

MASTERING FUNDAMENTAL GRAMMAR : UNLOCKING COMMUNICATION SUCCESS

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- Andi Rachmawati Syarif
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Dilarang memperbanyak karya tulis ini dalam bentuk
dan dengan cara apapun tanpa izin tertulis dari penerbit.

FEREWORD

All praise and gratitude for the presence of Allah SWT on all occasions. Sholawat accompanied by greetings and prayers we convey to the Prophet Muhammad SAW. Alhamdulillah, for His Grace and Grace, the writer has finished this Mastering Fundamental Grammar : Unlocking Communication Success ini.

This book discusses Parts of speech, Phrases and clauses, Type Sentence structure, Subject and predicate, Sentence construction, Grammar rules and usage, Common grammar mistakes, Tips for improving grammar skills : reading, Tips for improving grammar skills : writing practice, Tips for improving grammar skills : online tools and resources, Grammar and communication.

The process of writing this book was successfully completed with the cooperation of the writing team. For the sake of better quality and reader satisfaction, we really look forward to suggestions and constructive feedback from readers.

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

Padang, 13 September 2023

Author

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CHAPTER 1

PART OF SPEECH

By Magvirah Octasary

1.1 Introduction

Students have to understand grammar in order to produce a good ability in English starting from identifying and understanding parts of speech. Every single part of speech plays a specific part in the construction of a sentence. In order to assist the ability of students in creating a proper phrase, it is crucial that they are understood. Understanding components of speech helps students better grasp how and why we put words together to form sentences, which is why it is important to learn about them (Sinha, 2021).

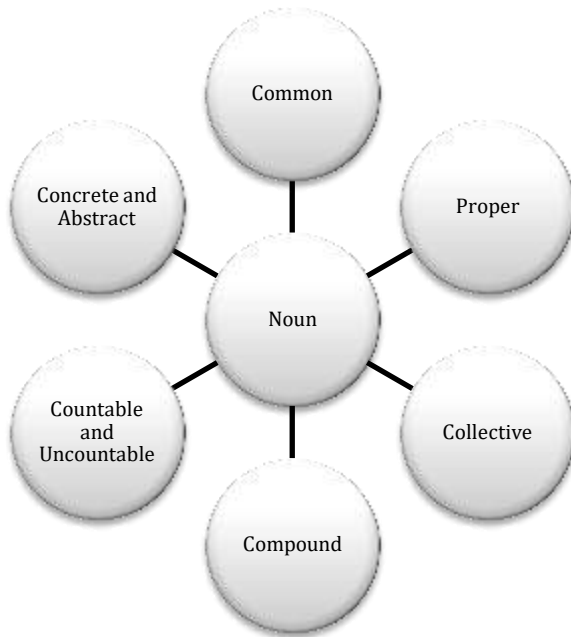
Richards & Schmidt (2013) defined that part of speech is a conventional term that is used to form sentences. For instance noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection. According to Leech & Svartvik (2013) parts of speech distinguish between minor and major parts of speech. Pronouns, prepositions, conjunctions, and interjections are considered minor parts of speech while verb, noun, adjective are considered as a major parts of speech.

The function of the different parts of speech must therefore be understood by students in order for them to write with greater proficiency and to achieve their writing's intended goals as well as make their writing simpler to grasp for their audience. The brief explanation of each parts of speech will be explained furthermore.

Tabel 1.1. Parts of Speech

Parts of Speech	Function	Example
Noun	Subject, Object and Complement	Razka is paying us for the work .
Verbs	Describe action	Dad buys book Malik was angry Raisha is a dentist
Pronouns	Replacing noun	He is paying them for it
Adjectives		Angry man She is clever
Adverbs	Modifies a verb, an adjective, another adverb,	Acted wisely
Prepositions		An island in the middle of the lake
Conjunctions	Connector	Razka and Raisha Razka or Raisha
Interjections	Statement or expression of feeling	Alas! Whew! Oh , sorry

1.2 Noun



Picture 1.2. Kinds of Noun

Noun has several functions in a sentence. It can be described as a subject, object even a compliment. The most crucial element of speech is the noun. Its placement alongside the verb aids in creating the sentence's core, which is necessary for every whole sentence (Frank, 1993).

1.2.1 Common Noun

Common noun are words that name individuals, groups, objects, or concepts but are not names of particular individuals, groups, objects, or concepts. Except when it comes at the start of a sentence, a common word always starts with a lower case letter. For instance ; **university, friend, food and drink.**

1.2.2 Proper Noun

Noun that refer to a particular individual, place, or item is called proper noun. Since a proper noun is the name of a specific person, place, or object, it starts with an upper case letter regardless of where it is in a sentence.. In general, proper nouns are not preceded with a determiner. For instance ; **Pepsi, Razka, Friday and Tanjung Karang.**

1.2.3 Collective Noun

Collective nouns are words that indicate a collection or group of individuals, creatures, or objects. When referring to a collection of individuals or objects, a collective noun might use the single form. For instance ; **team, school, family and police.**

1.2.4 Compound Noun

One or more words are combined to form a compound noun. There are three distinct ways to write a compound noun. They ara a single word like **toothbrush, football and rainfall**, two words like **drawing book or ice cream**, and hyphenated words like **son-in-law or dry-cleaning.**

1.2.5 Countable and Uncountable Noun

Nouns that can be numbered are known as countable nouns. They can be used with a number and have both a singular and plural form. Sometimes, count nouns are used to refer to countable nouns. Countable nouns are nouns that can be counted. For example: **a dog, three dogs, four dogs** while nouns that cannot be numbered are known as uncountable nouns. **Cheese, skin, fur, coffee, gold** are the example of uncountable noun

1.2.6 Abstract and Concrete Noun

Nouns which do not have a concrete, physical presence are considered abstract nouns. You cannot touch, smell, hear, see or taste an abstract noun since they pertain to thoughts, ideas, or emotions. A word may occasionally serve as both an abstract noun and a verb, thus it's important to be cautious while identifying and employing them. The examples of abstract nouns are **happiness, creativity, love, peace, freedom**. In contrast, concrete nouns are names for entities that can be directly perceived by at least one sense (sound, taste, sight, smell and touch) and are present in the physical world. You can see **a doll**, smell **popcorn**, taste the **spaghetti**, and touch **an animal**.

1.3 Verb

Verbs are words that describe actions, processes, circumstances, or states of beings of either people or things. Words known as verbs typically convey an activity. There are two main groups of verb : transitive verbs and intransitive verbs (Herring, 2016).

1.3.1 Transitive Verb

A direct object, or a noun that receives the action of the verb, is used with transitive verbs. For example :

1. Raisha **turns on** her radio

The verb turn on is transitive; its object is radio, the thing that is being turned on. Without an object, it cannot be work perfectly.

2. They **involve** me in their writing project

In both examples provided, verb “turn on and involve” are transitive verbs since they demand objects. A transitive verb's statement will not look complete without an object to effect. The function of this verb is impossible without some form of object.

1.3.2 Intransitive Verb

The direct or indirect object of an intransitive verb is never present. Although an adverb or adverbial phrase may come after an intransitive verb, there is no object to which the action of the verb can be directed. It can behave without being acted upon by object. For example:

1. It **rained**
2. His phone **rang**
3. You **lied**
4. She **jumped**
5. They **walk** to school
6. Razka **runs**
7. I will never **give up**

1.4 Pronoun

A pronoun is typically described as a word that can replace a noun (Jackson, 2014). Employing pronouns frequently to avoid having to continuously repeating a noun. In line with that, Dykes (2007) also stated that pronouns are the words we employ in place of nouns; we do this to clarify our meaning and avoid unnecessary or confusing repetition. There are several kinds of pronoun and will be explained further as follow:

1.4.1 Personal Pronoun

Personal pronoun is a pronoun which indicate a specific person, place, or thing. For example:

1. **I** learn English
2. **She** told **me** to move
3. **They** bring **us** a couple of problems

There are two distinctions of personal pronoun, they are:

Table 1.2. Subject Pronoun

Subject Pronoun	
Singular	Plural
I	We
You	You
She, He, It	They

Table 1.3. Subject Pronoun

Object Pronoun	
Singular	Plural
Me	Us
You	You
Him, Her, It	Them

1.4.2 Reflexive Pronoun

By referring back to a noun or pronoun near the beginning of the sentence, reflexive pronouns provide additional information for the reader. -self or -selves is the ending of reflexive pronouns. For example :

1. I helped **myself** last day
2. She blame **herself**

Table 1.4. Reflexive Pronoun

Subject	Reflexive Pronoun
I	Myself
You	Yourself
She	Herself
He	Himself
We	Ourselves
They	Themselves
It	itself

1.4.3 Possessive Pronoun

A pronoun that expresses ownership or possession is known as a possessive pronoun. For example :

- a. Is that **your** mom ?
- b. Look, this is exactly **my** drawing book not **yours**
- c. You will never have **his** autograph

Table 1.5. Possesive Pronoun

Subject	Possesive Pronoun	Possesive Adjective
I	Mine	My
You	Yours	Your
She	Hers	Her
He	His	His
We	Ours	Our
They	Theirs	Their
It	Its	It

1.4.4 Relative Pronoun

A relative pronoun is a pronoun that is used to begin a clause that provides additional details about the noun or noun phrase that comes before it. For example :

- 1. I don't like a Korean Drama **which** have unhappy endings
- 2. She fell in love with the boy **whom** she met last night
- 3. Mrs. Vira **who** is decorating my bedroom master, is a well-known designer.

Table 1.6. Relative Pronoun

	Singular	Plural
Subject	Who/that	Whom/which/that
Object	Whom/that	Which/that
Possesive	Whose	whose

1.4.5 Demonstrative Pronoun

Demonstratives are terms **this, that, these and those** that are used to identify the things being discussed and set them apart from others. They are often deictic and cannot be comprehended without context because their meaning depends on a specific frame of reference. For example :

1. **This** is my girlfriend
2. **These** are my cars and **those** are his cars

1.4.6 Indefinite Pronoun

No specific person, thing, or amount is mentioned while using an indefinite pronoun. For example :

1. **Somebody** is applying this job
2. **Everything** goes very well
3. **No one** has gained weight since she left
4. **Everyone** in this room should leave as soon as possible

1.5 Adjective

An adjective is a word that provides further explanation for a noun or pronoun. Before a noun, an adjective can be used. In line with that, Payne (2006) also stated that adjectives are words that can be used to describe a noun phrase's head noun or another noun phrase's property. For instance:

1. Raisha likes **Indonesian** food
2. She is a **tall** girl
3. My brother has a **big** room than me

1.6 Adverb

The term "adverb" can be unmarried. An adverb is part of speech component that modifies a verb, an adjective, another adverb, or even a whole clause. According to Rozakis (2003) words that characterise verbs, adjectives, or other adverbs are known as adverbs. Adverbs offer clarification on when, where,

how or what degree?. There are several categories of adverb according to Herring (2016) some of them are:

1.6.1 Adverb of Time

Adverbs of Time which specify the time or duration at which something occurs or is the case. For example: **tomorrow, yet, yesterday, now, last week, last month, still and later.**

1. We will play football **next month**
2. Raisha is eating sushi **now**
3. **Yesterday**, I washed my doll

1.6.2 Adverb of Frequency

Adverbs of frequency describe the regularity of an event or circumstance. A division of the adverbial time. For instance:

1. She **rarely** walks to school
2. **Sometimes**, she drives her car to school
3. I **always** eat sushi

1.6.3 Adverb of Place

An object's position when compared to another object can be described by an adverb of place. It informs about where actually something happens. For example:

1. The ball rolled **around** in his foot
2. Dude, I am looking for you **everywhere!**
3. I love running **uphill**

1.6.4 Adverb of Manner

Adverbs of Manner define the manner in which something occurs or is carried out. Usually constructed out of adjectives. For example:

You are **slowly** turn to weak.

1.7 Preposition

Prepositions are a group of words that can represent spatial or temporal relationships or signify different semantic functions. Typically, a preposition or postposition joins a noun phrase in what is known as its complement or, less frequently, object. According to Jackson (2014) said that prepositions link a noun to other sentence components. Prepositions are typically brief words that convey information about time, place, or direction. The complement is connected to another statement by a preposition. The prepositional phrase may be positioned anywhere in the sentence or clause if it connects the complement to it (Dykes, 2007). For example:

1. I need to review my literature review **of** my writing
2. Raisha left her lipstick **in** my car
3. My mom-in-law is preaparing dinner **for** us

There are several types of prepositions. They are:

1.7.1 Preposition of Time

To address a specific time period, such as a day on the calendar, a day of the week, or the exact time something occurs, we use the preposition of time. Prepositions of time share the same linguistic roots as prepositions of place, but they have a different function.

Nelson & Greenbaum (2013) stated despite the fact that there are only two dimension-types in the time sphere—point of time and period of time—preposition of time when is somewhat similar to positive preposition of position in terms of certain aspects. In a short way, they serve as a reminder of when events occurred, are occurring, or will occur. But because there are so many prepositions that can be employed, it can get quite perplexing.

1. **At** –With the use of this preposition of time, we may talk about calendar times, festivals, and other extremely specific time periods, including exceptions. For example: **at** Idl-Fitri, **at** 6 P.M.

2. **In** – Discussing days of the week, months, seasons, years, and centuries, this preposition of time is also used to talk about longer periods of time. For Example: I was born **in** 1992.
3. **On** – This preposition of time is used to talk about particular days of the week or portions of those days, as well as particular dates and significant days For Example : **on** Monday, **on** 3th 1992.

1.7.2 Preposition of Movement

Prepositions of movement are easier to comprehend than prepositions of place and time because they are less abstract. They essentially define the process of moving something or someone from one location to another. The most frequent preposition of movement is to, which is typically used to emphasise that there is movement in a certain direction. Examples of prepositions of movement are highlighted in the sentences that follow to make them simple to spot.

1. We have a plan to got vacation **to** Mesir
2. Raisha and Razka travlled across Eropa **on** their car.
3. He came **into** the room

1.7.3 Preposition of Place

The most frequent prepositions to express position are **on**, **at**, and **in**, which might be confusing because they are also the most frequent prepositions to indicate time. However, because location prepositions are a more rigorous idea than time prepositions, the rules are a little clearer.

1. **On** - When referring to something with a surface, the word "on" is used. For example: **on** the page, **on** the wall, **on** the desk

2. **In** – when talking about something which is inside. This preposition also can be used even a county. For example: **in** Indonesia, **in** the dorm, **in** the refrigerator.
3. **At** – when dealing with specific point, **at** can be used. For example: **at** the theater, **at** the police station

1.8 Conjunction

Conjunctions, **such, and, or, and but** serve as connecting verbs. Conjunctions are the connecting elements between two words, sentences, phrases, or clauses. A conjunction is a word or phrase that joins two or more words or sentences. According to Dykes (2007) claimed that there are several kinds of conjunction such as:

1.8.1 Coordinating Conjunction

The conjunction that unites two parts with equivalent syntactic significance and grammatical rank is known as a coordinating conjunction. They can connect two independent clauses, phrases, adjective pairs, verb pairs, or noun pairs.

1.8.2 Subordinating Conjunction

These are the conjunctive constructions that assist in linking dependent and independent sentences. "Since, because, though, as, although, while, and whereas" are a few examples of common subordinating conjunctions. When used as conjunctions, adverbs such as "until, after, or before" can sometimes be used.

1.8.3 Correlative Conjunction

This conjunction is used to join two phrases or clauses that are equally important to the overall meaning of the sentence.

Table 1.7. Kinds of Conjunction

Coordinating	Subordinating	Correlative
And	As if	Either/or
Yet	As much as	Neither/nor
But	Because	Whether/or
Or	Until	Both/and
Nor	Before	Rather/than
So	If only	Not only/ but also
For	Once	
	Than	
	Whenever	
	While	

1.9 Interjunction

Waaw!, Oh!, are examples of interjections that are separated from the remainder of the sentence by a comma or an exclamation mark because they are not grammatically connected to other words in the sentence.

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CHAPTER 2

PHRASES AND CLAUSES

Oleh Lastry Forsia

2.1 Pengertian Frasa (*Phrase*)

Frasa adalah sekumpulan kata-kata tetapi tidak memiliki subjek atau kata kerja. Frase tidak dapat memberikan informasi lengkap dan tidak dapat berdiri sendiri. Contoh: boleh pulang, sedang belajar, meja bundar, baju kami dll.

2.2 Syarat-syarat Frasa (*Phrase*)

Syarat-syarat frase diantaranya:

1. Terdiri dari 2 kata atau lebih
2. Membentuk makna gramatikal
3. Dalam sebuah kalimat bisa menjadi subjek, predikat, objek atau keterangan (S / P / O / K), tetapi salah satu saja.
4. Bersifat nonpredikatif atau tidak mengandung predikat atau kata kerja, kecuali frasa verba.

