly.

Communicating Desires and Preferences:

Modal verbs like "would like" are used to express one's desires or preferences. Understanding how to use these modal verbs helps in talking about wishes or expectations.

Markers of Time and Order:

Some modal verbs, such as "must," can be used to indicate a sequence of time or necessity in the past. Understanding this helps in crafting a chronological narrative.

A good understanding of modal verbs helps English speakers to be more accurate and effective in conveying their message. Modal verbs open up opportunities to express the complexity of meaning

in sentences and play an important role in everyday communication.

2.3 Formula of Modal Verbs

Modal verbs contribute to the meaning of the verb phrase. They are used to express various aspects such as possibility, necessity, ability, and permission. Furthermore, modal auxiliaries in a phrase can also convey attitudes and levels of confidence. As an illustration, essential auxiliaries like "can," "will," and "must" convey the action's capacity, willingness, or necessity explicitly. Conversely, by implying duty or wisdom, peripheral auxiliaries like "ought to" or "have to" only partially meet the requirements.

The auxiliary verbs that are closer to lexical verbs often have more specific meanings and are used in a wider range of contexts. On the other hand, the auxiliary verbs that are closer to the central modals have more general meanings and are used in a more limited set of situations (Kukucz, 2009).

The formula for using modal verbs in English sentences is quite fixed. This means you can memorize the following formula for using modal verbs. Modal verbs have several usage formulas that can help you understand how they are used in various contexts.

Positive sentences

They/we/I/you/he/she/it + modal verb + verb 1

Negative sentence

They/we/I/you/he/she/it + modal verb + not + verb 1

The following are common formulas for some modal verbs:

1. Can

| | |
|--|---|
| <ul style="list-style-type: none">- Affirmative: Subject + can + base verb- Example: She can sing well. | <ul style="list-style-type: none">- Negative: Subject + can't + base verb- Example: He can't swim. |
|--|---|

2. Could

| | |
|--|---|
| <ul style="list-style-type: none">- Affirmative: Subject + could + base verb- Example: I could have finished the project yesterday. | <ul style="list-style-type: none">- Negative: Subject + couldn't + base verb- Example: We couldn't find the key. |
|--|---|

3. Will

| | |
|---|--|
| <ul style="list-style-type: none">- Affirmative: Subject + will + base verb- Example: They will arrive soon. | <ul style="list-style-type: none">- Negative: Subject + will not + base verb- Example: I will not forget your birthday. |
|---|--|

4. Would

| | |
|--|--|
| <ul style="list-style-type: none">- Affirmative: Subject + would + base verb- Example: He would always help others. | <ul style="list-style-type: none">- Negative: Subject + wouldn't + base verb- Example: He wouldn't listen to my advice. |
|--|--|

5. Shall

| | |
|---|---|
| <ul style="list-style-type: none">- Affirmative: Subject + shall + base verb (commonly used in questions and offers)- Example: Shall we go for a walk? | <ul style="list-style-type: none">- Negative: Subject + shall not (shan't) + base verb- Example: I shan't be late. |
|---|---|

6. Should

| | |
|--|---|
| <ul style="list-style-type: none">- Affirmative: Subject + should + base verb- Example: You should apologize. | <ul style="list-style-type: none">- Negative: Subject + shouldn't (shouldn't) + base verb- Example: They should not ignore the instructions. |
|--|---|

7. May

| | |
|---|--|
| <ul style="list-style-type: none">- Affirmative: Subject + may + base verb- Example: He might join us later. | <ul style="list-style-type: none">- Negative: Subject + may not + base verb- Example: You may not enter without permission. |
|---|--|

8. Might

| | |
|---|--|
| <ul style="list-style-type: none">-Affirmative: Subject + might + base verb.-Example: It might rain tonight. | <ul style="list-style-type: none">-Negative: Subject + might not + base verb-Example: He might not come to the party. |
|---|--|

9. Must

| | |
|---|---|
| <ul style="list-style-type: none">- Affirmative: Subject + must + base verb- Example: We must finish this project today. | <ul style="list-style-type: none">- Negative: Subject + should not (must not) + base verb- Example: You must not disturb them. |
|---|---|

10. Ought to

| | |
|---|--|
| <ul style="list-style-type: none">-Affirmative: Subject + ought to + base verb-Example: You ought to study for the exam. | <ul style="list-style-type: none">-Negative: Subject + ought not to (oughtn't to) + base verb-Example: She oughtn't to be rude. |
|---|--|

11. Need to

| | |
|---|--|
| -Affirmative: Subject + need to + base verb -Example: I need to buy groceries. | -Negative: Subject + need not + base verb -Example: You need not worry. |
|---|--|

12. Have to

| | |
|---|---|
| Affirmative: Subject + have to + base verb Example: They have to attend the meeting. | Negative: Subject + do not have to + base verb Example: I do not have to work on weekends. |
|---|---|

These formulas provide the basic structure for using modal verbs in positive and negative sentences. However, keep in mind that the rules for using modal verbs may vary depending on the context of the sentence and the communication situation.

2.4 Example of Modal Verb “Can”

The modal verb "can" is used to express ability, permission, or ask for permission in various contexts. The sentences above cover some common uses of the modal verb "can" in everyday conversation. The following examples are sentences using the modal verb "can":

1. Affirmative (Positif):

- a. I can speak Spanish fluently.
- b. She can play the piano beautifully.
- c. We can meet you at the coffee shop.
- d. They can finish the project by next week.
- e. He can solve complex math problems.

2. Negative (Negatif):

- a. I cannot (can't) attend the meeting tomorrow.
- b. She can't swim, so she doesn't like the beach.
- c. We can't find our keys anywhere.
- d. They cannot (can't) come to the party tonight.

- e. He can't believe what he just heard.

3. Interrogative (Pertanyaan):

- a. Can you help me with my homework?
- b. Can she join us for dinner tonight?
- c. Can we use your laptop for a moment?
- d. Can they come to the concert tomorrow?
- e. Can he borrow your car for a short trip?

4. Request (Permintaan):

- a. Can you please pass me the salt?
- b. Can I have a glass of water, please?
- c. Can you lend me your notes for the class?
- d. Can we discuss this matter later?
- e. Can he take a day off next week?

5. Permission (Izin):

- a. You can go out and play after you finish your homework.
- b. Can I go to the movies with my friends?
- c. Can they use your computer for a presentation?
- d. Can he leave the office early today?
- e. Can she take a break for a few minutes?

6. Ability (Kemampuan):

- a. She can run faster than anyone else on the team.
- b. I can cook a delicious pasta dish.
- c. He can fix the car engine by himself.
- d. They can speak three languages fluently.
- e. Can you believe she can play the guitar so well?

2.5 Example of Modal Verb "Could"

The modal verb "could" is often used to express past abilities, more polite requests, and present or future possibilities. The sentences above cover some common uses of the modal verb "could" in everyday contexts. Here are some example sentences using the modal verb "could":

1. Affirmative (Positif):

- a. When I was younger, I could swim for hours without getting tired.
- b. She could speak French fluently when she lived in Paris.
- c. We could visit the museum next weekend.
- d. They could solve the puzzle in just a few minutes.
- e. He could play the guitar really well in high school.

2. Negative (Negatif):

- a. I couldn't find my keys this morning.
- b. She could not (couldn't) attend the meeting because of a prior commitment.
- c. We couldn't understand what he was saying.
- d. They couldn't believe their eyes when they saw the surprise.
- e. He couldn't remember where he put his glasses.

3. Interrogative (Pertanyaan):

- a. Could you help me with this heavy box, please?
- b. Could she join us for dinner tomorrow?
- c. Could we borrow your car for the weekend?
- d. Could they finish the project by the deadline?
- e. Could he give me a ride to the airport?

4. Request (Permintaan):

- a. Could you please pass me the salt?
- b. Could I have a moment of your time to discuss something?
- c. Could we have the bill, please?
- d. Could they provide more information about the program?
- e. Could he lend me his umbrella for a while?

5. Possibility (Kemungkinan):

- a. It could rain later, so bring an umbrella.
- b. She could be at the library; let's check there first.
- c. The package could arrive by tomorrow.
- d. They could be stuck in traffic.
- e. He could have left his phone at home.

6. Past Ability (Kemampuan di Masa Lalu):

- a. When I was a child, I could climb that tree easily.
- b. She could ride a bike without training wheels at the age of four.
- c. We could always find our way back home.
- d. They could fix the car on their own.
- e. He could swim across the lake when he was a teenager.

2.6 Example of Modal Verb “Will”

The modal verb "will" is often used to express decisions, predictions, promises, and actions that will happen in the future. The sentences above cover some common uses of the modal verb "will" in various contexts. The following sentences are some examples of modal verb "will":

1. Affirmative (Positif):

- a. I will help you with your homework.
- b. She will arrive at the airport by 3 PM.
- c. We will visit our grandparents next weekend.
- d. They will finish the project on time.
- e. He will start a new job in January.

2. Negative (Negatif):

- a. I will not (won't) be able to attend the meeting.
- b. She won't forget to call you back.
- c. We will not (won't) disturb you while you're working.
- d. They won't accept the proposal as it is.
- e. He will not (won't) lend his car to anyone.

3. Interrogative (Pertanyaan):

- a. Will you join us for dinner tonight?
- b. Will she be at the party on Saturday?
- c. Will we have time to finish the project by tomorrow?
- d. Will they attend the conference next month?
- e. Will he be available for a meeting in the afternoon?

4. Prediction (Prediksi):

- a. I think it will rain later, so bring an umbrella.
- b. She believes he will become a successful entrepreneur.
- c. We predict the company will achieve its sales target.
- d. They are confident the team will win the championship.
- e. He is sure he will pass the exam.

5. Spontaneous Decision (Keputusan Spontan):

- a. I can't decide; I will have pizza for dinner.
- b. She didn't plan to buy anything, but she will get those shoes.
- c. We didn't expect to go to the beach, but we will.
- d. They hadn't thought about it, but now they will take the job.
- e. He didn't know which movie to watch, so he will watch a comedy.

6. Promise (Janji):

- a. I will always support you.
- b. She will never forget your kindness.
- c. We will make sure to be there on time.

BIBLIOGRAPHY

Kukucz, M. (2009). *Characteristics of English Modal verbs*. Olomouc: Olomouc.

Modal Verb: Pengertian, Cara Menggunakan dan Contohnya. (n.d.). Retrieved December 11, 2023, from <https://www.ef.co.id/englishfirst/adults/blog/akademik-english-dan-persiapan-tes-inggris/modal-verb-pengertian-cara-menggunakan-dan-contohnya/>

CHAPTER 3

CONDITIONALS

By James Sinurat

3.1 Introduction

Conditional sentence is a presupposition sentence. This means that the sentence occurs or does not occur depends largely on whether the condition is fulfilled. In conditional sentences, there are situations that must be occurred. This sentence can be used to express cause and effect, the possibility of something happening, or express assumptions about things that are actually impossible to happen. If the condition is fulfilled then the sentence occurs. If the conditions are not fulfilled then the sentence does not occur.

Yosodipuro (2022) and Priyanto (2022) stated that “presuppositions that may occur and some that do not occur because they are contrary to reality.” Possible supposition is called *real conditional or future possibility*, and presupposition that may not occur is called *unreal conditional*. Nurchaerani mentioned that “conditional tenses are used to speculate three things.” First, what could happen; second, what might have happened; and third, what we wish would happen.

There are two clauses in conditional sentences, one clause in dependent clause and one clause in independent clause. The condition clause is usually characterized by *if* statement. Conditional sentences have different forms that allow the writer to express various meanings using different tenses. There are several tenses used in conditional sentences: (1) simple present tense; (2) simple past tense; (3) future tense; and (4) past perfect tense.

Conditional sentences have two general characteristics which consists of:

1. It has *if* clause as the word **if** is used in subordinate clause.
2. It uses **modal auxiliary**, such as *will, can, may, must, would, could, and might* in the main clause.

Chapter 3, Conditionals, consists of seven parts as presented below:

1. Introduction.
2. Zero Conditional.
3. Type I: Real Conditionals in the Present of Future.
4. Type II: Unreal Condition in the Present or Future.
5. Type III: Unreal Condition in the Past.
6. Basic Verb Form Usage in Conditional Sentences.
7. Additional Notes
 - a. Omitting if.
 - b. Wish.
 - c. Unless.
 - d. Provided (that).
 - e. In case.
 - f. As if/As Though.
8. Conclusion.

3.2 Zero Conditional

Zero conditional is used to express situation which is real and possible to happen. In other words, zero conditional is often used regarding condition that related to general truths. The tenses in *If* Clause and Main Clause are simple present tense. In zero conditional, the word *if* can usually be replaced by the word "when" without changing the meaning. Zero conditional uses the present tense in order to express something which are true or generally true. The present tense indicates that actions or conditions which possible to happen (Nurchaerani, <https://lms-paralel.esaunggul.ac.id>).

Table 3.1. Tense Combination in Zero Conditional

| If Clause | Main Clause |
|---------------------|----------------|
| If + simple present | simple present |

Source: Basic Grammar Conditional If (Nurchaerani, <https://lms-paralel.esaunggul.ac.id>)

According to Nurchaerani (<https://lms-paralel.esaunggul.ac.id>), the *Usage of The Zero Conditional is General Truth*. Verb tense in *If Clause* is Simple Present, and Verb Tense in *Main Clause* is Simple Present.

Formula: **If + Subject + simple present, Subject + simple present**

Examples:

- 1) If it rains, I take my umbrella to go out.
- 2) If I wake up early, I read religious book.
- 3) If I go to bed early, I wake up early.
- 4) If it heats up, I wear my hat.

3.3 Type I: Real Condition in the Present of Future

Pollock (1982) and Azar (1989) stated that Type I Conditional indicates a situation that may or may not happen in the future. The condition is true in the future. Priyanto (2022) stated that “it is used to suppose or assume condition that may happen in the future.”

Folse, Mitchell, Smith-Palinkas, and Tortorella (2013) stated that “real conditions express situations that may happen in the present or in the future. Real conditions are often used when stating **facts, general knowledge, habits, predictions, advice, or instructions.**” Furthermore, “real situation which is factual use present tense in *If Clause* and *Main Clause.*” In addition, Folse, Mitchell, Smith-Palinkas, and Tortorella (2013) also stated that “real conditions in the future or real possibility to happen use the simple present tense in the *if clause* + modal or modal phrase (should/can/could/may/might, will, be going to, have to) and the base form of the verb or the imperative in the result clause” as presented in the following table.

Tabel 3.2. Real Conditionals in the Present or Future

| Real Condition If Clause | Result or Main Clause | Meaning |
|-----------------------------|--------------------------|--|
| simple present | simple presnt tense | factual |
| simple present | future tense | certainty/prediction for the future |

| | | |
|----------------|--------------|--|
| simple present | modal + verb | advice/suggestion/warning for the future |
| simple present | imperative | instruction for the future |

Source: Folse, Keith S. Folse, Deborah Mitchell, Barbara Smith-Palinkas and Donna Tortorella. 2013. *Clear Grammar: Keys to Advanced ESL Grammar*.

Examples:

1. If the sun shines too hot, I get dizzy.
 - a. The sentence "If the sun shines too hot" is Real Condition or *If* Clause, and the tense is Simple Present.
 - b. The sentence "I get dizzy" is Result or Main Clause.
 - c. Meaning: I get dizzy is real or factual if the sun shines too hot.
Jika hujan deras malam ini
2. If it rains heavily tonight, we will postpone our the meeting tomorrow.
 - a. The sentence "If it rains heavily tonight" is Real Condition or *If* Clause, and the tense Simple Present Tense.
 - b. The sentence "we will postpone our meeting tomorrow" is Result or Main Clause.
 - c. Meaning: The words we will postpone our meeting tomorrow are certainty or predition for the future.
3. If you have time, you should see the New City Hall.
 - a. The sentence "If you **have** time" is Real Condition or *If* Clause, and the tense is Simple Present Tense.
 - b. The sentence "you should see the New City Hall" is Result or Main Clause.
 - c. The words should see are modal + verb.
 - d. The words **Should see** is good advice to follow as long as you have time.
 - e. Meaning: **Should see** is an advice or a suggestion. The words **should see** are also the kind of warning for the future.

4. **If** it rains, do not go outside.
- The sentence “If it rains” are Real Condition or *If* Clause in the form of Simple Present Tense.
 - The sentence “Do not go outside” is Result or Main Clause.
 - Meaning: **Do not go** outside is instruction for the future so as not to get caught in the rain. If you avoid the instruction you're raining or you get cough.
 - The sentence “do not go outside” are imperative. It means the words **do not go** is absolutely necessary to avoid. In other words, **do not go** is required or unavoidable.

3.4 Type II: Unreal Conditions in the Present or Future

Pollock (1982) and Azar (1989) stated that Type II Conditional indicates a situation that is not real at the present time. In addition, Type II Conditional is used to suppose the impossible situation because it contradicts to reality (Priyanto, 2022).

Mitchell, Smith-Palinkas, and Tortorella (2013) stated “unreal conditions in the are present or future which express situations that are untrue, not possible, imaginary in the present and that probably will not happen in the future”. In addition, “although it is possible that the situation could change and become true in the future, it probably will not happen.” Furthermore, unreal conditions in the present or future use the simple past tense in the *if clause* and **would, could** or **might** in the *result clause*,” as shown below.

Table 3.3. Unreal Condition in the Present or Future

| Unreal (imaginary) Condition or If Clause | Imaginary Result or Main Clause | Meaning |
|---|---------------------------------|---------|
| simple past | would/could/might | present |
| simple past | would/could/might | present |
| simple past | would/could/might | future |
| simple past | would/could/might | future |

Source: Folse, Keith S. Folse, Deborah Mitchell, Barbara Smith-Palinkas and Donna Tortorella. 2013. *Clear Grammar: Keys to Advanced ESL Grammar*.

Examples:

1. If I **had** time, I **could go** for long vacation.
 - a. The words If I had time are Imaginary Condition or *If* Clause, and the tense is Simple Past.
 - b. The words I could go for long vacation are Imaginary Result or Main Clause.
 - c. Meaning: He does not have time (in the form of present time).
2. If I **were** you, I **would receive** her marriage invitation.
 - a. The words If I were you are Imaginary Condition or *If* Clause, and the tense is Simple Past.
 - b. The words I would receive her marriage invitation are Imaginary Result or Main Clause.
 - c. Meaning: I am not you (in the form of present time).
3. If strong winds **hit** the new building, it **would destroy** the whole building.
 - a. The words If strong winds hit the new building are Imaginary Condition or *If* Clause, and the tense is Simple Past.
 - b. The words It would destroy the whole building are Imaginary Result or Main Clause.
 - c. Meaning: The winds will not probably hit the building (in the form of future time)

4. If he **joined** a discussion club, he **might** not **face** aloneness.
 - a. The sentence “If he joined a discussion club” is Imaginary Condition or If Clause, and the tense is Simple Past.
 - b. The sentence “he might not face aloneness” is Imaginary Result or Main Clause.
 - c. Meaning: He has not joined the club discussion yet (in the form of future time).

3.5 Type III: Unreal Condition in the Past

Pollock (1982) and Azar (1989) stated that Type III Conditional refers to a situation that did not happen. It is contrary to fact in the past. Furthermore, Type III Conditional is used to suppose the situation that impossible to happen because the time is in the past (Priyanto, 2022).

Folse, Mitchell, Smith-Palinkas, and Tortorella (2013) stated that “unreal conditions in the past express situations that did not happen.” As a result, “it is impossible for the results of the situations to happen.” Furthermore, “unreal conditions in the past are often used to show a regret about the condition.” In addition, “unreal conditions in the past use the past perfect form in the *if clause* and would have, could have, or might have plus the past participle of the verb in the *main clause*.” For clarity, look at in the following table.

Table 3.4. Unreal Condition in the Past

| Unreal Past Condition or If Clause | Result or Main Clause | Meaning |
|------------------------------------|--|---------|
| past perfect | would/could/might + have + past participle | |
| past perfect | would/could/might + have + past participle | |
| past perfect | would/could/might + have + past participle | |
| past perfect | would/could/might + have + past participle | |

Source: Folse, Keith S. Folse, Deborah Mitchell, Barbara Smith-Palinkas and Donna Tortorella. 2013. *Clear Grammar: Keys to Advanced ESL Grammar*.

Examples:

1. If I had told you last week, we could have gone to Bali.
 - a. The words "If I had told you last week" are Unreal Past Condition or If Clause, and the tense is Past Perfect Tense.
 - b. The words "We could have gone to Bali" are Result or Main Clause.
 - c. Meaning: I did not tell you so we were not able to go to Bali.
2. If you had been here last week, we would not have missed our monthly family gathering.
 - a. The words "If you had been here last week" are Unreal Past Condition or If Clause, and the tense is Past Perfect Tense.
 - b. The words "We would not have missed our monthly family gathering" are Result or Main Clause.
 - c. Meaning: You were not here last week so we missed the monthly family gathering.
3. If the sun had not shined too hot, people would have been overheating.
 - a. The words "If the sun had not shined too hot" are Unreal Past Condition or If Clause, and the tense is Past Perfect Tense.
 - b. The words " people would have been overheating" are Result or Main Clause.
 - c. Meaning: The sun shined too hot so people felt overheating.
4. If I had made appointment with the doctor yesterday, I might not have had to wait the doctor too long.
 - a. The words "If I had made appointment with the doctor yesterday" are Unreal Past Condition or If Clause, and the tense is Past Perfect Tense.
 - b. The words " I might not have had to wait the doctor too long" are Result or Main Clause
 - c. Meaning: I did not make appointment the doctor yesterday so I had to wait the doctor too long.

3.6 Basic Verb Form Usage in Conditional Sentences.

Basic Verb Form Usage in Conditional Sentences in Summary consist of meaning of the If Clause, Verb form in the If Clause, and Verb form in the Results Clause (Azar, 1989). In order to provide comprehensive understanding with regard to conditionals, some examples of sentences are presented in the following table.

Table 3.5. Basic Verb Form Usage in Conditional Sentences

| If Clause | Verb in If Clause | Verb in Main Clause | Examples |
|------------------------------|-------------------|-------------------------------------|--|
| True in the present/future | simple present | simple present simple future | a) If I have enough time, I write to my parents every week. b) If I have enough time tomorrow, I will write to my parents. |
| Untrue in the present/future | simple past | would + simple form | c) If I had enough time now, I will write to my parents. (In truth, I do not have enough time, so I will not write to them) |
| Untrue in the past | past perfect | would have + past participle | d) If I had had enough time, I would have written to my parents yesterday. (In truth, I did not have enough time, so I did not write to them). |

Source: *Understanding and Using English Grammar* (Azar, 1989: 347).

Azar (1989) stated that there are three types of conditionals. They are: (1) Conditional Type I is True in the present / future; (2) Conditional Type II is named Untrue in the present / future; and (3) Conditional Type III is called Untrue in the past,” as summarized in 1.6 above.

Yosodipuro (2022) mentioned that there are two types of conditionals. Conditional Type I is Real Conditional, Conditional Type I is also named Real Conditionals or Future Possibility. Conditional Type II is called Unreal Conditional or Contrary to Fact Conditionals which is divided into two types. Conditional Type I is named Present Unreal Conditional, and Conditional Type II is called Past Unreal Conditional. Thus, it can be concluded that there are three types conditionals accordingly with Yosodipuro. They are: Conditional Type I or Real Conditional; Conditional Type II or Present Unreal Conditional; and Conditional Type III or Past Unreal Conditional.

3.7 Additional Notes

With regard to Conditional, there are six additional notes in this part. The first additional is *Omitting If*. The second additional is *Wish*. The third additional is *unless*. The fourth additional is *is Provided (that)*. The fifth additional is *In case*. The seventh additional is *As If/As Though*. For more details can be seen below.

3.7.1 Omitting If

When the word *if* is followed by an auxiliary, the word *if* may be omitted (Pollock, 1982). Some auxiliary are should had, were.

Examples:

1. If I should meet Tono today, I will tell him to meet Tony too.
Should I meet Tono today, I will tell him to meet Tony too.
2. If he were home now, you could call him.
Where he home, you could call him.
3. If I had known you wanted to come with us, I would have told him join us.
Had I known you wanted to come with us, I would have told him to join us.

3.7.2 Wish

As *wish* indicates a condition which is unreal, it is always followed by a past tense to indicate present tense and a past perfect to indicate past time.

Examples:

1. *I wish I knew how to write book chapter.* The fact: I do not know how to write book chapter. This is present time.
2. *I wish I had met you when I was in Bandung.* The fact: I did not meet you when I was in Bandung. This is past perfect time.

