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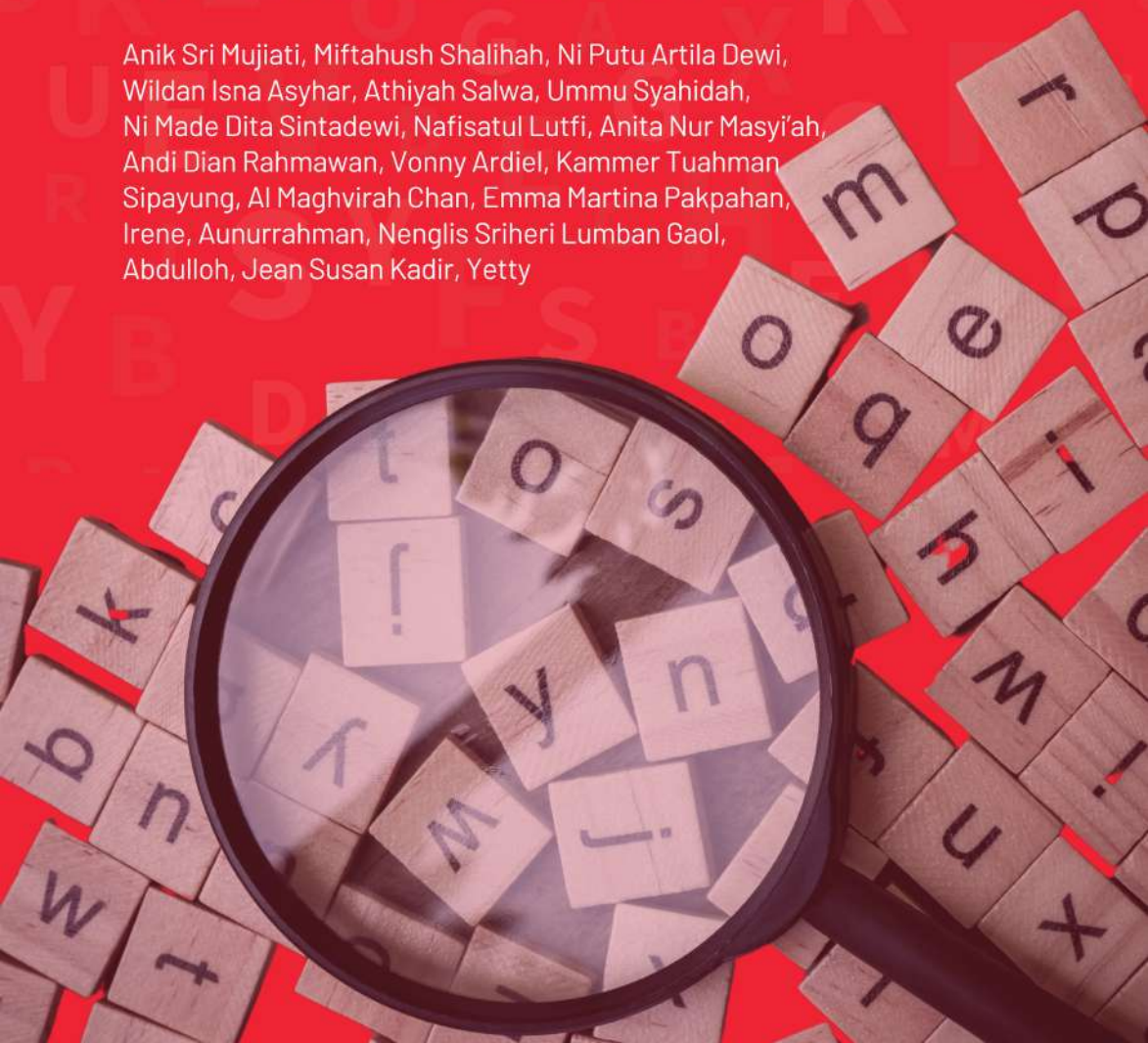
Dr. Bertaria Sohnata Hutauruk, S.Pd., M.Hum.



FUTURE SCIENCE

ADVANCED ENGLISH GRAMMAR

Anik Sri Mujiati, Miftahush Shalihah, Ni Putu Artita Dewi,
Wildan Isna Asyhar, Athiyah Salwa, Ummu Syahidah,
Ni Made Dita Sintadewi, Nafisatul Lutfi, Anita Nur Masyi'ah,
Andi Dian Rahmawan, Vonny Ardiel, Kammer Tuahman
Sipayung, Al Maghvirah Chan, Emma Martina Pakpahan,
Irene, Aunurrahman, Nenglis Sriheri Lumban Gaol,
Abdulloh, Jean Susan Kadir, Yetty



Book Chapter

Advanced English Grammar

UU No 28 tahun 2014 tentang Hak Cipta

Fungsi dan sifat hak cipta Pasal 4

Hak Cipta sebagaimana dimaksud dalam Pasal 3 huruf a merupakan hak eksklusif yang terdiri atas hak moral dan hak ekonomi.

Pembatasan Pelindungan Pasal 26

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Advanced English Grammar

Author :

Anik Sri Mujiati
Miftahush Shalihah
Ni Putu Artita Dewi
Wildan Isna Asyhar
Athiyah Salwa
Ummu Syahidah
Ni Made Dita Sintadewi
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Abdulloh
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Yetty

Editor:

Dr. Bertaria Sohnata Hutaauruk, S.Pd., M.Hum.



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Author :

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Al Maghvira Chan
Emma Martina Pakpahan
Irene
Aunurrahman
Nenglis Sriheri Lumban Gaol
Abdulloh
Jean Susan Kadir
Yetty

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PREFACE

I would like to thank to the authors for the idea and valuable knowledge to complete this book that entitled “Advanced English Grammar”.

This book is focused on the advanced english grammar that consists of 20 chapters: (1) introduction of advanced english grammar, (2) adjectives, (3) adverbs, (4) affixes, (5) conjunction, (6) determiners, (7) nouns, (8) prepositions, (9) pronouns, (10) verbs, (11) tenses, (12) types of the sentences, (13) clauses, (14) cleft sentences, (15) exclamations, (16) punctuations, (17) relative clauses, (18) reported speech, (19) subject verb agreement, (20) transitional phrases.

This book provides the understanding of english grammar on the level of higher order thinking. I also thank to a deepest appreciation to the publisher for giving support and encouragement in laying out, designing, editing and publishing the book. Again, I really appreciate for all the authors to share, write, and give the idea for this book.

Thank you all for your valuable contribution to this book.

Pematang Siantar, August 2024

Editor,

Bertaria Sohnata Hutaauruk

TABLE OF CONTENTS

PREFACE	v
TABLE OF CONTENTS	vi
CHAPTER 1 INTRODUCTION OF ADVANCED ENGLISH GRAMMAR	1
Anik Sri Mujiati	1
1.1. INTRODUCTION	1
1.2. PARTS OF THE ADVANCED ENGLISH GRAMMAR	2
1.2.1. ADJECTIVE.....	2
1.2.2. ADVERBS.....	2
1.2.3. AFFIXES	4
1.2.4. CONJUNCTIONS	4
1.2.5. DETERMINER.....	5
1.2.6. NOUNS.....	5
1.2.7. PREPOSITIONS.....	5
1.2.8. PRONOUNS.....	6
1.2.9. VERBS	6
1.2.10. TENSES.....	6
1.3. TYPES OF THE SENTENCES	7
1.4. CONCLUSION.....	9
CHAPTER 2 ADJECTIVES.....	11
Miftahush Shalihah	11
2.1. INTRODUCTION	11

2.2.	TYPES OF ADJECTIVES.....	13
2.2.1.	DESCRIPTIVE ADJECTIVE.....	13
2.2.2.	QUANTITATIVE ADJECTIVE.....	14
2.2.3.	DEMONSTRATIVE ADJECTIVE	16
2.2.4.	POSSESSIVE ADJECTIVE	17
2.2.5.	INTERROGATIVE ADJECTIVE	19
2.2.6.	COMPARATIVE AND SUPERLATIVE ADJECTIVE.....	20
2.3.	THE ORDER OF ADJECTIVE.....	23
2.4.	EXERCISES	25
2.5.	CONCLUSION.....	27
CHAPTER 3	ADVERBS.....	31
	Ni Putu Artila Dewi	31
3.1.	INTRODUCTION	31
3.2.	THE PURPOSE OF ADVERBS.....	32
3.3.	FORMING ADVERBS.....	33
3.4.	ADVERB PLACEMENT	34
3.5.	TYPES OF ADVERBS.....	35
3.6.	TYPICAL ISSUES WITH ADVERBS.....	42
3.7.	CONCLUSION.....	42
CHAPTER 4	AFFIXES	45
	Wildan Isna Asyhar.....	45
4.1.	INTROUCTION	45
4.2.	WHAT IS AN AFFIX?	48
4.3.	HOW TO FORM THE NEW WORD.....	50

4.4.	TYPES OF AFFIXES	52
4.5.	DERIVATIONAL AFFIXES.....	52
4.6.	INFLECTIONAL AFFIXES.....	53
4.7.	PREFIX.....	55
4.8.	INFIX.....	57
4.9.	SUFFIX	58
4.10.	CONCLUSION.....	62
CHAPTER 5	CONJUNCTIONS	65
	Athiyah Salwa.....	65
5.1.	INTRODUCTION	65
5.2.	DEFINITION.....	66
5.3.	TYPES	68
5.4.	EXERCISES	76
5.5.	CONCLUSION.....	77
CHAPTER 6	DETERMINERS.....	81
	Ummu Syahidah.....	81
6.1.	DEFINING DETERMINERS	81
6.2.	THE CLASSIFICATION OF DETERMINERS	82
6.3.	EXCERCISES	91
CHAPTER 7	NOUNS.....	97
	Ni Made Dita Sintadewi.....	97
7.1.	INTRODUCTION	97
7.2.	THE PURPOSE OF NOUNS.....	98
7.3.	TYPES OF NOUNS.....	98
7.4.	FUNCTIONS OF NOUNS	104

7.5.	CONCLUSION.....	106
CHAPTER 8	PREPOSITIONS.....	109
	Nafisatul Lutfi.....	109
8.1.	INTRODUCTION	109
8.2.	EXPLORING PREPOSITIONS	110
8.3.	TYPES OF PREPOSITIONS.....	111
8.4.	COMMON PREPOSITIONS AND CONTEXTUAL USAGE.....	112
8.5.	USAGE PATTERNS AND RULES	114
8.6.	CONCLUSION.....	125
CHAPTER 9	PRONOUNS.....	127
	Anita Nur Masyi'ah	127
9.1.	INTRODUCTION	127
9.2.	PERSONAL PRONOUNS.....	127
9.3.	REFLEXIVE PRONOUNS	129
9.4.	DEMONSTRATIVE PRONOUNS	130
9.5.	POSSESSIVE PRONOUNS	131
9.6.	INTERROGATIVE PRONOUNS	132
9.7.	RECIPROCAL PRONOUNS	133
9.8.	CONCLUSION.....	136
CHAPTER 10	VERBS	139
	Andi Dian Rahmawan.....	139
10.1.	INTRODUCTION	139
10.2.	THE MEANING OF VERB	141
10.3.	THE CLASSIFICATION OF ENGLISH VERBS .	141