2.3 Macam-macam Frasa (*Phrase*)

2.3.1 Frasa Nominal (*Noun Phrase*)

Frasa nominal adalah bentuk frasa yang kata intinya berupa kata benda. Pada frase ini memiliki ciri bahwa kata benda dimodifikasi oleh jenis kata lainnya, sehingga memiliki makna baru. Contoh: meja hijau (meja merupakan kata benda digabungkan dengan kata lain yaitu hijau sehingga membentuk makna yaitu persidangan kasus. Berikut rumus struktur pembentukan frasa nominal dalam Bahasa Indonesia dan contoh frasanya:

Rumus Frasa Nominal	Contoh Frasanya
Nomina + Nomina	Kakek nenek, paman bibi, ayah ibu, saudara saudari
Nomina + Promina /Pronoun (Kata ganti)	Kursi saya, Kursi mereka, Kursi ini, Kursi itu
Nomina + Verba (Kata kerja)	Lelaki berjubah, seseorang berpakaian
Nomina + Adjectiva (Kata Sifat)	Anak cerdas, lelaki hebat, rambut pirang
Nomina + Adverbia (Kata keterangan)	Makanan kemarin, hari besok

Berikut rumus struktur pembentukan frasa nominal dalam Bahasa Inggris dan contoh frasanya:

Rumus <i>Noun Phrase</i>	Contoh <i>Noun Phrase</i>
<i>Noun + Noun</i>	<i>Roller blade, window seal, key chain</i>
<i>Noun + of + Noun</i>	<i>People of Alaska, product of industry, teachers of class B</i>
<i>Adjective + Noun</i>	<i>Amazing teachers, beautiful songs, pretty women</i>

2.3.2 Frasa Verba (Verb Phrase)

Frasa verba berfungsi sebagai pengganti kedudukan kata kerja dalam suatu kalimat. Frasa verba mempunyai inti verba dan kata lain sebagai modifikator. Contoh: Saya harus mendapatkan nilai yang bagus. Maka frasa verbanya adalah “harus

mendapatkan”. Dalam bahasa Indonesia, jenis frasa verba mengikuti rumus struktur berikut:

Rumus Frasa Verba	Contoh Frasanya
Adverbial + Kata kerja	Sedang bertanding, harus belajar, bisa menang, boleh pulang, sudah pergi
Kata kerja + Adverbial	Tidur lagi
Kata kerja + dan /atau + Kata kerja	Tidur dan terbangun, duduk berdiri

Sedangkan dalam bahasa Inggris, jenis frasa verba (*Verb phrase*) merupakan gabungan dari *auxiliary verb* (*is, am, are, was, were*), kata kerja utama, dan *modal* (*would, should, could*) sesuai tense yang digunakan. Contoh: I am going to Bangka Belitung. Maka *verb frasenya* adalah *am going* (*auxiliary verb*+ Kata kerja utama *V-ing*).

2.3.3 Frasa Adjectiva (*Adjective Phrase*)

Frasa Adjective berfungsi untuk menjelaskan sebuah kata benda atau kata ganti. Struktur penggunaan *adjective phrase* berupa ***determiner + adjective + Noun***. Determiner berupa article (*a, an, the*), demonstrative (*this, that, these, those*), possessive (*his, her, your etc*, ataupun quantifier (*one, some, many*). Contoh: I could see **that new motorcycle**. Frasa adjective dibagi tiga diantaranya:

Jenis Adjectiva	Frasa	Rumus Adjektiva	Frasa	Contoh frasanya
Frasa Adjectiva Modifikatif		Adjectiva Adverbial	+	Baik benar, manis sekali
		Adverbial Adjektiva	+	Amat baik, tidak baik, sangat cerdas

Frasa Adjectiva Koordinatif	Adjectiva + Adjectiva (memiliki makna kesinambungan)	Putih berseri, merah merona
Frasa Adjectiva Apositif	Adjectiva + dan + Adjectiva (Adjective ke-2 menegaskan yang ke-1)	Pemberani dan tangguh, putih dan bersih

2.3.4 Frasa Adverbial (*Adverbial Phrases*)

Frasa adverbial digunakan dalam kalimat untuk memberikan baik keterangan waktu, cara, tempat dan lain-lainnya. Contoh: *She will be in Medan tomorrow morning*. Frasa adverbial dari kalimat tersebut adalah *tomorrow morning*.

2.3.5 Frase Preposional (*Prepositional Phrases*)

Frase preposional berfungsi sebagai keterangan, kata sifat, maupun benda. Rumus: ***preposition + article + noun***. Contoh: *The bottle was put in the cupboard* (sebagai keterangan), *the table in the living room is round* (sebagai kata sifat), *Before the exam is the best time to review all the material* (sebagai nomina atau benda).

2.3.6 Frasa Numeralia

Frasa numeralia ini merupakan gabungan dari numeralia (satu, dua, tiga) dan kata penggolong (helai, butir, ekor, ikat).

2.3.7 Gerund Phrase

Gerund phrase adalah jenis frase dalam Bahasa Inggris yang menggunakan kata kerja v-ing. Contoh : *watching, running, sleeping, fishing*. Frase ini berfungsi menjadi kata benda baik sebagai subjek atau objek dalam sebuah kalimat. Ada dua macam jenis *gerund phrase* diantaranya:

Jenis gerund phrase	Contoh
Gerund + Noun	Singing songs helps us to ease boredom
Gerund + Noun + Modifier (optional)	On Sunday, we love watching movies the afternoon.

2.3.8 Participle Phrase

Participle berfungsi bisa menjadi kata benda sebagai adjective untuk subjek atau objek kalimat dan menjadi verb. Verb participle terdiri dari dua bentuk yaitu V-ing sebagai present participle dan V3 dalam past participle.

Jenis participle phrase	Contoh
V-ing + Noun (sebagai adjective dari subyek)	The girl wearing a green dress is looking at me.
V3 + preposition + Noun (sebagai adjective dari obyek)	They need to close all of the doors painted in black.

2.3.9 Infinitive Phrases

Jenis phrase ini menggunakan bentuk gabungan to + V1. Penggunaannya bisa memiliki tiga fungsi dengan peletakan frasa yang berbeda-beda seperti pada tabel ini:

Fungsi	Contoh
Sebagai Noun	To be wise is essential in life
Sebagai Adjective	The people to be invited need to bring their invitation
Sebagai Adverb	The bikers use helmets to prevent head injury.

2.4 Pengertian *Clause*

Clause adalah sekelompok kata dimana didalamnya harus ada subyek (pelaku) dan predikat. Subyek dapat berupa orang, benda, hewan ataupun konsep yang abstrak. Sedangkan predikat adalah *verb* (kata kerja) atau *auxiliary verb* yang dilekngkapi dengan verb itu sendiri. Contoh: *They will sleep. They* sebagai subyek dan *will sleep* sebagai predikat. Clause dapat ditambahkan dengan objek atau kata keterangan yang dapat melengkapi makna dari suatu kalimat.

2.5 Macam-macam Clause

2.5.1 *Independent Clause*

Independent Clause adalah kalimat yang dapat berdiri sendiri menjadi suatu kalimat.Kalimat yang dihasilkan oleh independent clause disebut simple sentence, tetapi suatu *independent clause* juga bisa digabungkan dengan independent clause lainnya yang akan menghasilkan compound sentence. Menggabungkan dua independent clause wajib menyisipkan kata-kata seperti Coordinate conjunction (*for, and, nor, but, or, yet, so*), semicolon (titik koma), adverbial conjunction (*however, rather, therefore*). Berikut rumus macam-macam sentence:

Macam Sentence	Contoh kalimat
Simple sentence (Subject + Verb)	My mother likes mango. I prefer drinking mineral water to coffee.
Compound Sentence (Subject + Verb + Coordinate Conjunction/ Semicolon + Subject + Verb)	My mother likes manggo but she likes mangosteen.
	I am not a big fan of dessert however I would love to eat cake now.
	I have done all of my homework ; I'm going to go home now.

2.5.2 Dependent Clause

Dependent Clause adalah kalimat yang tidak dapat berdiri sendiri. *Dependent clause* harus dilengkapi dengan subyek dan predikat tetapi klausa ini tidak bisa dipakai untuk menyatakan suatu pikiran yang utuh. *Clause* ini harus diawali dengan subordinator. Hal ini membuat makna dari *clause* menjadi menggantung atau terasa tidak selesai. Oleh karena itu, *clause* ini harus digabungkan dengan *independent clause*. Gabungan satu *independent clause* dan satu *dependent clause* disebut *complex sentence*. Sedangkan, gabungan satu atau lebih *independent clause* dan satu atau lebih *dependent clause* disebut *compound-complex sentence*.

2.5.3 Macam-macam Dependent Clause

1. Noun Clause

Noun Clause adalah klausa yang berfungsi sebagai kata benda atau kata ganti dan menempati posisi sebagai subject, object atau object preposition dalam sebuah *complex sentence*. Adapun pola dan fungsi noun clause adalah sebagai berikut:

Fungsi	Noun connector	Pola	Contoh
Subject	Who=person What=non person	Who/what + verb + (object)+ (adverb)	I know the girl . She lost the car. (subject, person=who) I know who lost the key . (Noun Clause) The book is mind blowing. It is in your hand. (subject, non

Fungsi	Noun connector	Pola	Contoh
			person=what) What is in your hand is mind blowing. (noun clause)
Object	Whom=person What=non person	Who/ what +subject+verb+ (adverb)	Every person is curious about the girl. He falls in love with her. (object, person=whom) Everyone is curious about whom he falls in love with. (noun clause) Tourists really want to see komodos. They are endemic to East Nusa Tenggara. (object, non person=what) Tourists really want to see what are endemic to East Nusa Tenggara. (noun clause)
Adverb	When=time Where=place Why= reason	When/where/why /how+ subject+verb+(obj	The day is Monday They will head to

Fungsi	Noun connector	Pola	Contoh
	How=manner	ect)	New York on the day (adverb, time=when) When they will head to New York is Monday. (noun clause) The hotel is located in the heart of the city. You will stay in the hotel (adverb, place=where) Where you will stay is located in the heart of the city. (noun clause) I don't know why I like it. (noun clause) I don't know how he will deal with four seasons. (noun clause)
Fact	<i>That</i>	<i>That/the fact that+subject+verb</i>	She told me that she hoped to work in Korea. Despite the fact

Fungsi	Noun connector	Pola	Contoh
			<i>that it was raining, they continued to play.</i>
	<i>If/Whether</i>	<i>If/Whether</i> + <i>subject+verb</i>	<i>I just want to know if I can help you, that;s why I call.</i> <i>He couldn't choose whether to buy a computer or a new smartphone.</i>

2. *Adjective Clause* atau *Relative Clause*

Berfungsi untuk menjelaskan *adjective* dan menjelaskan noun atau pronoun yang ada pada main clause dari suatu complex sentence. Posisi adjective clause selalu mengikuti noun atau pronoun yang diterangkannya. Didalam kalimat, noun atau pronoun itu berfungsi sebagai subject atau object. Adjective clause dimulai dengan suatu kata yang disebut *relative pronoun*(*who, whom, that, which, whose, etc*) yang berfungsi menjembatani hubungan dengan *noun* atau *pronoun* yang diterangkannya. Berikut beberapa fungsi *relative pronoun* pada *adjevtive clause*:

Fungsi	Relative Pronoun	Contoh
<i>Subject</i>	<i>Who=person Which=thing</i>	<i>that was made of cheddar cheese</i>
<i>Object</i>	<i>Who, whom=person Which=thing</i>	<i>which I want to buy</i>
<i>Possesive</i>	<i>Whose=person, thing</i>	<i>whose house has burned down</i>

3. **Adverbial Clause**

Adverbial clause adalah klausa yang berfungsi sebagai adverb untuk *menjelaskan verb, adjective* atau *adverb* yang ada di main clause. Rumus *adverbial clause* sebagai berikut:

Subordinate Conjunction + S+ V +

Adverbial clause didahului dengan subordinate conjunction seperti *after, because, when, though, although, etc*).

Jenis-jenis adverbial clause sebagai berikut:

- a. **Adverb of Time** adalah adverbial clause yang menyatakan keterangan waktu pada sebuah peristiwa dan biasanya ada di awal atau tengah kalimat dengan *subordinating conjunction* seperti *after, before, when, as long as, as soon as, so long as, whenever, as/once/now that, since, until, till*). Contoh: *Before he left, he said good bye.*

- b. ***Adverb of Place*** merupakan adverbial clause yang menyatakan lokasi atau tempat peristiwa tersebut kemudian terjadi. Posisi *Adverb of Place* Berada di Awal, Akhir Kalimat, serta umumnya diikuti oleh preposisi seperti *In, On, Near* atau salah satu dari *subordinating conjunction* Seperti *where, whenever*.
Contoh: *We sat wherever they could find empty seat.*
- c. ***Adverb of Manner*** adalah kata keterangan yang digunakan untuk menjawab pertanyaan *how* atau bagaimana. Contoh: *He acts like it is a joke.*
- d. ***Adverb of Condition*** adalah pernyataan untuk menjelaskan sebuah syarat atau kondisi dari sebuah peristiwa. *Subordinating conjunction* seperti *if, only if, even if, unless, provide that*. Contoh: *My sister won't eat unless I feed her.*
- e. ***Adverb of Reason/Result*** adalah kata keterangan yang digunakan untuk menjawab pertanyaan *why* atau kenapa dengan *subordinating conjunction* seperti *because, since, so that, in order to, as*. Contoh: *She was angry because I yelled at him.*
- f. ***Adverb of Contrast*** adalah *adverb* yang menyatakan petentangan dengan *subordinating conjunction* seperti *when, whilw, where, even though, although, though*. Contoh: *Windy Syafira goes to school, even though now is raining.*

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CHAPTER 3

TYPES OF SENTENCE STRUCTURE

By Nenden Sri Rahayu

3.1 Introduction

Language is the main tool in communication. To use language is to perform actions or utter what people intend to others in everyday conversation (Rahayu, 2019). In language and communication, sentences play an important role in conveying meaning, expressing thoughts, and connecting individuals. Understanding the different types of sentences and their structures is essential for effective communication. This chapter explores into the details of sentence types and structures, shedding light on how to create sentences that effectively convey the intended message.

3.2 The Four Sentence Types

Sentences can be categorized into four fundamental types: declarative, interrogative, imperative, and exclamatory. Each type serves a distinct purpose in communication and follows specific structural patterns.

3.1.1 Declarative Sentences

A declarative sentence is a type of sentence that makes a statement, provides information, expresses an opinion, or conveys a fact. It is one of the four main sentence types in the English language, along with interrogative, imperative, and exclamatory sentences. Declarative sentences are commonly used in both written and spoken communication to share ideas, convey facts, and express thoughts.

There are three key characteristics of declarative sentences:

1. Function: Declarative sentences serve the purpose of conveying information or making statements. They communicate facts, descriptions, or opinions without seeking a response or posing a question.
2. Structure: Declarative sentences end with a period (full stop) to indicate that the statement is complete and doesn't require further input from the reader or listener.
3. Types of Statements: Declarative sentences can express a wide range of ideas, from simple observations to more complex descriptions, explanations, or assertions.

The followings are examples of declarative sentences:

1. "The sky is clear and the sun is shining." (This sentence provides a factual description of the current weather conditions)
2. "Mount Everest is the tallest mountain in the world." (This sentence states a well-known fact)
3. "I believe that education is essential for personal growth." (This sentence expresses an opinion held by the speaker)
4. "Water boils at 100 degrees Celsius at sea level." (This sentence presents a scientific fact)
5. "The concert starts at 7:00 PM tonight." (This sentence provides information about the time of an event)

Declarative sentences are the most common sentence type used in communication. They are versatile and can convey straightforward information as well as more complex ideas. In writing, declarative sentences play a crucial role in delivering information clearly and effectively.

3.1.2 Interrogative Sentences

An interrogative sentence is a type of sentence that asks a question, seeking information, clarification, or prompting a response from the reader or listener. It is one of the four main sentence types in the English language, along with declarative, imperative, and exclamatory sentences. Interrogative sentences are used to engage in conversations, gather information, or express curiosity.