3.7.3 Unless

Unless + affirmative verb = if + negative verb (Pollock, 1982)

Examples:

1. *Unless you hurry, we are going to miss the new cars show.*
If you do not hurry, we are going to miss the new cars show.
2. *Unless you go to school early, you are going to miss the class.*
If you do not go to school early, you are going to miss the class.

3.7.4 Provided (that)

Provided (that) can replace *if* when the idea of restriction is very strong (Pollock, 1982).

Examples:

1. I will lend you money *provided that* you repay me as soon as possible
I will lend you money if you promise to repay me as soon as possible.
2. I will visit you soon *provided that* you send me private invitation.
I will visit you soon *if* you send me private invitation.

3.7.5 In case

In case usually appears in Type I Conditional (Pollock, 1982).

Examples:

1. *In case* it rains, the class will have the indoor picnic.
If it rains, the class will have the indoor picnic.

2. I will plan to drive *in case* you have trouble with your car.
I will plan to drive *if* you have trouble with your car.

3.7.6 As If/As Though

The meaning of conjunction *as if* is *as though*. It is used to express conditional, Yosodipuro (2022) stated that verb which follows conjunction must be in the form of past tense (Verb2) or past perfect tense (had + verb3).

Examples:

1. Basuki behaves as if he were a president.
The fact: Basuki is not a president.
2. Andy looks as though you saw a long and big snake.
The fact: Andi did not see a long and big snake.
3. Tasya speaks English as if she was native speaker.
The fact: Tasya is not native speaker.

3.8 Conclusion

1. Zero Conditional refers to situation which is always true. Therefore, present tense signifies that these actions which are both possible and common.
2. Type I: Real Conditionals in the Present or Future indicate situation that may or may not happen in the future.
3. Type II: Unreal Conditions in the Present or Future indicate situation that is not real at the present time
4. Type III: Unreal Conditions in the Past refers to a situation that did not happen because it is contrary to fact in the past

BIBLIOGRAPHY

- Azar, Betty S. 1989. *Understanding and Using English Grammar*. Prentice Hall Regents. Englewood Cliffs. New Jersey 07632. Second Edition.
- Folse, Keith S, Deborah Mitchell, Barbara Smith-Palinkas and Donna Tortorella. 2013. *Clear Grammar: Keys to Advanced ESL Grammar*. 2nd Edition. Michigan University Press. Retrieved 25 Januari 2024. <https://press.umich.edu>
- Madonna University. Writing Center. *Conditional Sentences*. Retrieved 17 December 2023. <https://www.madonna.edu>.
- Nurchaerani, M. *Basic Grammar: Conditional If*. Universitas Esa Unggul. Jakarta. Retrieved 20 December 2023. <https://lms-paralel.esaunggul.ac.id>.
- Pollock, Carrol W. 1982. *Communicate What You Mean: Grammar for High-Level Students*. Prentice Hall Inc. Englewood Cliffs. New Jersey 07632
- Priyanto, A. 2022. *Booster Book Grammar*. Penerbit Cmedia Imprint Kawan Pustaka. Ciganjur. Jagakarsa. Jakarta Selatan. Cetakan Pertama.
- Yosodipuro, A. 2022. *Smart English Grammar: Simple, Maeaningful & Argumentative*. Cetakan Ketujuh. PT Gramedia Pustaka Utama. Kompas Gramedia. Jakarta.

BAB 4

PASSIVE VOICE

Oleh Roni

- 1. Pedoman Pemakaian “TO BE”
 - a. Simple Present Tense = is, are, am
 - b. Simple Past Tense = was, were
 - c. Continous Tense = being
 - d. Perfect Tense = been
 - e. Future Tense = be

| |
|---------|
| Verb |
| + _____ |
| Past |

- 2. Formula
 - a. Harus ada object dalam kalimat aktifnya, bila tidak ada object tapi harus kata “What dan Who/Whom”
 - b. Kata kerja intransitive tidak digunakan dalam bentuk passive kecuali dengan menggunakan cognate object dalam bentuk aktif.
 - c. Object dalam kalimat aktif menjadi subject dalam kalimat passive
 - d. Subject dalam kalimat aktif menjadi object dalam kalimat passive yang didahului oleh kata “By”
 - e. Menggunakan kata kerja dalam bentuk Past Participle yang didahului oleh TO BE
 - f. Kata kerja transitive dari prediksi tak lengkap dirubah dari bentuk aktive ke pasive, komplemen object menjadi subject.

| Active Voice | Passive Voice |
|--------------------------------------|---|
| Komplemen untuk object | Komplemen untuk subject |
| - They elected him adviser | - He was elected adviser by them |
| Mereka memilih dia menjadi Penasehat | Dia dipilih menjadi penasehat oleh mereka |

3. Intransitive Verb adalah kata kerja yang tidak memerlukan obyek atau pelengkap penderita. Diantaranya :

- | | |
|-------------------------------------|-----------------------|
| - Cats walk berjalan | = kucing-kucing |
| - Birds fly terbang | = burung-burung |
| - Horses run | = kuda-kuda berlarian |
| - A baby sleeps | = seorang bayi tidur |
| - A children cry mengalir | = sungai-sungai |

4.1 Present Passive Voice

Active

Do, Does
Is, am, are
Have, has
Have + been
Has + been

Passive

Is, am, are
is, am, are + being
Have, has + been
Have + been + being
Has + been + being

4.2 Simple Present

What do you do ?
Who give money ?
you give him money ?

What is done by you ?
By whom is money given ? Do
Is he given money by you ?

4.3 Present Continous

| | |
|----------------------------|------------------------------------|
| Nova is writing a lesson | A lesson is being written by Nova |
| Who is writing a lesson ? | Whom is a lesson written by ? |
| Is Nova writing a lesson ? | Is a lesson being written by Nova? |

4.4 Present Perfect

| | |
|------------------------|---------------------------------|
| He has sent a letter | A letter has been sent by him |
| Has he sent a letter ? | Has a letter been sent by him ? |

4.5 Present Perfect Continous

They have been receiving a letter A letter have been being received by them

Who have been receiving a letter By whom has a letter been being received ?

Have they been receiving a letter Has a letter been being received by them ?

4.6 Past Passive Vioce

Active

Did

Was, were

Had

Had been

Passive

was, were

Was, were + being

Had been

Had been being

4.7 Simple Past

Sovi did a home work

What did Sovi do ?

Did Sovi do home work ?

A home work was done by Sovi

What was done by Sovi ?

Was a home work done by Sovi ?

4.8 Past Continous

Soni was writing a letter

What was Soni writing ?

Was Soni writing a letter ?

Soni?

A letter was being written by Soni

What was being written by Soni ?

Was a letter being written by

Soni?

4.9 Past Perfect

We had sent a latter

Who had sent a letter ?
sent ?

Had we sent a letter ?

A letter had been sent by us

By whom had a letter been

Had a letter been sent by us ?

4.10 Past Perfect Continous

Fahmi had been receiving a letter
received by Fahmi

A letter had been being

What had Fahmi been receiving What had been being
received by him ?

Had Fahmi been receiving a letter? Had a letter been
being received by Fahmi ?

4.11 Future Passive Voice

Active

Shall, will
Shall, will + be
Shall, will have
Shall, will have been

Passive

Shall, will + be
Shall, will + be + being
Shall, will have been
Shall, will have been being

4.12 Simple Future

| | |
|---------------------------|---------------------------------|
| They will send a letter | A letter will be sent by them |
| Who will send a letter ? | When will a letter be sent by ? |
| Will they send a letter ? | Will a letter be sent by them ? |

4.13 Present Future Perfect

We shall have written a lesson A lesson will have been
written by them

What shall have written a lesson ? Whom will a lesson
have been written by?

Shall we have written a lesson Will a lesson have been
written by us ?

4.14 Present Future Perfect Continuous

Hana will have been receiving A letter will have been
being received a letter by Hana

What will Hana have been What will have been being Received
receiving by Hana

Will Hana have been receiving Will a letter have been being
received a letter ? by Hana

Note : MODAL + BE

Can

May, should Must, Would + be Might..... could

4.15 Past Future Voice

| Aktive | Passive |
|--------------------------|----------------------------------|
| Should / would | Should / would + be |
| Should / would be | Should / would be + being |
| Should / would have | Should / would have + been |
| Should / would have been | Should / would have been + being |

4.16 Past Future

| | |
|---------------------------|------------------------------------|
| He would send a letter | A letter would be sent by him |
| Who would send a letter ? | Whom would a letter be sent by him |
| Would he send a letter | Would a letter be sent by him ? |

4.17 Past Future Continous

| | |
|---------------------------------|---|
| We should be writing a lesson | A lesson would be being written by us? |
| What should we be writing? | What would be being written by us ? |
| Should we be writing a lesson ? | Should a lesson be being written by us? |

4.18 Past Future Perfect

| | |
|---------------------------------|--|
| Soni would have received money | Money would have been received by Soni |
| Who would have received money ? | Whom would money have been received by ? |
| Would Soni have received money? | Would money have been being received by Soni ? |

4.19 Past Future Perfect Continous

They would have been sending card Card would have been sending sent by them

What would they have been sending? What would have been being sent by them?

Would they have been sending card? Would card have been being sent by them?

PASSIVE VOICE dengan menggunakan QUESTION WORDS

1. When was a new house built by your father
2. Where was a new house built by your father ?
3. Which house was built by your father ?
4. How many house was built by your father ?
5. How much money was he given by you ?
6. Why was her name written by name ?
7. How was the building destroyed ?

BIBLIOGRAPHY

- Abdul, H Qodir. (2006). An Error Analysis on Changing Active Voice into Passive voice. HIMMAH. Vol. VII No. 18. <https://core.ac.uk/download/pdf/199662718.pdf>
- Alimah, Putri Maya. (2015). The Effectiveness of Using "Hot Potatoes" to Teach Students "Simple Present Tense" at SMPN 1 Ngunut Tulungagung. Tulungagung: State Islamic Institute (IAIN) of Tulungagung
- Amadi, Scholastica Chinyere. (2018). Learning the English Passive Voice: Difficulties, learning strategies of Igbo ESL learners and pedagogical implications. International Journal of English and Literature.
- Ameliani, Atiqoch Novie. (2019). Students' Difficulties in Grammar of Seventh Grade Junior High School 1 Magelang. Magelang: Tidar University.
- Anugraheni, Aurisna Nurah Setya. (2016). A Study on Students' Grammatical Errors in Writing Invitation Cards at Eight Graders of SMP Negeri 2 Purwokerto In Academic Year 2015/2016. Purwokerto: Universitas Muhammadiyah Purwokerto.
- Atira, Ihda Muis. (2019). An Error Analysis of Using Present Tense by the Tenth Grade Students of Senior High School in Writing Descriptive Text at Man 2 Model Medan. Medan: State Islamic University of North Sumatera.
- Dewifartina, Ridhatul. (2011). Developing students' ability of the simple present tense through substitution drills. Depok: Syarif Hidayatullah Jakarta (UIN)
- Dwivania, Brigitta Adnyana. (2016). Students Perception toward the Use of Diaries in Extensive Reading Class. Salatiga: Satya Wacana Christian University.
- Eisa, Saber Ahmed; Alshefa Abdelgadir Hassan Ali; Badraddin Alawad Babikir Balal. (2015). Difficulties of Building English Sentences in Writing. SUST Journal of Humanities, volume 16 no 1

- Fadda, Hind Al. (2012). Difficulties in Academic Writing: From the Perspective of King Saud University Postgraduate Students. Canadian Center of Science and Education, Vol. 5, No. 3.
- Farooq, Muhammad Shahid; Uzair, Muhammad Ul-Hassan; Wahid, S. (2012) Opinion of Second Language Learners about Writing Difficulties in English Language. Journal of South Asian Studies Vol. 27, No. 1 pp.183-194.
- Fawzah, Vicky. (2017). Students' Difficulties in Changing Active Voice Into Passive Voice in Simple Present Tense and Simple Past Tense. Semarang: Universitas Negeri Semarang. 32
- Hartono, Arjanggal, Nugroho, Maerani. (2019). Lecturers' language problems in writing english papers for international publications. Journal of Education and Learning (EduLearn), Vol. 13 No. 2.
- Hayati, Ema Rohmah. 2016. The Impact of Consciousness Raising Strategy on English Language Learners' Grammar Achievement. Gresik: English Language Education Department, Faculty of Teacher Training and Education, University of Muhammadiyah Gresik.
- Ikhwan, Muhammad Fauzi. (2019). Students' Perception on Using Students' Worksheet (LKS) in Learning English (A Descriptive Study at the Seventh Grade of SMP Negeri 1 Baki in the Academic Year of 2018/ 2019). Surakarta: IAIN Surakarta.
- Kurniawan, Dede; Nadrun; Siska Bochari. (2017). The Correlation between Students' Grammar Mastery and Writing Skill. English Language Teaching Society Journal. Vol 5 No 4.
- Lestari Setyowati. (2016). Analyzing the Students' Ability in Writing Opinion Essay using Flash Fiction. Journal of English Language Teaching and Linguistics (JELTL). Vol. 1 no: 1.
- Maisaroh, Siti. (2013). Analysis of the Students' Ability in Using the Simple Past Tense at the Second Grade of SMP Negeri 3 South Tangerang. Jakarta: English Education Department, Syarif Hidayatullah.
- Marek. Michael W. (2019). Verb tense in Academic Writing. Accessed August 26, 2020.

- https://www.researchgate.net/publication/337829631_Verb_Tenses_in_Academic_Writing. Metom, Lilly, Amelia Alfred Tom, Saira Joe. (2013). Mind Your Grammar! - Learning English Grammar the Fun Way. Journal of Educational and Social Research MCSER Publishing. volume 3 no 7 402-407.
- Mudrak, Ben. 2013. Verb tense in Scientific Manuscripts. Accessed Augustus 19, 2020. https://www.unlv.edu/sites/default/files/page_files/27/GradCollege_VerbTenseScientificManuscripts.pdf.
- Murtini, Wersi; N., M., Padmadewi, N., N., Putra, A., J., N. (2013). The Effect of Performance Assessment and Grammar Mastery upon the Writing Ability of the Fourth Semester Students of the English Study Program of Fkip Unmas Denpasar in the Academic Year 2012/2013. e-Journal Program Pascasarjana Universitas Pendidikan Ganesha volume 1 tahun 2013.
- Nordquist, Richard. (February 12, 2020). Active voice in Grammar. Accessed Augustus 19, 2020. <https://www.thoughtco.com/what-is-active-voicegrammar-1689061>

CHAPTER 5

INDIRECT SPEECH

By Morita

5.1 Introduction

When we want to retell what someone else said, we may use **direct speech** or **indirect speech**. Notice the following examples.

Direct Speech

1. John said, "I will visit my parents in Ohio next month."
2. I told him, "I met your wife at the meeting last night."
3. Peter asked me, "What have you done to your hair?"
4. My mom said, "Tidy your bedroom now!"

Based on the above examples, we quote the actual words of the speaker. On the other hand, we may report what someone said without quoting his exact words as we will see in the following examples.

Indirect Speech

- a. John said that he would visit his parents in Ohio the following month.
- b. I told him that I had met his wife at the meeting the night before.
- c. Peter asked me what I had done to my hair.
- d. My mom asked me to tidy my bedroom then..



How to change direct to indirect speech?

1. Positive Statement

When using indirect or reported speech, the form changes. Indirect speech is usually introduced by the verb **said** or **told**. This indicates that something was said in the past. Since the introductory verb is in the past, the main verb in the reported sentence also changes. Note the following changes.

| Direct Speech | Indirect Speech |
|---|---|
| <u>Simple Present</u> Mia said, "I <i>clean</i> the house every morning." | <u>Simple Past</u> John said (that) <i>she cleaned</i> the house every morning . |
| <u>Simple Past</u> Mia said, "I <i>cleaned</i> the house this morning" | <u>Past Perfect</u> Mia said (that) <i>she had cleaned</i> the house that morning . |
| <u>Present Continuous</u> Mia said, "I <i>am cleaning</i> the house now." | <u>Past Continuous</u> Mia said (that) <i>she was cleaning</i> the house then. |
| <u>Past Continuous</u> Mia said, "I <i>was cleaning</i> the house at 7 o'clock this morning." | <u>Past Perfect</u> Mia said (that) <i>she had been cleaning</i> the house at 7 o'clock that morning. |
| <u>Present Perfect</u> Mia said, "I <i>have cleaned</i> the house since this morning." | <u>Past Perfect</u> Mia said (that) <i>she had cleaned</i> the house since that morning. |

| | |
|--|---|
| <u>Present Future</u> Mia said, “ I <i>will clean</i> the house tomorrow.” | <u>Past Future</u> Mia said (that) <i>she would clean</i> the house the next day. |
| <u>Modal Auxiliaries (Present)</u> Mia said, “ I <i>can play</i> the piano well.” Mia said, “ I <i>must work</i> hard.” | <u>Modal Auxiliaries (Past)</u> Mia said (that) <i>she could play</i> the piano well. Mia said (that) <i>she had to work</i> hard. |

If we study the changes made in the above indirect/reported speech, we may notice that there are other changes that should be made. There are:

| | |
|--|--|
| Pronouns <i>I/me/my/mine</i> → subject of the main clause <i>You(s)/you(O)/your/yours</i> →object of the main clause We → They | Danny said to me, “I will call you back immediately.” <i>Danny said to me(that) he would call me back immediately.</i> |
| Adverbs of time <i>Today → on that day</i> <i>Tomorrow → the next day/the following day</i> <i>Yesterday → the day before/the previous day</i> <i>Last night → the night before/the previous night</i> <i>Last week → the week before/the previous week</i> <i>Next week → the following week</i> | Jane told me, “I saw the film last night.” <i>Jane told me (that) she had seen the film the night before.</i> I told my sister, “I have an important meeting with a foreign client today.” <i>I told my sister (that) I had</i> |

| | |
|---|--|
| <i>Next year → the following year</i> | <i>an important meeting with a foreign client on that day.</i> |
| Demonstratives This → that These → those | Jack said, "I want to buy this motorbike." <i>Jack said (that)he wanted to buy that motorbike.</i> |
| Here → there | He said to his sister, "I will stay here." <i>He said to his sister (that)he would stay there.</i> |

2. Negative Statement

| Direct Speech | Indirect Speech |
|---|---|
| <u>Simple Present</u> Mia said, "I don't clean the house everyday." | <u>Simple Past</u> Mia said (that) she didn't clean the house every day. |
| <u>Simple Past</u> Mia said, "I didn't clean the house yesterday" | <u>Past Perfect</u> Mia said (that) she hadn't cleaned the house the previous day. |
| <u>Present Continuous</u> Mia said, "I am not cleaning the house now." | <u>Past Continuous</u> Mia said (that) she was not cleaning the house then. |
| <u>Past Continuous</u> | <u>Past Perfect</u> |

| | |
|---|---|
| Mia said, "I <i>wasn't cleaning</i> the house at 8 o'clock this morning." | Mia said (that) <i>she hadn't been cleaning</i> the house at 8 o'clock that morning. |
| <u>Present Perfect</u> Mia said, "I <i>haven't cleaned</i> the house since last week." | <u>Past Perfect</u> Mia said (that) <i>she hadn't cleaned</i> the house since a week before. |
| <u>Present Future</u> Mia said, " I <i>won't clean</i> the house tomorrow." | <u>Past Future</u> Mia said (that) <i>she wouldn't clean</i> the house the next day. |
| <u>Modal Auxiliaries (Present)</u> Mia said, " I <i>can't speak</i> Korean well." | <u>Modal Auxiliaries (Past)</u> Mia said (that) <i>she couldn't speak</i> Korean well. |

3. Interrogatives/Questions

| <u>Direct Speech</u> | <u>Indirect Speech</u> |
|--|--|
| <u>Simple Present</u> Nancy asked me, "Do you live in Medan?" Nancy asked me, "Where do you come from?" | <u>Simple Past</u> Nancy asked me <i>if I lived</i> in Medan Nancy asked me <i>where I came</i> from. |
| <u>Simple Past</u> Patricia asked me, "Did you visit your grandparents last | <u>Past Perfect</u> Patricia asked me <i>if I had visited my</i> grandparents <i>the</i> |

| | |
|--|---|
| <p>week?"</p> <p>Patricia asked me, "What did you have for breakfast this morning?"</p> | <p><i>week before.</i></p> <p>Patricia asked me <i>what I had had</i> for breakfast <i>that morning.</i></p> |
| <p><u>Present Continuous</u></p> <p>Ms. Anita asked me, "Is your sister studying at Gajah Mada University?"</p> <p>Ms. Anita asked me, "What is your sister studying at Gajah Mada University?"</p> | <p><u>Past Continuous</u></p> <p>Ms. Anita asked me <i>if my sister was studying</i> at Gajah Mada University.</p> <p>Ms. Anita asked me <i>what my sister was studying</i> at Gajah Mada University.</p> |
| <p><u>Past Continuous</u></p> <p>Mary asked his brother, "Were you watching TV at 9 o'clock last night?"</p> <p>Mary asked his brother, "What were you doing at 9 o'clock last night?"</p> | <p><u>Past Perfect</u></p> <p>Mary asked his brother <i>if he had been watching</i> TV at 9 o'clock <i>the night before.</i></p> <p>Mary asked his brother <i>what he had been doing</i> at 9 o'clock <i>the night before.</i></p> |
| <p><u>Present Perfect</u></p> <p>Mother asked my brother, "Have you done your homework?"</p> <p>Mother asked my brother, "What have you eaten?"</p> | <p><u>Past Perfect</u></p> <p>Mother asked my brother <i>if he had done his</i> homework.</p> <p>Mother asked my brother <i>what he had eaten.</i></p> |
| <p><u>Present Future</u></p> <p>Jack asked Molly, "Will you go</p> | <p><u>Past Future</u></p> <p>Jack asked Molly <i>if she would</i></p> |

| | |
|---|--|
| to the movie with me?" Jack asked Molly, "When will you go to Singapore?" | <i>go to the movie with him.</i> Jack asked Molly <i>when she would go</i> to Singapore? |
| <u>Modal Auxiliaries (Present)</u> The teacher asked Anton, "Can you come here?" The teacher asked Anton, "How can you solve this math problem?" | <u>Modal Auxiliaries (Past)</u> The teacher asked Anton <i>if he could come there.</i> The teacher asked Anton <i>how he could solve that</i> math problem. |

Notice that the structure of the reported clause must be in statements.

