



Introduction of English for University Student



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PT GLOBAL EKSEKUTIF TEKNOLOGI

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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.

KATA PENGANTAR

Dengan mengucapkan puji syukur kehadiran Allah SWT, atas limpahan rahmat dan hidayahNya, maka Penulisan Buku dengan judul *Introduction of English for University Student* dapat diselesaikan. Buku ini berisikan bahasan tentang materi bahasa Inggris dasar yang harus dikuasai oleh mahasiswa.

Buku ini masih banyak kekurangan dalam penyusunannya. Oleh karena itu, kami sangat mengharapkan kritik dan saran demi perbaikan dan kesempurnaan buku ini selanjutnya. Kami mengucapkan terima kasih kepada berbagai pihak yang telah membantu dalam proses penyelesaian Buku ini. Semoga Buku ini dapat menjadi sumber referensi dan literatur yang mudah dipahami.

Penulis, April 2023
Penulis

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BAB I

THE IMPORTANCE OF ENGLISH FOR COLLEGE STUDENTS

By Andri Kurniawan

1.1 The Importance of Learning English

Language is the main medium of communication so that the need for understanding language is very important in social life. In everyday life, language has a very important role in all aspects of life. With language, a person is able to convey aims and objectives so that information and messages conveyed to other people or the public are conveyed properly. The information and messages to be conveyed must also be explained in full so that the meaning can be easily understood by the recipient because difficulties in understanding information and messages can lead to different interpretations and understandings.

According to Rohana (2018) English is an international language used to communicate in various fields and aspects of international community life, the communication process also includes several activities such as reading letters, reading reports, writing and speaking and listening. So it is important for us to examine the importance of learning and learning English to increase knowledge and interest in learning it.

Language is the main medium of communication so that the need for understanding language is very important in social life. In everyday life, language has a very important role in all aspects of life. With language, a person is able to convey aims and objectives so that information and messages conveyed to other people or the public are conveyed properly. Information and messages to be conveyed must also be explained in full so that the meaning can be easily understood by the recipient because difficulties in understanding information and messages can lead to different interpretations and understandings.

Sudaryono in the book *Language and Literature Studies* says that language is an effective means of communication, although not perfect. Imperfection of language as a means of communication is one source of misunderstanding. Meanwhile Mihaballo, Susanto, and Sriyana in the book “*The Miracle of Language*” said that language is an investment, a tool, prestige, a source of income, career advancement, a tool to motivate children, a tool for adaptation and social interaction, a tool for self-expression, and a window opener for the human mind more broadly. According to Rohana (2018), English is an international language used for communication. In various fields and aspects of the life of the international community, the communication process also includes several

activities such as reading letters, reading reports, writing and speaking and listening.

Rohana (2018: 160) says education is the main pillar for the development of a nation. Education is an important means to improve the quality of human resources as a whole in ensuring the sustainable development of a nation. Education is expected to be able to create superior human beings through the process of humanizing humans as the essence of education likewise English language education.

According to Rohana (2019: 3858) "The function of education is to develop abilities and character, as well as potential knowledge possessed by students, including speaking skills". There are several reasons why it is necessary to learn a foreign language, including:

1. Language is an investment, because the more it is taught to others, the more knowledge it has. So, the investment in question is an investment in knowledge. Usually a popular investment in the form of money or stocks, this is in the form of knowledge. The advantage gained from investment in learning is to support studies if you decide to continue studying abroad.
2. Language is a tool. Tools used to convey messages to other people and the surrounding environment. Through language between one person and another person can understand each other about the message to be conveyed. Because language is a tool, a way is needed so that the person is able to use the tool. Proficiency in using the tool is called skill.
3. Language is prestige. Prestige here means something that can increase the prestige and value of the speaker in the eyes of other people. The ability to speak a foreign language can increase the "selling point". That's why many parents enroll their children from an early age to learn a foreign language (English) because they know the needs of their children in the future.
4. Language is a source of income. There are lots of professions that require a foreign language (English) as the language of instruction. For example: Foreign language tutoring, tour guides, online translation services, hotel receptionists, and so on. The ability to speak a foreign language will increase prestige, selling points, credibility, and image in the eyes of everyone.
5. Language enhances career. A foreign language, especially English, is the main requirement for recruiting employees in addition to other qualifications. If you are majoring in a foreign language, of course you will become a professional workforce, but if you have a career in another field,

such as accounting, marketing, and others, the ability to speak foreign languages is a plus.

6. Language as a job opportunity. Job vacancies usually provide qualifications for employees who can speak a foreign language so that job opportunities for prospective employees who can speak a foreign language are wider, especially in the current era of globalization.

The most important thing is that language is used as a communication tool. Where is the notion of communication according to the Big Indonesian Dictionary (KBBI, published by Balai Librarian 2002) that communication is: (1) sending and receiving messages between two or more people so that the intended message can be understood, relationships, contact. (2) Communications. Etymologically communication or in English 'communication' comes from Latin 'communication', sourced from communis which means "same". Minimum communication must contain "same meaning" between the two parties involved. It is said to be minimal because the communication activity is not only informative, namely so that people understand and know, but also persuasive, namely that people are willing to accept an understanding or belief, carry out an activity and others.

Communication is a basic need of human life. Through communication one can establish a decision, raise issues, solve problems, provide information, release tension, provide knowledge, and instill confidence. According to its form, communication is divided into two, verbal and non-verbal. Given the broad scope of communication, this paper will only focus on verbal communication, which is an effective form of da'wah communication that uses meaningful and generally accepted symbols in the process of verbal communication that uses sound symbols only.

According to Rohana (2016: 80) in learning English as a foreign language, we must know four basic skills and understanding. The four skills are reading, speaking, writing and listening. In learning English, writing is the most difficult to master because writing consists of other language skills and components, such as organization, vocabulary, and structure. Rohana (2015: 1445) "Writing is an important communication tool. Usually writing becomes more appropriate when a person cannot express his ideas or feelings orally.

In addition, Rohana (2016: 8535) also argues that learning to read and write in the early first grades of elementary school has not produced satisfactory progress, influenced by several factors, among others, such as elementary schools not having textbooks to read which include local knowledge, are easy and quick to understand and according to student needs. Therefore, it is necessary to raise awareness of the government in fulfilling educational needs, including books that can support learning English.

Mastering writing and listening is not easy; students need additional efforts to master the skills. According to Rohana (2020) based on the results of a survey

that student achievement in writing, speaking, reading and listening is in the low category. English teachers are required to be more creative in presenting their material because it is a difficult skill to master. Students should teach in various ways that students are more interested and should have strong motivation in learning, especially in writing reproductions, and practicing their writing through listening using language laboratories.

In addition to speaking skills can be obtained through a lot of practice. With so many practical exercises, students will be more active in the learning process so that students' speaking skills will improve. The process of learning English speaking skills in the classroom is not optimal due to factors from students and teachers during the learning process. Speech skill is a form of human behavior that uses physical, psychological, neurological, semantic, and linguistic factors so extensively, broadly that it can be considered as the most important human means of controlling humans. According to Rohana (2019) Speaking is expressing the thoughts or opinions of the other person.

According to Brown (2001), sub-skills of speaking ability include speaking using the correct pronunciation, speaking fluently without using too many pauses, using correct grammar, being able to convey exactly what you want to say without confusing or misunderstanding listeners, using the right conjunctions to convey ideas, and being able to speak according to the appropriate circumstances (with whom to speak and in what context).

1.2 The Importance of Learning English for Collage Students

English is one of the important aspects possessed by students. Apart from being an international language that will support communication with other people, especially now that there are many supporting references for lectures that use English. So students need to improve English language skills. English is not only used to communicate directly but also to support students to increase their knowledge and lectures. Activities by writing articles, participating in discussions, debates and speeches in English. Therefore students must improve their English skills by carrying out various activities related to this.

English is an international language which is currently the most widely used language in the world. Its use affects almost every field related to activities and even products between countries, one of which is the field of education. In the field of education, English plays an important role for students. For example, the ability to speak English will be a benchmark for students who have aspirations of getting scholarships abroad. In addition, the ability to speak English which is a soft skill will also add to the self-qualifications of students. So, after graduating from college these abilities will be an added value in the search for work.

Students must get used to speaking and interacting with English to start learning it. A person can be said to have mastered English properly and correctly if

he has four English skills, namely listening, reading, speaking, and writing. These four skills are very influential if someone wants to communicate and interact using English. There are tips for learning and understanding the four skills so that students can easily start learning and making English a soft skill.

The first is listening skills. In English listening means listening. Where students can learn English through listening activities. Students can get used to hearing English utterances. For example listening to English music accompanied by subtitles, English films which are also accompanied by subtitles. Listening skills are useful for students in communicating in English. With this skill students can catch the intent conveyed by the other person when communicating. Students can also easily understand and distinguish each sound and pronunciation of words, because there are several words in English that have almost the same pronunciation or pronunciation.

The second is reading skill. In English reading means reading. Where students can learn English by reading. Students can start by looking for any readings as long as they are in English. For example, books, short stories, novels, comics, electronic books, and articles in English. The effort that can be made is that students can read the text and translate it word for word into Indonesian and arrange it into an appropriate sentence. This effort can be done regularly to hone skills and add new vocabulary. The more new vocabulary they get, the more students will master English. With reading skills, students can absorb the meaning of a reading so that they can read a passage with the appropriate intonation.

The third is speaking skill which means speaking. Which students can learn English through speaking. Students can start learning speaking by singing English songs, speaking in front of a mirror, and also reciting every sentence they read or hear. This skill is the most important thing in English communication. Because in communicating students must be able to convey their meaning orally and verbally so that the interlocutor can understand it. In addition, with speaking skills students can also train their tongue to pronounce vocabulary correctly and appropriately.

The fourth is writing skill which means writing. Which students can learn English through writing activities? Students can start learning English and develop their writing skills by reading other people's writings and understanding the appropriate word order. After that practice writing yourself can be done. Besides that, other writing activities can be done by writing down every vocabulary found in the reading process. Writing skills are useful for students in narrating a piece of writing and also ideas in doing assignments such as essays, articles, and final coursework.

In addition to the four skills that have been described, students must understand and master grammar. In English grammar is the grammar or structure of the correct arrangement of sentences so that they become perfect sentences. Grammar is the most important thing in English. When students communicate in

English, delivery in accordance with grammar will make it easier for the other person to understand the meaning of what is conveyed. In addition, in carrying out and writing assignments in the form of essays or reports, of course, you must use good and correct grammar.

For students who are serious about learning English with the aim of getting a scholarship to study abroad, they can join an English course class that provides a TOEFL test to get an official certificate as one of the registration requirements. In addition, in learning more students can also take advantage of existing technology by utilizing gadgets as learning media. Students can access online media such as social media, YouTube, and also websites that provide English learning features. Students can also look for applications that provide English courses that provide free or paid courses.

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BAB II

KNOWING BASIC PARTS OF SPEECH

By Lis Supiatman

2.1 Parts of Speech

The fundamental types of words in English are parts of speech (Hendriani dkk, 2009). There are eight parts of speech, according to the majority of grammar books: nouns, verbs, adjectives, adverbs, pronouns, conjunctions, prepositions, and interjections. All of these are elaborated as follow.

2.1.1 Nouns

One of the most crucial terms you use when speaking and writing is a noun (Stobbe, 2008). A noun describes a trait, idea, or action as well as a person, place, or thing. The following categories of nouns can be used to classify or organize them: proper, common, countable and uncountable noun, collective noun, masculine and feminine Nouns. These divisions are described in the following explanations.

2.1.1.1 Proper Noun

Proper nouns label particular individuals, locations, or things. The first letter of the proper noun is in a capitalized form. The examples of proper noun can be seen in the following table.

Table 2.1 The Examples of Proper Noun

No	Kinds of Proper Noun	Examples
1	names of people	Ali Baba, Florence Nightingale, Derek Jeter, Pauline, Johnny Depp, Patrick ,Harry Potter
2	names of countries and their people	America Americans, Korea Koreans, Egypt Egyptians Malaysia Malaysians, India Indians Pakistan Pakistanis Italy Italians France the French, Japan the Japanese
3	names of towns, cities, buildings and landmarks	Bangkok, New Delhi, London Denver the Grand Canyon New York, Central Park, the Leaning Tower of Pisa

4	days of the week and months of the year	Sunday, Monday, Tuesday, Wednesday, Thursday January, February, March, April, May, June
5	names of mountains, seas, rivers and lakes	Lake Michigan, the Alps the Himalayas, the Dead Sea the Pacific Ocean, Mount Fuji the Yellow River
6	names of festivals, some special events and holidays	Christmas Mother's Day, Memorial Day April Fool's Day, Labor Day Thanksgiving Day, Independence Day St. Patrick's Day

2.1.1.2 Common Noun

Common words label common places, persons, and groupings or objects (Seaton dkk, 2007). The examples of common noun can be seen in the following table.

Table 2.2 The Examples of Common Noun

No	Kinds of Common Noun	Examples
1	words for people	Actor, lawyer, aunt, judge, baby, man, baker, nurse
2	words for animals	Dog, horse, dolphin, mouse, duck, parrot, fish, shark
3	words for places	Farm, restaurant, hill, school, hospital, seashore Hotel, stadium, house, supermarket
4	words for things	Bag, kite, box, ladder, bread, lamp, can, picture
5	names of mountains, seas, rivers and lakes	Lake Michigan, the Alps the Himalayas, the Dead Sea the Pacific Ocean, Mount Fuji the Yellow River
6	names of festivals, some special events and holidays	Christmas Mother's Day, Memorial Day April Fool's Day, Labor Day, Thanksgiving Day, Independence Day, St. Patrick's Day

2.1.1.3 Countable and Uncountable

Countable nouns are those that can be counted. Because we may count them and say "one book," "two books," "three books," and so on, the term "book" works as an example. Men, infants, bottles, dogs, and cats are examples of other countable nouns, along with pens, chairs, cups, rooms, and men. In the case of a countable noun, both the singular (single) and plural (plural) forms are acceptable. A or an is used before single nouns.

Uncountable nouns, like water, are those that cannot be counted. Another example would be milk, bread, honey, rain, furniture, news, information, pleasure, and honesty. We cannot argue that there is one water or two waters.

Sometimes, the same noun can be countable and uncountable, often with a change of meaning.

Table 2.3 Noun can be as either countable or uncountable

Countable		Uncountable
There are two hairs in my coffee!	hair	I don't have much hair.
There are two lights in our bedroom.	light	Close the curtain. There's too much light!
Shhhhhh! I thought I heard a noise.	noise	It's difficult to work when there is too much noise.
Have you got a paper to read? (= newspaper)	paper	I want to draw a picture. Have you got some paper?
Our house has seven rooms.	room	Is there room for me to sit here?
We had a great time at the party.	time	Have you got time for a coffee?
<i>Macbeth</i> is one of Shakespeare's greatest works.	work	I have no money. I need work!

Source (Suswati Hendriani and Yuliana Kusuma, 2009)

Uncountable nouns like "water" can be transformed into countable nouns by adding "one glass of water," "two glasses of water," and so on in order to standardize the quantity or specialize in the unit. We may also use additional quantity units in addition to one glass, such as "one liter of water," "one cup of water," and so on. Examples Uncountable – countable

Bread – a piece of bread.

Wheat – a grain of wheat.

Milk – a glass of milk

Information – a piece of information

2.1.1.4 Collective Noun

Collective nouns label groups as a unit. Here are more collective nouns that are used for groups of people, animals or things. They are:

a bunch of keys

a gaggle of geese

a gang of robbers

a herd of cattle

a litter of cubs

a pod of whales

a pack of wolves

a class of pupils

a collection of books

a deck of cards

a fleet of ships

a flock of sheep

a pride of lions

a set of stamps

a swarm of bees

1.1.5 Masculine and Feminine Nouns

Words for men, lads, and male animals are known as masculine nouns. Words for ladies, girls, and female animals are known as feminine nouns. This type of noun can refer to either people, animals, or both sexes (common-gender nouns). The following table shows all of these.

Table 2.4 The Examples of Masculine and Feminine Nouns

No	Noun	Masculine	Feminine
1	People	father gentleman grandfather grandson headmaster man master nephew prince son daughter	mother lady grandmother granddaughter headmistress woman mistress niece princess
2	Animals	rooster bull drake gander lion	hen cow duck goose lioness
3	Designers pupils engineers singers lawyers teachers	designers pupils engineers singers lawyers teachers	designers pupils engineers singers lawyers teachers

Exercise 1

Look at the words in the box. Which ones are proper, common, collective noun, masculine and feminine Nouns? Put each word in the column.

Clown	Class	Nisa	Beach	Thailand	Basket	John	Bunch
Eagle	Tokyo	Cake	Litter	Woman	Gang	Santa Claus	Prince
Hongkong	Pack	Egypt	Man	Steward	Bear	Girl	Flock
Princess	Park	Boy	Deer	Collection	Drum	Set	
The Statue of Liberty		Waiter		Brooklyn Bridge		Pride	

Proper	Common	Collective	Masculine	Feminine
.....				
...	...	...	...	...
.....				
.	.	.	.	.
.....				
.	.	.	.	.
.....				

