native speakers’ conversation so that the readers can understand the grammatical errors and know the correct forms of the errors that are made by native speakers.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 About Grammar

One of the most important things in using the language is the grammar of language. Grammar cannot be separated from something that is called “correctness” or “appropriateness”. Knapp and Watkins (2005:31) states “grammar remains simply a set of rules for correctness or appropriateness. In grammar, there is a way of organizing what the people know about language so that they can talk about this knowledge. A knowledge of grammar by a speaker or writer shifts language use from the implicit and unconscious to a conscious manipulation of language and choice of appropriate text (Knapp and Watkins, 2005:32). That is why, there are many aspects of grammar that acquired consciously that the people can access when they speak and write.

As explained before that when the language is used in daily life either spoken or written language, it cannot be separated by grammar. To most people, the word
Grammar can be defined in many ways. Lado (1961:141) says the term grammar for the Grammarian is the analysis of his own language, or one has mastered, in order to discover its “rules” of propriety, that is what may and may not be said in the particular language. For general people, grammar has been the study of rules of correctness, that is, the rules that claimed to tell the student what he should and should not say in order to speak the language of socially educated class. However, to a linguist, word grammar means the set of elements and rules that make up a language.

Besides that, many experts also give their definitions about grammar. Lado (1961:142) defines grammar as the patterns of arrangement of words in sentences and the patterns of arrangements of parts of words into words.

Wilson in Rean (1971:102) states grammar of language is the system of devices which carry the structural meanings of that language in speech and writing. This system specifies the way words in a given language are related to each other. Halliday (2002:40) says that grammar is the level of linguistic form at which operate closed system. A closed system is a set of terms with these characteristics:

- The number of terms is finite. They can be listed as A, B, C, D, and all other items E, F etc are outside the system.
- Each term is exclusive of all the others: a given term A can not be identical with B or C or D.
- If a new term is added to the system this changes the meaning of all the others. Beside that, Hancock (2005: 6) explains Grammar is the natural, inherent, meaning-making system of the language. A system that governs the way words come together to form meanings; grammar is also the study of that system, the various theories or perspectives that attempt to understand and describe it. The grammar is the set of prescriptive rules that limit the language we have available.
Everytime language is used either spoken or written, it certainly talks about grammar. Although it is realized that each of languages has its own grammar. Lado (1961:142) says grammar is intimate with the construction of a sentence because sentences are made up of patterns of arrangements of word groups, words, stress, intonation and terminal borders. Sentences occur in sequences, and each language has its system for the ordering of sentences in sequence.

Therefore, grammar is regarded as the most difficult part that we should notice when we use a language. One of the reasons why grammar is considered as difficult part and tend to make errors in using is because the fact that the same forms operate simultaneously at several levels of structure. Similar levels of structure are observed in other languages, though the formal devices and arrangements used in each language vary greatly. The levels of structure that are important in outlining the structure of a language for testing purposes are sequences of sentences, sentence patterns, parts of sentences, parts of speech, morphemes, etc.

An example will serve to illustrate what is meant by these levels:

*What did Martin do?*

*He told the students, a story, about ants.*

*Why about ants?*

*Because?*

From the example above, it can be operated that at the level of patterns of sentences, the conversation has four sentences, showing four different patterns, that is two statements and two questions. For the parts of speech are illustrated by nouns (one of the parts of speech), that is Martin, students, story and ants. Besides that, there is also pronoun, that is showed by He, verbs is showed by Did, Do, Told.
Although it is known that grammar is very difficult and there are many components that should be paid attention, but grammar can be a set of habits. The rules of grammar should not be memorized, defined by the users, but in the contrary, the users try to use it, because actually the main purpose of grammar is not on the users’ knowledge of a language toward the theory of grammar, but, in the contrary, it is on how the users apply grammar in their speaking and writing because based on the fact that we notice that, on one hand, many people who can define the categories of a language and recite its grammatical rules are unable to use the language for communication, and, on the other hand, many efficient users of a language are unable to identify the parts of speech or the structures of an utterance either by technical term or by definition.

There are three principal ways in which grammar communicates to us through physical clues (Hancock 2005:19):

a. word order
b. inflections
c. function words

2.1.1 Word Order

Word order is utterly important in English grammar. English is a language that has become heavily dependent on word order for grammatical meaning. Word order talks about the sequences of words that are constructed to be a complete sentence based on the grammatical rules in English language. Example:

_I have just read a new book story._
Talking about the word order, the sentence above is right. Because Subject (I) comes first and then, Verb (have just read) that is followed by appearance of noun after that (a new book story).

2.1.2 Inflection

Changes in the form of a word for grammatical purposes, inflections are also important. Inflections usually take the form of changes in word ending, but are not limited to this.

Example: *Mice*. It is a word we can recognize as a variation on *mouse*.

That is plural form of mouse. As usual, as a grammatical rules, to refer plural, noun is ended by -s/-es, but one thing that must be remembered that not all nouns that can be added -s/es, but in the contrary, they encounter the changes of form of that noun. As a given example above.