4. **Command/Imperative**

There are no changes in the verb form when the reported clause is a command or imperative.

| | |
|--|---|
| <u>Positive Command</u> The teacher told us, "Do exercise 4 on page 10!" Mother said, "Pass me the salt!" | The teacher told us <i>to do</i> exercise 4 on page 10. Mother told me <i>to pass her</i> the salt. |
| <u>Negative Command</u> Tika told me, "Don't put these books on the table!" Mother said to father, "Don't forget to post the letters on | Tika told me <i>not to put those</i> books on the table. Mother said to father <i>not to forget</i> to post the letters on |

| | |
|--------------------------|-------------------------------|
| your way to the office!" | <i>his</i> way to the office. |
|--------------------------|-------------------------------|

Exercises

Exercise 1: Change the direct speech into indirect speech (Statement)

1. Wilma said, "My sister studies in Jakarta."

2. Martha said, "I bought a new pair of shoes last week."

3. Dion said, "I'm leaving for Surabaya tomorrow"

4. Jerry told us, "I was doing my homework when you arrived."

5. Juan told me, "I have never seen my grandfather for more than 10 years."

6. Mr. Andrews said, "I'll move to New York next month."

7. The little boy said, "I'm looking for my puppy."

8. Diana told her brother, "I can take you to the station tomorrow."

9. Almira said, "I don't like spicy food."

-
10. Jack said, "My parents are living in Paris until the end of this week."
-
11. Tiara told me, "I finished my paper this morning"
-
12. My sister said, "I'll do the washing-up later."
-
13. She said, " I was sleeping when Julia called."
-
14. They said, "We haven't been to an art museum for ages."
-
15. The girl said, " I can take care of myself."
-
16. Putri said, "We should go home now"
-
17. Mary said, "I didn't have enough sleep last night."
-
18. Tommy said, "I won't go to the school meeting next week ."
-
19. The doctor told me, "You must take these pills for the next five days"
-

20. The teacher said to the students, "You have to finish the work in 15 minutes."
-

Exercise 2: Change the direct speech into indirect speech (Questions)

1. Oliver asked, "Can you tell me the way to the nearest railway station?"
-

2. Tio asked me, "Are these cakes for me?"
-

3. Mona asked her boyfriend, "Where did you go last night?"
-

4. A man asked me, "Do you know the family next door?"
-

5. Liza asked me, "How do you come to the office?"
-

6. Sammy asked Dina, "Does your father work in this company too?"
-

7. My mom asked me, "Why do you look so sad?"
-

8. Julia asked me, "Did your mom make these cakes?"
-

9. Michiko asked me, "Do your parents speak Japanese?"

10. I asked the teacher, "Can I submit my paper tomorrow?"

11. Tom asked Ashley, "What time do you usually leave home in the morning?"

12. Tessa asked me, "Have you ever ridden a camel?"

13. I asked Sally, "Did you see BTS performance in Singapore?"

14. He asked me, "Will you help me with this painting?"

15. Tina asked me, "Why did you arrive so late?"

16. I asked James, "Do you work for Mr. Adams?"

17. Mila asked me, "What are you doing?"

18. Ria asked me, "How do you go to work?"

19. Mike asked his sister, "Have you seen my favorite pencil?"

20. Rio asked me, "What time does the plane land?"

Exercise 3: Change the direct speech into indirect speech (Imperative)

1. The man told us, "Don't sit over there!"

2. Father said, "Don't smoke in this room!"

3. Mother said to me, "Bake the cake now!"

4. He said to me, "Don't stay up too late!"

5. Dad warned me, "Don't throw the garbage here!"

6. Melly said to me, "Don't forget to put all the books on the shelf!"

7. Father said to Brandon, "Be careful when crossing the street!"

8. She told me, "Be quick, please!"

9. Mulia said to us, "Send tese documebts to Mr. Dave!"

10. Father said, " Pack your things now!"

BIBLIOGRAPHY

- Cambridge Dictionary. (n.d.). *Reported Speech*. Cambridge Dictionary.
https://dictionary.cambridge.org/grammar/british-grammar/reported-speech_2
- Hagen, B. S. A. & S. A. (2016). *Understanding and Using English Grammar with Essential Online Resources*. Pearson Education ESL.
- Husnunnisa, I. A. (2022). *Reported Speech: Kalimat Langsung Tidak Langsung Bahasa Inggris*. English Academy.
<https://www.english-academy.id/blog/reported-speech-kalimat-langsung-tidak-langsung>

CHAPTER 6

QUESTIONS

By Bertaria Sohnata Hutaaruk

6.1 Introduction

Question is generally referred to as an interrogative sentence. This is very crucial to permit us to get statistics as an example closed query (i.e. yes/no doubt) or open question (containing a query word) and usually lead to a question mark. Questions in English grammar also can be direct (e.g. where is the station?) or indirect (e.g. ought you to inform me wherein the station is?). Remember that, while forming a query, one needs to locate the auxiliary or be, one ought to use the right form of do, does, or did. After do, does or did, the simple shape of the verb ought to be used. The irritating and person are proven handiest with the aid of this auxiliary, no longer by the main verb. Do you realize a way to make questions? Take a look at what you realize with interactive sporting events and study the explanation to help you. Study those examples to see how questions are made. As an example: (1) Is he a teacher? (2) Does she consume meat? (three) when did you get right here? (four) How a great deal does a teach ticket cost? To make questions, we often placed the verb before the situation. This is known as inversion.

| Affirmative | Question |
|---------------------|---------------------|
| I am late. | Am I late? |
| I can help. | Can I help? |
| She is sleeping. | Is she sleeping? |
| We have met before. | Have we met before? |

If there may be a query word (why, what, in which, how, and so forth.), it goes before the verb..

| Question | Question with question word |
|---------------------|------------------------------------|
| Are you late? | Why are you late? |
| Was she there? | When was she there? |
| Can I help? | How can I help? |
| Have we met before? | Where have we met before? |

That is proper for sentences with be, sentences that have auxiliary verbs (e.g. they're ready. She has finished.) and sentences with modal verbs (can, will, must, might, etc.). For other verbs inside the present simple, we use the auxiliary verb do/does inside the question.

| | |
|-----------------------------|------------------------|
| Affirmative | : You work at home |
| Question | : Do you work at home? |
| Question with question word | : Where do you work? |

| | |
|-----------------------------|--------------------------|
| Affirmative | : It costs £10. |
| Question | : Does it cost £10? |
| Question with question word | : How much does it cost? |

We use the auxiliary verb did in the past simple.

| | |
|-----------------------------|---------------------|
| Affirmative | : She went home. |
| Question | : Did she go home? |
| Question with question word | : Where did she go? |

| | |
|-----------------------------|------------------------------|
| Affirmative | : They went to the cinema. |
| Question | : Did they go to the cinema? |
| Question with question word | : Where did they go? |

Subject questions: In some questions, who or what's the problem of the verb. there's no inversion of subject and verb in these questions. Who broke the window? who's knocking on the door?

6.2 Types Of Questions

The question itself can be positive or negative. A fine query seems to be impartial in regards to the expected reaction—yes or no. A bad question appears to hold out the distinct opportunity of a terrible response, however, inflection is likewise a thing that could have an impact on a sure/no reaction. Example:

Are you going? (Yes/No)

Aren't you going? (No)

Asking questions in English is a useful talent for nearly any situation, and asking questions can even help you examine loads greater. there are numerous distinct kinds of questions in English grammar, each with its personal regulations.

6.2.1 Yes/ no questions

Terminologically a yes/no question is known as a polar interrogative or a polar query or a bipolar query in keeping with Nodine (2003). sure/No questions are the maximum primary type of query in English grammar. related to the definition and the nature of the answer to sure/No questions, Murphy (2004) asserts that a sure/absolute confidence is a question which wishes a 'yes or No' solution with the aid of the usage of an auxiliary at the beginning of the query sentence. In other words, it's miles a query which regularly produces a simple and short answer where the questioner focuses extra on his or her information of current facts. A comparable view turned into additionally expressed via Nodine (2003). Nordquist (2017) stated that such questions are normally commenced with an auxiliary or modal inclusive of be, have, do or a modal verb and are spoke back to via an answer such as yes or no or synonyms thereof. inside the context of how to solution yes/No questions, severa linguists and English practitioners have furnished diverse one of a kind arguments. The potential answers rely on the context and the situation for both the questioner and the answerer. because of this a sure/no question cannot handiest be replied by a model which include "sure" or "No" or "yes, I do" or "No, I don't", but also can be responded by means of different variations like "Of

route”, “I assume so”, “now not much” or “not anything” and so on. The feasible variety of model solutions relies upon on the context and the situation, where & while the verbal exchange takes location (Wälchli, 2005).you may use them to invite for a easy yes or no answer. They typically begin with a verb, which include auxiliary verbs (a “helping” verb that comes before the main verb) or modal verbs (consisting of can or could). The fundamental structure for yes/no questions looks like this:

Auxiliary Verb + Subject + Main Verb + Object/Other Information?
 Be (am, Is are, was were)
 Do (does,did)
 Have (has had)
 Modal verbs (can could may, should)

The structure of a sure/no question using an auxiliary or modal verb is as follows:

auxiliary verb (be, do or have) + subject + main verb

or

modal verb + subject + main verb

Let’s look at this sentence:

- | | | |
|--|---|-------------------------------------|
| 1. It is windy today. | | Is it windy today? |
| 2. She is sad. | → | Is she sad? |
| 3. The boat is sinking. | → | Is the boat sinking? |
| 4. He can bake. | → | Can he bake? |
| 5. Nina plays the violin. | → | Does Nina play the violin? |
| (Notice the new form of “to play” to accommodate the new structure.) | | |
| 6. Nina played the violin. | → | Did Nina play the violin? |
| 7. Nina and Thomas play the violin. | → | Do Nina and Thomas play the violin? |

To alternate this sentence right into a query, truly pass the verb to the beginning. If the sentence has an auxiliary or modal verb, that's the only you'll want to transport. permit's observe a few more inversions to shape sure/no questions. If the sentence has no auxiliary verb and the principle verb isn't to be, matters are a bit distinctive. You'll want to put do or does at the beginning of the question. make sure to apply an appropriate stressful and form, as an example, did if the sentence is inside the beyond annoying. once you've had greater exercise turning fundamental sentences into questions, you may skip the first step of beginning with a sentence and cross at once to forming the query. Here are some more examples:

1. Are you ready?
2. Have you seen my car keys?
3. Did you say my name?
4. Was Jeremy at the group dinner last Thursday?
5. Were you talking to me?
6. Had you been to Canada before you moved there?
7. Will you call me tomorrow?

There are three types of yes-no questions: the inverted question, the inversion with an alternative (which may require more than a simple yes or no answer), and the tag question.

1. Are you going? (inversion)
2. Are you staying or going? (inversion with an alternative)
3. You're going, aren't you? (tag)

In an inverted question, the subject and the first verb of the verb phrase are inverted when that verb is either a modal or an auxiliary verb or with the verb be and sometimes have.

1. She is leaving on Wednesday. (statement)
2. Is she leaving on Wednesday? (question)

6.2.2 WH-question

At the most basic level, we've got the 'Five Ws'. That is, who, what, where, when, why, and don't forget how, too! these questions phrases are the premise for almost the entirety we ask, so mastering

a way to follow those questions more effectively is a completely important talent to grasp. this will alternate how you analyse cloth, what arguments you shape, and, ultimately, have an effect on the conclusions you attain. As you may apprehend from its call, most of them begin with a question word consisting of: What / in which / Why / Who / Whose / when / Which. there are other question words that don't begin with "wh" as nicely. How / what number of / how regularly / how some distance / how a whole lot / how long / how antique and many others. To shape wh-questions, clearly area the question phrase before the yes/absolute confidence. Examples:

1. How can I help you?
2. When did the problem start?

In questions with a preposition, the preposition normally comes on the end. Example:

3. What is the guarantee for?

The table below shows the most useful questions words in English:

| Question | Word | Asks about ... | Example |
|----------|---------------------|----------------|-----------------------------|
| how | manner | | How can I help? |
| what | a thing | | What is the problem? |
| when | a time | | When did the problem start? |
| Where | a place or location | | Where do you live? |

which a choice between two or more things (predetermined selection)Which (city) do you like more — London or Paris?

| | | |
|-------|-----------|-----------------------|
| who | a person | Who do you know? |
| whose | ownership | Whose jacket is this? |
| why | a reason | Why are you here? |

We will integrate certain question phrases with different phrases to ask for special sorts of information:

Examples:

1. How long have you had the problem?
2. Which colour do you prefer — yellow or blue?
3. What time is it?

Who vs. whom?: In normal language, who's used to invite about a subject and an object. but, in formal language, it is accurate to say whom while asking approximately the item of a sentence. In everyday language, who is used to ask about a subject and an object. However, in formal language, it's miles accurate to mention whom while asking approximately the object of a sentence. Example:

4. Who did you see? (informal) → Whom did you see? (formal)
Go to our page on who vs. whom to learn more about this tricky topic. Open questions, or Wh- questions in English, are specific types of questions that use question words to ask for information and can be answered freely. Wh- questions begin with what, when, where, who, whom, which, whose, why, and how.

Example:

1. What is your favorite ice cream flavor?
Explanation: Wh- question is used to ask more information about one's preferences. With an Auxiliary Verb, we can form wh- questions using the construction wh- question word + an auxiliary verb (be, do or have) + subject + main verb.

Example:

1. Where are you going?
Explanation: Are is an auxiliary verb used to form an wh- question.
2. Who is your best friend?
The auxiliary verb in this sentence is is. We can also form wh- questions by using modal verbs instead of auxiliary verbs, following the construction wh- word + a modal verb + subject + main verb.

Example:

1. Where should I go?
Explanation: Should is a modal verb used to form a wh- question.

Without an Auxiliary Verb, we don't use auxiliary verbs when question verbs what, who, which, or whose is the subject or part of the subject. We can form wh- questions using the word order wh- word (subject) + main verb.

Example:

1. Who let the dogs out?

Explanation: Who replaces the subject in the sentence, so this wh- question is formed following the word order subject + main verb.

In the wh- question with a preposition, the preposition comes at the end of the question.

Example:

1. Where are you from?

Explanation: From is a preposition, so it comes at the end.

We can use wh- questions to ask for information about specific qualities, times, places, people, etc. by using different question words. Here is how to use different wh- words:

| Wh- | Word Usage | Example |
|-------|-------------------------|--------------------------------------|
| what | things | What are you doing? |
| when | time | When will I see you again? |
| where | place/location | Where are we going? |
| who | people | Who told you that? |
| whom | people (object of verb) | Whom were you talking to? |
| whose | possession/belonging | Whose backpack is this? |
| which | choices/preferences | Which dress do you like the most? |
| Why | causes/reasons | Why are you looking at me like that? |
| how | process/manner | How can I contact you? |

Responding to Wh- Questions, we do not expect a yes-no answer to a wh-question. When answering a wh- question, we should give an answer that provides information.

Example

Q: Where are you from?

A: I am from Genoa, Italy.

Explanation: In our answer, we provide information that corresponds with the question word where.

Adding Emphasis to Wh- Questions, we can add emphasis to wh-questions in speaking by stressing the auxiliary verb do to show strong interest or if we have not received the information we expected from an earlier question.

Example:

Q: How was the movie?

A: I didn't like it as much as I expected I'd do.

Q: What did you expect from it?

A: More action and less world-building

Explanation: In this dialog, we add an emphasis to the second wh- question by stressing the auxiliary verb did to show interest.

By using negative Wh-Questions, it is to ask negative wh-questions, we use the auxiliary verb do when there is no other auxiliary or modal verb, even when the wh-word is the subject of the clause.

English: Who likes dogs?

English: Who doesn't like dogs?

6.2.3 Embedded questions

Embedded query is one that is protected in a sentence or every other question. The word order isn't that of typical questions, besides for concern questions.

Subject + verb (phrase) + question word + subject +verb

There need to now not be an auxilliary between the question phrase and the concern in an ebedded question.

Example:

1. Question : Where will the meeting take place?
Embedded question : We haven't ascertained **where** (Q word) **the meeting** (subject) **will take** (verb phrase) place

2. Question : Why did the plane land at the wrong airport?

Embedded question : The authorities cannot figure out **why** (Q word) **the plane** (Subject) **landed** (verb) at the wrong airport

The subsequent rule applies if the embedded query is embedded in any other question

| |
|---|
| Auxilliary + subject + verb + question word + subject + verb |
|---|

Example:

1. Do you know where he went?
2. Could you tell me what time it is?

Question words can be single words or phrases, phrases include: whose + **noun**, **how** many, how much, how long, how often, what time, and what kind.

1. The professor didn't know how many students would be in her afternoon class.
2. I have no idea how long the interview will take.
3. Do they know how often the bus runs at night?
4. Can you tell me how far the museum is from the college?
5. I'll tell you what kind of ice cream tastes best.
6. The teacher asked us whose book was on his desk.

There is no change in the order of subject position questions because the question word is functioning as the subject.

Example:

1. Who will paint the picture?
2. They can't decide who will paint that picture?
3. Whose car is parked in the lot?
4. The police can't determine whose car is parked in the lot.

We use them in reported speech or in polite questions.

Examples:

1. She asked me if she could borrow my dictionary.

2. She asked me where the nearest train station was.
(not where was the nearest train station...)

Note: notice that the word order is affirmative.

6.2.4 Taq questions

In taq question, the speaker makes a assertion, however it is not completely certain of the fact, so he or she uses a taq question to confirm the preceding declaration. Sentences the usage of taq questions have to have the main clause separated from the taq via a comma. The sentence will always stop with a question mark. study the following regulations:

1. Use the same auxilliary verbs as inside the foremost clause. If there's no auxilliary, use do, does or did.
2. If the main clause is terrible, the taq is affirmative: if the primary clause is affirmative, the taq is negative.
3. Do no longer exchange the tense.
4. Use the equal problem inside the principal clause and the taq. The taq ought to always comprise the situation shape of the pronoun.
5. Poor paperwork are normally contracted (n't). (if they're no longer, they observe the order auxilliary + subject + now not: instance: He saw this the day gone by, did he now not?)
6. There may be, there are and it's far forms include a the use do- challenge so the taq can even contain there or it as though it have been a topic pronoun.
7. The verb have can be used as a major verb (I have a brand new vehicle) or it could be used as an auxilliary (Jhon has long gone to class already). while it capabilities as a first-rate verb in American English, the auxilliary paperwork do, does or did must be used within the taq.

Question tags, additionally tail questions, remodel normal declarative clauses into questions. We use them to ask a reaction or affirmation from the man or woman we're speakme to. query tags are shaped by way of adding an auxiliary verb and repeating the issue of the main clause as a pronoun. It's critical to realize which

auxiliary verb to use and whether or not the tag ought to be effective or negative. Example:

1. There are only twenty eight days in February, aren't there?
2. It's raining now, isn't it? It isn't raining now, is it?
3. The boys don't have class tomorrow, do they?
4. You and I talked with the professor yesterday, didn't we?
5. You won't be leaving for another hour, will you?
6. Jill and Joe have been to Mexico, haven't they?
7. You have two children, don't you?
8. In British English, you would be correct to say: You have two children, haven't you?

We use question tags when we expect our conversation partner to confirm what we're saying.

Example:

1. Your dog is very big, isn't he?
For positive sentences we use the short form (contraction) of the negation. For negative sentences, we use the positive form.

Example:

1. He just wants to play, doesn't he?
2. He doesn't bite, does he?

Forming Question Tags:

Be or auxiliary verb: If the verb in the sentence is a form of be, we use this same form in the question tag.

Example:

1. Your dog is very big, isn't he?

In the negative question tag for I am, we use are.

Example:

1. I am clever, aren't I?

If the sentence includes an auxiliary verb or a modal verb, we use that auxiliary/modal verb in the question tag.

Example:

1. You have already fed him, haven't you?
2. The dog can't talk, can he?

If the verb in the sentence is not be and there is no auxiliary/modal verb, then we use the appropriate form of do for the question tag.

Example:

1. He just wants to play, doesn't he?
2. You taught him to behave, didn't you?

The question tag is separated from the statement by a comma. We always use pronouns in the question tag. The name or noun in the sentence is replaced by the corresponding pronoun in the question tag. For people and other living beings whose gender we know, we use he/she for the singular and they for the plural.

Example:

1. Your dog is very big, isn't he?
2. We already know that it's a male dog.

For everything else, we use it for the singular.

Example:

1. His name is Fluffy, isn't it?
Here we're not talking about the animal but rather about the name. A name is not a living being, so here we use it. If the sentence already has a pronoun for the subject, we use this same pronoun in the question tag.
2. He doesn't bite, does he?
3. You have already fed him, haven't you?

6.3 Other Types Of Questions Based On Questioning Skills

Knowing how to ask the proper questions can save time, create the right surroundings and keep away from slipping into a 'telling' mode. While human beings consider extraordinary sorts of

questions, the same old responses are 'Open' and 'Closed'. properly, they may be the two maximum fundamental varieties of questions, positive but there are others that can have an impact which might be varieties of each the standard open and closed question sorts. let's take a look at the 2 basic questions first anyway:

1. 1.Open questions

Open questions begin with: how, why, wherein, what, whilst, who.

That's it. There aren't some other approaches to begin an open query. Why is it called an open question? nicely, beginning a question with this sort of words is much more likely to interact the other man or woman to offer an answer that calls for extra than only a one phrase reaction. There's actually no real guarantee to that, but the probabilities are plenty better.

as an instance: "How do you think the session goes?" should open up the possibility for the respondent to share their mind at the consultation. Of direction, they might simply say "excellent". That's whilst you would observe up with some other open query which includes, "What exactly do you watched is first-rate about it?" with the intention to give them more of a purpose to proportion their thoughts.

2. Closed questions

Closed questions have lots greater ways of starting. a few examples include: must, did, can, will, may want to, shall. Closed questions normally offer the respondent with the option of a one word response that's frequently 'sure' or 'No'.

For example: "Can you write this down?" will mean the other person is going to either say 'Yes' or 'No'.

Knowing this fundamental data can assist us in our coaching. If we want the individual to percentage their mind and emotions on some thing – the obvious way to get them to talk or 'open up' is to invite an 'Open' question. If we want to clarify some thing, then a 'Closed' query will do it.

Then there are some of other query sorts that may be applied to these Open or Closed questions. These include:

3. Leading Question

leading questions– this is where you would ask a query closer to a form of reaction you need to listen. as an instance, “What did you want approximately the presentation?” is efficaciously main the other character to inform you what they preferred about it. There isn’t a good deal room for every other response unless they preferred not anything about it in any respect. Of route you may have an open leading or a closed main query.

4. Echoic Question –

Echoic question-that is where you repeat lower back a part of a declaration to the individual that just said something to you. this is especially useful in case you didn’t pay attention part of their sentence or want to make clear a element of what they stated. for example, if a person become providing you with their cope with and you didn’t pay attention the name of the street efficiently, as in “I live at 245 ‘urrrmm’ street”, you would respond with the aid of asking, “You stay at 245 ‘what’ avenue?” This tells the opposite man or woman which you heard everything else k – it changed into simply the road call they want to repeat a chunk extra actually.

5. Rhetorical Question

Rhetorical question – those are questions that don’t require a reaction. They frequently don’t sound like real questions. for instance, “i wonder what might happen if we all got unwell immediately?” once in a while a rhetorical query is used simply to get people to reflect on consideration on something in preference to come up with a right away answer or response.

6. Clarifying Question

Clarifying question – Use these to check your information or to delve a bit deeper into part of the discussion. those styles of questions may be dependent like, “Are you pronouncing that they didn’t care approximately what they did?” this can supply the other individual an possibility to either verify what you requested or clarify some thing extraordinary.

7. Direct Question

Direct question – we don’t often use direct questions. We generally tend to melt them up a piece. as an example, the direct query, “wherein’s the bus station?” is regularly requested after a softener assertion like, “Excuse me, I’m a bit lost. in which’s the bus station?”

Of course, you could truely ask a query in every other manner. as an instance, if you are suffering to get a person to open up and speak to you, try the phrase, “tell me about...” This isn't always a question as such however acts like a question in getting them to speak to you. attempt it out next time you need a few help in getting a person to talk to you. I find this specifically useful for my youngsters. once I ask, “What did you do nowadays?” They often respond with shrugged shoulders or the one word solution, “Stuff.” but, when I alternate it to; “tell me about your day.” i get a bit greater information.

6.4 Practices

Practice one: Fill in who, what, how, how much, how many, when, where.

1. _____ are you? I'm okay.
2. _____ are the socks? 1 pound 50.
3. _____ are my shoes? Under the bed.
4. _____ stickers has Michael got? I don't know.
5. _____ is your mother? She's in the garden.
6. _____ is your name? Sarah.
7. _____ is your best friend? It's Nelly.

8. _____ does George feel? Very good.
9. _____ is the time? It's ten o'clock.
10. _____ does the film start? At 8.
11. _____ is your hamster? In the living room.
12. _____ sits next to you? Bill.
13. _____ are their names? Joe and Carol.
14. _____ is in your schoolbag? Many books.
15. _____ do you live? In a small house.

Practice Two: Complete the following sentences making embedded questions from the questions given before each one.
Example: Where did he go? I know where he went.

1. Who will be elected president? I am not sure.

2. Whose book is it? They have't discovered

3. How much will it cost to repair the car? The mechanic told me.

4. How was the murder committed? The police are still trying to decide _____
5. How tall is John? Do you know

6. How well does she play the guitar? You can't imagine

7. When will the next exam take place? Do you know

8. Where did they spend their vacation? Angela told me

9. Why are they buying a new house? I don't know

10. How long does the class last? The catalog doesn't say

Practice Three: Finish these sentences by adding a tag questions with the correct form of the verb and the subject pronoun.

1. You are going to school tomorrow, _____?

2. Gary signed the petition, _____?
3. There's an exam tomorrow, _____?
4. Beverly will be attending the university in September, _____?
5. She's been studying English for two years, _____?
6. It sure is sunny today, _____?
7. He should stay in bed, _____?
8. You can't play tennis today, _____?
9. There aren't any peaches left, _____?
10. We've seen that movie, _____?