There are three key characteristics of interrogative sentences:

1. **Function:** Interrogative sentences serve the purpose of posing questions to obtain information, seek answers, or engage in discussions.
2. **Structure:** Interrogative sentences end with a question mark to indicate that the sentence is asking a question and requires a response.
3. **Types of Questions:** Interrogative sentences can be formed in various ways, including yes/no questions, wh-questions, and tag questions.
 - a. **Yes/No Questions:** These questions can be answered with "yes" or "no." They often begin with an auxiliary verb or the main verb. For example: "Are you coming to the party?"
 - b. **Wh-Questions:** These questions start with words like "who," "what," "where," "when," "why," and "how." They require more detailed answers than yes/no questions. For example: "Where did you go on vacation?"
4. **Tag Questions:** These are questions added to the end of a statement to confirm or seek agreement. For example: "You like pizza, don't you?"

There are some examples of interrogative sentences:

1. "What time is the meeting?" (This wh-question seeks information about the time of the meeting)

2. "Did you finish your assignment?" (This yes/no question seeks to know if the assignment was completed)
3. "How do you solve this equation?" (This wh-question asks for an explanation of how to solve a specific equation)
4. "Where are you going this weekend?" (This wh-question inquires about the destination for the upcoming weekend)
5. "Can you lend me a hand?" (This yes/no question is a polite request for assistance)

Interrogative sentences are essential for effective communication as they foster dialogue, encourage participation, and help gather information. The type of question used often depends on the information sought and the context of the conversation.

3.1.3 Imperative Sentences

An imperative sentence is a type of sentence that gives a command, makes a request, offers advice, or expresses a suggestion. It is one of the four main sentence types in the English language, along with declarative, interrogative, and exclamatory sentences. Imperative sentences are used to instruct, guide, or influence the behavior or actions of the reader or listener.

There are some key characteristics of imperative sentences:

1. **Function:** Imperative sentences serve the purpose of giving direct commands, making requests, offering instructions, or providing guidance.
2. **Structure:** Imperative sentences can end with either a period (full stop) or an exclamation mark, depending on the tone of the sentence. The exclamation mark indicates a stronger command or a sense of urgency.
3. **Direct Address:** Imperative sentences often use the understood subject "you." However, the subject is usually

omitted in imperative sentences, for example: "Close the door." (The subject "you" is implied.)

Below are the examples of imperative sentences:

1. "Please pass the salt." (This sentence makes a polite request for someone to pass the salt)
2. "Study for the exam." (This sentence gives a command or instruction to study in preparation for the exam)
3. "Take a deep breath and relax." (This sentence provides a suggestion or instruction for relaxation)
4. "Don't forget to submit your application before the deadline!" (This sentence combines a command and a reminder, emphasized with an exclamation mark)
5. "Have a great day!" (This sentence expresses a well-wishing suggestion or command)

Imperative sentences play a crucial role in communication, as they provide clear instructions and guidance to the reader or listener. They are commonly used in everyday conversations, written instructions, advertisements, and more. The tone of an imperative sentence can range from polite and friendly to firm and authoritative, depending on the context and the relationship between the speaker and the recipient.

3.1.4 Exclamatory Sentences

An exclamatory sentence is a type of sentence that conveys strong emotions, excitement, surprise, astonishment, or any intense feeling. It is one of the four main sentence types in the English language, along with declarative, interrogative, and imperative sentences. Exclamatory sentences are used to express heightened emotions or to emphasize a point.

There are some key characteristics of exclamatory sentences:

1. Function: Exclamatory sentences serve the purpose of expressing emotions, reactions, astonishment, or strong emphasis.
2. Structure: Exclamatory sentences end with an exclamation mark to indicate the emotional intensity of the sentence.
3. Exclamation Mark: The exclamation mark adds emphasis and signals the reader or listener that the sentence is conveying strong feelings.

The followings are some examples of exclamatory sentences:

1. "What a beautiful sunset!" (This sentence expresses awe and admiration for the beauty of the sunset)
2. "I can't believe you won the contest!" (This sentence conveys surprise and disbelief at the person winning the contest)
3. "How amazing it is to see all these stars!" (This sentence expresses wonder at the sight of numerous stars)
4. "What a mess you've made in the kitchen!" (This sentence reflects a mix of frustration and astonishment at the state of the kitchen)

Exclamatory sentences are used to add emotion and emphasis to communication. They can be found in various forms of writing, including literature, speeches, dialogues, advertisements, and social media posts. The exclamation mark serves as a visual cue for readers to understand the heightened emotional content of the sentence.

3.3 Sentence Structure Variations

While the basic structures outlined above provide a foundation, sentence structure can be more complex and flexible, especially when dealing with different clauses, phrases, and

modifiers. According to Andersen (2014), sentences are divided into four categories: simple sentences, compound sentences, complex sentences, and compound-complex sentences.

3.3.1 Simple Sentences

A simple sentence, also known as an independent clause, is a grammatical structure that contains a subject, a verb, and expresses a complete thought. It's the most basic type of sentence in the English language. Elements of Sentence. According to Eastwood (1994), the elements of sentence are subject, verb, object, and complement. A simple sentence can stand alone and convey a clear meaning without any additional clauses or phrases. Here's the breakdown of its components:

1. **Subject:** The subject of a sentence is the main noun or pronoun that the sentence is about. It represents the entity performing the action or being described.
2. **Verb:** The verb is the action word that indicates what the subject is doing or the state it's in.
3. **Complete Thought:** A simple sentence must express a complete thought or idea. This means that the sentence should provide enough information for the reader or listener to understand its meaning without requiring additional information.

Examples of simple sentences:

"She sings."

1. **Subject:** She; **Verb:** sings
2. **Complete Thought:** This sentence expresses a complete idea about what she does.

"The sun rises."

1. **Subject:** The sun; **Verb:** rises
2. **Complete Thought:** This sentence conveys the action of the sun and gives a complete idea.

"They are friends."

1. Subject: They; Verb: are
2. Complete Thought: The sentence tells us about the relationship between "they" and that they are friends.

Simple sentences are often used to deliver straightforward information, but they can also be combined with other sentence types (such as compound and complex sentences) to create more complex and nuanced forms of communication.

3.3.2 Compound Sentences

A compound sentence is a type of sentence structure that consists of two or more independent clauses (simple sentences) joined together using coordinating conjunctions, semicolons, or punctuation marks. The independent clauses in a compound sentence are of equal importance and can stand alone as separate sentences. When combined, they create a compound sentence that expresses a more complex relationship between the ideas.

Here are the key components and elements of a compound sentence:

1. Independent Clauses: An independent clause is a complete thought that can stand on its own as a sentence. It has a subject, a verb, and expresses a complete idea.
2. Coordinating Conjunctions: These are words like "and," "but," "or," "nor," "for," "so," and "yet" that are used to join two independent clauses together. They show the relationship between the ideas in the clauses.
3. Semicolons: Instead of using a coordinating conjunction, semicolons (;) can be used to connect independent clauses in a compound sentence. Semicolons indicate a slightly stronger connection between the clauses than just using a conjunction.

Examples of compound sentences:

"I wanted to go to the movies, but I didn't have enough money."

1. Two independent clauses: "I wanted to go to the movies" and "I didn't have enough money."
2. Coordinating conjunction: "but"
3. This sentence contrasts the desire to go to the movies with the lack of funds.

"She likes to hike; he prefers to swim."

1. Two independent clauses: "She likes to hike" and "he prefers to swim."
2. Semicolon: Indicates a related contrast between the two activities.

"I'll have the salad, and he'll order the steak."

1. Two independent clauses: "I'll have the salad" and "he'll order the steak."
2. Coordinating conjunction: "and"

This sentence shows two separate actions being taken during a meal.

Compound sentences are used to combine related ideas, show contrast or comparison, and create a more varied and engaging writing style. They help convey a more intricate relationship between thoughts while still maintaining the clarity of separate ideas.

3.3.3 Complex Sentences

A complex sentence is a type of sentence structure that consists of one independent clause (a complete thought) and at least one dependent clause (an incomplete thought). Dependent clauses cannot stand alone as sentences and rely on the independent clause to convey their meaning within the context of

the complex sentence. Complex sentences are used to express more intricate relationships between ideas, providing depth and nuance to writing.

Here's a breakdown of the components of a complex sentence:

1. Independent Clause: This is a complete thought that can stand alone as a sentence. It contains a subject and a verb and expresses a clear idea.
2. Dependent Clause: Also known as a subordinate clause, a dependent clause contains a subject and a verb but does not express a complete thought. It relies on the independent clause to make sense within the context of the sentence.
3. Subordinating Conjunctions: These are words that introduce dependent clauses and indicate the relationship between the dependent clause and the independent clause. Common subordinating conjunctions include "because," "although," "since," "when," "if," "while," and "after."

Examples of complex sentences:

"Although it was raining, we decided to go for a walk."

1. Independent clause: "We decided to go for a walk."
2. Dependent clause: "Although it was raining."
3. Subordinating conjunction: "Although"
4. This sentence shows a contrast between the decision to go for a walk and the rainy weather.

"She studied hard because she wanted to ace the exam."

1. Independent clause: "She studied hard."
2. Dependent clause: "because she wanted to ace the exam."
3. Subordinating conjunction: "because"
4. The reason for studying hard is provided by the dependent clause.

"After he finished his work, he went to the gym."

1. Independent clause: "He went to the gym."
2. Dependent clause: "After he finished his work."
3. Subordinating conjunction: "After"
4. This sentence explains the sequence of events, with the gym visit occurring after the completion of work.

Complex sentences allow writers to express relationships such as cause and effect, time sequence, condition, concession, and more. They provide a way to add depth and sophistication to writing by connecting ideas in a more intricate manner.

3.3.4 Compound-Complex Sentences

A compound-complex sentence is a sentence structure that combines elements of both compound and complex sentences. It includes multiple independent clauses (complete thoughts) as well as at least one dependent clause (an incomplete thought). This type of sentence allows for the expression of complex relationships between ideas while also showing connections and contrasts between different parts of the sentence.

Here's a breakdown of the components of a compound-complex sentence:

1. Independent Clauses: These are complete thoughts that can stand alone as sentences. They contain subjects and verbs and express clear ideas.
2. Dependent Clause: Also known as a subordinate clause, a dependent clause contains a subject and a verb but does not express a complete thought. It relies on the independent clauses to make sense within the context of the sentence.
3. Coordinating Conjunctions: These are words like "and," "but," "or," "nor," "for," "so," and "yet" that are used to join independent clauses together within the sentence.

4. Subordinating Conjunctions: These words introduce dependent clauses and indicate the relationship between the dependent clause and the independent clauses.

Examples of compound-complex sentences:

"While she was studying for her exams, her friends went to the movies, but she chose to stay home and review her notes."

1. Independent clause 1: "Her friends went to the movies."
2. Independent clause 2: "She chose to stay home and review her notes."
3. Dependent clause: "While she was studying for her exams."
4. Subordinating conjunction: "While"
5. Coordinating conjunction: "but"
6. This sentence shows a contrast between her friends' activity and her decision to study, while also conveying the sequence of events.

"After the storm passed, we went outside to assess the damage, and we found that a tree had fallen on the fence."

1. Independent clause 1: "We went outside to assess the damage."
2. Independent clause 2: "We found that a tree had fallen on the fence."
3. Dependent clause: "After the storm passed."
4. Subordinating conjunction: "After"
5. This sentence explains the sequence of events, with the assessment of damage happening after the storm passed.

Compound-complex sentences allow writers to convey intricate relationships, show cause-and-effect connections, and present a combination of ideas in a single sentence. They are often used when expressing complex thoughts that involve multiple layers of information and interrelated ideas.

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CHAPTER 4

SUBJECT AND PREDICATE

By Bertaria Sohnata Hutaaruk

4.1 Introduction

First, we need to think about a sentence without subject and predicate. It is like flat bed truck. Every sentence is absolutely used a subject and predicates. The Subject and predicate are two parts that cannot be separated each other in the sentence. the subject means what or whom and the predicate means something of the subject. To understand the subject and predicate is the strategy to understand the sentence writing. For example:

<u>Mikhaya</u>	<u>plays</u>	piano.
Subject	Predicate	

In this sentence, Mikhaya is the Subject (She), plays is the predicate, and piano is the object in the sentence. The simple way to identify the subject of the sentences is to find the verb and ask 'who?' or 'what' in the sentence. the verb plays. We ask who plays piano? The answer is Mikhaya plays piano. That is how we identify that Mikhaya is the subject in the sentence. to identify the subject and the predicate in the sentence is that the subject is a noun or pronoun and the predicate is averb as a modifier. The position of the subject is generally placed in the front of the sentence to present who does the action or it can be said that is something for the sentence is about. The subject in the sentence can be the person, animal, a thing about whom the sentence is.

Subject	Verb	Object
Mikhaya and Ivander	is cooking	bread
I	love and miss	togetherness
We	are waiting	The dishes
You	scared	children
They	Are writing	English letter
She	is reading	A comic
He	cooked	potatoes
It	is raining	In Pematangsiantar
A baby boy	was crying	At night
The lecturer	Is teaching	English grammar

The predicate consists of the verb. Here are the examples of the subject in the sentence:

1. **The car** is parking ont the 6th floor
2. **The teacher** taught English subject in Junior High School
3. **My family** is planning to buy a new house
4. **The students** are reporting their weekly and monthly assignment
5. **My parents** are the role model in our family

The position of the predicate is before the object in the sentence. It is a part that indicates us something of the subject. The predicate is also called as the verb. Here are the examples of the predicate in the sentence:

- 1) The students **learn** english Grammar for the preparation TOEFL test
- 2) Birds **are singing** near the field
- 3) I **have** a daughter and a son
- 4) Love **is** beautiful and peaceful
- 5) He **drives** very quickly

4.2 Subject

It is not a sentence without subject and the predicate but it is not always followed with the object. A subject of a sentence does something to someone or something else for example Hans, Hosea, the daughters, Mr Smith, Mother, I, we, you, they, she, he, and it (Seaton and Mew, 2007). In other words, we can say that the subject identifies whom or what a sentence is about. The subject can be divided into three types:

1. Simple subject is indicated what a sentence is about. This subject can be in one word or a group of words but it does not include the words that modify or describe. For example a noun, a pronoun, or a word that acts like a noun. It can be occurred when the simple subject is a proper noun such as Ivander, Indonesia, North Sumatra. A simple subject is commonly in one word. For example:

- a. The red **car** runs so fast (simple subject)
- b. The purple **pen** falls on the floor (pen is the simple subject)

A simple subject is also called as a single noun or pronoun (this is known as definite or an indefinite article) that marks as the subject of a sentence. simple subject includes three parts such as

- (1) Subject personal pronoun,
- (2) Masculine or feminine proper name, and
- (3) Collective noun

For example:

- a. **The children** are watching movie in the cinema (subject pronoun)
- b. **I** was running reach the bus station in Jakarta (subject pronoun)
- c. **Mr Marduga** sleeps at 11 PM (a male is a proper name)
- d. I, we, you, they, she, he it (subject personal pronoun)

	Subjective pronoun	as verb
First person singular	I	Am
Second person singular	You	Are
Third person singular	He	Is
Third person singular	She	Is
Third person singular	It	Is
First person plural	We	Are
Second person plural	You	Are
Third person plural	They	are

2. Complete subject is a part of the sentence which does not the completion of the predicate. This is to indicate the person, place, animal, thing, or idea of the sentence. a simple subject is usually as the part of the complete subject. For example:

- a. The small cat ran fast (complete subject)
- b. A beautiful gir is sitting in the bank of the river (complete subject)

The simple subject and the complete subject can be the same when there is nothing that describes the simple subject. In another words, a complete subject is named as the noun phrase or noun clause. For example:

- a. The seven-year old boy who got the doorprize from the festival dedicated the champion to his parents.
- b. The long hair girl who is standing in front of the class is a new student.

3. compound subject is a combination of the simple subject and complete subject that come right or after it. For example:
 - a. The lions and dogs ran down the road.
 - b. Mikhaya and Ivander have breakfast every morning
 - c. The sewer and the pipes were full of rats.

Subjects	Simple	Compound	Complete
Examples	You/Alex/a girl/the boy	My sister and I /Mikhaya and her brother	A six year old boy/ the girl in the house

Subjects are placed in the front position of the sentence to indicate who does the action or sometimes the subject something which the whole sentence is about and it actually does nothing. It is something or somebody that a sentence focuses on. It is either a person who does an action in the sentence or a person or thing that the sentence gives information about (description).

For examples:

- a. Ron dances (the subject performs the action here)
- b. She sings (the subject performs the action here)

Rahul is my English teacher (telling what the subject is)

- a. Your brother is talented (describing the subject with an adjective)

4.2 Predicate

A predicate is a verb that tells us something about the subject. The position of the predicate comes before the subject. A simple predicate is always a verb. A verb may be one word or several but it is not to modify the words. A simple predicate can be the verb or verb phrase as a main verb or helping verbs. The unit that modifies the subject is a predicate. It explains what the subject is doing or gives information about the subject in terms of giving it

a name (using a noun) or modifying it (using an adjective)
Predicate can be divided into two types namely:

1. Simple predicate is always a verb or verb phrase (there are 23 examples of helping verbs in English such as: am, is are, was, were, be, been, being, do, does, did, have, has, had, can, will, shall, may, must, could, would, should, might).
2. Complete predicate is the part of the sentence that is not complete subject. This involves all the words that indicate or ask something the subject. It is usually part of the complete predicate.