10.3.1.	AUXILIARY VERBS.....	143
10.3.2.	MODAL VERBS	144
10.3.3.	PHRASAL VERBS	145
10.3.4.	LINKING VERBS	146
10.3.5.	REGULAR DAN IRREGULAR VERBS	147
10.3.6.	TRANSITIVE AND INTRANSITIVE VERBS	149
10.4.	CONCLUSION.....	150
CHAPTER 11	TENSES.....	153
	Vonny Ardiel	153
11.1.	INTRODUCTION	153
11.2.	SIMPLE PRESENT TENSE.....	156
11.3.	PRESENT CONTINUOUS TENSE	157
11.4.	PRESENT PERFECT TENSE	158
11.5.	PRESENT PERFECT CONTINUOUS TENSE	159
11.6.	SIMPLE PAST TENSE	160
11.8.	PAST PERFECT TENSE	162
11.9.	PAST PERFECT CONTINUOUS TENSE.....	163
11.10.	SIMPLE FUTURE TENSE.....	164
11.11.	FUTURE CONTINUOUS TENSE.....	165
11.12.	FUTURE PERFECT TENSE.....	166
11.13.	FUTURE PERFECT CONTINUOUS TENSE	166
11.14.	SIMPLE PAST FUTURE TENSE	167
11.15.	PAST FUTURE CONTINUOUS TENSE	167
11.16.	PAST FUTURE PERFECT TENSE	168
11.17.	PAST FUTURE PERFECT CONTINUOUS TENSE.....	168

CHAPTER 12	TYPES OF SENTENCES AND FUNCTION	171
	Kammer Tuahman Sipayung.....	171
12.1.	INTRODUCTION	171
12.2.	SIMPLE SENTENCE.....	172
12.3.	COMPOUND SENTENCE	173
12.4.	COMPLEX SENTENCE	175
12.5.	COMPOUND-COMPLEX SENTENCE	176
12.6.	EXERCISES	177
12.7.	CONCLUSION.....	178
CHAPTER 13	CLAUSES IN ENGLISH.....	183
	Al Maghvira Chan.....	183
13.1.	INTRODUCTION	183
13.2.	ADJECTIVE CLAUSE.....	184
13.3.	REDUCED ADJECTIVE CLAUSE	186
13.4.	NOUN CLAUSE	188
13.5.	ADVERB CLAUSE.....	190
13.6.	EXERCISES	194
13.7.	CONCLUSION.....	196
CHAPTER 14	CLEFT SENTENCES.....	199
	Emma Martina Pakpahan	199
14.1.	INTRODUCTION	199
14.2.	TYPES OF CLEFT SENTENCE.....	200
14.3.	IT-CLEFT SENTENCES.....	201
14.4.	WH-CLEFT SENTENCES	203
14.5.	REVERSED WH-CLEFT SENTENCES.....	205

14.6.	ALL-CLEFT SENTENCES	205
14.7.	INFERENTIAL CLEFT SENTENCES	206
14.8.	THERE-CLEFT SENTENCES	207
14.9.	IF-BECAUSE CLEFT SENTENCES	208
14.10.	EXERCISES	209
14.11.	CONCLUSION.....	212
CHAPTER 15	EXCLAMATIONS	217
	Irene	217
15.1.	BACKGROUND	217
15.2.	INTRODUCTION TO EXCLAMATIONS	218
15.3.	FUNCTIONS OF EXCLAMATIONS	221
15.4.	FORMS AND PATTERNS OF EXCLAMATIONS	221
15.5.	ATTENTION FOCUS	224
15.6.	EXCERCISE.....	226
CHAPTER 16	PUNCTUATIONS.....	231
	Aunurrahman	231
16.1.	INTRODUCTION	231
16.2.	THE ROLES OF PUNCTUATION	232
16.3.	PERIOD	233
16.4.	COMMA.....	234
16.5.	QUESTION MARK.....	235
16.6.	EXCLAMATION POINT.....	236
16.7.	SEMICOLON AND COLON	237
16.8.	THE DASHES	238
16.9.	HYPEN.....	239

16.10.	PARENTHESES, BRACKETS, AND BRACES ..	240
16.11.	APOSTROPHE.....	241
16.12.	QUOTATION MARKS	242
16.13.	ELLIPSIS.....	243
16.14.	EXERCISES	243
16.15.	CONCLUSION.....	244
CHAPTER 17	RELATIVE CLAUSES	251
	Nenglis Sriheri Lumban Gaol	251
17.1.	INTRODUCTION	251
17.2.	TYPES OF RELATIVE CLAUSES	254
17.3.	EXERCISES	256
17.4.	CONCLUSSION	266
CHAPTER 18	INDIRECT SPEECH.....	269
	Abdulloh	269
18.1.	INTRODUCTION	269
18.2.	TYPE OF SENTENCE STRUCTURE	270
18.2.1.	SIMPLE SENTENCE.....	271
18.2.2.	COMPOUND SENTENCE	272
18.2.3.	COMPLEX SENTENCE	275
18.2.4.	COMPOUND COMPLEX SENTENCE.....	276
18.3.	CLAUSES: MAIN CLAUSE AND SUBORDINATE CLAUSE.....	279
18.4.	NOUN CLAUSE	281
18.5.	NOUN CLAUSE AND INDIRECT SPEECH OR REPORTED SPEECH	288
18.6.	EXERCISES	290

18.7.	CONCLUSION.....	295
CHAPTER 19	SUBJECT-VERB AGREEMENT	299
	Jean Susan Kadir.....	299
19.1.	INTRODUCTION	299
19.2.	THE BASIC RULES OF SUBJECT-VERB AGREEMENT.....	300
19.3.	CONFUSING SINGULAR SUBJECTS	303
19.4.	THE ABSOLUTE PLURAL SUBJECTS	305
19.5.	THE BOTH-SINGULAR AND PLURAL SUBJECTS	305
19.6.	EXERCISE	308
CHAPTER 20	TRANSITIONAL PHRASES	311
	Yetty	311
20.1.	INTRODUCTION	311
20.2.	WHAT IS TRANSITIONAL PHRASE?	312
20.3.	THE TYPES OF TRANSITIONAL WORDS OR PHRASES AND HOW TO USE IT.....	313
20.4.	CONCLUSION.....	320

CHAPTER 1

INTRODUCTION OF

ADVANCED ENGLISH GRAMMAR

Anik Sri Mujiati
SMKN 5 Kota Serang
Email: aniksryff@gmail.com

1.1. INTRODUCTION

English is a global language used by almost half of the human population for daily, educational, social, economic and political purposes. The point is that mastering English has added value in various fields and will make it easier for us to open a window to the world. Therefore, we present this advanced English grammar book to help readers better master advanced English grammar so that their English language skills can be further developed. “Advanced English” usually refers to a higher level of proficiency and understanding of English beyond elementary or intermediate level. This includes a deeper understanding of grammar, vocabulary, syntax, and the nuances of communication. Individuals who have advanced English skills are able to engage in complex conversations, understand complex texts, and express themselves fluently in a variety of contexts.

Ayu et al. (2021:7) said that there are various kinds English teaching and learning model that can be applied by teachers depending on the purpose of learning English itself. There are some in English aspects taught to develop students' English skills, such as grammar, vocabulary, pronunciation, reading, listening, writing and speaking. One aspect that requires effective learning strategies is grammar. According Singodiwongso et al (2021) that mastery of structure or

grammar English has a role very important in development students' writing skills including in sentence writing. The learning strategy is grammar because it is considered difficult to teach by most English teachers.

1.2. PARTS OF THE ADVANCED ENGLISH GRAMMAR

An overview of the contents of each chapter in this book can be seen below. Please study and deepen your knowledge so that you can understand this advanced of English grammar book. There is no doubt that advanced students will find this book useful in perfecting their English grammar. These advanced English grammar parts in this book include:

1.2.1. ADJECTIVE

Harman (1972: 72) says that adjectives are words that used together with nouns and pronouns to give a limitation of meaning to the word. Furthermore, Harman (1972: 76) says that adjectives are type of overt word class that describes quality, quantity, number, and description or intent. explanation or intent. Adjectives can be classified into the form of descriptive adjectives and limiting adjectives. Learning adjectives for advanced English speakers has several significant benefits: richer expressions, improved writing skills, deeper understanding of cultural context, better text interpretation skills, ability to adapt to different contexts, and improved overall language proficiency. So, while learning adjectives may seem like a small step, it can actually have a significant impact on improving your English proficiency, especially at higher levels.

1.2.2. ADVERBS

This chapter is all about adverbs, which by learning adverbs at an advanced level plays an important role in the development of your English proficiency in writing, speaking and reading.

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AUTHOR'S PROFILE



Anik Sri Mujiati

The author was born in Kedawung, a small village in Padang District of East Java Province, on the 18 of February 1978. Currently noted as a English teaching at SMKN 5 Serang City and as a English Lecture at Institut Teknologi & Bisnis Banten. She graduated from English Department and hold master degree from Universitas Indraprasta PGRI Jakarta.

CHAPTER 2

ADJECTIVES

Miftahush Shalihah
Universitas 'Aisyiyah Yogyakarta
E-mail: miftadialaula@unisayogya.ac.id

2.1. INTRODUCTION

In English, we have pronouns and nouns, the speech component, which are frequently utilized in practically all of our phrases. When we use pronouns and nouns, we need to come up with some strong adjectives to characterize our nouns and pronouns. Adjectives play a significant role in communication. Adjectives can form nouns and pronouns become more entertaining and offer a wealth of additional information when they are used in writing and speaking.

First, we need to identify what is adjective. In The Cambridge Grammar of the English Language, adjectives are defined as terms "that alter, clarify, or adjust the meaning contributions of nouns" to express "finer gradations of meaning" than are feasible when nouns are used alone (Huddleston and Pullum in Kennedy, 2012). An adjective is a word that alters a noun or pronoun by offering descriptive or precise information. Adjectives do not alter verbs, other adjectives, or adverbs, unlike adverbs. Typically, adjectives come before the noun or pronoun that they describe. Adjectives are not required to conform to the number or gender of the nouns they modify. Adjectives provide answers to the following inquiries: What type?, How many?, or Which ones? (Sherman et al., 2011).

A simple definition of an adjective is a word that describes, identifies, or quantifies nouns and pronouns. In general, the purpose of adjectives is to describe and give more information

about a word or pronoun. Let us look at two examples of words to show how they work. Some words are used to describe things in the second line but not in the first.

1. Maria met a girl at the restaurant.
2. Maria met a beautiful girl at a famous restaurant.

There is nothing wrong with either of these lines. In this case, though, the second phrase gives you more information than the first. The second line gives information that the girl Maria met is good-looking and that the restaurant she went to is very well known.

Adjectives are employed in sentences and clauses in two different ways:

1. The adjective appears exactly beside the noun/pronoun it modifies. Adjectives usually appear in front of the nouns/pronouns, although adjectives might also be put after the nouns/pronouns.:

That handsome boy gives me the flowers.