2.1.2.1 Helping Verb

Helping verbs are meaningless by themselves. Auxiliary verbs are another name for helping verbs. Although they are essential for the grammatical structure of a sentence, they do not provide much information on their own. Helping verbs are typically used with main verbs. The key verb—which expresses the true meaning—is "helped" by them.

What have you just comprehended? Have they tried to contact you in any way? Probably not! This is because these verbs are auxiliary verbs and don't have any separate meanings. The grammatical structure of the sentence depends on them, but they don't tell us much on their own. However, the auxiliary verb provides additional details about an action or activity in relation to the tense utilized. As a result, an auxiliary verb is meaningless on its own. For them to be full, one major verb (such read, study, end, etc.) must be used with them. As a result, the following sentences will make sense:

They must prepare it.

She can swim

Helping verbs can be divided into two main categories:

a. Primary Helping Verbs (3 verbs)

The verbs to be, do, and have are listed above. Remember that these three verbs have dual roles as major and auxiliary verbs. We describe them in terms of assisting verbs on this page. We use them under the following conditions:

➤ **be**

The verb be can be used to make continuous tenses (She is listening to music.). Besides that, it can be used to make the passive (Orange is eaten by him.)

➤ **have**

The verb have can be used to make perfect tenses (You have done the steps.)

➤ **do**

The verb do can be used:

- to make negatives (We do not know her.)
- to ask questions (Do they eat some oranges?)
- to show emphasis (I do want you to be successful participant)
- to stand for a main verb in some constructions (He walks more quickly than she does.)

b. Modal Helping Verbs (10 verbs)

Modal assisting verbs have the ability to slightly alter the main verb's meaning. This verb alters the primary verb in the sense that it can represent necessity or possibility. The modal verbs are as follows: **can, could, may, might, will, would, shall, should, must ought to**

Here are examples of modal helping verbs:

I can't believe them.

Reza may come tomorrow.

Would you like a glass of milk?
You must go to campus right now.
They should confirm us before going home.

2.1.2.2 Main Verb

A verb that expresses an activity, such as "write," "buy," or "eat," is referred to as a "primary verb." Idaryani (2015) asserts that the main verb, actual, explains subsequent acts. It seems completely different when compared to the helpful verb. Pay close attention to the following. She is eating an apple. ("eat" = main verb, "is" = helping verb)

She was eating an apple. ("eat" = **main verb**, "was" = **helping verb**)

In the above sentence, the main verb "eat" offers information about the activity that is performed on apples. While depending on the type of tense, the auxiliary verbs "is, and was" offer information about the timing of the action. The verb "is" in the first line indicates that the action (eating an apple) is being done at this precise moment. In contrast, in the second example, the auxiliary word "was" clarifies that the activity (eating an apple) took place in the past.

You can find examples of sentences using main verbs and supporting verbs in the table below. All of these sentences have a main verb, as you can see. Only a few of them possess a assisting verb.

Table 2.5 The Examples of Sentences Using Main Verbs and Supporting Verbs

	helping verb		main verb	
John			likes	coffee.
You			lied	to me.
They			are	happy.
The children	Are		playing.	
We	Must		go	now.
I	Do	not	want	any.

Source (Suswati Hendriani and Yuliana Kusuma, 2009)

Main verbs, as opposed to auxiliary verbs, have meaning all on their own. There are several different categories into which significant verbs can be categorized, and there are innumerable major verbs:

a. Transitive and Intransitive Verbs

A transitive verb requires a direct object: He bought a book. A book is the direct object. He passed away. An intransitive verb has no a direct object. Many verbs like speak is an example of an intransitive verb. Consider the following instances of transitive verbs:

He bought a car.
They speak English.
He killed the girl.

Now look at the intransitive verbs in the sentences that follow:

Ray is laughing.

It rained a few minutes ago.

He is walking to school.

b. Linking Verbs

A linking verb has no much meaning in itself. It "links" the subject to what has been spoken about it. A linking verb typically denotes equality (=) or a shift to a new state or location (>). Although not all intransitive verbs are linking verbs, linking verbs are always intransitive.

Jerry is a lecturer. (Mary = lecturer)

Sandra is polite. (Sandra = polite)

That sounds noisy. (That = noisy)

The city became quiet. (The city > quite)

c. Dynamic and Static Verbs

Some verbs can describe an action. They can be used with continuous tenses and are referred to as "dynamic". State is described by other verbs (non-action, a situation). Even though some of them can be used with continuous tenses with a change in meaning, they are often regarded to as "static" and cannot be used with them. The following are some instances of dynamic verbs: *hit, explode, fight, run, go*. The examples of static verbs: *be, like, love, prefer, wish, impress, please, surprise, hear, see, sound, belong to, consist of, contain, include, need, appear, resemble, seem*.

d. Regular and irregular verbs

The past tense and past participle forms of each irregular verb have a different ending, which is the only real difference between them. Both the past tense and past participle of regular verbs often end in -ed. The past tense and past participle endings for irregular verbs can change, thus it's crucial to learn them.

Examples of regular verbs:

base	past tense	past participle
<i>look</i>	<i>looked</i>	<i>looked</i>
<i>work</i>	<i>worked</i>	<i>worked</i>

Examples of irregular verbs:

Base	past tense	past participle
<i>buy</i>	<i>bought</i>	<i>bought</i>
<i>cut</i>	<i>cut</i>	<i>cut</i>
<i>do</i>	<i>did</i>	<i>done</i>

Exercise 1

Draw a line under the predicate of each sentence. Then, write the action verb on the line.

1. The little girl crawls across the floor. _____
2. The thin, black bear growled _____
3. The rocket blasts into the sky. _____
4. The nice picture hung on the wall. _____
5. I looked for my missing sock _____

Exercise 2

Circle the linking verb in each sentence.

1. The old door is very creaky.
2. Those kids across the street were mean.
3. The ruler is on the top shelf.
4. There are twelve bagels in a dozen.
5. The copier is out of paper.

2.1.3 Adjectives

A term called an adjective provides more details about a noun or pronoun. It alters a noun's or pronoun's meaning. Tall person, old house, red automobile are a few examples. The adjectives "tall, old, red" provide more context for the nouns "man, home, and car." In a sentence, an adjective can be used with more than one word or one noun. A noun or pronoun's color, size, attributes, qualities, number, or personal features are described by an adjective term. Adjectives can be divided into two categories: descriptors and determiners, often known as limiting adjectives. The table that follows provides more details on these.

Table 2.6 Group and Examples of Adjective

No	Group of Adjective	Examples

1	Descriptive Adjective (specifying the shape, size, or color of the noun they modify).	a. common adjectives are placed before the noun they are describing, as the following examples illustrate. red table (red=descriptive adjective, table=noun) small house (small=adjective, house = noun) b. Predicate adjectives are placed after the linking verb. They always expand on the subject. The table is red. (The table= subject, is = linking verb, red=predicate adjective) c. An appropriate adjective is one that is created from a proper noun. It can be created from the name of a specific someone, place, object, or notion. It is capitalized at all times. Mexican student (Mexican=proper adjective, student=noun)
2	Determiners or Limiting Adjectives (helping to identify a specific noun rather than describe it.)	a. Articles specify whether a noun is referred to in a general or specific way. Articles come in two varieties: definite articles and indefinite articles. A and a designate a member of a larger group. Before a noun that begins with a vowel, use an. We are unable to identify the specific boy in the scenario. The prefix "the" denotes that the noun (singular or plural) refers to a specific person or thing. In the example, we are referring to this particular group of people as the "friends." b. Adjectives that show ownership or relationship are dependent on subject pronouns. The first example uses the pronoun his to modify the word sister. The term brother is modified in the second example by her. c. Demonstrative Adjectives point out persons or things. They may make a solitary or plural form reference. These and those are plural, whereas this and that are solitary. All of them are demonstrative adjectives that call attention to particular nouns. These automobiles and this book are both demonstrative adjectives. d. Interrogative adjectives are used to form questions. They specifically mention the nouns they alter. Commonly employed to make questions are the interrogative adjectives which, what, and whose along with the nouns they modify. For instances: what diction?, This is whose home? The noun dictionary is modified in the first case above. The second example uses the pronoun whose to modify the word house and denote ownership. e. Indefinite adjectives indicate nonspecific persons or things. Some instances of indefinite adjectives include some, each, any,

		many, and several. Examples of an adverb without a quantifier include a few lockers and a few girls. We are unsure of the precise quantity of people or things in the two aforementioned situations. Some and numerous modify the nouns girls and lockers as adjectives. f. A set number of individuals or objects is stated in numerical adjectives to denote quantity. Hot dog as an example. One is the numerical adjectival form for the number one. With a singular noun, it is used. The second example uses two whistles, where two signifies that there are two of anything, and two must be used with a plural noun.
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Exercise 1

Underline the descriptive adjective or adjectives in each sentence.

1. The sound is loud.
2. The woman waves the American flag.
3. The black cat jumps.
4. The yellow cup is full.
5. He has an green balloon.

Exercise 2

Underline the article in each sentence. Decide whether it is definite or indefinite, and then write D for definite or I for indefinite.

1. Susi buys a book. ____
2. Does the cat purr? ____
3. Ray stays on an island. ____
4. A boy is crying loudly! ____
5. We go to the beach. ____

Exercise 3

Underline the limiting adjective or adjectives in each sentence.

1. Her shirt is black.
2. You have six sisters.
3. That is her house.
4. He walks every day to school.
5. We watch TV at her house.

2.1.4 Adverbs

A term that describes a verb is an adverb. It informs you of a deed or the manner in which something is carried out. Adding -ly to an adjective is one way to create an adverb. Similar to how swift becomes swiftly, courteous becomes courteously.

courteous, courageous becomes brave, and so on. Adverbs are elaborated upon here.

Table 2.7 Kinds and Examples of Adverb

No	Kinds of Adverb	Examples
1	Adverb of Manner (describing the way something is done.)	The driver braked suddenly . Please Speak clearly . The dog jumped up playfully .
2	Adverb of time (describing when something happens.)	Paul has just arrived. She is continuing to build it today .
3	Adverb of place (describing where something happens.)	The children are playing downstairs . Please put the books there .
4	Adverb of Frequency (describing how often is something done.)	She takes the boat to the mainland every day . She often goes by herself.
5	Adverb of Purpose (describing a purpose from an action done.)	She drives her boat slowly to avoid hitting the rocks . She shops in several stores to get the best buys .
6	Adverb of Degree (describing level or degree of an action or event.)	He did not work hard enough to pass the exam. They have finished very completely.

Exercise 1

Rewrite the following adjectives as adverbs.

1. quick _____
2. handsome _____
3. weak _____
4. tidy _____
5. confident _____
6. shy _____
7. humble _____
8. polite _____
9. serious _____
- 10 lazy _____

Exercise 2

Circle the adverbs in each sentence!

1. I carelessly glued the last piece onto the model.
2. He played on the beach 2 days ago.
3. Mother will visit me next week.
4. George, will you go there?
5. Rico swam diligently in the pool.
6. Neil quickly placed a card on the card house.
7. They happily listened to music.
8. Nathan stamped his feet angrily.
9. My father snored loudly on the couch.
10. Sam accidentally slipped on the ice.

2.1.5 Pronouns

A pronoun is a term that stands in for a proper noun or a common noun. There are various pronouns, including the following:

2.1.5.1 Personal Pronoun

It acts as a substitute for nouns and can be used as the verb's subject or object in a sentence. The three types of pronouns are first person, second person, and third person. The speaker is referred to in the first person. The first-person pronouns are I or me (singular) and us or us (in the plural). The one being addressed is the second person. The second-person pronoun is you (in both singular and plural). The sentence's subject is discussed in the third person (or animal, thing, etc.). The third-person pronouns are he or he, she or she, it (singular), and they or they (in the plural). When spelled, the letter I is usually capitalized.

Table 2.8 Group of Personal Pronoun

	Subject	Object
First person singular	I	me
Second person singular	you	you
Third person singular	he she it	him her it
First person plural	we	us
Second person plural	you	you
Third person plural	they	them

Source (Anne Seaton and Y. H. Mew, 2007)

For examples:

He is standing on his head. Look at **him**.

My uncle is so friendly. Many people respects **him**.

Heru, I told **you** to tidy your bed!

2.1.5.2 Reflexive Pronoun

It speaks of the creature or person who is the verb's subject. The pronouns myself, you, him, her, it, ourselves, you, and yourselves are referred to as reflexive pronouns.

Table 2.9 Forms of Reflexive Pronoun

	Singular	Plural
First person	(I, me) myself	(we, us) ourselves
Second person	(you) yourself	(you) yourselves
Third person	(he, him) himself	(they, them) themselves
	(she, her) herself	(they, them) themselves
	(it) itself	(they, them) themselves

Source (Anne Seaton and Y. H. Mew, 2007)

For examples:

Michael is looking at **himself** in the mirror.

Susan has hurt **herself**.

Our **cat** washes **itself** after each meal.

2.1.5.3 Interrogative Pronoun

These pronouns are employed when posing queries. Interrogative pronouns include the phrases who, whom, whose, what, where, when, why, which, and how.

For examples:

Who is he talking to?

When did It happen?

What are those people?

Why did he go out?

Whom are you playing with?

Which pen is yours?

Whose house is it?

How old are you?

Where is the mall?

2.1.5.4 Demonstrative Pronoun

The demonstrative pronouns this, these, that, and those are referred to as. Words are displayed. When pointing to items nearby, you use this and these.

When pointing to objects farther away, you use those and that.

Demonstrative pronouns can be singular or plural:

Singular Plural

this these

that those

For examples:

This is my house.

This is a hill.

These are donkeys.

That is John's house.

That is a mountain.

Those are horses.

Exercise 1

Draw a line to join each of the subject pronouns to the object pronoun that matches.

I he it she they you we

us her you them me him it

Exercise 2

Fill in the blanks with the correct pronouns.

1. Jack and I are sisters ____ share a bedroom together.
2. John isn't so good. Mom is taking _____ to see a doctor.
3. My father is a teacher _____ teaches English.
4. Many students like _ _ very much.
5. Children, _____ are making too much noise!

Exercise 3

Fill in the blanks with the correct reflexive pronouns from the words list.

Yourselves themselves itself myself himself yourself ourselves herself

1. No body can assist us. We have to help _____ .
2. Jenny always makes the bed by _ _____.
3. They painted the wall all by _____.
4. I hurt _____ in the playground yesterday.
5. John, you must behave _ _ before your friends.

Exercise 4

Write the correct interrogative pronouns in the blanks to complete the sentences:

1. _____ is the matter with you?
2. _____ invented the computer?
3. _____ of the twins is older?
4. _____ do you wish to speak to?
5. _____ is this car in front of our house?
6. _____ knows the answer?
7. _____ came first, the chicken or the egg?

8. _____ would you like to drink?
9. _____ of them do you think will win the race?
10. _____ is the word for a stamp collector?

2.1.6 Conjunctions

A conjunction is a connecting word that joins two words or sentences together. It may include links between two or more words or sentences. For examples:

a cat **and** its kittens

slow **but** steady

Is this a sheep **or** a goat?

They provide information about when events occur and are referred to as conjunctions of time. Conjunctions of time include the words before, after, as, when, while, until, and since. For examples: Maggie could play the piano before she was five.

Following breakfast, I always brush my teeth.

Since I last saw you, you have gotten taller.

As she entered the class, Miss Lee had a smile on her face.

Wait till you've finished your work before leaving.

As Tran walked home, he noticed an accident.

When you exit the plane, bring everything you own with you.

Exercise 1

Complete these sentences with **and**, **but** or **or**.

1. I asked for some bread _ _____ butter.
2. Mr _____ Mrs. Chen have three children.
3. Maggie is a good singer _____ a poor dancer.
4. We wish you a Merry Christmas _____ a Happy New Year.
5. Is their new baby a boy _ _____ a girl?

Exercise 2

Choose the correct conjunctions of time from the word list to complete these sentences.

When	while	as	before
After	since	until	

1. Jack always brushes his teeth _____ he has eaten a meal.
2. It started to rain _____ the children were playing in the garden.
3. Let's go home _____ it gets dark.
4. Give this letter to Anne _____ you see her.
5. She has known Jack _ _____ he was a child.

6. The party began at 8:00 P.M. and lasted ____ midnight.
7. Alice looked unhappy _____ she walked in.

2.1.7 Prepositions

A preposition is a term that links one object to another and demonstrates their relationship. It may occasionally inform you of your location or the time and place. Usually a noun or pronoun follows it. For examples:

A large balloon is visible in the sky.

A lengthy mirror is on the wall.

The park is close to the school.

On Sundays, a lot of stores close.

During the winter, the trees lose their leaves.

Before eating, we always wash our hands.

In the morning, we awaken.

At night, we go to sleep.

Since two weeks ago, there has been no rain at all.

At around six in the evening, Dad arrives home.

Exercise 1

Underline the prepositions in the following sentences.

1. The woman fell off the ladder.
2. We have dinner at 7:30 P.M.
3. Ali was born on a Friday.
4. There are seven days in a week.
5. Roy is running after her dog.

Exercise 2

Fill in the blanks with the correct prepositions from the word list.

Near by on at between in around into up behind

1. The train arrived _____ 8:30 A.M.
2. The youngmen are swimming _____ the pool.
3. There's a picture _____ the wall.
4. There is a fence ____ the house.
5. Granpa is sitting _____ fire.
6. She is hiding _____ the chair.
7. John climbed _____ the beanstalk.
8. He divided the candy _____ us.
9. They dived _____ the river.
10. Don't go to _____ the edge.