2.1.3 Function word

Also extremely important are grammatical terms of function words, which seem to carry primarily grammatical meaning. In traditional grammars, these are often described as belonging to the structure classes (as opposed to nouns, verbs, adjectives, and adverbs). Beside that, grammatical term also includes words like determiners, auxiliary verbs, pronouns, etc.
2.2 Types of Grammar

Prescriptive Grammar

When most people think of grammatical rules, they think of what linguists call rules of Prescriptive grammar. Prescriptive rules tell how to speak or write. Prescriptive rules serve just to influence our spoken and written English to some standard norm. Prescriptive grammar is meant how a language is supposed to be used. Sometimes, Prescriptive grammar is also defined as prohibition because in prescriptive grammar, the speakers of a language must use the language correctly based on the grammatical rules that are in that language.

Here are a few examples of Prescriptive rules:

a. Never split an infinitive

   True : To go boldly where no one has gone before

   False : To boldly go where no one has gone before

b. Never use a double negatives

   True : I do not have to nothing

   False : I do not have anything or I have nothing.

Prescriptive grammar make a value judgment about the correctness of an utterance and try to force that aligns with one formal norm.

2.2.2 Descriptive Grammar

Descriptive grammar is different from prescriptive grammar that has been accounted for above because Descriptive grammar is looser than Prescriptive grammar.
Linguists concern themselves with discovering what speakers know about a language, and describing that knowledge objectively. Descriptive grammar, on the other hand, accept the pattern a speaker actually uses and tries to account for them. Descriptive grammar allows for different varieties of a language, they do not ignore a construction simply, and it never occurs in prescriptive grammar.

The aim of descriptive grammar is to describe the grammatical system of a language, that is, what speakers of the language unconsciously know, which enables them to speak and understand the language.

In descriptive grammar, the interest is not in what the language should be, but in what the language that people use all the time, the whole range of different varieties they use in their normal everyday lives, including the varieties they use in their most casual or intimate moments, as well as the varieties they use in their formal speech and writing. In practice of descriptive grammar, no judgment is made about wrong and right because speakers of the language are held to be the highest authorities.

Here are a few examples of Descriptive rule:

a. Prescriptive: The Celtics are likely to win
   Descriptive: The Celtics are probable to win

b. Prescriptive: America is between the Atlantic and the Pacific
   Descriptive: The Atlantic is what America is between the Pacific and.

2.3 Tenses

In English language, Tenses have important role because it is impossible for us to be able to use the language without knowing the tenses of English language.
Tenses are as time indicator that distinguish the use of verb based on the sequence of time. The use of tenses is closely related to the use of Verbs that are one of components of parts of speech.

According to Mas’ud (1987:19):

“Tenses adalah bentuk dari kata kerja (verba) yang menunjukkan:

c. waktu terjadinya suatu peristiwa / perbuatan
d. tingkat kesempurnaan suatu perbuatan pada waktu dilakukan atau peristiwa yang terjadi (akan dilakukan, sedang terjadi, baru saja dimulai atau selesai dilakukan).”

“Tense is a form of a verb that shows:

a. the time of the activity that is being done.
b. the level of the activity that is being done (when it will be done, when it is being done, or when it has been just done, etc.)

(Translated by the writer)

Concerning about the Tenses, generally in English language, there are three kinds of Tenses, they are:

d. Present Tense
e. Past Tense
f. Future Tense

2.3.1 Present Tense

2.3.1.1 Present Tense

Present Tense is the tense that is used to indicate the activity whose characteristics like this:

a. As a habit

E.g.: - Ali always goes to school.

- We usually come to your house on Sunday.

- He often plays chess at noon.

b. As a public truth


- The sun rises in the east and sets in the west
- A year has twelve months
- The earth revolves around the sun

c. The actions happen for this time
- Marry sings beautifully
- The dog barks loudly
d. As a schedule
- The plane leaves tomorrow morning.
- We leave for Jakarta on Tuesday.
- Our train arrives at 09.45.

Here is the formula of Present Tense:

**Positive form**:

\[
S \ (I, \ You, \ We, \ They) \ + \ \text{Verb 1} + O \\
S \ (He, \ She, \ It) \ + \ \text{Verb s/es} + O
\]

**Negative form**:

\[
S \ (I, \ You, \ We, \ They) \ + \ \text{do not} + \ V1 + O \\
S \ (He, \ She, \ It) \ + \ \text{does not} + \ V1 + O
\]

**Interrogative form**:

\[
\text{Do} + S \ (I, \ You, \ We, \ They) + V1 + O ? \\
\text{Does} + S \ (he, \ she, \ It) + V1 + O ?
\]

2.3.1.2 Present Continuous Tense
Present Continuous Tense is a tense that indicates the activities that are going on or in the present time. As usual, this tense is indicated by the adverb of time such as: right now, now, at this moment, at present, etc.

