

ADJECTIVES AND ADVERBS

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

FOREWORD

All praise and gratitude for the presence of Allah Almighty on all occasions. Sholawat along with our greetings and prayers are conveyed to the Prophet Muhammad SAW. Thank God for His Mercy and Gifts the author has completed this Book of Adjectives And Adverbs. This book discusses Definition of adjectives,

Definition of Adverbs, Position of adjectives, Adjectives that behave like nouns: 'Ed/ing' endings, Adjectives after 'be', 'seem', etc, The comparison of adjectives, Adverbs of manner, Adverbs of time, Adverbs of frequency, Adverbial phrases of duration. The process of writing this book was successfully completed with the cooperation of the writing team. For the sake of better quality and reader satisfaction, we expect constructive suggestions and feedback from readers.

The author would like to thank all those who have supported in the completion of this book. Especially those who have helped publish this book and have entrusted encouraged, and initiated the publication of this book. Hopefully this book can be useful for the people of Indonesia.

Padang, January 2023

Author

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CHAPTER 1

DEFINITION OF ADJECTIVES

By Herawati Br Bukit

1.1 Introduction

Adjective derives from the Latin word “adjective” which is to add to, cling to, and throw at. According to Cambridge dictionary, an adjective is defined as: A word that describes a noun or pronoun. According to Oxford Learner's Dictionaries, an adjective is a word that describes a person or thing, ex: big, small, smart, yellow, and so on. According to Merriam-Webster, an adjective also means: A word that belongs to one of the major form classes in one of many languages and usually functions as a modifier of a noun to indicate the quality of a thing named, to indicate its quantity or extent, or to define something as distinct from something that is other. Meanwhile, according to Big Indonesian Dictionary (KBBI), an adjective is a word that describes an object whose use can be combined with other words such as "more" and "very". From these meanings, we can see that both English and Indonesian, adjectives are used to explain or describe an object. Objects can also be inanimate objects (such as books, tables, buildings, hats) or living objects (such as humans, animals, and plants). As it is understood, adjectives are a type of word that functions to explain, reduce nouns or to describe an object so that we can recognize it better.

Adjectives are a very important part of speech. Because adjectives are usually used to limit general nouns and pronouns. Adjectives have unique properties that can make your writing and speech look very flowery. This function can help in making it more descriptive and giving your readers and listeners a visual treat. However, filling a sentence with too many adjectives can make it

vague and unclear. The following will explain the definition, adjective in sentence, examples, and kinds of adjectives.

1.2 Definition of Adjective

An adjective is a part of grammar in English that can be used to describe or provide more information about a noun or pronoun that acts as the subject in a sentence. Adjectives are usually found after a verb or before a noun. Adjective is a word that describes a person or thing and give information about the nouns. In other words, adjectives are words that function to explain, describe, modify or limit pronouns or nouns that are still general. Examples of words that include adjectives in English are big, small, smart, yellow, and so on. Adjectives in English are placed before nouns, for example, **beautiful** dress, **smart** lady **cute** cat, **black** hair and others. In addition, adjectives can also describe the quantity of a noun. **Many**, **few**, **hundreds**, and others. The words in bold above are examples of adjectives.

The use of adjectives can be exemplified by the following phrases.

Car	: umum
Black car	: spesifik
Fancy black car	: lebih spesifik
The fancy black sports car:	sangat spesifik

When someone mentions a car, we don't know what the car is. Because it still too general. However, by adding adjectives like fancy, black, and sports, the car becomes specific and easy to identify. In this case, the more adjectives attached the more specific the noun is. Adjectives are used to limit common nouns or pronouns like this.

The other examples of adjectives:

1. Staff Nurse Ayu is a **humble** person.
Adjective – humble describes the noun person
2. The operation room is **clean**
Adjective – clean described the noun hospital unit

Some characteristics of adjectives in English, namely:

1. Adjectives as additional information for nouns (both subject and object) and pronouns.
2. Adjectives are always followed by **to be** or **auxiliary verbs** such as is, am, are, was, were, be, been, to be.
3. Adjectives in sentences are usually followed by senses of verbs that act as linking verbs or auxiliary verbs, which applies when describing a noun or pronoun as the subject of a sentence. Examples are taste, seem, sound, smell, look, feel and so on.
4. It can be added with reinforcing adverbs, for example very cheap
5. It can be added with comparative, for example lazier, more handsome or most expensive
6. It can be repeated, for example a wall-to-wall carpet

The function of an adjective is to describe an object so that we can recognize it better. In a short, it is used to modify noun. For example, imagine when ordering an online car and you have to identify which car to pick you up even though you don't understand the brand of the car and because it's crowded, it's hard to see the number plates one by one. Well, usually to make it easier for you, the driver will tell you the color of their car. For example, "It's a **red** car." Now, with that color information, it will be easier to find the pick-up car. The function of an adjective is to describe an object so that we can recognize it better. In a short, it is used to modify noun. For example, imagine when ordering an online car

and you have to identify which car to pick you up even though you don't understand the brand of the car and because it's crowded, it's hard to see the number plates one by one. Well, usually to make it easier for you, the driver will tell you the color of their car. For example, "It's a **red** car." Now, with that color information, it will be easier to find the pick-up car.

1.3 Adjectives in a sentence

In Bahasa, you must be very familiar with the sequence starting with the noun first and then followed by the adjective, for example, red umbrellas, round hats, heavy rain, and so on. In contrast to the structure of writing in Bahasa, in English, it always starts with the adjective first and then followed by the noun, for example, a red dress, a big house, a fast car, and so on.

In English, the adjective comes before the noun to be described. This is different from the sentence structure in Indonesian which puts the adjective after the noun it describes.

Example:

- A **smart** student = Seorang siswa yang **pandai**.
- A **beautiful** girl = Seorang gadis yang **cantik**.
- An **interesting** place = Suatu tempat yang **indah**.

In English you can also use two or more adjectives at once to describe an object, for example, a small round table. So, what is the order of writing? The order is actually freely sorted from the general adjective to the most specific or most important.

1. Adjective as a complement

Adjectives can act as complements that modify nouns that act as subjects and complements. When an adjective describes an object in a sentence, it is called an object complement, and when it is used to describe a subject in a sentence, it is called a subject complement.

2. Adjective as coordinate

When two or more adjectives are used to describe the same noun in a sentence, they are called coordinating adjectives. These adjectives are often separated by commas or the conjunction and.

Example:

The latest smartphone is easy to use and practical.

My nephew is big and tall.

3. Adjective with multifunctional properties

Adjectives can be made to function like or take on the role of a noun in a sentence, and sometimes, a noun, when used to describe or provide more information about another noun, can act as an adjective.

Example:

(i) I like my English teacher.

=> In the example above, English words are generally considered as nouns because they represent language and are nouns. But here, this word is used to describe the noun teacher which makes it an adjective.

(ii) It is our duty to tend the poor and the oppressed.

=> In the sentence above, the words the poor and the oppressed are used as nouns, because they refer to poor people and oppressed people. So, when an adjective is preceded by the article the, it often refers to the category of people who make the adjective a noun.

In a sentence, adjective can come after linking verb like become, appear, feel, seem, be, sound, look, remain, smell, taste, stay, prove, grow, etc. Example:

- This food taste **very nice** = Makan ini **sangat enak**
- You look **so worried** about this = Kamu terlihat **sangat khawatir** tentang ini
- Your argument **sounds good** = Pendapatmu **bagus juga**

Adjectives can also be placed after a noun to describe the size of an object. Example:

- **Yout trip is more miles away** = Perjalananmu sejauh 10 mil lagi
- **She cried all day long** = Dia menangis seharian penuh
- **The building is 100 meters high** = Bangunan itu setinggi 100 meter

Adjective is located after the object that functions as a complement to the object. Example:

- **She finally somethig precious in her life**= Dia akhirnya mendapatkan sesuatu yang berharga di hidupnya
- **The theacher brings something new in the class** = Guru itu membawa sesuatu yang baru di kelas
- **Is there something wrong with the chair?** = Apakah ada yang salah degan kursi ini?

The other examples of using adjective in English sentence:

1. Your boy is **handsome**.
2. He is **very smart** in our class.
3. The policeman is **very brave** man.
4. That is **beautiful** building.
5. The English quiz was **very difficult**.
6. She drives the motorcycle **slower** than my brother.

1.4 The Kinds of Adjective

a. Possessive adjective

Possessive adjective is an adjective that shows the meaning of a possessive pronoun. This adjective uses the word possession as an adjective of a thing. The words included in it are my, your, our, their, her and his. Tony's, Andy's, the teacher's. Example:

- This is **my** pant
- That is **her** responsibility
- I am **Tina's** husband

b. Descriptive adjective

Descriptive adjectives are adjectives that describe or describe the nature of humans, animals or things. Example:

- Proper Adjective, ex: A Catholic church, Chinese food
- Participial Adjective is derived from a verb, v-ing or noun, ex: interesting book, disappointing experience, boring music, a bored teacher, a stole car
- Adjective compound, ex: a good looking girl, a heart breaking story, English speaking society, an absent-minded person, broken-down family, ready-made clothes. These kinds of adjective are usually written with hyphens (-)
- Other adjective compound, ex: a wall-to-wallcarpet, a fly-by-night, a hard-to-please employer, a never-to-be forgotten girl, life-and-death struggle, hit-and-run driver.

c. Quantitative adjective

Quantitative adjectives are adjectives that describe a certain number or number of things. This adjective is useful to show the amount of an object. Example:

The goat ate whole food in the basket.

d. Numeral adjective

Numeral adjectives are adjectives that show the meaning of a number or a number, either a finite number (four, three, the, fifty, first, third, fifth, twentieth, etc) or an indefinite number (some, few, more, many, several, much, little, etc). Example:

Today is first we meet. (Finite number)

She has five cars. (Finite number)

This is the second edition. (Finite number)

He has many books like that. (Indefinite number)

I shall visit her a few days. (Indefinite number)

They made a few mistakes. (Indefinite number)

I still have more questions. (Indefinite number)

e. Demonstrative adjective

Demonstrative adjectives are adjectives that explain the meaning of a noun. We use this and that for singular. We use these and those for plural. Example:

- This is a disk
- That is a computer
- These are disk
- Those are computer

f. Relative and Interrogative adjective

Interrogative adjectives are adjectives that show the question which, what or whose. This type of interrogative adjective is used to ask questions. The adjective form is also in the question word. Example:

Whose book is that?

Whose car is it?

What film are you interested in?

Which shoes do you prefer?

Which man you are talking about?

Which book did you borrow from library?

g. Distributive adjective

Distributive adjectives are adjectives that show things in the sense of being divided or separated. Distributive adjectives focus on the unity of things by using the words each, every, either, and neither. Example:

The two teachers had each a red hat.

h. Proper adjective

Proper adjectives are adjectives that show the self-name of an object, such as language, nation, or so on. This word is used to provide a more detailed description of an object. A proper adjective is the name of a geographical location or a person. Therefore, it begins with a capital letter. Example:

The Turkish empire is very strong.

1.5 Usage + Order of Adjective

a. We usually put an adjective before the noun that it described. Usage practice:

- The guilty party accepted the punishment quietly
- He was a diligent student in the campus
- She gives him a nice smile

b. After the verb 'to be', the adjective is put after the noun.

Usage practice:

- His voice is loud
- The gown is pretty
- The day is hot

c. After the words 'seem', 'appear', 'look', 'become', and 'grow'.

The adjective comes after noun. Usage practice :

- He looked very sad after he heard the information
- She became rich after inheriting her uncle's property
- The man seems angry with you

d. Many adjectives are used with prepositions. Usage practice :

- He is famous for his generosity to orphans

- I was surprised at the value of those paintings
 - It was fortune that he was honest with you
 - He is proud of his achievements
- e. Sometimes, when we use two or more adjectives, we do not know which adjective should come first. We should put them in this order: (i) quality of appearance; (ii) shape or size, (iii) color; and (iv) material.

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CHAPTER 2

DEFENITION OF ADVERB

By Kurnia

2.1 Introduction

More and more people are taking the time to learn English as a second language. English is taught in many countries, and children are beginning to learn it at a younger and younger age. Studying English can assist you in making personal and professional advancements, whether you are looking for a new job or intending to travel the world. You can start meeting people worldwide, increasing your career skills, and competing in the global job market.

Words are the fundamental components that make up every language. Buildings are built with bricks; Words are what make language. We will first be familiar with a word.

A word is a discourse sound or a mix of sounds having a specific importance for a thought, item or thought and has a spoken or composed structure. A word in the English language can be made up of a single letter, like "I," which means "I am a boy," or a combination of letters, like "Jam," which means "name of a person," which means "Jam is a boy." Morphology is a subfield of linguistics that studies the structure of words. It teaches us how new words are formed and how we assign meaning to them. What happens when a word is used correctly? How is a word spelled? Etc. A few unique models are Boy, kite, fox, cellphone, nature, and other things.

English grammar has nine parts of speech: adjective, preposition, conjunction, interjection, noun, pronoun, verb, adverb, and determiners. According to some writings and

websites, only eight parts of speech and place determiners are included in the category of adjectives. Advanced studies, on the other hand, distinguish determiners from other parts of speech. These nine parts of speech show the function of the words in the sentence. A single word may serve as more than one part of speech when used in various sentences.