2.1.8 Interjections

A term used to indicate a sudden, intense emotion like surprise, pain, or pleasure, agreement, etc. is an interjection. An exclamation point (!) is frequently used in interjections. Despite the fact that they don't really have grammatical value, we use them rather frequently—usually more in speech than in writing. The examples are shown in the table below.

Table 2.10 Interjections and Examples

interjection	meaning	example
Ah	expressing pleasure	"Ah, that feels good."
	expressing realization	"Ah, now I understand."
	expressing resignation	"Ah well, it can't be hoped."
	expressing surprise	"Ah! I've won!"
Alas	expressing grief or pity	"Alas, she's dead now."
Dear	expressing pity	"Oh dear! Does it hurt?"
	expressing surprise	"Dear me! That's a surprise!"
Eh	asking for repetition	"It's hot today." "Eh?" "I

interjection	meaning	example
	expressing enquiry	"What do you think of that, eh?"
	expressing surprise	"Eh! Really?"
Er	inviting agreement	"Let's go, eh?"
	expressing hesitation	"Lima is the capital of...er...Peru."
hello, hullo	expressing greeting	"Hello John. How are you today?"
	expressing surprise	"Hello! My car's gone!"
interjection	meaning	example
Hey	calling attention	"Hey! look at that!"
	expressing surprise, joy etc	"Hey! What a good idea!"
Hi	expressing greeting	"Hi! What's new?"
Hmm	expressing hesitation, doubt or disagreement	"Hmm. I'm not so sure."
oh, o	expressing surprise	"Oh! You're here!"
	expressing pain	"Oh! I've got a toothache."
	expressing pleading	"Oh, please say 'yes'!"
Ouch	expressing pain	"Ouch! That hurts!"
Uh	expressing hesitation	"Uh...I don't know the answer to that."
uh-huh	expressing agreement	"Shall we go?" "Uh-huh."
um, umm	expressing hesitation	"85 divided by 5 is...um...17."
Well	expressing surprise	"Well I never!"
	introducing a remark	"Well, what did he say?"

Source (Suswati Hendriani and Yuliana Kusuma, 2009)

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BAB III

USING CORRECT ACTIVE VOICE: PRESENT TENSE

By Andi Haerati Alimuddin

3.1 Definition of Active Voice

Active Voice means that the verb form used when the subject of a sentence does the action" (Oxford learner's pocket dictionary, 1991:5). According to Hurford (1994:6) "in active voice, the doer of action (or the person or thing mainly responsible for it) is expressed as the subject of the clause, and the thing most affected by this action is typically expressed as the (direct) object. In less typical cases, where there is no clear action, as with verbs like remember or know, you can tell an active clause by its basic shape (especially by the shape of its verb), which is like the basic shape in the more typical active clauses."

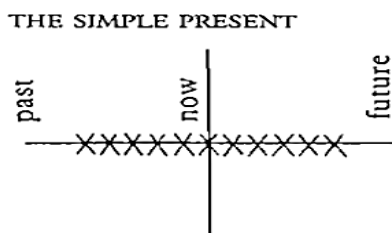
The normal structure of an active voice sentence is subject+verb+object but in passive the normal structure of sentence is reversed according to certain rules and becomes like object+verb+subject. The real meaning of a sentence does not change if the sentence is expressed either by active voice or by passive voice. In academic writing, it is generally preferred to choose an active verb and pair it with a subject that names the person or thing doing or performing the action. The active voice is mostly used in writing because it gives a direct and more concise meaning. This is the voice used most of the time. Therefore, it sometimes called the "normal voice".

3.2 Active Voice in Simple Present

The simple present expresses habitual or repeated action. It also expresses general statements of fact and a state of being. Besides, the simple present is used to describe event or situations that exist always, frequently, or habitually in the past, present, and future (Azar, 2003). In addition, the Simple Present can express feelings and emotions, the scheduled event or fixed arrangement in the future, and command or instruction. It has to be noted that the Simple Present is not used to express an action or situation happening now.

The simple present tense is easy to form. Base form of verb is used (I work, you study, they teach, we eat). If the subject is the third singular person, it takes ending -s/-es at the end of the verb (He works, she teaches, it works).

Figure 3.1 Timeline of the Simple Present



(Source: Azar, 2003)

3.2.1 Form

The form of active voice in Simple Present can be seen in the following table.

Table 3.1 Forms of the Simple Present

Verbal Sentence	I – You -We – They + Base Form of Verb	He – She – It + Verb1+ -s	*He – she – It with verb ending in -sh, -ch, -s, -x, -z, -o, **-y + Verb1+ -es
<i>Positive</i>	I eat bread for my breakfast.	He eats bread for her breakfast.	She teaches English.
<i>Negative</i>	I do not eat bread for my breakfast.	He does not work.	She does not teach.
<i>Contraction</i>		He doesn't work.	She doesn't teach.
<i>Interrogative</i>	Do I work?	Does he work?	Does she teach?
Nominal Sentence	I + am	You -We – They +are	He – She – It + is
<i>Positive</i>	I am happy.	You are happy.	He is happy.
<i>Negative</i>	I am not happy.	You are not happy.	He is not happy.
<i>Contraction</i>	-	You aren't happy.	He isn't happy.
<i>Interrogative</i>	Am I happy?	Are you happy?	Is he happy?

*Final **-es** is added to verbs ending in **-ch, -sh, -s, -x, o, and -z**.

If a verb ending in a **consonant + -y, change the **-y** to **-i** and add **-es**. (Example : fly = flies)

Source : (Azar, 2003)

3.2.2 Example Sentences of Active Voice in the Present Simple

The following sentences are the examples of active voice in the Present Simple.

1. Expressing Habit
 - a. My sister only eats egg.
 - b. We watch TV only at weekend.
 - c. My father never lies.
 - d. My younger brother sleeps 8 hours a day.
 - e. I drink a cup of coffee before go to work.
 - f. My uncle usually reads newspaper in the morning.
2. Expressing Repeated Action
 - a. James takes a shower every day.
 - b. They visit their grandparent every year.
 - c. I took English class every Monday and Thursday.
 - d. Ann always forgets her wallet.
 - e. Jhon has a holiday every weekend.
 - f. My mother goes to supermarket.
3. Expressing General Statements of Fact
 - a. Water freezes at zero degrees.
 - b. The Earth revolves around the Sun.
 - c. Water boils at one hundred degrees.
 - d. A week has seven days.
 - e. A magnet attracts iron.
 - f. The sun rises in the east.
4. Expressing State of Being
 - a. I am an English student.
 - b. She is happy.
 - c. They are politicians.
 - d. He looks tired.
 - e. They become excited.
 - f. You are disappointed.
5. Expressing Scheduled Event
 - a. The plane arrives in Makassar at 5:15pm.
 - b. The class starts in fifteen minutes.
 - c. The show begins at 7 o'clock.
 - d. My bother's birthday is on Friday.

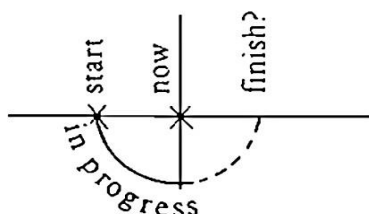
- e. The next bus comes in 30 minutes.
 - f. The music festival ends on Sunday.
6. Expressing Command or Instruction
- a. Open the door.
 - b. Put the clothes in the laundry basket.
 - c. Wash the dishes.
 - d. Pour the coffee into the cup.
 - e. Fold the paper.
 - f. Clean the living room.

3.3 Active Voice in Present Progressive

The progressive tenses give the idea that an action is in progress during a particular time. The tenses say that an action begins before, is in progress during, and continues after another time or action (Azar and Hagen, 2009). In terms of present progressive, the tense expresses an activity that is in progress (is occurring, is happening) right now. The event is in progress at the time the speaker is saying the sentence. The event began in the past, is in progress now, and will probably continue into the future (Azar, 2003).

However present progressive does not always express an event is in progress at the moment of speaking, because often the activity is of a general nature. For example, in sentence, "*Ryan is writing another novel this year.*" The sentence means that writing a novel is general activity. Ryan is engaged in at present, but it does not mean that at the moment of speaking he is sitting at his desk with pen in hand. Therefore, Present Progressive is also used to express changes, developments, and trends (Hewings, 2002). In Present Progressive we use form: **be (am, is, are) + -ing** (present participle).

Figure 3.2 Timeline of the Present Continuous
THE PRESENT PROGRESSIVE



(Source: Azar, 2003)

3.3.1 Form

The form of active voice in the Present Progressive can be seen in the following table.

Tabel 3.2 Forms of the Present Progressive

Verbal Sentence	I + Am + -ing	You -We - They + Are + -ing	He - She - It + Is + -ing
<i>Positive</i>	I am cleaning my room.	You are cleaning your room.	He is cleaning his room.
<i>Negative</i>	I am not cleaning my room.	You are not cleaning your room.	He is not cleaning his room.
<i>Contraction</i>	-	You aren't cleaning your room.	He isn't cleaning his room.
<i>Interrogative</i>	Am I cleaning my room?	Are you cleaning your room?	Is he cleaning his room?
Nominal Sentence	I + am + being	You -We - They + are + being	He - She - It + is + being
<i>Positive</i>	I am being busy right now.	You are being busy right now.	He is being busy right now.
<i>Negative</i>	I am not being busy right now.	You are not being busy right now.	He is being busy right now.
<i>Contraction</i>	-	You aren't being busy right now.	He isn't being busy right now.
<i>Interrogative</i>	Am I being busy right now?	Are you being busy right now?	Is he being busy right now?

3.3.2 Non-Action Verbs in the Present Progressive

Non-action verbs are verbs which express a situation that exists, not an action in progress. These verbs are not used in progressive tenses (Azar and Hagen, 2006). Non-action verbs are also called "stative verbs" or "non-progressive verbs." The following verbs are not normally used in the present continuous, because they are non-action verbs.

Tabel 3.3 Non-Action Verbs

Non-Action Verbs	
Believe, understand, know, be, exist, own, possess, belong, need, want, prefer, like love, hate, forget, remember	*Think, *have

Compare the sentences below:

1. I **think** that this problem is easy to solve.
2. I **am thinking** about how to solve this problem.
3. Hendra **has** a motorcycle.
4. He **is having** a good time.

Think and have can be used in the progressive as in. In (1): When think means "believe", it is nonprogressive. In (2): When think expresses thoughts that are going through a person's mind, it can be progressive. In (3): When have means "own" or expresses possessions, it is not used in the progressive. In (4): In expressions where have does not mean "own" (e.g., have a good time, have a bad time, etc), have can be used in the progressive. In conclusion, when the verbs are nonprogressive, they cannot be used in the progressive tenses.

3.3.3 Using Progressive Verbs with Always

Usually, we use always in the Simple Present to express daily habit or everyday routine. For example :

I always go to school by bus.

However, in exceptional circumstances, a speaker may use always in the present progressive to complain, i.e., to express annoyance or anger. For example :

Fernaldi is always leaving his dirty clothes on the sofa.

They are always taking my stuff without permission.

In addition to always, the words ***forever*** and ***constantly*** are also used with the present progressive to express annoyance.

3.3.4 Example Sentences of Active Voice in the Present Progressive

The following sentences are the examples of active voice in the Present Progressive.

1. Expressing an action in progress at the moment of speaking
 - a. The students are studying English right now.
 - b. Ahsan is sleeping now.
 - c. The man is talking on the phone.
 - d. I am sitting in class now.
 - e. We are listening to music.
2. Expressing an action in progress not at the moment of speaking (changes, developments, and trends)
 - a. Kevin is taking four courses this semester.
 - b. Leo and Daniel are trying to improve their public speaking.
 - c. The baby is growing.
 - d. Digitization is becoming more important nowadays.
 - e. I am beginning to realize my mistake.

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BAB IV

UNDERSTANDING PASSIVE VOICE

By Morita, S.S., M.Pd

4.1 What is Passive Voice?

We use the passive voice when we want to emphasize the person or object that experiences an action, not the person or object that performs the action. The difference between active and passive sentences is not only on the emphasis, but also on the verb form. In Bahasa Indonesia the predicate in an active sentence is marked by prefix “me” and “di” in a passive one.

Example:

Para pekerja sedang **menyelesaikan** pembangunan jembatan di kotaku.

(Active)

Pembangunan jembatan di kotaku sedang **diselesaikan** oleh para pekerja.

(Passive)

As you can see in the above examples, it is clear that the positions of subject and object in the active and passive sentences are interchanged. The verbs in both constructions use different prefix as well, namely “me” and “di”.

How about passive sentences in English?

4.2 Active and Passive Verbs in Various Tenses

The base form of verb in Passive :

To be + past participle (V3)

Tense	Active	Passive
Simple Present	A woman cleans our rooms every morning.	Our rooms are cleaned by a woman every morning.
Simple Past	My father bought a new bicycle last week.	A new bicycle was bought by my father last week.
Present Continuous	Prof. Larson is explaining the theory of relativity in my class.	The theory of relativity is being cleaned by Prof. Larson in my class.
Past Continuous	The reporter was	The candidates for

	interviewing the candidates for the presidency,	presidency were being interviewed by the reporter.
Present Perfect	The secretary has called you many times.	You have been called by the secretary many times.
Past Perfect	The committee had chosen the winner for best actor.	The winner for best actor had been chosen by the committee.
Future Simple	Brian will post these letters for me Mom is going to pick me up at the airport.	These letters will be posted by Brian for me. I am going to be picked up by mom at the airport.
Modals	John can finish the race in only 15 minutes.	The race can be finished in only 15 minutes by John.

As we can see in the above table, there are various forms of “be’ used in the passive sentences. Here is a list of passive verb forms in different tenses:

Tense	Verb Form
Simple Present	is/am/are + V3
Simple Past	was/were + V3
Present Continuous	is/am/are + being + V3
Past Continuous	was/were + being + V3
Present Perfect	have/has + been + V3
Past Perfect	had + been + V3
Future Simple	will + be + V3 is/am/are going to + be + V3
Modals	modal + be + V3

Some passive sentences do not need a “by agent” particularly when information concerning the actor or the doer of the action is unknown or not important or clear enough. Pay attention to the following examples.

- People speak English in Australia.
→ *English* **is spoken** in Australia.
- She is watering the flowers.
→ The flowers **are being watered**.
- Someone stole John’s bicycle last night.
→ John’s bicycle **was stolen** last night.



Exercise 1. Read the following sentences. Decide if the underlined verb is active (A) or passive (P).

1. The lady wore a beautiful gown. _____
2. The President is giving a speech. _____
3. Tom Cruise has been seen in many box office movies. _____
4. Jennifer was nominated as the employee of the year. _____
5. I thanked all the parties who have helped me in this project. _____
6. The names of the winners will be announced in Kodak Theatre tonight. _____
7. People speak mandarin in Taiwan. _____
8. I was informed to come to the office early. _____
9. The TV sets are displayed in the front area. _____
10. We were trying to finish the work before noon. _____

Exercise 2. Fill in the blanks with the passive voice of the verb between brackets. Use the tense or modal given.

1. (simple past: see)
The football world cup _____ by millions of people.
2. (Future: close)
The restaurant _ _____ temporarily next week.
3. (modal: can / buy)
This book _____ at Konikuya bookstore.
4. (present perfect: finish)
The project _____ right on time.
5. (simple past: star)
The film _____ by Reza Rahardian.
6. (present continuous: serve)
Dinner _____ by the waiters.
7. (simple past: draw)
This picture _ _____ by Basuki Abdullah.
8. (present perfect: deliver)
The package _____ .

9. (past continuous: check)
The computer _____ when I entered the room.
10. (simple past: build)
My house _____ n 1950.

4.3 Active Voice vs. Passive Voice

The active voice focuses on the person who does the action. On the other hand, the passive voice focuses on the result of the action. Sometimes the passive voice mentions the doer of the action or "the agent". At some other time, it is not necessary to mention the agent.

Examples:

Active : Millions of people around the world **saw** the final match.

Passive: The final match **was seen** by millions of people around the world.

Active : Do you **know** the new manager's name?

Passive: The new manager's name **isn't known**.

Active : The board of directors **will announce** the company's policies.

Passive: The company's policies **will be announced** by the board of directors.

Exercise 3. Write an active sentence and a passive one for each subject. Choose an appropriate tense.

1. Active : The test **has 25 questions**

Passive: The test **is given by the professor once a week.**

2. Active : .My sister _ _ _ _ _

Passive: My sister _ _ _ _ _

3. Active : Some students

Passive: Some students

4. Active : You _____
Passive: You _____
5. Action : The actors _____
Passive: The actors _____
6. Active : Jane _____
Passive: Jane _____
7. Active : The doctor _____
Passive: The doctor _____
8. Active : The police officer _____
Passive: The police officer _____
9. Active : My sister _____
Passive: My sister _____
10. Active : The students _____
Passive: The students _____

Exercise 4. Fill in the blanks with the passive voice of the verb in brackets. Use an appropriate tense.

1. This building _____ (build) in 1915.
2. The cake _____ (bake) right now.
3. The information _____ (can/find) at the front desk.
4. The names of the winners _____ (announce) in a few minutes.