Present Continuous Tense also has some characteristics, such as:

a. It indicates the activities that are done in the present time

   e.q :  - It is raining now.
         - Budi is listening to the radio at present.
         - I am not wearing a coat now.

b. It indicates the activities that are going to be done in the future but it has a great certainty.

   e.q :  - Burhan is going to the theatre tonight
         - She is leaving for Surabaya tomorrow

The formula of this tense is

*Positive form*

\[
\begin{align*}
S ( I ) & + am + V ing + O \\
S ( you, we, they ) & + are + V ing + O \\
S ( he, she, it ) & + is + V ing + O 
\end{align*}
\]

*Negative form*

\[
\begin{align*}
S ( I ) & + am + not + V ing + O \\
S ( you, we, they ) & + are + not + V ing + O \\
S ( he, she, it ) & + is + not + V ing + O 
\end{align*}
\]

*Interrogative form*

\[
\begin{align*}
To be & + S + V ing + O ?
\end{align*}
\]
2.3.1.3 Present Perfect Tense

Present Perfect Tense is a tense of English that indicates the activities that had been done in the past time but it is still going on in the present time.

Present Perfect Tense is often used along with For and Since.

e. g : - Betty has left her school since January.
- They have not met each other for a week.
- I have lived in Yogyakarta for two years

Besides that, Present perfect tense is pointed by the adverb of time such as:

almost, recently, never, already, just, until now, etc.

The formula of Present Perfect Tense:

Positive form

\[
\begin{align*}
\text{S ( I, you, we they )} & + \text{ have } + \text{ V3 + O} \\
\text{S ( he, she , it )} & + \text{ has } + \text{ V3 + O}
\end{align*}
\]

Negative form

\[
\begin{align*}
\text{S ( I, you , we, they )} & + \text{ have not } + \text{ V3 + O} \\
\text{S ( he, she, it )} & + \text{ has not } + \text{ V3 + O}
\end{align*}
\]

Interrogative form
2.3.1.4 Present Perfect Continuous Tense

Present Perfect Continuous Tense is a tense of English that is used to indicate the activity that had been done in past time but until this time, it is still done and it is going on.

The adverb of time that are used to show as an identity of this tense is same with present perfect tense, that is, *never, since, and for*.

For example:

- We have been listening to the radio for two hours
- She has been learning English for 4 years
- How long have you been waiting for the bus?

The formula of present perfect continuous tense:

*Positive form*

\[
S + \text{has / have} + \text{been} + \text{V ing} + O
\]

*Negative form*

\[
S + \text{has / have} + \text{not} + \text{been} + \text{V ing} + O
\]

*Interrogative form*

\[
\text{Has / have} + S + \text{been} + \text{V ing} + O?
\]
2.3.2 Past Tense

2.3.2.1 Simple Past Tense

Simple Past Tense is a tense of English that indicates the activities that were done in the past time. This tense is pointed by the use of Verb in the past form (V2) and as usual, the adverb of time of this tense, such as:

- Ago: two days ago, a few months ago, three years ago, etc.
- Last: last year, last time, last Sunday, last night, last week, etc.
- Yesterday.
- This morning.

For example:
- I bought this car last month
- You and I visited our teacher in Pekan Baru three days ago
- Did you play tennis yesterday?

The formula of Simple Past Tense:

Positive form

$$S + V2 + O$$

Negative form

$$S + \text{Did} + \text{not} + V1 + O$$

Interrogative form

$$\text{Did} + S + V1 + O ?$$
2.3.2.2 Past Continuous Tense

Past Continuous Tense is a tense that indicates the activities that were going on in the past time. This tense can also be used if there are two activities are done at the same time, but the first activity or which one of both of the activities that happens first, it uses past continuous tense.

For example:- My mother was cooking when it began to rain.
- We were studying English when the headmaster entered the classroom to check the chairs of the students.
- When the teacher came, the boys were playing the chess.

The formula of Past Continuous Tense:

Positive form

\[ S + \text{was/ were} + \text{V ing} + O \]

Negative form

\[ S + \text{was/ were} + \text{not} + \text{V ing} + O \]

Interrogative form

\[ \text{Was/ were} + S + \text{Ving} + O \]

2.3.2.3 Past Perfect Tense

Past Perfect Tense is a tense of English that is used to indicate the activity that had been done until finish in the past time when another activity happened.

As usual, Past Perfect Tense is pointed by the adverb of time, such as:

- After
- As soon as
- Before
- Until / till
- When

For example: - *When* I reached the station, the train had left

- We went on holiday *after* we had taken the exam

- *Before* the police came, the thief had escaped

- *After* he had finished working, he went home.

The formula of Past Perfect Tense:

**Positive form**

\[
S + \text{Had} + V3 + O
\]

**Negative form**

\[
S + \text{Had} + \text{not} + V3 + O
\]

**Interrogative form**

\[
\text{Had} + S + V3 + O ?
\]

### 2.3.2.4 Past Perfect Continuous Tense

Past Perfect Continuous Tense is a tense that indicates the activities that were done in the past time but it is still going on until now when another happened.

For example: - They had been playing tennis since 6 o’clock when she came there this morning.
- While I had been studying English for an hour, he came to see me yesterday.
- Marry had been sleeping for two hours when I visited her last night.