The nine parts of speech in English grammar are as follows:

1. Noun
2. Pronoun
3. Verb
4. Adverb
5. Adjective
6. Preposition
7. Conjunction
8. Interjection
9. Determines

The sentences' most important parts are the adverbs. It gives sentences that use different meanings. It ought to be used appropriately. Otherwise, the sentences' meanings may be misinterpreted. Adverbs are widely used in today's society. Adverbs are used correctly in English to communicate effectively. Showing these subjects in classes where English is educated as a second or as an unknown dialect is significant for understudies who might want to learn English really and talk fluidly (Yagcioglu, 2019)

2.2 Defenition of adverb



Picture 2.1 Source : Golden Course

2.2.1 Adverb (Yagcioglu, 2019))

According to the Cambridge Dictionary in Ozlem Yagcioglu, adverb has been defined as:

„Adverbs are one of the four major word classes, along with nouns, verbs and adjectives. We use adverbs to add more information about a verb, an adjective, another adverb, a clause or a whole sentence and, less commonly, about a noun phrase.”

Sample sentences for adverbs have been listed by the Cambridge Dictionary as:

“Can you move it carefully? It’s fragile.

Quickly! We’re late.

She swims really well.

Don’t go so fast.

You have to turn it clockwise.

Come over here.

Actually, I don’t know her.

I haven’t seen them recently.

The bathroom’s upstairs on the left.”

2.2.2 Adverb (Khairani, 2019)

Adverb is a word that used to tell when, where, and how an action took a place: a) Adverb of Manner is adverb that used to state how an action takes a place, e.g. Alicia runs quickly; b) Adverb of Place is adverb that used to explain where an action takes a place, e.g. I keep my books in the bag; c) Adverb of Time is adverb that used to tell when an action takes a place, e.g. I will be there soon; d) Adverb of Degree is used to explain the degree of something, e.g. I love you very much; e) Adverb of Frequency a) is used to state the frequency of an action, e.g. You always lie at me; f) Adverb of Quantity is used to tell the quantity of an action, e.g. I can speak English just a little. G) Interrogative Adverb is used to ask something, e.g. why did you come late?; h) Relative Adverb is used as connector in the sentence, e.g. I want to go out although it is raining.

2.2.3 Adverb (Fitri Apriyanti, 2020)

An adverb is a type of word that has many uses in English. It can modify (describe) a verb, an adjective, another adverb, or a whole sentence (composed from at least an independent clause).

- Wow! What a game!
- Oh, I forgot all about the game last night.

2.2.4 Adverb (Setiyawan, 2017)

Adverb functions to modify or explain verbs, adjectives, another adverb, phrase or clauses. This is used to indicate manner, place, time, cause, and degree as to answer based on the “how”, “when”, “how many/ much”, “where”. Other adverbs can also be identified the use of suffix “ly” as this is used to describe how things are done or undergone, or even to describe the manners as well as the situation. The examples are as follows:

- Mrs. Tia can speak English **fluently** as she just finished her study in England.(manner)

- She ran **quickly** to catch the last bus heading to her hometown. (manner)
- He plays the guitar **beautifully**. (manner)
- The head **coughed** loudly to catch our attention. (manner)
- Mrs. Prima promises that she will be in the class **tomorrow morning**. (time)
- I forgot to tell her that **yesterday** was my birthday. (time)
- Mr. Sam went to Padang **yesterday** to attend the international Seminar. (time)
- Please come **in** and have a seat. (place)
- There are several houses built **around** my hometown. (place)
- Please do not waste **here**. (place)
- The city traffic can be organized **smoothly** as there are many traffic signs **everywhere**. (manner and place)
- Yesterday's weather was **extremely** cold; I couldn't even feel the heater. (degree)
- The students' performance was **quiet** fascinating; I could see the audiences' clap. (degree)
- He has **just** arrived couple minutes **ago**. (degree/ time)
- I **almost** finished my job **here**. (degree & place)
- He **definitely** finishes his thesis by the end of this month. (certainty)
- She is **probably** in the lodging house. (certainty)
- Buya Hamka was **undoubtedly** known as the great Islamic cleric during the Soekarno and Soeharto era. (certainty)

Some words such as: also, finally, furthermore, hence, therefore, however, instead, likewise, meanwhile, nonetheless, next, otherwise, still, then, therefore, thus, indeed, are said belong

to CONJUNCTIVE ADVERBS. The uses of them are to connect the dependent or independent clause in order to explain time sequence or addition, cause effect, result, and contrast. To connect these dependent and independent sentences, the mark (;) or semicolon is applied to join them. We shall take a look as these examples below:

- The press budget has been cut down; **consequently**, the numbers of pages affected.
- He cannot finish his study on time; **therefore**, the university has decided to re-number or extended his credit semester.
- You can slice the union, garlic, and pickles, **and then** you can put them all together into the frying pan and stir them well **until** they smell good.
- Our guests are still having conversation in the living room; **meanwhile**, some of our relatives are preparing the lunch.
- She kept talking during Prof. Djakfar's class; **therefore**, she was asked to leave the class earlier.
- It is said the country's budget has managed to reach five percent this year; **however**, the economic sector cannot be reached by the middle-sector.
- Tomorrow is the latest assignment submission; **otherwise**, the score will be cancelled.
- We prepared the dinning for the celebration of our country's independence day, and other neighbor **likewise**.

2.2.5 Adverb (Pardede, 2015)

The word *adverb* derives from Latin; *ad verbum* means; **to the verb**. But now the adverb has been used to modify or qualify a verb, an adjective, or another adverb, as seen in the following examples.

- John walks slowly to school everyday

- He talked so much
- She walked very slowly.

2.2.6 Adverb of Manner (M, 2004)

In English Language Teaching (ELT), adverbs of manner as part of speech must not be ignored. Teaching adverb of manner in a simple way and inductively leading the learner to its formation is important to come to the learners understanding. Moreover, having the learners use bodily motions in the learning activities is a great way for them to remember what adverbs of manner do. The learners will easily understand the material if they practice or use the language in fun activities such as games. The teacher begins by leading the students to the important things of the adverb of manner such as how to form it. Giegerich (2011) mentions that adverb-forming *-ly*, unlike its adjective-forming counterpart, is an inflectional suffix, that therefore adverbs containing *-ly* are inflected adjectives and that, consequently, adverbs not containing *-ly* are uninflected adjectives. It is understood that, simply to say, most adverbs of manner are formed by adding *ly* to the corresponding adjectives as the morphology theory explains. However, a teacher of English as a foreign language does not really need to give a deeper explanation about morphology theories, especially for beginner level learners. Instead, giving basic knowledge of how to form and how to use adverb of manner is more beneficial for the learners.

2.2.7 Adverb (Sitompul *et al.*, 2021)

The Adverb is one of the kinds of grammatical. An adverb refers to any element in a sentence used to modify a verb, adjective, another adverb, or even an entire clause. Liisa Berghal states that adverb functions as a modifier of constituents other than nouns are entirely usable for Mauwake. According to Quansah & Tetteh (2017), Adverbs are modified verbs, adjectives, and other adverbs. From that definition of the Adverb, the researcher concluded that adverbs are adverbs that show objects, adjectives, or adverbs. The Adverb is also an explanation in a sentence, and adverbs are also called adverbial words. Which are the means of adding or giving information to other words.

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CHAPTER 3

POSITION OF ADJECTIVES

By Andri Kurniawan

3.1 Position of Adjectives

An adjective comes either before or after the noun that it modifies. She is a tall girl. She is quite tall for her age.) Most adjectives show up before a noun and they are called the attributive adjectives. Adjectives that come after the noun must follow a linking verb, and they are known as the predicative adjectives. Most adjectives can be in either position, but a few adjectives utilize as it were one of these positions, either before the noun or after the noun.

Those adjectives that come instantly after the noun that they modify are called postpositive adjectives.

3.1.1 Adjective that comes before a noun is called an attributive adjective

The attributive adjective adjusts the noun that follows it. There can be more than one attributive adjective showing up side-by-side to modify the same noun.

Attributive adjectives (in bold) that come before a noun.

Examples:

- a **tropical** fish
- a **leafless** tree
- a **tight** dress
- a **well-stocked** shop
- an **expensive** hotel

Examples:

- Not everyone knows a giraffe has a **long** neck.
- My **second-hand** car is the noisiest in the neighbourhood.
- Will we have **starry** sky tonight?
- He was found with a **fractured** skull.
- We followed a **narrow winding** path through the forest.
- More than one adjective can appear side-by-side to modify the same noun.

Examples:

- a beautiful young witch
- a funny little clown
- a short young soldier
- a loud distant sound
- a cheap plastic doll

A few adjectives, in any case, are as they were attributive adjectives, which can as it was come quickly before a noun and not anywhere else within the sentence. These adjectives incorporate the taking after: chief, elder, former, indoor, inner, main, mere, only, outdoor, outer, particular, principal, sole and upper. Using attributive adjectives as predicative adjectives will result in ungrammatical sentences.

Examples:

- His **elder** sister is getting married to her elder brother.
- (**Not:** Your sister elder is getting married to her brother elder.)
- I met my **former** wife.
- (**Not:** I met my wife who was former.)
- Mike has a **little** dog.
- (**Not:** Mike's dog is little.)
- My **main** problem is money.

- This pair of boots cost a **mere** thirty dollars.
- The weather was the **chief reason** for calling off the rescue operation.
- The witnesses were the **principal source** of information about the crime.

3.1.2 Adjective that comes after a noun is called a predicative adjective

A predicative adjective in a sentence shows up after a thing which is additionally the subject. The predicative adjective adjusts the noun that comes before it. It acts as a predicate because it completes the meaning of the predicate within the sentence. The predicative adjective says something about the subject of the sentence. It may also be referred to as a predicate adjective. The predicative adjective does not show up instantly after the noun. The thing is ordinarily taken after by a connecting verb be (am, is, are, was, were, appear, look, taste, etc). The predicative adjective comes after the linking verb and also acts as a complement.

The girl looks **happy**.

In the sentence, **looks** is a linking verb. The word **happy** is an adjective which is also a complement. The adjective happy together with the verb **looks** completes the predicate of the sentence, and not surprisingly is called predicative adjective. A predicative adjective modifies the subject of the sentence.

We can make use of a predicative adjective when we do not want to place the adjective, which describes a noun, before the noun. We can say or write “**The girl is happy**”, instead of “**The happy girl**” In such arrangement, we use the linking verb (is) to join the predicative adjective (happy) to the subject (the girl).

The following examples show in bold the predicative adjectives and the preceding auxiliary verbs

Examples:

- The duck soup is **hot and spicy**.

- (Not: The hot and spicy duck soup.)
- She was **short, fat** and **beautiful**.
- That statues of goddesses are **bronze and life-size**.
- The measurements were **difficult** but **accurate**.
- The stranger looks **scary**.
- The boss appears **angry**.
- This milk tastes **sour**.
- The question sounds **silly**.
- I soon grew **bored** listening to his horror story.
- The suspect remained **silent** when questioned.

There are adjectives that can be used only as predicative adjectives. A gather of these adjectives starts with the letter set a (ablaze, adrift, afloat, afraid, aghast, alert, alike, alive, alone, aloof, ashamed, asleep, averse, aware, awake) and they usually come after a linking verb. Other illustrations of the predicative adjective that cannot show up before a noun are content, far, fine, happy, ill, near, pleased, poorly, ready, sorry, unwell, upset, well, etc.

Examples:

- His house was **ablaze** when he reached there.
- (We cannot say 'ablaze house')
- The old man was spotted **adrift** on his boat after the storm.
- They managed to keep their boat **afloat** through the storm.
- Her child is **afraid** of scarecrows.
- (We cannot say 'afraid child')
- The man was **aghast** at the sight of his house completely burned down.
- They were **alert** for pickpockets while they were at the airport.
- The two clowns look **alike**.
- (Not: The two alike clowns.)
- She lived **alone** for many years.
- His slurred speech keeps him **aloof** from his work colleagues.

- He was **ashamed** to admit he couldn't swim.
- My grandpa is **asleep** but seems **awake**.
- Our neighbor is strongly **averse** to dogs.
- We were not **aware** that the family had migrated.

Examples:

- Their parents were **glad** that our parents could meet them.
- We are **ready** to go.
- The doctor is seriously **ill** in the hospital.

3.1.3 Adjective that comes before and after the noun

Most adjectives can come before and after a noun that it modifies in a sentence without influencing its meaning.

For case, we will say, "The blue sky ..." or "The sky is blue." This shows that the adjective blue can be used as an attributive adjective or a predicative adjective. Either way, the adjective modifies the same subject sky. When changing an attributive adjective to a predicative adjective, we use a linking verb which in this illustration is.

Examples:

- We had a week of **cloudless** skies.
- For a week, we had skies that were **cloudless**.
- He is a highly **intelligent** person.
- He is highly **intelligent**.
- The leaves looked slightly **red**.
- She uses **red** lipstick.
- He won the so **intense** competition for the best chef.
- He won the competition, which was so **intense**, for the best chef.
- He won the best chef competition, which was so **intense**..

Attributive adjective used as predicative adjective changes its meaning.

The meaning of some attributive adjectives changes when used as predicative adjectives.

Examples:

- I have travelled only a **short** distance to meet you fellows.
- We must keep the meeting **short**.
- Police ensured **tight** security around the airport.
- As I grow bigger, my jeans have become too **tight**.
- People in the region live on **low** incomes.
- The demand for meat remains **low**.
- There is **heavy** traffic on the roads.
- The rain is getting quite **heavy**.

3.1.4 Attributive and predicative adjectives in same sentence

An adjective can take up any position in a sentence, ideally near to the noun that it describes. More than one adjective can show up in a sentence, describing the same noun. The adjectives are in bold within the following sentences.

Examples:

- The **pretty** girl is **angry** with her boyfriend.
- The **warm** air is **thick** with dust.
- His **big** house must be **expensive** to maintain.
- The **ugly** scarecrow appears **scary** in the dark.

3.1.5 Postpositive adjective

Adjectives coming immediately after noun or pronoun are called postpositive adjectives.