6.5 Conclusion

Mastering the unique kinds of questions in English is vital for powerful communication. expertise the nuances and usage of each kind allow you to express your self clearly and ask the right questions in one of a kind conditions. In summary, there are lots of various varieties of questions we are able to ask: the usage of the 'five ws' (and 'how!'), open, closed, or probing questions, and descriptive or analytical questions. maximum of the time, a question will be a couple of of the above descriptors: you could have an analytical, open query or a descriptive, probing question, as an instance. getting to know a way to recognise what a query is calling of you and in turn, how you may ask questions efficaciously is a awesome talent in an effort to master. not best can it assist you for your research, however in being greater receptive to the world round you, too. it can make you a high-quality scholar inside the study room, an first-rate listener, problem-solver and, pal outdoor of the study room, too

BIBLIOGRAPHY

- Murphy, R. (2004). English grammar in use with answers: A self-study reference and practice book for intermediate students of English (3rd ed.). Cambridge: Cambridge University Press.
- Napa, P. A. (1995). How to answer English questions. Yogyakarta: Penerbit Kanisius.
- Nodine, M. H. (2003). How to say "Yes" and "No". from <http://www.cs.cf.ac.uk/fun/welsh/Lesson02.html>
- Nordquist, R. (2017). Yes-no question (grammar): Glossary of grammatical and rhetorical terms – definition and examples. from <https://www.thoughtco.com/yesno-question-grammar-1692617>
- Wardhaugh, Ronald. "Understanding English Grammar: A Linguistic Approach." Wiley-Blackwell, 2003

CHAPTER 7

-ING AND THE INFINITIVE

Oleh Hustiana

7.1 Pendahuluan

Apa yang muncul dibenak anda jika kita berbicara tentang *grammar*? Pasti, ada yang membayangkan rumus, kosa kata, kalimat, dan masih banyak lagi yang lain. *Grammar* merupakan unsur penting suatu bahasa yang mengandung kaidah-kaidah yang digunakan untuk membentuk satuan kecil suatu bahasa menjadi satuan besar yaitu dimulai dari kata (Hustiana, 2023). *Grammar* adalah elemen bahasa Inggris dimana siswa akan belajar tentang aturan-aturan yang dapat digunakan untuk menyusun kalimat dan mencoba menunjukkan mengapa sebuah kalimat dapat diterima (Asdar, Hustiana and Ahyadi, 2023). Pendapat lain mengatakan bahwa *Grammar* adalah komponen utama bahasa yang memediasi antara sistem bunyi atau simbol tertulis di satu sisi, dan sistem makna di sisi lain (Greebaum and Nelson, 2002). Tanpa *grammar*, bahasa akan kacau dan menimbulkan masalah komunikasi, baik dalam menulis maupun berbicara (Rana, Owaidh and Harbi, 2019). Sehingga bisa disimpulkan bahwa *grammar* adalah suatu ilmu yang mengandung kaidah yang harus diperhatikan dalam penyusunan struktur kalimat bahasa inggris.

Memahami *grammar* cukup sulit, jika tidak mengetahui konsep yang sebenarnya. Mungkin anda pernah mendengar kalimat berikut:

1. **Playing** is nice activity of children
2. The children are **playing** football
3. I look at the **playing** man

Diantara ketiga kalimat tersebut, bentuk *verb+-ing* pada kalimat mana yang memiliki peran sebagai kata benda?

Jika dilihat secara sekilas, ketiga kalimat di atas memiliki pola yang hampir sama karena sama-sama menggunakan

kata "**playing**". Tapi kenyataannya, ketiga kalimat tersebut berbeda secara *grammatical* dan memberikan makna yang berbeda pula.

Pada Kalimat **(2)** kata **Playing** merupakan *verb+ing* sebagai kata kerja dari *present continuous* yang bermakna bahwa aktifitas tersebut sedang berlangsung saat ini. Sedangkan kalimat **(3)** kata **Playing** merupakan bentuk *verb + -ing (Present participle)* yang berperan sebagai *adjective*. Sementara kalimat **(1)** kata **Playing** merupakan *verb+ing* yang berubah peran sebagai *noun* yang berperan sebagai *subject*. Noun tersebut adalah bentuk penjabaran dari *verb +ing* yang disebut *gerund*.

Perhatikan lagi contoh kalimat berikut:

1. I agree **to explain** about the truth
2. I agree **explain** the truth

Kedua kalimat tersebut secara sekilas memiliki pola yang hampir sama, tapi secara *grammatical* tidak berterima. Pada kalimat **(1)** merupakan kalimat yang benar karena setelah agree di ikuti oleh *to infinitive* (to explain), sedangkan kalimat **(2)** tidak berterima secara *grammatical* karena *double verb*. Bentuk *to + verb* merupakan *the infinitive*.

Baik *gerund* maupun *the infinitive* disebut sebagai *not finite verb* yakni gerund berperan sebagai kata benda dan infinitif berperan sebagai kata benda, kata sifat, atau kata keterangan (Gu, 2019).

Untuk memperdalam pemahaman tentang *gerund* dan *the infinitive*, perlu sebuah penjelasan lebih rinci seperti yang dielaborasi sebagai berikut.

7.2 -ing (Gerund)

Gerunds are bentuk *verb ing* dari sebuah kata kerja (Lester, 2009). *Gerund* digunakan sebagai kata benda yang mempunyai fungsi sebagai subjek, objek kata kerja dan objek preposisi serta pelengkap. (Riyanto, NH and NH, 2010; Azar and Hagen, 2009). Pauzan (2021) menambahkan bahwa *Gerund* merupakan sejenis kata benda abstrak dan mempunyai arti yang sama seperti *abstract noun* atau *noun-infinitive*. *Gerund* tidak bisa dinamakan sebagai

kata benda asli, melainkan *Gerund* hanya bisa berperan sebagai noun dalam sebuah kalimat (Aini, Ikhwan and Alfian, 2021). *Gerund* dibentuk dari bentuk dasar kata kerja ditambah *-ing*, misalnya:

Read + -ing : Reading
Book + -ing : Booking
Drill + -ing : Drilling
Fish + -ing : Fishing
Cook + -ing : Cooking

Namun, kita harus berhati-hati karena tidak semua bentuk *Verb + -ing* adalah *Gerund* yang berperan sebagai *noun*, seperti yang dicontohkan pada bagian pendahuluan. Bisa jadi, *verb + -ing* adalah *verb* dalam *present continuous* atau *adjective* (present participle). Seperti pada kalimat berikut ini:

Verb ing as verb : The cat is **eating** a fishbone.
Verb ing as noun (gerund) : **Eating** a fishbone is cat's favorite activity
Verb ing as adjective : The **eating** fishbone is smell

Berikut ini adalah penjabaran peran *gerund* dalam sebuah kalimat agar lebih mudah untuk dipahami.

7.2.1 *Gerund (Verb+ -ing)* sebagai subjek dalam sebuah kalimat

Subjek dalam sebuah kalimat biasanya merujuk pada makhluk hidup, atau kata benda dan gagasan abstrak. Bentuk *verb ing* yang disebut sebagai *gerund* sudah memiliki peran sebagai kata benda. Sehingga, *gerund* bisa berdiri sebagai subjek kalimat. Seperti pada contoh berikut ini:

- Painting** is my hobby
- Reading** a lot increases your comprehension about world
- Being** a teacher is my ambition

Painting, Reading and being adalah *Verb + ing* yang berfungsi sebagai *gerund* dan berkedudukan sebagai subyek.

7.2.2 Gerund sebagai Objek dari kata kerja tertentu

Objek adalah hal yang dikenai atau dikerjakan oleh subjek. Objek muncul setelah kata kerja dalam sebuah kalimat. Dalam penggunaan *gerund*, ada kata-kata kerja tertentu yang muncul sebelumnya antara lain:

Tabel 7.1. *Certain verbs* yang diikuti *gerund* sebagai objek

| | | | | |
|--------------|----------|-----------|-----------|------------|
| Admit | Consider | Fancy | Mention | Requires |
| Anticipate | Delay | Find | Mind | Risk |
| Appreciate | Deny | Finish | Miss | Save |
| Avoid | Detest | Forgive | Pardon | Smell |
| Can't bear | Dislike | Give up | Postpone | Suggest |
| Can't help | Discuss | Go on | Practice | Understand |
| Can't resist | Enjoy | Imagine | Put off | |
| Can't stand | Escape | Involve | Prevent | |
| Carry on | Excuse | Leave off | Recollect | |

(Riyanto, NH and NH, 2010)

‘Contoh kalimat yang mengandung *gerund* menggunakan kata kerja diatas, sebagai berikut:

- a. She considered ***bringing*** the cake in my room yesterday
 - b. My father dislikes ***cutting*** the leaves of the flower
 - c. Andika always avoids ***telling*** the truth to me
 - d. They enjoy ***listening*** to the classic music
 - e. The teacher practices ***speaking*** english in front of the

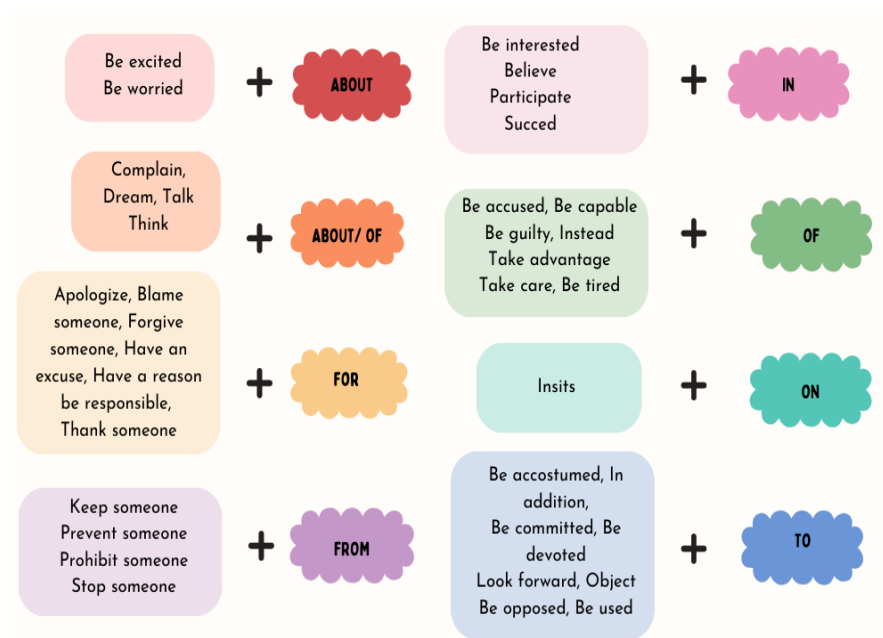
Kalimat-kalimat tersebut merupakan contoh penggunaan *gerund* sebagai *object* pada sebuah kalimat. Perlu diperhatikan bahwa tidak ada *artical* (*the, an, a*) sebelum *gerund* (Walker and Elsworth, 2000b). Hal itu bisa dilihat pada pola dibawah ini:

Subject + Certain verb + Verb -ing (gerund) as an object

Selain itu, perlu di perhatikan bahwa kata kerja sebelum *gerund* disesuaikan dengan *tenses* yang digunakan.

7.2.3 Gerund sebagai Obyek kata depan (Object of preposition)

Menurut Debata, Preposisi memainkan peran penting dalam membantu siswa memahami penggunaan bahasa Inggris yang benar dan meningkatkan tulisan mereka (Sanjaya and Bram, 2021). Preposisi muncul sebelum kata benda atau kata ganti dan menunjukkan hubungan antara satu kata benda/kata ganti dengan kata lain yang dapat digolongkan berdasarkan bentuk dan maknanya (Gupta, 2019). *Gerund* berkedudukan sebagai kata benda sehingga *gerund* sering digunakan sebagai objek kata depan (object of preposition). Menurut Azar and Hagen (2009) ada beberapa kombinasi preposisi (kata depan) yang umum yang diikuti oleh *gerund* antara lain sebagai berikut:



Picture 7.1. Preposisi umum yang diikuti oleh *Gerund*

Mari kita lihat contoh kalimat dibawah ini:

1. I am excited about **going** vacation this semester
2. The man complains about **serving** in the restaurant
3. Mila thanks Adrian for **lending** her money
4. My sister is interested in **making** a dress design
5. I apologize for **sending** the wrong message

Kata *going*, *serving*, *lending*, *making* dan *sending* adalah gerund yang muncul setelah *object of preposition* atau dengan pola sebagai berikut:

Verb + preposition + Verb -ing (gerund)

7.2.4 Gerund sebagai pelengkap kata kerja

Komplemen atau pelengkap dalam sebuah kalimat adalah kata atau sekelompok kata yang melengkapi predikat pada suatu konstruksi gramatikal kalimat (Betti and Igaab, 2021). *Gerund* yang

memiliki kedudukan sebagai kata benda bisa menjadi pelengkap pada sebuah kalimat. Misalnya:

- a. My hobby is **reading**
- b. The most favorable activity in her spare time is **cleaning** the room
- c. The story makes **laughing**

Reading, cleaning dan *waiting* adalah *gerund (noun)* yang bertindak sebagai *complement* (pelengkap) untuk kata kerja sebelumnya.

7.2.5 Gerund memodifikasi kata benda

Kata benda adalah kata yang digunakan untuk menamai benda, orang, tempat, dan ide atau pikiran (Junaid, 2018). Perhatikan contoh kalimat berikut:

The **standing** woman is my sister

Woman dan *sister* adalah *noun*. Di depan kata *woman* ada kata *standing* yang merupakan *Gerund*. Jika digabungkan menjadi *the standing woman*, maka akan berubah menjadi *noun phrase*. Dimana, kata *standing* berperan sebagai *modifier (noun modifier)* dan *woman* sebagai *head*. Artinya, *gerund* mendeskripsikan *noun* yang mengikutinya. Contoh lain bisa kita lihat sebagai berikut:

- a. The **swimming** pool is full
- b. The **running** dog is hungry
- c. The **dancing** children looks happy

Swimming, running dan *dancing* adalah *gerund* yang berperan sebagai *modifier* kata benda yang muncul setelahnya.

7.2.6 Gerund sebagai Appositive

Apositif adalah salah satu hal yang digunakan dalam konstruksi kalimat, tapi tidak menjadi hal utama dalam kalimat tersebut, melainkan hanya sebuah penjelas (Kroll and Rysling, 2019). Menurut Potts dalam Kroll and Rysling (2019), apositif

memberikan kontribusi yang menarik, memproyeksikan dan menyumbangkan informasi baru, namun bersifat sekunder dalam wacana. *Gerund* bisa digunakan sebagai *appositive* dalam sebuah kalimat, seperti pada contoh berikut ini:

- a. My hobby, **writing**, can help improve my vocabularies
- b. Lilis job, **teaching**, is a noble job
- c. His bad habit, **smoking**, makes him getting sick

Writing, **teaching** dan **smoking** adalah *gerund* yang bertindak sebagai *appositive* atau penjelas dari subjek kalimat.

7.2.7 Gerund digunakan untuk menyatakan suatu larangan.

Seiss dalam Sulaymonovna and Tolkinovna (2023) menyatakan bahwa *gerund* dapat berfungsi sebagai kata benda utama untuk menyatakan larangan umum. Seperti contoh di bawah ini:

No cheating!
No smoking!
No passing!
No talking!
No joking!

7.2.8 Go + Gerund untuk menyatakan *recreational activities*

Recreational activities adalah segala jenis kegiatan yang menyenangkan dan menarik yang dilakukan masyarakat untuk waktu senggangnya yang dilakukan dalam bentuk kegiatan di luar ruangan dan di dalam ruangan. (French, 2021). *Gerund* jika disandingkan setelah kata “Go” maka akan bermakan *recreational activities*. Misalnya:

Go shooping
Go camping
Go jogging
Go running
Go swimming

7.2.9 Gerund dalam bentuk *passive*

Ada beberapa kata kerja yang dapat diikuti oleh *gerund* dalam arti pasif: yakni *It needs* (perlu di), *It requires* (perlu di) dan *It wants* (perlu di) (Pauzan, 2021). Seperti pada contoh berikut:

- a. Speaking is difficult enough, it needs ***practicing***
- b. We have many projects, it requires ***planning***
- c. The motorcycle was broke, it wants ***repairing***

7.2.10 Gerund juga sebagai modifier dan kata majemuk (*compound noun*)

Gerund juga biasa ditemukan pada *compound noun* yang mengandung arti: Alat/tempat, misalnya:

- | | |
|--------------------|-------------------|
| a. Shopping centre | f. Racing car |
| b. Diving board | g. Reading book |
| c. Dining room | h. Drawing book |
| d. Living room | i. Sewing machine |
| e. Waiting room | j. Swimming suit |

(Pauzan, 2021)

7.3 The Infinitive

The Infinitive biasanya disebut sebagai *verb 1* yang dibagi kedalam dua jenis yakni *to infinitive* seperti ***to swim, to learn, to read***, dll dan *infinitive* tanpa *to* seperti ***swim, learn, read***, dll (Riyanto, NH and NH, 2010).

7.3.1 To Infinitive

To infinitive memiliki beberapa fungsi antara lain:

To Infinitive sebagai Subjek dalam Kalimat

Sama halnya dengan *gerund*, *to infinitive* yang berperan sebagai subjek berdiri paling depan atau berada diawal kalimat seperti pada contoh berikut:

- a. ***To understand*** your willingness is my dream
- b. ***To listen*** to the music makes you happy
- c. ***To memorize*** the vocabulary increases your proficiency in speaking
- d. ***To marry*** you is my parents plan

Ketika *to infinitive* digunakan sebagai subjek, maka kata kerjanya akan *singular* karena dia bermakna tunggal (Pauzan, 2021)

To Infinitive sebagai Modifier Kata benda (Noun)

Kata benda (noun) adalah kelompok kata yang sangat berbeda dari kelompok kata lain, dengan ciri-ciri gramatikal-semantiknya dibandingkan dengan kata kerja dan jenis kata lainnya (Rustamov *et al.*, 2021). *To infinitive* bisa hadir untuk menggambarkan noun seperti pada contoh berikut:

- a. I have many things ***to talk*** to you
Kata ***to talk*** menggambarkan noun ***things***
- b. The student have a lot of assignment ***to finish*** this week
Kata ***to finish*** menggambarkan noun ***assignment***
- c. There are many equipments ***to buy*** for the new house
Kata ***to buy*** menggambarkan noun ***equipments***

To Infinitive memodifikasi kata sifat (Adjective)

Kata sifat (adjective) adalah kata yang digunakan untuk mendeskripsikan kata benda (noun). Ada *adjective* tertentu yang langsung diikuti oleh Infinitive yaitu *Adjective* yang menggambarkan perasaan (Azar and Hagen, 2009). *Adjective* tersebut antara lain:

Tabel 7.2. *Certain Adjective* yang diikuti oleh gerund

| | | | | |
|--------------|-----------------|--------------|-----------------------------|---------------|
| Glad to | Fortunate to | Ashamed to | Determined to careful to | Surprised to |
| Happy to | Sorry to | Ready to | Hesitant to | Amazed to |
| Please to | Sad to | Prepared to | Reluctant to | Astonished to |
| Delighted to | Upset to | Anxious to | Afraid to | Shocked to |
| Content to | Disappointed to | Eager to | Certain to | Stunned to |
| Relieved to | Embrassed to | Willing to | Likely to | |
| Lucky to | Proud to | Motivated to | Unlikely to | |

(Azar and Hagen, 2009)

Mari kita lihat contoh penggunaan *adjective* tersebut diatas pada beberapa kalimat berikut:

- This dress is too expensive **to buy**
Kata **to buy** menggambarkan kata sifat **expensive**
- I was surprise **to see** him in the next of my home
Kata **to see** menggambarkan kata sifat **surprise**
- We were proud **to announce** the date marriage
Kata **to announce** menggambarkan kata sifat **proud**

***To Infinitive* memodifikasi *Wh-Word* atau klausa**

Wh-word terdiri dari, *what, where, who, why, when, dan how* yang biasa digunakan dalam klausa sebagai kata penghubung. *To infinitive* juga bisa digunakan untuk menggambarkan klausa dengan cara menjadi *modifier* dari *wh-word*, seperti pada contoh berikut:

To infinitive sebagai objek

Dalam penggunaan *to infinitive*, ada beberapa kata kerja yang diikuti langsung dengan *to infinitive*, adapula kata kerja yang diperantarai oleh *pronoun* dengan *to infinitive*. Kata kerja yang diikuti langsung oleh *to infinitive* antara lain:

Tabel 7.3. *Certain verbs yang langsung diikuti oleh to infinitive*

| | | | | |
|------------|----------|--------|-------------|-----------|
| Afford | Consent | Hope | Prefer | Struggle |
| Agree | Continue | Intend | Prepare | Swear |
| Appear | Decide | Learn | Pretend | Talk |
| Arrange | Demand | Like | Promise | Threaten |
| Ask | Deserve | Love | Refuse | Try |
| Can't Bear | Expect | Manage | Regret | Volunteer |
| Beg | Fail | Mean | Remember | Wait |
| Begin | Forget | Need | Seem | Want |
| Care | Hate | Offer | Can't stand | Wish |
| Claim | Hesitate | Plan | Start | |

(Azar and Hagen, 2009)

Contoh penggunaannya adalah pada kalimat berikut:

I **agree to attend** in your party
Agree : *certain verb* yang diikuti oleh *to infinitive*
To Attend : *to infinitive*

Sedangkan kata kerja yang diperantarai oleh *pronoun* antara lain:

Tabel 7.4. *Certain verbs yang tidak langsung diikuti oleh to infinitive*

| | | | | |
|-----------|----------|---------|-----------|----------|
| Advise | Forbid | Require | Convince | Dare |
| Allow | Force | Teach | Encourage | Persuade |
| Ask | Hire | Tell | Expect | Remind |
| Beg | Instruct | Urge | Order | Warm |
| Cause | Invite | Want | Permit | Need |
| Challenge | | | | |

(Azar and Hagen, 2009)

Contoh penggunaannya adalah pada kalimat berikut :

The woman **advises her daughter to wear** a veil
Advises (Advise) : *Vern* yang diikuti oleh *pronoun*
Her daughter : *pronoun*
Wearing : *to infinitive*

To infinitive used to express a person's pupose

To infinitive bisa digunakan dalam mengungkapkan tujuan seseorang. Misalnya:

- a. He goes to Jakarta **to continue** his study
- b. Marina and Jeni joined English club **to practice** TOEFL
- c. Jaeki bring Melisa to his home **to introduce** her to his parents

To infinitive with passive form

To infinitive bisa digunakan dalam kalimat *passive* yang menggambarkan perlakuan terhadap subjek. Misalnya:

- a. There are a lot of students **to be tested**
- b. The books are waiting **to be read**
- c. The topic needs **to be elaborated**

To infinitive sebagai Frase

Infinitive phrase adalah gabungan *infinitive* dengan *modifiers* dan pelengkap nya (Lester, 2009). Contoh peenggunaan *infinitive phrase* dalam kalimat dapat kita lihat pada contoh berikut ini:

We all need **to read** (to infinitive)
We all need to read the article (infinitive phrase)
We want **to submit** (to infinitive)
We want to submit the assignment infinitive phrase)
They expected **to come** (to infinitive)
They expected to come to my home infinitive phrase)

7.3.2 The Use Of Infinitive Without To

Infinitive tanpa *to* bisa muncul setelah *modals* dan kata kerja tertentu. *Infinitive* yang muncul setelah *modals* bisa kita lihat pada kalimat berikut:

- a. She can **speak** Japanese
- b. We must **obey** the rule
- c. They should **see** the doctor

Can, *must*, dan *should*, adalah *modals auxiliary* yang selalu diikuti oleh *infinitive*. Masih banyak *modals* yang lain seperti, *will*, *would*, *must*, *may*, *might*, dll yang memiliki pola yang sama seperti pada contoh diatas. Sementara *infinitive* yang muncul setelah kata kerja tertentu seperti kata *let*, *make*, dan *help* bisa dilihat pada kalimat berikut:

- a. The parents **let** their children **to play** a handphone
- b. The movie **makes** me **to cry** all day
- c. My sister **helps** My mother **to make** a brownish cake

7.4 Kata Kerja Yang Bisa Diikuti Oleh *Gerund* Maupun *The Infinitive*

Ada kata kerja tertentu yang bisa di ikuti oleh *gerund* maupun *infinitive* yakni *Forget*, *Remember*, *stop* dan *try* (Riyanto, NH and NH, 2010; Walker and Elsworth, 2000a). Namun, penggunaan

kata-kata tersebut sebagai *gerund* dan *the infinitive* akan memiliki makna yang berbeda.