5. In 1930 only few children _____ (accept) to study at a formal school.
6. An escaped prisoner _____ (catch) by the police last night.
7. The car _____ (already/fix) by a mechanic.
8. The film _____ (produce) five years ago.
9. English ____ _____ (speak) in Australia.
10. The awards _____ (present) by the President himself tonight.
11. The plan for the coming project _____ (discuss) right now.
12. The kids _____ (take) care of by their grandparents since they were babies.
13. This film _____ (direct) by Steven Spielberg a decade ago.
14. The show _____ (delay) last night because of the heavy rain.
15. My office building _____ (move) to Surabaya next month.

Exercise 5. Fill in the blanks with the active or passive voice of the verb between brackets. Use the correct tense indicated in each sentence.

1. My friends and I _____ (past: see) *Harry Potter* last night.
2. This painting _____ (past: sell) to an Italian millionaire a month ago.
3. The test _____ (future: take) next Monday.
4. I _____ (present perfect: read) this novel several times. It is very interesting.
5. Who _____ (past: make) this soup? It _____ (past: make) by my sister.
6. Many films _____ (present: use) computer animation.

7. This small country _____ (present: lead) by a prime minister.
8. The workers _____ (past perfect: finish) the construction of the bridge before they _____ (past: start) another one.
9. This film _____ (present: dedicate) to all the victims of tsunami in Aceh.
10. The food _____ (past continuous: still cook) when I arrived last night.



6.4 Verbs with Two Objects

Some verbs have two objects: a direct object (D.O) and an indirect object (I.O). **Examples:**

Active : Mom **gave** me a beautiful watch.

I.O D.O

Passive 1: I **was given** a beautiful watch by mom.

Passive 2 : A beautiful watch **was given to** me by mom.

Here are some verbs which use two objects:

bring
give
hand

lend
offer
owe

pay
sell
send

serve
show
take

teach
tell
write.

Exercise 6. Change the following sentences to passive voice in two ways.

1. The teacher assigned us two tasks this week.
 - a)
 - b)
2. The secretary has sent us two brochures so far.
 - a)
 - b)

3. Someone from my office will tell you the details of our project.
a)
b)
4. Miss. Anita taught us a simple operation of algebra.
a)
b)
5. The guide is showing the tourists some ancient artifacts.
a)
b)

Exercise 7. Find the mistakes with the underlined verbs in the sentences below and correct them. Note that not every sentence has a mistake.

1. We went to the beach last Sunday.
2. It is very hot. I can't be slept.
3. Did the novel written by Agatha Christie?
4. The audience was eaten popcorn.
5. The boys are playing football in the field.
6. Tickets can be buy both online and offline ahead of time.
7. At the end of the show, we were left the auditorium and went home.
8. We enjoyed the party very much.
9. What is being happened? It is so noisy outside.
10. Some books should not be read by children.
11. The princess wore a very beautiful night gown.
12. Some Hollywood actors are pay very high.
13. The chairs were moved to another room.

14. Most animated films are draw by computers.

15. The work can be done much faster with a computer.

4.5 Transitive and Intransitive Verbs

Not all active verbs can be changed into passive forms since they are not followed by an object. These are called intransitive verbs. The followings are the list of intransitive verbs:

agree	die	look	seem
arrive	fall	occur	sleep
be	go	rain	stay
become	happen	recover	walk
come	live	remain	work

Examples:

- a) He **became** a famous singer when he was just 12.
- b) My father **has worked** for this company for more than 30 years.
- c) The Jeffersons **live** in a small town near Dallas.

Exercise 8. Change the following sentences into passive. Be careful as not all of the sentences contain transitive verbs.

1. It happened so fast .

2. Mary comes from Scotland.

3. Audrey borrowed some books from the school library.

4. The patient recovers very quickly.

5. My sister will pick me up at the airport tomorrow morning.

6. The secretary types a lot of letters every day.

7. My school team won the game yesterday.

8. The mayor has made an important policy on public transportation.

9. My uncle went to visit us last week.

10. Jeremy wrote this novel 5 years ago.

4.6 Negative and Interrogative (Question) Passive Voice

Interrogative

Tense	Active	Passive
Simple Present	Do people speak English in Canada?	Is English spoken in Canada?
Simple Past	Did the man pay his bills on time?	Were the bills paid on time by the man?
Present Continuous	Are you making dinner right now?	Is dinner being made right now?
Past Continuous	Was the reporter interviewing the politician?	Was the politician being interviewed by the reporter?
Present Perfect	Has the secretary called you?	Have you been called by the secretary?
Past Perfect	Had they submitted their paper yet?	Had their paper been submitted yet?
Future Simple	Will Dennis bring flowers for his mom?	Will flowers be brought for his mom by Dennis?
	Are they going to return the books today?	Are the books going to be returned today?
Modals	Can you finish your work this afternoon?	Can your work be finished this afternoon?

Negative

Tense	Active	Passive
Simple Present	We don't cut the meat into small pieces.	The meat isn't cut into small pieces.
Simple Past	Sally didn't clean the living room this morning.	The living room wasn't cleaned this morning.
Present Continuous	She isn't doing her homework now.	Her homework isn't being done now.
Past Continuous	The maid wasn't helping mom in the kitchen.	Mom wasn't being helped by the maid in the kitchen.
Present Perfect	They haven't put the book back in the shelf.	The books haven't been put back in the shelf.
Past Perfect	Dean hadn't paid back his loan to the bank.	His loan hadn't been paid back to the bank by Dean.
Future Simple	The doctor won't operate my gandpa today.	My grandpa won't be operated by the doctor today.
	He isn't going to sell his car. N't	His car isn't going to be sold .
Modals	You mustn't submit your work not later than 10 a.m. today.	Your work mustn't be submitted not later than 10 a.m today.

Exercise 9_Change the following sentences into passive voice.

1. Prof. Wilson doesn't teach statistics 1.

2. Did you paint the walls of your room blue?

3. Can the students finish the test in one hour?

4. They aren't going to hold the conference next week.

5. Does Peter make the draft of the project ?

6. Is Joshua driving the truck ?

7. They won't invite all the members to the meeting.

8. The managers didn't approve our proposal for the coming event.

9. Will your brother help you to decorate the room?

10. They haven't explained their reasons for coming late.

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BAB V

TALKING ABOUT DEGREE OF COMPARISON

By Nenden Sri Rahayu

5.1 Introduction

A degree of comparison is a form of adjective that is used to compare a person or thing possessing the same quality with another. It is related to the adjective or adverb in a sentence. The Collins Dictionary defines the 'degree of comparison' as "the listing of the positive, comparative, and superlative forms of an adjective or adverb." In other words, it can be said that one can use the degree of comparison to make a comparison between nouns having comparable quality or qualities.

There are three degrees of comparison: positive degree, comparative degree, and superlative degree. We apply certain grammatical patterns or rules to signify different degrees of comparison in a sentence; the pattern applied for one degree is different from the others. Let's take a closer look at them one by one!

5.2. Positive Degree

This is the simplest form among three degrees of comparison because we're not really comparing. An equal comparison indicates that the two entities are (or are not, if negative) the same. The following rule generally applies to this type of comparison.

Subject + verb + as + adjective/adverb + as noun/pronoun
--

Sometimes, we may see *so* instead of *as* before the adjective or adverb in negative comparison.

- He is not as tall as his father
- He is not so tall as his father

Remember that the subject form of the pronoun will always be used after *as*.

- Peter is as tall as me
- You are as old as she

There are other examples of equal comparison below

- I want to look as beautiful as my mother.
- You should practice football as often as you can.
- Bambang looks as handsome as Sumanto.
- My book is as interesting as yours.

As high as means the same as the same height as

- My house is as high as his
- My house is the same height as his

Be sure we know the following adjectives and their corresponding nouns.

Adjectives	Nouns
Heavy, light	Weight
Wide, narrow	Width
Deep, shallow	depth
Long, short	length
Big, small	size

Remember that the opposite of the same as is different from never use different than

- My nationality is different from hers.
- Our climate is different from Russia's.

5.3. Comparative Degree

This type of comparative implies that the entities are comparable in a greater or lesser degree. The following rules generally apply to this type of comparative.

1. Add -er to the adjective base of most one and two syllable adjective. (thick – thicker, cold – colder)
2. Use the form more + adjective for most three-syllable adjective. (important – more important, beautiful – more beautiful)
3. Use the form more + adjective for adjective ending in the following suffixes ed, ful, ing, ish, and ous. (more hated, more useful, more boring, more stylish, more

cautious)

4. Double the final consonant of one syllable adjective which end in a single consonant (except w, x, and z) and are preceded by a single vowel. (big – bigger, red – redder, hot – hotter)
5. When an adjective ends in a consonant + y, change the y to I and add er. (Happy – happier, dry – drier)

The *-er* suffix means exactly the same as more. Therefore, they can never be used together. It is not correct to say *more prettier*, *more faster*, *more better*. We can add *-er* to only a few adverbs: faster, quicker, sooner, and later

		adjective + er		
Subject +	Verb +	adverb + er	+ than +	noun
		more + adjective/aderb		pronoun
		less + adjective/aderb		

5.4. Superlative Degree

A superlative is the form of an adjective, or an adverb used to compare three or more things. A superlative is the form of an adjective or an adverb used to compare three or more things. The superlative form of an adjective (a word that modifies or describes a noun or pronoun) is used to show that someone or something has a quality to the greatest or least degree. The superlative form of an adverb (a word that modifies or describes a verb, adjective, or another adverb) is used to show that someone or something has performed an action to the greatest or least degree.

1. Add *-est* to the adjective base of most one and two syllable adjective. (thick – thickest, cold – coldest)
2. Use the fom the most + adjective for most three-syllable adjective. (impotant – the most important, beautiful – the most beautiful)
3. Use the form the most + adjective for adjective ending in the following suffixes ed, ful, ing, ish, and ous. (the most hated, the most useful, the most boring, the most stylish, the most cautious)
4. Double the final consonant of one syllable adjective which end in a single consonant (except w, x, and z) and are preceded by a single vowel. (big – biggest, red – reddest, hot – hottest)
5. When an adjective ends in a consonant + y, change the y to I and add est. (Happy – happiest, dry – driest)

Neville is the tallest. (*tallest = superlative form of the adjective tall*)

Mark listens most attentively of all the students.

(*most attentively = superlative form of the adverb attentively*)

The most exciting phrase to hear in science, the one that heralds new discoveries, is not "Eureka!" but "That's funny."

(*most exciting = superlative form of the adjective exciting*)

What we anticipate seldom occurs; what we least expected generally happens.

(*least expected = superlative form of the adverb little*)

(NB: The word little can be an adverb or an adjective.)

Note: Some words have irregular degree forms.

5.5. Formation of Comparative and Superlative Degree

There are several notes that we have to concern to form comparative and superlative degree.

1. Most adjectives form the comparative by adding “-er” and the superlative by adding “-est” to positive degree.

Positive	Comparative	Superlative
Tall	Taller	The Tallest
Small	Smaller	The Smallest
Clever	Cleverer	The Cleverest
Long	Longer	The Longest
Young	Younger	The Youngest
Great	Greater	The Greatest
Deep	Deeper	The Deepest
Thick	Thicker	The Thickest
Bold	Bolder	The Boldest
High	Higher	The Highest

2. If the positive degree ends with “-e”, only “-r” and “-st” added to positive degree to form comparative degree and superlative degree.

Positive	Comparative	Superlative
Brave	Braver	Bravest
Fine	Finer	Finest
Large	Larger	Largest
Wise	Wiser	Wisest
Able	Abler	Ablest
Noble	Nobler	Noblest
Pure	Purer	Purest

3. If the positive ends with “-y” only change “-y” into “-i” add “-er” for the comparative and “-est” for the superlative degree.

Positive	Comparative	Superlative
Happy	Happier	Happiest
Lazy	Lazier	Laziest
Easy	Easier	Easiest
Heavy	Heavier	Heaviest
Costly	Costlier	Costliest
Pretty	Prettier	Prettiest
Busy	Busier	Busiest
Wealthy	Wealthier	Wealthiest

4. In certain cases, the last letter of the positive degree will be doubled and “-er” to the comparative degree and “-est” is added for the superlative degree.

Positive	Comparative	Superlative
Big	Bigger	Biggest
Hot	Hotter	Hottest
Thin	Thinner	Thinnest
Sad	Sadder	Saddest
Slim	Slimmer	Slimmest
Dim	Dimmer	Dimmest
Fat	Fatter	Fattest

5. For long adjectives, we add “more” for the comparative degree instead of “-er” and “most” for the superlative degree instead of “-est”.

Positive	Comparative	Superlative
Beautiful	More Beautiful	Most Beautiful

Difficult	More Difficult	Most Difficult
Famous	More Famous	Most Famous
Popular	More Popular	Most Popular
Useful	More Useful	Most Useful
Brilliant	More Brilliant	Most Brilliant

6. Some adjectives are “irregular”.

Positive Form	Comparative Form	Superlative Form
Bad, evil	worse	Worst
Good	Better	Best
far (place)	farther	Farthest
far (place or time)	further	Furthest
late (time)	Later	Latest
late (order)	Latter	last
little (size)	Littler	littlest
little (amount)	Less	least
many/much/some	More	most
old (people/relations)	Elder	eldest
old (people or things)	Older	oldest

Let’s look at the example of the use of the three degrees in the sentences

1. A. Dina is the best student in the class. (S.D)
 B. Dina is better than any other student in the class. (C.D)
 C. No other student in the class is as good as Dina. (P.D)

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BAB VI

KNOWING CONDITIONAL SENTENCE

By Neneng Yuniarty

6.1 Conditional Sentence

English is the most widely used foreign language by all people in the world and is an important language to master. However, English has many grammatical rules that are different from Indonesian grammar that has been studied since childhood. Often, students find it difficult to master this language because they are hampered in understanding the grammar.

One of the rules of English grammar which is quite difficult to understand is about conditional sentences. This rule is difficult to master because there are five types of conditional sentences in English. It is important to use the correct structure for each of these conditional sentences because it means something different if they are wrong.

Conditional sentences are statements that talk about known factors or situations that have not yet occurred and their consequences. There are five different types of conditional sentences in English. Each type indicates a different probability regarding the chance that a situation will occur or have occurred under a particular situation (Azar, 1982).

We have learned that a sentence consists of at least one clause, namely the main clause (independent clause) which can stand alone. This is why conditional sentences are also known as 'if' clauses. If clause is a clause that is part of the conditional. Meanwhile, the main clause is a sentence that contains the consequences of the presupposition condition at the beginning of the sentence. The 'if' conditional usually consists of a main clause followed by a dependent clause. So, a conditional sentence consists of independent clauses and dependent clauses that start with the word 'if'. However, there are some sentences that can be started with 'when' (Azar, 1982).

The things that must be considered when making conditional sentences in English are the type of tense of the verb used when using different types of conditional. In addition, you also have to put a comma because usually the conditional sentence contains two different clauses.

The form of a conditional sentence is an **if-clause + main clause**. **If clause** is a clause that is part of the conditional. **Main clause** is a sentence that contains the consequences of the conditional presupposition at the beginning of the sentence. Besides that, the conditional sentence formula can also be reversed into a **main clause + if-clause**. This difference in location does not affect the meaning (Azar, 1982).

For example:

a. If my daughter saves her money, she will buy the comic book.

(The beginning of this sentence is the if - clause and followed by the main clause)

b. My mom will give my sister a dessert if she cleans the dishes first.

(The beginning of this sentence is the main clause and followed by the if – clause)

When can we use conditional sentences? You can use this sentence in situations like the following (Murphy, 1998):

- Stating events that are not real; just your imagination,
- Revealing events that may occur in the future,
- Indicating events that are unlikely to occur,
- Demonstrating general truths; common habits,
- Telling about past events that did not happen as expected, then regrets of what had happened.

6.2 Types of Conditional Sentences

After understanding what a conditional sentence is, you must also understand the types of conditional sentences. This is because so you can use it correctly according to the circumstances and conditions that exist. Because of the many types of conditional sentences, many English users have difficulty and are not used to using them.

How many types of if clauses? When we wondering about how many types of if clauses are used, the general answer is 4 conditional sentence types. However, this chapter will explain five types of conditional sentences so that your grammar knowledge is more complete. Therefore, consider the types of conditional sentences below.

6.2.1 Zero Conditional

For the first type, it is actually still simple and very easy to understand. Zero conditional sentence is used to express a fact. The zero conditional is used to make statements about the real world and often refers to general truths, such as scientific facts (Azar, 1982). In these sentences, the time is present and the situation is real and possible.

In zero conditional sentences, the tense in both parts of the sentence is the simple present as you can see in the pattern below (Azar, 1982) :

Dependent Clause	Main Clause
IF + SIMPLE PRESENT, If + S + P (V1) + O/C or If + S + P (to be: is/am/are) + C	+ SIMPLE PRESENT + S + P (V1) + O/C or + S + P (to be: is/am/are) + C

As in all conditional sentences, the order of the clauses is not fixed. You may have to adjust the pronouns and punctuation when changing the order of clauses, but the meaning is the same. In zero conditional sentences, you can replace "if" with "when" because they both state general truths. The meaning will not change.