Examples:

After noun:

- As it was getting dark, we took the shortest **way possible**.

- The only **ferry available** charged a higher fare.
- Someone had left the **window open**.
- The prince is the **heir apparent** to the throne.

After pronoun:

- The **one responsible** for the mess must clear it up.
- **He clever** at mathematics got full marks for the mathematics test.
- Only **those present** are allowed to vote.
- **She furious** with him vowed never to see him again.

An adjective comes after an indefinite pronoun: anyone, everything, someone, something, etc. that the adjective modifies.

- **Anyone guilty** of the offence will not escape punishment.
- **Everything valuable** was destroyed in the fire.
- She's looking for **someone rich** to marry.
- Last night, we saw **something bright** streaking across the sky.

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CHAPTER 4

ADJECTIVES THAT BEHAVE LIKE NOUNS: 'ED/ING' ENDINGS

By Suzanna Widjajanti

4.1 Pendahuluan

Bab ini merupakan kelanjutan dari bab sebelumnya, terkait kata benda yang bertindak sebagai adjective dengan menggunakan kata yang berakhiran *ed/ing* sebelum kata benda yang mengikutinya sehingga memberi gambaran dan karakter pada kalimat tersebut. Namun demikian, terlebih dahulu pemaparan nouns sebagai adjectives akan dijelaskan ulang secara singkat.

4.1.1 Nouns yang berfungsi sebagai adjectives

Dalam Bahasa Inggris, *adjective* biasanya terletak sebelum kata benda (*nouns*) dan memiliki fungsi menerangkan kata benda, seperti pada frase *a beautiful girl, a handsome boy*. Namun demikian, *modify nouns* dapat pula berfungsi sebagai *adjectives* yang menerangkan *nouns* utamanya. Dengan kata lain, satu noun muncul sebelum noun utamanya. Berikut contoh kalimatnya:

- (1) My grandmother has a **vegetable** *garden* behind her house.
- (2) The **plane** *terminal* is on the next block

Pada kalimat (1) and (2), **vegetable** dan **plane** adalah kata benda yang menggambarkan jenis dari *garden* dan jenis dari *terminal*. Pada kalimat ini, keduanya berfungsi sebagai adjective untuk menerangkan nouns utamanya. **Vegetable** dan **plane** adalah nouns yang berfungsi sebagai adjective, namun demikian

kata tersebut tidak bisa dikelompokkan kedalam ciri-ciri anggota kelompok *adjectives* karena tidak terpisahkan dari ciri-ciri *nouns*.

4.1.2 Ciri – ciri kata benda

Baik **vegetable** dan **plane** adalah kata benda yang dapat dihitung yang umumnya dalam bentuk jamak (plural) dengan hanya menambahkan -s diakhir kata noun. Sedangkan akhiran -s tidak dapat diletakkan pada *adjectives*.

Dengan demikian, bentuk jamak(plural) dengan penambahan -s pada akhir kata benda (*nouns*) tidak bisa digunakan apabila *nouns* tersebut yang berfungsi sebagai *adjectives*, sehingga kata **vegetable** meskipun vegetablenya banyak tidak bisa ditulis **vegetable garden** karena plural -s hanya disisipkan pada nouns yang berfungsi sebagai kata benda itu sendiri dan bukan pada nouns yang berfungsi sebagai *adjective*. Berikut contoh penggunaan plural -s pada kata benda (*nouns*)(DeCapus, Andrea, 2008)

(3) My grandmother's garden has **vegetables** (sebagai *nouns*)

(4) My grandmother has a **vegetable** garden behind her house.
(sebagai *adjectives*)

Selain itu, adapula *nouns* yang bentuknya jamak (plural) namun sebenarnya kata benda tersebut tunggal, seperti contohnya news, billiards, dan athletics. Dalam hal ini, penggunaan kata benda tersebut sebagai kata sifat bentuk jamak (plural) -s tidak perlu dihilangkan. Berikut contoh penggunaannya dalam kalimat:

(5) The team is a **news** editor of the publisher

(6) The young man comes into the room and leads a **billiards** table

(7) He is an **athletics** coach

Nouns dapat juga digunakan lebih dari satu *noun* sebagai *adjective*. Berikut contoh penggunaannya dalam kalimat:

(8) He is a **school cricket team** coach

(9) They go to the **Child Health Care Research Center**

Untuk lebih jelasnya fungsi *Nouns* sebagai *Adjectives*, berikut latihan soal yang diberikan.

1. Garis bawahi kata benda (nouns) yang berfungsi sebagai adjectives

(a) I race across the baseball field, past a bunch of houses that line my street, and to my tree house in our backyard.

(b) Right when I sat down, Vince asked, "Are you wearing a pajama top to school?"

(c) Then I mess up my hair even worse than Brian's and make a fish face to go with my new, crazy, hairdo.

(d) I'll have the school counselor work with Vince to teach him the skills he needs to be a better friend.

(Ludwig, T (2006), Just kidding. Berkeley, CA: Tricycle Press. No. Page Numbers)

4.1.3 Adjectives yang berfungsi sebagai Nouns (Participial Adjectives)

Participial adjective merupakan istilah yang menjelaskan *nouns* dan pronouns yang sulit untuk dibedakan karena hampir mirip dengan participle verbs. *Participial adjectives* merupakan bagian dari kelompok utama adjectives yang terbentuk dengan memberi akhiran -ed atau -ing pada kata tersebut. Past participle -ed dan present participial -ing dapat digunakan sebagai adjectives. (DeCapus, Andrea, 2008)

Berikut contoh participial adjectives

(10) The students listen to the **interested** teacher explain his cute pet animals.

(11) **Swimming** fish is very funny in the aquarium

Contoh kedua kalimat diatas termasuk participial adjectives dengan beberapa alasan:

Pertama, petunjuk secara struktur yang penting adalah posisi **interested** dan **swimming** dalam kalimat. Keduanya terletak sebelum kata benda, yang menunjukkan posisinya sebagai adjectives.

Kedua, bentuk -ing, supaya menjadi kata kerja harus menjadi bagian frase kata kerja, yaitu frase verb-ing yang terbentuk dari kata kerja to be dan present participle-ing pada kata kerja utamanya, seperti pada He is washing atau I am listening..

Beberapa pengecualian pada aturan *participial adjectives* secara umum biasanya mempunyai akhiran, sementara pada kata „misunderstood“ dan „unknown“ fungsi keduanya sama sebagai *participial adjectives* meskipun tidak berakhiran -ed atau -ing.(SchramperAzar, 2003)

Cara sederhana untuk mengecek -ing atau -ed pada kata apakah adjective atau bukan adalah dengan menggunakan **very** sebelum kata tersebut.

(12) The rushed publication resulted in numerous errors

(12a) the **very** rushed publication resulted in numerous errors.....(menunjukkan participial adjective)

(13) The text supplied confusing explanations for the problems.

(13a) The text supplied **very** confusing explanations for the problems...(menunjukkan participial adjective)

(14) The ambitious project **very** resulted in errors...(tidak tepat untuk menunjukkan adjective)

(15) The text **supplies** confusing explanations for the problems. ...(tidak tepat untuk menunjukkan adjective).

4.1.4 -ing versus -ed

Adalah seringkali sulit mengenali participial adjective sebagai adjectives daripada sebagai bagian dari frasa kata kerja.

Bentuk -ing sebagai bagian dari frasa kata kerja dengan -ing dari participial adjective. Perhatikan contoh berikut ini

(16) The news was **surprising**

(17) Did you hear the **surprising** news?

Pada kalimat (16) *surprising* merupakan bagian frasa kata kerja *was surprising (the news was cause of the surprising)*, sedangkan pada kalimat (17) *surprising* merupakan *participial adjective* yang menerangkan kata benda *news*.

Masalah lain terkait participial adjective adalah membedakan antara bentuk -ed dan -ing ketika menggunakannya untuk menggambarkan sesuatu yang dilakukan seseorang atau sesuatu yang lainnya. The past participle (-ed) dan present participle (-ing) dapat digunakan sebagai adjectives. Perhatikan kalimat berikut:

(18) The girl is **bored** in science

(19) Science is **boring**.

Pada kalimat (18) subjek frasa kata benda tersebut adalah *The girl*, yang mana subyek tersebut bukan orang yang sedang melakukan tindakan atau kegiatan yang mengakibatkan boredom dari the girl. The past participle (-bored) menggambarkan bagaimana perasaan seseorang. Sementara pada kalimat (19), the present participle (boring) menggambarkan sebab dari perasaan. The cause of boredom adalah natural science..

Dalam beberapa hal bentuk -ed biasa digunakan dalam kalimat pasif voice seperti pada contoh kalimat berikut ini:

(20) The girl is bored by the book.

Meskipun demikian, ketika kalimat ini berfungsi sebagai -ed adjectives tidaklah sepenuhnya benar, perhatikan kalimat berikut ini:

(21) He is interested in science.

Pada kalimat (21) tidak ada „by“ frase yang dapat menunjukkan pasif voice.

Berbeda dengan -ed, bentuk participial -ing digunakan ketika subjek adalah orang yang sedang melakukan tindakan atau kegiatan yang mempengaruhi lainnya. Perhatikan kalimat berikut ini:

(22) The girl is boring the rest of the class

Pada kalimat (22), the girl adalah orang yang sedang melakukan suatu tindakan atau kegiatan karena pengaruh pernyataan lainnya. Tidak semua kata kerja memiliki bentuk -ed dan -ing berlawanan. Untuk yang paling banyak memiliki kata kerja emosi yang berlawanan seperti yang terdaftar berikut ini:

amuse; interest; love; surprise; concern; annoy; bore; terrify; embarrass; satisfy; disappoint; worry; frighten; please; comfort; excite.

Untuk lebih jelasnya penggunaan participial adjectives, berikut latihan soal yang diberikan:

Lengkapi kalimat dengan bentuk kata -ed dan -ing .

(23) Surprise...

- a. The people around the market were very.... when the accident occurred.
- b. It was a.....news.

(24) Shock.....

- a. Her friend Paul was
- b. It was a.....sight.

Lengkapi kalimat dengan bentuk kata -ed dan -ing, dan kata benda yang tercetak tebal.

(25) If you spoil **children**, they become spoiled children

(26) If a **door** revolves, it is a revolving door.

(27) If someone steals a car, it is a

(28) If a danger exists, it is an

4.1.5 Summary

Pada umumnya siswa begitu pula penutur asli sering mengalami kesulitan mengenali *participial adjective* sebagai *adjective* daripada frase kata kerja bentuk -ing pada kalimat yang mana hal itu membingungkan siswa dalam menentukan apakah bentuk kata-ing tersebut merupakan bagian dari kata kerja atau berfungsi sebagai *participial adjective*.

Kesulitan lain dalam mengenali *participial adjective* yang dialami siswa adalah membedakan antara bentuk participial -ed dan -ing. Namun demikian, participial adjective pada umumnya turunan dari kata kerja yang dilakukan dan memiliki emosi atau menyatakan mental. Sementara participial bentuk -ed digunakan bila menjelaskan sesuatu yang dilakukan oleh seseorang atau sesuatu.

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CHAPTER 5

ADJECTIVES AFTER LINKING VERBS

By Morita

5.1 What are Linking Verbs?

5.1.1 Action Verbs vs. Linking Verbs

Let's begin this chapter by discussing what verbs are. Verbs, or kata kerja in Bahasa Indonesia, are words that are used to describe an action, state or occurrence. In general, we have two types of verbs in English. They are **action verbs** and **linking verbs**. The main difference between action and linking verbs is that action verbs express an action whereas linking verbs express a state.

5.1.2 Action Verbs

An action verb is a word that expresses an action. It may indicate an activity, a process, a momentary action, or a physical condition. Action verbs particularly refer to the action performed by the subject of a sentence. They are also known as dynamic verbs.

Action verbs imply what someone or something can do. Please note that action verbs cover both physical and mental actions. ***Speak, say, bring, walk, stand, read, push, and clean*** are some examples of verbs that belong to action verbs.

Consider these examples:

My father drinks a cup of coffee every morning.

James is running up and down the stairs.

That man can speak English very fluently.

We walk to campus every day.

She has read the novel many times.



5.1.2 Linking Verbs

Linking verbs, on the other hand, are verbs that do not show an action. They rather express a state; they describe or identify the subject of a sentence, such as what it is or how it looks. They link the subject of a sentence to a word or phrase in the predicate.

To be, to become, and to seem are some of the verbs that always act as linking verbs. However, sensory verbs such as ***appear, feel, look, smell, taste, or sound*** can act as both action verbs and linking verbs, depending on the context of the sentence.

Examples:

She is the winner of the 2022 Miss Universe.

He remained silent even after his mother cheered him up.

Andy seems happy after a meeting with his manager.

Notice the difference between these pairs of sentences.

I am tasting the soup. It tastes so delicious.

I am looking at a man entering the room. He looks friendly.

Which do you think are action verbs? And which are linking verbs?

Summary

The Difference between An Action Verb and A Linking Verb

An action verb is a verb that indicates an action	A linking is a verb that links the subject to its complement
An action verb expresses an action	A linking verb expresses a state of the subject
An action verb is followed by an object (transitive)	A linking verb is followed by a subject complement
An action verb can exist without an object (Intransitive)	A linking verb cannot exist without a subject complement
An action verb indicates the action being performed by the subject	A linking verb helps to identify or describe the subject

5.2 How do we use linking verbs?

Each sentence has at least two parts: a subject and a predicate. The subject is a noun that carries out the action of the verb and usually comes at the beginning of the sentence. A predicate, normally in the form of a verb, describes the action performed by the subject.

Look at these example:

Mother went to the supermarket this morning.