For example:

- a. She writes (main verb)
- b. She is writing (main verb with one helping verb)
- c. She could be writing (main verb with two helping verbs)

She should have been writing (main verb with three helping verbs)

- a. Joko Widodo is currently our president in Indonesia. In this sentence, the word functions as the simple predicate.
- b. Riana impressed her instructor with her great biography, here, the word impressed is the simple predicate.
- c. A predicate is to give the information about the subject. It either indicates what the subject is doing or gives information about the subject in the terms of giving it a name (using noun) or modifying it (using an adjective). These are the main parts in a predicate such as:

- 1) Verb or verb phrase
- 2) Object (direct and indirect)
- 3) Subject complement
- 4) Object complement

4.3 Subject and Predicate

Subject and predicate are two parts that cannot be separated in the sentence. every sentence has predicate, subject and it ends in the punctuation. The topic of the sentence which includes who or what the sentence is about. It is called as subject. The part of the sentence that tells something about the subject or what the subject does. This is named as the predicate. In short we can say that the subject consists of noun or pronoun while the predicate includes a verb. Here are sentences with the subject and the predicate:

- 1) The cats ran at the high speed.
- 2) The beautiful girl was wearing a green shoe.
- 3) My little sister works in the hospital.
- 4) John and his uncle were working in their school.
- 5) We don't have to wait for Timmy (we is the subject, the word is as the predicate).
- 6) After that, you will not bear this situation. (you is the subject, you will not bear this situation is the predicate)
- 7) Large and beautiful tree leaves were covered with thorns.

These are different possibilities of the sentence

- 1) Subject +predicate (verb)

For example:

- a. I cry
- b. She slept.

Your friends have slept.

- 2) Subject +predicate (verb +object)

For example:

I have a lot of money.

We need your support

- 3) Subject + predicate (linking verb+subject complement)

For example:

- a. My father is an accountant

- b. His journey has been very difficult
- 4) Subject +predicate (verb+object+object complement
For example:
 - a. My friends call me a genius (call me what = a genius)
 - b. You made Asni upset (made him what= upset)

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CHAPTER 5

ENGLISH CONSTRUCTION

By Sunara

5.1 Pendahuluan

Kalimat merupakan salah satu dari tataran hirarki gramatika bahasa yaitu *Paragraf, Kalimat, Klausa, Frasa, Kata, morfem*. Kalimat sebagai sekelompok kata yang memiliki gagasan yang lengkap terdiri dari elemen yang mempunyai fungsi minimal sebagai subjek dan predikat. Kata-kata yang lain dalam kalimat seperti objek, komplemen (pelelengkap), kata keterangan menambah informasi tentang subjek atau predikat dan tidak membatalkan untuk disebut kalimat jika tidak ada kata tersebut dalam kalimat.

Secara tertulis kalimat ditandai dengan ciri huruf kapital di awal, dan tanda baca (*punctuation mark*) yang dengannya dapat dilihat klasifikasinya bermacam-macam kalimat seperti kalimat pernyataan (*declarative Sentence*), bertanya (*interrogative*), kalimat seru (*exclamatory*), atau kalimat perintah. Kalimat pernyataan secara tertulis ditandai dengan tanda baca titik di akhir kalimat, kalimat bertanya ditandai dengan tanda baca bertanya (*question mark*) dan kalimat seru ditandai dengan tanda seru di akhir kalimat. Kalimat seru merupakan ujaran penuh kekuatan.

Apakah dalam *modern grammar, single-word sentence and verbless sentences* masih dapat diterima sebagai kalimat karena makna yang dapat dipahami oleh lawan bicara, dan diakui sebagai kalimat yang mengandung berita atau gagasan yang lengkap (setidaknya dalam bahasa ujaran lisan)? Jika kumpulan kata sebagai *complete thought or idea* yang dapat dipahami maka ungkapan berikut di bawah ini bisa menjadi kalimat karena

gagasan dapat diterima, masuk di akal lawan bicara (lisan) walaupun tidak memiliki bentuk kata kerja (*verbless*). Pendapat lain berkata bahwa itu adalah fragmen kalimat karena terdapat elemen yang hilang dari kalimat lengkap dalam tulisan tersebut. Kata-kata dalam ujaran lisan, tertulis berikut (dalam konteks dua orang yang sedang, saling berbicara langsung) mungkin akan saling bisa dipahami dan masuk akal oleh sebagai pendengar (pembicara dan lawan bicara).

- | | |
|------------------------------|-------------------------|
| 1. <i>Your name, please!</i> | 7. <i>This way!</i> |
| 2. <i>All right?</i> | 8. <i>Address?</i> |
| 3. <i>Great!</i> | 9. <i>Five minutes.</i> |
| 4. <i>Excellent!</i> | 10. <i>Okay!</i> |
| 5. <i>Amazing!</i> | 11. <i>No!</i> |
| 6. <i>Staff only.</i> | |

Ungkapan-ungkapan di atas merupakan ***fragment*** kalimat, atau ungkapan yang belum sepenuhnya utuh, lengkap sebagai kalimat karena ada beberapa elemen penting yang hilang dalam kalimat. Walaupun ungkapan di atas bisa memiliki konteks lain, namun suatu kalimat tidak meminjam dari konteks lain (kalimat sekitarnya) agar memenuhi standar kalimat supaya secara gramatikal disebut lengkap. Fragmen kalimat di atas sebenarnya bisa merupakan bagian kalimat sebagai berikut:

- | | |
|---|---|
| a. <i>What's your name?</i> | g. <i>Please (you) come this way!</i> |
| b. <i>Is that alright?</i> | |
| c. <i>That's great!</i> | h. <i>Tell me your address!</i> |
| d. <i>It's very excellent!</i> | i. <i>It takes Just 5 minutes to go through. It's okay.</i> |
| e. <i>It looks amazing!</i> | |
| f. <i>You are not allowed to come in, staff only.</i> | j. <i>No, it isn't.</i> |

Dalam bahasa tulisan, ungkapan disebut kalimat jika memenuhi ketentuan bahwa kalimat diawali dengan huruf kapital, dan diakhiri dengan tanda baca tertentu misalnya titik (kalimat pernyataan) atau tanda baca lain dalam kalimat bertanya, misalnya. Kata-kata yang disebut klausa (*dependent clause*), frasa merupakan fragmen kalimat.

5.2 Pengertian Kalimat

Menurut Kay Sayce (2007) bahwa kalimat merupakan sekelompok kata yang secara gramatikal saling berkait dan memiliki subjek predikat dan bisa berdiri sendiri. Penulis simpulkan bahwa kalimat memiliki pikiran, gagasan yang lengkap yang karenanya bisa berdiri sendiri, memiliki elemen yang setidaknya dengan fungsi subjek dan predikat, dimulai dengan huruf kapital dan diakhiri dengan tanda baca dalam bahasa tulisan agar jelas maksud dan tujuan kalimat.

5.3 Element Pembangun Kalimat

Kalimat memiliki element yang setidaknya berfungsi sebagai subjek dan predikat. Elemen elemen lain seperti kata keterangan, objek ketiadaannya tidak menjadikan kumpulan kata tidak memenuhi syarat disebut kalimat.

1. Elemen kalimat dengan fungsi sebagai subjek:

Subjek kalimat berarti sesuatu, orang, benda atau binatang yang menjadi topik atau bahan pembicaraan, dan merupakan jawaban dari pertanyaan siapa dan apa. Elemen yang dapat mengisi posisi subjek bisa berupa kata benda (*noun*), kata lain yang dibendakan, kata ganti (*pronoun*), *phrase* (*noun phrase, gerund phrase, infinitive phrase, and participle phrase*), klausa (*noun clause*).

a. Kata Benda (*noun*)

Noun dapat berupa kata benda yang kongkret (dapat dilihat, ditangkap, atau diraba dengan indera), abstrak

(tidak dapat diraba dengan indera), kata yang digunakan untuk menamai atau menyebut orang, hewan, benda, tempat, tumbuhan, gagasan yang abstrak, segala yang dibendakan, tunggal maupun lebih dari satu yang secara morfologisnya berkesesuaian fungsi sebagai subjek. Konstruksi kata yang bergaris bawah berikut berfungsi sebagai subjek dalam kalimat.

- 1) Coffee is delicious.
- 2) The bus moves fast.
- 3) The quiet are thoughtful.

b. (Personal) pronoun

Kata ganti adalah suatu kata untuk menggantikan nama, nama orang yang dalam bahasa Inggris menunjukkan *gender*, berkesesuaian secara gramatikal, menunjukkan angka, atau kata ganti benda, misalnya *he, she, you, we, they, I, it* yang bisa berfungsi sebagai subjek.

- 1) He is a teacher.
- 2) They go there by car.

c. Frasa (Phrase) atau Compound Subject

Frasa biasanya terdiri dari dua atau lebih kata yang berfungsi dalam kalimat, memiliki pengertian tetapi tidak memiliki subjek predikat. Frasa memiliki kata inti (*head word*) dan kata yang lainnya menerangkan, memberi penjelasan, memberi informasi atau deskripsi terhadap kata inti tersebut.

Contoh **frasa (phrase)**: *the cars, the new president of Indonesia, the girl at the door, some books, the girl with long hair, my new bags, because of the rain, being late to office.*

- 1) The new president of Indonesia will be selected again in 2024.

d. Klausa (clause)

Kelompok kata ini berkontruksi, memiliki elemen subjek dan predikat dan berpotensi menjadi kalimat

(*Independent clause*), dan tetap menjadi klausa (*dependent clause*) yang bergantung dengan konteks atau klausa lain membentuk kalimat kompleks (terdiri dari dua atau lebih klausa).

- 1) What his mother said to her son was unbelievable.
- 2) Whatever it takes will be nothing for him.
- 3) What he does for living is surviving.
- 4) Wherever you go is my way.

Perhatikan perbedaan **clause** dengan **phrase** (yang tidak memiliki elemen yang berfungsi sebagai subjek dan predikat). Kata bergaris bawah adalah berkonstruksi subjek predikat (*independent clause*) dengan kata yang dicetak **tebal** sebagai predikat.

- 1) Fighting **needs** strength. (klausa)
- 2) Cars **cost** a lot of money. (klausa)
- 3) From time to time. (frasa)
- 4) Get well soon. (frasa)
- 5) She **smiles** beautifully. (Klausa)
- 6) Studying languages **need** practice. (klausa)
- 7) Buying a car. (frasa)
- 8) To enter **costs** seven dollars. (klausa)
- 9) To sing a song. (frasa)

e. **Gerund**

Gerund adalah kata benda yang secara bentuk berasal dari *Verb* (kata kerja) dengan penambahan *-ing* di akhir kata kerja tersebut, dan karenanya **gerund** bisa berfungsi sebagai subjek kalimat, bahkan predikat dan objek kalimat.

Perhatikan konstruksi kata yang bergaris bawah (subjek predikat) dengan **gerund** (cetak tebal) sebagai subjek.

- 1) Writing **needs** concentration.
- 2) Singing **makes** you happy.

3) **Swimming** makes you healthy and fun.

f. **To infinitive**

Berikut adalah **To infinitive** (penambahan *to* di awal kata kerja pertama (dasar) yang berfungsi sebagai subjek. Kontruksi kata yang bergaris bawah (subjek predikat) dengan **to infinitive** (cetak tebal) sebagai subjek

- 1) **To write** needs concentration.
- 2) **To sing** makes you happy.
- 3) **To smoke** is not good for students.

g. **Participial Phrase**

Participial phrase merupakan *phrase* yang mengandung *present* atau *past participle* terhadap benda yang diterangkan. Berikut contohnya:

- 1) The reporter **covering** the accident interviewed the manager of the team.
- 2) The girl **wearing** in black is my little sister.
- 3) The school **located** in the center of the town is the best one in the region.
- 4) The books on economics **written** by Rizal Ramli has been sold out this year.

h. **Gerund and Infinitive phrase,**

Frasa yang terdiri dari modifier atau objek yang berkaitan, dan berfungsi sebagai kata benda dan menempati fungsi sebagai **subjek**.

- 1) **Reading books** is free in the library.
- 2) **Playing with guns** is dangerous for children.
- 3) **Being best friend** will be good things for making friend to every body.
- 4) **Her singing** is super.
- 5) **To see my beloved sons** is happiness.
- 6) **To read books** give a lot of information.
- 7) **To do that** will be usefull thing.

2. Elemen kalimat yang berfungsi sebagai predikat.

Predikat adalah kata yang menerangkan keadaan, memberi informasi tentang subjek kalimat. Kalimat bahasa Inggris memiliki predikat berupa 1) kata kerja (**verb**) yang bisa diikuti objek (langsung, tidak langsung), pelengkap (*complement*), atau kata keterangan lain), dan 2) kata kerja bantu (**auxiliary verb**) yang bisa diikuti pelengkap (*complement*) :sebagai pelengkap subjek, pelengkap objek, kata kerja pasif, dan kata keterangan lainnya.

Menurut Harimurti Kridalaksana (1993) kata kerja (*verb*) bisa berfungsi sebagai predikat dalam kalimat. *Verb* berarti kata yang menyatakan tindakan, perbuatan dalam suatu kegiatan baik dinamis maupun statis. Terdapat juga *verb* juga menyambungkan kata yang memberi gambaran (*description*), memberi informasi tentang subjek kalimat, dan disebut *linking verb*. Kata yang memberi informasi tersebut berfungsi sebagai pelengkap (*complement*). Kata kerja bisa berbentuk perintah dalam kalimat perintah. Kata kerja bentuk *-ing* (sesudah *auxiliary verb: to be*) bisa mengandung aspek keberlangsungan (*progressive*) seperti *...are going, ...is eating, ...reading* (semuanya menunjukkan proses kegiatan sedang berlangsung). Kata kerja bentuk *-ing* juga bisa berfungsi sebagai *nominatif predicate* yang bukan menunjukkan tindakan yang *progressive*. **Predikat** yang berfungsi mengidentifikasi apa dan bagaimana keadaan subjek kalimat tersebut diantaranya:

a. Auxiliary Verb

Auxiliary verb merupakan kata kerja bantu (**helping verbs**) yang dengannya terlihat perbedaan *tenses, person, voices, moods*, dan membantu kata kerja utama (**main verbs**) membentuk frasa kata kerja (misal: will be going, can visit, would take).

Kata kerja bantu (**auxiliary verb**) misalnya :

1) To Be dengan Komplemennya

Be (*is, am, are, was, were, being, been*), membantu kata kerja membentuk frasa kata kerja (misal: *will **be doing***), diikuti pelengkap subjek (*subject complement*) berupa *pronoun, adjective, noun*, misal: *This **is Doctor Alex**, you **are happy***, pelengkap objek misalnya: *The person that I like is **you***, membantu *passive voice* (misal: *he **is hated***), membentuk **kata kerja progresif** (*they **are studying***), membentuk **predicate nominative gerund** (misal: *my hobby **is swimming***), menunjukkan perintah plus **to** (misal: *you **are to go now!***), rencana belum terlaksana (misal: *We **were to have been** married last year but had to postpone the marriage until March*), menyatakan waktu segera (baru saja akan, hampir saja), misal: *The school **is about to close***. **Be** berfungsi sebagai kata kerja utama (bukan kata kerja bantu) misal: ***being** president is not easy, **be** a good student, **be** quiet!*, *God **is***, Dewa Bujana has **been** musician since then. Kata bantu **am** berkesesuaian dengan subjek **I**, Kata bantu **is** berkesesuaian dengan subjek *He, she, It, nomina tunggal* (misal: *she is...*); **are** berkesesuaian dengan subjek *you, we, they*, atau benda jamak (misal: *you are...*), **was** (bentuk lampau dari **is, am**), dan **were** (bentuk lampau **are**).