For example:

- If you heat ice, it melts.
- Ice melts if you heat it.
- When you heat ice, it melts.
- Ice melts when you heat it.
- If it rains, the grass gets wet.
- The grass gets wet if it rains.
- When it rains, the grass gets wet.
- The grass gets wet when it rains.

The zero conditional is also often used to give instructions, using the imperative. The imperative is usually used in the main clause.

For example:

- If Bill comes, tell him to wait in the studying room.
- Ask Paula if you do not understand the assignment.
- If you want the original shoes, check in the official store.
- Call me if you arrive at the station.

6.2.2 First Conditional (Future Conditional)

We use the first conditional to talk about a realistic situation in the present or future. This sentence expresses an event that is expected to happen in the future and is likely to happen. This can happen because it is still realistic or makes sense for the possibility of this conditional to happen. Therefore, the first conditional sentence uses sentences with the simple future (Azar, 1982). These sentences are based on facts and are used to make statements about the real world and specific situations. We often use sentences like these to give warnings. The structure of the first conditional is as follows (Azar, 1982) :

Dependent Clause	Main Clause
IF + SIMPLE PRESENT, If + S + P (V1) + O/C or If + S + P (to be: is/am/are) + C	+ SIMPLE FUTURE. S + P (will + V1/be) + O/C

The first conditional can use other than will to express conditions that may occur. You can also use **can**, **may**, or **shall**. So, the formula for the main clause used is:

Subject + P (will/ can/ may/ shall + verb 1).

As in all conditional sentences, the order of the clauses is not fixed. You may have to adjust the pronouns and punctuation when changing the order of clauses, but the meaning is the same.

For example:

- If you come to the party, I will be very happy.

Fact: It is possible that he comes to the party.

- Adam can run as fast as Usain Bolt if he practices a lot.

Fact: There is a possibility that Adam is able to run as fast as Usain Bolt.

- If Daisy and Robin do not wear their winter jackets, they will catch a cold.

Fact: Daisy and Robin may wear their jacket so they feel warm.

- I can have my dinner if I finish the homework on time.

Fact: Maybe I finish the homework on time.

- If you do not come to the meeting, the manager will get you to work overtime.

Fact: There is a possibility that he comes late to the meeting.

Another way to make first conditional sentences is to use 'unless' which means 'if not'. As with 'if', the word 'unless' is used in the dependent clause (Azar, 1982).

For example:

- Unless it rains, Bella will walk her dog to the park.
- Jimmy can come to school on time unless he wakes up late.
- We will watch the concert online unless we get the ticket.

In addition, the first conditional sentence can also be used to give instructions or advice. However, what is used is not 'will' anymore, but the imperative mood. The imperative is the form of the verb, more precisely the mood. This form expresses an explicit order, demand, command, request and so on (Azar, 1982).

For example:

- If you are tired, just take a rest for a while.
- Watch the video carefully if you want to get the hidden message.

6.2.3 Second Conditional (Present Conditional)

This sentence expresses an event that was expected to happen now but did not happen. It is a conditional sentence that is used to express when a consequence or result can occur even though the possibility is very small for that to happen or sometime, we call it unreal possibility (Azar, 1982). It is very suitable

to be used to express dreams and wishes. Even though it may not necessarily happen, it could happen. The second conditional sentence uses 'would', 'could' and 'might' in the main clause which are used to explain how much the condition will occur.

In type 2 conditional sentences, the tense in the if clause is the simple past and the tense in the main clause is the present conditional or the present continuous conditional as you can see in the pattern below (Azar, 1982):

Dependent Clause	Main Clause
IF + SIMPLE PAST, S + P (V2/were) + O/C	+ PAST FUTURE. S + P (would + V1/be) + O/C

As in all conditional sentences, the order of the clauses is not fixed. You may have to adjust the pronouns and punctuation when changing the order of clauses, but the meaning is the same. When using the second conditional sentence to give advice, usually use the phrase 'if I were'. In a conditional sentence, singular subjects, such as 'he', 'she', and 'it' use to be 'were', not 'was' (Azar, 1982).

For example:

- If I were rich, I could buy a luxurious mansion.
Fact: I am not rich so I cannot buy a luxurious mansion.
- I would not stay up late if I were you.
Fact: He stays up late.
- If I were you, I would take the opportunity to study abroad.
Fact: I do not have the opportunity to study abroad.
- If she had lots of money, she would eat in a fancy restaurant.
Fact: She does not have lots of money.
- If you worked out regularly and did a healthy diet, you could have an ideal body shape.
Fact: You are too lazy to do the work out and eat unhealthy food so you are impossible to have a good body.
- I would be nervous if I spoke in front of a lot of people.

Fact: I am unlikely to speak in front of a lot of people.

- Roger might move to another city if he got the promotion.

Fact: Roger do not get the promotion.

- He could perform on stage if he were well enough.

Fact: The doctor asks him to take a rest and drinks the medicine because he is still sick.

6.2.4 Third Conditional (Past Conditional)

This sentence expresses an event that was expected to happen in the past but did not happen (Azar, 1982). In the previous types of conditional sentences, you were invited to make assumptions. Now, you are invited to throwback and repeat past events with the third conditional type.

The point is that the conditional sentence type three is a conditional sentence that is expressing a situation that should not have happened in the past, but it actually happened! Therefore, the past perfect which uses verb 3 is placed as an if clause, and 'would have' which is also known as the past future perfect tense formula is used in the main clause as a description of the expression.

In type 3 conditional sentences, you can also use the modal in the main clause instead of would to express a degree of certainty, permission, or recommendation regarding the outcome or outcome, such as 'could', 'might', and 'should' as you can see in the pattern below (Azar, 1982):

Dependent Clause	Main Clause
IF + PAST PERFECT, If + S + P (had + V3/been) + O/C	+ PAST FUTURE PERFECT. S + P (would + have + V3/been) + O/C

As in all conditional sentences, the order of the clauses is not fixed. You may have to adjust the pronouns and punctuation when changing the order of clauses, but the meaning is the same.

For example:

- If I had not studied harder, I might not have gotten the scholarship.

Fact: I got the scholarship.

- Martha could have arrived on time if she had caught the train.

Fact: Martha did not catch the train because she woke up late.

- If My mom bought the groceries, my father could get the kids from school.

Fact: My father could not get the kids from school because he worked overtime.

- If I had known the news earlier, I could have taken the first flight to London.

Fact: I could not take the first flight to London because I did not get the news earlier. Meaning: I took another flight.

- Samuel could have helped you if you had had difficulty in doing the assignment.

Fact: You did not ask Samuel to do the assignment because you could do the task by yourself.

- If he had invited me, I would have come to his birthday party.

Fact: He did not invite me so I did not come to his birthday party.

- If George had been in Yogyakarta last week, I would have shown him the famous tourist places in Yogyakarta.

Fact: George was not in Yogyakarta last week.

6.2.5 Mixed Conditional

This mixed type is a sentence that refers to the past, which shows your current condition. Vice versa, the mixed conditional shows conditions in the past with your current actions. Thus, the use of the second conditional and third conditional types is very visible in this type (Azar, 1982). However, the mixed conditional is a type of conditional sentence that states a past or present situation that did not happen.

For example:

- If my parents had not come to the opening ceremony of my bakery shop (Third conditional; past perfect tense), I would be very sad (Second conditional; past future tense).

Fact: my parents came to the opening ceremony and it made me very happy.

- If she were on time (Second conditional; [simple past tense](#)), The professor would have allowed her to come to the class (Third conditional; past future perfect tense).

Fact: She had to stay outside the class because she was late.

- His wife would move to London (Second conditional, past future tense) if had got the scholarship to study in one of the universities in London. (Third conditional, past perfect tense)

Fact: He did not get the scholarship so his wife would not move to London with him.

The two parts of a conditional sentence can refer to different times, and the sentence that combines them is called a "mixed conditional" sentence. There are two types of mixed conditional sentences (Azar, 1982):

1. Results in the present due to conditions in the past

This type of mixed conditional refers to an unreal past condition and its possible result in the present. These sentences express situations that are contrary to reality, both in the past and in the present. In mixed conditional sentences, the time in the *if* clause is the past and the present in the main clause.

In this type of mixed conditional sentence, the tense in the if clause is the past perfect and the tense in the main clause is the present conditional.

Dependent Clause	Main Clause
IF + PAST PERFECT, If + S + P (had + V3/been) + O/C	+ PAST FUTURE. S + P (would + V1/be) + O/C

As in all conditional sentences, the order of the clauses is not fixed. You may have to adjust the pronouns and punctuation when changing the order of clauses, but the meaning is the same.

For example:

- If I had woken up earlier, I would not miss the train.
Fact: I slept late so I woke up late.
- If you had not washed the dishes, you might not have the dessert.
Fact: you washed the dishes and you got the dessert.

- Jeremy could be a millionaire now if he had invested in the oil company.
Fact: he did not invest the money.
- If I had not studied math well, I might get the lowest score in the class.
Fact: I got the highest score.
- If I had not got the first seat ticket, I would not have the best view of the concert.
Fact: I had the best view of the concert.
- If you had spent all your money now, you would not afford to buy a house.
Fact: You saved the money and bought a house.

2. Past results due to conditions in the present or that are still ongoing

These mixed conditional sentences refer to an unreal present situation and its possible (unreal) past result. In these mixed conditional sentences, the time in the if clause is now or always and the time in the main clause is before now. For example, "If I were not afraid of spiders" contradicts current reality because I am afraid of spiders. "I would have picked it up" contradicts reality in the past because I did not pick it up.

In this type of mixed conditional sentence, the tense in the if clause is the simple past and the tense in the main clause is the perfect conditional.

Dependent Clause	Main Clause
IF + SIMPLE PAST, If + S + P (V2/were) + O/C	+ PAST FUTURE PERFECT. S + P (would + have + V3/been) + O/C

As in all conditional sentences, the order of the clauses is not fixed. You may have to adjust the pronouns and punctuation when changing the order of clauses, but the meaning is the same.

For example:

- If I were not afraid of height, I would have stayed in the top floor.
Fact: I was afraid of height.
- I could have translated the book if my Arabic were better.
Fact: I did not know Arabic well.

- If I did not get a good grade at school, my mom would not have bought a new laptop for me.

Fact: I got good grade so I got the new laptop.

6.3 Inversion in Conditional Sentences

Inversion is reversing the pattern of a sentence in English, where the subject and predicate are in a different position from their original position without changing their meaning (Azar, 1982). Inversion in conditional sentences is used in dependent clauses/if clauses only. The patterns for inversion in conditional sentences are as follow (Azar, 1982):

1. First Conditional Sentence

Normally, we use the If clause in type 1 by using the sentence pattern as follows:

Dependent Clause	Main Clause
IF + SIMPLE PRESENT, If + S + P (V1/to be: is/am/are) + O/C	+ SIMPLE FUTURE. S + P (will + V1/be) + O/C

For example:

1. If you invite me to the party, I will be very happy.
2. If you do not come to the meeting, the manager will get you to work overtime.

We can also make this Type 1 conditional sentence using inversion with the sentence pattern as follows:

Dependent Clause	Main Clause
Should + S + V1,	+ SIMPLE FUTURE. S + P (will + V1/be) + O/C

The inversion form of the two sentences above is:

1. Should you invite me to the party, I will be very happy.
2. Should you not come to the meeting, the manager will get you to work overtime.

We have to keep in mind that:

- a. They look like interrogative sentences, but they are actually type 1 conditional sentences.
- b. Another thing to remember is that the negative form of this type of sentence is different from the negative form of ordinary sentences/questions where “Not” is placed after the Subject.

2. Second Conditional Sentence

Normally, we use If clause/Conditional Sentence type 2 by using the sentence pattern as follows:

Dependent Clause	Main Clause
IF + SIMPLE PAST, S + P (V2/were) + O/C	+ PAST FUTURE. S + P (would + V1/be) + O/C

For example:

1. If I were you, I would take the opportunity to study abroad.
2. She could do it easily if she were not tired

We can also make this Type 2 conditional sentence using inversion with the sentence pattern as follows:

Dependent Clause	Main Clause
Were + S + Complement,	+ PAST FUTURE. S + P (would + V1/be + O/C

The inversion form of the two sentences above is:

1. Were I you, I would take the opportunity to study abroad.

2. Were she not tired, she could do it easily.

We have to keep in mind that:

- a. They look like interrogative sentences, but they are actually type 2 conditional sentences.
- b. Another thing to remember is that the negative form of this type of sentence is different from the negative form of ordinary sentences/interrogative sentences, where in this inversion "Not" is placed after the Subject.
- c. Only Conditional Sentence Type 2 which is Nominal [USES WERE] can be changed into inversion form.

3. Third Conditional Sentence

Normally, we make If clause/Conditional Sentence type 3 by using the sentence pattern as follows:

Dependent Clause	Main Clause
IF + PAST PERFECT, If + S + P (had + V3/been) + O/C	+ PAST FUTURE PERFECT. S + P (would + have + V3/been) + O/C

For example:

1. If I had not studied harder, I might not have gotten the scholarship.
2. Samuel could have helped you if you had had difficulty in doing the assignment.
3. If George had been in Yogyakarta last week, I would have shown him the famous tourist places in Yogyakarta.

Well, we can also make this Type 3 conditional sentence using inversion with the sentence pattern as follows:

Dependent Clause	Main Clause
Had + S + V3/been,	+ PAST FUTURE PERFECT. S + P (would + have + V3/been) + O/C

The inversion form of the three sentences above is:

1. Had I not studied harder, I might not have gotten the scholarship.
2. Had you had difficulty in doing the assignment, Samuel could have helped you.
3. Had George been in Yogyakarta last week, I would have shown him the famous tourist places in Yogyakarta.

We have to keep in mind that:

- a. Looks like interrogative sentences in Past Perfect Tense, but actually they are conditional sentences of type 3.
- b. Another thing to remember is that the negative form of this type of sentence is different from the negative form of ordinary sentences/question sentences, where in this inversion "Not" is placed after the Subject.

Exercises:

1. If I were offered the job, I _____ (take) it.
2. I'm sure Tom will lend you some money. I would be surprised if he _____ (refuse)
3. Many people would be out of work if that factory _____ (close) down.
4. They are expecting us. They will be disappointed if we _____ (not come).
5. Will Prabu be angry if I _____ (take) his bicycle without asking?
6. If I sell the car, she _____ (not get) much money for it.
7. Ann gave me this ring. She _____ (be) terribly upset if I lost it.
8. If someone _____ (walk) in here with a gun. I'd have been very frightened.
9. What would have happened if you _____ (not go) to work yesterday?
10. I'm sure she _____ (understand) if you had explained the situation to her.
11. If I go out tonight, I _____ (go) to the cinema.
12. If I were on holiday today, I _____ (go) to the beach.
13. If I _____ (listen) to my mother, I wouldn't have caught a cold.
14. If it _____ (rain) later, I won't go out.

15. If I _____ (be) British, I would speak perfect English.

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BAB VII

INFERENCE STRATEGY IN READING

Oleh Fuad Hasyim, S.S., M.A.

7.1. Introduction

Reading is the most important part of language skills compared to other language skills, due to its educational and entertaining nature. (Kurnianti, 2022) In addition, reading can also broaden horizons and enrich vocabulary. With these three characteristics, in improving foreign language skills, English language, every student will be able to learn the language more quickly and completely.

Basically, reading skills often largely determines other skills, including listening, writing, and speaking. In other words, the higher the ability to read, the better the other language skills will be. There are at least seven reasons why an English learner should master reading skills. (Supatmi et al., 2022; Winter, 2022)

1. The repetition of words and patterns on a text will help the reader to learn and remember vocabularies and grammatical structures.
2. Reading will help a person become familiar with the rhythms of the English language. Increasingly, the reader will be able to recognize when a sentence or phrase is not arranged correctly.
3. Unlike the conversation, reading can be done personally.
4. Reading does not cost a large amount, even often free.
5. Good reading skills can improve other Language skills. In short, it takes the ability to read before you can write well.
6. Listening to the voice while reading aloud can help improve pronunciation skills.

Based on the above reasons, we can conclude that the skill of reading texts is the first step that an English student should take. Thus, a person who is able to read English texts well can be sure to have good language skills as well.

That surely makes sense because reading activities, in essence, involve four aspects of skills at once, namely speaking, listening, reading, and writing, because the four activities have coherence with each other. (Deepublish, 2022) For example, a person who has good reading habits will have much better analytical power and the ability to express opinions than those who have never read at all.

In improving the ability to read English texts, various strategies have been used by students, especially in comprehensive reading activities. Kurniati (2022) mentioned several strategies that are often used to improve reading skills, namely semantic mapping strategies, K-W-L strategies, paraphrases, SPOT strategies, image mapping, question circles, and finally the inference strategy. The above strategies have been studied at various levels of education and several studies have proven their effectiveness in several learning contexts.

7.2. The Basic Concept of “Inference Strategy”

Inference is often defined as drawing conclusions using logical guesses after someone has read the lines. This strategy is also described as the process of combining two or more chemical elements to produce a new element. Gumperz (1982) interprets inference as the process of exposing conclusions and interpretations. More specifically, Gumperz termed the process as conversational inference, emphasizing the interrelationship of interpretation with the context of the participants and the responses expressed. This definition asserts that in this strategy, a reader is required to reason logically in order to find the author's information or ideas through the process of inference and interpretation.