In the sentence above, *mother* is the subject, the doer of the action, and *went* is the predicate (verb). The verb *went* indicates

that the action happened in the past, *this morning*. There are two adverbs: *to the supermarket* (adverb of place) and *this morning* (adverb of time).

As stated previously, linking verbs have special predicates called **subject complements** that do not describe the action. Instead, they describe the subject. Moreover, there are two types of predicates for linking verbs:

(1) Predicate Nominative (predicate noun); when the words describing the subject are nouns or noun phrases.

Examples:

- Mr. Hardy **is** a famous surgeon in town.
- Ten years ago, she decided to **become** a professional football player.

(2) Predicate Adjective; when the words describing the subject are adjective or adjective phrases.

Examples:

- She **was** very delighted to hear the news from her teacher.
- My father **became** angry when he knew that I decided not to go home at Christmas.

5.3 How do we identify linking verbs?

Three main linking verbs are always linking verbs (**be**, **become**, **seem**). On the other hand, some verbs can be either action verbs or linking verbs, particularly those which are related to sensory verbs.

A verb is a linking verb if it describes the subject. Therefore, a linking verb always has a subject complement.

- Amanda **looks** very pretty in her night gown.

↓ ↓
linking verb adjective phrase

Here, the verb *look* is a linking verb because it describes Amanda's appearance. We can also identify it as a linking verb by the subject complement *very pretty*, which explains how Amanda looks.

- Amanda ***is looking*** at a beautiful picture on the wall.
In this sentence, the verb look (in is looking) is an action verb. It describes the action that Amanda is doing, not Amanda herself.
Some verbs are quite confusing as they can act as action verbs or linking verbs. Here is a list of action verbs that may act as linking verbs.

Go is a linking verb when it means become.

- Everything **went** wrong at the meeting yesterday. (linking verb)
- They **went** to the zoo with their parents last week (action verb)

Fall is a linking verb when it talks about illness or used with the word silent or asleep.

- He **fell** sick after taking too much exercise.(linking verb)
- Danny **fell** off when he was climbing up the stairs. (action verb)

Prove is a linking verb when it means 'to show a certain quality'.

- His invention **proved** true after several discussion. (linking verb)
- He can **prove** his innocence in the trial. (action verb)

Act is a linking verb when it talks about someone's behavior.

- Look! That man is **acting** suspicious. He has been walking around our neighborhood three times. (linking verb)
- Don't take it too seriously. He's just **acting**. (action verb)

Come, grow, get and **turn** are linking verbs when they are used to show a change.

- My belt **comes** loose so I made a new hole. (linking verb)
- Diane **came** from Singapore. (action verb)



- I want to **grow** old with you. (linking verb)
- My father **grew** his beard when he was young. (action verb)



- We **got** bored after waiting for the bus for 20 minutes. (linking verb)
- We **got** beautiful postcards from our uncle in London. (action verb)

- Her hair **turned** gray, but she looks more beautiful. (linking verb)
- Jane **turned** her car around the corner. (action verb)

Remain and **stay** are linking verbs when they mean ‘continue to be like this’, but they are action verbs when they imply ‘not moving’.

- The couple **remained** calm after the car accident. (linking verb)
- The couple **remained** in the theatre 10 minutes after the show ended. (action verb)

Keep is also a linking verb when it means “continue to be like this”. It is an action verb, meaning ‘have or to retain possession of’.

- **Keep** silent! The baby is sleeping. (linking verb)
- She **keeps** the copy of the contract in the drawer. (action verb)

Here is the list of linking verbs based on different categories.

Permanent verbs	linking	<i>Be, become, seem</i>
Sensory linking verbs		<i>Appear, feel, look, smell, sound, taste.</i>
Conditional verbs	linking	<i>Act, constitute, come, equal, fall, get, go, grow, keep, prove, remain, turn, stay.</i>

Exercise

Exercise 1: Circle the linking verb in each sentence.

1. His face turned red as he was so shy.
2. The old mango tastes awful.
3. My brother was injured in his last football match.
4. My parents sound unhappy with my decision to quit school.
5. I feel happy to go to the beach with my friends.
6. David was the best basketball player of the year.
7. The cake smells nice.
8. She felt surprised to find out that she passed the test.
9. Mr. Thomson went blind at the age of 90.
10. Your idea sounds great.

Exercise 2: Identify whether the underlined verb is a linking verb or an action verb.

1. She looks fantastic.
 - a. Linking verb
 - b. Action verb
2. Her eyes looked away when she saw me.
 - a. Linking verb
 - b. Action verb
3. I think you are the luckiest person on earth.
 - a. Linking verb
 - b. Action verb
4. You seem bored.
 - a. Linking verb
 - b. Action verb
5. I tasted the pizza.
 - a. Linking verb

- b. Action verb
- 6. The pizza tasted very delicious.
 - a. Linking verb
 - b. Action verb
- 7. My mother grew some vegetables in our backyard.
 - a. Linking verb
 - b. Action verb
- 8. Your proposal sounds interesting.
 - a. Linking verb
 - b. Action verb
- 9. I'm looking for my pencil. I forgot where I put it.
 - a. Linking verb
 - b. Action verb
- 10. They stayed in a remote village ten years ago.
 - a. Linking verb
 - b. Action verb

Exercise 3: Choose the correct answer.

- 1. I tasted the curry carefully because it was still hot. The curry tasted
 - a. nicely
 - b. good
 - c. well
- 2. Bring your jacket. It very cold at night.
 - a. seems
 - b. feels
 - c. gets

3. The sky grew as the storm approached.
 - a. dark
 - b. darken
 - c. darkly
4. It to be the remains of an old temple.
 - a. looks
 - b. sounds
 - c. appears
5. I worked for five straight hours yesterday and now I exhausted.
 - a. smell
 - b. appear
 - c. feel
6. Your dress very beautiful. Did you make it by yourself.
 - a. becomes
 - b. looks
 - c. feels
7. The room got very Could you please turn the fan on?
 - a. cold
 - b. hot
 - c. comfortable
8. These vegetables are already rotten. They must bad.
 - a. feel
 - b. go
 - c. taste

9. Wearing loose pants to be fashion these days.
- gets
 - looks
 - seems
10. He depressed after he failed in the exam.
- feels
 - appears
 - looks

Exercise 4: Complete the following sentences with: 'smell', 'taste', 'look', 'feel', or 'sound'. Use the Present Simple tense.

1. I think this soup _____ too plain. You need to add some more salt.
2. Your bag _____ elegant and expensive.
3. I _____ cold. Could you close the windows, please?
4. Your perfume _____ very soft. I like it a lot. Where did you buy it?
5. Hi, Henny! What happened to you? You _____ awful.
6. These cookies _____ delicious.
7. Tom _____ very handsome in his black suit.
8. I don't _____ very good. I've got a terrible headache since this morning.
9. You _____ strange. Is everything ok with you?

10. That 'soto' _____ tempting.
11. I _____ very hungry because I skipped my breakfast.
12. Your dirty shoes _____ disgusting.
13. This sofa _____ comfortable.
14. I went to bed very late last night and now I _____ so sleepy.
15. Mandy _____ so stunning in her red gown.

Exercise 5: Circle the subject and underline the verb in each sentence. Then identify whether the verb refers to action verb or linking verb.

1. Harriet wrote a journal about her exotic vacation in Kenya.
2. The new teacher from Australia is still young.
3. Tom dropped his car keys somewhere on his way to the office.
4. My mom forgot her purse at home yesterday.
5. The kids were so sad that they go to bed earlier.
6. The teacher went mad because some students didn't do their homework.
7. His parents gave him a new bike for his birthday.
8. The leaves turn brown every autumn.
9. Students, please keep silent during the exam.

10. Jane seems angry at me because I didn't pick her up at school yesterday.

Exercise 6: Circle the linking verb in each sentence. Underline the adjective or noun. Draw an arrow from the adjective or noun back to the subject. The first one is done for you.

1. The abandoned **boy** looked weak.

2. John and his brother are always friendly to other people.
3. We were irritated by the news.
4. His feet grew tired at the end of the day.
5. The music from across the road sounds terrible.
6. You are always charming, Cindy.
7. They have become good friends since childhood.
8. The kitchen floor seemed slippery.
9. Your talking sounds awful.
10. The children got frightened during the earthquake yesterday.

Exercise 7: Write an A on the blank space if the underlined word is an action verb and L if the underlined word is a linking verb.

1. ____ Mother got angry after she found out that her favorite vase was broken.
2. ____ Mia felt the surface of the table to make sure that there was no dents.
3. ____ The security guard sounded the alarm when they saw someone broke into the factory.
4. ____ Your idea sounds great.
5. ____ The vegetable soup tasted too salty.
6. ____ Larry tasted his mom new recipe.
7. ____ The dog smelled the missing child's clothes.
8. ____ The old room smelled moldy when I entered it.
9. ____ I looked over the room and I couldn't find Andrew.
10. ____ Mary looked pretty in her white wedding gown.



Exercise 8: Complete the sentences with the most appropriate linking verb taken from the list in the box. Remember to use the correct tenses.

act	grow	seem	appear	lie	smell	be
look	sound	become	prove	stay	feel	remain
taste	get	run	turn			

1. The dishes don't _____ clean. Did you wash them?
2. Studying for the test _____ difficult with the sound of children playing and screaming outside.
3. Mom's cooking in the kitchen right now. I don't know what she's cooking, but it _____ delicious.
4. The more you practice your violin, the better you _____ .
5. We have been waiting for the bus for more than 15 minutes and we begin to _____ bored.
6. What has happened to Greg? He's been _____ strange lately.
7. Allan was sick yesterday, but today he said that he _____ fine.
8. The jacket _____ new and expensive. In fact, it was second-handed and with reasonable price.
9. The audience _____ silent the whole time as they were mesmerized by the performance.
10. What's the matter? You _____ confused about something.

11. Turn down the music! It _____ like someone is screaming widely.
12. This novel _____ more exciting with every chapter.
13. The documents _____ scattered all over the floor because of a sudden earthquake.
14. The police told us to _____ calm while they were trying to find out what really happened.
15. She _____ pale when she heard the news that she had been fired from her work.
16. My brother _____ very smart.
17. The mystery meat _____ like chicken.
18. He _____ cold with horror when he learned the truth.

Exercise 9: Place a check next to the verb, then label the type of the verb.

A = action verb or L = linking verb

Example: _A_ ☐ Holly ☒ works in the ☐ bakery.

1. ____ These ☐ books ☐ help ☐ students.
2. ____ Wow! ☐ Your ☐ new apartment ☐ is awesome.
3. ____ This ☐ chocolate pudding ☐ is ☐ delicious.
4. ____ ☐ Joshua ☐ plays ☐ video games very often.
5. ____ The ☐ girls ☐ made ☐ cookies for their grandparents.
6. ____ We ☐ host an ☐ Idul Fitri gathering at our house every year.
7. ____ The ☐ girl ☐ looks ☐ pretty in her pink dress.
8. ____ Tom and ☐ Francine ☐ are ☐ husband and wife.
9. ____ My ☐ mom ☐ is a high school teacher.
10. ____ My ☐ family ☐ went to ☐ Malang on vacation.

Exercise 10: Make your own sentences describing these pictures.

1. Look happy



2. Feel good



3. Grow older



4. Feel free



5. Taste delicious



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CHAPTER 6

THE COMPARISON OF ADJECTIVE

By Neneng Yuniarty

6.1 Preface

An adjective is used to give an explanation to a noun or pronoun, that is, to define the noun or pronoun or form its meaning more specific:

- a. Explaining what kind: red flower, small house, fast train, useful attempt.
- b. Indicating to something specific: Roma's car, her brother, that building, whose book.
- c. Explaining how much or how many: both legs, a couple of minutes, enough water, lots of time.

The words that explain what kind are called descriptive adjectives. The other two groups, those that tell which one, how much, or how many, are called limiting adjectives (Gucker, 1966).

Descriptive adjectives are an extremely considerable group of words. In addition to the ordinary adjective forms, almost any noun can function on occasion as a descriptive adjective: waiting room, handmade cookies, captain room, math teacher, office manager, head office. These words do not have all the characteristic of adjectives—they cannot be contrasted—but basically, they have the same role.

The limiting adjectives contain some of dissimilar types, almost all of which, with the exception of the articles (a, an, and the), are words that can also be used as pronouns:

POSSESSIVE ADJECTIVES: their houses, his truck, your mother.

RELATIVE ADJECTIVES: my uncle who is standing in the balcony,
He knows what you did.

INTERROGATIVE ADJECTIVES: Whose bike? What kind?

DEMONSTRATIVE ADJECTIVES: this flower, that phone, these books.

INDEFINITE ADJECTIVES: every inch, each student, some pens,
other week.

ARTICLES: a, an, the. “A” and “An” are the indefinite articles; the is the definite article. “A” is used before a word beginning with a consonant sound: a bridge, a café. “An” before a word beginning with a vowel sound: an egg, an envelope, an awesome week. (But: a useful gift, a one-mile run— since the initial sounds are the consonants y and w.)

Nearly all descriptive adjectives can be compared; that is, they can signify degrees of a quality: positive, comparative, and superlative. There are two common forms of comparison: with the endings “-er” and “-est”, and with the words “more” and “most”. Generally, the first form is used to the shorter and more commonly used adjectives, but there is no apparent order.