Tabel 7.5. Kata yang diikuti oleh *gerund* dan *to infinitive* dengan perubahan makna

| Words | Gerund (-ing) | The Infinitive |
|----------|---|---|
| Forget | My father forgets locking the door <i>The meaning:</i> My father has locked the door but he forgets whether he has locked it or not | My father forgets to lock the door <i>The meaning:</i> My father really forgets to lock the door |
| Remember | My father remembers locking the door <i>The meaning:</i> My father has locked the door and he remembers it | My father remembers to lock the door <i>The meaning:</i> My father remembers that he must lock the door |
| Stop | Gina stops watching movie <i>The meaning:</i> Gina has stopped watching movie forever | Gina stops to watch movie <i>The meaning:</i> Gina has stopped watching movie for a while because the certain reason. It is temporary, maybe tomorrow or one day, she will watch it again. |
| Regret | Sita regretted telling Ara about the sceret <i>The meaning:</i> Sita regretted that she has told Ara about the secret in the past. It is maybe because Ara has told the secret to others | Sita regretted to tell Ara about the sceret <i>The meaning:</i> Sita regretted that she has told Ara about the secret because maybe it makes Ara feel sad to hear the truth. |

| Words | Gerund (-ing) | The Infinitive |
|-------|---|---|
| Try | She tries speaking in English <i>The meaning:</i> The girl makes a new approach to increase her proficiency in english by speaking | She tries to speak in english <i>The meaning:</i> The girl makes an effort to try to speak in english. In this case, she is in the first trial |

Namun, ada pula beberapa kata kerja yang bisa menggunakan *gerund* dan *the infinitive* tanpa mengubah makna seperti kata *begin, start, continue, like, love, prefer, hate, can't stand, can't bear* (Azar and Hagen, 2009).

Tabel 7.6. Kata yang diikuti oleh *gerund* dan *to infinitive* tanpa perubahan makna

| Words | To Infinitive Sentence | Gerund Sentence |
|-------------|--|---|
| Begin | He begins to speak | He begins speaking |
| Start | She started to work | She started working |
| Continue | I continue to read | I continue reading |
| Like | My cat likes to eat fish | My cat likes eating fish |
| Love | Moy loves to play badminton | Moy loves playing badminton |
| Prefer | I prefer to learn mandarin rather than to learn Japanese | I prefer learning Mandarin to learn Japanese |
| Hate | She hates to sing western song | She hates singing western song |
| Can't stand | My grandfather can't stand to speak for a long time | My grandfather can't stand speaking for a long time |
| Can't bear | I can't bear to love you | I can't bear loving you |

BIBLIOGRAPHY

- Aini, S.M.N., Ikhwan, Z.N. and Alfian, M. (2021) 'Analisis Kontrastif Sintaksis Penggunaan Gerund dalam Bahasa Inggris dan Bahasa Arab', *Lisanan Arabiya: Jurnal Pendidikan Bahasa Arab*, 5(1), pp. 1–12. Available at: <https://doi.org/10.32699/liar.v5i1.1649>.
- Asdar, A., Hustiana, H. and Ahyadi, A. (2023) 'Part of Speech Classification by EFL Students': A Review about their Familiarity', *ELS Journal on Interdisciplinary Studies in Humanities*, 6(4), pp. 793–801. Available at: <https://doi.org/10.34050/elsjish.v6i4.32383>.
- Azar, B.S. and Hagen, S.A. (2009) *Understanding and using English Grammar*. fourth. United States: Person Longman.
- Betti, M.J. and Igaab, Z.K. (2021) 'Complement and Complementation'. Available at: https://www.researchgate.net/profile/Mohammed-Jasim-Betti-3/publication/353182219_Complement_and_Complementat ion/links/60ec2b1116f9f31300780f29/Complement-and-Complementation.pdf (Accessed: 13 February 2024).
- Frank, M. (no date) *Modern English: A Practical Reference Guide*. New jersey: Prentice Hall, INC.
- French, M.R. (2021) 'List of Recreational Activities - Indoor and Outdoor', *Recreational Hobbies*, 18 December. Available at: <https://www.recreationalhobbies.com/list-of-recreational-activities/> (Accessed: 13 February 2024).
- Greebaum, S. and Nelson, G. (2002) *An Introduction to English Grammar*. London: Longman.
- Gu, W. (2019) *The Use of the Infinitive, Online Submission*. Available at: <https://eric.ed.gov/?id=ED598862> (Accessed: 8 February 2024).
- Gupta, S.M. (2019) *Current English Grammar and Usage*. Second. Delhi: PHI Learning Pvt. Ltd.
- Hustiana (2023) 'Students' Viewpoints Toward Part of Speech as the Fulcrum of Grammar', *Journal of English and Education (JEE)*, 9(2). Available at: <https://doi.org/10.20885/jee.v9i2.31087>.

- Junaid (2018) 'A Syntactic Analysis Of The English Noun Phrase (A Study At The Fifth Semester Of English Department Faculty Of Teacher Training And Education University Of Muhammadiyah Makassar) | Junaid | Perspektif: Jurnal Pengembangan Sumber Daya Insani', *PERSPEKTIF: Jurnal Pengembangan Sumber Daya Insani*, 3(1), pp. 317–326.
- Kroll, M. and Rysling, A. (2019) 'The search for truth: Appositives weigh in', *Semantics and Linguistic Theory*, pp. 180–200. Available at: <https://doi.org/10.3765/salt.v29i0.4607>.
- Lester, M. (2009) *English Grammar Drills*. New York: McGraw-Hill.
- Pauzan (2021) *Complete English Grammar*. Jakarta: PT Cipta Gadhing Artha.
- Rana, S., Owaidh, L.A. and Harbi, N.A. (2019) 'Grammatical Errors In English Writing Made By Senior Students Of English Department At Jubail University College-: Problem Analysis, Reasons And Solutions', 8(5).
- Riyanto, S., NH, E. and NH, L. (2010) *A Handbook English Grammar: Tata Bahasa Inggris Lengkap*. IV. Jakarta: Pustaka Pelajar.
- Rustamov, I.T. et al. (2021) 'Descriptive Principles of Noun Units', *Journal of Hunan University (Natural Sciences)*, 48(11). Available at: <https://johuns.net/index.php/publishing/191.pdf> (Accessed: 13 February 2024).
- Sanjaya, A.A. and Bram, B. (2021) 'Investigating Preposition Usage Problems of English Language Education Study Program Students', *SAGA: Journal of English Language Teaching and Applied Linguistics*, 2(1), pp. 19–34. Available at: <https://doi.org/10.21460/saga.2020.21.65>.
- Sulaymonovna, Q.N. and Tolkinovna, H.M. (2023) 'General Prohibition And Its Components', *Innovative Developments And Research In Education*, 2(16), pp. 167–171.
- Walker, E. and Elsworth, S. (2000a) *Grammar Parctice for Intermediate Students*. England: Longman.
- Walker, E. and Elsworth, S. (2000b) *Grammar Practice for Elementary Students*. England: Longman.

CHAPTER 8

ARTICLES

Oleh Aryati Hamzah

8.1 Pendahuluan

Dalam Bahasa Inggris biasanya kita menemukan kalimat yang menggunakan Article. Article dalam Grammar Bahasa Inggris dikenal dengan Kata Sandang. Kata Sandang tersebut berfungsi untuk membatasi makna atau arti dari kata benda. Kata "Sandang" adalah kata yang muncul setelah kata lain, memastikan bahwa maknanya melengkapi kata benda yang diikutinya. Article juga berfungsi untuk memodifikasi kata benda, orang, tempat, dan ide atau gagasan. Kata tersebut dalam kalimat Bahasa Inggris selalu diletakkan sebelum *Noun* atau *Noun Phrase*.

Article Dalam Bahasa Inggris merupakan kata-kata yang dapat menunjukkan apakah benda tersebut spesifik atau tidak spesifik. Article dapat disebut juga penentu yang digunakan dalam tata Bahasa Inggris. Kumpulan kata yang menggambarkan, mengidentifikasi kata benda atau frasa kata benda yang muncul sebagai penentu. Ada dua jenis Article dalam Bahasa Inggris yaitu *Definite Article* dan *Indefinite Article*. Meskipun penerapan konsep tata Bahasa ini tergolong mudah tapi ada beberapa aturan yang harus diikuti.

8.2 Jenis-Jenis Article

Ada dua jenis Article dalam Bahasa Inggris yaitu *Definite Article* dan *Indefinite Article*.

8.2.1 Definite Article

Definite Article biasa yang kita ketahui adalah article dengan menggunakan kata 'The'. Article ini berfungsi untuk menunjuk orang atau objek tertentu dalam situasi tertentu yang biasanya sudah diketahui sebelumnya, sehingga gal tersebut menjadi lebih spesifik.

Selain itu, kata tersebut dapat menunjukkan kata benda berupa pengetahuan umum sehingga orang sudah paham maksud dari kalimatnya. Makna dari kata '*The*' dapat diartikan sebagai itu/ini. Kata tersebut dapat disandingkan dengan semua jenis *noun*, baik *countable noun* atau *uncountable noun* bahkan *singular noun* atau *plural noun*.

Kadang juga kata '*The*' tidak dapat artikan dalam Bahasa Indonesia, akan tetapi tetap merujuk kepada benda yang sudah diketahui (Pauzan, 2021). Seperti pada kalimat '*Are you going to the movie to night ?*' Artikel yang digunakan tentunya memberi tahu jika pertanyaan itu mengacu pada tempat tertentu yang pembicara dan pendengar tahu.

➤ Penggunaan Article '*The*'

1. Merujuk pada Noun yang sudah Pernah di sebutkan sebelumnya. Fungsi kata *The*' sebelum noun yang sudah pernah disebut sebelumnya yaitu menjadi lebih spesifik, baik dia *countable* atau *uncountable noun* yang berupa *singular* atau *plural noun* tergantung konteks kalimatnya, contohnya :
 - Her Motorcycle struck a tree, you can still see the mark on *the tree*.
 - There is a beautifull girl. *The girl* use a blue shirt.
 - A Strange person came to me. *The person* seemed very friendly.
2. Digunakan sebelum noun yang hanya ada satu di dunia ini. Contohnya :
 - The moon
 - The Sky
 - The Stars
 - The Sun
 - The World
 - The Beach
3. Digunakan untuk nama Samudra, sungai, teluk, danau yang memiliki nama dua suku kata atau lebih.

Contohnya :

- The Atlantic Ocean
- The Pacific Ocean
- The Java Sea
- The Persian Gulf
- The Great lakes

4. Nama Negara jamak (*Plural Names of Countrie*) dan yang terdapat kata *Union, United, Kingdom, dan Republic*.

Contohnya :

- The United States
- United Arab Emirates
- The Netherlands
- The Philippines
- The Soviet Union
- The Republic of Ireland

❖ Catatan :

Nama negara tunggal (singular) tidak menggunakan article, seperti : Peru, Algeria, London, dan lain-lain.

5. Digunakan sebelum nama yang memiliki pola '*noun+of+noun*'.

Contoh :

- The Dominion of Canada
- The Union of Soviet Socialist Republic
- The Kingdom of Thailand
- The Republic of Venezuela
- The United States of America
- The University of Hawaii
- The University of Michigan
- The University of Indonesia

❖ Catatan :

Jika nama Universities atau Colleges tidak menggunakan pola '*noun+of+noun*' maka article 'the'

bisa dihilangkan. Seperti : Harvard University, Oxford University, Columbia University. (Suherman, 2013)

6. Digunakan juga untuk nama jembatan, terowongan dan menara. Contohnya :

- The Brooklyn Bridge
 - The Hudson Tunnel
 - The Tower of London
 - The Golden Gate Bridge
 - The Eiffel Tower
- (Suherman, 2013)

7. Digunakan dalam keterangan waktu (Points of Time)

Contohnya :

- The beginning
- The past
- In the morning
- The middle
- The present
- The end
- The future
- In the evening

❖ Catatan :

Untuk keterangan waktu yang menunjukkan musim, kata 'the' dapat dihilangkan. Contohnya :

- In the winter = in winter
- In the spring = in Spring
- In the summer = in summer

➤ Pengecualian

1. Untuk Olahraga dan akademik tidak memerlukan Article.

Contohnya :

- I like to play the Badminton (incorrect)
I Like to play Badminton (correct)
- My brother was always good at the chemistry (incorrect)

My brother was always good at chemistry (correct)

2. Tidak digunakan bersama kata ganti posesif (*Possessive Pronoun*). Walaupun *Possessive Pronoun* dapat mengidentifikasi sesuatu yang lebih spesifik tetapi tidak dapat digunakan bersamaan dengan article. Contoh :
 - You bring the her doll (incorrect)
You bring her doll or You bring the doll (correct)
 - She eats the my chocolate (incorrect)
She eats my chocolate or She eats the chocolate (correct)
 - They throw the his pen (incorrect)
The throw his pen or They throw the pen (correct)
3. Untuk kata lunch, breakfast, supper, dinner, school, home, and collage tidak memerlukan article, kecuali jika kata tersebut dirujuk. Contohnya :
 - We go to the collage everyday. However, in the next month the college will be repaired.
 - Shawn and his friend having dinner at the restaurant. His friend happy because he paid for the dinner.

➤ Penggunaan Article 'A dan An'

1. Untuk article A digunakan khusus singular noun yang berawal dari huruf konsonan. Contohnya :
 - a table - a pillow
 - a door - a man
 - a chair - a boy
 - a book - a girl
 - a glass - a woman
 - a spoon - a university
 - a hat - a union
2. Untuk article An digunakan khusus singular noun yang berawal dari huruf vokal. Contohnya :
 - an orange - an apartment
 - an egg - an elephant

- | | |
|----------------|------------|
| - an island | - an oil |
| - an onion | - an eagle |
| - an uncle | - apple |
| - an umbrella | - an honor |
| - an ice cream | - an hour |

Catatan :

Untuk kata *a university* dan *a union* menggunakan article 'a' dikarenakan bunyi yang terdengar ketika pengucapan kedua kata tersebut menjadi huruf konsonan. Begitu juga dengan kata *an honor* dan *an hour* yang kedengarannya menjadi huruf vokal.

3. Kata An dan A digunakan untuk noun singular yang bersifat umum. Contohnya :
 - A shuttlecock is usually made of goose feathers
 - My brother is an actor
 - I need a Passport
 - He bought an ice cream
4. Digunakan pada singular noun yang belum pernah disebutkan sebelumnya. Contohnya :
 - I met a man yesterday.
 - My college just built a new room.
 - John is eating an orange
5. Digunakan sebelum noun complemet yang setelah linking verb (be). Contohnya :
 - It was an earthquake
 - She will be a singer
 - We are a dancer
6. Digunakan untuk mengekspresikan quantity tertentu. Contohnya :
 - A lot of
 - A great many
 - A few

- A great deal
 - A couple
 - A little
7. Digunakan dalam penggunaan nomor atau jumlah tertentu.
Contohnya :
- One hundred = a hundred
 - One thousand = a thousand
 - One million = a million
 - 1 ½ kilos : one and a half kilos or a kilo and a half
 - 2 ½ miles : two and a half miles
 - ½ kilo : half a kilo
 - 1/3 : a third
 - ¼ : a quarter
 - 1/5 : a fifth
8. Digunakan untuk mengekspresikan kata yang ada hubungannya dengan harga, perbandingan, kecepatan dan lain-lain. Kata 'a/an' dapat diartikan menjadi kata 'per'.
Contohnya :
- Rp 7.000 a kilo
 - 1£ a meter
 - 15\$ a dozen
 - Six time a day
9. Kata 'a' digunakan sebelum kata Mr/ Mrs/ Miss + Family Name. Contohnya :
- a Mr Andrew
 - a Mrs. Smith
 - a Miss Rebeca

Catatan :

Penggunaan kata 'a' sebelum Mr/Mrs/Miss menunjukkan bahwa seseorang yang memanggilnya merupakan orang asing. Akan tetapi jika tanpa menggunakan kata 'a' berarti orang tersebut sudah saling mengenal atau dekat.

➤ Pengecualian

Ada beberapa situasi yang tidak mengharuskan menggunakan article *a* atau *an*. Diantaranya :

1. Sebelum *plural noun* (Kata benda jamak). Contohnya :
 - A dog menjadi dogs
 - An egg menjadi eggs
 - A chair menjadi chairs
 - An apple menjadi apples
 - A pencil menjadi pencils
 - A table menjadi tables
 - A book menjadi books
2. Sebelum *uncountable noun* (Kata benda yang tidak bisa dihitung). Contohnya :
 - Bread
 - Furniture
 - Hope
 - Information
 - Milk
 - Water
 - News
 - Sugar

Catatan :

Kata *uncountable noun* dapat menggunakan *a* atau *an* jika didepan noun tersebut ditambahkan penakar (container) atau pengukur yang memiliki fungsi sebagai pernyataan berapa banyak/volume/ukuran dari *uncountable noun* tersebut. Contoh :

- I drink a water (incorrect)
I drink a glass of water (correct)
- We eat a bread (incorrect)
We eat a slice of bread (correct)
- I put a sugar into glass (incorrect)
I put a spoon of sugar into glass (correct)
- He just heard a bad news about his brother (incorrect)

He just heard a piece of bad news about his brother.

3. Sebelum nama makanan, kecuali jika nama tersebut didahului oleh adjective. Contohnya :
- We have breakfast at seven
- Menggunakan adjective :
- He gave us a good lunch

Exercise I

Choose the Best Answer below!

1. We saw rainbow after the rain
a. an c. the
b. a d. which
2. lion is a wild animal that lives in Africa.
a. a c. who
b. the d. an
3. Is rani student at your college?
a. an c. who
b. a d. the
4. who is owner of this book?
a. a c. the
b. an d. which
5. It's most expensive hotel in town.
a. a c. what
b. an d. the

Exercise II

Fill the blank below!

1. orange juice is my favourite drink for breakfast.
2. Can you please pass me pencil that's on the desk?
3. I need to put on jacket because it's cold outside
4. He usually loves to eat bowl of chicken soup when he is sick.
5. My family went to beach for our holiday.

Kunci Jawaban

Exercise I

1. a (an)
2. a (a)
3. b (a)
4. c (the)
5. d (the)

Exercise II

1. An orange juice is my favorite drink for breakfast
2. Can you please pass me the pencil that's on the desk
3. I need to buy on a jacket because it's cold outside
4. He usually loves to eat a bowl of chicken soup when he is sick.
5. My family went to the beach for our holiday

BIBLIOGRAPHY

- Pauzan (2021) *The Book Of Complete English Grammar: Tata Bahasa Inggris Lengkap*.
- Suherman (2013) *TOP Grammar: a Guide to Write English*. Yogyakarta: Cv Pustaka Ilmu.

CHAPTER 9

RELATIVE CLAUSES

Oleh Risma Kartika Dewi

9.1 Clauses

A **clause** means a group of words that contains a subject and a verb. A clause can be a complete sentence or can not be a complete sentence. There are two kinds of clauses: **independent clauses** and **dependent clauses**.

1. Independent Clause

Independent clause contains a subject and a verb that is also called main clause. The following sentence is examples of independent clauses:

- Aruni goes to the market
- Her parents live in Samarinda

Other elements can be added in the beginning, middle and end of the clause to give more information. The elements can be adverbs, prepositional phrases, or etc.

- Adverb (Yuni **rarely** goes to campus)
- Prepositional Phrase (Toni meeets his old friend **in Jakarta**)

2. Dependent Clause

Dependent clause is a group of words that has a subject and a verb, but the clause cannot stand alone as a complete sentence. Dependent clause is also called subordinate clause. It is usually introduced by a subordinate conjunction or by a relative pronoun. Both of these connecting words communicate that the clause is subordinate, or dependent clause, to a main clause. Some examples of dependent clause are below:

- While Rita was studying a literature
- When his father went to office
- Since he does not come to the camp

The following is the combination of dependent clauses above with independent clauses in order to make complete sentences.

- While Rita was studying a literature, Nola drank cup a coffee.
- When his father went to office, his mother was cooking in the kitchen.
- Since he does not come to the camp, Anne feels sad.

List of conjunctions below is the most common that can begin a dependent clause.

| | | |
|-------------|---------------|----------|
| After | If | Whenever |
| Although | In order that | Whether |
| As | Since | While |
| As long as | So | |
| As soon as | Though | |
| Because | Unless | |
| Before | Untill | |
| Even though | When | |

9.2 Relative Clauses

A **relative clause** is a dependent clause that modifies an antecedent noun or pronoun in an independent clause. It identifies, describes, or otherwise provides information about the antecedent. Relative clauses are divided into **defining** and **non-defining clauses**. Moreover, there are also some relative clauses that are about: (a) containing indefinite relative pronoun, (b) modifying pronoun, (c) expressing quantity, (d) consisting noun + *of which*, (e) reducing relative clauses, and (f) *which* as the relative pronoun for an entire clause.

1. Defining Relative Clauses

Defining relative clauses describe exactly which person or thing we mean.

e.g: I talked to the man who is a Lecturer.

The Following is the list of Relative Pronouns that connect dependent clause (defining relative clause) to main clause.

| | |
|--------------|---|
| Who | <p>1. I talked to a <u>man</u>. <u>He</u> is a Lecturer.</p> <p>➤ I talked to the man who is a Lecturer.</p> <p>2. I talked to <u>a man</u>. I saw <u>him</u> in the post office last week.</p> <p>➤ I talked to the man who I saw in the post office last week.</p> <p>➤ I talked to the man I saw in the post office last week.</p> <p>- Who is used as subject or object to replace a noun/pronoun referring to a person</p> <p>- Who cannot be omitted when it is used as subject (1)</p> <p>- Who can be omitted when it is used as object (2)</p> |
| Which | <p>1. I give her <u>a book</u>. It is about Introduction to English Literature.</p> <p>➤ I give her the book which is about Introduction to English Literature.</p> <p>2. I give her <u>a book</u>. I buy it in Gramedia Bookstore.</p> <p>➤ I give her the book which I buy in Gramedia Bookstore.</p> <p>➤ I give her the book I buy in Gramedia Bookstore.</p> <p>3. I gave her <u>a book</u>. She was looking for it.</p> <p>➤ I gave her the book <u>for which</u> she was looking.</p> <p>- Which/that is used as subject or object to replace a noun/ pronoun referring to a thing</p> <p>- Which/that cannot be omitted when it is used as subject (1)</p> <p>- Which/that can be omitted when it is used as object (2)</p> <p>- Preposition can be put in front of which in</p> |

| | |
|-------------|---|
| | formal situation |
| That | <p>1. I talked to a group of students. <u>They</u> had done the test.</p> <p>➤ I talked to the group of students <u>that had done the test.</u></p> <p>2. I talked to a woman. You were working with <u>her</u>.</p> <p>➤ I talked to the woman <u>that you were working with.</u></p> <p>➤ I talked to the woman <u>you were working with.</u></p> <p>3. I gave her a book. She was looking for <u>it</u>.</p> <p>➤ I gave her the book <u>that she was looking for.</u></p> <p>➤ I gave her the book <u>she was looking for.</u></p> |
| | <ul style="list-style-type: none"> - That is used to replace a noun/pronoun as subject or object referring to a person or a thing - That can be omitted when it is used as object - Preposition can't be put in front of that |
| Whom | <p>1. I talked to <u>a woman</u>. You were working with <u>her</u>.</p> <p>➤ I talked to the woman <u>whom you were working with.</u></p> <p>➤ I talked to the woman <u>you were working with.</u></p> <p>➤ I talked to the woman <u>with whom you were working.</u></p> |
| | <ul style="list-style-type: none"> - Whom is used as object to replace a noun/pronoun referring to a person - Whom can be omitted - Preposition can be put in front of whom in formal situations |

The Following is the list of Possessive Relative Pronouns that connect dependent clause (defining relative clause) to main clause.

| | |
|--------------|---|
| Whose | 1. I talked to <u>a woman</u> . <u>Her son</u> is a musician. ➤ I talked to the woman whose son is musician . 2. I gave her <u>a book</u> . <u>Its cover</u> is yellow. ➤ I gave her the book whose cover is yellow . ➤ I gave her the book with a yellow cover . ➤ I gave her the book which has a yellow cover . |
| | <ul style="list-style-type: none"> - Whose is used as possessive adjective referring to a person or a thing. - With or which has can be used instead of whose for animals or things |

The Following is the list of Relative Adverb that connect dependent clause (defining relative clause) to main clause.

| | |
|--------------|---|
| When | <ul style="list-style-type: none"> • I still remember <u>a day</u>. I started school <u>that day</u>. ➤ I still remember the day when I started school. (1) ➤ I still remember when I started school. (2) ➤ I still remember the day <u>I started school</u>. (3) |
| | <ul style="list-style-type: none"> - The noun before when can be left out (2) - When can be left out if it is put after day, year, time. |
| Where | <ul style="list-style-type: none"> • I sometimes visit <u>a village</u>. I was born <u>here</u>. ➤ I sometimes visit the village where I was born. (1) ➤ I sometimes visit where I was born. (2) |
| | <ul style="list-style-type: none"> - The noun before where can be left out (2) |

2. Non-Defining Relative Clauses

Non-defining relative clauses gives us extra information about the subject or the object of a main clause.

e.g: I talked to Ria, who is a Lecturer.