The formula of Past Perfect Continuous Tense:

*Positive form*

\[ S + \text{Had} + \text{been} + \text{V} \text{ing} + O \]

*Negative form*

\[ S + \text{Had} + \text{not} + \text{been} + \text{V} \text{ing} + O \]

*Interrogative form*

\[ \text{Had} + S + \text{been} + \text{V} \text{ing} + O ? \]

2.3.3 Future Tense

2.3.3.1 Simple Future Tense

Simple Future Tense is a tense of English that indicates the activity that will be done in the future time. Simple Future Tense is usually pointed by the adverb of time, such as:

- Next: next year, next week, next month, next Tuesday, etc
- Tomorrow
- Tonight
- Etc

For example:
- He will come to your birthday party tomorrow.
- I will leave Medan next year.
- They will lend me some money if I need it very much.

Simple Future Tense can be also used with “to be going to”.

The formula of Simple Future Tense:

**Positive form**

<table>
<thead>
<tr>
<th>S + will/shall + V1 + O</th>
</tr>
</thead>
<tbody>
<tr>
<td>S + to be + going to + V1 + O</td>
</tr>
</tbody>
</table>

**Negative form**

<table>
<thead>
<tr>
<th>S + will/shall + not + V1 + O</th>
</tr>
</thead>
<tbody>
<tr>
<td>S + to be + going to + V1 + O</td>
</tr>
</tbody>
</table>

**Interrogative form**

<table>
<thead>
<tr>
<th>Will/shall + S + V1 + O ?</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be + S + going to + V1 + O ?</td>
</tr>
</tbody>
</table>

### 2.3.3.2 Future Continuous Tense

Future Continuous Tense is a tense of English that indicates the activities that are being done in the future time. Future Continuous Tense is usually showed by the adverb of time, such as:

- By this time
- At this time
- At ...o’clock tonight
- All day tomorrow
- Etc.
For example: - *At this time*, I shall be driving through java.

- *By this time*, we will be studying English.

- *At seven o’clock tonight*, they will be watching TV.

The formula of Future Continuous Tense:

**Positive form**

\[
S + \text{will/shall} + \text{be} + \text{Ving} + O
\]

**Negative form**

\[
S + \text{will/shall} + \text{not} + \text{be} + \text{Ving} + O
\]

**Interrogative form**

\[
\text{Will/shall} + S + \text{be} + \text{Ving} + O\ ?
\]

### 2.3.3.2 Future Perfect Tense

Future Perfect tense is a tense of English that indicates the activity that will have been done in the future time. Future Perfect tense usually uses adverb of time, such as:

- By…
- By next …
- By this time next..
- By the end of
- Etc

For example: - By this time next year, John will have taken his University degree.
- By the end of the school year, we shall have covered the entire grammar book.
- Marry will have read this book by the end of this week.

The formula of Future Perfect Tense:

**Positive form**

\[ S + \text{will/shall} + \text{have} + V3 + O \]

**Negative form**

\[ S + \text{will/shall} + \text{have} + \text{not} + V3 + O \]

**Interrogative form**

\[ \text{Will/shall} + S + \text{have} + V3 + O ? \]

### 2.3.3.3 Future Perfect Continuous Tense

Future Perfect Continuous tense is a tense that indicates the activity that will have been done in the future time but that activity is still going on at that time.

Future Perfect continuous tense is identical with the adverb of time, such as:

- By the end of
- For … years by next month
- By this time next
- For…by..

In using Future Perfect Continuous Tense, it is always followed by adverb of time.

For example:
- By this time next week, I will have been taking my exam.

- On April 2, 1998, we shall have been living in this house for thirty years.

- We shall have been studying English for five years by next month.

The formula of Future Perfect Continuous Tense:

**Positive form**

\[ S + \text{will/shall} + \text{have} + \text{been} + \text{Ving} + O \]

**Negative form**

\[ S + \text{will/shall} + \text{have} + \text{not} + \text{been} + \text{Ving} + O \]

**Interrogative form**

\[ \text{Will/shall} + S + \text{have} + \text{been} + \text{Ving} + O ? \]

### 2.4 Parts of Speech

#### 2.4.1 Nouns

Noun is a part of Parts of Speech that indicates the name of persons, place, plants, animals, things, etc.

Noun can be divided into five. They are:

- **Abstract noun**: noun that can not be seen by our sense. Abstract noun is usually formed from the adjectives. Example: happiness, sadness, freedom, health, etc.

- **Concrete noun**: noun can be seen by our sense. Example: chair, table, people, car, elephant, etc.
- **Common noun**: noun that indicates the kind or class of a certain thing. Example: bread, stone, book, city, soldier, etc.

- **Proper noun**: the name of person, place, etc that is special for them. A Proper noun is usually followed by the capital letter. Example: Yogyakarta, Indonesia, Amir, etc.

- **Collective noun**: a group of nouns that is as a representative of its member. Collective noun is usually in a singular noun. Example: team, club, committee, troop, etc.