Contoh kalimat lain dengan pola di atas:

- a) *My brother **is the boss of the company**.*
- b) *You **are the head of the house**.*
- c) *This **is my Biology teacher**.*
- d) *The handle at the door **is broken**.*
- e) *The tower **is high and great**.*
- f) *Her hobby **is swimming, writing, and jogging**.*

- g) *My mother is cooking for lunch.*
- h) *The main job of bay watch is watching the bay all day.*
- i) *What you have to do is presenting the topic in the class.*
- j) *It is nice to meet you.*
- k) *She is glad to see you.*
- l) *I am ready to study English.*

2) To Do

Do (do, does, did), membantu kalimat bentuk tanya dan kalimat menyangkal khusus dengan **predikatnya kata kerja utama (main verb)**, misalnya: ***do** you **know** it? She **did not understand** what I said. **Do** berkesesuaian dengan subjek *I, they, you*, subjek benda jamak (misal: *I **don't like** it. **Do** you **like** it?*) dengan kala waktu, **Does** berkesesuaian dengan subjek *he, she, it*, subjek benda tunggal (misal: ***does she go** to school?*). **Does** dan **Do** adalah dua kata kerja bantu dengan verba *present simple* (kalimat yang menyatakan kegiatan **kebiasaan** dan **fakta**), dan kata bantu **did** menyatakan verba, kegiatan bentuk lampau (*past tense*) namun bentuk verba tetap *present simple (verb1)* atau berbeda dengan *past tense* dalam kalimat positif). **do** menyatakan penegasan (sungguh, benar-benar, sangat, dimohon) (misal: *I **do** understand, you don't have to tell me anymore*). **Do** dan **Does** bisa mengganti kata kerja kalimat bertanya dalam bentuk jawaban singkat (misal: *do you **understand**? Yes, I **do**.*), dan pengganti kata kerja dalam bentuk *question tag* dengan negatif (jika verba nya positif, dan sebaliknya) (misal: *you **cheated** her, **didn't** you?*) Sebagai kata kerja utama (*main verb*) **Do** berarti **melakukan** atau*

melaksanakan (misal: *Ria does the work every day. Do you do your homework? I don't do that. Do* memiliki makna tertentu, saat bertemu seseorang pertama kali: *how do you do?* (sapaan pertama dengan orang baru dengan maksud kabar atau keadaan seseorang).

3) *To Have*

have (*have, has, had*), diikuti bentuk ketiga dari kata kerja (v3)) membantu membentuk *perfect tense* (kalimat telah/sudah terjadi) (misal: *she has bought it*), telah dan masih berlangsung (*+been+verbing*) (misal: *they have been reading*), membentuk kalimat pasif (*+been+Verb3*), (misal: *It has been taken*), sebagai kata kerja utama (bukan kata kerja bantu) **have** berarti mempunyai/memiliki (misal: *They have cars*), dengan pola **have to** berarti menyatakan keharusan, kewajiban (misal: *you **have to** go*), dengan pola *causative construction* : subjek+have+object+past participle **have** berarti **meminta...di...**(misal: *I had my car sold*). Tambahan : **have** sebagai kata kerja utama (bukan kata kerja bantu), **have** berarti menyatakan kepemilikan, kepunyaan (misal: *she **has** money*), dan kata dengan makna lain: makan (**have dinner**), meminta (*can I **have** your name?*) : mengadakan (**have meeting**): atau kata lain dengan kolokasi menyuruh, menyajikan, dll. **Has** berkesesuaian dengan subjek *he, it, she, subjek tunggal* (misal : ***he has**...*), dan **have** dengan subjek *you, I, they, subjek jamak* (misal: ***I have**...*), dan **had** berkesesuaian dengan semua subjek dalam kala waktu lampau (*past tense*).

4) *Modal Auxiliary*

Kata kerja bantu (*Modal Auxiliary*) digunakan untuk memberi penekanan atau arti khusus pada kata kerja utama yang bersamanya, misalnya *will write* terdiri dari kata bantu *will (akan)* dan kerja utama *write* (menulis), yang berarti memberi penekanan bahwa perbuatan *write* belum dilaksanakan tetapi akan dilaksanakan.

Modal auxiliary diantaranya: ***can, could*** (memberi arti kemampuan, kesanggupan, kecakapan, permohonan, permintaan yang sopan (kalimat bertanya): bisa, sanggup, dapat, mungkin bisa, ijin), ***will, would, shall*** (menyatakan rencana (akan), rencana seketika, rencana mendadak, permintaan, penawaran, permohonan (kalimat bentuk tanya), ***would rather*** (menyatakan lebih suka (*prefer*)), ***would like to (=want to)*** (menyatakan keinginan), ***would you mind...?*** (menanyakan kesediaan), ***may, might*** (menyatakan kemungkinan, permintaan, izin, keinginan, harapan, keyakinan, maksud), ***must, have to, had to*** (menyatakan kewajiban, keperluan, kepastian (kemungkinan besar), larangan (***must not***)), ***Ought to, should*** (menyatakan seharusnya, sebaiknya, kewajiban moral, kemungkinan yang kuat). *Modal auxiliary* tidak memiliki bentuk *-es, -ed, -ing*.

Kata ***Dare*** berfungsi sebagai kata kerja bantu (jarang digunakan), dan sebagai kata kerja utama), menyatakan berani atau keinginan yang kuat, bentuknya tanpa akhiran *-s* untuk subjek orang ketiga tunggal pada *present tense* (kecuali ***dare*** sebagai kata kerja utama), *infinitive* tanpa *to*, biasa digunakan dalam kalimat negatif dan tanya (kecuali sebagai kata kerja utama: dalam kalimat negatif, kalimat interogatif dan afirmatif). ***Need*** sebagai kata kerja bantu (dan kata kerja utama). Sebagai kata bantu ***need***

menyatakan keperluan atau kewajiban, membentuk kalimat negatif dan interogatif (kecuali sebagai kata kerja utama: dalam kalimat negatif, kalimat interogatif dan afirmatif), *infinitive* tanpa **to**, tanpa **-s** untuk subjek orang ketiga tunggal pada *present tense* (kecuali *need* sebagai kata kerja utama). **Used to** (kata bantu yang menyatakan kebiasaan atau perbuatan yang biasa di masa lalu, dan sekarang tidak lagi dikerjakan).

Pola predikat dalam kalimatnya seperti berikut:
modality + bare verb, **modality + be + adjective/noun/verb-ing/Verb3**, dan **modality + (have +Verb3)**

a) <i>It is raining. I <u>will take</u> an umbrella.</i> (rencana (akan) seketika/mendadak)	r) <i>If you are late, you <u>will have to</u> take grab</i> (keharusan)
b) <i>No money with him now, however that <u>will be</u> alright with him.</i>	s) <i>You <u>ought to</u> love your sister.</i> (kewajiban moral)
c) <i><u>Will</u> you go with me?</i> (permintaan: maukah)	t) <i>You <u>should</u> see the doctor.</i> (keharusan)
d) <i>He <u>could have done</u> it yesterday.</i> (kemungkinan bisa)	u) <i>Every body <u>needs</u> money.</i> (kebutuhan)
e) <i>Call him. He <u>could suggest</u> a solution.</i> (kemungkinan bisa)	v) <i>What <u>would</u> you <u>like to</u> do?</i> (keinginan)
f) <i><u>Can</u> I borrow your book?</i> (permintaan ijin)	w) <i><u>Dare</u> you abuse me?</i> (<i>dare</i> sebagai kata bantu)
g) <i>You <u>must have done</u> it.</i> (kepastian)	x) <i>How <u>dare</u> you say that?</i> (<i>dare</i> sebagai kata bantu)
h) <i>He is a great footballer, he <u>must be</u> Lionel messi.</i> (kepastian)	y) <i>He <u>daren't</u> oppose me.</i> (<i>dare</i> sebagai kata bantu)
	z) <i>He <u>dares</u> to fight.</i>

i) You <u>must not</u> go now. It is raining. (larangan)	(dare sebagai kata kerja utama)
j) He <u>will be coming</u> tomorrow at this time.(rencana kebiasaan)	aa) I <u>don't dare</u> to look at you.
k) <u>Shall</u> we go now? (penawaran, permintaan)	(dare sebagai kata kerja utama)
l) <u>Shall I</u> have dinner now? (permintaan ijin)	bb) He <u>used to</u> play badminton when he was young. (kebiasaan dahulu)
m) <u>May</u> God bless you. (harapan, mudah-mudahan)	cc) She <u>didn't use to</u> allow his daughter to play around. (didn't use to= <u>usedn't to</u> ...)
n) It <u>may</u> rain. (kemungkinan)	dd) Did she use to come regularly? (=used she to...?)
o) <u>Might</u> I come with you? (kemungkinan)	ee) <u>Need</u> I wait for you?
p) She <u>might</u> be late yesterday. (kemungkinan)	(need sebagai kata bantu)
q) I wish that she <u>might</u> get well soon. (harapan)	ff) you <u>need not</u> buy this book. (need sebagai kata bantu)
	gg) I <u>don't need</u> money now. (need sebagai kata kerja utama)
	hh) Every body <u>needs</u> money. (need sebagai kata kerja utama)

b. Bare Verb

Bare verb merupakan kata kerja bentuk dasar (**base form**) atau **zero infinitive** baik berupa *action, static, transitif, intransitif verb*, oleh karenanya tidak menggunakan **to** di awal kata kerja ataupun **-ing** di akhir kata kerja. **Bare verb** tersebut digunakan sesudah subjek atau sesudah kata lain seperti *would rather, had better,*

*modal auxiliary verb (modality: will, shall, would, could, can, may, might, must, should, needn't), yang berhubungan dengan kata bantu do, does, did, doesn't, didn't, don't dalam kalimat bertanya atau negatif, atau setelah verb causative seperti have, let, make, hear, watch. Perhatikan **bare verb** yang dicetak tebal dan bergaris bawah berikut!*

- 1) I **climb** the hill every week.
- 2) You would rather **go** now.
- 3) You had better **stay** home.
- 4) He will **come** if you invite him.
- 5) Help me **make** it!
- 6) Don't **take** it or I will **kill** you.

c. Verb dengan Complement-nya (Pelengkap Verba)

Predikat (**verb**) bersama pelengkap verba (*verb complement*) yang diambahkan agar kalimat lebih bermakna dan lebih lengkap. *Verb Complement* menjelaskan kata kerja dengan *infinitive*, *gerund* dan *noun clause*. Contoh verba : *Plan to, appear to, hope to, intent to, seem to, need to, want to, would like to, expect to, ask to, offer to, refuse to, agree to, decide to, promise to, pretend to.*

Predikat (**verb**) bisa diikuti pelengkap verba berupa objek, *pronoun*, pelengkap **verba** dengan *to infinitive* dan *gerund*, *pelengkap verba (noun clause/direct object)*. Kata -kata lain yang di luar predikat dan bukan komplemennya, bisa berada di awal kalimat, akhir kalimat bahkan antara subjek dan predikat yang menjelaskan atau memberi keterangan perihal objek atau subjek dalam kalimat. Ini adalah *adjunct* (keterangan tambahan) seperti keterangan tempat, keterangan waktu, keterangan syarat, keterangan kuantitatif, kualitatif, keterangan sebab, dan lain sebagainya seperti kata *here, often, seldom, every day, yesterday, next week, in the morning, by bus*, dll.

Contoh kalimat dengan pola-pola di atas:

- 1) *The manager **promised** to come on time.*
- 2) *I **plan** to study English in university.*
- 3) *Julia **wants** to drink cocacola.*
- 4) *The students **failed** to give the right answer.*
- 5) *I always **love** dancing tango.*
- 6) *The teacher **wants** me learning English by watching.*
- 7) *The seller **gave** me the oranges on a plastic bag.*
- 8) *He **told** her to get married soon.*
- 9) *My mother **remind** me to study hard.*
- 10) *I **advise** you not to follow the group.*

d. Predikat berupa Linking verb

Linking verb merupakan kata kerja yang menghubungkan subjek dengan pelengkap (*complement*) yang memberi penerangan terhadap subjek tersebut. Kata yang menerangkan bisa berupa kata benda (*noun complement*), kata sifat (*adjective complement*). Kata kerja penghubung tersebut bisa menggantikan (setara) kata bantu *to be*, dan berkaitan dengan panca indra (seperti kata kerja *look, sound, smell, feel, taste*), dan berkaitan dengan keadaan (seperti: *appear, seem, become, grow, turn, prove, remain, keep, stay, go, run*).

Perhatikan kata *feel* pada kalimat *I feel good*. Kata *feel* pada kalimat *I **feel** good* bisa dimaknai dengan *I **am** good*. Kata *good* lebih bersambung dengan *linking verb: feel* karena berkaitan dengan panca indra. *The girl **feels** happy=the girl **is** happy* (gadis itu bahagia). Kata *good, happy* pada kalimat di atas menjadi pelengkap, memberi informasi penting atau memberi gambaran tentang subjek kalimat tersebut (*the girl*).

Contoh lain dalam kalimat-kalimat berikut:

- 1) *Now she **becomes** old= now she is old.*
- 2) *Dewa 19 **sounds** great in Indonesia= Dewa 19 is great in Indonesia.*
- 3) *The Nasi Padang **tastes** delicious= the nasi padang is delicious.*
- 4) *The tigers **run** wild= the tigers are wild.*
- 5) *You **look** so sad. = you are sad.*

Kelompok kata yang memisahkan subjek dan predikat (bergaris bawah), yang dipisahkan dengan koma biasanya juga memberi informasi tambahan tentang subjek kalimat tersebut. Predikat kalimat tersebut adalah tulisan berwarna merah **tebal**.

- 1) *Ahmad Dani, the famous musician, **grew up** in Surabaya.*
- 2) *Cancer, according to a recent survey, **has killed** million people around the world since it was found for the first time.*
- 3) *Fruits, such as banana and pineapple, **grow** well in Subang.*
- 4) *One of the passengers in the room **brings** a big suitcase.*
- 5) *Prabowo, the famous politician, **appeared** in a special television program yesterday.*
- 6) *Toyota kijang, an indoneisan car, **has** four headlights.*

Yang bergaris bawah adalah kata yang memberikan informasi terhadap kata sebelumnya, tidak menggunakan koma, dan membentuk kesatuan *phrase* yang berfungsi sebagai subjek dalam kalimat. Kata dengan warna **merah tebal** adalah predikat kalimat tersebut.

1. *The car in the garage **needs** to be repaired.*
2. *The composer of this song **is** a lecturer in my school*

3. *The neighbours across the street **have** three children.*
4. *The report on my table **is** about our contract with a company.*
5. *The tea in this box **comes** from Indonesia.*

5.4 Blok Pembangun Kalimat

Kalimat mempunyai bagian-bagian yang menempati posisi sebagai subjek dan predikat. Jumlah subjek predikat dalam suatu kalimat menentukan apakah kalimat itu sederhana, majemuk atau kompleks. Blok yang membangun kalimat ini disebut klausa. Klausa disebut blok pembangun kalimat karena mengandung subjek dan predikat. Satu kalimat bisa terdiri dari beberapa klausa misalnya dalam kalimat majemuk, atau kalimat kompleks. Klausa adalah bagian kalimat ketika klausa itu tidak bisa berdiri sendiri, bergantung kepada klausa lain, bergantung konteks lain, untuk membangun sebuah kalimat seutuhnya (misalnya kalimat kompleks). Klausa demikian disebut *Dependent Clause*. Sebuah klausa pun bisa berdiri sendiri dan sama disebut sebagai kalimat karena ketidaktergantungan dengan klausa lain, tidak bergantung pada konteks, tidak menimbulkan pertanyaan, tidak mengandung pernyataan lain yang hilang atau dipotong. Klausa tersebut memiliki unit lengkap secara gramatika. Klausa demikian disebut *Independent Clause*.

Independent dan Dependent Clause ini merupakan blok untuk membangun kalimat sederhana, kalimat majemuk, dan kalimat kompleks. Kalimat majemuk adalah kalimat dengan dua klausa yang masing –masing berdiri sendiri dan tersambung oleh kata sambung misalnya *and, but*. Kalimat kompleks adalah kalimat yang mengandung satu atau lebih klausa bebas (*independent clause*) dan klausa bergantung (*dependent clause*).

Contoh **Dependent Clause** yang bergaris bawah (kalimat tidak berdiri sendiri, atau sebagai kalimat pendukung, menjelaskan klausa lain (*Independent clause*)).

1. ...that he was guilty.
2. ...Which belonged to his mother.
3. ...because he was jealous of him.
4. If you are not smoking...
5. How long I will stay...
6. Whatever you think...

Contoh **Independent Clause** (berdiri sendiri sebagai kalimat utuh/*simple sentence*). Satu *independent clause* berarti sama dengan satu kalimat utuh.

1. **I believe it.**
2. **Anis Baswedan declared his attention to be the president.**
3. **The duration of the game is long and boring.**
4. **I have no idea to talk about politics.**

Independent dan *dependent clause* selanjutnya menjadi syarat dan menentukan dalam pembuatan kalimat sederhana, kalimat majemuk ataupun kalimat kompleks.