6.2 Comparison of Adjective

Comparison of adjective is an adjective that is used to compare the difference between two things/things. A comparative adjective is a type of adjective (or describing word) that is used to define a noun whereas also creating a comparison with another noun (Gucker, 1966). They regularly occur in sentences between two nouns, and some examples of comparison adjectives include slower, shorter, smaller and farther. Comparative adjectives are one of the many different types of adjectives, and we apply them when we want to define two or more nouns whereas also comparing their qualities. For example, we would use the comparative adjective 'smaller' when we want to say 'my phone is

smaller than yours'. Shorter, namely adjectives that mean "more", such as wiser, cleverer, happier and so on or can be called a comparative adjective.

The Degrees of Comparison (comparison level) are the levels of comparison on adjectives. This comparison is used when comparing the properties of an object with the properties of another object. Adjectives (and adverbs) come in three forms: positive, comparative, and superlative.

The positive is the basic form. The comparative, as the name implies, shows a greater or lesser degree. The superlative shows the greatest or least degree. Here are some examples:

Positive	Comparative	Superlative
big	bigger	biggest
happy	happier	happiest
comfortable	More comfortable	Most comfortable

6.2.1 Positive Degree

Positive degree is an adverb or adjective that is used to state that an object or person in a comparison has the same state or equivalent level. In the degree of comparison, the positive degree is the first degree followed by the comparison degree and the superlative degree (Sargeant, 2007).

The positive degree form is the normal form of adverbs or adjectives. Positive Degree can also be used to explain something based on the adjective or adverb attached to it, so that it can be said that there is no comparison in positive degree. In simple terms, adjectives or adverbs used in positive degrees are basic forms or dictionary forms, such as: easy, hard, big, small, and others. To express a comparison, the positive degree must be in the correlative conjunction "as ... as" and can be said to be a mandatory form that needs to be followed in writing.

The pattern:

Subject + Predicate + As + Adjective + As + Object.

For instance:

- The assignment is not as hard as you think.
- Asking for forgiveness is not always as easy as saying, "I'm sorry".
- I think that you will get money as much as him.
- He rides a motorbike as carefully as my brother.
- Jack cannot drive as good as his sister.
- Mary does not travel as much as her sister.
- My new secretary can type as fast as my senior one.
- Haruka is as intelligent as her sister.
- The assignment was as easy as pie.
- I hope my parents enjoy their holiday as much as we do.
- Damian is as handsome as Gregory.
- Today's weather is as hot as yesterday.
- My little sister is as petite as me.
- My mother's name is as beautiful as a flower, Rose.
- Jerry thinks that He could not finish his thesis as fast as I.

The use of this form can be said to be the easiest and most avoid grammar mistakes because it only uses the basic form of adjectives or adverbs.

6.2.2 Comparative Degree

Comparative degree is used to comparing two people, animals, or things. Comparative degree is used to state that the state of an object or person is more than the others. Comparative degree is the second/middle degree of comparison on adjectives and adverbs. The first degree of comparison is positive, while the third is superlative (Sargeant, 2007).

Adjectives and adverbs change form when used as comparisons. In the regular form, changes in adjective and adverb forms follow a certain pattern. On the other hand, in the irregular

form, the changes in the form of the words do not follow a certain pattern.

The pattern:

Subject + Predicate + Adjective + -er + Than + Object

or

Subject + Predicate + More + Adjective + Than + Object

There are two basic rules in the comparative degrees (Sargeant, 2007):

A. Regular Form

1. Adjectives and adverbs consisting of one syllable are added with the suffix “-er”. Usually there is a double consonant letter at the end of the word in the basic form with a pattern of letters at the end: consonant-vocal-consonant.

For instance:

- Fat – fatter
My cousin is fatter than my brother.
- Sad – sadder
We heard the news is really sad and even sadder when we saw that the house was burnt down.
- Wet – wetter
My tent is wetter than my friend’s because there is no tree near my tent.
- Slim – slimmer
Henry is slimmer than last year because he took strict diet.
- Thin – thinner
The mathematic book is thinner than the history book.
- Big - bigger
The pharmacy laboratory is bigger than the language laboratory.
- Hard – harder

In order to pass the exam, she must study harder than ever.

- Quick - quicker

The student is quicker to learn English than her friend.

- Fast - faster

He drove faster than I did.

2. If the adjective ends in “-e”, add “-r” to form the comparative.

For instance:

- Nice – nicer

Mr. Jackson is nicer than Mr. Champ

- Large – larger

Airbus A380-800 is larger than Boeing 747-400.

- Safe – safer

It is safer if you stay inside during the hurricane.

- Wide – wider

My desk is wider than my dad's.

- Close – closer

My house is closer to school than Norman's.

3. Adjectives that come from past participles usually use the word “more” or “less” in front of them.

For instance:

- Bored - more bored

I feel more bored in this new environment.

- Tired - more tired

The worker seemed more tired than the other.

4. Adjectives and adverbs that have more than three syllable or more, add the word “more” in front of it.

For instance:

- Beautiful - more beautiful

This park looks more beautiful than the other park.

- Delicious - more delicious

The pasta was more delicious than before.

- Diligent - more diligent

Amir is more diligent than his brother.

5. In two syllables that end in “-y”, the letter “y” is reduced and then the suffix “-ier” is added.

For instance:

- Cloudy - cloudier

Today is cloudier than yesterday

- Easy – easier

The final examination is easier than I thought.

- Pretty - prettier

This dress is prettier than that one.

6. Some adjectives can be formed by adding the “-er” suffix.

For instance:

- Clever – cleverer

Mark is cleverer than Robin.

- Narrow – narrower

This road is narrower than that one.

- Simple - simpler

Jennie’s design is simpler than Lilith’s.

7. Adjectives or adverbs with two syllables ends in “-ly”, “-ful”, “-less”, “-ing”, “-ed”, “-ous” use “more” in front of the adjective.

For instance:

- Calmly

She can speak more calmly after getting the good news.

- Painful

Losing kids are more painful than losing money.

- Hopeless

We are more hopeless than before because we cannot trace our bags.

- Boring
The romantic movie is more boring than the horror one.
- Worried
My mom is more worried than my father.
- Famous
The novel version is more famous than the movie one.

B. Irregular Form

Here are some examples of adjectives and adverbs that have irregular forms:

Positive	Comparative	Superlative
bad, badly	worse	worst
far	further	furthest
	farther	farther
good, well	better	best
little	less	least
many, much, some	more	most
old	older	oldest
	elder	eldest

For instance:

- She got worse points than me.
- For further information, you can contact us later.
- The condition is much better than before.
- Anne has more barbies than Janet.
- Today's discount is less than yesterday.
- The building is older than me.

6.2.3 Superlative Degree

Superlative degree are used to compare three or more people, things, or things. When using the superlative, we are only talking about one person, thing, or thing that is about how great, bad, good, and so on that person, thing, or thing is. The superlative degree is the third degree of comparison in adjectives and adverbs. The first degree of comparison is positive, while the second is comparative (Sargeant, 2007).

The superlative degree is used to state that an object or person is the most compared to the others. In Superlative degree add “-est” at the end of the adjective or add “most” at the front of the adjective. The word "the" is added as an affirmation before an adjective that functions as an affirmation

Adjectives and adverbs change form when used as comparisons. In the regular form, changes in adjective and adverb forms follow a certain pattern. On the other hand, in the irregular form, the changes in the form of the words do not follow a certain pattern.

The pattern:

Subject + Predicate + The Adjective + -est + Object

or

Subject + Predicate + The Most + Adjective + Object

There are two basic rules in the superlative degrees (Sargeant, 2007):

A. Regular Form

1. Adjectives and adverbs consisting of one syllable are added “-est”. Usually there is a double consonant letter at the end of the word in the patterned basic form: consonant - vowel - consonant.

For instance:

- Fat - fattest
My brother is the fattest in our family.
- Sad – sadder
We heard the saddest news ever because the house was burnt down.
- Wet – wetter
My tent is the wettest because there is no tree near my tent.
- Slim – slimmer
Henry is the slimmest of all the member because he takes strict diet.
- Thin – thinner
The mathematic book is the thinnest of all book.
- Big - bigger
The pharmacy laboratory is the biggest laboratory in campus.
- Fine - finest
The wine is the finest drink of all.
- Rich - richest
He is the richest man in this country.
- Tall - tallest:
I am the tallest among my friends.
- Thin - thinnest
This book is the thinnest on the shelf.
- Fast - fastest

He drove the fastest in the country

- Hard - hardest

In order to get the best score, she must study the hardest of all her classmates.

- Cold - coldest

This year is the coldest ever.

2. If the adjective ends in “-e”, add “-r” to form the comparative.

For instance:

- Nice – nicer

Mr. Jackson is the nicest teacher at school.

- Large – larger

Airbus A380-800 is the largest passenger plane in the world.

- Safe – safer

The safest place during the hurricane is in underground safehouse.

- Wide – wider

My desk is the widest at home.

- Close – closer

My house is the closest to school.

3. Adjectives that come from the past participle usually use “most” in front of the adjective.

For instance:

- Bored - most bored

This movie is the most bored of all.

- Tired - most tired

They are the most tired workers I have ever seen.

4. Adjectives and adverbs that have more than three or more syllable, add “most” in front of them.

For instance:

- Beautiful – most beautiful

She is the most beautiful girl in the world.

- Difficult - most difficult
She is looking for the most difficult questions.
 - Diligent - most diligent
He is the most diligent student in my campus.
 - Handsome - most handsome
My father is the most handsome man among his friends.
 - Fluently - most fluently
She speaks English the most fluently in the office.
 - Quickly - most quickly
Of all my secretaries, she can type the most quickly.
5. In two syllables that end in “-y”, the letter “y” is reduced and then “-iest” is added.
For instance:
- Easy - easiest
I will tell you the easiest way to get in to the Borobudur Temple.
 - Funny – funniest
My dad can tell the funniest joke ever.
 - Pretty – prettiest
My mom is the prettiest woman in the world.
 - Sunny - sunniest
It is the sunniest day in this week.
6. Some adjectives that have two syllables can be formed by adding “-est”.
For instance:
- Clever – cleverest
Armand is the cleverest student in campus.
 - Narrow – narrowest
This is the narrowest road I have ever seen.
 - Simple – simplest
This is the **simplest** recipe to make a black forest cake.

7. Adjectives or adverbs with two syllables Ends in “-ly”, “-ful”, “-less”, “-ing”, “-ed”, “-ous” use “most” in front of the adjective. For instance:

- Calmly
She can speak the most calmly after getting the good news.
- Painful
Losing kids are the most painful pain ever.
- Hopeless
We are the most hopeless before because we cannot trace our bags.
- Boring
This movie is the most boring movie ever.
- Worried
My mom is always the most worried person about everything.
- Famous
This boy band is the most famous group in the world.

B. Irregular Form

Here are some examples of adjectives and adverbs having irregular forms:

Positive	Comparative	Superlative
bad, badly	worse	worst
far	farther	farthest
	further	further
good, well	better	best

Positive	Comparative	Superlative
little	less	least
many, much, some	more	most
old	older	oldest
	elder	eldest

For instance:

- She got the worst points in the class.
- Her house is the farthest among her friends.
- Charlie is the best musician in the pop music.
- Anne has the most barbies of all.
- Today's discount is the least in this month.
- The building is the oldest around my neighbourhood.

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CHAPTER 7

ADVERB OF MANNER

By Evan Afri

Adverbs of manner are the largest group of adverbs. Most of the adverbs of manner are closely related to the corresponding adjectives. Although some words can be used as adjectives or adverbs, in most cases, the adverb way is formed by adding **ly** to the appropriate adjective.

7.1 Spelling rules for adding **ly**

In most cases, **ly** is simply added to the positive form of the adjective. For example:

<u>Adjective</u>	<u>Adverb of Manner</u>
bad	badly
complete	completely
normal	normally
surprising	Surprisingly
clear	clearly
rapid	rapidly

7.1.1 Adjectives ending in **-ic**

However, when the adjective ends in **ic**, the syllable **al** is usually added before the **ly** ending. For example:

<u>Adjective</u>	<u>Adverb of Manner</u>
dramatic	dramatically
scientific	scientifically
specific	Specifically
drastic	drastically
frantic	Frantically
enthusiastic	enthusiastically

7.1.2 Adjectives ending in -le

When the adjective ends in **le** preceded by a consonant, the final **e** is usually changed to **y**, to form the **ly** ending. For example:

<u>Adjective</u>	<u>Adverb of Manner</u>
favorable	favorably
humble	humbly
simple	Simply
gentle	gently
reasonable	Reasonably
terrible	terribly

When the adjective ends in **le** preceded by a vowel, in most cases, **ly** is simply added to the positive form of the adjective. For example:

<u>Adjective</u>	<u>Adverb of Manner</u>
agile	agilely
sole	solely

However, in the case of the adjective **whole**, the final **e** is removed before the ending **ly** is added:

<u>Adjective</u>	<u>Adverb of Manner</u>
whole	wholly

7.1.3 Adjectives ending in -ll

When the adjective ends in **ll**, only **y** is added. For example:

<u>Adjective</u>	<u>Adverb of Manner</u>
dull	dully
full	fully
shrill	shrilly

7.1.4 Adjectives ending in ue

When the adjective ends in **ue**, the final **e** is usually omitted before the ending **ly** is added. For example:

<u>Adjective</u>	<u>Adverb of Manner</u>
due	duly
true	truly

7.1.5 Adjectives ending in -y

When the adjective ends in **y** preceded by a consonant, the **y** is usually changed to **i** before the ending **ly** is added. For example:

<u>Adjective</u>	<u>Adverb of Manner</u>
busy	busily
easy	easily
happy	Happily
hungry	hungrily
lazy	Lazily
Angry	Angrily

However, in the case of the adjectives **shy** and **sly**, **ly** is simply added to the positive form of the adjective:

<u>Adjective</u>	<u>Adverb of Manner</u>
shy	shyly
sly	slyly

When the adjective ends in **y** preceded by a vowel, in most cases, **ly** is simply added to the positive form of the adjective. For example:

<u>Adjective</u>	<u>Adverb of Manner</u>
coy	coily
grey	greyly

However, in the case of the adjective **gay**, **y** is changed to **i** before the ending **ly** is added:

<u>Adjective</u>	<u>Adverb of Manner</u>
gay	gaily

The following table gives examples of adverbs of manner, location, time and frequency which have the same forms as the corresponding adjectives.