Meanwhile, Fattuhillah (2019) concludes that inference is a simple illustration of a crucial role. This is part of the understanding process carried out through a series of assumptions that the armpit reading activity takes place. This understanding is not actually entirely correct, because inference is not merely a process of simplifying complex information, however, it is also an attempt at interpretation to find an understanding that is not only simple, but also accurate, in line with the needs of the author of the text.

Another more operational and detailed opinion was expressed by Supatmi. Inference is the process of using symbols or signs that appear on a reading in collecting information. It is done specifically on texts that contain implied meaning; information is not expressed explicitly. (Supatmi et al., 2022) This opinion more clearly shows where most of the important sources of information are obtained. By focusing on contextual clues, interpretation and inference will be more accurate.

Linguistically, the term “inference” comes from the Latin “inferre” which means “to bring into”. The preposition in- indicates the inward meaning, then the word “ferre” has the meaning of carrying. This word refers to the phenomenon that a discourse will always gather knowledge or information to understand an information. The background confirms that the word inference is oriented towards internalizing new knowledge for one's cognitive aspects.

An example of applying the inference strategy can be seen in the following example sentences:

Example 1:

Tania is going to join the class at 09.00, but She is hearing students' noise from inside the classroom at 8.55.

-> It is inferred that the class hasn't started yet. The inference is drawn from the evidence of students yell that shows the teacher has attended the class.

Example 2:

Amir's face became red, and he began to scream, hooking his hands up into shaking fists.

-> It is inferred what is Amir feeling. From the clues of his face, voice, and hands, he's angry about something.

Inference teaching as part of the strategy of reading English texts is indispensable. This strategy is needed by students to make it easier for them to answer questions in an easier way. In addition, the inference technique also helps students in rewriting the text in our own language, especially in texts that contain implied meanings. (Supatmi et al., 2022) This need is typical of the most plural assignments encountered by students in some levels of Education. Therefore, there have been many studies that have focused on the types of inference that are used contextually at various levels of education.

Meanwhile, Marye (2022) distinguishes inference from other skills taught in reading classes, because inference is not just quoting a pretext from a text. Moreover, inference takes text evidence and then combines with prior knowledge to draw conclusions. Therefore, in these activities, the ability to think critically is needed. The argument asserts that inference activities will involve more aspects of a reader's skills and knowledge, such as vocabulary, sentence patterns, pronunciation, and insights related to the content of the reading.

The current role of inference and its teaching has become an attraction for researchers in the field of English education. That's because Inference is one of four comprehensive reading skills that include the meaning of the word, the identification of the paragraph structure, and recognizing the purpose of the author. Thus, the ability in inference strategies is the main condition for the development of reading skills. In addition, various studies of text grammar have shown that inference is the most important sub-skill of language. (Carr, 1983) The statement may seem exaggerated, but basically, the skill of using inference strategies is always required by the reader in reading activities for all reading categories. In other words, the essence of reading activity is basically to draw

conclusions and interpret the exact message according to the intention of the author.

There are many variations of inference when a person draws informational conclusions from the process of reading a text. Nevertheless, in any reading activity, a reader cannot be all variations of such inference. The type, genre, and information structure of a piece of writing will determine one of the inference variants to be used. Seifert, Robertson, and Black (1985) mention at least four variations of inference in narrative texts, namely goal, plan, action, and state. The division of variants refers to the intention and substance of the perpetrator's message in a narrative text, so that the storyline can be followed properly. Here is an example of variants, which are manifested in a narrative text.

Out to Lunch

Mary planned to go out to lunch shortly with her friend Kate. Each was supposed to pay for their own lunch.

Goal ----> Mary needed to get some money.

Mary's pocketbook was empty.

Plan ----> She decided to ask Kate for loan.

She told her that she had no cash.

State --- > Kate had some money.

Act----- > She gave Mary some money.

Meanwhile, studies conducted by Kispal (2008) have identified various types of inference after categorization in the following table:

Name	Example	Explanation
Coherence, intersentence, or text-connecting	<i>Peter begged <u>his</u> mother to let <u>him</u> go to the party</i>	Maintain the unity of the text. The reader will be aware that the pronouns "his" and "him" refer to Peter to fully understand the sentence.
Elaborative, gap-filling, or knowledge-based.	<i>Katy dropped the vase. She ran for the dustpan and brush to sweep up the pieces.</i>	Enriches the mental representation of a text. Drawing the conclusion through the experience of life, thus, the reader must understand that the vase has been broken, in order to connect between the two sentences.

Local include: 1. Coherence inference 2. Case structure role assignment 3. Antecedent causal inferences	<i>As above</i> <i>Dan stood his bike against the tree.</i> <i>He rushed off, leaving his bike unchained.</i>	Creating a coherent representation at the local sentence level. The reader realizes that the tree plays the role of a leaning place. The reader will understand that Dan is in a hurry.
Global	Inference about the theme, main point or moral of a text.	Creates a coherent representation at the level of the entire text, so that the reader can deduce ideas by drawing information from all local parts of the sentence or paragraph.
On-line	The superordinate purpose of the characters describing something is mentioned in the text.	This inference is very important to understand and is drawn directly at the time of reading.
Off-line	Predicting future episodes in the text.	Conclusions are drawn after the reading is completed.

7.3. Steps of “Inference Strategy”

The practice or implementation of the inference strategy can be carried out by following these few steps. The following stages proposed by Roell (2020) are alternative and concise because they are intended for readers with a beginner level of English proficiency.

First, identify the inferred question. At this stage, the reader must ensure that the instruction, in the questions related to the reading text, asks the reader to draw the conclusion of the text. Instructions to draw conclusions are usually accompanied by keywords such as "suggest", "imply", and "infer". As in the sentence:

- a. According to the passage, we can infer...
- b. The passage suggests that this primary problem...

c. The author seems to imply that...

Secondly, trust the content of the text. At this stage, a reader must get rid of presumptions and prior knowledge as a comparison of the information of the text, then use the content of the text to prove that the conclusions made are the correct one. The principle of implementing inference strategies in texts, especially multiple-choice questions, with real life is certainly different.

Third, find clues. A good reader will have a keen observation of the clues provided by the author to help the reader understand his intended intent. Some pointers such as supporting details, vocabulary, actions of the perpetrator, description, dialogue, and many others, can be used to draw the right conclusions.

Fourth, narrow down the options. A text that uses implicit techniques always causes alternatives. Therefore, the reader should set aside unreasonable conclusions to reduce the confusion in determining accurate conclusions. Fifth, continuously practice. To ensure the ability to perform good inference, a reader should practice making inferences from various texts himself.

7.4. Conclusion

Inference strategies in reading activities are the keywords for a person's success in increasing the effectiveness of reading comprehensively. The inference technique is carried out by involving two steps at once, namely quoting important parts of a text and then interpreting by combining with the reader's old knowledge related to the proper reading. Therefore, these activities require the ability to think analytically and critically. The application of inference techniques is carried out through various types, according to the context relevant to the sentence or paragraph containing the elements. Therefore, the reader should need to know the type of inference in the sentence pattern read, so that the conclusions drawn are more accurate.

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BAB VIII

WRITING FOR PLEASURE

By Andry Azhari

8.1 Introduction

Recent surveys conducted by the National Literacy Trust make it clear that for many years there has been a decline or stagnation in students' enjoyment, volition and motivation to write both in and out of school, with 49.3% of children showing largely indifference to or dislike of writing (Rose; 2021), meanwhile For college students, writing skills need to be mastered as an important life skill. Not only for writing assignments, journals or thesis but writing skill is also very crucial in the work place and social life that they may accouter after they graduate from college. Besides, they need to know how to communicate effectively through written communication that may affect their life.

In more specific ways, writing skill brings more benefits for students. First of all. It allows students to develop their higher order thinking skills. Through writing, they can make connection, recall their previous knowledge, and make conclusion. Second, it can increase students' curiosity. By writing students may research various sources for the details. Indirectly, it may increase their reading apatite. Third, it can improve their creativity since, in writing, it allows them to use their imagination widely. Finally, the most obvious thing, it make them fully understand material given by their lecturers. Reviewing lessons by writing conclusion is one of the ways.

However, expressing or pouring out every word that comes to mind through writing is not an easy matter for us to do. There are several writing procedures and rules that sometimes students need to know. To make the written passage better, students should also pick the right words and the right grammar. But this is not an impossible matter for us to conquer. Writing also does not need a reason. Just write what you want to write because when you think a lot, it will prevent you from writing. When you are trapped in some excuses, it is obvious that you will find it difficult to write. Especially, when you overthink whether your writing will be accepted by readers or not. Yes. Just write! Follow the rhythm of the writing. Just flow! Like a flowing river. Nothing will stop you to make some argument through writing.

Actually, writing is fun when you can feel a certain satisfaction when you have finished your writing. Moreover, it can be on any kinds of writing. In age of social media, it is essential to think of writing as much more than putting pen to paper. You can write your idea into your blogs, email or social media post. You can write any topic there such as your daily life, traveling, hobbies, collection or any

theme you know very well. You can also write diaries, articles or letters for friends. You need to try these fun writing since it provide pleasure for beginner or starter.

8.2. How to Start Writing for pleasure

There are a lot of talks related to “writing for pleasure”. Young (2019:2) says that writing for pleasure is a volitional act of writing undertaken for enjoyment and satisfaction. “Therefore, a Writing for pleasure pedagogy is any research-informed pedagogy which seeks to create the conditions in which writing and being a writer is a pleasurable and satisfying experience. It has as its goal the use of effective writing practices with young apprentice writers and the promotion of the affective aspects of writing and of being a writer.” The following are some ideas for writing for pleasures to get you started.

8.2.1 Find the right medium for you

Do not push yourself on something more than your capacity if you just start to write. You do not need to start to write novels, articles or poetry that you may find them very frustrating. When students start writing but it more than their capacity, they may be quit as soon after they started. You may start writing something you like that may also amuse you such as writing a blogs, magazine, social media post or text correspondence with friends though email. Some students also do postal crossing with other student abroad. They like to write and exchange post card. Some students also likes to writes diaries to improve their writing skills and review some new words that they just learned. Some also write review of movies they just watched, places that they just visited and food that they just tried. So, writing can be in various ways. Writing for pleasure is all about to find medium that more inspire you. You may start writing with something you like. But After several months or years of writing, you can experience or challenge yourself with different kinds or purposes of writing.

8.2.2 Do it when it suits you well

Another point of writing for pleasure is that do it when it suits you to do it. You may find one hour in a day to write. But if it still does not suit you well, you may start with 3 hours in a week in different days. Schedule your writing. Pick the right time to do it. If you force yourself on writing, it may not call writing for pleasure anymore. You may add or upgrade the time of writing if you have already found that writing is very satisfying activity or when you feel that the duration that you have already set before is not enough anymore.

In other words, make it a habit to write in same time every day. Many people do not have time or forget to write even they have already schedule it. Therefore, set a writing schedule and then do it every day until a new habit is formed. Even if you are already writing regularly, you might as well set your phone's alarm as a reminder. Make it a habit to write every night before going to bed. Do not make a schedule that cannot be fulfilled. If you do not have time to write every day, schedule it three times a week. Don't let writing take up too much time! Do not let it be pressure for you. When you are just starting to write, allocate 10-15 minutes per-session. Write down thoughts and feelings can cause great stress. You can write longer if you have time. For example, write a list of experiences if you are have short time. Schedules that are difficult to stick. Rather than being an obligation, keeping a writing should be a means of expressing thoughts and feelings. Do not push yourself. Fill in the time by keeping writing when you have finished an assignment or have some free time.

8.2.3 Be yourself

Writing for pleasure is writing about you, not anybody else. Some misperceptions related to writing is that to find what audience may like, or some trending topic on social media. Write something that may interest you, not other people. Write something because you love it, perhaps someone else will be interested to that topic. You may start to write about yourself, you can also start to write about your hobbies, your collections or your families. However, you need to trips out several sources that lead you into more developing writing units that may spring from starting points such as film, exploring a picture book, responding to a poem, novel or short story.

8.2.4 Do not focus on grammatical accuracy

Good writing needs correct structure. Sometimes, the structure may affect the meaning. However, if you just start to write, do not focus on grammatical accuracy since it can stop you to write. You may find writing is complicated if you overthink that language component. Therefore, just pour your idea. Write what you want to write. Do not let grammar stop you from writing. The more you write, the more you master in it and good grammar will follow. In other words, do not too much about the grammar and spelling of words. Make your writing as a safe way to express feelings and share experiences without worrying about what other people think. Write about your experiences freely without hiding anything. Expressing thoughts and feelings in written form is much more important than thinking about correct grammar, correct spelling and beautiful phrases. Jot

down the first thing that comes to mind as you recall the day's activities, current mood, and overwhelming feelings.

8.2. 5. Create your own motivation

One of the things that makes the writer feel happy and very excited is the motivation that arises from within himself. Many motivations arise, from income to awards. There is nothing wrong, because everyone has different priorities to motivate themselves to finish the writing they started. Create motivation for yourself. If you really want to write immediately, then just write what is in our heads. Do not delay, because all motivation will disappear if you don't go as fast as you want. No matter how big and strong the motivation given by other people will not have much effect if it is not from yourself.

8.2.6 Look for new ideas with different activities

Many writers like quiet places. Of course they want to concentrate more on pouring and completing the ideas they have started. But that does not mean a writer cannot find a new atmosphere or place to write. They can still look for activities or new activities to eliminate boredom. For example, writing in a park, writing in café, going on vacation to find a new atmosphere, or writing somewhere with new writers you did not know before. This will trigger new ideas to emerge so that the writing that is created is also more diverse. Do not think that a writer is someone who cannot socialize. They can also write down other interesting ideas wherever they are.

8.2.7 Write down all ideas as a draft

Writing is not just about how fast we pour ideas. Because ideas cannot be arranged and determined according to our will. We can just write down everything we think of as a draft. Many media can be used, from notebooks to applications on mobile phones. You should consider using this so that the idea does not just disappear. Pouring ideas into drafts can be done anywhere and anytime. There are many types of writers that you can emulate. Which prioritizes writing time, so that it produces writing in a short time. But there are also those who prioritize the quality of their writing.

8.2.8 Complete draft that has been written

Of course, besides pouring ideas into temporary drafts or writing, we also have to finish what we have made before. Not without reason,

because an idea will only become an idea if it is not resolved immediately. Therefore, it must be resolved immediately so that it can become something that inspires many readers. Whoever the author is, he will certainly feel very happy if every writing he starts can be completed. Without delaying and piling up a number of drafts that are just ideas. When it is finished, it will make us more excited to start new writing again.

8.3 Fun Writing Activities

Writing for pleasure can be done by several activities. Those activities are not only enjoyable but can develop writing skills if it is done constantly. The point is the activities will not make you feel pressure. For college students, you need to follow the following activities to make writing more enjoyable.

8.3.1 Reading, writing and talk about your writing in a community of writers

Before you start reading, you may read something you like. By reading, you may see a model of good writing. You can learn how a paragraph was made, how a writer develop ideas and what the thesaurus or term used. This is more effective ways to start reading. You may read anything you like. Read topics that interest you the most. Get the ideas or information from your reading text by taking notes or highlighting. Rewrite them by using your own words. Join a community where you can share or talk about your writing. The community is the not only the place to share your work but also a place to encourage you to write more.

However, before entering into a certain community, you must first know how the systematics are there, what types of people are there, and how to survive there. Several communities already have their own fixed schedule in carrying out activities. You have to be good at choosing which community suits your free time. This is done so that it is not difficult for you to divide your time with other matters. The point is the will be no pressure for you. For those who are less well off financially and want to join the community, you do not need to worry because now there are lots of free communities in Indonesia. Usually you need to fulfill various requirements and fill out a questionnaire to become a member of the community.

While in the classroom, interactive, cooperative and collaborative writing in learning is one of the principles. Learning to write interactively, cooperatively and collaboratively allows students to work together, learn together, contribute ideas, help each other and teach each other. Collaborative learning teaches students to accept differences. Interactive, cooperative and collaborative writing learning can be done during writing and post-writing activities. Even though the writing process is done collaboratively, each student continues to develop and complete the

writing individually so that students can be responsible for their own learning outcomes.

8.3.2 Writing diaries

A diary is a very appropriate tool for expressing feelings, recording dreams or ideas, and reflecting on daily experiences using media that is capable of maintaining privacy. While there are not any specific rules or ways to write a diary, a few tips can make this activity more fun and more rewarding. If you are at a loss for what to write, use the internet to find inspirational messages and then quote them as opening lines

First of all, write down every day experiences. Start writing by remembering things that happened in the morning and then jotting down the most important events or experiences. Even though everyday life seems mundane, maybe you are surprised when certain thoughts or feelings arise when you write down various incidents while going about your daily life. You are free to change the topic as you wish when writing your daily experiences. For example, you may share your experience taking a biology exam this morning. Are you able to answer questions well? Do you need to study harder? Do you feel worried when you think about test scores?

Reflect on the life goals you want to achieve and how to make them happen. Write down short term and long term goals. Then, explain how to achieve each of these goals in detail. Break down each goal into several targets that are easy to achieve. This way, you will not feel overwhelmed when trying to achieve your life goals. For example, as a short-term goal, write out a plan to study algebra to take an entrance exam or do aerobics at the gym. As a long-term goal, write a plan for continuing your education by choosing a university and applying for an entrance test or saving for a car.