The Following is the list of Relative Pronouns that connect dependent clause (defining relative clause) to main clause.

| | |
|-------|--|
| Who | <ul style="list-style-type: none">I talked to a <u>Anne</u>. <u>She</u> is a musician.<ul style="list-style-type: none">I talked to <u>Anne, who</u> is a musician.I talked to <u>Anne</u>. I had known <u>her</u> since last year.<ul style="list-style-type: none">I talked to <u>Anne, who</u> I had known since last year. <div><ul style="list-style-type: none">- Who cannot be omitted.- That cannot be used in non-defining clauses.- A comma is a must in non-defining clauses.</div> |
| Which | <ul style="list-style-type: none">I give her <u>a book</u>. <u>It</u> is about Introduction to English Literature.<ul style="list-style-type: none">I give her <u>the book, which</u> is about Introduction to English Literature.I give her <u>a book</u>. I buy <u>it</u> in Gramedia Bookstore.<ul style="list-style-type: none">I give her <u>the book, which</u> I buy in Gramedia Bookstore. <div><ul style="list-style-type: none">- Which cannot be omitted.- That cannot be used in non-defining clauses.- A comma is a must in non-defining clauses.</div> |

3. Relative Clauses Consist of Indefinite Relative Pronoun

Compound forms of the relative pronoun – *whoever, whomever, whatever, and whichever* – are called **indefinite relative pronouns**, because they do not refer to a specific person or thing.

e.g:

- **Whoever** finishes first wins a prize. (*one of the contestants*)
- The manager selects **whomever** she wants for the job. (*one of the employees*)
- The man just blurted out **whatever** came to mind. (*one of his thoughts*)
- Pick **whichever** of the two books interest you. (*one of the books*)

4. Relative Clauses that Modify Pronouns

Relative clauses can modify indefinite pronouns, the relative pronoun is usually omitted when it is the object of the clause. Indefinite pronouns are like *anybody, someone, everything, anything, everyone, no one, and nothing*.

e.g:

- **Anybody who** wants to come is welcome. (*subject*)
- There is **someone** I want to talk to. (*object*)
- **Everything** he paints is ugly. (*object*)

Relative clauses can also modify *the one(s)* and *those*. The relative pronoun is used when it is the subject of the clause.

e.g:

- Financial aid is available for **those who** really need it. (*subject*)
- Jeffrey was **the only one** I knew at the meeting. (*object*)

5. Expressing Quantity in Relative Clauses

Quantity can be expressed in a relative clause with the preposition of following an expression of quantity, such as *most, many, or some*. The relative pronoun (*whom, which, or whose*) follows of.

e.g:

(a) In my office, there are 12 people. **Most of them** are graduate students.

- In my office, there are 12 people, **most of whom** are graduate students.

(b) She gave us several tips. **Only a few of them** were useful.

- She gave us several tips, **only a few of which** were useful.

(c) The team captains discussed John. **One of his** problems was lack of discipline.

- The team captains discussed John, **one of whose** problems was lack of discipline.

Following are some commonly used expressions that can introduce quantity in a relative clause.

| | | | |
|---------|---------------|------------|-------------|
| All of | (a) few of | Most of | A number of |
| Both of | (a) little of | Neither of | Some of |
| Each of | Many | None of | Two of |

6. Relative Clauses: Consisting Noun + *of Which*

A relative clause may begin with a noun followed by *of which*. This construction, which is primarily used in formal written English, is a form of the possessive.

e.g.:

- He has antique Japanese table. **The top of it** is made from ebony.
- He has antique Japanese table, **the top of which** is made from ebony.

In less formal style, the sentence would be as follows.

- He has an antique Japanese table, **whose top** is made from ebony.

7. Reducing Relative Clauses.

Relative clauses can only be reduced when the noun described is the same as the subject of the relative clauses. – **ING** form cannot be used for state verbs or single action in the past.

- **ING** Form

e.g.: I talked to a woman. She works at the bank.

- I talked to a woman who works at the bank.
- I talked to a woman working at the bank.

- **ED Form**

e.g.: I talked to a woman. She was awarded the employee of the month.

- I talked to a woman who **was awarded** the employee of the month.
- I talked to a woman **awarded** the employee of the month.

8. **Which As the Relative Pronoun for An entire Clause**

An entire clause can be referred to by the relative pronoun *which*. This occurs when the relative pronoun refers not to one element in the main clause, but to the entire concept described in that clause.

e.g.:

- Robin was early. **This** surprised everyone.
- Robin was early, **which** surprised everyone.

In this example, no one was surprised by *Robin*. No one was surprised by the *early (time)*. Yet, everyone was surprised by the entire idea that *Robin was early*. The relative pronoun (which) refers to the whole main clause before. Other examples was below:

e.g.:

- The escalator is out of order. **This** is rather inconveniencing.
- The escalator is out of order, **which** is rather inconveniencing.
- Both Tom and Laura won prizes. **That** made Dad very proud.
- Both Tom and Laura won prizes, **which** made Dad very proud.
- Marco falls asleep in class every day. **This** is unacceptable.
- Marco falls asleep in class every day, **which** is unacceptable.

9.3 Relative Clause Exercises

❖ Make The Best Choice.

1. This is the place _____ I met my wife.
A. what B. where C. which D. that
2. Simon is the man _____ Mary loves.
A. who B. which C. whom D. A&C
3. My wife, _____ is a doctor, works at Community Hospital.
A. who B. which C. whom D. that
4. Only one of the people _____ work in the company is qualified.
A. what B. which C. who D. where
5. She is the one _____ I told you about.
A. what B. which C. whose D. who
6. Those _____ had studied hard passed their exams.
A. what B. which C. who D. whose
7. The magazine _____ you lent me is interesting.
A. what B. which C. whom D. whose
8. The man _____ is resting is very tired.
A. what B. which C. whom D. who
9. The boy _____ sat next to you is my friend.
A. who B. which C. whom D. whose
10. We are using books _____ were printed last year.
A. what B. who C. which D. whose
11. She, _____ is your sister, lives far away.
A. which B. who C. whom D. she
12. I see some girls _____ are pretty.
A. whom B. which C. who D. they
13. Give back the money _____ you took.
A. it B. who C. whom D. which
14. He was killed by a man _____ friends we know.
A. whose B. which C. whom D. that
15. He spoke to the messengers with _____ you were leaving.
A. which B. whom C. whose D. that
16. We captured a town _____ is in Spain.
A. whom B. where C. which D. it

17. The farmers _____ we saw were in the field.
A. whose B. which C. they D. whom
18. The women _____ I gave the money were glad.
A. to whom B. to that C. for whom D. for that
19. I know a boy _____ name is John.
A. who B. whose C. whom D. that
20. The man _____ you sent to the general has reported the victory.
A. whose B. which C. whom D. he

❖ **Complete the sentences with *whose*, *who*, *which*, or *where*.**

1. Tom, _____ sister is a teacher, is in my class.
2. The White House, _____ the US president lives, is in Washington.
3. My brother, _____ works in Warsaw, earns a lot of money.
4. Venice, is in Italy, _____ is a very old city.
5. The Ritz Hotel, _____ we stayed last year, is very expensive.
6. John Lennon, _____ was born in 1940, was a member of The Beatles.
7. My car, _____ I bought last month, broke down again.
8. Molly, _____ father is from Paris, speaks French very well.

❖ **Combine these sentences using : That, which, who, whom or whose**

1. A woman answered the phone. She told me you was busy.
.....
.....
2. The bus is always crowded. I take it to school every morning.

-
.....
3. They are singing a song. I don't know the song.
.....
.....
4. A man spoke to me. He was very helpful.
.....
5. A midwife is a woman. She assists other women in childbirth.
.....
.....
6. They are the children. Their team won the match.
.....
7. The house is for sale. It has the green shutters.
.....
8. My farther bought a motor bike. The motorbike costs thousand dollars.
.....
.....
9. They are the postcards. I sent them from Australia.
.....
10. The house has been built in the forest. It doesn't have electricity.
.....
.....
11. I'm reading the book. I bought it in London in.
.....
12. Trang couldn't come to the party. This was perfectly true.
.....
....
13. Do you know the girl ? Tom is talking to the girl.
.....
14. Tuan speaks English very well. He comes from Vietnam.
.....
..

15. The man invited me to his party. He was really polite.

.....

❖ **Combine sentences using : where, when or which**

1. Manchester is the largest city in USA. My brother lives there.

.....

.....

2. I've recently gone back to the town. I was born in the town.

.....

.....

3. Do you know the name of the hotel ? John is staying at the hotel.

.....

.....

4. We enjoy the city. We spent our vacation there.

.....

5. We enjoy this city. It has been renewed a lot after the war.

.....

.....

6. 15th June is the day. I was born on that day.

.....

7. This is the house. The house has a big garden.

.....

8. This is the house. I was born in the house.

.....

9. May Day is the day. People hold a meeting on that day.

.....

10. Ha Noi is the place. I'd like to come to Ha Noi.

.....

11. Summer is the time. The weather is very hot then.

.....

12. I don't like Summer. It's often hot then.

.....

13. The bed was comfortable. I slept in it last night.

-
14. I never forget the park. We met each other for the first time at this park.
-
-
15. I do not know the reason. She left school for it.
-

❖ **Use reduced relative clauses in place of the relative clauses**

16. Be sure to follow the instructions *that are given at the top of the page*.
-
-
17. Students *who arrive late* will not be permitted to enter the classroom.
-
-
18. John, *who was taken by surprise*, hardly knew what to say.
-
-
19. The people *who are waiting for the bus in the rain* are getting wet.
-
-
20. We drove along the road *that was still flooded after the heavy rain*.
-
-
21. The scientists *who are researching the causes of cancer* are making progress.
-
-
22. The wild ox *which is kept at Nam Cat Tien National Park* is of a special kind.

.....
.....
23. The helicopter *which was flying toward the lake* made a low droning sound.
.....
.....

24. The winner of the marathon, *who was breathing deeply and smiling at the crowd*, raised her right hand and waved.
.....
.....

25. Any student *who does not want to go on the trip* should inform the office.
.....
.....

❖ **Combine each pair of sentences into one sentence. Change the second sentence of the pair into a reduced relative clause.**

1. Our solar system is in a galaxy. The galaxy is called the Milky Way.
.....
.....

2. I come from a city. This city is located in the southern part of the country.
.....
.....

3. Anyone must take an entrance examination. Anyone applies to that school.
.....
.....

4. The boy drew pictures of people at the airport. The people were waiting for their planes.
.....
.....

5. Sunlight wakes me up early in the morning. It comes through the window.

.....
.....
6. Only a few of the movies are suitable for the children.
The movies are shown on Channel.
.....

.....
7. I was wakened by the sound of the laughter. It comes
from the room next door to mine.
.....

.....
8. The students have become quite proficient in their
new language. They attend class five hours per day.
.....

.....
9. Disney World is a famous amusement park. It is
located in Orlando, Florida, USA, and covers a large
area of land.
.....

.....
10. Do you know the policeman? He is coming toward us.
.....
.....

BIBLIOGRAPHY

- Gouzerh, Robbin Torres. 2019. *Intermediate English Grammar for ESL Learners 3rd Edition*. United States of America: McGraw-Hill Education.
- McLendon, Lisa. 2017. *The Perfect English Grammar Workbook*. United States of America: Zephyrps Press.

CHAPTER 10

ADJECTIVES AND ADVERBS

Oleh Anggita

10.1 Introduction

Adjectives and adverbs are two important parts of speech that play a distinct role in enhancing the expressiveness of using language. Both are modifiers, but they present different functions in a sentence. By learning adjectives and adverbs, the speakers can contribute significantly to effective communication by enhancing descriptions, conveying clear information, and allowing comparison between entities. Besides, mastery of these modifiers elevates the quality of expression and fosters a better understanding across various contexts.

10.2 Adjectives

10.2.1 What are adjectives?

Adjectives are often called “describing words” because they provide information about the qualities of something described in a noun, a noun phrase, or a noun clause (Martin Parrott, 2000). Adjectives modify nouns and pronouns in sentences. They usually indicate opinion, size, age, color, nationality, and material. This part of speech explains more about a noun or pronoun.

Table 10.1. Usual Word Order of Adjectives

| 1 | 2 | 3 | 4 | 5 | 6 |
|-----------|--------|-------------|-------|-------------|----------|
| Opinion | Size | Age | Color | Nationality | Material |
| beautiful | large | young | red | Greek | metal |
| delicious | tall | old | blue | Chinese | glass |
| kind | little | Middle-aged | black | Mexican | plastic |

Source: Betty Schramper Azar, 2005

A noun is generally modified only by one or two adjectives, although sometimes there are three. It is not usual to find a long list of adjectives before a noun.

Look at the examples:

1. The woman is wearing a white flannel shirt.
2. Rasya was a handsome young man.
3. I put the flowers in a beautiful plastic vase.
4. Habibie is very happy because he has a new motorcycle.
5. He bought a pair of expensive black leather shoes.
6. There is a delicious soft pudding in the kitchen.
7. They only ate fresh fish and green vegetables.
8. You have a traditional wool sweater for winter days.
9. The couple saw a pretty blue sky.
10. No one can lift the heavy wooden box.

Many adjectives are formed from a base of a different class with a suffix (e.g. -ish, -ful, and -ive). Adjectives can also be formed from negative prefixes (im-, il-, and dis-).

Table 10.2. Negative Prefixes for Adjectives

| No. | Prefixes | Words |
|-----|----------|--------------------------|
| 1 | ab- | abnormal, abuse |
| 2 | dis- | dishonest, disabled |
| 3 | il- | illegal, illogical |
| 4 | im- | impossible, impatient |
| 5 | in- | intolerant, incomplete |
| 6 | ir- | irrational, irregular |
| 7 | mis- | misplaced, misunderstood |
| 8 | non- | nonprofit, nonbinary |
| 9 | un- | unhappy, unpleasant |

Source: processed data, 2024

Table 10.3. Common Suffixes for Adjectives

| No. | Suffixes | Meaning | Words |
|-----|------------------|------------------------------------|------------------------------------|
| 1 | -al, -ial, -ical | relating to, having the quality of | political, electrical, universal |
| 2 | -able, -ible | capable or worthy of, tending to | edible, comfortable, flammable |
| 3 | -an, -ian | related to | simian, avian, agrarian |
| 4 | -ary | relating to quality or place | dietary, cautionary, complimentary |
| 5 | -full | full of, tending or liable to | beautiful, wonderful, peaceful |
| 6 | -ic | pertaining or related to | iconic, fantastic, |
| 7 | -ive | performing or tending forward | cooperative, supportive, sensitive |
| 8 | -ish | origin, nature | reddish, childish, selfish |
| 9 | -less | without, lacking, unable to act | useless, powerless, hopeless |
| 10 | -y | characterized by, tending to | noisy, funny, windy, bloomy |
| 11 | -ous, -ose | full of, relating to | dangerous, poisonous, nervous |
| 12 | -ant, -ent | performing or being | important, independent |
| 13 | -ile | tending to, capable of | tactile, projectile |

Source: processed data, 2024

There are also many pairs of adjectives ending in -ing and -ed. For example: boring and bored (Murphy, 1985: 188). These adjectives have different roles; -ing ending adjectives are used to describe characteristics of a person, a thing, or a situation while -ed ending adjectives are used to describe feelings or emotions. Both adjectives are used for temporary states. When something is -ing, it creates you -ed and vice versa.

- Rendy is excited because his job is exciting.
- Rendy's job is exciting, so Rendy is excited.

Now, study these examples:

Someone is excited because something is exciting:

- The boy was excited about climbing a mountain.
- Climbing a mountain is an exciting activity.
- The students were excited about the tournament.
- The tournament was very exciting.

A person is interested because something is interesting:

- Novi is interested with the film. She likes it very much.
- The film is interesting. Novi likes it very much.

A person is exhausted because something is exhausting:

- Fatur is often exhausted when he comes home from college.
- Fatur has an exhausting class every day.

Table 10.4. Adjectives Ending in '-ing' and '-ed'

| -ing ending | -ed ending |
|-------------|------------|
| fascinating | fascinated |
| amusing | amused |
| amazing | amazed |
| astonishing | astonished |
| shocking | shocked |
| disgusting | disgusted |
| horrifying | horrified |
| terrifying | terrified |
| frightening | frightened |
| depressing | depressed |
| worrying | worried |
| annoying | annoyed |

| | |
|------------|-------------|
| exhausting | exhausted |
| satisfying | satisfied |
| surprised | surprising |
| interested | interesting |

Source: Raymond Murphy, 1985

10.2.2 Types of Adjectives

There are many types of adjectives in English. They are categorized into different types based on their functions when used in a sentence (Martin Parrott, 2000). The most common adjectives are:

1. Descriptive adjectives

These adjectives describe the characteristics or qualities of a noun. Examples: little, good, short, large, fast, old, ...

Rafa is a fast driver. Iga is a good writer.

2. Quantitative adjectives

These adjectives indicate the quantity or amount of a noun. Examples: one, three, second, ninth, many, few...

Visha made many cakes for the anniversary.

3. Demonstrative adjective

These adjectives point to specific nouns and indicate whether they are near or far. Examples: this, that, these, and those.

Those apples are fresh from the garden.

4. Possessive adjectives

These adjectives indicate ownership or possessions. Examples: my, your, his, her, our, their, and its.

My bedroom is always clean and neat.

5. Interrogative adjective

These adjectives are used in questions to ask about a particular noun. Examples: which, what, whose...

Which movie do you like to watch?

6. Distributive adjectives

These adjectives are used to distribute a particular group as an individual and with a singular noun, respectively.

Examples: each, every, neither, either, none, both, any, ...

His mother prays for him every time.

10.2.3 Forming Comparison Degree of Adjectives

Adjectives have three comparison degrees: positive, comparative, and superlative. Each degree is used to describe a different level of intensity or difference between two or more things (Betty Schramper Azar, 1993).

1. One-syllable adjectives

Study these examples:

The blouse is as cheap as the dress.

The sweater is cheap

The jacket is cheaper than the coat.

The shirt is the cheapest.

Form the positive by maintaining the one-syllable adjectives, form the comparative by adding '-er', and form the superlative by adding '-est'.

| Positive Form | Comparative Form | Superlative Form |
|---------------|------------------|------------------|
| big | bigger | biggest |
| hard | harder | hardest |
| thin | thinner | thinnest |
| deep | deeper | deepest |
| thick | thicker | thickest |

2. Two-syllable adjectives

Study these examples:

Arfan is happier today than he was yesterday.

Arfan is the happiest boy in the class.

Nasya is busier than Visha.

Nasya is the busiest girl I've ever known.

If the two-syllable adjectives end with '-y', change the y to 'i' then add '-er' for the comparative form, and add '-est' for the superlative form.

| Two-syllable with y | Comparative Form | Superlative Form |
|---------------------|------------------|------------------|
| lucky | luckier | luckiest |
| funny | funnier | funniest |
| pretty | prettier | prettiest |
| angry | angrier | angriest |

With most two-syllable adjectives, use more... (not ‘-er’) to form the comparative and most ... (not ‘-est’) to form the superlative.

You are more careful than your sister.

My mother is the most careful person in our family.

Her illness was more serious than we at first thought.

Surgery is the most serious activity in the hospital.

| Two-syllable Adj. | Comparative Form | Superlative Form |
|-------------------|------------------|------------------|
| modern | more modern | most modern |
| peaceful | more peaceful | most peaceful |
| pleasant | more pleasant | most pleasant |
| thoughtful | more thoughtful | most thoughtful |

3. Adjectives with three or more syllables

Study these examples:

The woman is as intelligent as the man.

Humans are more intelligent than AI technology.

Adly is the most intelligent student I’ve ever met.

For adjectives with three syllables or more, form the comparative by adding more..., and form the superlative by adding most....

| Positive Form | Comparative Form | Superlative Form |
|---------------|------------------|------------------|
| expensive | more expensive | most expensive |
| comfortable | more comfortable | most comfortable |
| generous | more generous | most generous |
| important | more important | most important |
| impressive | more impressive | most impressive |

4. Irregular adjectives

Study these examples:

There is little water in the bottle.

He consumed less sugar than he used to.

Raline got the least homework from her teacher.

Like most rules in English, adjectives also have exceptions in the formation. These adjectives have comparative and

superlative forms that vary from the above rule, using a different word entirely for their forms.

| Positive Form | Comparative Form | Superlative Form |
|---------------|------------------|------------------|
| good | better | best |
| bad | worse | worst |
| old | elder | eldest |
| far | further | furthest |
| little | less | least |
| many | more | most |
| much | more | most |

10.3 Adverbs

10.3.1 What are adverbs?

Adverbs tell us more about verbs. Adverbs tell us in what way, how someone does something or in what way something happens (Raymond Murphy, 1985). Besides modifying verbs, adverbs are also used to modify adjectives, other adverbs, determiners, clauses, prepositions, or sentences. By using adverbs, the speaker can add clarity, specificity, or emphasis to the meaning of a sentence. The use of adverbs makes sentences more meaningful and coherent.

Examples:

Mr. Rendy solved the problem quickly.

I will visit you tomorrow.

They could find the book in the library.

Rasya’s mother always prays for him.

We were extremely tired after the long trip.

10.3.2 Types of Adverbs

There are several types of adverbs based on the information they provide. The most common types of adverbs are (Martin Parrott, 2000):

1. Adverbs of manner

Adverbs of manner express how something is done. They describe the way of doing a job or action. The action being performed becomes clearer by using adverbs of manner.

Examples: fluently, lavishly, convincingly, easily, carefully, ...

Attaraya speaks English fluently.
You described everything convincingly

2. Adverbs of frequency

Adverbs of frequency indicate how often we do things or how often things happen. They explain the number of times a particular action has occurred. Examples: always, usually, often, sometimes, occasionally, seldom, rarely, never, ...

Rafi is always the best student.

We usually get up early on Saturdays.

3. Adverbs of time

Adverbs of time define the time of occurrence of an action. They specify when a particular action has happened or going to happen. Examples: now, then, yesterday, soon, shortly, here

Our representative will contact you shortly.

The students completed their assignments yesterday.

4. Adverbs of place

Adverbs of place describe where an action occurs. They give a rough or sometimes an exact idea about the place of action.

Example: outside, underneath, anywhere, upstairs, behind

I couldn't find the key anywhere.

The people should wait outside.

5. Adverbs of quantity

Adverbs of quantity provide information about how much or up to what extent an action is completed. Examples: extremely, absolutely, a lot, a little, much, enough, entirely, ...

During heavy rain, the road is extremely slippery.

The customers didn't complain much about the service.

10.3.3 Formation of Adverbs

Most of the time, adverbs are formed by adding the suffix '-ly' to an adjective. Formation of adverbs can be quite versatile because they can be created from nouns or other adverbs. Examples of such formation of adverbs are:

| Adjectives | Adverbs |
|------------|---------|
| quick | quickly |
| sad | sadly |

| | |
|---------|-----------|
| careful | carefully |
| slow | slowly |
| loud | loudly |
| tight | tightly |
| silent | silently |

If the adjectives end in 'y', replace the 'y' with 'i' then add 'ly'.

Examples of this form are:

| Adjectives | Adverbs |
|------------|----------|
| happy | happily |
| Angry | angrily |
| clumsy | clumsily |
| cozy | cozily |
| noisy | noisily |
| easy | easily |
| merry | Merrily |

When the adjectives end in '-le', remove the 'e' and replace it with 'y'. The examples can be seen as follows:

| Adjectives | Adverbs |
|-------------|-------------|
| terrible | terribly |
| incredible | incredibly |
| suitable | suitably |
| remarkable | remarkably |
| noticeable | noticeably |
| predictable | predictably |
| adorable | adorably |

Some adverbs are irregular. The adjectives form and the adverbs form are the same. Here are some examples:

| Adjectives | Adverbs |
|------------|---|
| Late | late The lady arrived late at the conference. |
| Hard | hard Fitra worked hard to get the scholarship. |
| Fast | fast |

| | |
|------|--|
| | We don't need to do the task fast. |
| Long | long This procedure may take a long. |
| Deep | deep The swimmer dived deep into the river. |

10.4 Key Information

Adjectives and adverbs are closely related, they are both modifiers. Adjectives and adverbs are different categories because they perform different roles in the sentence. Although they are similar, with practice, they can be easily defined.