<u>Adjective</u>	<u>Adverb of Manner</u>
fast	fast
hard	hard
little	little
loud	loud or loudly
much	much
straight	straight

7.2 Position of Adverbs of Manner

We can use the adverb of the manner in the following Positions in a sentence.

1. It usually comes **after the main verb**.

Examples:

He runs **faster**.

She can cook vegetables **nicely**.

He walks **quickly**.

I will help you **later**.

He sings a song **beautifully**.

He played **well**.

The horse ran **fast**.

He tries **hard**.

2. Sometimes adverbs of manner **come after the direct object**. The adverb must be placed either before the verb or at the end of the clause

Examples:

He can beat the drum **harder**.

She can makeup Bridals **beautifully**.

She types the letter **hurriedly**.

The teacher teaches the students **politely**.

The man did the job **perfectly**

He ate the cake **greedily**

He gave us the money **generously**

3. We can also use the adverb of manner before a verb in some cases.

Examples:

She can **beautifully** Makeup Bridals.

She **hurriedly** types the message.

She **kindly** took the baby in her arms

They **sadly** left before we arrived

I **quickly** ran to the shops

She **carefully** read the letter

I **eagerly** accepted the job offer

Note: we can never place an adverb of manner between a verb and its direct object.

Example:

She types hurriedly the message. (Incorrect)

She hurriedly types the message. (Correct)

4. In the case of a **sentence with preposition** always use the adverb of manner before preposition or after the main object.

Examples:

He can **play nicely** in the game.

He can play in the game, **nicely**.

She asked me to leave the room **quietly**

He agreed to go to the store for milk **quickly**

5. Sometimes we use the adverb of manner at the start of a sentence.

Examples:

Hardly and barely, we crossed the river.

Slowly but seriously, They finished the job early

Nervously, joyfully, she opened the present.

Silently, the burglar tried to break into the house

6. When **more than one verbs** are in a sentence.

When there is more than one verb in a sentence, the position of the **adverb** is very important.

1) Placed with verb (It will **modify the meaning** of verb)

2) At the end of the sentence (it describes the manner of the **whole action described** in the clause)

Examples:

She **slowly decided to** leave the party. (**slowly** modifies **decided**.)

She decided to **leave the party slowly**. (**slowly** modifies **leave the party**.)

7. Case of **Intransitive verbs**. (Verbs without object)

The adverb of manner should place **immediately after the verb**.

Examples:

His enemies were killed **badly**.

The police drives **carefully**

The committee arrived **early**

The woman cries **sadly**

The horse jumps **high**

7.3 Adverbs of Manner List

1. There is a list of examples of adverbs. These words are very useful in our writing and speaking. If you have a clear difference between Positive and Negative adverbs of manner, you can better utilize these words in your conversation.
2. We are categorizing them into two basic categories:
3. Positive Manner

Openly	Perfectly	Kindly
Politely	Justly	Boldly
Neatly	Powerfully	Carefully
Bravely	Calmly	Easily
Promptly	Quickly	Rapidly
Elegantly	Equally	Beautifully
Quietly	Well	Honestly
Cautiously	Cheerfully	Eagerly
Generously	Joyously	Frankly
Gladly	Faithfully	
Obediently	Patiently	

4. Negative Manner

Blindly	Carelessly	Cruelly
Angrily	Anxiously	Greedily
Hastily	Hungrily	Roughly
Rudely	Nervously	Painfully
Sadly	Selfishly	Awkwardly
Badly	Foolishly	Frantically

Lazily	Loudly	Shyly
Stupidly	Suspiciously	Poorly
Recklessly	Violently	Tensely
Noisily	Madly	Inadequately
Irritably		

7.4 Exercises for Adverbs of Manner

- For each of the following sentences, fill in the blank with the adverb which corresponds to the adjective given in brackets. For example:

The letter was _____ legible. (scarce)

The letter was scarcely legible.

- I was _____ impressed by their courage. (due)
- Children chattered _____. (noisy)
- The sun shone _____ behind the clouds. (pale)
- They have settled in _____. (comfortable)
- He _____ maintained his point of view.
(dogmatic)
- Everything is proceeding _____. (normal)
- Please drive _____. (slow)
- She worked _____ until nine o'clock. (steady)
- The cost of fuel has risen _____. (dramatic)
- He _____ scrambled up the slope. (agile)
- Everything was explained clearly and _____.
(simple)
- The train whistle blew _____ at the crossing.
(shrill)
- _____, it stopped raining before we had to leave.
(lucky)
- She was signaling _____. (frantic)

- 15) That was _____ unexpected. (whole)
- 16) We arrived _____. (punctual)
- 17) England is a _____ populated country. (dense)
- 18) They are _____ dependent on coal for fuel. (sole)
- 19) The material was produced _____. (synthetic)
- 20) They _____ agreed to the proposal. (ready)

2. For each of the following sentences, fill in the blank with the adverb which corresponds to the adjective given in brackets. For example:

He hit the ball _____. (hard)

He hit the ball hard.

- 1) I drove _____ home. (straight)
- 2) We came to work _____. (early)
- 3) She _____ filled in the answers. (quick)
- 4) likes to drive _____. (fast)
- 5) We proceeded _____. (cautious)
- 6) He threw the ball _____ into the air. (high)
- 7) How _____ do you know her? (good)
- 8) We arrived _____. (late)
- 9) They did the work _____. (bad)
- 10) He spoke _____. (little)
- 11) The gathering is held _____. (annual)
- 12) They replied _____. (immediate)
- 13) workers met _____. (weekly)
- 14) I will deal with that problem _____. (first)
- 15) They were _____ dressed for the occasion. (suitable)

3. For each of the following sentences, pay attention to whether the word to be placed in the blank modifies a noun or a verb, and complete the sentence with either the

adjective given in brackets or the corresponding adverb, as appropriate. For example:

It is necessary to wear ____ clothes in the winter. (thick)

It is necessary to wear thick clothes in the winter.

Snow fell ____ on the ground. (thick)

Snow fell thickly on the ground.

- 1) We _____ concluded the deal. (successful)
- 2) He is a _____ businessman. (successful)
- 3) There was a _____ rain in the morning. (light)
- 4) She ran _____ up the steps. (light)
- 5) The path was _____ marked. (clear)
- 6) We gave him a _____ signal to continue. (clear)
- 7) I _____ disagree with you. (strong)
- 8) There is a _____ wind from the north. (strong)
- 9) She waved _____. (cheerful)
- 10) I gazed at the _____ water of the lake. (tranquil)
- 11) The engine operates as _____ as possible.
(efficient)
- 12) Is that a _____ decision? (recent)
- 13) He has behaved very _____. (responsible)
- 14) _____ snow is forecast for tomorrow. (heavy)
- 15) I opened the door _____ and stepped outside.
(quiet)
- 16) Icicles hung from the _____ needles of the pine
trees. (dark)

4. For each of the following sentences, pay attention to whether the word to be placed in the blank modifies a noun or an adjective, and complete the sentence with either the adjective given in brackets or the corresponding adverb, as appropriate. For example:

A ____ wooden fence surrounded the playground. (high)

A high wooden fence surrounded the playground.

A ____ skilled worker will be required for this job. (high)

A highly skilled worker will be required for this job.

- 1) They have a _____ front lawn. (wide)
 - 2) He has challenged a _____ held theory. (wide)
 - 3) Every author likes to receive _____ book reviews. (favorable)
 - 4) _____ situated farms often produce higher yields than other farms. (favorable)
 - 5) Many _____ incomprehensible phenomena have been explained with the help of modern science. (previous)
 - 6) Many _____ city councils have succeeded in balancing the budget. (previous)
 - 7) _____ weather conditions have prevailed for the past ten days. (unusual)
 - 8) An _____ large number of variables must be taken into account. (extreme)
 - 9) _____ few people understand the situation. (relative)
 - 10) She wrote a _____ short story. (humorous)
 - 11) That was a _____ occurring event. (frequent)
 - 12) Our city boasts a _____ bus service. (frequent)
 - 13) It was a _____ Easter Sunday. (hot)
 - 14) It was a _____ debated issue. (hot)
5. For each of the following sentences, pay attention to whether the word to be placed in the blank modifies the verb or the subject of the verb, and complete the sentence with either the adjective given in brackets or the corresponding adverb, as appropriate. For example:
We tasted the soup _____. (suspicious)
We tasted the soup suspiciously.

The meal tasted _____. (delicious)

The meal tasted delicious.

- 1) The moon appeared _____ between the clouds.
(brief)
- 2) He looked _____. (happy)
- 3) He looked _____ at the timetable. (attentive)
- 4) We felt _____ after supper. (sleepy)
- 5) After the lights went out, we felt our way _____
to our rooms. (sleepy)
- 6) The maple tree grew _____. (quick)
- 7) The sky grew _____. (dark)
- 8) He became _____ at the thought of giving a
speech. (excited)
- 9) She became a teacher _____ after graduating.
(immediate)
- 10) The pastries smelled _____. (sweet)
- 11) We _____ smelled the aroma of fresh bread.
(eager)

6. Rewrite the following sentences as comparisons, using the comparative form of the adverb, and the word **than**. For each sentence, use the word or words given in brackets as the second part of the comparison. For example:

The living room was furnished elegantly. (the study)

The living room was furnished more elegantly than the study.

Because they were nervous, they performed badly. (they should have)

Because they were nervous, they performed worse than they should have.

- 1) The train travels fast. (the bus)
- 2) In the morning, the sun shone brightly. (in the afternoon)
- 3) The footpath runs straight. (the road)

- 4) Joe sings badly. (Rick)
- 5) I got up early. (you did)
- 6) The wild deer came near. (I had expected)
- 7) Her son plays the violin well. (her daughter does)
- 8) Captain Cook sailed far. (Columbus did)
- 9) You are late. (the others)
- 10) The stream flows swiftly. (the river)
- 11) She studies hard. (her classmates)
- 12) The project was completed successfully. (we had anticipated)

7. Rewrite the following sentences, using progressive comparisons instead of the adverb **increasingly**, and using the expression **less and less** instead of the adverb **decreasingly**. For example:

The rain fell increasingly heavily.

The rain fell more and more heavily.

The wind blew increasingly hard.

The wind blew harder and harder. Finally, the rain drummed decreasingly loudly on the roof.

Finally, the rain drummed less and less loudly on the roof.

- 1) As the evening wore on, we spoke decreasingly animatedly.
- 2) The spectators cheered increasingly loudly.
- 3) The chirping of the crickets disturbed us increasingly little.
- 4) As he grew older, he walked increasingly far.
- 5) The new shuttle service functioned increasingly reliably.
- 6) The sun shone decreasingly intensely.
- 7) As I became tired, I wrote increasingly slowly.
- 8) The boy learned to read increasingly well.

8. Rewrite each of the following sentences, changing the positive form of the adverb to the superlative form, and using the definite article **the**. Use the words given in brackets as the second part of the comparison. For example:

This window opens easily. (of all the windows in the room)

This window opens the most easily of all the windows in the room.

He plays this piece well. (of anyone in the band)

He plays this piece the best of anyone in the band.

- 1) She understood the lesson readily. (of all the pupils in the class)
- 2) This kite flies badly. (of all the kites I have ever made)
- 3) That train leaves early. (of all the trains departing from this station)
- 4) Last night it snowed hard. (of any night in the year)
- 5) The potato field produces little. (of all the fields on the farm)
- 6) This highway runs straight. (of all the highways in the country)
- 7) She speaks quietly. (of all the people I know)
- 8) The bass sings low. (of all the singers)
- 9) Eagles fly high. (of all the birds which live in the mountains)
- 10) She prepares meals well. (of all the students in the class)
- 11) They regard his proposal favorably. (of all the proposals they have received)
- 12) Bill ran far. (of all the boys)
- 13) His arrow came near. (to the center of the target)
- 14) This bus travels slowly. (of all the buses)

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CHAPTER 8

ADVERBS OF TIME

By Raynesta Mikaela Indri Malo

In each language, words are classified into major classes such as noun, verb, adjective, and adverb. These classes have their own function in sentences. For example, a noun will be used as subject or object in the sentence. A verb will mainly function as predicate. The adjectives and adverbs function to modify other words. An adjective usually function as a modifier of a noun to show the quality of the noun, to indicate its quantity or extent, or to specify a thing as distinct from something else. An adverb has more functions which is to modify most of the other word classes.

The common definition of an adverb is a word that gives description by modifying a verb, an adjective, or another adverb (Swick, 2005; Stobbe, 2008; Barrett, 2016; DeCapua, 2017). Originally, as Stobbe states it, the prefix “ad-” in the word **adverb** means “to,” “toward,” or “in addition to” (2008). It means that an adverb is a word that is used with a verb to broaden its meaning. However, in its usage, adverb can modify other word classes too.

Stobbe (2008) classifies adverbs into **five type**, the adverb of time, adverb of location, adverb of manner, adverb of degree, and adverb of frequency. As their names, they carry the function of modifying other words by giving extra information (Altenberg and Vago, 2010). For example, an adverb of manner modifies a verb by giving information on how or in what manner the action is carried out (*carefully, quickly*). An adverb of frequency will modify a verb to give more information on how frequent the action is carried out (*daily, weekly, annually*).