- **Material noun**: noun that is not made by human beings. Example: sand, soil, water, gold, etc.

### 2.4.1.1 Gender

Gender is a part of noun that distinguish the difference between masculine and feminine of a thing. Gender can be divided into four. They are:

- **Masculine noun**: father, grandfather, boy, son, husband, brother, etc

- **Feminine noun**: woman, ladies, girls, mother, grandmother, sister, etc.

- **Common noun**: noun that can consists of masculine and feminine. Example: teacher, nurse, student, doctor, children, parents, etc.

- **Neuter (netral) noun**: book, table, chair, taxi, plane, sea, mountain, etc.
2.4.1.2 Number

Number shows the total of nouns. Number can be divided into four, they are:

- **Singular noun**: noun that is not more than one. Singular noun is usually followed by the article *a* or *an*. Tobe that is used in singular noun is also tobe singular (is /was).
  
  Example: a car, a chair, a table.

- **Plural noun**: noun that consists of two or more than two. Plural noun is usually attached by suffix –*s/-es* in the of the things to point out that the thing is plural. Tobe that is used in Plural noun is tobe plural (are/were).
  
  Example: cars, bags, elephants, flowers, etc.

- **Countable noun**: noun that can be counted.
  
  Example: egg, chair, cup, bag, fan, student, teacher, person, etc.

- **Uncountable noun**: noun that can not be counted. Example: sugar, salt, hair, oil, petrol, etc.
  
  although uncountable noun can not be counted , but it can still be counted from its unit. Example: one kilogram of sugar, two liters of oil, etc.

2.4.1.3 Case

The function of case is to show the relationship between noun and other words that is in a sentence.

Case is divided into three, they are:
Nominative case: noun that is as a subject in a sentence. Nominative case is placed before Verb in a sentence. Example:
- *Karim* takes an umbrella.
- *Our flag* is called Sang Saka Merah Putih.
- *Some students* did not come yesterday.

Possessive case: noun that shows the ownership. To show the possessive case, a noun is usually attached by apostrophe ‘s (singular) and s’ (plural) in the end of noun.

Example:
- Ahmad’s book
- Karim’s shop
- The cat’s tail
- Ladies’ bag
- Mens’ wallets

Objective case: noun that is as object in a sentence.

Objective case can be divided into three, they are:
- Direct object: object that is pointed by the verb directly.
  Example: - Ali killed *a snake*
  - I bought *a book*
- Indirect object: object that is not pointed by the Verb directly. Example: - She calls *him* a liar
  - You give *me* a nice present
- Object to preposition: object that is after the preposition in a sentence. Example: - I jump into *the river*
  - He comes from *Bandung*
2.4.2 Pronoun

Pronoun is known as a part of parts of speech whose function is to replace the noun in a sentence. Pronoun is divided into eight, they are:

a. Personal pronoun
b. Demonstrative pronoun
c. Indefinite pronoun
d. Interrogative pronoun
e. Reflexive pronoun
f. Reciprocal pronoun
g. Relative pronoun
h. Possessive pronoun

2.4.2.1 Personal pronoun

Pronoun that shows the person in a sentence. In English, there are three kinds of speaker in a sentence, they are: first speaker (I), second speaker (you), and third speaker (he, she, it). Personal pronoun is divided into two more, they are:

a. Subjective pronoun
b. Objective pronoun

<table>
<thead>
<tr>
<th>Subjective pronoun</th>
<th>Objective pronoun</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>me</td>
</tr>
<tr>
<td>you</td>
<td>you</td>
</tr>
<tr>
<td>we</td>
<td>us</td>
</tr>
</tbody>
</table>
2.4.2.2 Demonstrative pronoun

pronoun of direction. In English, there are two kinds of pronoun of direction, they are:

a. This (singular) / These (plural) → to point out the things that are in a near distance.
b. That (singular) / Those (plural) → to point out the things that are far.

2.4.2.3 Indefinite pronoun

Indefinite pronoun is anybody, somebody, someone, anyone, something, everybody, nothing, everything, etc.

2.4.2.4 Interrogative pronoun

Interrogative pronoun is pronoun whose function is as question word in a sentence. In English, there are 9 interrogative pronoun, they are:

- Who → to ask the person as a subject in a sentence.
- Where → to ask the place, direction in a sentence.

<table>
<thead>
<tr>
<th>they</th>
<th>them</th>
</tr>
</thead>
<tbody>
<tr>
<td>he</td>
<td>him</td>
</tr>
<tr>
<td>she</td>
<td>her</td>
</tr>
<tr>
<td>it</td>
<td>it</td>
</tr>
</tbody>
</table>
- What → to ask the noun, activity, or anything else.
- When → to ask the time in a sentence.
- Why → to ask the cause or reason in a sentence.
- Whose → to ask the ownership in a sentence.
- Which → to ask the choices in a sentence.
- Whom → to ask the person as the object in a sentence.
- How → to ask the ways or methods in a sentence.