Table 10.5. Differences between Adjectives and Adverbs

| Adjectives | Adverbs |
|---|--|
| Modify nouns and pronouns | Modify verbs, adjectives, and other adverbs |
| Provide more information about the qualities of nouns or pronouns | Provide information about how, when, where, and to what extent actions are performed |
| Come before nouns they modify | Appear in various positions in the sentences |
| Donation for Palestine is a spontaneous action. | Thousands of people spontaneously donate to Palestine. |

Source: processed data, 2024

10.5 Exercises

Complete these sentences with the correct order of adjectives.

1. The girl's wearing a dress. (pink/silk/soft)
2. Yolanda likes her shoes. (leather/comfortable/flat)
3. That is an laptop. (new/silver/cheap)
4. I need my scarf. (woolen/nice/white)
5. Adiarizki always brings his bag. (old/blue/lovely)
6. You lend me your necklace? (gold/beautiful/new)
7. Mr. Syamsi has hair. (black/curly/short)
8. Rafi bought car. (red/sport/expensive)

9. We are hungry so we will order pizza.
(Italian/authentic).
10. The kids are standing under the tree. (big/rounded)

Circle the adjective in each sentence. Then, underline the noun the adjective describes in the sentences.

1. He cleaned his messy room.
2. Camping is cheaper than staying in a hotel.
3. They ate the most delicious cookies.
4. The little kid forgot his plaid shirt.
5. My busy friend will not come to class.
6. Shahia walked up the stairs of the tall building.
7. Do not forget to bring your homemade lunch.
8. Can we discuss a trending topic?
9. I've got the best students in my English class.
10. Health and happiness are more important than money.

Choose the right adjectives.

1. The children in Gaza were all frightening/frightened when they got the attack.
2. It was surprising/surprised when you gave me a cruise package.
3. I was shocked/shocking when I saw the war news on TV.
4. We were enjoyed the exciting/excited music concert.
5. Husky sledding was challenging/challenged winter activity.
6. She was amazing/amazed when she was offered the job.

Complete the sentences by using -ing or -ed adjectives.

1. Rasya teaches teenagers. It's not an easy job. (exhaust-)
 - He sometimes finds his job ...
 - At the weekend, he is ...
2. I am going to Mecca next month. (excit-)
 - I am really ... about the going.
 - It will be an ... experience for me.
3. My father changed the TV channel to another one. (bor-)
 - The previous channel was ...
 - He was ...

4. Finding supervisors for doctoral program is really hard. I haven't found my supervisors yet. (frust-)
 - This program is ...
 - This program makes me ...

Complete the sentences using as ... as ...

1. My salary is high but yours is higher. My salary isn't ...
2. The hotel is comfortable but the home is more comfortable. The hotel isn't...
3. The station was nearer than I thought. The station wasn't ...
4. The debate is more difficult than the speech. The debate isn't...
5. Arifin is younger than he looks. Arifin isn't ...

Complete the sentences using the comparative form of adjectives.

1. The taste of the food in the restaurant got (bad) although we complained about it.
2. I became (nervous) as I waited for my job interview.
3. Please contact our staff if you need (far) information.
4. Travelling abroad is becoming ... (challenging)
5. I think I know him (good) than you do so let me talk to him.

Complete the sentences using the superlative form of adjectives.

1. You're because I've never had such a good friend as you.
2. The hotel offers low prices. It's one of in town.
3. She is ... teacher in the school because all the students know her. (favourite)
4. Finland is ranked as ... country in the world. (happy)
5. Among the three basketball players, Rafi is ... man. (handsome)

Complete the sentences with adverbs.

1. He waited pat... .. because he had to wait a long time.
2. He played very ba so the boy lost the game.

3. Angie doesn't think she trusts the kids. She looks at them very sus... ..
4. I was sorry, I didn't mean to throw the paper int... ..
5. No one knew Rasya was going this morning because he left unex... ..
6. The girl had little difficulty finding an apartment but I found one quite ea... ..
7. They are only working in that fast-food restaurant until they can find another job.
8. Budi drove car... .. along the narrow road.
9. I saw you yesterday at the shop and you were so unf
10. My Arabic isn't very good but I can understand per if people speak sl... .. and cl... ..

Identify the adverb in each sentence and its type.

1. It might rain in the afternoon
2. Rasya is not coming home anymore.
3. The tiger growled fiercely.
4. My sister gladly tells me about her story.
5. I am quite annoyed with the regulation.
6. The housekeeper seldom cleans the garden.
7. There are many types of people in this world.
8. Ibu Ika goes to the traditional market once a week.
9. My son passed away three months ago.
10. He left us while he was studying in the pesantren.

Choose two words (one from each box) to complete each sentence.

| | |
|------------------------------|------------------------|
| absolutely reasonably badly | cheap enormous planned |
| completely seriously fully | changed ill quiet |
| extremely unusually slightly | damaged insured sorry |

1. thought the café would be expensive but it was... ..
2. In hospital, his mother
3. The disaster destroyed their property but fortunately, they were
4. It's farm because of it is very spacious.

5. He didn't get a serious accident because his bike was only ...
...
6. Because it was, a lot of things unexpected things happened during our trip.
7. The offspring are today, they're usually have a lot of energy and very active.
8. Everything in my town had when I returned after a decade.
9. I'll buy you another umbrella because I'm about losing it.

BIBLIOGRAPHY

- Betty Schramper Azar (1993) *Fundamentals of English Grammar Second Edition, Edisi Inggris - Indonesia*. Jakarta: Binarupa.
- Betty Schramper Azar (2005) *Basic English Grammar Third Edition with answer key*. New York: Pearson Education.
- Martin Parrott (2000) *Grammar for English Language Teachers: with exercises and a key*. United Kingdom: Cambridge University Press.
- Raymond Murphy (1985) *English Grammar in Use: A self-study reference and practice book for intermediate students, with answers*. Great Britain: Cambridge University Press.

CHAPTER 11

WORD ORDER

Oleh Muajiz Muallim

11.1 Introduction

'English is an easy language' and 'language English is an easy' are two different sentences. For sure, the first statement is the best one here. What's wrong with the second sentence? English grammar follows a set order of words, just like the grammar of every other language.

The action is the most important word in any English sentence. It means movement and time. It's not a full sentence if there is no word. Sometimes, though, like in Indonesian and Chinese, a sentence can be made without a word ("I happy"). It's important to remember to include a word if you speak one of these languages. Don't use straight translations. You don't want to miss the most important word, after all!

11.2 Defining Word Order in English

Word order is the way that words are put together in a sentence. In Merriam-Webster Dictionary, word order is "The order or arrangement of words in a phrase, clause, or sentence"(Word Order, 2024c). In Collins Dictionary, word order is "The arrangement of words in a phrase, clause, or sentence"(Word Order, 2024b). Word order is a part of grammar because it determines how different types of sentences are put together. Words that are out of order can cause confusion, unclear sentences, and wrong meanings.

There must be a way for words to be put together in every language, but it turns out that every language has a different way. In this way, the order of the words also helps make each tongue unique. In English, word order is the usual way that words are put together to make a sentence that makes sense (Williams, 2016). For instance, the sentence "I love English" is made up of a subject, a verb, and an object (SVO), which all have a way of being used. If you

switch the order, the word will be ambiguous, which means it has no sense at all (Word Order, 2024c).

11.3 The Important of Word Order

Perhaps you are curious about why it is so important to keep the words in the right order. Moving just one word can completely change what the sentence means. Look at the example below to see how changing the order of the words in a sentence can change what it means overall.

Sentence 1: I only like english subject.

Sentence 2: Only I like english subject.

Sentence 3: I like only english subject.

Sentence 4: I like english subject only.

There are four places in these four sentences where the word "only" is used. Do you really think they all mean the same thing? That's right, they don't. The person's taste for non-vegetarian food is shown in the first sentence, while this preference is thought to be unique to that person in the second sentence. The third and fourth sentences show that they only want non-vegetarian food. There are two different places where the word "only" is used to change the focus.

Putting the subject (S), verb (V), and object (O) in a certain order is how sentences are normally put together. It is important to remember that every sentence needs a subject and a predicate, with the subject coming before the predicate (Huddleston and Pullum, 2022). Still, different types of sentences have different sentence patterns. For example, imperative and interrogative sentences are structured differently.

There are many words in English that sound the same but mean different things. There are also words that can be used as different parts of speech with or without inflections (Altenberg and Vago, 2010). Putting the words in the right order is very important for getting your point across. However, it is still hard to understand what you are saying even without these reasons.

A sentence is made up of more than just a subject, verb, and object. There are also words that go with or add to the main idea of

the sentence. It's possible to put a complement before or after the word. But adjuncts can be put at the beginning, in the middle, or at the end. A sentence can also have more than one adjective or adverb. There are certain rules that you should follow when writing these kinds of words. Each of them will be looked at in the next part.

11.4 Applying Word Order in Sentence

Usually, in English language, the subject comes before the verb, and then the verb comes before the object. Because of this, most of the sentences follow the SVO word order (Williams, 2016). You should remember that this only works for sentences with a subject, verb, and object. Next, we'll talk about more complicated sentences and how to put their words together. For now, just remember that the verb and object are usually put together. Here are a few examples:

She (S) is asking (V) a question (O)

The man (S) introduces (V) his self (O)

If you want to write different sentences, you need to follow these rules. Read each one and look at the cases to see how to use each rule.

Rule 1 – Word Order in Basic Sentence

A basic (commonly positive or assertive) sentence in English usually contains at least two elements: subject (S) and verb (V). Recall that the subject tells you what the sentence is about, so put it first. After the subject, there is the verb, which is the object or action of the subject. This basic sentence is sometimes followed by an object (O) or a direct complement (C) if there isn't a main verb.

Basic sentences structure in english use a standard general order, that can be simply explained as:

Subject + Verb / Subject + Verb + Object

| Subject | Verb | Object/Complement |
|-----------|-------|-------------------|
| I | walk | |
| The kid | cries | |
| She | likes | wine |
| Tomorrow | is | sunday |
| My father | is | a teacher |

Each of these broad groups of words can be a single word or a whole phrase. This is especially true for the part of the sentence construction called "object," which can be any word that goes with the verb and gives more information (Word Order, 2024d). In the next section, we'll talk more about this.

Rule 2 – Word Order in Negative Sentences

The word ‘not’ is normally used to indicate a negative thought. To make a sentence negative, you generally add the word "not" after the verb (Altenberg and Vago, 2010). It comes after the main verb and before the helping word if there are more than one. It is possible to write a negative sentence with the verb forms of "do." There are a few important points to keep in mind as you do this. The word "not" can be put right after the verb forms of "to be" and "do" when they are used as main verbs.

Subject + To Be + Not + Complement

| Subject (S) | To Be/To Do | Not | Complement (C) |
|-------------|-------------|-----|----------------|
| It | is | not | right |
| They | are | not | students |
| We | was | not | happy |
| The doktor | Is | not | here |

- When "have" or another regular or irregular verb is used as the main verb in a sentence, you should use "do" words before "not" and then the verb in its base form.

Subject + To Do + Not + Main Verb + Object/Complement

| Subject | To Do | Not | Main Verb | Object/Complement |
|-----------|-------|-----|-----------|----------------------|
| I | do | not | have | time |
| She | did | not | tell | the truth |
| My sister | does | not | like | cat |
| They | do | not | memorize | their office address |

Rule 3 – Word Order in Interrogative Sentences

When asking direct questions, we use "inverted word order," which means that the topic comes after the main verb or an auxiliary verb. "Yes/No Questions" and "WH Questions" are two types of

interrogative sentences. Here are some important points to consider.

Yes/No questions are designed to elicit either a "yes" or a "no" as a response.

Aux. Verb + Subject + Complement

| Aux. Verb | Subject | Main Verb /Complement | |
|-----------|---------|-----------------------|--|
| Is | it | yours? | |
| Are | you | excited? | |
| Will | it | rain today? | |

Aux. Verb + Subject + Main Verb + Complement/Object

| Aux. Verb | Subject | Main Verb /Complement | |
|-----------|---------|-----------------------|------------|
| Does | He | like | you? |
| Do | you | like | manggo? |
| Did | he | leave | yesterday? |
| Have | they | known | the rule? |

- WH Questions are used when you seek detailed information rather than a simple yes or no. These sentences typically start with 'Wh' words like what, where, when, why, whom, which, whose and how.

WH Words + Aux. Verb + Subject

| WH Words | Aux. Verb | Subject |
|----------|-----------|------------------|
| What | is | Your name? |
| Who | are | you? |
| Where | is | the address? |
| How | was | your experience? |

Note: Asking for the subject means you don't use an auxiliary word. When this happens, the interrogative just stands in for the subject. Such in the sentences "Who picked you up? or Who told you the fact?"

Rule 4 – Word Order in Imperative Sentences

In imperative sentences, which are also called command sentences, the order of the words is the same as in descriptive sentences (Azar and Hagen, 2017). In imperative sentences, on the

other hand, the subject (you) is generally not included. It's possible for these words to be positive or negative. Here are some examples:

Subject (you) + Verb + Object/Complement

| Verb | Object | Complement |
|----------|----------------|------------|
| Open | the door! | |
| Hold | your position! | |
| Come | | forward! |
| Sit down | | here! |

Subject (You) + Do + Not + Verb + Object/Complement

| Do + Not | Object | Complement |
|----------|--------|------------|
| Don't | call | me |
| Do not | take | my seat |

Rule 5 – Word Order in Sentences with Indirect Objects

If there is only one object in a sentence, it can go after the verb without any problems. What should you do with two things? Exactly the same? Some objects are straight, while others are indirect. The indirect object goes after the verb and before the direct object in sentences with an indirect object. This is called the SVIODO sentence form. The secondary object can also be a part of a prepositional phrase (Azar and Hagen, 2017). For clarity, here are some samples.

Subject + Verb + Indirect Object + Direct Object

| Subject | Verb | Indirect Object | Direct Object |
|------------|--------|-----------------|---------------|
| My father | bought | me | a playstation |
| Andi | gives | Anita | a rose |
| The coffee | keeps | you | awake |

Rule 6 – Word Order in Sentences with Multiple Adjectives

Using more than one word to describe a noun in a sentence is okay, but there is a right way to arrange these adjectives. Adjectives are put in this order: determiner, amount, opinion, size, age, color, shape, origin, material, action, and purpose (Altenberg and Vago, 2010). Consider these examples:

| Sentences | Adjectives Order |
|--|--------------------------------------|
| She is wearing a <u>long brown silk</u> dress to the wedding. | Determiner – Size – Color – material |
| The <u>five-year-old Indonesian</u> boy is fluent in speaking English. | Age – origin |
| <u>The poor old</u> man lives in his house alone. | Determiner – opinion – age |

Rule 7 – Word Order in Sentences with Multiple Adjectives

Adverbs are unique because they can be used more than once and in any part of a sentence. You can use multiple adverbs, but there are some tips that will help you place them so that your sentences make sense and aren't just full of adverbs. You put the word in the right place based on what part of speech it modifies. If it changes the verb, it goes after the verb. If it changes an adjective, it goes before the adjective. And if it changes another adverb, it goes right before the adverb it's changing. It should also come after the subject if it is a frequency word. Words that describe time, on the other hand, are always put at the start or end of a sentence. If you have different kinds of words in a sentence, put them in this order: how, where, how often, and when (Williams, 2016). Take a look at these samples.

| Sentences | Adverbs Order |
|---|------------------------------------|
| <u>Last night</u> , I watched my favorite movie until falling asleep. | Adverb (frequency) – Adverb (time) |
| Randi was <u>very happy</u> at his birthday | Adverb – Adjective |
| They <u>walk slowly</u> | Verb – Adverb |
| I sell my fish in the Sunday market <u>every morning</u> | Adverb (frequency) – Adverb (time) |

11.5 How to Avoid Mistakes with Word Order

The right SVO pattern is important, but it's also important to write and talk in a way that is clear and doesn't cause confusion. Incorrect word order results in incoherent sentences. Essentially, if a

sentence is difficult to comprehend, then it is not accurate. Here are few important points to keep in mind:

1. Subjects should come first because they tell you what the sentence is about.
2. Similar to an adverb, a modifier should usually go as close to the thing it changes as possible.
3. It is possible for indirect objects to change the order of words from SVO to SVIO.
4. Prepositional words go in certain places in sentences.

One last tip: always read your sentences out loud when you're writing to make sure the words are in the right order. It's usually pretty easy to hear! It should only take one reading to understand a sentence if it is clear (Williams, 2016).

BIBLIOGRAPHY

- Altenberg, E.P., Vago, R.M., 2010. English Grammar: Understanding the Basics. Cambridge University Press, UK.
- Azar, B.S., Hagen, S.A., 2017. Understanding and Using English Grammar, 5th ed. Pearson Education.
- Huddleston, R., Pullum, G.K., 2022. The Cambridge Grammar of the English Language, The Cambridge Grammar of the English Language. Cambridge University Press.
<https://doi.org/10.1017/9781316423530>
- Williams, P., 2016. Word Order in English Sentences, 2nd ed. English Lessons Brighton.
- Word Order, 2024a. Merriam-Webster.com [WWW Document]. URL <https://www.merriam-webster.com/dictionary/wordorder> (accessed 3.11.24).
- Word Order, 2024b. CollinsDictionary.com [WWW Document]. URL <https://www.collinsdictionary.com/wordorder> (accessed 3.11.24).
- Word Order, 2024c. Langeek.co [WWW Document]. URL <https://langeek.co/en/grammar/course/262/word-order> (accessed 3.4.24).
- Word Order, 2024d. Byjus.com [WWW Document]. URL <https://byjus.com/english/word-order/> (accessed 3.11.24).

CHAPTER 12

PREPOSITION

Oleh Lilis Listiyawati

12.1 Introduction

Prepositions serve as connectors between different elements in language, facilitating relationships between words. They often manifest as small words such as "at," "in," and "on." These linguistic components typically precede nouns and gerunds, providing information about spatial orientation or location, as well as temporal and directional aspects. In academic discourse, prepositions categorically encompass those denoting places, time, direction, and those with specialized functions. Seaton and Mew (2007:132) define prepositions as linguistic units that establish connections between entities, elucidating their interrelationships. Misapplications of prepositions can lead to inaccuracies and misinterpretations within sentences.

12.2 Preposition

Since English prepositions are important in showing the relationships between things people, places, and, they can express various relationships, including place, time, direction, and other abstract or logical connections. There are different prepositions in English, and they categorize into several types. Some common types of prepositions explained below.

12.2.1 Prepositions of Place

Prepositions serve to indicate the location or spatial orientation of events, commonly referred to as prepositions of place. The utilization of prepositions of place is exemplified in the following sentences:

1. Cats are positioned **beneath** a tree.
2. Wooden toys are concealed **underneath** the carpet.

3. She engages **in** drawing within her room, displaying contentment.
4. Several birds soar **across** a pond.
5. Kindergarten students are concealed **within** the warehouse.
6. Adjacent **to** the lake stands a house.
7. I have a new lecturer who resides **in** Singkawang.
8. A large lorry is stationed **in front of** the new store.
9. The squirrel leaps **on top** the cupboard.
10. The leader occupies the central seat **in the middle of** the class, surrounded by students.

The use of in/at/on (position)

- a. Inside a building or room,
- b. In a park or garden,
- c. In a town or country,
2. In the sea, river, or water,
3. In a line, queue, or row,
4. In the sky,
5. At a bus stop, window, or door,
6. At the top or bottom of a page,
7. At the end of the street,
8. At the front or back,
9. On the wall, ceiling, or floor,
10. On her nose or a page,
11. On the left or right,
12. On the ground floor or the first floor,
13. On a small island,
14. On the way to another place,
15. In the corner of the room,
16. At or on the corner,
17. On the coast, river, or road,
18. In the front or back of a car,
19. At the front or back of a building, hall, cinema, or group of people,
20. On the front or back of a letter or piece of paper, like:
 - "I was waiting in the back of the room while the show began."
 - "Let's stand in the front line."

- "Put the stamp on the back of this paper."

Prepositions indicating attendance at an event include:

Present at a social gathering, musical performance, or professional meeting:

1. At a party, concert, or conference.
2. At home, or engaged in activities at work or school.
3. Attending events at university, a station, or an airport.
4. Enjoying leisure time at the seaside or during a sea voyage.

Recuperating or confined within certain locations:

1. In bed, in hospital, or in prison.
2. Engaged in activities or employed on a farm.

These prepositions are often interchangeable:

Utilizing "in" or "at" with buildings:

1. Staying in or at a hotel.
2. Attending a concert at the Royal Festival Hall.
3. Watching a film at the cinema or a play at the theatre.
4. Visiting someone's residence:
"I was at Tom's house last night."
"The rooms in Tom's house are very small."

Regarding arrival:

1. Arriving in a country or town.
2. Arriving at a specific building or event.
3. Returning to one's residence:
Arriving home.

12.2.2 Prepositions of Time

Various prepositions denote the timing of events, known as prepositions of time. The following sentences illustrate the usage of prepositions of time:

- a. The meeting is scheduled for 3 p.m. on Monday.
- b. She usually reads a book before bedtime.
- c. They have a family dinner every Sunday evening.
2. The concert starts at seven in the evening.

3. We usually go for a walk in the park on Sundays.
4. He wakes up early in the morning to go jogging.
5. They have English classes twice a week.
6. The store opens at 10 a.m. every day.
7. She likes to take a nap in the afternoon.
8. The train departs at 8:30 in the morning.

Use **at/on/in** (time) as in:

At the age of 18

At the week-end

At night

At Christmas

At the moment

We also use **on** with dates and days:

On 21 September

On Friday night

We use **in** for longer period of time

In January

In winter

In 2024

We do not use **at/on/in** before **last** and **next**

I won't be at work next week.

The new train started last December.

To, been to, into

By car/ in my car

To

We say go/come/travel to a place or event

For examples

: Go to Padang

Fly to Batam

Go to the Flamboyant traditional Market

Be sent to a well known university

Come to Madina

Walk to office

Go to a company anniversary
Be taken to hospital
Return to Indonesia
Drive to the port
Go to bed
Go/come/get home

Been to

I have been to (a place): I have been to Mecca

Into

Come/go into= enter (room/ building) etc

By

By car /plane/boat/ship/bus/bicycle/train
By road/ rail/air/sea/underground

Get

Get in (to)/ get out of a car or taxi

Get

Get on/off bicycle, bus or train1

To: It tells us where someone is going or what they are doing. Like, "go to the store" means someone is going to the store.

- We traveled to Padang by car.
- She flew to Batam last week.
- They went to the Flamboyan traditional Market yesterday.
- He was sent to a well-known university for higher education.
- I came to Madina for a short visit.
- Every morning, I walk to the office.
- We went to the company anniversary celebration last month.
- She was taken to the hospital for medical treatment.
- After many years abroad, he finally returned to Indonesia.
- They drove to the port to catch the ferry.

Been to: It tells us if someone has visited a place before. For example, "I have been to Paris" means the person has visited Paris before.

- I've been to Mecca for Hajj pilgrimage.

Into: It is about going inside something, like a room or a building. So, "go into the house" means going inside the house.

- Please come into the meeting room.
- He went into the building to attend the conference.

By: It tells us how someone is traveling. For instance, "by car" means using a car to travel.

- We traveled to the beach by car.
- The goods were transported by road, rail, and air.
- I got into the taxi and got out at the airport.

Get: It is about moving from one place to another, like getting into a car or getting off a bus. So, "get in the car" means to enter the car.

- Get in the car and let's go.
- She got off the bus at the next stop.

12.2.3 Prepositions of Direction

Prepositions of directions indicate where something is moving. For instance:

1. The birds flew **above** the trees.
2. The ball bounced **across** the playground.
3. She ran **along** the beach.
4. The boat sailed **around** the island.
5. We walked **towards** the mountains.
6. The car drove **past** the traffic lights.
7. The hiker climbed **up** the mountain.
8. The river flows **through** the valley.

12.2.4 Prepositions with Special Uses.

There are many prepositions are used in other ways. The following are some sentences used:

Of

1. My sister bought a box of chocolates and a bunch of flowers from the market.
2. Can I have a slice of cake, please?
3. John is the captain of the soccer team.