8.1 Adverbs of Time

8.1.1 Definition and Function

Several adverbs express time and they are called as adverbs of time (Sargeant, 2007; Payne, 2011; Torres-Gouzerh, 2016). This kind of adverb expands the meaning of a sentence by provide information about when an action happens. As Cookson and Stirk (2019) stated that when making a statement, it is important to make it clear whether a situation exists now, existed in the past, or is likely to exist in the future. Beside tenses, the use of time adverbials or adverb of time is another. Although sometimes the tense may already provide a clear time period and no other time reference is required, the use of adverb of time is important to draw attention to the time of the action. Some examples of adverbs of time are tomorrow, today, never, soon, yesterday, and yet.

(1) They will arrive **tomorrow**.

(2) Will you come home **soon**?

In sentence (1), the adverb tomorrow give information on when the arrival will happen. It will be on the next day, not yesterday, not today nor on other time. Example (2) also shows when the action “come” is expected to happen in a short time after the present moment.

An adverb of time can be a definite word as in (1) and can be an indefinite word as in (2) (DeCapua, 2017). The definite adverb of time is typically designating a clear unquestionable time or period of time of when something happens, such as yesterday, today, tomorrow, last week, next month, and a year ago. Examples are shown below.

(3) The students visited the museum **last week**.

(4) We moved here **a year ago**.

(5) We are going to a vacation in Bali **next month**.

Meanwhile, indefinite adverbs are those which do not indicate the exact or precise time period such as now, then, soon, just, before, still, already, and next. In these 3 examples below, the exact time when the action happens or is carried out is not clearly stated.

- (6) Andy must submit the paper and **then** contact the professor.
- (7) The bell **just** rang.
- (8) The train has **already** left.

Adverbs of time, as its definition, are those words modifying other words to state when something takes place. It should be separated from other kinds of adverbs which describe how long an action occur, the adverb of duration (i.e. for two weeks, all afternoon, one week), and which express an exact number of times the action happens, the adverb of frequency (i.e. weekly, daily, annually).

When modifying a verb, the adverb of time used in a sentence must concord with the tense of the sentence. For example, the time adverb yesterday can only be used with the simple past tense, while tomorrow can only be used with the future tense.

- (9) We **will go** to the party **tomorrow**.
- (10) We will go to the party yesterday.*
- (11) We **went** to the party **yesterday**.
- (12) We went to the party tomorrow.*

The examples in (9) and (11) are the correct formula since the use of time adverbs tomorrow and yesterday concord with the tenses of each sentence. The verb will go is a future action indicating that the action has not occurred yet and will happen in a future time. The adverb tomorrow gives exact time of when it will

happen. In (11), the verb *went* is the past form of the verb *go* which indicates that the action has occurred in a time in the past. The adverb yesterday provides a precise time of when it occurred. The sentences in (10) and (12) are the incorrect ones since the adverbs does not in accordance with the tenses.

8.1.2 Forms of Adverbs of Time

One of the main characteristics of adverb form is that they end in -ly (Torres-Gouzerh, 2016; DeCapua, 2017; Swick, 2018). It is a quick way to identify most adverbs. Some examples are regularly (in a regular manner), happily (in a happy manner), and locally (in a local area).

(13) My daughter calls me **regularly**.

(14) They are **happily** married.

(15) They only shopped **locally**.

However, adverbs including adverbs of time not always end in -ly, as punctually, quickly, suddenly, early, and those in the examples above. Some are in the form of these words today, tomorrow, yesterday, tonight, late, early, and never. For detailed form of adverbs that do not end in -ly, they may appear in form of adverb word and adverb phrase.

(i) An Adverb

(16) The boys will come home **late**.

(17) I will call her **immediately**.

(18) We are going to the party **tonight**.

(ii) A Prepositional Phrase

A prepositional phrase can also modify a verb. If a phrase modifies a verb, it is considered adverbial. When a prepositional phrase of time modifies a verb, it is acting as

time adverbial. An adverb or adverb prepositional phrase is a prepositional phrase that modifies a verb.

(19) The plane will depart **at eight o'clock**.

(20) The ceremony was held **on Monday**.

(21) Our family always go to the beach **on the weekend**.

The prepositional phrase in the examples above are acting as time adverbial because they modify the verb by giving information on when the action happens. In sentence (15), the prepositional phrase at eight o'clock modifies the verb "depart" and provide information on when the departure is going to happen. The phrase on Monday and on the weekend also act the same for the passive verb "was held" and for the verb "go".

(iii) A Noun Phrase

(22) He goes to school **this morning**.

(23) I went early **the next day** to submit the paper.

(24) Randy bought a new laptop **last week**.

In the examples above, the noun phrases this morning, the next day, and last week are acting as adverbs of time because they modify the verb in each sentence "goes", "went" and "bought". They provide information on when the actions happen.

8.2 Position of Adverb of Time in Sentences

Stobbe (2008) states that the placement of adverbs varies greatly. Adverbs of time normally come right after the verb and at the end of the sentence. However, adverbs can also be placed before a verb and after an object noun. The changed position of an adverb of time aimed to lend emphasis to a certain aspect of a sentence. Here are some simple rules on how to place an adverb in the sentence.

(i) At the End of the Sentence

An Adverb of time often work best when placed at the end of sentences, such as in:

(25) The robber ate some porridge **later**.

(26) We will replace the air conditioner **soon**.

(27) I'm going to clean my apartment **tomorrow**.

(28) Mrs. Coleman teaches history **this semester**.

(ii) In the Middle of the Sentence

Some adverbs can be located in the middle of a sentence (Torres-Gouzerh, 2016). In the simple present and simple past tenses, the mid-sentence adverbs of time stand in front of verbs, follow forms of *be*, and stand between an auxiliary verb and a main verb. Although not many adverbs of time can be placed in the middle of the sentence, here are some examples.

(29) The robber **later** ate some porridge.

(30) We will **soon** replace the air conditioner.

(31) She is **now** going to call the police.

(32) The students can **then** call their teachers for help.

From the examples above, it can be seen that the indefinite adverbs of time can be placed in the middle if the sentence. When compared to *she **yesterday** called her brother** or *the robber **today** eat banana**, the definite adverb of time in this sentence *yesterday* sounds not suitable in this position. The placement if adverb of time in the middle of the sentence is usually used in formal writing such as in formal police report.

(iii) In front of the sentence

Adverbs of place and time can go at the beginning of the sentence for emphasis (Swan and Walter, 2015). It is to state that the time is the most important element in the sentence. Definite and indefinite adverbs of time can both be used in this position.

(33) **Later**, the robber ate some porridge.

(34) **Soon**, we will replace the air conditioner.

(35) **On Monday**, I'll be back home.

(36) **Today**, I have an English class.

When using more than one adverb in a sentence, when an adverb of time is used with adverb of frequency and adverb of duration, use them in the order of how long (duration), how often (frequency), and when (time). Following are the examples.

(37) She volunteered at the library for **three days**⁽¹⁾ **every week**⁽²⁾ **last month**⁽³⁾.

(38) The lady went to the hospital **every month last year**.

(39) The students will go on a school trip for one week **next month**.

8.3 Adverbs and Adjectives

As it is stated before, most adverbs end in -ly. Some of these forms are originated in adjectives. Most adjectives can be changed to adverbs by adding -ly to the end of the adjectives (Swick, 2005; Torres-Gouzerh, 2016). If the adjectives end in -y, change the -y to -i and then add -ly. For example, careful-carefully, quick ~ quickly, and happy ~ happily.

For adverb of time, there are some words that originated from adjectives. In the examples below, the adverb lately comes

from the adjective late, the adverb recently from the adjective recent, while the adverb former comes from the adjective former.

(40) The weather has been friendlier **lately**.

(41) She **recently** graduated from high school.

(42) The house was **formerly** owned by the well-known singer.

In addition, the distinction between adjectives and adverbs is not always clear (DeCapua, 2017). It is due to the fact that some adjectives and adverbs have the same form. Some adverbs of time have same form with the adjectives. Compare the following examples.

(43) Moana rises **early**.

(44) Moana is an **early** riser.

In (39), early is an adverb which modifies the verb “rises” and provide information on when the action happens. It indicates that the subject gets up in early morning (and not late). Meanwhile, in sentence (40), early is an adjective which modifies the noun “riser” and give extra information on the behaviour of the riser. It indicates someone who rises (gets up) early in the morning.

8.4 Adverbs and Nouns

DeCapua (2017) explains that some of the time adverbs can also function as nouns. We can differentiate their function because when they are used as nouns, they are the subject of the main verb. Some examples shown below.

(45) I submitted the homework **yesterday**.

(46) **Yesterday** was a rainy day.

(47) Nancy will sing **tomorrow** at the opening ceremony.

(48) **Tomorrow** will be a beautiful day for all of us.

In sentence (41) and (43), yesterday and tomorrow are both modifying the sentence, in this case the verb. In (41), yesterday provides information on when the action “submitted” is done, and in (43) the adverb tomorrow gives information on when the action “sing” will take place. Meanwhile, in (42) and (44), yesterday is the noun which becomes the subject of the verb “was” and tomorrow is the subject of the verb “will be”.

Exercises

(i) Fill in the blanks with definite adverb of time!

last year | tomorrow | today | last two weeks | at 7 o'clock.

- (1) I go to the hospital _____.
- (2) I visited my home town _____.
- (3) A newspaper arrives _____ everyday.
- (4) There will be a flight from Medan to Bali _____.
- (5) I sent gifts for my grandparents' _____.

(ii) Fill in the blanks with indefinite adverb of time!

now | already | then | just | soon.

- (1) Hasan _____ completed his homework.
- (2) My son _____ drank his milk before his sister came.
- (3) Maria is eating outside _____.
- (4) They will _____ visit my house.
- (5) The students has _____ presented their project.

(iii) Choose the best adverb to complete each sentence!

- (i) _____, we arrived at the village.
a. nightly b. finally c. lately

- (ii) I have never eaten the Italian food, apple strudel,
_____.

a. already b. just c. before

(iii) It is unusual for Adam to get up _____.

a. early b. quarterly. c. soon

(iv) Anna could _____ play some music instruments when she was 8.

a. previously b. next c. already

(v) Are you going to visit us _____?

a. yesterday b. before c. soon

(vi) John saw him_____.

a. yesterday b. tomorrow c. soon

(vii) Your mother is seeing your teacher _____.

a. yesterday b. tomorrow c. last week

(viii) We did not see her at the church on _____.

a. yesterday b. Sunday c. next week

(ix) I will do it first thing _____.

a. yesterday b. tomorrow c. a week ago

(x) The Sastro's family moved here _____.

a. soon b. tomorrow c. a week ago

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CHAPTER 9

ADVERBS OF FREQUENCY

By Suryani Kurniawi Kahi Leba Kapoe

9.1 Definition

Adverbs of frequency is an adverb that tell us how frequent an action or how often something occurs. When you want to know the frequency of something happens, then you need to use an adverb of frequency from something done most of the time to something not at any time happens (Hall, 2012). Adverb of frequency always used in the simple present tense for action and situation that are generally permanently true and answer the question of 'how often'. There are five common adverbs of frequency include always, usually, often, sometimes, rarely, never. Each of them has their own level of frequency and their uses in a sentence.

9.2 Kinds of Adverbs of Frequency

Adverb of frequency has two kinds: adverbs of definite frequency and adverbs of indefinite frequency (Herring, 2016). Adverbs of definite frequency describe specific time when something happens. Some examples of adverbs of definite frequency such as **hourly, daily, weekly or once, twice a year, three times, once a month, every other year, frequently, every second, every minute, every day** occur at the beginning or at the end of a sentence.

For examples:

Every day I study for the TOEFL Prediction.

I study for the TOEFL Prediction **every day**.

They go on holiday **twice a year**.

I eat noodles three times **daily**

Furthermore, adverbs of indefinite of frequency occur when the position of adverb before the main verb, after to be, and after the auxiliary verb such as always, usually, often, sometimes, rarely, seldom, never. The use of adverbs of indefinite frequency with a sentence will be discussed further.

9.3 The Function of Adverbs of Frequency

Adverbs of frequency help us to express our thought, ideas, and feeling clearly related to 'how often' something done. There are many functions of adverb of frequency and their level of use in a sentence (Coe, et al, 2006) as follows:

1. Always is used to express capabilities about 100% of the time in daily activities.
2. Usually is used to express capabilities about 80% of the time in daily activities.
3. Often is used to express capabilities about 70% of the time in daily activities.
4. Sometimes is used to express capabilities about 50% of the time in daily activities.
5. Rarely is used to express capabilities about 20% of the time in daily activities.
6. Never is used to express capabilities about 0% of the time in daily activities

In addition, there are some adverbs of frequency such as seldom, hardly ever, frequently and occasionally which is often exist in the sentence. A good way to describe the difference in frequency is by using % as see in the picture below:

I	always (100%)	get
you	usually (80%)	go
we	often (70%)	meet
	sometimes (50%)	
	rarely (20%)	
	never (0%)	

Picture Adverb of Frequency

(Source: https://wse-strapi-image-hosting-wse-dev.s3.eu-west-1.amazonaws.com/blog_adverbs_frequency_cceefa0353.png)

The use of always (1), indicates something happens all of the time or routine activities. Then, the use of usually (2) indicates activities occurs most of the time and often (3) is usually much of the time. The use of sometimes (4) indicates something happens some of the times, then the use of rarely (5) shows something almost never happens, and never (6) indicates something not at any time happens. By and large, the adverbs such as always, usually, often, sometimes indicate positive level of frequency, while rarely, never indicate the negative level. We can see clearly the use of adverbs of frequency in examples of sentences below:

Bintang **always** swims in the afternoon
 Bintang **usually** swims in the afternoon
 Bintang **often** swims in the afternoon
 Bintang **sometimes** swims in the afternoon
 Bintang **rarely** swims in the afternoon
 Bintang **never** swims in the afternoon

The sentences above have their own meaning related to the use of adverb of frequency. The first sentence means that

Bintang has a routine schedule to swim in the afternoon in a week and it happens all the time. Then, the second sentence indicates that Bintang is usually swim most of the time. In general, the use of 'always' and 'usually' almost exist in the same level. The third sentence means that Bintang does not usually swim almost the time. The fourth sentence shows that Bintang is usually swims in an unscheduled time. The fifth sentence means that Bintang almost does not swim in the afternoon and the sixth sentence shows that Bintang does not swim at any time.