(The adjective handsome modifies the noun boy.)

I did not see anybody else. (The adjective else modifies the pronoun, anybody.)

2. The adjective comes after a connecting verb and serves as a subject complement.

Your car was red. (The word *red* is the adjective that follows the to-be *was*. *Red* modifies the word *car* as the subject of the sentence.)

In any situation, several adjectives can be used to modify a single noun or pronoun:

1. The sun is bright and warm
2. The bright, colorful flowers bloomed in the garden.
3. The tree is tall, green, and shady.

and superlative adjectives highlight degrees of traits by comparing and ranking. English adjectives are ordered in a certain manner to provide clarity and cohesion. Speakers and writers can make their points by following this order. Understanding and using adjectives allows English speakers to speak clearly, vividly, and accurately.

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AUTHOR'S PROFILE



Miftahush Shalihah

The author is an English lecturer Faculty of Health and Sciences of Universitas 'Aisyiyah Yogyakarta (UNISA Yogya). She has been teaching English at UNISA Yogya since 2011. She has been designing curriculum and teaching English for Specific Purposes and General English. Her research works mainly in on linguistics field. She has published several books under her university publishing such as English for Midwives 1, English for Midwives 2, and English for Nursing.

CHAPTER 3

ADVERBS

Ni Putu Artita Dewi
Universitas Triatma Mulya, Jembrana
Email: artita.dewi@triatmamulya.ac.id

3.1. INTRODUCTION

In learning English, there are many things that must be known first, one of which is the parts of spoken words or in English called Parts of Speech. In English grammar, Parts of Speech are classified into eight types of words that are classified according to what they indicate, namely noun, pronoun, adjective, verb, adverb, preposition, conjunction and interjection. However, this paper will only discuss the adverb in accordance with the scope that has been determined. An adverb is a word that explains where, when and how an activity or event happened. Examples: *here, now, softly, loudly, tomorrow, again, twice, never, etc.* Adverbs are also defined as words that explain verbs, adjectives, prepositions and other words except nouns and pronouns. Adverbs in English are one of the eight essential word classes in sentence formation. Adverbs play an important role in providing additional information about how, when, where and why an action occurs. The use of adverbs can add depth and detail to a narrative, making it more interesting and informative (Hallonsten Halling, 2018).

Adverbs not only serve to modify verbs, but they can also modify adjectives, other adverbs, phrases, or even entire sentences. This makes adverbs very flexible and versatile in their use. By understanding and using adverbs effectively, speakers and writers can express their thoughts and ideas more clearly and precisely. The main characteristic of adverbs can be

identified through the suffix *"-ly"*, which is often used to form adverbs from adjectives (for example, *"quick"* becomes *"quickly"*). However, not all adverbs end in *"-ly"*, and there are many words that fall into this category without following the pattern, such as *"very"*, *"too"*, *"well"*, and *"quiet"*. Adverbs can be categorised by function into several main types, including adverb of manner (describing how), adverb of time (describing when), adverb of place (describing where), adverb of frequency (describing how often), and adverb of degree (describing how much or how much). Understanding the different types of adverbs and how they are used is key to mastering the sophistication of the English language. With this knowledge, learners can improve their communication skills, both in formal and informal contexts, and can better appreciate the richness and diversity of the English language (Keizer et al., 2022).

3.2. THE PURPOSE OF ADVERBS

(Hengeveld, 2020) stated adverbs are a crucial part of English grammar, serving various purposes in sentences to modify verbs, adjectives, other adverbs, or even whole sentences. Here are the primary purposes of adverbs:

- | | |
|----|--|
| 1. | Modify Verbs: Adverbs can provide additional information about how an action is performed, giving details about the manner, place, time, frequency, and degree of the action.
Example: She speaks softly . (manner) |
| 2. | Modify Adjectives: Adverbs can intensify or diminish the qualities described by adjectives, often enhancing descriptive language.
Example: The cake is extremely sweet. (degree) |

2. **Modifying Adjectives and Adverbs:** Adverbs can also modify adjectives and other adverbs to intensify or diminish their meaning.
3. **Sentence Modifiers:** Some adverbs modify entire sentences, indicating the speaker's opinion or the likelihood of a statement.
4. **Placement:** Adverbs can be placed before the main verb, after the modal verb, at the beginning or end of a sentence, or before an adjective or another adverb they modify.
5. **Types:** Adverbs can be categorized into various types based on their function, including adverbs of manner, time, place, frequency, degree, and sentence adverbs.
6. **Formation:** Adverbs are formed in different ways, such as adding "-ly" to adjectives, nouns, or other adverbs, or using irregular forms for some adverbs.
7. **Importance:** Adverbs are essential for adding detail, precision, and nuance to language, allowing speakers and writers to convey information more effectively.

Understanding the role and usage of adverbs can significantly improve your ability to communicate clearly and effectively in English.

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AUTHOR'S PROFILE



Ni Putu Artila Dewi

The author was born on Friday, March, 6th 1992 in Yehembang Village, Mendoyo District, Jembrana Regency, Bali. The author has completed her education at Werdhi Santana Yehembang Kindergarten, SD Negeri 1 Yehembang, SMP Negeri 3 Mendoyo and SMA Negeri 1 Negara. The author currently lives in Yehembang Village, Mendoyo District, Jembrana Regency, Bali. In 2020, the author completed her master's degree at Ganesha University of Education with a concentration in English Language Education. Currently teaching at the English Language Education study programme at Triatma Mulya University Jembrana-Bali. The author has taught at several LPKs in Bali including Apollonia Hotel School, Monarch Negara, and NHI (Negara Hotel International) as a trainer of *General English* and *English for Tourism Purpose*. In addition, the author has worked at one of the hotels in Kuta-Bali as a *front office agent* from 2016 to 2019 and has won the *best employee* in 2018. In 2023, the author was as a supervisor of WMK (Wirausaha Merdeka) students from the Ministry of Education, Culture and Research.

CHAPTER 4

AFFIXES

Wildan Isna Asyhar
UNISKA Kediri
Email: wildan@uniska-kediri.ac.id

4.1. INTROUCTION

Language, that remarkable human invention, is a complex tapestry woven from countless threads of meaning, structure, and expression. At the heart of this tapestry lies the intricate field of morphology. According to Handoko (2019), morphology is a multifaceted area of linguistic study that has many definitions. The study of word formation, or morphology (Simpson, 2021), includes the observation that new words rely significantly on the sentences in which they are employed. The science of morphology examines word structure. In addition, it is a set of classifications and guidelines for word construction and interpretation.

Within morphology, one encounters the fundamental units of meaning known as morpheme. Parera (2007) makes the case that a morpheme is the smallest individually significant component of a language's speech. The smallest linguistic units with independent meaning are called morphemes. The smallest units or elements with meaning are called morphemes, and they can be entire words or just portions of words. These morphemes, ranging from the simplest roots to the most elaborate affixes, serve as the atoms and molecules of linguistic chemistry, combining and recombining to produce an astonishing array of words and meanings.

Both bound and free morphemes make up morphemes. First, a free morpheme is a morpheme that functions as a word

on its own. It indicates that a free morpheme is a standalone word that can exist alone without the aid of a combination. The example of free morphemes such as the word *help*, *cheer*, *wonder*, *kind*, etc. Second, a bound morpheme is unable to exist on its own. It indicates that a bound morpheme requires a combination to function as a word. The example of the bound morpheme such as *ful*, *ness*, *ly*, *re*, etc. If the original or fundamental added affix or grammatical function is met, it can function (Lieber, 2009). For example, if we have the word *helpfulness*, it means that we have 1 free morpheme and two bound morphemes. The free morpheme is the word *help* and the bound morphemes are *ful* and *ness*. Help, as a verb, according to the Longman Dictionary, means to partially complete someone else's task or provide them with a necessary item to enable or facilitate their doing something. When the word "help" is combined with the bound morphemes "ful" and "ness," the Longman Dictionary classifies the meaning as a noun, denoting the state of providing or being prepared to assist.

"Root," "base," and "affix" are three terms that are essential for word analysis (Rahayu, 2021). Bauer et al. (2013) define a root as the core of a word, a lexically contentious morph that can be either free or bound, that cannot be further analyzed; it is what is left over after all affixes are eliminated. Read, hear, large, perform, happy, soft, and speak are a few examples of the roots. Affixes are required bound objects that fasten to roots. We will sometimes need to use the term base because English allows affixation to forms that already frequently have affixes. Any morphological component that receives additional morphological components when words are constructed is called a base. To sum up, a base can consist of one root, like in the word friend-ly, multiple roots, like in the compound word or phrase file cabinet, old-maidish, or a root plus one or more affixes, like in the case of the word friend-ly and the suffix -ness

dynamic interplay between form and meaning that underlies our capacity for communication and expression.

4.10. CONCLUSION

The exploration of affixes illuminates the intricate mechanisms of word formation and the dynamic nature of language evolution. From the foundational presence of prefixes and suffixes to the occasional appearance of infixes and circumfixes, the diverse types of affixes form a rich tapestry of linguistic possibilities. By delving into the functions and characteristics of these affix types, linguists uncover valuable insights into the creative and flexible structure of human language. Understanding affixes not only enhances our grasp of how words are formed and modified but also provides a deeper appreciation for the nuances and complexities of communication. As language continues to evolve and diversify, the study of affixes remains an essential pursuit, shedding light on the dynamic interplay between form and meaning that underpins our capacity for expression and understanding.

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AUTHOR'S PROFILE



Wildan Isna Asyhar, S.Pd.I., M.Pd.

The author has completed postgraduate study of the State University of Malang majoring in the English Language Education. After graduating in 2017, he as a lecturer at STAI Hasanuddin and developed English language education study program. In 2018, he worked as a lecturer at UNISKA Kediri in the English language education study program. He held some subjects such as grammar, reading, writing, and teaching. His scientific article also focused on reading, writing, and language teaching which has currently been published in several national journals. Currently he is also still active as a reviewer for the SINTA-accredited national journal. For now in UNISKA Kediri apart from being a lecturer, he also is as a chief of the language center, coordinator of the University English Course, and several strategic positions.

CHAPTER 5

CONJUNCTIONS

Athiyah Salwa
Universitas Sains dan Teknologi Komputer, Semarang
E-mail: athiyah@stekom.ac.id

5.1. INTRODUCTION

In a sentence, generally, more than one idea will be conveyed to the reader or listener. The structure of a simple sentence consists of a subject, predicate, and object or complement. In addition, there is more than one subject in compound and complex sentences, predicate and complement. To combine the components in a sentence, linking words are needed. There are several types of linking words such as transition, connection, and conjunctions. Each of them has a different function. In this chapter, we will learn about conjunction, linking words that connect clauses, or similar elements within a sentence. Conjunction has several types and each type has its function. To learn more about conjunctions, learn the material in Chapter 5 carefully and then do the exercises provided to test your understanding. After studying this chapter, students are expected to be able to:

1. Understand and differentiate the types of conjunctions;
2. Understand and use coordinating conjunctions in sentences;
3. Understand and use subordinating conjunctions in sentences;
4. Understand and use correlative conjunctions in sentences.