5.5 Klasifikasi Kalimat Berdasarkan Klausa (*clause*)

1. Subjek dan Predikat dalam Kalimat Sederhana

Kalimat sederhana yaitu kalimat dengan sebuah subjek dan predikat, atau satu klausa bebas (*independent clause*). Kata-kata yang lain mungkin bisa berupa objek, *complement* atau keterangan.

- a. *I must work very hard to pass the examination.*
- b. *The teacher punished the student for the disobedience.*
- c. *(you) Sit down, please!*
- d. *In this hotel sat the poet gazing on the mountain.*

- e. *Beside working in the company, the student also studies in the unsiversity.*

2. Subjek dan Predikat dalam Kalimat Majemuk

Kalimat majemuk yaitu kalimat dengan dua atau lebih *main clauses* yang disambungkan dengan *connectors*. Dua kalimat tersebut mungkin terdiri dari subjek atau predikat yang sama (rapatan subjek dan predikat) atau mungkin pelaku atau predikat yang berbeda, dan merupakan klausa bebas yang masing-masing berdiri sendiri, serta disambungkan dengan kata sambung (*conjunction*). *Coordinator* yang biasa menyambungkan kalimat berupa *conjunctive adverb*, *semicolon* (;), atau *coordinator* lain seperti : *for, and, also, beside, furthermore, in addition, moreover, but (however, nevertheless, nonetheless, unless), even though, or (otherwise), yet, so (accordingly, consequently, hence, therefore, thus, so that), if, because, before, after, as soon as*. Berikut ini kata yang berwarna merah adalah subjek dan biru menunjukkan predikat.

- a. *The man became rich, **and** often gave great donation.*
b. *This must not occure again, **or** you will be dismissed.*
c. *The student has tried hard, **but** he did not succeed.*
d. ***Not only** did his teacher give him punishmen, **but** also his father.*
e. *Men are less cautious than women, **so** more men die in accidents.*
f. *I like football; I hate basket.*

3. Subjek dan Predikat (plus Komplemen) dalam Kalimat Kompleks

Kalimat kompleks (*Complex Sentence*) terdiri dari satu klausa (*independent clause*)/*main clause* dan satu atau lebih klausa lain (*dependent clause*). Klausa-klausa ini terhubung

oleh *relative clause* atau kata ganti penghubung seperti **who** (menghubungkan anak kalimat dengan orang sebagai subjek), **whom** (menghubungkan anak kalimat dengan orang sebagai objek), **which** (menghubungkan anak kalimat dengan benda sebagai subjek/objek), **that** (menghubungkan anak kalimat dengan orang atau benda sebagai subjek/objek), **whose** (menghubungkan anak kalimat dengan benda kepunyaan (milik) subjek/predikat). Penghubung-penghubung tersebut membentuk klausa *adjective (relative)*, menerangkan nomina atau pronomina. Kata **where** dan **when** adalah juga kata ganti penghubung adverbial relatif. Anak kalimat (*dependent clause*) bisa berupa *adverb clause* (dengan subordinator : **although, while, when, because, so that, if**, dsb), dan berupa *noun clause* dengan subordinator **wh-question words, that, whether, if**.

Kata-kata di atas adalah *conjunction, relative pronoun* yang menjadikannya *dependent*, bergantung dan memerlukan klausa lain (*Independent clause*) untuk menjadikan klausa tersebut bermakna lengkap, dan tidak menghilangkan konteks. Perhatikan kalimat kompleks berikut yang terdiri dari klausa bergaris bawah (*dependent clause*) dan klausa lain (*independent clause*) yang dicetak **tebal** warna **merah** (subjek kalimat utama), **biru** (predikat beserta komplemennya).

- a. **Julia** whose speaks English well is the student of the university.
- b. **Akila** whom I met last week has been working in Bali.
- c. **Women** who are not married are called girls.
- d. **I** didn't go to school yesterday **because it was raining.**
- e. Although she is a super girl, **she** is not allowed to follow the army selection by her father.
- f. Please **(you)** tell me what your name is.

6. Subjek dan Predikat dalam Kalimat majemuk-Kompleks

Kalimat majemuk-kompleks merupakan kalimat yang mengandung satu atau lebih kalimat utama (*main clause*) sebagai *independent clause*, dan satu atau lebih *dependent clause*. Keduanya merupakan kombinasi, penggabungan kalimat majemuk dengan kalimat kompleks.

- 1) *After he graduated from college, he wanted to travel, but he had to go to work immediately.*
- 2) *Susilawati whose father is a driver takes a driving course although she still studies at junior high school which is located not so far from the course sites.*
- 3) *The report stated that even when men's working hours were reduced they used the extra time for leisure activities rather than for housework or childcare.*
- 4) *He works hard every day in order to master the English language, but no matter how hard he tries, he still finds it difficult to business report.*

Penulis simpulkan bahwa *Simple sentence* dimaksudkan untuk menyampaikan perhatian, *compound sentence* untuk membuat perbandingan, *complex sentence* untuk menunjukkan relasi dan prioritas informasi yang disampaikan, serta *compound complex sentence* untuk memberikan banyak informasi kepada pembaca atau pendengar.

5.6 Klasifikasi Kalimat Berdasarkan Tujuan

1. Subjek dan Predikat dalam Kalimat Berita (*Declarative sentence*)

Contoh-contoh kalimat pada bagian C, D, E, di atas merupakan beberapa kalimat berita.

2. Subjek dan Predikat dalam Kalimat Tanya (*Interogative Sentence*)

Kalimat bertanya diakhiri dengan tanda tanya (?), kalimat dengan predikat kata bantu (auxiliary) *to be* dibentuk dengan mengedepankan kata bantunya sebelum subjek.

Kalimat tanya yang jawabannya Yes/no question

1) *Are you a student?*

2) *Is she happy?*

3) *Is it easy to do?*

Kalimat bertanya dengan predikat kata kerja utama (*bare verb, main verb*) menggunakan kata bantu *do/does* untuk subjek masing masing *you, they, I, we, subjek benda jamak, he, she, it, subjek benda tunggal*, untuk *present tense* dan menggunakan kata bantu *did* untuk *past tense*, dengan jawaban *yes* atau *no*.

1) *Do you understand?*

2) *Do you like it?*

3) *Does she speak English?*

4) *Did they visit Bali last year?*

5) *Did you go to campus yesterday?*

Kalimat tanya dengan predikat kata bantu **have, modality** juga diletakan sebelum subjek kalimatnya, dengan jawaban *yes* atau *no*.

1) *Have you had dinner?*

2) *Have you done it?*

3) *Can you speak English?*

4) *Will you come tomorrow at this time?*

Kalimat tanya yang jawabannya memerlukan bentuk informasi (*information question*), keterangan bukan sekedar **yes no**. Pertanyaan dengan menanyakan subjek, kalimatnya dengan pola berikut: **WHAT/WHO + verb +complement +(modifier)**. Pertanyaan menanyakan **objek** dengan pola :

Whom/what + auxiliary verb+ subjek + verb. Kalimat tanya **WHEN, WHERE, WHY, WHOM** dengan pola : **question word + auxiliary + subject + verb + (complement).**

- 1) *Who **wants** to be a president?*
- 2) *Wha **happened** last night?*
- 3) *What **did you** buy in the supermarket two hours ago?*
- 4) *Whom **will Ahmad** help?*
- 5) *What **are you** going to do?*
- 6) *Where **do you** live?*
- 7) *When **will you** visit your father?*
- 8) *Why **does he** come late to school?*

Kalimat tanya (tidak langsung) yang tercakup dalam sebuah kalimat (***embedded question***) dalam bentuk kalimat berita dengan pola : **subjek + verb +QW + subjek + verb.** atau bergandeng dengan kalimat bertanya langsung dengan pola : **auxiliary+ subject + verb + QW + subject + verb.**

- 1) *I don't know how long **he will** stay there.*
- 2) *She cannot decide when **the house will** be painted.*
- 3) *Do you know where **he is** living now?*
- 4) *Can you tell what time **it is**?*
- 5) *Do you understand what **I mean**?*

3. Subjek dan Predikat dalam Kalimat Perintah (***Imperative Question***)

Kalimat ini mengungkapkan perintah ini dengan kata kerja bentuk pertama, *bare verb, be* (sebagai kata kerja utama) dengan subjek *you* (tertulis/tersirat maupun tidak) dengan tanda baca perintah (!). kalimat perintah negatif (melarang) dibentuk dengan pola : **don't + verb, don't be (adjective/noun)**

- 1) *(you) Take it!*
- 2) *(you) Go away!*

- 3) (you) Shut up your mouth!
- 4) Open you book!
- 5) Sit down please!
- 6) Keep silent!
- 7) Be the winner, don't be the looser!
- 8) Be diligent! Don't be lazy!
- 9) Close the door, don't open the window!
- 10) Don't turn off the light!

4. Subjek dan Predikat dalam Kalimat Seru (*Exclamatory Sentence*)

Kalimat seruan sama dengan kalimat berita yang mendapat penekanan karena terkagum, heran, terkejut, dsb, oleh karenanya menggunakan tanda seru (!), dengan pola : **what + noun (phrase) + subject + verb, what a + noun (phrase), how + adjective/adverb**, serta dalam ungkapan-ungkapan khusus dan khas lainnya.

- 1) **How** beautiful you are!
- 2) **What** a good news it is!
- 3) **What** beautiful eyes she has!
- 4) She has such a nice smile!
- 5) **How** slowly she walks!
- 6) **By** what strange fears she is possessed!
- 7) **That is** splendid!
- 8) God heaven! (ungkapan/fragmen)
- 9) It is very kind of you to send me a flower!
- 10) **This is** an amazing place!
- 11) Oh my God! (ungkapan/fragmen)
- 12) **That's** great!

5. Subjek dan Predikat dalam Kalimat Negatif.

Kalimat negatif dengan predikat sebagai verba utama maupun kata kerja bantu (*auxiliary verb*) diantaranya,

diantaranya dengan dua pilihan bentuk negatif diantaranya:

- 1) **I am not** (*'m not*) a doctor.
- 2) **He will not** (*won't*) do it right now.
- 3) **I have not** (*haven't*) **been** living for two years in that country.
- 4) **I cannot** (*can't*) do it anymore.
- 5) **He does not** (*doesn't*) stay here anymore.
- 6) **They do not** (*don't*) know where the bank is.
- 7) You **are not** (*aren't*) to go now!
- 8) You **should not** (*shouldn't*) see the doctor if you feel healthy.
- 9) They do not (**don't**) **need** any milk (need sebagai kata kerja utama)
- 10) He **need not** (*needn't*) worry). (need sebagai kata bantu)
- 11) He **does not** (*doesn't*) **dare** to look at me. (dare sebagai kata kerja utama)
- 12) He **daren't** (*dare not*) talk to her mother. (dare sebagai kata bantu)

5.7 Persesuaian Subjek Dan Predikat

Kata yang bergaris bawah adalah pilihan untuk persesuaian subjek dengan predikat (*Subject Verb Agreement*) dalam bahasa Inggris. Subjek yang berwarna merah adalah kata kunci sebagai subjek berkaitan dengan *every..., a number, the number, neither, except, together with, as well as*, persesuaian dengan predikatnya.

1. *Everyone in the class* (**is/are**) working hard.
2. *There* (**is/are**) several universities in this city.
3. *A number of doctors* (**is/are**) employed by the hospital.
4. *The number of female doctors* (**is/are**) growing
5. *The number of days of vacation provided to university employees* (**remains/remain**) constant from year to year.

6. *Everyone (receive/**receives**) a book.*
7. *Neither of these books (**is/are**) expensive.*
8. *Every man and woman (**is/are**) member of the society.*
9. *Each student and teacher (**has/have**) a book.*
10. *It (**was/were**) the robbers who robbed the jewelry stone.*
11. *It (**is/are**) his parents who worries about.*
12. *The woman together with her daughters (**is/are**) leaving the room.*
13. *Everyone except her (bring/**brings**) a book.*
14. *Jono as well as adam (**is/are**) in the classroom.*
15. *There (**is/are**) no post office.*
16. *Here (**is/are**) the books you gave yesterday.*

Persesuaian subjek dan predikat dengan **subjek** yang **selalu berbentuk jamak** (*Plural subjects*). Berikut adalah contoh kalimat:

1. *Both sharks and whales (**is/are**) becoming extinct.*
2. *Both (**is/are**) the best students in the class.*
3. *Only a few (**come/comes**) to the party.*
4. *Many (**do/does**) not bring their books.*

Persesuaian predikat dengan subjek yang selalu jamak (*Always plural*) seperti : **Clothes**: trousers, pants, jeans, sunglasses. **Tools**: scissors, pliers, tweezers. Abstract: triches, thanks, means, justice. **Singular** : a pair of..., a word of...

1. *His pants (**is/are**) still at the tailors.*
2. *That pair of paints (**is/are**) new.*
3. *Your thanks (**is/are**) enough for him.*
4. *A word of thanks (**is/are**) enought.*

Kalimat dengan pola **Neither...or, either ...or, not only....but also..**, biasanya terdapat dua subjek dengan ketentuan bahwa predikat (berkesesuaian tunggal/jamak) ditentukan oleh subjek

yang terdekat dengan predikat tersebut. Pada kalimat nomor 1,2,3 di bawah ini, subjek yang terdekat dengan predikat yaitu *my sister* (no. 1) bukan *my brothers*, *my brothers* (no. 2) bukan *my sister*, dan *the teacher* (no. 3) bukan *the students*, oleh sebab itu predikatnya menyesuaikan dengan subjek tersebut.

1. Neither my **brothers** nor **my sister** (is/are) at home.
2. Either my **sister** or **my brothers** (go/goes) school.
3. Not only the **students** but also **the teacher** (is/are) coming the graduation.

Subjek yang berkaitan dengan : **time, money, weight, volume**, bentuk subjek plural (jamak), maka predikatnya tunggal. Berikut contoh predikat dan kata kunci subjek (warna merah).

1. Two days (is/are) enough time to do this report.
2. Ten thousand rupiahs (is/are) enough to buy food.
3. Five kilograms (is/are) a lot of to lose in a week.
4. Twenty five liters of gasoline (cost/costs) a lot of money.
5. Some of the money (is/are) stored in bank.)

Subjek yang menunjukkan ilmu seperti **mathematics, physics, statistics, civics, disease** (*measles, mumps, herpes*), dan kata benda abstrak (**abstract nouns**) seperti *news, ethics, politics*, kata tersebut berakhiran -s (seperti menandakan kata jamak), memiliki (berkesesuaian) dengan predikat tunggal, seperti contoh berikut:

1. Mathematics (is/are) my favourite subject.
2. The news (was/were) about the economic problem.

Kata **benda kolektif** seperti **team, committee, audience, family, faculty, class, police** berkesesuaian dengan predikat (**verb**) **bentuk tunggal** kecuali jika berperan secara independen. Kata-kata tertentu yang memiliki kesamaan bentuk jamak dan tunggalnya (seperti *deer, two deer, some deer*) persesuaian subjek

disesuaikan dengan kata sandang seperti **that** (itu untuk tunggal), **those** (itu bentuk jamak) seperti pada nomor 4,5,6,7. Kata **English** sebagai bahasa berkesesuaian dengan predikat tunggal (no. 8), English sebagai masyarakat/penduduknya berkesesuaian dengan predikat jamak (no. 9).

1. *That team (has/have) a good strategy.*
2. *The class (is/are) working on their individual tasks today.*
3. *The police (is/are) standing in front of the building.*
4. ***That** species (is/are) rare.*
5. ***Those** species (is/are) common.*
6. ***That** deer (is/are) big.*
7. ***Those** deer (is/are) small.*
8. *English (is/are) spoken in America.*
9. *the English (loves/love) tea.*
10. *Everyone (wants/want) to pass the exam.*

Beberapa diksi dari bahasa *Greek* dan *Latin* memiliki bentuk tunggal (*singular*) dan jamak (*plural*) tertentu dan hal itu akan menentukan kesesuaian tunggal atau jamak pada predikat kalimatnya.

Singular	Plural
Criterion	Criteria
Basis	Bases
Alga	Algae
Vita	Vitae
Datum	Data
Medium	Media
Index	Indices
Crisis	Crises
Appendix	Appendices

Contoh kalimat:

1. *The criteria for promotion (is/are) clearly staed.*
2. *The family (is/are) from America.*

5.8 Identifikasi Subjek Kalimat

Kata-kata bergaris bawah berikut berfungsi sebagai **subjek**.

1. **The little children** ran into an empty house.
2. Deep down the earth lie **deposits of uranium**.
3. **There** is **a new student** in my class.
4. **The auditorium** is located in the centre of the town.
5. Near the school stands **a museum**.
6. **Romi and Juli** have finished their study.