9.4 The Position of Adverbs of Frequency

The position of adverb of frequency is important in a sentence. In general, adverbs of frequency occurs in two ways:

1. Before the main verb

In a sentence, adverbs of frequency often appear directly in front of the main verb in a sentence or before the verb in simple present. Most adverbs come before verbs or go in the middle of sentence.

Formula: Subject + **adverb of frequency** + main verb

For examples:

I **sometimes** watch Korean films.

Jaya **usually** plays badminton in the evening.

Jane **never** visits her grandmother.

From the sentences above, we can see the level of frequency indicates that subject I watch Korean films some of the times, and Jaya play badminton most the time in the evening, then Jane does not visit her grandmother at any time. Then, the position of adverbs of frequency (sometimes, always, never) are located before the main verb (watch, play, visit). However, there are some common learners errors of adverb of frequency:

Rule 1: Never put an adverb between the main verb and object

Incorrect: Jaya **plays usually** badminton in the evening.

Correct: Jaya **usually plays** badminton in the evening.

Incorrect: I watch sometimes Korean films.

Correct: I **sometimes watch** Korean films.

Learners usually make some mistakes by putting *verb* before adverb of frequency, as seen above. In fact, the adverb should come before the main verb.

2. After *to be*

The adverb of frequency is usually located after *to be* (*am, is, are*) or the adverbs of frequency come after it.

Formula: Subject + *to be* (*am, is, are*) + **adverb of frequency**

For examples:

Mega **is often** late

Bayu and Morgan **are rarely** get along with their friends.

The level of frequency (*often, rarely*) shows that Mega does not late much of time, then Bayu and Morgan almost never hang out with their friends. Furthermore, the position of *to be* (*is, are*) are stayed before adverb of frequency (*often, rarely*).

Rule 2: Use adverbs of frequency **after** these three forms of **be: am, is, are**.

Incorrect: Bayu and Morgan **rarely are** get along with their friends.

Correct: Bayu and Morgan **are rarely** get along with their friends.

There are some examples of sentences that shows the position of adverb of frequency before the *main verb* and after *to be* as follows:

Before the main verb	After to be (am, is, are)
I always <u>bring</u> pencil in math class	I <u>am</u> always hungry after jogging in the morning
Joshua usually <u>goes</u> to school by motorcycle.	Sandiago <u>is</u> usually late to English class.
My teacher often <u>arrives</u> early.	You <u>are</u> often the first come to the class.
We sometimes <u>play</u> basketball at night.	I <u>am</u> sometimes nervous speak in front of class.
Santi rarely <u>misses</u> the bus.	Bintang and Jaya <u>are</u> never at school after 5 p.m
Caroline never <u>eat</u> a big breakfast	

In other ways, adverb of frequency always come after the auxiliary verb (can, must, should, might, will, have, would, shall, etc).

Formula: Subject + auxiliary verb + **adverb of frequency** + main verb.

For examples:

Drivers **should** always wear a seat belt.

They **can** always work untill six

Sinta **should** never be rude to the customers

Furthermore, in a sentence, an adverb of frequency usually comes after be, but before other verbs. Then, when a verb has two parts (has bought, is using), the adverb of frequency occurs between the two parts (has never bought, is always using). Learners are sometimes make error for verb which has two parts, for example:

Incorrect: The price of gas **has been never** as high as it now.

Correct: The price of gas **has never been** as high as it now.

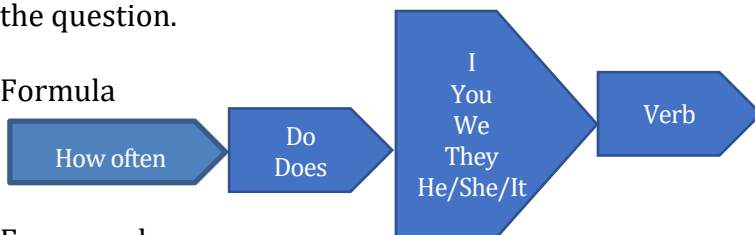
In some way, the negative adverbs of frequency such as rarely and never should be used with an affirmative verb. Double negatives are not possible, for example:

Incorrect: I **do not never** make a call while driving.

Correct: I **never** make a call while driving.

When we want to ask about the frequency of an action, we can use 'how often' and we can place it, at the beginning of the question.

Formula



For examples:

Q:How often do you go to the library?

A: I usually go to the library once a week.

Q:How often does Dino play football?

A: Dino sometimes play football twice a month.

9.5 Exercises

A. Put the words in the correct order to make sentences, as the example!

Play /often / on / Sundays / they / badminton

They often play badminton on Sundays.

1. Sometimes / her / does / Dani / Fridays / on / jogging.
2. Never / in / is / the / at / mornings / Peter / home.
3. She / the / beach / to / always / goes / in / the / summer.
4. Late / is / she / sometimes.
5. Early / up / sister / never / Sundays / on / gets / my.
6. Valentine's day/ never/ card /send/ I /on.
7. Often/ TV/watch/go to bed/father.
8. Rarely/my brother/go/fishing/I.
9. Her/motorbike/to work/rides/Mary/sometimes.

10. By train/travels/always/She.

B. Put the frequency of adverbs and expressions in the right place!

1. Susan is late for school. (never)
2. My brother doesn't write letters to his friends. (usually)
3. We go on holidays. (twice a year)
4. Peter wears a tie. (sometimes)
5. I eat fish. (once a week)
6. Do the children watch TV? (often)
7. My father is very busy. (always)
8. Peter tidies his room. (never)
9. My brother and I go fishing. (every week)
10. My mother goes shopping on Saturdays. (always)

C. Fill in the blanks with the correct adverbs of frequency!

Adverb of Frequency	Meanings
...	all of the time
...	most of the time
...	much of the time
...	some of the time
...	almost never
...	not any time
...	hardly never

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CHAPTER 10

Adverbial Phrases of Duration

Oleh Istiqamah Ardila

10.1 Introduction

An adverb phrase or adverbial phrase is groups of words that functions as single adverbs to describe the action of the verb (Sargeant, 2007). The other function of adverbial phrases is same with adverbs at general which modifies adjectives or other verb (Kaufman and Straus, 2021). One type of adverbial phrases is adverbial phrases of duration. It is used to answer questions about how long. The example of adverbial phrases of duration are:

- The rain lasted for three days.
- I haven't eaten since yesterday morning.
- She always work hard during this semester.

The underlined groups of words above indicate the duration or the period of time of the verbs which are for three days, since yesterday morning, and during this semester. Adverbial phrases of duration consist of for, since, ago, till/until, by, form.... to/until/till...., during, in, before, and after.

10.2 For, since, and ago

We use for (+ a period of time) to say how long something goes on . It is used to answer question How long? (Alexsander, 1990)

Example:

- My sister studied in Jakarta for two months. (in the past)

- I will be hiking for three days. (in the future)
- I've known Mira for ten years. (in the present perfect)

We use since (+ a point of time) to indicate a starting point, from that time until now or until a point in the past (Walker and Elsworth, 2000). It is used to answer question Since when?

Example:

- I haven't seen him since December.
- He has been here since Monday.
- We haven't met since the wedding

Since is usually used with perfect tenses with reference to the past. It cannot be used in simple present (Hall and Barduhn, 2016).

Example:

- Dani has been working here since last year. (It is correct)
- Dani works here since last year. (It is incorrect)
- They have studied in the campus since 2010. (It is correct)
- They study in the campus since 2010. (It is incorrect)

We use (a period of time +) ago to indicate the start of a period going back from now. It is used to answer question How long ago? (Alexsander, 1990). It is used in simple past not the present perfect. Ago comes after a time word or phrase.

Example:

- We fought each other two days ago.
- The invisible car is found five years ago.
- I come to Surabaya exactly six months ago.

10.3 Until/Till and by

We use until/till (+ a point in time) to indicate when something ends. The point in time means the point at which the action finished. (Walker and Elsworth, 2000)

Example:

- I'll wait here until/till 4 o'clock.
- Let's wait here until/till they come.

We use by (+ a time, date, period). It means any time before and not later than. We use by with verbs which do not refer to periods of time (Alexsander, 1990).

Example:

- She will arrive by 7 o'clock. (= any time before and no later than 7)
- She won't arrive by 7 o'clock. (She will arrive at 6.)

Compare until and by in these following examples:

- I have a full schedule this week.. I won't have any time until Friday. (= the situation is continuing until Friday)
- I'm very busy this week. I have to finish this report by Thursday. (= the deadline is Thursday)

We can use by the time or until before a clause, e.g. we arrived (Eastwood, 2011).

Example:

- There was no drink left by the time we arrived. (NOT by we arrived)
- I'll wait until you're already.

10.4 From... to/until/till and between and

We use from (+ a time) to/until/till (+ a time) to indicate when something begins and ends.

Example:

- Dinner is from eight o'clock to ten o'clock.
- I waited from ten till two.

We also can use form only, if we do not say the ends of the verb (Podromou, 2012).

Example:

- I was studying from nine o'clock.
- She has already cooked the meal from four.

Compare the use of from and since in examples below:

- They were here from ten o'clock. (= They came at ten o'clock.)
- They've been here since ten o'clock. (= They're still here.)

Based on examples, it can be seen from is used to show that the action initiates while since is used to show the time passed between then and now (from a point in the past until present).

from.... to/until/till can be change into between and They have same usage in a sentence. (Hall and Barduhn, 2016)

Example:

- I work from 9am to 5pm.
- I work between 9am and 5pm. (= same meaning)

10.5 During, in, and for

We use during (+ a named period or an even) to indicate the period of time in which something happens or develops (Podromou, 2012). The meaning of during are:

1. As either = from beginning to the end

Example:

- We had a great time during the travels.

2. As or = at the same point during a period of time.

Example:

- I'll mend the gate during the holiday.
- We watched a nice film during the flight to Balikpapan

We can use in (+ a period of time) to indicate some time during that period, at the end of a stated period, and the length of time that something takes (Walker and Elsworth, 2000).

Example:

- We had a lot of fun in the weekends. (= some time during that period)
- I'll be ready in ten minutes. (= at the end of a stated period)
- We finish the assignment in two and a half hours. (= the length of time that something takes)

In addition, during can be compared to for in some condition. See the different use of during and for below (Podromou, 2012):

1. For answers the question How long? We use it with time expressions to talk about actions that last the whole of the period of time.

Example:

- She was with the school for forty years. (= Her time with the school was forty years.)

2. We use during + that week/your stay/the match/etc. to state that a single action occurred within a period of time.

Example:

- During that year, she rose from deputy manager to managing director.

3. For and during are commonly used in these words and phrases:

a) for two hours/a whole week/'a long time/a couple of days/'a minute.

Example:

- They finished the works for a couple of days.
- He does the dishes for a minute.

b) during office hours/the day/the full ninety minutes/the twentieth century/the interval

Example:

- The boss is eating during office hours.
- He slept during the day.

10.6 During and while

Sometimes, the use of during and while is confusing. Although these words tell that something else is happening the same time as another, there are appropriate times when these words should be used in a sentence.

During is a preposition. It is used before a noun or noun phrase. During cannot be used with a clause. Meanwhile, while is a conjunction. It should be used with a clause and before the clause (Podromou, 2012).

Example:

- We didn't see anybody during the holidays. (the holidays = noun/noun phrase)
- We didn't see anybody while we were on holiday. (we were on holiday = clause)
- ~~During~~ I was at home, a stranger called. (It must be while = While I was at home, a stranger called.)

10.7 Before and after

We use before (+ a time, date, period, event) to indicate about something that takes place before another event or a specific period. It means "at" or "before".

Example:

- Siska will finish the report before 6 o'clock.
- I never go to bed before midnight.

We used after (+ a time, date, period, event) to indicate an occurrence that comes after another event.

Example:

- I'll phone the doctor after dinner.
- I'll take the bills after my break.

Then, we can use before with past perfect (Eastwood, 2011) to express an already performing action.

Example:

- I bought a car in December. I had passed my driving test one months before. (= in November, three months before December)
- Rossy finally received a reply to the letter she had written three weeks before.
- We had seen Mr. Joko last four years before.

10.8 Adverbial Phrases for Duration

Adverbial Phrases	Function	Example sentence
For	How long something goes on.	I will be hiking for three days
Since	A starting point, from that time until now.	He has been here since Monday
Ago	A start of a period going back from now.	We fought each other two days ago.
Untill/Till	Something ends or finished.	I'll wait here until/till 4 o'clock.
By	Any time before and not later than.	She will arrive by 7 o'clock.
From... to/until/till Between and	Something begins and ends.	I work from 9am to 5pm. I work between 9am and 5pm
During	The period of time in which something happens or develops.	We had a great time during the holidays.
In	The length of time that something takes.	They finish the assignment in two and a half hours.
Before	Something that takes place before another event or a specific period.	We had seen Mr. Joko last four years before.
After	An occurrence that comes after another event.	I'll take the bills after my break.

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