4. The teacher handed out sheets of paper to each student.
5. Most of the guests arrived on time for the party.
6. There are various methods of learning a new language.

For

1. I knitted this scarf for my best friend.
2. Is there space for us on this bench?
3. I need a new notebook for the upcoming semester.
4. We're heading downtown for some shopping.
5. What is the umbrella for?
6. This puzzle is too easy for me to solve.

With

1. He fixed the shelves with a screwdriver.
2. Blend the fruits with yogurt.
3. She created the artwork with her favorite brush.
4. Would you like to come with us to the movie?
5. It's challenging to make accurate predictions with incomplete data.
6. Who's the man with the blue hat?
7. Tini returned home with a dirty face and clothes.
8. Cross the road with caution.

Except and Instead of

1. I enjoy all fruits except durian.
2. Everyone enjoys hiking except for Sarah.
3. We can wear casual clothes to school every day except on formal occasions.
4. You should choose fruit instead of cake for dessert.
5. Dad will join us at the party instead of Mom.
6. We could play board games instead of watching TV.

Like, As, and Than

The words **like**, **as**, and **than** are used to compare things.

- a. Lily looks like her grandmother.
- b. Alex runs as fast as a cheetah.
- c. Michael dances like a professional.

2. Is this dress the same as that one?
3. Peter is almost as tall as his older brother.
4. My backpack is bigger than yours.
5. Dad is taller than Mom.
6. This sunset is more beautiful than yesterday's.

12.2.5 Prepositions with Adjective, Verbs or Nouns

Prepositions used with adjectives:

1. Dad was disappointed with our performance.
2. We were afraid of the dark forest.
3. She's not very impressed by his excuses.
4. John is very good at playing the guitar.
5. Mr. Smith is pleased with his daughter's progress.
6. The teachers are always patient with their students.
7. What's wrong with the printer?

Adjectives with prepositions

1. Nice/kind/good/generous/mean/stupid/silly/intelligent/clever/sensible/polite/rude/unreasonable of someone (to do something): She's very polite of her to wait for us.
2. Nice/kind/good/generous/mean/stupid/silly/intelligent/clever/sensible/polite/rude/unreasonable to someone: He's always rude to his neighbors.
3. Angry/annoyed/furious about something: She's angry about the broken vase.
4. Angry/annoyed/furious with someone for doing something: He's furious with his brother for breaking the vase.
5. Delighted/pleased/satisfied/disappointed with something: They're delighted with the new house.
6. Bored/fed up with something: She's fed up with her job.
7. Surprised/shocked/amazed/astonished at/by something: He's surprised at the unexpected news.
8. Excited/worried/upset about something: She's excited about her upcoming trip.
9. Afraid/frightened/terrified/scared of someone/something: They're scared of the dark.

10. Proud/ashamed of someone/something: She's proud of her son's achievements.
11. Jealous/envious/suspicious of someone/something: He's jealous of his friend's success.
12. Aware/conscious of something: She's aware of the risks involved.
13. Good/bad/excellent/brilliant/hopeless at (doing) something: He's brilliant at solving puzzles.
14. Married/engaged to someone: She's married to her high school sweetheart.
15. Sorry about something: He's sorry about missing the meeting.
16. Sorry for doing something: She's sorry for forgetting her friend's birthday.
17. Impressed by/with someone/something: He's impressed by her dedication.
18. Responsible for something: She's responsible for the project's success.
19. Different from (or to) someone/something: Her opinion is different from mine.
20. Interested in something: He's interested in learning new languages.
21. Capable/incapable of something: She's capable of handling the situation.
22. Fond of someone/something: He's fond of his pet dog.
23. Full of something: The jar is full of candies.
24. Short of something: They're short of money.
25. Tired of something: He's tired of waiting.
26. Keen on something: She's keen on exploring new places.
27. Similar to something: The painting is similar to a famous masterpiece.
28. Crowded with (people): The concert hall is crowded with fans.

12.2.6 Prepositions are used with some verbs.

1. I'm **looking for** my wallet. Have you seen it?
2. Can you **think of** another word for 'upset'?
3. Does this car **belong to** you?
4. We are **listening to** CDs.

5. I **agree with** you.
6. I **lent** my skateboard **to** Sue.
7. **Tell** me **about** the show you saw.
8. **Cut** the cake **into** five pieces.
9. They **borrowed** money **from** the bank.
10. We are **interested in** foreign culture.
11. I'm **searching for** my keys. Have you seen them?
12. Can you **come up** with another idea for our project?
13. Does this bookshelf **belong to** you?
14. We enjoy **listening to** music on vinyl records.
15. I **sympathize with** you.
16. I **gave** my umbrella **to** Mary.
17. **Slice** the pizza **into** eight equal parts.
18. They **obtained** a loan **from** the credit union.
19. We're **fascinated by** ancient history.
20. I am **interested in** the new movie.

12.2.7 Prepositions are used with some nouns:

1. Do you know the **solution to** this problem?
2. Can you explain the **cause of** this change?
3. This is an **illustration of** proper conduct.
4. Well done on your **success in** the competition!
5. **Congratulations on** your success.
6. This is the **example of** a good answer.

12.2.8 Some other examples: Preposition + noun

Preposition + noun:

1. Payment **by** cheque
2. Accidentally/mistakenly/by chance doing something
3. A Shakespearean play/ a painting created **by**.../ a novel authored **by**...
4. To develop affection **for** someone
5. From my perspective
6. To be ablaze
7. Speaking on the telephone/ conversing on the phone
8. Airing on television/ broadcasting on the radio
9. While on vacation/business

10. During a journey/ an organized outing/an excursion

Exercise 1.

Underline the prepositions in the following sentences.

1. She paid for the groceries by credit card.
2. He stumbled upon the old book by chance.
3. The famous painting was created by Leonardo da Vinci.
4. They fell in love with each other during a summer vacation.
5. In my opinion, chocolate ice cream is the best flavor.
6. The forest was on fire due to the dry weather.
7. She communicated with her friend on the phone.
8. The new episode airs on television every Friday.
9. They went on holiday to a tropical island.
10. We went on a trip to explore ancient ruins.

Exercise 2.

Complete the following sentences with the following prepositions. The type of preposition you need is in parentheses.

Under on in through at during toward across

1. The cat is hiding _____ the table.
2. The picture is hanging _____ the wall.
3. The keys are _____ the drawer.
4. She sat _____ the chair to read her book.
5. The airplane is flying _____ the clouds.
6. We usually have breakfast _____ the morning.
7. The party will start _____ 7 p.m.
8. He goes to the gym _____ the evening.
9. They like to walk in the park _____ the afternoon.
10. We went to the beach _____ the summer.
11. The birds are flying _____ the south.
12. He walked _____ the street to get to the store.
13. They are sailing _____ the horizon.
14. She ran _____ the finish line.
15. We drove _____ the mountains to reach the valley.

Exercise 3.

Circle the preposition in each sentence. Then underline the noun or pronoun that is the object of the preposition. The first one has been done for you.

1. I need to log my daily activities in my journal.
2. The hikers decided to log their progress along the trail.
3. Please log your hours worked on the project.
4. The captain logged the ship's coordinates every hour.
5. Don't forget to log your expenses for the month.
6. We need to log the temperature changes throughout the day.
7. The scientist will log the experiment results in the lab notebook.
8. It's important to log your exercise routine for tracking progress.
9. The IT department logs all incoming and outgoing network traffic.
10. She will log her study hours to keep track of her progress.

Exercise 4.

**Complete each sentence by using a preposition given
Of for with except instead of**

1. The color ___ the sky was a brilliant blue.
2. The taste ___ the soup was too salty.
3. She made a sandwich ___ peanut butter and jelly.
4. He painted a picture ___ bright colors.
5. They decorated the room ___ balloons and streamers.
6. We celebrated ___ a delicious meal and good company.
7. I bought some groceries ___ dinner tonight.
8. The sound ___ laughter echoed through the halls.
9. He chose tea ___ coffee for his morning drink.
10. She decided to stay home ___ going out with friends.
11. They watched a movie ___ studying for the exam.
12. She made a cake ___ her friend's birthday.
13. The smell ___ fresh flowers filled the room.
14. He wrote a letter ___ his grandmother.
15. They organized a surprise party ___ their parents' anniversary.
16. She made a sandwich ___ peanut butter and jelly.
17. He painted a picture ___ bright colors.

18. The entire class passed the test ___ for Tim.
19. All the guests arrived ___ for the bride's parents.
20. They decorated the room ___ balloons and streamers.
21. We celebrated ___ a delicious meal and good company.
22. Everyone ___ for Sara attended the meeting.
23. All the cookies were eaten ___ for one.
24. He wore sneakers ___ dress shoes to the party.

Exercise 5.

Read the following sentences. Then tell whether **like**, **as** and **than** are used correctly in each sentence. If the wrong preposition is used, write the correct preposition.

1. Rifka is nearly as tall **than** her brother.
2. Our tent is smaller **than** Azam's.
3. The car isn't the same **like** this one.
4. Iman plays tennis **like** a professional player.
5. This video is longer **than** the one we watched last night.
6. Whales look **as** dolphins but they're much bigger.
7. The wind sometimes sounds **like** a fox.
8. This ring is more expensive **as** that one.
9. The sea was a calm **as** swimming pool.
10. Mom is a few months younger **than** Dad.

Exercise 6.

Write at/ on/ in.

1. Good bye! See you _____Monday.
2. Where were you _____21 September?
3. I got up _____8 o'clock in the morning.
4. Did you go out _____Friday?
5. Did you go out _____Friday evening?
6. We often go to beach _____summer.
7. What do you usually do _____weekend?
8. I like looking at the stars in the sky _____night.
9. George isn't here _____the moment.
10. Diane and I first met _____2010.

Exercise 7.

Rewrite after using the correct prepositions:

1. The pens are lying upon the table.
2. They went on the canal for an outing.
3. I have replied for her letter.
4. Maryam is sitting under the chair.
5. The table is lying among the two stools.
6. The cat jumped from the window.
7. The river flows over the bridge.
8. The travellers sat above the tree.
9. The farmer tied the cow by a rope.
10. Grandpa is fond by classical music.

Exercise 8.

Read the following paragraph and answer the questions.

Last Sunday, I went hiking in the Poteng mountain with my class mates. After morning routines, we started climbing up a trail. We hiked through the small village and forest until noon when we reached to the top. we enjoyed a beautiful view of the valley below. We sat on rocks and had nice lunch. After lunch, we went back down the mountain suddenly, I slipped on a rock. I hurt my ankle. My friend put a bandage for my ankle. Finally we arrived in the evening. We are exhausted but have a pleasant and unforgettable moments.

1. When did I go hiking?
2. Where did I hike?
3. Who did I hike with?
4. What did we do before started climbing ?
5. Where did we sit to eat lunch?
6. What happened to me on the way down?
7. What did my friend put on my ankle?
8. How did we feel after hiking?

BIBLIOGRAPHY

- Azar, Betty Scramper, 1996, *Basic English Grammar*, Pearson Education, New York.
- Azar, Schramper Betty, 1989, *Understanding and Using English Grammar:2nd edition*, New Jersey, Prentice Hall, Inc.
- Azar, Schramper Betty, 2003, *Fundamental of English Grammar:3rd edition*, New York: Pearson Education
- John S., & Liz Soars, 1987, *Headway – Intermediate*, Melbourne, Oxford University Press.
- Mc Carthy, Michael, & Felicity O'Dell, 1994, *English Vocabulary in Use*, Melbourne, Cambridge University Press.
- Murphy, Raymond, 1998, *English Grammar in Use*, Melbourne, Cambridge University Press.
- Richard, Jack C, 1996, *Interchange 1*, Great Britain, Cambridge University Press.
- Richard, Jack C., & Jonathan Hull, 1994, *Interchange 3*, Melbourne, Cambridge University Press.
- , 1995, *Interchange 2*, Melbourne, Cambridge University Press.

AUTHOR BIOGRAPHY



Ika Purnama Sari, A.Md., S.Pd., M.Pd

English Lecturer in the Informatics Engineering Study Program
STIKOM Tunas Bangsa of Pematang Siantar
North Sumatra, Indonesia

The author was born in Karang Anyar, Simalungun on February 3, 1994. The author is a permanent lecturer at the Informatics Engineering study program, and teaches English at STIKOM Tunas Bangsa Pematang Siantar. The author completed the Bachelor's degree education program in the English Language Education department at Simalungun University and completed it in 2015. At the same time, in semester 5 to be precise, the author also took lectures in the field of informatics management at AMIK Tunas Bangsa and completed his education in 2016. Then the author continued S2 majoring in English in 2018. The author has been pursuing writing since 2021. Apart from actively writing books, the author is also active in writing journals.

AUTHOR BIOGRAPHY



Dr. Citra Prasiska Puspita Tohamba, S.Pd., M.Pd.

Dosen Program Studi Pendidikan Bahasa Inggris
Fakultas Keguruan dan Ilmu Pendidikan UM Kendari

Penulis lahir pada tanggal 22 Mei 1989 di Kendari, Sulawesi Tenggara, Indonesia. Pada tahun 2001, penulis lulus dari sekolah dasar di SDN 18 Mandonga Kendari. Kemudian, penulis melanjutkan pendidikan di MTsN 1 Kendari dan lulus pada tahun 2004. Pada tahun yang sama, penulis melanjutkan pendidikan di SMA Negeri 7 Kendari dan lulus pada tahun 2007. Selanjutnya, pada tahun 2011 penulis menyelesaikan pendidikan S1 di Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Haluoleo. Pada tahun 2012, penulis melanjutkan studi magister (S2) di Jurusan Pendidikan Bahasa Inggris, Universitas Negeri Makassar dan menyelesaikan studi pada tahun 2014. Pada tahun 2015 hingga sekarang, penulis menjadi salah satu dosen Pendidikan Bahasa Inggris di Universitas Muhammadiyah Kendari (UM Kendari). Selain itu, pada tahun 2023, penulis mendapatkan gelar doktor (S3) dalam bidang Pendidikan Bahasa Inggris di Universitas Negeri Makassar.

AUTHOR BIOGRAPHY



Dr. Ir. James Sinurat, MURP

Lecturer for Faculty of Economics and Business
Nusa Bangsa University, Bogor

The writer is lecturer for Faculty of Economics and Business, Nusa Bangsa University, Bogor. Since he was in junior high school (SMP), the author really enjoyed English lessons. When attending Senior High School (SMA Negeri II) in Pematang Siantar, North Sumatra, the author diligently attended English course at "MARS Institute" which was held in the afternoon, after school, every Monday to Friday for one year.

While attending his *Master Degree Program* at Virginia Commonwealth University (VCU), United States of America, at the expense of the *World Bank*, the author attended English lessons consisting of: (1) *Intermediate Reading and Vocabulary*; (2) *Intermediate Speaking and Listening*; (3) *Advanced Reading and Vocabulary*; (4) *Advanced Speaking and Listening*; and (5) *Advanced Grammar and Comprehension*, in 1992-1994. The author completed his *Doctoral Degree* at Environmental Management, Jakarta State University, in 2015, at his own expense.

Authors, with **Scopus ID: 5719 3741 552**, actively write at IKAPI member publishers. In addition, the author actively teaches English 1 and English 2 Courses at Strata 1 Nusa Bangsa University, Bogor, since 2013 until now. The author also teaches English

Matriculation Course at the Postgraduate Program of Nusa Bangsa University, Bogor, since 2011 until now.

The author has completed writing for book chapters in English at the Publisher: PT. Global Technology Executive Member of IKAPI No. 033/SBA/2022, consisting of books: **1. Modals** published November 2022 with ISBN: 978-623-8051-35-9; **2. Grammar: The Sentence** is published January 2023 with ISBN: 978-623-198-045-8; **3. Structure Theory** published June 2023 with ISBN: 978-623-198-391-6; **4. English Grammar in Use** published November 2023 with ISBN: 978-623-198-872-0.

AUTHOR BIOGRAPHY



Roni, S.Pd.I.,M.Pd

He was born in Battallopi on 8 Desember 1986. He started his study at SDN 24 Batutaku and finished In 2001, he continued his Studi in SMPN 4 Sendana and finished 2004, and he continued his study at SMKN 2 Parepare and Finished 2007. Then He completed His Under Graduate Program on English Education of STAIN Parepare and finished 2012, He also completed His Magister Program on English Education in University of Muhammadiyah Parepare and finished 2016.. Now He is a lecturer in Institut Teknologi Kesehatan Dan Sains Muhammadiyah Sidenreng Rappang. He wrote a book entitled "Tips Dan Trik Menguasai Rumus 16 Tenses, 24 Jam Menaklukkan Tenses, The Secret To Master 16 Tenses.

AUTHOR BIOGRAPHY



Morita, S.S., M.Pd.

The author is an English lecturer at the Marketing Management Program (D3) of Institut Bisnis dan Informatika Kesatuan, Bogor. She gained her S1 degree from Universitas Indonesia, majoring in English linguistics. Teaching English and working with students from various background have become her passion. She then continued her study to Magister Pendidikan Bahasa Inggris at Universitas Terbuka and gained her S2 degree.

AUTHOR BIOGRAPHY



Dr. Bertaria Sohnata Hutaauruk, S.Pd., M.Hum

Dosen Tetap Program Studi Pendidikan Bahasa Inggris Fakultas
Keguruan dan Ilmu Pendidikan Universitas HKBP Nommensen
Pematangsiantar

Penulis lahir pada tanggal 29 Maret 1983 berasal dari kota Pematangsiantar-Sumatera Utara dan aktif mengajar sebagai dosen tetap Program Studi Pendidikan Bahasa Inggris, Universitas HKBP Nommensen Pematangsiantar. Penulis aktif menulis bidang linguistik dan pengajaran bahasa Inggris. Penulis menyelesaikan studi S1 Pendidikan Bahasa Inggris dari Universitas HKBP Nommensen Medan, S2 bidang Linguistik Terapan Bahasa Inggris dari ATMAJAYA Jakarta, S3 bidang Linguistik dari UNIMED Saat ini juga aktif menjadi penulis dalam jurnal reviewer jurnal nasional, jurnal internasional dan jurnal terakreditasi Sinta. Selain itu penulis juga aktif sebagai editor buku dan jurnal bidang Pendidikan Bahasa Inggris. Pada tahun 2022, beliau menyelesaikan tulisan kajian penelitian bidang forensic linguistics dalam persidangan.

AUTHOR BIOGRAPHY

Hustiana, S.Pd., M.Pd.

Dosen Program Studi Pendidikan Bahasa Inggris
Fakultas Keguruan dan Ilmu Pendidikan Universitas Sualawesi
Barat

Penulis lahir di Sinjai tanggal 15 Oktober 1993. Penulis adalah dosen tetap pada Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Sulawesi Barat. Menyelesaikan pendidikan S1 pada Jurusan Pendidikan Bahasa Inggris di Universitas Negeri Alauddin Makassar dan melanjutkan S2 pada Jurusan Pendidikan Bahasa Inggris di Universitas Negeri Makassar. Penulis telah menulis beberapa artikel penelitian tentang grammar seperti Part of Speech Classification by EFL Students': A Review about their Familiarity; Students' Viewpoints Toward Part of Speech as The Fulcrum of Grammar; EFL Teachers' Voice about the Pedagogical Competencies in Teaching English Grammar Context, dll. Penulis juga pernah menerbitkan karya fiksi seperti Novel Az-Zahra, Antologi cerpen Perjalanan, dan Antologi cerpen Kartini masa kini.

AUTHOR BIOGRAPHY

Aryati Hamzah, S.S., M. Hum

Dosen Tetap Universitas Bina Mandiri Gorontalo
Fakultas Ekonomi dan Bisnis

Penulis lahir di Gorontalo tanggal 30 November 1987. Penulis adalah dosen tetap di Universitas Bina Mandiri Gorontalo, Fakultas Ekonomi dan Bisnis. Menyelesaikan pendidikan S1 pada Fakultas ILMU Budaya Jurusan Sastra Inggris Unhas dan S2 di Fakultas Ilmu Budaya Program studi English Language Study (ELS) Unhas.

Penulis merupakan dosen pada mata kuliah English purpose for Business Writing dan English Purpose for Business Reading di Prodi Manajemen. Dan mata kuliah English for Economic and Business di Prodi Bisnis Digital.

AUTHOR BIOGRAPHY



Risma Kartika Dewi, M.Pd.

Dosen Program Studi S1 Sastra Inggris
Fakultas Sastra Universitas Gresik

Penulis yang bernama lengkap Risma Kartika Dewi, M.Pd. lahir di Nganjuk pada tanggal 8 September 1988. Penulis adalah Dosen Tetap di Program Studi S1 Sastra Inggris, Fakultas Sastra Universitas Gresik. Menyelesaikan pendidikan S1 jurusan Pendidikan Bahasa Inggris di Universitas Negeri Surabaya dan melanjutkan S2 di jurusan Pendidikan Bahasa dan Sastra Inggris pada kampus yang sama, penulis sudah menekuni bidang menulis sejak aktif menjadi Dosen pada tahun 2015. Bidang keilmuan penulis adalah Sastra Inggris. Selain aktif mengajar di Universitas Gresik, penulis juga aktif melaksanakan kegiatan Penelitian dan Pengabdian Kepada Masyarakat. Beberapa artikel jurnal yang telah ditulis oleh penulis sudah diterbitkan di beberapa jurnal nasional maupun dalam bentuk prosiding. Salah satu artikelnya yang berjudul *"Paraphrastic Approach to Increase Students' Writing Skill in Analyzing Intrinsic Elements on James Joyce's Short Stories"* diterbitkan secara online di *Proceeding International Conference on Environment Health, Socioeconomic and Technology* yang diselenggarakan oleh Universitas Islam Lamongan. Penulis bisa dihubungi di rismakartika88@gmail.com.

AUTHOR BIOGRAPHY



Anggita, S.Pd., M.Pd.

Dosen Program Studi Administrasi Bisnis
Jurusan Administrasi Bisnis
Politeknik Negeri Pontianak

Penulis lahir di Pontianak tanggal 26 April 1986. Penulis merupakan dosen tetap dan mengajar di Program Studi Administrasi Bisnis, Administrasi Negara, dan Administrasi Bisnis Otomotif, Jurusan Administrasi Bisnis, Politeknik Negeri Pontianak. Menyelesaikan pendidikan S1 Fakultas Keguruan dan Ilmu Pendidikan (FKIP) Jurusan Bahasa Inggris, Universitas Tanjungpura pada tahun 2007. Kemudian menyelesaikan pendidikan S2 pada Program Pasca Sarjana Pendidikan Bahasa Inggris Universitas Sebelas Maret (UNS) Surakarta pada tahun 2013. Penulis pernah menjadi Sekretaris UPT Bahasa Politeknik Negeri Pontianak pada tahun 2019-2023, menjadi Panelis Final Presentation Social Campaign Challenge (SDGs) Batch 3 IISMA 2023, dan penerima program Internship Finnish Universities of Applied Sciences: Vision, Management, and Role in Education, 2023.

AUTHOR BIOGRAPHY



Muajiz Muallim, S.Hum., M.A.

Dosen Program Studi Pendidikan Bahasa Inggris
Fakultas Tarbiyah Institut Agama Islam Negeri Parepare

Penulis lahir di Watampone tanggal 26 Juli 1991. Penulis adalah dosen tetap pada Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah Institut Agama Islam Negeri Parepare. Menyelesaikan pendidikan S1 pada Jurusan Bahasa dan Sastra Inggris Universitas Islam Negeri Alauddin Makassar dan melanjutkan S2 konsentrasi Sastra Inggris di Universitas Gadjah Mada Yogyakarta. Selain menekuni dunia akademik dan penulisan, penulis juga tergabung dalam Himpunan Penerjemah Indonesia sebagai Penerjemah Muda. Selain itu, penulis juga aktif pada Asosiasi Dosen Bahasa Inggris Perguruan Tinggi Keagamaan Islam Indonesia (ELITE). Penulis dapat dihubungi pada surel muajizmuallim@gmail.com

AUTHOR BIOGRAPHY

Dra. Lilis Listiyawati, M. Si

Dosen Bahasa Inggris Jurusan Administrasi Bisnis, Politeknik Negeri Pontianak. Lahir pada tanggal 21 September 1967 di Singkawang Kalimantan Barat. Mengajar Bahasa Inggris pada Prodi Administrasi Bisnis DIIL, Prodi Administrasi Negara dan Prodi Pengelolaan Usaha Rekreasi.