5.9 Identifikasi Kalimat

Latihan 1

Identifikasi klasifikasi subjek kalimat berikut pada kolom sebelah kiri dengan pilihan kata sebelah kanan yang sesuai.

<u>He</u> is the new director of the institute.	Clause
<u>To work</u> is the solution.	Clause
<u>Falling in love</u> is a beautiful experience.	Clause
<u>Her performance</u> attracts people's attention.	Gerund phrase
<u>Who ever come to the party</u> will get a present.	Personal pronoun
<u>That you invite me</u> makes me happy	Phrase
<u>It</u> tells us about the history	Pronoun
<u>What they have done</u> confused the teacher.	To infinitive

Latihan 2

Identifikasi (dengan menggarisbawahi) Subjek predikat kalimat –kalimat berikut!

1. (you) Take it!
2. Bali is a international destination for tourism.
3. Being angry is not funny.
4. Eating ice cream will always be great for children.

5. *Going to Bali takes time.*
6. *Having gone to Bali for five years makes him so familiar with traditional dance.*
7. *Her teaching the students in the classsroom is super.*
8. *Hiking in the mountain will always be amazing.*
9. *Joni and Ahmad are discussing.*
10. *Mrs. Hanifa waters her plants every morning.*
11. *New books were bought for library last week.*
12. *She is a manager.*
13. *Swimming every week is something good for health.*
14. *Healing makes me happy*
15. *That Agnes Monica is beautiful is something acceptable.*
16. *The baby's cry gets attention of the passangers.*
17. *The best place to learn Quran is Pesantren.*
18. *The chilly november rains never seem to let up.*
19. *The concert crowded with the people was held outdoor.*
20. *The first president of Indonesia is Jokowi.*
21. *The foot ball player who won the world cup of the year is Lionel Messi.*
22. *The president's visit is meant to strengthen the two country relation.*
23. *The students of the university have been studying for five years.*
24. *To learn foreign languages take time and practice.*
25. *To smoke is not good for health.*
26. *To test the ability of the officer is the first thing they do.*
27. *What you are thinking is your idea.*

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CHAPTER 6

GRAMMAR RULES AND USAGE

By Nurfitriyah Halim

6.1 Introduction

Grammar rules and usage form the foundation of effective communication. They provide a framework for organizing and structuring language, allowing us to convey our thoughts and ideas clearly and accurately. Whether we are writing an essay, sending an email, or engaging in a conversation, a solid understanding of grammar rules is essential.

Grammar encompasses the principles and guidelines that govern the structure and arrangement of words, phrases, clauses, and sentences in a language. (Britannica, 2023) It involves various elements, such as parts of speech, syntax, punctuation, and verb tenses. These rules establish the proper order and relationship between words and ensure that our sentences are grammatically correct.

Understanding and applying grammar rules not only enhance our ability to communicate effectively but also enable us to express ourselves with precision. By using correct grammar, we can avoid misunderstandings and ambiguity, enabling our audience to grasp our intended meaning accurately. (Jacobs, 2019)

Additionally, grammar rules contribute to our language's coherence and consistency, allowing for shared understanding and efficient communication within a community. They provide a common framework that facilitates effective written and spoken expression, making it easier for others to comprehend and engage with our ideas.

While grammar rules provide a set of guidelines, it's important to note that language is dynamic and constantly evolving. Usage and style may vary across different contexts and forms of communication. Therefore, it is crucial to strike a balance between adhering to grammatical conventions and adapting to the evolving nature of language.

In this exploration of grammar rules and usage, we will delve into various aspects of grammar, providing insights, examples, and practical tips to help you navigate the intricacies of language with confidence and clarity. (Osborne & Benjamins, 2019)

6.1.1 Articles & Nouns

1. Use the word **a** (the “indefinite” article) with singular countable nouns.
2. Use no article with plural or uncountable nouns with “general meaning.”
3. Use the word **the** (the “definite” article) when something is definite in the mind of the listener: in other words, when the listener knows “which one” you are talking about. This can include the following situations:

The first, the word **a** is used; then, the word **the**, as in the following example:

I saw **a** good dance performance last night. **The** dance performance took place in China.

(We could also say “**It** took place in China.”)

With a “restrictive” adjective phrase or clause, that is, a phrase or clause that answers the question “which one” you are talking about, as in the examples below (Note: a “clause” is similar to a sentence in that it contains a subject and a verb; a “phrase” does not):

The car **in the driveway** is mine.

The painting **in the wall** is new.

They enjoyed the movie *that they watched* last night.

I respect the dedication *that she shows* towards her work.

The teacher **who I spoke to yesterday** was helpful. (Azar, 2003)

6.1.2 Verb Tenses

The following are some rules about the most common English verb tenses:

1. Use the present continuous tense for action in progress right now. It can also be used for a “temporary” situation (for example, doing something just for “this month”):

I **am studying** English right now.

I **am living** with my uncle for this month.

2. Use the simple present tense (it is also called the present habitual tense) for repeated action, a habit, or with verbs that do not represent action (for example, the verbs like, hate, hope, think believe, etc.). Note that “s” on the verb is used if the subject is “third person singular” (he, she, or it):

She **practices** the violin every day.

Daniel **improves** his programming skills regularly.

I **like** black coffee in the morning.

Michael **has** an affinity for spicy food.

3. Use the **Future Tense** to discuss actions, events, or situations that are expected to happen in the future. It indicates that the action has not occurred yet but will take place later. Different forms of the future tense, such as simple future, future continuous, and future perfect, can be employed based on the context and the aspect of the action being emphasized. (Either will or going to can be used for future action):

She **will travel** to Europe next summer to explore different cultures.

I **am going to study** English tomorrow.

4. Use the simple past tense of the time in talking or writing about past action. Note that the verb is used is the second verb form. The verb form divided into two, the regular and the irregular verb, when it is regular, use “**-ed**” (study/studied) to make a verb past tense. And there are also many verbs have irregular past forms (such as do/did, write/wrote, think/thought, read/read, etc.):

I **walked** to the park yesterday.

She **cooked** dinner last night.

Use the past continuous tense to describe actions that were ongoing or in progress in the past. It emphasizes the duration of an action or an event that was happening at a specific time in the past, often with another event interrupting it. This tense is formed using the past tense of the auxiliary verb "to be" (was/were) and the present participle of the main verb (verb + -ing).

While I **was reading** a book, my phone suddenly rang.

They **were watching** a movie when the power went out.

5. Use the present perfect tense to describe actions or events that have a connection to the present moment and emphasize their relevance or continuation from the past up until now. It combines the present tense of the auxiliary verb "to have" (have/has) with the past participle form of the main verb. This tense indicates that the action or event started in the past but is still relevant or has an impact on the present.

She **has visited** Paris multiple times and knows the city well.

We **haven't seen** each other since last year's family reunion.(Fox, n.d.)

6.1.3 Passive verb Forms

Creating passive sentences involves rearranging the structure of a sentence to emphasize the recipient of the action rather than the doer of the action. Passive voice is formed by using the appropriate form of the verb "to be" (am, is, are, was, were, has been, have been, had been, will be, will have been) followed by the past participle of the main verb.

1. Identify the active sentence: Start with an active sentence in which you have a subject performing an action on an object. Example: Active sentence - "The chef prepares the delicious meal."
2. Determine the recipient of the action: Identify the object of the active sentence, which will become the subject of the passive sentence. Object: "the delicious meal"
3. Choose the appropriate form of "to be": Select the correct form of the verb "to be" based on the original active sentence's tense. For example, if the original active sentence is in the present tense, use "is," "am," or "are"; if it's in the past tense, use "was" or "were." Example: Present tense - "is"
4. Use the past participle of the main verb: Replace the main verb with its past participle form. Past participle of "prepare": "prepared"
5. Construct the passive sentence: Combine the chosen form of "to be" with the past participle of the main verb and add the subject (formerly the object) to complete the passive sentence. Passive sentence: "The delicious meal is prepared by the chef."

Remember that not all sentences are best suited for the passive voice. Passive voice is often used when the emphasis should be on the action's recipient or when the doer of the action is unknown, unimportant, or intentionally omitted.

For example:

My house **is being** renovated right now.

My house **is** renovated every year.

My house **will be** renovated next week.

My house **is going to be** renovated tomorrow.

My house **was** renovated two days ago.

My house **was being** renovated at 10 o'clock this morning.

My house **has been** renovated two times this year.

Put the verb's object in the first position of the phrase, use the same tense as the verb in the first sentence, and then use the past participle of the original verb to create a passive verb form. (Something has been finished, completed, done, written, read, etc.). After the word by, the verb's original subject (in this case, the mechanic) can be mentioned, but it is not necessary. (Cowan, 2008)

6.1.4 Modal Auxiliaries

Modal auxiliaries are a group of auxiliary verbs that add nuances of meaning to the main verb in a sentence. These verbs, including "can," "could," "may," "might," "will," "would," "shall," "should," "must," and "ought to," express various shades of possibility, necessity, permission, ability, obligation, and more. Modals enable us to convey subtleties in communication, indicating the speaker's attitude or the likelihood of an action.

1. The modal auxiliaries "can" and "could" play significant roles in expressing ability, possibility, and permission. "Can" is used to indicate present ability or permission.

I **can** play the piano. (ability)

You **can** go to the party. (permission).

"Could" is the past tense form of "can" and is used to convey ability or possibility in the past, as well as polite requests.

I **could** swim when I was younger. (past ability)

Could you please pass the salt? (polite request).

Both "can" and "could" provide valuable flexibility in communicating various degrees of capability, enabling us to convey information about what is achievable, what was possible in the past, and how to approach social interactions.

2. The modal auxiliaries "may" and "might" serve to express possibilities, permissions, and uncertainty. "May" is used to denote present possibilities or permissions.

She **may** attend the event. (possibility)

You **may** leave early today. (permission).

"Might" is the past tense form of "may" and is employed to convey similar meanings in the past or to suggest more remote possibilities.

He **might** come to the meeting tomorrow. (possibility in the future)

I thought it **might** rain today. (possibility in the past)

Both "may" and "might" offer nuanced ways to discuss what is plausible, likely, or permitted, while also addressing degrees of uncertainty in various contexts.

3. The modal auxiliaries "will" and "would" play crucial roles in indicating future actions, intentions, and hypothetical scenarios. "will" is used to express future actions, predictions, promises, or offers, as seen in sentences.

She **will** visit her grandparents tomorrow. (future action)

I **will** help you with your project. (promise).

"Would" is the past tense form of "will" and is utilized to convey hypothetical situations, polite requests, or conditional actions.

Andrea said that he **would** visit me yesterday. (hypothetical)

Would you please pass me the salt?" (polite request).

Both "will" and "would" enable us to communicate about upcoming events, express intentions, or discuss imaginary

circumstances, contributing to the versatility and precision of language.

4. The modal auxiliaries "shall" and "should" are used to convey suggestions, obligations, expectations, and intentions. "Shall" is typically used with the first person to indicate future actions, often with a sense of formality or strong intention.

I **shall** submit the report by tomorrow. (future action with intention).

"Should" is employed to express advice, recommendations, or expected behavior.

You **should** get enough rest before the exam. (advice)

Employees **should** arrive on time for the meeting. (expected behavior).

Both "shall" and "should" help us communicate directives, expectations, or desired outcomes, guiding interactions and expressing a range of intentions in various contexts.

5. The modal auxiliaries "must" and "ought to" serve as expressions of necessity, obligation, and strong recommendations. "Must" indicates a compelling requirement or necessity, often used to convey a strong sense of obligation or inevitability.

I **must** finish this project by the deadline. (obligation)

You **must** follow the safety guidelines. (necessity).

"Ought to" conveys a moral obligation or a strong recommendation, indicating what is considered the right or best course of action.

You **ought to** apologize for your behavior. (recommendation)

We **ought to** respect the environment. (moral obligation)

Both "must" and "ought to" allow for the communication of essential responsibilities and recommended behavior,

emphasizing the importance of adhering to certain standards or actions. (Azar, 2003)

6.1.5 Conditional Sentences

Conditional sentences indicate that a certain action can/could be performed only if a certain condition is/was true. The following are types of English conditional sentences.

- 1) **Conditional Sentence Type 1**, also known as the "real conditional," is used to describe a situation in the present or future that is likely to happen if a certain condition is met. It's used to talk about real or possible events and their expected outcomes. In this type of conditional sentence, the "if" clause is in the present simple tense, and the main clause uses the future simple tense.

Example:

If it rains, I will stay at home and read a book.

(If the condition of rain is met, the result is staying home and reading a book.)

If he studies hard, he will pass the exam.

(The likelihood of passing the exam is tied to the condition of studying hard.)

If you finish your work early, we will go to the movies.

(The possibility of going to the movies depends on the completion of work.)

- 2) **Conditional Sentence Type 2**, often referred to as the "unreal conditional," is used to describe hypothetical or unlikely situations in the present or future. It's used to discuss events that are contrary to reality or situations that are unlikely to happen. In this type of conditional sentence, the "if" clause is in

the past simple tense, and the main clause uses the present conditional (often formed with "would" or "could").

Examples:

If I had more time, I would travel around the world.

(The lack of time is preventing the speaker from traveling; this is a hypothetical situation.)

If she studied harder, she could improve her grades.

(The possibility of improving grades is tied to the hypothetical action of studying harder.)

If we lived closer to the beach, we would go swimming every day.

(Living closer to the beach is not a reality, but if it were, swimming would be a regular activity.)

- 3) **Conditional Sentence Type 3**, also known as the "past unreal conditional," is used to talk about situations in the past that did not happen and their hypothetical outcomes. It's used to express regret or to speculate about what could have occurred if the past had been different. In this type of conditional sentence, both the "if" clause and the main clause are in the past perfect tense.

Example:

If I had studied harder, I would have passed the exam.

(The speaker regrets not studying harder in the past, which might have led to passing the exam.)

If they had left earlier, they would have caught the train.

(The opportunity to catch the train was missed due to not leaving earlier.)

If she had known about the event, she would have attended.

(Not knowing about the event in the past prevented her from attending.) (Azar & A. Azar, n.d.)

6.1.6 Infinitives and Gerunds

Infinitives and gerunds as subjects of a verb. The infinitive form of verbs (e.g., to study) or the ing-form (e.g., studying) can sometimes be used as the subject of a verb as in the following examples (When the ing-form is used in this way, as a noun, it is called a gerund):

To study English is important.

Studying English is important.

To get a good education is a good idea.

Getting a good education is a good idea.

Note that instead of beginning a sentence with an infinitive verb form, the word is often begin with It and move the infinitive phrase to the end, as in the following examples:

It is important to study English.

It is a good idea to get a good education. (Fox, n.d.)

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CHAPTER 7

COMMON GRAMMAR MISTAKES

By Noredyo Molyaningrum

“The past is always tense, the future perfect.” — Zadie Smith

7.1 Public Language, Disrupter of Order?

Everyday language can still be utilized, as it serves as one of the drivers of knowledge and technology. However, its usage should be appropriately placed and aligned with its purpose. Diction is the result of selecting specific words for use in sentences, paragraphs, or discourses (Yulianingrum, 2011). Besides lexical or diction errors, there are other language mistakes such as spelling and sentence structure. According to Wachidah (2019), language errors also influence communication events, including errors in spelling, punctuation, word choice, and so forth, which can lead to misunderstandings. Being aware of common grammar problems will help you address them swiftly and improve your content, whether you are seeking new jobs or creating critical documents.

Language errors are deviations that occur unintentionally and cannot be corrected by the speakers themselves; this is due to the learners' lack of knowledge (Martiarini and Candra, 2019). Therefore, it can be said that grammatical errors occur frequently and are unavoidable. These errors are caused by various factors, such as the influence of one's native language, excessive generalization, lack of knowledge about grammar rules, or not understanding the grammar rules yet (Sugiyono, 2012). The level of errors consists of three components: substance errors, which involve mistakes in writing/pronunciation, text errors, which are errors in grammar and are defined as linguistic terms describing

the communication system and the speaker's knowledge of a language (Crystal, 2008; Young, 2013), and discourse errors, which pertain to the coherence of form and meaning in a sentence, including pragmatics (James, 2013).

7.2 Where Has Grammar Gone?

The above language errors are almost prevalent in many languages worldwide, including the use of grammar in English. Grammar, as a term used for well-structured and complete sentences in English, is still often not applied according to its rules. Even those who have been studying English for years still make many grammar mistakes. It must be acknowledged that grammar is not easy. Small errors in writing are likely to occur, especially when you write and edit your own work. However, if you are a self-published author, writing or grammar mistakes are not to be taken lightly, as they can diminish your credibility as a writer.