The following are steps that can be taken to achieve learning outcomes:

- 1) Read the chapter introduction
- 2) Read the description of the module material coverage.
- 3) Learn the definition of conjunction
- 4) Look at and study the examples provided to clarify the concepts.
- 5) Learn the types of connections
- 6) Do the Training provided
- 7) Recheck your understanding of the conclusion at the end of the chapter

5.2. DEFINITION

A conjunction, like a noun, a verb, or a pronoun, is a part of speech. While nouns, verbs, or pronouns are the main elements of a sentence, a conjunction is used to connect the elements within a sentence. A conjunction connects similar parts of speech such as nouns, adjectives, or verbs in a sentence. It is used to connect the subject with the subject, predicate and predicate, clauses and clauses in a sentence, and also two different sentences. It has the function to add, compare, or contrast information, show sequences, give an example, or show another relationship.

Read an example below:



(1) John and Emma are classmates.

sentence. Whereas, two other types of conjunction have various functions if they are put in the sentence such as, to show reason, to tell about condition, to tell about time sequence, to show about comparison, etc. We have to pay attention to the general background and the meaning of a sentence when we want to put a certain conjunction in the sentence. When conjunctions are used, this implies that the statement after the conjunction is relaying knowledge already known to the reader.

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AUTHOR'S PROFILE



Athiyah Salwa

The author is an English lecturer at the University of Computer Science and Technology Semarang. The author pursued her bachelor's degree in English Literature at Semarang State University and continued her education at the master's level in the Linguistics Master Program at Diponegoro University.

The author has produced several articles in national journals and international proceedings and focuses on research in the field of English education. In addition, the author is also a tutor of online tutorials at the Open University majoring in English Literature. The author's scientific field is applied linguistics with a concentration on TEFL. In addition, the author is also an official instructor of the language center at the Polytechnic of Shipping Science Semarang which specifically teaches TOEFL and TOEIC. In carrying out Tridarma Perguruan Tinggi, the author often conducts community service, especially the use of English in the educational and non-educational fields. The author has won grants awarded by the Directorate of Higher Education for two consecutive years in the Beginner Lecturer Research scheme in 2020-2021. Furthermore, the books that have been published include Pragmatics and General English for University Students.

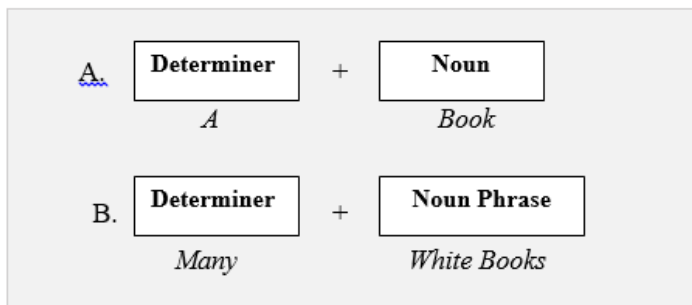
CHAPTER 6

DETERMINERS

Ummu Syahidah
Politeknik Negeri Ambon, Ambon
Email: ummusyahidah.arb@gmail.com

6.1. DEFINING DETERMINERS

What are determiners? Many experts have defined determiners based on their own perspectives. Leech and Svartvik (1975) define determiners as words specifying the range of a noun reference in various ways which always come before the noun. Thirteen years later, in Alexander's definition (1988), determiners are words used in front of common nouns which influence the meaning of the noun. In the next eight years, Swan (1996) states that determiners are words coming at the beginning of noun phrase, but not categorized as adjectives. In 2010, for Gelderen, determiners are words as a part of main grammatical categories in English which occur before a noun. Connected with the definitions of determiners by the experts above, it can be concluded that determiners are various words that always come at the beginning of nouns or noun phrases by which affecting the meaning of the nouns or the noun phrases in certain ways. The picture of this definition is simply seen in the box below:



In the first formula and example, the determiner is *A* and the noun is *Book*. The type of the determiner in the example is **indefinite determiner** classified from the second class of the determiner which is central determiner. Meanwhile, in the second formula and example, *Many* is the determiner and *White Books* is the noun phrases. The type of the determiner in the example is **quantifiers determiner** classified from the third class of the determiner known as post-determiners. Beside these two examples, there are many types of determiners in English. The classification of the classes and the types of determiners will be depicted and elaborated in the following section.

6.2. THE CLASSIFICATION OF DETERMINERS

As explained at its definition that determiners are always come before a noun or a noun phrase, it is crucial to know the types of determiners in order to use it properly. There are many categorizations of determiners by experts, but the one used as a reference in this section is the classification of determiners described by Greenbaum and Quirk (1990).

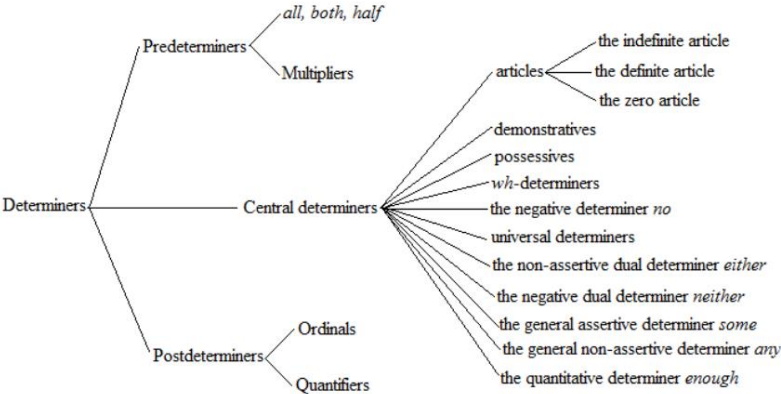


Figure 6.1. Greenbaum and Quirk’s Classification of Determiners (1990) Cited in Fryštáková (2016)

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AUTHOR'S PROFILE



Ummu Syahidah

The author is currently a teaching staff at Accounting Department of State Polytechnic of Ambon. In 2016 until 2021, she taught English in Faculty of Education of Muhammadiyah University of North Maluku. She was born in Tidore, North Maluku, on July 6, 1989. In 2012, she graduated from English Department, Faculty of Teachers, Trainings, and Education, Muhammadiyah University of Makassar. Since April 2016, she holds a master degree in English Education from English Department, School of Postgraduate Studies, Indonesia University of Education. Her master study was fully funded by BPPDN scholarship. She is now living in Ambon, Maluku.

CHAPTER 7

NOUNS

Ni Made Dita Sintadewi
Universitas Triatma Mulya, Jembrana
E-mail: dita.sintadewi@triatmamulya.ac.id

7.1. INTRODUCTION

Language is a means of communication which takes place within some sort of social context (Kuiper & Allan, 2017). Language consists of grammar and vocabulary. In learning language, there are some things that should be known in advance. One of them is parts of speech. There are several types of parts of speech, namely noun, pronoun, adjective, verb, adverb, preposition, conjunction and interjection. In this paper, we will discuss about what noun is and its scope. Noun is a word used to identify a person, place, thing, animal or idea. Here are some examples of noun such as *book, table, city, brother, happiness, etc.* Nouns can be divided into several types, such as concrete nouns, abstract nouns, command nouns, proper nouns, countable nouns, uncountable nouns, singular and plural nouns, possessive nouns, collective nouns, and compound nouns. In a sentence, noun can function as subject, object, predicate nominative, object of preposition, noun of direct address, appositive, and object complement. Understanding concept of noun will make us easier to build effective and correct sentence. It will also help us to communicate in written and spoken language.

7.2. THE PURPOSE OF NOUNS

Nouns have various purpose in a sentence, such as identifying person, place, animal, thing or idea. Here are examples of nouns based on their purpose:

1. Noun can be used to identify person.
For example: sister, angel, doctor
2. Noun can be used to identify place.
For example: Indonesia, country, school.
3. Noun can be used to identify animal.
For example: elephant, dog, cat
4. Noun can be used to identify thing.
For example: table, bag, plate
5. Noun can be used to identify idea.
For example: success, kindness, joy

7.3. TYPES OF NOUNS

1. Concrete Nouns

Concrete nouns refer to people, places, and things that you can see, hear, touch, quantify or measure in some way. Here are examples of concrete nouns: friend. Boy, table, school, car.

2. Abstract Nouns

Abstract nouns refer to the names of qualities, feelings and ideas. Here are the examples of abstract nouns: Friendship, boyhood, truth, happiness, kindness.

3. Command Nouns

Command nouns refer to people or things in general. They usually start with a lower-case letter. Here are examples of command nouns: boy, country, castle, doctor

For example:

1. **Putri**, I have a question.
2. It is not my book, **Anna**.
3. You, **Erika**, must help me.

6. Noun as Appositive

Noun as appositive is noun which renames another noun. It comes after the noun that will be described. For example:

1. My friend, **Diana**, is from Indonesia.
2. My sister, **Anna**, will help you tomorrow.
3. Mr. George, **the teacher**, give me a book.

7. Noun as Object Complement

Noun as object complement refers to noun that follow a direct object to rename it. For example:

1. It makes my sister **sad**.
2. I saw her **cooking**.
3. I make the door **open**.

7.5. CONCLUSION

Nouns are very important in learning English, because they are the foundation to build a sentence to convey the opinion in a correct sentence. Here is the summary about nouns: Noun is a word used to identify a person, place, thing, animal or idea. There are several types of nouns, such as concrete nouns, abstract nouns, command nouns, proper nouns, countable nouns, uncountable nouns, singular and plural nouns, possessive nouns, collective nouns, and compound nouns. Nouns also have several functions, namely: noun as subject, noun as object, noun as predicate nominative, noun as object of preposition, noun as noun of direct address, noun as appositive, Noun as object complement. Comprehending nouns and their scopes will help you to convey ideas and communicate properly.

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AUTHOR'S PROFILE



Ni Made Dita Sintadewi

The author was born in Negara, Bali, in 1992. She completed her Master's Degree at Ganesha University of Education. She is a lecturer of Triatma Mulya University since 2019. She holds some subjects such as Intensive English Course, Introduction to Education, English Syntax, and Psycholinguistics. Her research interest is about English Teaching.

CHAPTER 8

PREPOSITIONS

Nafisatul Lutfi
Universitas Teknologi Digital Indonesia, Yogyakarta
E-mail: nafisatullutfi@utdi.ac.id

8.1. INTRODUCTION

Welcome to "Advanced English Grammar," your comprehensive guide to mastering the intricate nuances of English grammar. In this chapter, we embark on a fascinating exploration of prepositions – those unassuming yet indispensable elements of language that wield significant influence over the structure and meaning of sentences. Prepositions serve as the navigational aids of language, guiding us through the spatial, temporal, and relational dimensions of communication. They establish connections between words, phrases, and clauses, enabling us to express ideas with clarity, precision, and elegance. Throughout this journey, we will unravel the multifaceted role and usage of prepositions in English, empowering you to wield these linguistic tools with confidence and finesse.