2.4.2.5 Reflexive pronoun

Pronoun that reflects its self. Here is the reflexive pronoun in English:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Reflexive pronoun</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>myself</td>
</tr>
<tr>
<td>you</td>
<td>yourself</td>
</tr>
<tr>
<td>we</td>
<td>ourselves</td>
</tr>
<tr>
<td>they</td>
<td>themselves</td>
</tr>
<tr>
<td>he</td>
<td>himself</td>
</tr>
<tr>
<td>she</td>
<td>herself</td>
</tr>
<tr>
<td>it</td>
<td>itself</td>
</tr>
</tbody>
</table>

Example:

- I help myself this morning.
- Rini writes that poem by herself.
- They love themselves

2.4.2.6 Reciprocal Pronoun
Pronoun that indicates the relationship between one thing and the others and vice versa in a sentence. For example:

a. **each other**: Ali and Rahman are speaking each other.

b. **one another**: All the children love one another

### 2.4.2.7 Relative pronoun

Pronoun that is used to change the subject that has been mentioned before. The function of Relative pronoun is to connect noun and the sentence that modifies it that are in a sentence. Relative pronoun can also be called “yan” in Indonesia language. In English, there are five kinds of Relative Pronoun:

a. **who**: used to replace the subject (person). Example: My brother who lives in Jakarta is a doctor.

b. **whom**: used to replace object (person). Example: You want to see the man whom we have just met in the park.

c. **which**: used to replace the nouns. Example: I have just received the bicycle which is still new.

d. **whose**: used to replace the ownership in a sentence. Example: the girl whose bag is red is very tall.

e. **that**: used to replace all either person or noun in a sentence. Example:

   - I give you the invitation that has just been decorated by my husband.
   - Ali that teaches English in that class is my uncle.

### 2.4.2.8 Possessive pronoun

Pronoun that shows the ownership. Possessive pronoun is divided into two:
a. possessive pronoun is followed by noun.

b. possessive pronoun that is not followed by noun.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Possessive pronoun is followed by noun</th>
<th>Possessive pronoun is not followed by noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>my</td>
<td>mine</td>
</tr>
<tr>
<td>you</td>
<td>your</td>
<td>yours</td>
</tr>
<tr>
<td>we</td>
<td>our</td>
<td>ours</td>
</tr>
<tr>
<td>they</td>
<td>their</td>
<td>theirs</td>
</tr>
<tr>
<td>she</td>
<td>her</td>
<td>hers</td>
</tr>
<tr>
<td>he</td>
<td>his</td>
<td>his</td>
</tr>
<tr>
<td>it</td>
<td>Its</td>
<td>its</td>
</tr>
</tbody>
</table>

Example:

- Here is your book.
- I know that this is yours.
- You steal my wallet.
- I don’t know where is his.

2.4.3 Adjective

Adjective is words which modify nouns or as which indicate “qualities”.

Generally, Adjective is divided into eight, they are:

a. adjective of quality

b. adjective of quantity

c. adjective of numeral
2.4.3.1 Adjective of Quality

Adjective of Quality shows the quality of a noun includes form, size, condition, etc. Example of adjective of quality: small, fat, short, tall, big, large, rich, poor, happy, sad, glad, etc. In adjective of quality, it is known about the degree of Comparison, that is, the positive degree, comparative degree, and superlative degree.

2.4.3.2 Adjective of Quantity

Adjective that shows the quantity or number of a noun. It is usually for the uncountable noun. The examples of adjective of quantity are much, little, all, some, enough, bit, sufficient, any, half, no, etc.

Example:

- He ate little bread.
- Will you have some tea?
- She drinks sufficient milk.

2.4.3.3 Adjective of Numeral

Adjective that shows the definite and indefinite number.
**Definite number** is divided into three, they are:

- **Cardinal**: one, two, and soon.
- **ordinal**: first, second, and soon.
- **multiplication**: single, double, dozen, a pair, etc.

**Indefinite number**: all, some, any, several, many, etc.

---

**2.4.3.4 Demonstrative Adjective**

Demonstrative adjective is a directive adjective. Demonstrative adjective is also divided into two:

a. **Definite**: shows the exact direction. Example: this, that, these, those, etc.

b. **Indefinite**: shows the non-exact direction. Example: any, another, a certain, such, some, other, etc.

---

**2.4.3.5 Proper adjective**

Proper adjective comes from proper noun that shows the nation or the language of that noun.

Proper adjective is also started by the capital letter.

Example:

<table>
<thead>
<tr>
<th>Proper noun</th>
<th>Proper adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>England</td>
<td>English</td>
</tr>
<tr>
<td>Holland</td>
<td>Dutch</td>
</tr>
<tr>
<td>Java</td>
<td>Javanese</td>
</tr>
</tbody>
</table>
2.4.3.6 Interrogative adjective

Adjective that is used to ask the question. Interrogative adjective is usually followed by noun. Interrogative adjective is What, Which, and Whose.

Example :

- *What* time will you come ?
- *Which* man do you need ?
- *Whose* book is this ?