8.3.3 Writing blogs

If writing is one of your hobbies, blogging can be the best activities for you. Blogging activities can be very meaningful for many people because of various reasons. Blogging is not just for business needs. You can benefit financially, professionally, and personally. Creating a blog is very simple. You can have a blog up and running with just a few clicks. All you need to do is choose a web hosting provider, specify a domain, and use the application's features. After installing Word Press, you can access it, and you already have a blog of your own. You can choose a free blog, but if you plan to make money blogging, you will need to own a domain and set up your own hosting. In short, the steps for starting your own blog are easy and fast. Moreover, creating a blog does not require too much technical ability. Even if you follow the step by step guide to creating a blog, you will not encounter any significant problems.

One benefit of blogging is that the more you write, the better writer you become. While many bloggers start out as good writers, some bloggers, even some successful bloggers, are not good writers. Through blogging, they improve their writing skills. The longer and more often you do something, the better you will do it. So whether you are an already good writer or you are not very good at writing, if you write blog regularly, the quality of your writing will improve.

Maybe you know a lot about a certain subject, in that case, a blog can be a great way to share your knowledge with others. Even blogs are a useful source of information for some people on certain subjects. For example, there is a blog containing reviews about electronic products that help consumers find the best products as well as guides on how to use these products. If you are an expert in electronic products, you can use this expertise in your blog. As a result, you can help lots of people make better decisions when buying certain products. The point is do not write topics that you do not know very well or you do not like it. Choose the topic you enjoy to write or you know very well and perhaps some people will like or need it.

Through blogging, there are many bloggers who have written books and made writing work for big websites. This is proof that blogs have enormous power today. In the past if you wanted to be a writer you usually needed to have a degree and if you wanted to write a book you had to be lucky to find a publisher or know someone in the industry. Now, with a blog you can display your writing to anyone, build an audience, and prove that you can write well because you already have an audience for your writing.

8.3.4 Writing personal letters through postal crossing

Basically, a personal letter is a letter that you send to your friend. But you can also send it to other people, for example, to someone whom you just met on the internet. Well to be precise, a personal letter is a type of letter that concerns personal matter and is sent from one individual to another. So the people you send personal letters do not have to be "friends" either. It could be someone you just met that you want to chat with. To be able to send the personal letter, you need to understand what the purpose of a personal letter and the writing format is.

Before you start writing a personal letter, the first thing you should know is the purpose. The following is the purposes of personal letter. First of all, you can write personal letter to inform. Because this type of letter is a personal letter that discusses informal matters, you can make a personal letter to notify. Whatever you want to convey. For example, you just met someone from the internet. You want to let him know that you're on a long vacation and if you have free time, or you want to meet him. Second, you

can write to keep in touch. Maybe you already have friends from abroad. However, you cannot meet them or rarely make video calls because everyone is busy, you can always write them a personal letter. It is as simple as asking how they are doing, what they are busy with, and so on. Not only do you practice writing as well as your English language skills, you can also continue to strengthen friendships. Third, you can write letters to share. One of the goals for writing a personal letter is to share the news. Say you have friends abroad, because they are so close, you already know them very well and want to exchange news and information for example you just got married, have children, or you just graduated from college. You can always share the great news with them. So, your friends can celebrate the happy news that you just experienced. Maybe for example you just received bad news, you and one of your family members are good friends with someone abroad. Then your family member died. Because you have a fairly close relationship with him, it would be the nice thing if you informed them that one of your real people just died. They would appreciate what you are doing and also mourn. In addition, to the goals above, you can also make a personal letter aimed at persuading other people. For example, your friend abroad is on vacation or he wants to visit a country in Southeast Asia for his research. You can share them with a letter to persuade them to come to Indonesia. For example, you also mention the places they have to visit, or the traditional food they have to eat.

8.3.5 Writing a movie review or a book review

If you love watching movies, writing a movie review can be the best writing activity for you. Watching movies is now a hobby that many people do, especially with the release of more and more interesting film genres. This also makes many people interested in writing film reviews. But how do you write interesting movie reviews for readers? Currently, there are many people who review films through videos on their social media. However, not a few prefer to provide written film reviews on personal websites or blogs. In fact, many audiences prefer the written review format because when they read written reviews they can join the storyline.

In order your written review to be readable, there are several steps you can take when writing a film review. First, watch the whole movie. Then, jot down several important information in the movie such as the casts, settings, movie director and etc. After that, you may start writing your review by writing the plot in concise way but do not give the ending. Finally, you can write your opinion to the movie, the cast and other aspects in the movie. You may re-watch the movie to get more detail information.

Not only movie review but you can also write a book review, if you love reading books. If you love reading commonly you will feel easy to

write since you have already read some samples of good written passage. Writing a book review is just like writing a movie review. You just need to read the book you like and start to jot down and highlight some important point before you write the review.

8.3.6 Writing a review about a tourist attraction

If you like travelling, you should write to tell people your experiences. Many people get some extra income by doing this activity. Take the photo of the places that you visit. Make sure the picture that you post clear to the audience since picture can express thousand words. Describe the place clearly and give your opinion about the place. You can write also some historical aspects, the people around the place, the activity that you can do there etc. That piece of your writing may be needed by travel magazines, travel blogs, etc.

This is how your travel experience so that it can be very useful for your reader.

- a. Give an overall summary of your trip. Don't forget to include your rate or level of satisfaction.
- b. Use 5W+1H concept (what, who, why, when, where + How) to lead you to write.
- c. Emphasize relevant facts. How is the service you get?
- d. Add useful tips for other readers. If you experience something that is beyond expectations, how should other travelers behave so they don't experience bad things like you.
- e. Write in detail.
- f. Include a photo that depicts the story you are telling.
- g. Reconsider if you are going to express your frustration in writing. Use polite language even when criticizing the service you get. Write your review after the tour. Don't delay too long since you may forget some details
- h. Give an overall summary of your trip. Don't forget to include your rate or level of satisfaction.

8.3.7 Writing comic script

Comics are a medium for expression through images combined with text or other forms of visual information and usually have quite a lot of pages. While the comic strip is a combination of several images that are made in such a way to become a short story. Initially, comic strips were made for the purpose of entertaining readers. However, nowadays comic strips are also used as a medium for marketing a product or service. Interestingly, sometimes nowadays you do not always have to have good

drawing skills to make comics since you can use tools or application to make comics. There are several ways to make comic strips:

- a. Select the tools or tools that suit your needs. As mentioned previously, now to make comic strips you don't always have to be able to draw. The most important thing is that you can use tools or tools to make comics well. Currently there are many applications that you can use to create comics, such as Canva, Pixton, Toondo, Photoshop, and Strip generator. Interestingly each tool also has its own character. For example, in Canva there are usually templates and several choices of complementary images for making comics. Whereas in Photoshop you should be able to make templates and draw your own comic characters.
- b. Determine the concept or idea
The second thing and it is considered as the most important step is you can determine a concept or story idea. For example, you want to create a comic strip that contains product definitions or tips for using a product, or how to make a purchase. Because comic strips usually do not have a lot of pictures, it is a good idea to only convey one message in one comic strip. For example, one comic strip to explain one product. If there are a lot of products that you want to introduce, then you can make several comic strips.
- c. After you have a story concept or message you want to convey, it is time for you to start writing the storyline. You can start with the main character greeting the supporting character and after that the main character gives information, or whatever it is. The most important thing you need to do when determining the storyline, make sure the story short, concise, and clear
- d. In general, one comic strip contains only four boxes containing pictures and messages. Therefore, you must be able to determine the concept of the story as well as possible. When creating a comic strip, it's also a good idea to create a character or icon. This character will later be used for all the comic strips that will be made.

8.4 Revising and editing process

Several steps should be taken to make your writing clearer, more accurate, and concise so that it is easy to read and easy for readers to understand. This stage is called the writing process. Writing requires planning, because writing has the freedom to develop an idea before and after writing. The existence of this freedom allows the writer to make improvements because the plan can be developed and corrected during the writing process. Planning is also intended to address the possibility of complexity and limitations of ideas. Therefore, do not publish your writing as soon as you finish doing it. There are several process of writing that you need to pass through in order to make your writing better in make you become

good writing. The process includes planning, idea generation or drafting, revising or editing, publishing/performing/posting. Planning is a sequential procedure, used to produce the desired results. As the first stage in the writing process, planning is a series of strategies designed to find and produce information in writing. Drafting is a procedure for drawing preliminary sketches. As the second stage in the writing process, drafting is a series of strategies designed to organize and develop continuous writing. While revising is a procedure to improve writing for progress. As the third stage of the writing process, revising is a series of strategies designed to reexamine and reassess the choices that have created writing. It can be done by yourself or you may let people with good writing ability to do it for you. If you have already re-read your work and revised or edited that, you may take an action to publish, perform or posting it (depend on what kind of writing passage you work with). Wardono (2013: 1) also divided writing process into three steps; pre-writing activity, During-writing activities and post writing activities.

8.4.1 Pre-writing activity

Pre-writing is the preparation stage for writing. It is also considered as the preparatory stage. Things to do in the pre-writing stage are: (1) choosing topic, (2) consider purpose, form, and audience, and (3) identify and organize ideas. The pre-writing stage is very important and determines the next writing stages. You may prepare yourself to write, Think about the purpose of writing. For example, whether you will write to entertain, inform something, clarify, prove or persuade. To help you formulate these goals, you can ask yourself, what is your goal in writing this topic? Why are you writing this topic? In what context do you write? The questions above are very helpful in determining the purpose of writing.

In the next step, you can pay attention to the writing target (reader). The author plans whether writing for himself or for others. The author pays attention, who will read, what is the level of education, and what are the needs. In addition, the writer must consider the form or the structure of the writing to be written so that the reader can easily understand the contents of the writing. After choosing a topic, determining the purpose, considering the reader, the next step is to arrange the writing ideas coherently. Writers need to organize ideas to write in outline form. An essay outline is used by a writer to prepare himself to write as the final prewriting phase. An essay framework or conceptual framework is a work plan. that contains outlines essay to be written As a guide, an outline can help author to collect and select appropriate writing materials. In addition, the outline of the essay will facilitate the development of essays to be directed, organized, and coherent. The introduction section serves to introduce as well as lead readers of our subject matter. The contents section presents the main topic or idea of the essay. The end of the essay serves to return the reader to the main ideas of the essay through a summary or emphasis on important ideas.

8.4.2 During-Writing Activity

After the essay outline is arranged, the writer is ready to do writing activities. Writing activity is expressing facts, ideas, attitudes, thoughts, arguments, feelings clearly and effectively to readers. The author pours point by point his ideas into writing. Writers focus on pouring ideas while paying attention to technical aspects of writing such as structure, spelling, and punctuation. The author expresses ideas and ideas while paying attention to the language in his essay. The body of the essay presents the main topic or idea of the essay. The main idea in the writing can explained with illustrations, information, evidence, arguments, and reasons. Therefore, the author will be sued on multiple competence in language and ideas. When writing, the problem that writers often face is the emergence of new ideas. It is better if the writer continues his essay as a whole in accordance with the outline of the essay. For Correcting or adding new ideas can be done after the essay has been written. So, the writer can insert the new idea by noting it on the outline of the essay or the other part of the writing. Authors can add to the idea as well as improve it when they finish writing or on editing stage. In the writing phase, each planned item is developed in stages, pay attention to the type of information presented, the pattern of development, discussion, and so on. After this phase completed, the author re-reads, checks, and corrects his essay

8.4.3 Post Writing Activities

The focus at this stage is to make changes to the mechanical aspects of the essay. The author may fixe his/her essay on spelling and punctuation or other language errors. The purpose of editing is to make writing easier and more enjoyable for other people to read. At the editing stage, the writer carries out activities such as concentrating on the essay, speed reading to determine errors, and correct errors. Students will be a good editor if his concentration is on the essay. Students can make edits for their own essay or a friend's essay. While editing, students read through the essay to determine and highlight possibilities of the wrong passages. Lecturers can give examples of how to edit good essays. For example, the lecturer reads one of the student's essays to mark the different parts of the essay that are wrong or incomplete. Students can see and imitate examples of the editing process that they do. Then, students read and mark the wrong parts to find out the types of mistakes in their essay.

After the editing process completed, you may publish your work in any media you like. Publishing is not only just putting your work and wait until the audience read it. If you are willing to be a god writer you may invite your audience to give some comments and advice related to your essay or your work.

8.5 Conclusion

All in all, you do not need to put some pressure on your writing if you want to develop your writing skills. Just schedule your time to write, choose the topic you enjoy to write, and decide the purpose of your writing. You may start writing for yourself like writing a diary, writing in your blog that may attract more audience to read or you can write a personal letters to friends. Just be consistent and enjoy the process of your writing.

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BAB IX

WRITING BUSINESS LETTERS

By Rozita Yusniaty Lodo

FW King (1988) stated that business letters are usually typed on notepaper bearing a specially designed 11 heading which provides the reader of the letter with essential information about the organization sending it in business letter. Writing business letters is an essential part of doing business. Despite telephone, telex, and telegraphic communication, letter writing persists; in fact, most telephoned and telegraphed communication must be confirmed in writing. The paper discusses how to write various business letters, such as an introduction letter, an appointment letter, and an offer letter, as well as how to format the letter.

The goal of letter writing should be to convey as much information as possible with as few words as possible. You will be able to capture the reader's attention and focus it on the message if you write what you want to say clearly and concisely. Try to avoid unnecessary details and roundabout expressions and get straight to the point. You must keep in mind that people nowadays are extremely busy and receive dozens of letters every day.

9.1 Characteristics of English Business Letter

The following are essential characteristics of effective business correspondence:

- a. **Simplicity**
A business letter should be straightforward. It should be written in lucid (easy) language so that the receiver understands it. As long as formality is maintained, the language can be similar to that of social letters. The letter should immediately pique the reader's interest.
- b. **Conversational style**
An effective letter conveys the impression of face-to-face communication. Letters are the written medium through which the sender communicates with the receiver. As a result, a letter should be written in a conversational style. The conversational style is interactive and more or less informal.
- c. **Goal clarity**

The writer should be clear about what he wants to convey. He should keep all of the information's facts and figures close at hand. The letter should be written in such a way that it clearly and easily reflects the goal. There should be no ambiguity.

d. Public relations

Business letters reflect the organization's image. All business letters should therefore be written with the goal of improving the organization's goodwill, image, and public relations in mind.

e. The 'You' attitude:

Business letters should be written with the reader's perspective in mind. It should convey the sender's enthusiasm for the reader. The 'You' attitude should be used for this. 'Ts' and 'Wes' should be avoided, and more 'Yous' should be used. This demonstrates the sender's interest in the reader.

f. Courteousness

The business letter should be formal. Courtesy implies that the letter asks for favors politely and expresses heartfelt gratitude for the favors received. As a result, the letter's language should be polite and appealing.

g. Persuasion

Whether it is a sales letter, an inquiry letter, or a complaint letter, the goal of all business correspondence is to persuade the reader. Thus, in order to persuade the reader effectively, the correspondence should be well written.

h. Sincere

The business letters must be genuine. This means that the letter should be written so that the readers believe what it says. It should not be used to conceal reality. It should also be free of hypocrisy and lofty claims. The issue should be stated clearly and honestly.

i. Coherence

The information in the letter should be organized logically. This is accomplished by carefully selecting linking devices, pronouns, and key words. Unless the information is organized logically, it will lose its meaning and thus the objectivity of the correspondence.

j. Brief but comprehensive

The soul of correspondence is brevity. In short, the receiver must understand what the sender intends to send. However, brief does not imply insufficient. An incomplete letter does not achieve its goals. The letter should include all necessary information. Thus, brevity and completeness should be present in business letters.

9.2 The Purpose of Writing Business Letter

Employees, managers, clients, and prospective customers can all be addressed in business letters. Customers can be introduced to new products using a business letter. In direct mail, a type of advertising, these letters are known as sales letters. The sales letter is typically mailed along with a brochure and order form. While a color brochure frequently features a company's products, the sales letter is intended to highlight the key benefits of the products for the consumer or business customer.

Business letters can also be used to inform or thank business associates or customers. A cover letter, for example, sent with a report can inform business associates about the report's contents. These letters are frequently very brief, with bullet points highlighting key points from the report. Thank you letters can be used by company to thank customers for a recent order. The goal of the thank you letter is to build a relationship with the customer and remind them of the company's products or website.

A business letter can also be used to place an order for goods. This letter is typically in the form of a purchase order. The purchase order is a legal document that states the quantity and dollar amount of a specific order between the buyer and seller. Customers can be given sales incentives via business letters. Sales incentive letters are used to provide long-term customers with rebates, coupons, or special deals. For example, a small printing company may offer a 20% discount to customers who have used their services for six months or longer. Another possibility is to provide the discount to customers who spend a certain amount of money with the printer. Selling incentive sales letters are typically used by businesses to promote existing products. To acknowledge a complaint; a company may need to write a letter. This complaint could be about poor customer service, a faulty product, or an incorrect shipment. As a result, the company must write a letter to the customer informing them of the steps being taken to correct the error. Complaints can result in legal problems. As a result, it is critical for businesses to respond to customer complaints as soon as possible.