It will cover the following topic: the definition and fundamental role of prepositions in English grammar, a comprehensive exploration of common prepositions, their meanings, and contextual use, and strategies for enhancing language proficiency through precise prepositional usage and rules. It is hoped that by mastering the subtle distinctions between prepositions and understanding their contextual usage, students will be able to express themselves more accurately and effectively in both spoken and written English. A solid grasp of prepositions facilitates clearer communication by providing the

necessary framework for expressing relationships in time, space, direction, purpose, and more. Moreover, understanding the nuanced meanings and contextual usage of common prepositions equips learners with the tools to convey precise meanings and subtle nuances in their language. By honing their skills in prepositional usage and adhering to established rules, learners can elevate their language proficiency and communicate with greater clarity and precision. Ultimately, mastering prepositions is an essential step towards achieving fluency and confidence in English communication, enabling individuals to navigate various linguistic contexts with ease and sophistication.

8.2. EXPLORING PREPOSITIONS

Now, we will lay the groundwork for our exploration of prepositions by providing a clear and concise definition of these essential linguistic elements. Understanding what prepositions are and how they function within sentences is crucial for grasping their role and usage in English grammar. First, we will delve into the definition of prepositions. Prepositions are a class of words that establish relationships between nouns or pronouns and other elements within a sentence. They typically indicate the spatial, temporal, or logical relationship between the object of the preposition and the rest of the sentence. Prepositions function as connectors within sentences, linking nouns, pronouns, and other elements to convey specific meanings and relationships. They introduce additional information about the time, place, manner, or purpose of an action or state. Prepositions are often followed by a noun or pronoun, forming what is known as a prepositional phrase. This phrase provides further detail or context about the subject, object, or action of the sentence.

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AUTHOR'S PROFILE



Nafisatul Lutfi

The author is an English Lecturer at Universitas Teknologi Digital Indonesia with a rich background in teaching English as a Second Language for over 16 years. Holding a bachelor's degree in English Literature from Universitas Negeri Yogyakarta and a Master of Arts degree in American Studies from Universitas Gadjah Mada, she brings a profound understanding of language and literature to her teaching and research. With a keen interest in TESOL, American Studies, English Literature, and Linguistics, she is dedicated to exploring the intricacies of language acquisition and cultural exchange. Her commitment to academic excellence is evident in her scholarly contributions, which can be explored further through her Google Scholar profile. She is known for her innovative teaching methodologies and her ability to inspire students to engage deeply with the English language and its cultural contexts.

CHAPTER 9

PRONOUNS

Anita Nur Masyi'ah
Sekolah Tinggi Teknologi Kedirgantaraan, Yogyakarta
E-mail: anita.nur@sttkd.ac.id

9.1. INTRODUCTION

Pronouns are words that can refer to things, people, or places. They are used to avoid the repetition of mentioning the same noun. In fact, when communicating, you use pronouns very often. For example, you might say “I have a sister. She is beautiful and tall. She loves reading novels.” In the second sentence, you do not need to clarify that you are describing your sister because in the first one, you mentioned her already. By using the word “she”, you have avoided the repetition of the word “sister”. It is not effective for you to say “I have a sister. My sister is beautiful and tall. My sister loves reading novels.” Therefore, the use of pronouns is needed.

9.2. PERSONAL PRONOUNS

There are two kinds of personal pronouns. The first one is subject pronoun. They are *I, you, he, she, it, we* and *they*. According to Murphy (2020) those pronouns take the place of nouns and mostly play roles as the subjects in the sentences. Take a look at the following sentences.

- 1a. Ryan swims twice a week.
- 1b. He swims twice a week.
- 2a. Doctors stay up late almost every day.
- 2b. They stay up late almost every day.

From the sentences you can see that in each sentence pair, the pronouns in “b” sentences replace the nouns in the “a” sentences. The pronouns that replace the nouns are called subject pronouns. They play roles as subjects in those sentences.

Subject Pronouns are “*I, you, he, she, it, we, they*”.

Exercise 1

Underline the subject pronouns in the sentences below.

Example : We visited Bali and spent much time looking for a place to eat.

1. Unfortunately, it was permanently closed since yesterday.
2. They purchased the house last year.
3. You should go to the museum next time.
4. We wrote the book together.
5. He loves hanging out with his classmates.
6. She brings the dictionary every day.
7. You need to take some days off.
8. They have lived in this city for 10 years.
9. We have so many dreams to pursue.
10. It is never too late to start.

Now, take a look at these sentences.

- 1a. Nina purchased the house.
- 1b. Nina purchased it.
- 2a. The award was given to Bob and Jane.
- 2b. The award was given to them.

In the sentences, the underlined nouns are not subjects. They are the objects. Therefore they are called object pronouns. **Object Pronouns** are “me, you, her, him, it, us, them”.

ourselves, yourselves, themselves. For example; “Brian saw himself in the mirror”. Demonstrative pronouns are showing words. They are *this*, *that*, *these*, and *those*. *This* and *that* are singular, while *these* and *those* are plural. You use *this* and *these* to point things near you, and you use *that* and *those* to point things farther away. For example; “This is my sister”. Possessive pronouns refer to pronouns indicating possession. Possessive pronouns are: *mine*, *yours*, *his*, *hers*, *its*, *ours*, and *theirs*. For example; “These glasses are mine.” The ones followed by nouns are called possessive determiners. They include *my* ..., *your* ..., *his* ..., *her* ..., *its* ..., *our* ..., *their* For example; “Her dress is expensive.” Interrogative pronouns are used to form questions. They include *what*, *where*, *who*, *whom*, *whose*, *why*, *how*, *when*, and *which*. For example; “Who comes first?”. When you want to refer to a mutual set of people, you use reciprocal pronouns. They are “each other” and “one another”. For example; “We know each other.”

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AUTHOR’S PROFILE



Anita Nur Masyi'ah

The author has Master’s degree in English Education from State University of Yogyakarta (2017). She is currently an English lecturer in College of Aerospace Technology of Yogyakarta (STTKD Yogyakarta) teaching English for specific purposes in Management Transportation and Flight Attendant study programs since 2019. His research interests include teaching English as foreign language and English for specific purposes, specifically in English for Aviation students.

CHAPTER 10

VERBS

Andi Dian Rahmawan
Universitas PGRI Yogyakarta, Yogyakarta
Email: andi@upy.ac.id

10.1. INTRODUCTION

In Indonesia, mastery of English plays an important role in various aspects of life, including in the academic context for the purposes of writing scientific articles. However, although many Indonesian individuals have sufficient English language skills, writing scientific papers in this language is often a challenge. In this situation, there are several main obstacles faced by Indonesians when writing academic work in English, such as differences in language structure, use of appropriate vocabulary, grammatical errors, and the influence of cultural factors. One of the obstacles often encountered by Indonesians in writing academic works in English are differences in language structure. English has different grammatical rules from Indonesian, including in terms of sentence patterns and the use of tense and linguistic aspectuality. For example, English often uses passive grammar in scientific writing, while Indonesian more often uses active sentences. This can cause confusion and errors in constructing appropriate and clear sentences in an academic context.

Choosing the right vocabulary is also a challenge in writing academic works in English for Indonesians. It became a challenge in itself when the author realized that English has more specific vocabulary compared to Indonesian regarding time, so a deep understanding of vocabulary that is appropriate to the context is needed. Mistakes in using vocabulary can result

in misunderstandings or reduce the quality of one's academic writing. Using appropriate vocabulary in writing scientific papers in English is very important because it helps clarify ideas, communicate ideas effectively, and give a professional impression to the reader. Not only that, grammatical errors also often occur in writing academic works in English by Indonesians. One example is the use of verbs that are inconsistent or inaccurate, such as the use of verbs that are included in the context of Present Perfect and Past Tense which are often mispositioned which can confuse readers and reduce the clarity of the message to be conveyed in academic writing (Okuyama, 2020; Özkayran & Yılmaz , 2020; Punyasettro, Santhanat, 2021).

Despite the many challenges faced, it is important to remember that the ability to write academic work in English can be improved through practice and awareness of common mistakes. Special training in writing academic works in English, such as taking courses or workshops, can help improve writing skills significantly. Apart from that, utilizing resources such as special dictionaries, grammar references, and guidance from mentors or lecturers can also provide great benefits in overcoming the obstacles faced. In the era of globalization and increasingly fierce global competition, the ability to write academic works in English has become a very valuable competency for Indonesian individuals. By overcoming existing challenges and continuing to improve English language skills, it is hoped that Indonesians can compete more effectively and achieve success in an increasingly internationally connected academic world.

oral communication, and the message conveyed will be less effective in conveying the desired meaning.

10.4. CONCLUSION

Good mastery of vocabulary, especially in terms of verbs and changes in form based on the concept of time and type of subject in a sentence, is a crucial foundation for the ability to write effective scientific articles. Verbs act as the backbone in conveying information clearly, precisely, in detail and linguistically acceptable. In the context of scientific articles, clarity of communication is very important because it allows readers to understand exactly what the author wants to convey. For example, choosing the right verb can help describe the causal relationship between variables in research, clarify the processes that occur, and provide a clear picture of the methods used. Apart from that, good mastery of verbs also enriches the writing style and makes articles more interesting to read. Using appropriate and varied verbs can increase the diversity of sentences, avoid boring repetition, and provide nuances that are appropriate to the context being explained. This is important because scientific articles do not just convey information, but also entice readers to continue reading until the end. Verb mastery also has an impact on accuracy and confidence in writing. In a scientific context, the precision and accuracy of information is everything. Using appropriate verbs can ensure that the information conveyed is unambiguous and by existing scientific facts. Apart from that, using the right verbs also reflects the author's credibility and avoids the impression that the information conveyed is speculative or not supported by strong data. Lastly, good verb mastery makes the process of revising and editing articles easier. By selecting the right verbs from the start, writers can avoid major changes to sentence structure or information delivery during the revision process.

This not only saves time but also ensures consistency and conformity between the various sections in the article. Thus, mastery of verbs is one of the key skills that must be mastered by scientific article writers to ensure clarity, style, accuracy and efficiency in writing.

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AUTHOR'S PROFILE



Andi Dian Rahmawan

The author is currently a lecturer at the Department of English Education, University of PGRI, Yogyakarta. He graduated from English literature, University of Sebelas Maret, Solo. He had his master in Linguistic majoring in morphology from the University of Gadjah Mada, Yogyakarta.

CHAPTER 11

TENSES

Vonny Ardiel

Fakultas Ilmu Kesehatan Universitas Sumatera Barat, Pariaman

E-mail: vonnyardielanshar@gmail.ac.id

11.1. INTRODUCTION

In linguistics tense means 'time' which functions as a time differentiator in language. Tense essentially serves to determine the time allocation of the event referred to in the sentence construction with reference to the time when the utterance was produced (Cruse (2000: 274)). Tenses are an important factor that affects the grammatical structure in English. In the process of learning grammar in the classroom, Tenses are often referred to as forms of sentences in English to simplify the explanation to students. This is based on the existence of 16 kinds of sentence forms which are influenced by 4 forms of tenses and 4 forms of aspect.