2.4.3.7 Possessive adjective

Adjective that shows the ownership. Here is the possessive adjective :

a. My
b. Her
c. Our
d. Your
e. Their
f. His
g. Its

Example :

- *My* father is a teacher.
- *Her* mother is still in the hospital
- Is *your* friend well?
- They are *our* best friends.

2.4.3.8 Distributive adjective
Distributive adjective, such as: *Each, Every, Either, Neither*.

Distributive adjective must be followed by singular noun.

Example:

- She reads *every* book of the library.
- *Every* boy is weeping
- *Each* cost only ten rupiahs.
- Etc.

### 2.4.4 Verb

Verb is one of the parts of speech that indicates the action that is done by subject in a sentence. Verb usually comes after subject / agent in a sentence.

Example:

- Amir *comes* from Jakarta.
- My brother *studies* in Japan.
- She *is* beautiful.

In English Grammar, Verb is divided into five. They are:

a. finite verb
b. auxiliary verb
c. transitive verb
d. intransitive verb
e. regular and irregular verb

### 2.4.4.1 Finite verb

Finite verb has some characteristics, such as:
• If it is used in an interrogative sentence, it must be added by auxiliary verb, such as: do, does, did, etc.

• Its forms can be changeable because of tense.

• This verb has many forms, such as: infinitive verb, gerund, present participle, past form, past participle, etc.

Example:
  o She works hard (infinitive)
  o She is working (present participle).
  o She worked hard (past).
  o She has worked hard (past participle).

2.4.4.2 Auxiliary verb

Auxiliary verb, in Indonesia language is called as kata kerja bantu. Auxiliary verb in a sentence has an important role especially in showing the grammatical function in a sentence. Auxiliary verb is a helping verb that is used along with verbs in a sentence whose function is to help expressing the meaning.

Auxiliary verb can be divided into four, they are:

a. To be : being, been, am, is, are, was, were.

b. To do : do, does, did.

c. Have : has, have, had.

d. Modal : can/could, may/might, will/would, shall/should, must/had to, ought to.

2.4.4.3 Transitive verb
Transitive verb is a kind of verb that needs object in its use. If Transitive verb does not have the object, it will not have the meaning.

Example:

- He *struck* the board.
- A dog *bites* the man.
- He *kicks* the ball
- My father *bought* apples.

### 2.4.4.4 Intransitive verb

Intransitive verb is the opposite of transitive verb. If transitive verb needs object, in the contrary, intransitive verb does not need object. Because it can not be followed by object. If it is followed by object, it will not have the meaning.

Example:

- The sun *shines*.
- The cat *slept*.
- The baby is *crying*.

### 2.4.4.5 Regular and irregular verb

Regular verb is verb that can be changed based on the tense. In regular verb, the changes of verbs are regular.

Example:

- Watch – watched – watched.
- Learn – learned- learned.
• Look at – looked at – looked at.

• Etc.

Irregular verb is a verb that can be changed based on the tense but, the changes of the verbs are not regular.

Example:

• Buy – bought – bought.
• Swim – swam – swum.
• Run – ran – run.
• Etc.

2.4.5 Adverb

Adverb is one of the parts of speech that expresses how, where, when, and how many times an activity / action is done in a sentence.

In English, there are 8 kinds of adverb, they are:

a. adverb of manner
b. adverb of place
c. adverb of time
d. adverb of degree
e. adverb of frequency
f. adverb of quantity
g. interrogative adverb
h. relative adverb

2.4.5.4 Adverb of manner
Adverb of manner is adverb that expresses how an activity / action is done in a sentence. Adverb of manner is formed by adjective + ly that is attached in the end of the adjective.

Example:

- Quick + ly = quickly.
- Diligent + ly = diligently
- Fluent + ly = fluently
- Etc

But, there are some that can not be formed like the formula above, such as:

- Good → well
- Late → late
- Hard → hard
- Fast → fast
- Etc.

2.4.5.5 Adverb of place and direction

Adverb that shows the place of an activity / action is done. Example:

- She will come here again.
- I can not find him everywhere.
- They go to the park.

2.4.5.6 Adverb of Time

Adverb that shows the time of an activity / action is done. Adverb of time is divided into two:

- a. Definite time: yesterday, now, Saturday night, today, tomorrow, etc.
b. Indefinite time: recently, soon, later, already, just, still, nowadays, etc.

Example:

- I am studying English now.
- She arrived here yesterday.
- Umar has just finished working.
- She will come here soon.

2.4.5.7 Adverb of degree

Adverb that expresses the level or how far an activity / action is done. There are two kinds of adverb, they are:

a. showing how much

such as: very, rather, somewhat, extremely, exceedingly, quite, fairly, etc.

example: - She became quite angry with me.
- He always walks rather quickly.
- This coffee is very hot.

b. showing how complete

such as: almost, nearly, wholly, utterly, practically, entirely. etc. For this part, it is distinguished become two parts, they are:

- relates to verb
  Example: - He has almost finished working
- She has now partially recovered from his ill.