9.3 Types of Business Letters

Usually, letters are sent to those outside of the organizations. You actually represent your organization's face to the outside world by writing letters. According to the sort of relationship you have with the reader and the message being sent, you may write personal letters as a family member or social person to share your thoughts, hobbies, good news, and bad news. In order to maintain flawless commercial ties and transactions, business letters are sent and received.

Most formal letters fit into one of three categories:

- 1) When you write "yes," you are accepting or approving something.
- 2) Writing "no" means rejecting something or objecting to an idea or proposal.
- 3) Writing to elicit action can be used to inspire, persuade, or even occasionally issue commands.

You might write the following typical types of letters on the job:

- 1) Sales Promotion letter aimed at generating interest in a good or service.
- 2) Letter of instructions describing a process that the reader should follow.
- 3) Letter of transmittal to be sent in the mail with reports and other paperwork.
- 4) Letter of recommendations for close friends, coworkers, or former employees.
- 5) General business letters explaining the status of a project, asking for help, ordering supplies or equipment, setting up meetings, etc.
- 6) Letter of inquiry asking about the price or availability of a product, looking for solutions to problems, getting feedback on job candidates, and so forth.
- 7) Complaint letters written to express dissatisfaction with unsatisfactory service or defective goods and to demand adjustment.

9.4 Writing Business Letters

A business letter can be written for a variety of reasons. However, most business letters adhere to some general guidelines, which are outlined below.

1. Write in block style; don't indent your paragraphs.
2. Place the recipient's address at the top of the letter, just below your business address.
3. Double-space after the address and add the date.
4. Double space the letter (or as much as necessary to center the body) and add the salutation. Unless the recipient has a title like Dr., use Mr. for male recipients or Ms. for female recipients.
5. Provide a justification for your letter (e.g., "In light of our telephone conversation...").
6. State your purpose for writing (e.g., "I'm writing to confirm our order," etc.).
7. State any demands you may have (for instance, "I would appreciate it if you could include a brochure...").
8. Mention this contact if there is to be further communication (e.g., "I look forward to meeting you at...").
9. End the letter with a sincere thank you, such as "Thank you for your prompt assistance."

10. End the correspondence with a salutation, such as "Yours sincerely,"
11. Type your full name and title in the letter between the salutation and the four spaces after your signature.

Tips:

1. Make sure the letter is brief and direct.
2. Avoid using abbreviated verb forms; instead, write them out (for example, "don't instead of do not").
3. Keep a copy of every correspondence for your records.

Format for Business Letters

Return Address Line 1 1

Return Address Line 2

Date (Month Day, Year) 2

Mr./Mrs./Ms./Dr. Recipient's full name. 3

Title/ Recipient's position.

Company's Name

Address Line 1

Address Line 2

Dear Ms./Mrs./Mr. Last Name: 4

Subject: Title of Subject 5

Body Paragraph 16

Body Paragraph 26

Body Paragraph 36

Closing (Sincerely ..), 7

Signature 8

Your Name (Printed) 9

Your Title

Enclosures (2) 10

Typist Initials. 11

The simplest format is a block, where all writing is flush with the left margin.

1. Your Address: (If the letter is printed on paper with the business letterhead already attached, this is optional.) The sender's return address, so the recipient knows where to send a response. Leave a space between your address and the date.
2. Include the date in the letter in the following format: Month Day Year, for instance, August 30, 2003. Remove a line from the document between the date and the inside address (some people skip 3 or 4 lines after the date).
3. Inside Address: The recipient's address, name, title, and company name. If you are unsure to whom the letter should be addressed, leave the field empty but try to include a title, such as "Director of Human Resources." Leave a line empty between the date and the salutation.
4. Address: Dear Last Name, Ms., Mr. If the recipient's name is not known, use Dear Department Name or To Whom It May Concern. Note the colon that comes after the salutation. Leave a line empty between the salutation and the subject line or body.
5. Subject Line (Optional): Helps the recipient understand what the letter is about. Between the subject line and the body, remove a line.
6. Body: In this section, you should write the letter's body paragraphs, which should be single-spaced and separated by a skipped line. Skip the line that comes after the body and before the closing.
7. Closing: Lets the reader know that your letter is finished; typically uses Sincerely, Sincerely yours, Thank you, etc. Only the first word of the closing is capitalized, and there is a comma after it. Skip three or four lines to make room for the signature between the closing and the printed name.
8. Signature: Use a pen and black or blue ink to sign your name here.
9. Printed Name: Your name as it will appear on paper, along with, if you choose, a line for your title or position. Leave a blank line between the printed name and the enclosure.
10. Enclosure: The word "Enclosure" will appear if your letter includes any attachments in addition to the letter itself. If there are several, type "Enclosures (#)," where the number denotes how many additional documents are enclosed in addition to the letter.
11. Reference Initials: If the letter was typed by someone other than you, use the format AG/gs or AG:gs for your initials in capital letters and the typist's initials in lower case.

Business Letter Sample

45654 Main Road
Mt. Carmel, CA 260885
January 30, 2020
Ms. Christabel Raphaelle
Accounts Payable
The Archangels Mart
2806 Christie Plaza
Industrial Point, CA 260885
Dear Rose Christie:

It has come to my attention that your company The Archangels Mart, has been paying its invoices three months late.

We've implemented a discount model where we'll give you 2% off your invoice if you pay us within 10 days of receiving the invoice in order to encourage our customers to pay their invoices before the due date.

I hope things are going well for you and your business. You are one of our most important clients, and we value your patronage. Please don't hesitate to get in touch with me at (082257589006) if you have any questions.

Sincerely,
Signature
Klobor Michaello Raymurphy
Accounts Receivable

9.4.1 Resignation Letter

Your manager or supervisor should receive a business-letter-style resignation letter that is addressed to them. The letter should, at the very least, inform them of your departure, include your departure date, and express your gratitude for their company. When leaving a job, it is customary to give at least two weeks' notice, but there are times when you are forced to.

You must remain upbeat in your letter because you want to maintain a good working relationship with your employer and coworkers in case you need to use them as references or business partners in the future. You may mention your reason for leaving in your letter if you believe it to be honorable; however, if you think it might aggravate your employer, you shouldn't mention it.

Resignation Letter Sample

0610 Saint Michael Road

Mt, RC 260885

October 06, 2022

Mr. Klobor Michaello

Head of Inventory Control

Widgets Unlimited, Inc.

12 Better Living Subd.

Aeropark, CA 260085

Dear Mr. Klobor Michaello

I hereby formally inform you that I will be resigning from Widgets Unlimited, Inc. On November 12, 2022, I will retire.

I never thought I'd have to leave Widgets Unlimited, but because my wife's job is moving to Melbourn, my wife and I have decided to move there as a family. If there is anything that I can do to make this transition easier for the company, let me know and I'd be more than willing to help out.

I want to express my gratitude to you for giving me the chance to work at Widgets Unlimited because I have thoroughly enjoyed my time working here.

Sincerely,

Signature

Christabel Raphaele

Inventory Specialist

9.4.2 Cover Letter

In most cases, Three paragraphs will make up the cover letter. You introduce yourself in the first paragraph, which serves as an introduction. Include details about the position you are applying for, how you learned about it, and your reasons for being interested in the position and or company.

Include information about your skills, attributes, education, credentials, and/or experience in the second paragraph. Instead of just restating your resume, this paragraph should be succinct and give specific examples of why you are the best candidate.

The letter should be concluded by asking for an interview, possibly offering times that work for you, or stating that you can arrive at a time that the employer finds convenient. Additionally, you should let the recipient know how and when to get in touch with you (you should provide both your phone number and email address so that they can use their preferred method). They can be told that you will call them in a few days to follow up on this letter. Finally, thank them for their time in the letter.

You should write a different cover letter for each application you send out, making it specific to the employer and job you're applying for. Your chances of getting a job interview will decline if you use a template cover letter. Keep the letter to one page in length, and double-check the letter's grammar and spelling.

Cover Letter Sample

527 North Avenue.

Sandlewood, CT 23865

October 06, 2022

Mr. Raymurphy Raphael

Directory of Human Resources

Global Answers

5295 Niagara, InD

Dear Mr. Raphael:

I am applying for the position of chief accountant with a lot of interest. I thought the job description in your ad in the New York Times on August 12 was a perfect fit for my career goals. I've always desired a job with a Fortune 500 organization like Global Answers.

My extensive experience working as an auditor for KPMG leads me to believe that I am the best person for the job. I carry out all of the responsibilities listed in your job description for the chief accountant position at KPMG where I currently work. I also have a track record of being a hard worker who ensures the job is done correctly the first time. I always finish my reports well before the due date.

Please get in touch with me to schedule an interview as soon as possible. You can contact me by phone at (82257589006) or by email at christabel@gmail.com. I'm eager to talk to you about my future with Global Answers. I appreciate your consideration and time.

Sincerely,

Signature

Christabel Raphaëlle

Enclosure: resume

9.4.3 Complaint Letter

In business letter format, the complaint letter should be written. To increase the likelihood that your complaint letter will be read in its entirety, keep it succinct and to the point. For instance, it is extremely unlikely that anyone will sit down and read a seven-page complaint letter. If there is no department of customer service, the complaint letter should be addressed to the company's headquarters. The company's products or website ought to provide access to the address and phone number for the customer service department.

Sample Complaint Letter

85 Main Street

Aeropark, Sub 6534

June 28, 2019

Customer Service

Cool Sports, LLC

8423 Green Terrace Road

Greenhills, 23465

Dear Sir or Madam:

On June 21, I purchased a brand-new set of soccer cleats (item #347588) from your website. On June 26, I received the order. Unfortunately, I discovered that the cleats had been worn when I opened it. The cleats were covered in dirt, and there was a tiny tear in front of where the left toe would normally go. I'm ordering under DA984755.

I have already gone out and purchased a new pair of cleats at my neighborhood sporting goods store, so sending another pair would result in my having two pairs of the same cleats. To solve the issue, I would like you to credit my account for the amount charged for my cleats.

We appreciate your time reading this letter. I've been a happy customer of your business for a long time, and this is the first time I've had an issue. You can get in touch with me at (08225758906) if you need to.

Sincerely,

Signature

Christabel Raphaelle

9.4.4 Recommendation Letter

If you are asked to write a letter of recommendation for someone but think they would make a terrible employee or student or if you don't know them well, it is advised to decline. If you feel you know the employee or student well, it is a good idea to ask for more information and/or conduct a brief interview with them to get solid information for your letter.

Except for the inner address, which you can omit if it is unknown, stick to the business letter structure. If the recipient is not identified by name, you should use the "To Whom It May Concern:" salutation. Please make sure to include your phone number and/or email address so that the reader can get in touch with you if they have any questions.

Letter of Recommendation Sample

2608 Vallery Street

Green Hills, AL 260885

August 26, 2022

Whoever this may concern, please accept my heartfelt recommendation for Rose Berdinger. Rose worked as a salesperson for Vacuums Plus under my direction from November 2018 to August 2022. I am the Head Sales Manager there.

Any business would be lucky to have Rose on board. She is one of my most intelligent employees ever. She is extremely motivated and passionate about her work.

Rose picks things up so quickly. She was familiar with all of the product names, their features, and how they operated within her first two weeks at Vacuums Plus. A new employee typically needs at least two months to become familiar with all of the products we offer.

Rose has achieved great success at Vacuums Plus thanks to her drive. No employee has ever accomplished this feat at Vacuums Plus, but she has had the honor of receiving the "Top Sales Person of the Month Award" ten times in her most recent year.

Rose Berdinger will fit your business perfectly, in my opinion. Rose has been a model employee in every way. If you have any more inquiries, please don't hesitate to call me at (082257589006), and I'll be happy to help.

Sincerely,

Signature

Michaello Raymurphy

Head Sales Manager

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Spooner, MD. 1979. *Correspondence in English*. Hongkong: Thomas Nelson.

AUTHOR PROFILE



Andri Kurniawan, S.Pd.,M.Pd. Lahir di Tangerang tanggal 20 Desember 1989. Telah menyelesaikan studi S1 Pendidikan Bahasa Inggris di Universitas Islam Syekh-Yusuf Tangerang Tahun 2012, serta Magister (S2) Pendidikan Bahasa Inggris di Universitas Indrapasta PGRI (Unindra) Jakarta Tahun 2019. Mulai Bulan Desember tahun 2019 mengajar di Fakultas Keguruan dan Ilmu Pendidikan (FKIP) Pendidikan Bahasa Inggris Sampai Saat ini.

Penulis saat ini menjadi Kepala Sub Bagian Perencanaan, Evaluasi dan Mentoring di Universitas Islam Syekh-Yusuf Tangerang. Penulis Juga aktive dalam kegiatan- kegiatan pengembangan kampus diantaranya menjadi Pengembang Kampus Merdeka dan Renstra Fakultas serta Universitas. Penulis sangat aktive dalam kegiatan penelitian, Pengabdian Masyarakat dan mengisi kegiatan webinar sebagai pembicara. Produktifitas penulis dalam berkarya sangat baik, hingga saat ini ada 38 Buku yang telah terbit dan 35 Hak Cipta. Penulis terus berkarya dalam pengembangannya sebagai Dosen.

AUTHOR PROFILE



Lis Supiatman, S.Pd., M.Hum.

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The author was born in Dusun IV, Tanjung Alam Village on December 15, 1984. The author began his career as a permanent lecturer at the English Education Study Program, Faculty of Teaching and Education, Asahan University in 2009. The author has completed his Bachelor of English Education at Medan State University in 2003 and graduated in 2008. Then he continued his study in the same year (2008) to the Masters level for the Applied English Linguistics study program at Medan State University and finished in 2012. Currently the author is pursuing a Doctoral degree for the Linguistics study program Applied English, State University of Medan.

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Penulis lahir di Takkalasi tanggal 19 April 1988. Penulis adalah dosen mata kuliah Advanced Grammar dan Language Testing pada Program Studi Pendidikan Bahasa Inggris, STKIP YPUP Makassar. Pada tahun 2006, penulis menempuh Pendidikan tinggi pada jenjang S1 pada program studi Pendidikan Bahasa Inggris, Universitas Negeri Makassar. Kemudian pada tahun 2010 melanjutkan ke jenjang magister Pendidikan Bahasa Inggris Universitas Negeri Makassar. Saat ini Penulis sedang menempuh pendidikan Doktorat di Universitas Negeri Makassar pada program studi yang sama. Saat ini penulis merupakan Dosen Tetap Yayasan di STKIP YPUP Makasar sejak tahun 2013 sampai sekarang.

AUTHOR PROFILE



Morita, S.S., M.Pd.

The author is an English lecturer at the Marketing Management Program (D3) of Institut Bisnis dan Informatika Kesatuan, Bogor. She gained her S1 degree from Universitas Indonesia, majoring in English linguistics. Teaching English and working with students from various background have become her passion. She then continued her study to Magister Pendidikan Bahasa Inggris at Universitas Terbuka and gained her S2 degree.

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Penulis lahir di Bandung tanggal 12 Desember 1984. Penulis adalah dosen tetap pada Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan, Universitas Bale Bandung. Menyelesaikan pendidikan S1 pada Jurusan Sastra Inggris UPI dan melanjutkan S2 pada Jurusan Pendidikan Bahasa Inggris di universitas yang sama. Penulis menekuni bidang Pengajaran Bahasa. Selain menjadi dosen di UNIBBA, penulis juga aktif di Pusat Bahasa Telkom University sebagai instruktur Bahasa.

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The author lives in Bandung. She is a lecturer at the Piksi Ganesha Polytechnic, Bandung. The author completed her bachelor degree in 2005 in English department, and completed her master's degree in 2013 in English Linguistics, Faculty of Cultural Sciences, Padjadjaran University Bandung.

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Penulis lahir di Magelang tanggal 11 september 1982. Penulis adalah dosen tetap Mata Kuliah Universitas Bahasa Inggris pada Program Studi Manajemen Universitas Islam Indonesia. Ia menyelesaikan pendidikan S1 jurusan Sastra Inggris dan S2 pada Jurusan Pengkajian Amerika Fakultas Ilmu Budaya Universitas Gadjah Mada (UGM). Saat ini sedang melanjutkan S3 pada Jurusan Pengkajian Amerika di UGM. Penulis memiliki ketertarikan pada riset di bidang pengajaran Bahasa Inggris sebagai bahasa asing (TEFL), Sastra Inggris, dan Kajian Amerika. Ia aktif juga aktif workshop dan seminar di tingkat daerah dan nasional di bidang literasi digital, pengembangan pembelajaran berbasis digital, dan keislaman. Untuk berinteraksi dengan penulis dapat melalui social media Instagram: @fuad_has, atau melalui Email: fuad.hasyim@uii.ac.id

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Penulis lahir di Padang pada tanggal 25 Desember 1988. Penulis merupakan seorang Dosen Bahasa Inggris di sekolah Tinggi Bahasa Asing Prayoga semenjak tahun 2015. Penulis juga merupakan seorang guru bahasa Inggris di Lembaga Bahasa LIA semenjak tahun 2011 dan juga merupakan seorang assessor di Lembaga Sertifikasi Kompetensi (LSK). Penulis menyelesaikan studi S1 jurusan pendidikan bahasa Inggris di Universitas Negeri Padang pada tahun 2011 dan menyelesaikan pendidikan S2 pada tahun 2015 dengan jurusan dan perguruan tinggi yang sama.

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