Tense and aspect are grammatical features in English sentences. In English, the tenses are Present, Past, and Future terms (Jufrizal, 2014). Tenses indicate when an event occurs, such as: before now (event+ED), currently/now (IS+event+ING), after this (WILL+event), or happens all the time (event+S). Next, the aspect feature is the core predication in clause construction. Simply put, aspect is the nature of the verb in a sentence. The types of aspect consist of simple, continuous (progressive), and perfect (Jufrizal, 2014). Aspect describes the nature of an action or event that is continuing, completed, repeating, interrupted, or other possibilities (Hofmann, 1993: 121).

To make it easier for us to learn these tenses and aspects, we need to first understand the characteristics of each aspect and tenses. In the process of language learning in the classroom, the type of tense added is the past future which is included in the if conditional (supposition sentence). In addition, the combination of aspect perfect with continuous also occurs in complex sentences. So that for ease of explanation, it can be explained simply that there are 4 tenses that have 4 aspects in each tense.

Tense

- ✓ *Present*
- ✓ *Past*
- ✓ *Future*
- ✓ *Past Future*

Aspects

- ✓ *Simple*
- ✓ *Continuous*
- ✓ *Perfect*
- ✓ *Perfect continuous*

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AUTHOR'S PROFILE



Vonny Ardiel

The author was born on December 27, 1987 in Padang Panjang City. She is the first of two children of the couple Suardi S.Pd. and Elmi S.Pd. Her first education in Elementary school SDN 012 Sicincin 2x 11 Enam Lingkung, Padang Pariaman and graduated in (1999). She also attended junior high school at MTsN Ganting Padang Panjang and she graduated in (2023). The next level of her education is senior high school of SMAN 2 Padang Panjang and graduated in (2005). Her Bachelor got from Universitas Andalas (UNAND) at the Faculty of Letters majoring in English Language and Literature and she graduated in (2010). She also graduated from Master of Linguistics Program at Universitas Andalas (UNAND) in (2017). In 2019 he was appointed as a Lecturer at the Faculty of Health Sciences, Universitas Sumatera Barat (UNISBAR) in Padang Pariaman Regency until now. In 2022, she began participating in the Doctoral Program in Language Studies at the Faculty of Language and Arts at Universitas Negeri Padang (UNP).

CHAPTER 12

TYPES OF SENTENCES AND FUNCTION

Kammer Tuahman Sipayung
FKIP Universitas HKBP Nommensen, Medan
E-mail: Kammertuahmansipayung@gmail.com

12.1. INTRODUCTION

A sentence is a group of words that have an idea and meaning. (Li, 2021) Each idea and meaning is expressed in the clause. The clause, (Hamawand, 2020) at least consists of a subject plus a finite or main verb. In other words, when a learner of a foreign language has to learn sentences as a basic unit of thought to learn English Grammar (Hamawand, 2020). A clause is a group of words that has a meaning and consists of a subject and predicate. There are two types of sentences, they are independent clauses and dependent clauses. (Nguyen, 2023) Both of them are different, an independent clause is a clause that can stand alone however dependent clause cannot stand alone. In other words, the dependent clause must be connected to an independent clause.

The components of the sentence are subject, predicate, object, and complement. (Jinnovart, 2023) A subject is a group of words that generally come in the first sentence (starting point). Usually, the subject is a noun, pronoun, or other word that functions as a noun or pronoun. Predicate is a word normally after the subject. (Ozonova, 2021) Predicates include verbs that have three types linking verbs, intransitive verbs, and transitive verbs. Objects is a words that receive action from verbs. Objects can be divided into two kinds, they are Direct Objects and Indirect Object. Complement is a group of words that give additional meaning or information about the object.

According to (Oliveira, 2024), clause can be divided into two kinds, they are independent clause that has a complete meaning. Dependent clause, it has incomplete meaning. Here are the differences between both types. In addition to that, both types of clauses have similarities, they have subject and predicate.

12.2. SIMPLE SENTENCE

A simple sentence is a sentence that contains one subject and one verb. The simple sentence expresses a single thought that can stand alone. The simple sentence has one independent clause. (Colantoni, 2022) It's called an independent clause because it can stand on its own, it's contra with a subordinate clause. The detail of a simple sentence can be seen in the following example:

1. This is my computer
2. I teach you English
3. She eats an apple
4. Johan bought a book this afternoon
5. The dog jumps to the water

The example of a simple sentence above could be short but it may be long and still as a simple sentence. An example of a long simple sentence can seen in the following:

1. Jonny left and disappeared for good
2. Since my position in this office, this is my computer until the end of my position.
3. After passes of teacher election, I teach you English for this semester
4. After missing the book in the yard, Johan bought a new book.
5. Because of the hot day, the dog jumps to the water.

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AUTHOR'S PROFILE



Dr. Kammer Tuahman Sipayung M.Pd.

The author accomplished his Doctorate at Universitas Sumatra Utara Medan majoring in Applied Linguistics in 2018. He has been working as a lecturer in the English Department (focus on linguistics) at Nommensen University since 2012. She holds some subjects such as Translation, Semantics, and Publication (scientific paper). His research interests and publications are mostly about Translation, English teaching, and applied linguistics. He is an editor in chief on several accreditation journals, feel free to make any publication or collaboration.

CHAPTER 13

CLAUSES IN ENGLISH

Al Maghvira Chan
Universitas Andalas, Padang
E-mail: almaghvirahchan@hum.unand.ac.id

13.1. INTRODUCTION

A clause can stand alone as a sentence or be a part of a sentence embedded or combined with another clause. The former is called Independent Clause (IC), and the latter is Dependent Clause (DC). IC is a complete thought, while DC has a meaning if it is attached to it. Look at the following examples:

1. Ana created an application for learning last year.
2. Because the novel is interesting

The first clause forms IC because it gives a complete idea of what Ana did, and readers can understand it. The second clause is DC because it begins with *because* and it is not a complete idea. Questions will emerge about what happens next if the novel is interesting. DC is introduced by conjunction, like *while*, *whereas*, *after*, *since*, *when*, *although*, *if*, and by relative pronouns *who*, *whom*, *which*, *when*, *where*, *that*, *how*, *what*.

Both IC and DC have at least one subject and one verb. In the example, *Ana* is the subject of IC, and *created* is the verb. In the second example, the subject *the novel* appears after connector *because* and the verb of DC is to be *is*. If there is no subject or verb, it is not called a clause.

Clause	Not Clause
before you come	before my graduation day
we discuss the problem	in that really beautiful house

Before you come is categorized as a clause because it has a subject (*you*) and a verb (*come*). Similarly, *we* is subject and *discuss* is verb in the clause *we discuss the problem*. In contrast, there is no subject and verb in *before my graduation day* and *in that really beautiful house*.

IC which stands alone without DC forms a simple sentence that only has one clause. On the other hand, a sentence which has one IC and one (or more) DC forms a complex sentence. In the complex sentence, IC has an essential idea than DC. DC acts as a complement. Complex sentence has dependent clause, which is called as *adjective clause*, *noun clause*, or *adverb clause*. Each of the clauses is discussed below with its examples.

13.2. ADJECTIVE CLAUSE

Adjective clause is a clause that explains noun or pronoun that comes before it. Sentences containing adjective clause have *relative pronoun* (*who*, *whom*, *which*, *that*, and *whose*) and *relative adverb* (*where* and *when*) as clause marker of the adjective clause. The following underlined clauses are examples of adjective clause.

1. The dentist who gave a treatment to my son's teeth yesterday gives a public lecture about dental care in auditorium.
2. The participant of the seminar whom you phoned last night really cares about environmental problem.

Who and *whom* are used to describe people. *Who gave a treatment to my son's teeth yesterday* in the first sentence functions to describe "the dentist" while *whom you phoned last night* in the second sentence describes "the participant". *Who* replaces subject of the adjective clause. On the other hand, *whom* replaces object. The differences are shown below.

13.7. CONCLUSION

One sentence can have one clause or more. Clauses can be categorized as independent clause (IC) or dependent clause (DC). Every clause contains (at least) a subject and a verb. If the sentence contains IC and DC, it is called as complex sentence. There are three kinds of dependent clause, namely *adjective clause*, *noun clause*, and *adverb clause*. Adjective clause is a clause that gives an explanation about noun or pronoun that comes before it. The adjective clause is introduced by clause markers *who*, *whom*, *which*, *that*, *whose*, *where*, or *when*. The adjective clause can appear in a complete form or a reduced form. Noun clause is a clause that replaces the position of a subject or an object in a sentence. The noun clause begins with *when*, *where*, *why*, *how*, *who*, *whom*, *what*, *if*, *which*, *whose*, *whether*, and *that*. Word order in the noun clause is formed like a positive sentence (subject+verb). Recognizing the noun clause is not tricky. It should be noted that the noun clause in a sentence can be changed to *it*, and the sentence still has a meaning while the adjective clause cannot. Adverb clause is a dependent clause that comes after or before an independent clause. The clause is introduced by clause connector. The connectors appear to *show time, manner, cause and effect, opposition, condition, purpose, result, and place*. The Adverb clause can appear in a complete form or a reduced form.

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AUTHOR'S PROFILE



Al Maghvira Chan

The writer finished her bachelor and master degree in Andalas University. Her field of study is Linguistics. Now, she is teaching in English department of Andalas University. She handles skill subjects like reading, writing, and listening. She also teaches other subjects, like English for Academic Purposes, Second Language Acquisition, and Psycholinguistics. She is also interested in Translation. Besides being a lecturer, she is a coordinator of English program at Language Center, Andalas University.

CHAPTER 14

CLEFT SENTENCES

Emma Martina Pakpahan
Universitas Prima Indonesia, Medan
E-mail: emmathina@gmail.com

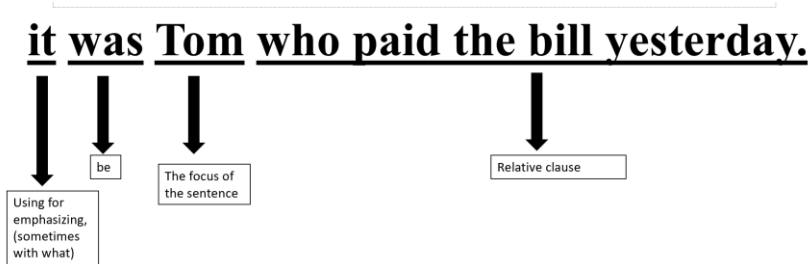
14.1. INTRODUCTION

When making a speech, having a conversation, or doing writing, sometimes we need to emphasize a point. Emphasis can be made using stress, tone, and voice in speaking form and using uppercase letters or italics in written form. However, using cleft sentences can be an alternative to stress the point. The word *cleft* comes from the verb *to cleave* meaning divided in two. A cleft sentence consists of a single message that is divided into two or more clauses. A cleft sentence, known also as a cleft construction and a cleft clause, is a complex sentence that is used especially in speaking to emphasize a particular part of a sentence such as a noun, an adverb, a phrase, or a clause depending on the most important thing. However, it is also useful in written form as people cannot use voice to stress the word.