- relates to adjective
  Example: - They are practically ready to begin the show.
- The men were utterly exhausted.
2.4.5.8 Adverb of Frequency

Adverb that shows how often an activity or action is done. Here is some examples of adverb of frequency.

a. usually
b. sometimes
c. often
d. always
e. rarely
f. ever
g. never
h. hardly
i. scarcely

eexample : - She sometimes comes late.
- He always wakes up early.
- We often study at night.

2.4.5.9 Adverb of Quantity

Adjective that shows how many times an activity or action is done.

Example : - She studies English twice.
- He has won the prize three times.
- Etc.

2.4.5.7 Interrogative adverb

Adverb that is used to make an interrogative sentence. Such as : why, where, how, when, how long, etc.
Example: - *Where* did you buy this book?

- *How* did she come here?

- *Why* were you absent yesterday?

### 2.4.5.8 Relative adverb

Adverb that is used to relate one sentence to another. Such as: therefore, accordingly, moreover, besides, however, nevertheless, where, etc.

Example: - I do not remember *when* I met her for the first time.

- She is very busy, *accordingly*, she can not see me.

- I do not know *why* he is absent today.

- Amir wanted to go out *although* it was raining.

### 2.4.6 Preposition

Preposition is a word that shows the relationship between noun or pronoun and other words in a sentence.

Preposition is usually placed first before noun to account for the position or place of something that we mean.

Preposition has a close relationship with other parts of speech. Such as: adjective, nouns, or verb.

Here is the list of prepositions:

<table>
<thead>
<tr>
<th>at</th>
<th>ahead</th>
<th>about</th>
<th>across</th>
</tr>
</thead>
<tbody>
<tr>
<td>after</td>
<td>close to</td>
<td>down</td>
<td>during</td>
</tr>
<tr>
<td>behind</td>
<td>around</td>
<td>above</td>
<td>for</td>
</tr>
<tr>
<td>among</td>
<td>before</td>
<td>according to</td>
<td>below</td>
</tr>
<tr>
<td>beneath</td>
<td>beside</td>
<td>beyond</td>
<td>between</td>
</tr>
</tbody>
</table>
2.4.7 Conjunction

Conjunction is a part of parts of speech that connects words to words, sentences to sentences, etc.

In English language, Conjunction is divided into two:

a. coordinating conjunctions
b. subordinating conjunctions

2.4.7.1 Coordinating conjunction

Coordinating conjunction is conjunction that connects two sentences that are related one to another. There are six kinds of coordinating conjunction:

a. And
b. But
c. For
d. Nor
e. Or
f. Yet

Coordinating conjunction is divided into four:
a. cumulative conjunction
b. alternative conjunction
c. adversative conjunction
d. illative conjunction

2.4.7.1.1 Cumulative conjunction

A group of conjunction whose function is to collect or to add. Cumulative conjunction includes:

a. and
b. both … and
c. not only … but also
d. as well as
e. in addition to
e. etc.

Example: - Fatimah is beautiful and diligent.

- Not only Fatimah is beautiful, but also she is diligent.

- Amir, as well as Ali, invites me to come soon.

2.4.7.1.2 Alternative conjunction

Conjunction that contains the alternative meaning or the choice of two words or more.

Alternative conjunction includes:

a. or
b. either … or
c. neither … nor
d. or else …

e. otherwise

Example: - Ali or Farida will finish the job.

- Either you leave this house or I will call the police.

- I neither smoke nor drink.

2.4.7.1.3 Adversative Conjunction

Conjunction that is used to show the opposite between one part of sentence and the others. Adversative conjunction includes:

a. but

b. however

c. still

d. yet

e. in spite of

f. despite

g. on the contrary

h. on the other hand

i. etc.

Example: - Amir is poor but he is honest.

- Nashir is rich, yet he is friendly person.

- She has tried, still she is not successful.

2.4.7.1.4 Illative conjunction

Conjunction that is used to show cause and effect of an event. Illative conjunction includes:
a. therefore
b. accordingly
c. thus
d. hence
e. consequently
f. because of
g. as a result
h. regardless of
i. for this reason
j. etc.

Example : - It is raining very hard; therefore, the club will cancel the picnic.

- He is ill, therefore, he cannot come to my house.

- The secretary is very busy, consequently, she cannot help you.

2.4.7.2 Subordinating Conjunction

Conjunction that is used to connect dependent clause to main clause.

Here is the examples of Subordinating Conjunction :

a. after
b. before
c. when
d. while
e. as soon as
f. as
g. as if
h. in order that
i. where
j. until
k. though
l. even though
m. since
n. etc.

Example:
- My father says that this book is mine.
- The boy will come if he is allowed to do.
- He closed his house after his friends had gone.
- He left the house as soon as the rain stopped.

2.4.8 Interjection

Interjection is a part of parts of speech that is used to express some feelings such as: expression of surprise, expression of anger, expression of happiness, etc. As usual, in the end of the expression, it is added by interjection ( ! ).

For example:

- Oh!
- Darn it!
- Alas!
- Oh God!
- Hurray!
- Hey!