The cleft sentence can be started by the pronoun “it” or kind of the relative pronoun. The cleft sentence can be expressed by one meaning to link the information already understood to something new to the audience. In brief, a cleft sentence means split or divided into two clauses that invite the audience to focus on the new information. Here is an example:

<p>A: Thanks, Bryan for paying the bill yesterday! B: No, I didn't, <i>it was Tom who paid the bill yesterday.</i></p>

The conversation above shows how the second speaker answers the first speaker’s question by emphasizing the point. The second speaker may say, “No, I didn’t, Tom paid the bill yesterday”. Nevertheless, in this case, the second speaker wants to emphasize that it is Tom, not him who paid the bill. The point that is a person named Tom who did the action is emphasized by using *it*.



From the normal word order without emphasis, the sentence is that *Tom paid the bill yesterday*. If we want to emphasize another element, the sentence could be different:

It was **the bill** that Tom paid yesterday.

It was **yesterday** that Tom paid the bill.

The first sentence emphasizes the object which is the bill that Tom paid, not other things. The second sentence emphasizes the time when the action happened. It was yesterday not the other day. Cleft sentences are one-way speakers use to emphasize the important part of a sentence by moving the element from its normal position into a separate clause.

14.2. TYPES OF CLEFT SENTENCE

Many different types of cleft sentences in English are used to emphasize the thing. The most common ones are It-cleft, wh-

14.10. EXERCISES

Exercise 1

Read the sentence on the right side then determine what part is emphasized!

Which part of the sentence is emphasized?	
<i>Edward rented a car for his family last holiday</i>	no special emphasis
<i>It was Edward who rented a car for his family last holiday</i>	emphasizing _____
<i>It was the car that Edward rented for his family last holiday</i>	emphasizing _____
<i>It was for his family that Edward rented a car last holiday</i>	emphasizing _____
<i>It was last holiday that Edward rented a car for his family</i>	emphasizing _____

EXERCISE 2

Make the four main types of cleft sentences (it-cleft, wh-cleft, reversed cleft, and all-cleft) from this sentence:

“I have to buy a motivational book”

It-cleft: _____

Wh-cleft: _____

Reversed wh-cleft: _____

All-cleft: _____

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AUTHOR'S PROFILE



Emma Martina Pakpahan

The author is a lecturer, researcher, and also writer. She has a bachelor's in English education from the State University of Medan (UNIMED) in North Sumatra and a master's in Teaching English as a Foreign Language from Tunghai University in Taiwan. After completing his studies, she embarked upon a career as a lecturer at Universitas Prima Indonesia (UNPRI). Prior to her current job at UNPRI, she was a teacher in senior high school. Her experience in teaching makes her concerned about education. She becomes a facilitator for Sekolah Penggerak and shares about kurikulum merdeka. She has published several papers in preferred Journals and chapters in books. Some of her academic journals have been presented at several conferences. Her focus is on education, English as a Foreign Language learners, and Foreign Language Anxiety.

CHAPTER 15

EXCLAMATIONS

Irene
Jakarta
E-mail: zyil10@yahoo.co.id

15.1. BACKGROUND

Since the prehistoric era, humans have been social creatures whose one of their basic needs are interacting and communicating with other human beings. The communication forms, types, and media have changed over the years from dancing, cave paintings to emails, non-verbal to verbal communication and written communication, oracle bone script to digital communication, etc. No matter what forms, types, and media, humans' need for communication remains the same. Humans communicate to deliver and share their ideas, to interact with others, to be understood, to have something done through communication to name some. When language users utilize any types of communication, especially either verbal or written communication, they will need tools to express themselves to make conversation and writing more engaging and interactive. In doing so, whether realized or unrealized, the language users will have themselves do something or the communication receivers do something for them, that is when Speech Acts are performed.

According to Austin (1962), there are 3 (three) types of Speech Acts, namely locutionary (creation of utterance or statement), illocutionary (the action performed), and perlocutionary (the effect). Searle (1979) then classified illocutionary points into 5 (five), which are Commissive (commitment to the action in the future; "make the world fit

words”), Declarations (“words change the world”), Directives (having someone do something; “make the world fit words”), Expressive (feeling or emotion; “make words fit the world”), and Representatives (statement of things believed by the speakers or writers“; make words fit the world”). One of the interesting illocutionary points mentioned above to be discussed further is Expressive, specifically **Exclamations**. It is an interesting topic to be dug deeper into as there are many branches of linguistics that may be related, such as grammar, pragmatics, semantics, sociolinguistics, etc. This chapter, however, will focus more on the etymology, functions, and forms including a brief discussion of the pattern of the Exclamations.

15.2. INTRODUCTION TO EXCLAMATIONS



Exclamation /ˌɛkskləˈmeɪʃn/ (noun) which is believed to be recognized in late Middle English is from the Latin words *exclamatio*, *exclamare* meaning “to cry out”. Based on the definition found in Cambridge Dictionary, Collin Dictionary, Longman Dictionary, and Oxford Learner’s Dictionary, Exclamation in verbal communication is “a short sound, word, phrase, or short sentence spoken suddenly and sometimes loudly to express a strong emotion such as admiration, fear, pleasure, surprise, etc.” Implementing the same definition is also workable for written communication. It only differs in the type

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AUTHOR'S PROFILE



Irene

The author was born and lives in Jakarta. She earned the degree of Bachelor of Arts in English Language and Culture from Bunda Mulia University and the degree of Master of Arts in Applied Foreign Languages from National Taiwan University of Science and Technology. She was a private teacher and freelance translator for several years before becoming an employee in a Joint Venture Company. Currently, she is an avid learner of languages and likes to spend time related to language activities.

CHAPTER 16

PUNCTUATIONS

Aunurrahman
IKIP PGRI Pontianak, Pontianak
E-mail: yarra@gmail.com

16.1. INTRODUCTION

Learning punctuation is part of learning grammar. Studies show that punctuation is not merely a set of symbols. Punctuation helps improve the plausibility of grammatical structures that are essential for effective written communication. This makes punctuation and grammar together form the foundation for clear and precise expression in written communication (Eyre & Watson, 2013; Osborne, 1996). In this digital era, punctuation has more than just its traditional roles; it shapes interactional patterns in online communication that appear in both formal and informal settings (Busch, 2021).

As a result, correct punctuation ensures that ideas are presented logically and cohesively, allowing readers to follow the flow of thought effortlessly. It helps to avoid misunderstandings, clarify relationships between words and phrases, and emphasize key points within a text (Gibaldi, 2016). Nevertheless, learning punctuation is not an easy task. It is not just about learning certain symbols. It is also about how to use them in certain contexts. To do so, this chapter will use explicit information to help writers cope with punctuation. Studies reveal that explicit teaching where information is made explicit in contexts helps the learning of punctuation (Robinson-Kooi & Hammond, 2020), increase awareness, and correct usage of punctuation (Altun & DiNçer, 2020; Demir, 2019). This chapter will explore the roles of punctuation and some common

punctuation marks. Usage and examples will be supplied explicitly to help writers in understanding punctuation. Understanding the importance of punctuation in written communication and using it correctly can improve a writer's talent, engage readers more effectively, and convey messages with accuracy and sophistication.

16.2. THE ROLES OF PUNCTUATION

This section will discuss three roles of punctuation based on relevant literature. First of all, the basic roles of punctuation. Language is easier to understand when punctuation marks are used correctly. They help with spelling, grammar, meaning, and the structure of the text (Sun & Wang, 2019). Furthermore, punctuation marks serve as visual cues that guide readers through the text, indicating pauses, separating ideas, and emphasizing key points, which is particularly important in the absence of auditory cues in silent reading (N. Moore, 2016).

The second role of punctuation is related to language tests. Punctuation is important in language tests like English multiple-choice questions since it can greatly impact the questions' meaning and interpretation (Wangzh, 2011). Punctuation is frequently undervalued by students in educational environments, resulting in a neglect of its correct application in writing. Teachers are advised to teach pupils the rules of punctuation in a structured manner to enhance their writing abilities (Qi-biao, 2004).

The third role is related to spoken language characteristics. Punctuation markings are intricately connected to the suprasegmental features of spoken language, including rhythm, intonation, and stress. Punctuation plays a crucial role in converting spoken language into written text, enhancing communication between the writer and the reader (Ganiyeva, 2023). Punctuation can express the tone of sentences, with

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AUTHOR'S PROFILE



Aunurrahman

The author is an associate professor specializing in English language teaching in the English Education Study Program within the Language and Arts Education Faculty at IKIP PGRI Pontianak, Indonesia. He has instructed courses in English language curriculum development, academic writing, and research methodology. His studies mostly focused on English language teaching, systemic functional linguistics genre pedagogy, and academic writing.

CHAPTER 17

RELATIVE CLAUSES

Nenglis Sriheri Lumban Gaol
Medan
Email: nenglismarbun@gmail.com

17.1. INTRODUCTION

A clause is a grammatical units in the form of a group of words which at least consists of subject and predicate and has the potential to be a sentence, Kridalaksana in (Dharmawati & Mulyadi, 2021). In English, there are two types of clauses: dependent and independent clauses. An *independent clause* is a complete sentence. It can stand alone as whole sentences and must include a subject and a predicate; it is sometimes referred to as the main clause. Because an independent clause has both a subject and a verb, it is the simplest type of sentence. Meanwhile, a *dependent clause* includes a subject and a predicate but cannot function as a complete thought on itself. It adds "extra information" in a sentence. When, that, unless, and other subordinating conjunctions are typically used to connect the dependent clause to the independent or main clause. Examples:

Independent	Dependent
<u>This coming of May will be my first day at my new job.</u>	<u>If the interview goes well</u> , this coming of May will be my first day at my new job.
<u>You have to finish your vegetables</u> , and then <u>you can eat dessert.</u>	You have to finish your vegetables <u>before you can eat dessert.</u>
<u>I went to the movies with my sister</u> , and <u>we decided to get some popcorn.</u>	We will start the movie <u>when Johan arrives.</u>

Notes:

- ✓ **If the independent clause comes first, no comma is necessary.**

Example: I will follow wherever you go.

- ✓ **If the dependent clause comes first, use a comma between the two clauses.**

Example: Wherever you go, I will follow.

According to (Rossiter, 2020) argue that relative pronouns are most commonly used to introduce a relative clause, either as a subject, direct object, or in the context of a prepositional phrase. They are called "relative" because, in a declarative sentence, they refer to a noun that has just been mentioned. (Lubis, 2022) define that relative pronoun is a pronoun to combine two independent sentences that have one subject and object. There are the most popular and widely recognized relative pronouns are as follows:

- ❖ **'Who'** connects the person-form noun with the relative clause's verb. In a relative clause, the relative pronoun functions as either a subject or an object.

Example : The man is my ex-boss

He is sitting next to her

➡ The man **who** is sitting next to her is my ex-boss.

- ❖ **'Whom'** is commonly used as a personal pronoun in formal or written language. It is frequently used with a preposition.

Example : The women were my former students

I met them yesterday

➡ The women **whom** I met yesterday were my former students

- ❖ **'Which'** is used to replace subjects and objects with something other than people. It can take many forms, including products, events, and animals.

8. I'm wearing a necklace which I got from my daddy on my last birthday
☐Defining ☐Non-defining
9. My cellphone, which I only bought three months ago, has already broken down.
☐Defining ☐Non-defining
10. The woman who was just talked to you is extremely wealthy.
☐Defining ☐Non-defining

17.4. CONCLUSION

The relative clause is essential for EFL students and teachers to express particular and relevant information. There are two sorts of relative clauses: defining clauses and non-defining clauses. Furthermore, by understanding the different types and components of relative clause formation and use, students and teachers can become more aware of the difficulties that may develop when using relative clauses. Thus, relative clauses enrich sentences by supplying additional information.

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AUTHOR'S PROFILE



Nenglis Sriheri Lumban Gaol, S.Pd, M.Li.

The author was born on 05th April 1991 in Sidikalang. She is the 2nd of 5 children from Mr. A. Lumbang Gaol and Mrs. R. Siringo. In 2009, this woman studied at the Bachelor's Degree level at HKBP Nommensen University, Pematangsiantar and obtained a Bachelor of Education (S.Pd) on 2013. Then, in 2018, the writer continued her education in the Postgraduate Program, Applied Linguistics in English (LTBI) at State University Medan (UNIMED) and obtained a Masters in Linguistics (M.Li). This woman likes teaching and she has high motivation in teaching and learning English to prepare herself for the development of the world of technology.

CHAPTER 18

INDIRECT SPEECH

Abdulloh
Politeknik Kelapa Sawit Citra Widya Edukasi, Bekasi.
Email: abdulloh@cwe.ac.id

18.1. INTRODUCTION

Indirect speech or **reported speech** is the antonym of **direct speech** or **quoted speech**. Taylor in The Oxford Dictionary of English Proverbs defines **indirect speech** as a way of reporting what someone has said, using an introductory reporting verb and a subordinate clause, while **direct speech** or **quoted speech** he defines that the reporting of speech by repeating the actual words used, without making any grammatical changes; an example of this ‘Is there anybody there?’ said the listener. (Taylor et al., 1950). Betty Azar defines direct and indirect speech as follows; **direct speech** or **quoted speech** uses a person's exact words, and it is set off by quotation marks. **Indirect speech** or **reported speech** uses a noun clause to report what someone has said. (Azar & Hagen, 2016).

Based on definitions above indirect and direct speech are form of either written or spoken expression and expressed in writing form with certain structure formation such as main and subordinate clause. The structure of both direct and indirect speech follows certain rules of **noun clause** structure formation, in addition indirect speech is part of the discussions of noun clause. Since the elaboration of indirect speech or reported speech discussed in noun clause formation, we have to recognise well the basic concept of some structures below such as concept of clauses: main clause (dependent clause), subordinate clause (independent clause), and noun clauses.

The discussion of noun clauses is inseparable with the discussion of sentences formed the structure of noun clauses. The structure formation of noun clause is formed by using complex sentences. Complex sentence is formed by two simple sentences. Complex sentence and simple sentence are two types of sentence structure types. The complete type of sentences are as follows: simple sentence, compound sentence, complex sentence, and compound complex sentence.

The following schematic part of discussion will help the learners to understand well the content of indirect speech with the basic theory or concept that follows. The schematics are;

- A. Types of sentence structure:
 - A.1.Simple sentence
 - A.2. Compound sentence
 - A.3. Complex sentence
 - A.4. Compound complex sentence
- B. Clauses: Main clause and Subordinate clause
- C. Noun clause
- D. Noun clause with indirect speech
- E. Conclusion
- F. Exercises on A,B,C, and D.

18.2. TYPE OF SENTENCE STRUCTURE

As previous introduction, it is fact that noun clause is inseparable discussion with complex sentence. Before discussing complex sentence, it is better for us to know kind or type of sentences. Grammarians divide the *type of sentence* or *type of sentence structure* into 4, they are:

- A.1. Simple sentence
- A.2. Compound sentence
- A.3. Complex sentence
- A.4. Compound complex sentence

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<https://www.thejakartapost.com/world/2024/04/17/middle-east-on-edge-as-israel-and-iran-trade-threats.html>.

AUTHOR'S PROFILE



Drs. Abdulloh, M.Pd.

He was born in Tegal, Central Java in September 1967. He completed S1 IKIP Jakarta, now UNJ in 1986, then he continued his Post Graduate Program in Universitas PGRI Indra Prasta Jakarta , and graduated in 2016. He has been active as Lecturer since 2008 till now. His previous homebase was Sekolah Tinggi Bahasa Asing (STIBA) IEC Bekasi. His last home base campus is Politeknik Kelapa Sawit, Citra Widya Edukasi, Bekasi. He has been active with Intensive English Course (IEC) branches as Junior Teacher, Senior Teacher, Branch Manager since 1990. Now, he owns the franchise of English Course IEC Bekasi, and he manages that English school.

CHAPTER 19

SUBJECT-VERB AGREEMENT

Jean Susan Kadir
Universitas Andalas, Padang
Email: jeanenglish37@gmail.com

19.1. INTRODUCTION

A sentence must consist of subject and verb. The form of the verb must adjust with the subject in terms of its number. In other words, the form of verb can indicate the amount or quantity of its subject. In this case, the verb can not only tell time of the sentence but also specify how many or how much subject involving in a sentence. That is called **subject-verb agreement**. The verb always agrees with the subject to show the amount or quantity of it. However, some verbs are not able to show it. Verbs in a form of past simple are in not in mode to make agreement with their subject since their form apply the same rule to all kinds of subject.

Example:

Past simple

*The girl **sat** in the library for hours last week*

*The girls **sat** in the library for hours last week*

The modal auxiliary verbs, *such as: will, would, shall, should, may, might, can, could, must*, are also incapable to indicate the subject in term of their amount or quantity.

Example:

*The girl **must have sat** in the library for hours*

*The girls **must have sat** in the library for hours*

The subject of *the girl and the girls* is in different form but they use the same form of verb. The verb indicates that the sentence takes place in a different setting of time and content but it fails to show the quantity of the subject involves in the sentence. On the other hand, the *be* verb (*is, am, are, was, were*) and the verb in present simple and present perfect can do some adjustment to their form along with the changing of the quantity or amount of its subject.

the *be* verb (*is, am, are, was, were*) The verb in present simple

*The girl **is** in the library right now.* *The girl always **sits** in the library for hours .*

*The girls **are** in the library right now.* *The girls always **sit** in the library for hours .*

The verb in present perfect

*The girl **has sit** in the library for hours*

*The girls **have sit** in the library for hours*

19.2. THE BASIC RULES OF SUBJECT-VERB AGREEMENT

The subject can come in two different forms if it is viewed from its quantity. There are singular form and plural form. Noun, pronoun, gerund, to infinitive and noun clause can be a subject in a sentence. Noun as a subject can take singular and plural subject. Noun takes singular subject when it is only one in number or when it is in uncountable noun. The plural nouns which mean the number is more than one indicating mostly by adding *s/es* an the end of the word (*apple, apples*) are considered as the plural one.

4. The samples on the laboratory (has/have) been thrown away.
5. Mary and John usually (plays/play) together
6. The crew (clean/cleans) their bunks every day.
7. A young deer (is/are) able to camouflage by its color if it stays still
8. The measles have/has killed many children.
9. Either the boy or the girls (walk/walks) in the evening.
10. Two thousand dollars is a lot for him to lend it to his friend.

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AUTHOR'S PROFILE



Jean Susan Kadir

This is the second book written by the writer, Jean Susan Kadir. The first book she wrote was English for Agro-Industry Students in 2019. Jean works at Language Center of Andalas University Padang both as an instructor and translator. She mostly teaches TOEFL preparation class, IELTS preparation class and academic writing and speaking, English for Specific Purposes. She has taught more than 15 years. She now lives in Padang.

CHAPTER 20

TRANSITIONAL PHRASES

Yetty
Khairun University, Ternate
E-mail: yettyyetty@unkhair.ac.id

20.1. INTRODUCTION

English is the most widely spoken language in the world. It is the mother tongue of over 400 million people around the world. Every day, millions of people use English at work and in social life. Similarly, when people from different nations meet each other, English is the only language they speak. It makes mastering English one of the inevitable things for Indonesians, especially millennials, where all vital things such as careers and education can be accessed via the internet and mostly using English. Good English skills can increase opportunities for continuing education which will later bear good fruit on future career.

In English language learning, there are four skills that a learner must master: listening, speaking, reading and writing. With this fundamental language skills, a learner not only learns to speak well but also to listen carefully. As for reading skills, it helps in understanding a large amount of data and knowledge. Another skill that is no less important in professional situations is the ability to write. Writing is a highly complex cognitive activity in which the writer is required to demonstrate control over multiple variables simultaneously. Strong writing skills can increase the chances of a language learner, especially English, to achieve success. Writing is an important factor in language. Good writing skills are necessary for all learners in order to

fulfill their educational and occupational requirements (Chandra et al., 2018)

Further, Folse et.al (in Wulandari, 2022) suggested five elements should exist to make a good writing namely purpose, audience, clarity, unity and coherence. Related to coherent, (Wirantaka, 2016) stated that a coherent paragraph results in the development of a main idea that is sufficiently reflected by appropriate supporting idea, which will help the reader find the main idea and supporting details of the paragraph. The ideas are organized from one idea to another smoothly and logically by considering logical order, repetition of key words and the use of transition words and phrases. In the world of writing, transition words or phrase are like connectors that link ideas, ensuring a smooth flow from one thought to another. Without them, readers might get lost in a jumble of unconnected sentences and paragraphs, struggling to understand how ideas relate to one another. The role of transition words or phrase goes beyond simply adding to the writing style; they are crucial in leading the reader through a complex journey of arguments, stories, and insights.

This chapter discusses about transitional words or phrases that used in writing. The first part explains about the definition of transitional word or phrase. The next, it explores the types of transitional words or phrases and the use of transitional words or phrases will be clear up in the last part.

20.2. WHAT IS TRANSITIONAL PHRASE?

Transitional words and phrases are components that a language learner needs to understand to create good writing. How to use these components appropriately? Let's see the definition of transitional words or phrases. Transition words or phrases are used to connect words, phrases, or sentences. Transition words or phrases help the reader to move from one

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AUTHOR'S PROFILE



Yetty, S.S., M.Hum

The author was born in Ujung Pandang, on August 5th, 1988. The writer started her education from SD Negeri 7 Tondano, SMP Negeri 3 Makassar and SMA Negeri 11 Makassar. Then, she completed her bachelor degree at Universitas Negeri Makassar, English Literature Study Program in 2011. After that, she continued her master's degree at Hasanuddin University in

English Language Studies (ELS) and graduated in 2017. Currently, the writer is an active lecturer at Khairun University in the English Language Education study program. Besides being an English lecturer, she is also a Content Creator, freelance translator (English-Indonesian and Indonesian-English), reviewer of accredited and unaccredited national journals. In addition, the writer is also active in writing books. Four book chapters that have been written include *Structure Theory*, *Strategi Pembelajaran Bahasa Inggris*, *Advance English Structure* dan *Easy English Grammar*. In addition to teaching and writing books, the author also actively conducts research in the fields of education, literature, Linguistics, translation and culture. Currently, the writer has several research articles published in various accredited and unaccredited national journals, as well as international journals.

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