Harris and Cunningham (1994) argue that writing is considered the most challenging skill for those learning English as a second language or as a foreign language. This is because writing in a foreign language is not a skill acquired naturally or achieved through self-study, but rather a skill that requires an ongoing process, time, and practice. To write well, learners must be able to organize ideas coherently and master basic writing competencies, such as using appropriate vocabulary and grammar, to ensure their writing is easily understood by readers and effectively conveys the intended message. Additionally, learners must acquire other competencies beyond the basics of writing. Writing in English demands careful language usage control, problem-solving and formulation of topics, pouring numerous ideas into the text, planning writing patterns, having a purpose for the text, and monitoring and evaluating the writing (Murcia and Olshtain, 2000). In other words, writing in English requires hard work, ample time, and continuous practice to generate as many ideas as possible and

then string them together into a beautiful, meaningful, and reader-friendly piece.

Dulay et al. (1982: 132) state that errors are deficiencies in speech or writing. If these deficiencies are not addressed, they may become significant problems in the future. As a communication medium in written form, a text will lack meaning if the grammatical aspects of its composition are neglected.

In English grammar, the rules play a crucial role in organizing the language's structure and conventions used to construct sentences and convey ideas clearly and accurately. Grammar forms the foundation of a language and serves as the basis for understanding and using the language correctly. It is instrumental in delivering the message of a text and giving it meaning. This aligns with Brown's statement (2001:362) cited by Hidayah bin Abdullah (2015). Brown expresses that grammar is a system that governs the relationship between words to form meaningful sentences. In other words, grammar is the way to compose a sentence by combining various grammatical elements such as subject, verb, article, noun, adjective, adverb, modifier, phrase, clause, object, and so on. Grammar is a subsystem within the language organization, where meaningful units come together to form larger units or combinations of words and phrases that constitute a sentence (Kridalaksana 2009; Richards and Schmidt 2011). It can be said that grammar represents the rules of language, both spoken and written, making it essential to learn and master (Herlina 2017). According to James (2013), a technique to identify weaknesses in grammar usage is through error analysis, specifically grammatical error analysis.

Several previous studies on grammatical errors have been conducted by various researchers. First, a study by (Sukarno, 2016) resulted in identifying 10 types of grammatical errors: plural form, subject-verb agreement, verb tense, word form, subject/verb omission, passive voice, articles, prepositions, pronouns, and

double negation. Second, a study by (Herlina, 2017) identified four types of grammatical errors: misformation (145 items), omission (56 items), addition (19 items), and misordering (5 items). Third, a study conducted by (Kumala, Aimah, and Ifadah, 2018) found 810 grammatical errors, consisting of omission (37%), addition (32%), misformation (30%), and misordering (1%), with contributing factors being carelessness (73%), first language interference (61%), translation (67%), teacher explanations, and student (learner) misunderstanding of grammar. Fourth, (Martiarini and Candra, 2019) concluded that students (learner) made 76% of the errors, with details of 32% lexical choice errors, 15% irregular verb usage errors, 12% regular verb usage errors, 5% intra-lingual transfer errors, 3% auxiliary verb usage errors, 2% omission errors, 2% adverb usage errors, and 2% unclear meaning errors. Fifth, a study conducted by (Kusumawati and Sugiansi, 2020) resulted in analyzing the accuracy and inaccuracy of tense usage in each abstract item written in English. Sixth, a qualitative descriptive study by (Fitria, 2021) identified three types of grammatical errors: misformation (44.5%) involving parts of speech, articles, prepositions, subject-verb agreement, nouns, and pronouns; omission (31.36%); and addition (24.09%).

Based on the aforementioned studies, learner should pay attention to grammar in their writing because it is an essential aspect of writing. Good grammar leads to more meaningful, coherent, and well-understood writing, effectively conveying the intended message to readers. Here are some crucial roles of grammar in the English language:

1. Understanding sentence structure: Grammar helps us comprehend how sentences are constructed, including the arrangement of subjects, verbs, objects, adverbs, and other components.

2. Forming correct sentences: Grammar rules assist us in composing sentences correctly, ensuring that the message is well understood by readers or listeners.
3. Determining word functions: Grammar enables us to identify the roles and functions of words in sentences, such as nouns, verbs, adjectives, adverbs, etc.
4. Avoiding errors in word and sentence usage: Understanding grammar helps us avoid errors in word usage, verb conjugation, or incorrect word placement.
5. Enhancing speaking and writing skills: Mastery of grammar allows us to express thoughts and ideas clearly and accurately in every day conversations and writing.
6. Improving comprehension abilities: With a grasp of grammar, we can better understand English texts and conversations.
7. Differentiating meanings between sentences: Grammar helps us distinguish the meanings between similar sentences that differ due to structural or word position changes.
8. Forming questions, commands, or statements: Grammar aids us in crafting sentences with different functions, such as questions, commands, or statements.
9. Recognizing formal language styles: Using appropriate grammar helps us communicate with a formal and respectful language style.

By mastering English grammar, individuals can become more proficient in speaking and writing, as well as enhance their ability to communicate effectively in environments where English is used as the means of communication. Therefore, grammar holds a crucial position in learning and using English effectively and correctly.

7.3 Most Grammatical Errors

Grammatical errors are common among language learners and can be studied, analyzed, and classified. Ellis states that error analysis is a means to understand how language learners acquire a foreign language (2008:62). Martens adds that error analysis involves learning from language learners' mistakes (2000:218). In this regard, error analysis can help individuals focus on learning a specific language. Language errors significantly influence learners in the process of language acquisition and learning. When learning English as a second language or as a foreign language, language errors are unavoidable for learners. However, the higher the number of language errors made by s learners, the smaller the achievement of language learning goals. Therefore, language errors made by learners should be reduced to the maximum extent possible. This can be achieved if educators are knowledgeable about various aspects related to language errors and make efforts to improve them.

Errors in English grammar can occur in various aspects, including grammar, word usage, punctuation, and sentence structure. Here are some common examples of these errors:

1. Subject-Verb Agreement: Errors in matching the subject with the appropriate verb. For instance, "The dogs is barking" should be "The dogs are barking."
2. Tense: Incorrect use of verb tenses. For example, "She go to the store yesterday" should be "She went to the store yesterday."
3. Noun Usage: Choosing or using the wrong noun in a sentence. For instance, "I have two informations" should be "I have two pieces of information."
4. Verb Usage: Mistakes in selecting or using the correct verb in a sentence. For example, "He don't like coffee" should be "He doesn't like coffee."

5. Pronouns: Incorrect use of pronouns in a sentence. For instance, "Her want to go to the park" should be "She wants to go to the park."
6. Articles: Errors in using articles (a, an, the) in a sentence. For example, "I want apple" should be "I want an apple."
7. Prepositions: Incorrect use of prepositions in a sentence. For instance, "She is on the the table" should be "She is on the table."
8. Sentence Structure: Mistakes in organizing sentence structure, resulting in unclear or incorrect meanings. For example, "After I finished my homework went to bed" should be "After I finished my homework, I went to bed."
9. Double Negation: Using two negations in one sentence, leading to contradiction. For instance, "I don't have nothing" should be "I don't have anything."
10. Spelling Errors: Misspelling words in writing or conversation, such as "frend" instead of "friend."
11. Punctuation Errors: Incorrectly placing or omitting punctuation marks, which can alter the meaning of a sentence. For example, "Let's eat grandma" (inviting cannibalism) vs. "Let's eat, grandma" (inviting the grandmother to eat with us).
12. Conjunction Errors: Mistakes in using conjunctions like "and", "but", or "because", disrupting the flow of a sentence. For instance, "I like coffee, because it's delicious" should be "I like coffee because it's delicious."

The following are classified as common and frequently occurring grammar errors in writing, comprehensively explained:

1. Subject-Verb Agreement Errors

The subject and verb in a sentence should be in agreement with each other, whether in singular or plural form. If the subject is singular, then the verb used should also be

singular. Similarly, if the subject is plural, the verb used should also be plural.

Example 1:

- a. Incorrect: An important part of my life have been the people who stood by me.
- b. Correct: An important part of my life has been the people who stood by me.

Example 2:

- a. Incorrect: The two best things about the party was the food and the music.
- b. Correct: The two best things about the party were the food and the music.

2. Sentence Fragments

Sentence fragments are incomplete sentences that lack a subject, a complete verb, or both. These fragments heavily rely on the following sentences to provide a complete meaning.

Example 1:

- a. Incorrect: She gave her mother an amazing gift after the argument. In spite of everything.
- b. Correct: In spite of everything, she gave her mother an amazing gift after the argument.

Example 2:

- a. Incorrect: The boys snuck home late that night. Then waited for the consequences.
- b. Correct: The boys snuck home late that night, then waited for the consequences.

3. Placement of Commas

Commas should be used after introductory words or phrases at the beginning of a sentence. This helps reduce confusion for readers and allows them to pause appropriately after the introductory element.

Example of the mistake: "In case you haven't noticed my real name doesn't appear in the article."

Correction for the sentence with proper comma placement: "In case you haven't noticed, my real name doesn't appear in the article."

4. Incorrect Use of Quotation Marks (') for the Word "Its"

If you use quotation marks for the word "It's," use them only when the word means "it is" or "it has." If the word "its" does not use single quotation marks, it means "belonging to it" or "of it." Please observe the following example sentences:

First example:

a. Incorrect: I don't believe its finally Saturday.

b. Correct: I don't believe it's (it is) Saturday.

Second example:

a. Incorrect: The cat was licking it's tail.

b. Correct: The cat was licking its tail. (The cat is licking its own tail)

5. Missing Commas in Compound Sentences

Commas separate two or more independent clauses in a compound sentence that are joined by conjunctions. The comma comes after the first clause and before the conjunction that separates the two or more clauses.

Example:

a. Incorrect: The unknown man jumped into a black car and he drove away before being noticed.

b. Correct: The man jumped into a black sedan, and he drove away before being noticed.

6. Misplaced Modifier

A misplaced modifier is an error in placing a word, phrase, or clause that describes something in a sentence. A sentence with this error may sound awkward when read

and can even have a confusing meaning. Observe the following example of an error:

Incorrect: Lisa found a silver girl's necklace in the garage.

In this sentence, the word 'silver' is a modifier used to describe that the necklace is made of silver. However, its placement is not correct, making the sentence sound odd and even meaningless.

The correct word order should be: 'necklace silver necklace,' so the sentence has a clear meaning. Here's the corrected sentence:

"Lisa found a girl's silver necklace in the garage."

7. Vague Pronouns

Pronouns can be used to replace nouns, and the pronoun used to replace the noun should refer to a person, place, or thing that aligns with that pronoun. The use of vague pronouns such as "she," "he," "it," "this," "that," and "which" can cause confusion for readers about what or who the pronoun refers to. Let's look at an example sentence:

"When Rista finally found her cat, she was so happy."

In this sentence, it can be confusing because of the vague use of the pronoun "she," making it unclear who the pronoun refers to. The more appropriate sentence would be:

"Rista was so happy when she finally found her cat."

In the revised sentence, it is clear that "she" refers to Rista, making the statement more straightforward and easier for the reader to understand.

8. Misuse of Similar-sounding Words

There are many types of words and phrases that can be quite confusing and misused in a sentence. Errors in using these words can change the meaning of a sentence and lead to misinterpretation. Therefore, before using words that have similar pronunciations, it is essential to double-check

them first. Let's take a look at the similarities of some words that have different meanings:

- a. Affect and effect
- b. Except and accept
- c. Comprise and compose
- d. Further and farther

For example sentence:

- a. Incorrect: The rain had a good affect on the farmer's field.
- b. Correct: The rain had a good effect on the farmer's field.

In the corrected sentence, the proper use of "effect" clarifies the meaning and avoids confusion caused by using the wrong word.

9. Misuse of Words with Similar Pronunciations but Different Spellings

In the English language, there are many words that have similar pronunciations but significantly different spellings and meanings. Therefore, you must pay close attention to each word you write to minimize spelling mistakes. Here are some common words that are often confused:

- a. You're and your
- b. To – two – too
- c. Weather and whether
- d. There and their

Let's consider the following example sentence:

"There mother went to school there."

The use of "There" in this sentence is not appropriate and makes it confusing and difficult to understand. Instead, it should be "Their" to make the meaning clearer. The correct sentence is as follows:

"Their mother went to school there."

By using "their" in the sentence, the meaning becomes more evident, and the sentence becomes more coherent.

10. Unnecessary Use of Commas (,)

Misuse of commas is quite common, as people often use them to separate sentences to clarify their meaning. However, in some cases, the use of commas is not necessary and may even be incorrect. Let's observe the misuse of commas in the following sentences:

- a. Incorrect: Nino had a stomach ache, because he ate too much spicy food.
- b. Incorrect: She wants to get a degree in medicine, or engineering.

In the first sentence, the use of a comma to separate the two clauses is unnecessary. The word "because" already provides clarity, so the comma should be omitted. The correct sentence is as follows:

- a. Correct: Nino had a stomach ache because he ate too much spicy food.

In the second sentence, the comma before "or" is not needed. The word "or" serves as a separator and also clarifies the meaning, so the comma should be removed. The correct sentence is as follows:

- a. Correct: She wants to get a degree in medicine or engineering.

By removing the unnecessary commas, the sentences become clearer and more grammatically correct

11. Ending a Sentence with a Preposition

Another common grammar mistake is ending a sentence with a preposition. As the nature of prepositions is to be followed by a noun or pronoun, in writing, this kind of mistake should be avoided. In everyday conversation, it may not be a significant issue, but it's best to steer clear of

this error in writing. Let's observe an example of this mistake in the following sentence:

- a. Incorrect: What reason did she come here for?

While this sentence might not be a major issue when spoken casually, it is considered grammatically incorrect when written. To correct the sentence, you should rephrase it as follows:

- a. Correct: For what reason did she come here?

By rephrasing the sentence and placing the preposition "for" before the pronoun "what," you avoid the mistake of ending the sentence with a preposition, making it more grammatically accurate in writing.

12. Misuse of *Possessive (Ownership) and Plural Forms*

Many people often get confused when adding "s" to the end of words. They might wonder where to place the apostrophe (') correctly. Generally, the apostrophe (') is placed before the "s" to indicate possession or as a contraction, such as "that's" from "that is."

When you want to express something in plural form, you do not need to add an apostrophe ('). As with many rules in English, there are various exceptions and variations. However, if you keep the general guidelines in mind, you don't need to worry. Let's observe an example of this mistake in the following sentence:

- a. Incorrect: The dogs dish was full of bone's.

In this sentence, the word "dogs" (multiple dogs) should have an apostrophe before the "s" to show possession, making it "dog's" (dish of the dog). On the other hand, the word "bone's" (ownership of the bone) should not have an apostrophe, and it should be written as "bones" (multiple bones). The correct sentence should be:

- a. Correct: The dog's dish was full of bones.

In the corrected sentence, "dog's" shows possession, and "bones" is used in the plural form, following the appropriate rules.

13. Misplacement of Adverbs and Adjectives

Another common grammar mistake is misplacing adverbs and adjectives. One common confusion is between "good" and "well." Generally, "well" is an adverb, while "good" is an adjective.

To determine which one to use, you can ask yourself if you need an adjective or an adverb in that situation. Let's observe the mistakes in the following sentences:

a. Incorrect: She is doing good in physics.

In this sentence, "good" is used as an adjective, which is not appropriate in this context. Instead, "well" should be used as an adverb to describe the manner of her performance. The correct sentence should be:

a. Correct: She is doing well in physics.

In the corrected sentence, "well" is used as an adverb to modify the verb "doing," indicating the level of her performance. Another common mistake is the use of words that typically end in "-ly." Let's look at the error in the following sentence:

a. Incorrect: Tim gave Susan a real nice bouquet of roses.

In this sentence, the underlined word is an adjective. To express something, an adverb should be used. The correct sentence should be:

a. Correct: Tim gave Susan a really nice bouquet of roses.

In the corrected sentence, "really" is used as an adverb to modify the adjective "nice," describing the degree of niceness of the bouquet.

14. Mistakes in Using Capital Letters in Titles

The usage of capital letters in titles can be quite confusing, leading to grammar mistakes. Generally, you should

capitalize the first and last words, nouns, pronouns, verbs, adjectives, and adverbs in a title. However, there are specific rules for capitalizing titles depending on the style you are using.

For example, the sentence:

"Around the world in 80 days"

appears to have no grammatical errors. However, if used as a title, it would be less accurate. The correct title should be *"Around the World in 80 Days."*

In the corrected title, the first letters of "Around," "the," "World," "in," "80," and "Days" are capitalized, adhering to the proper rules of capitalization for titles.

In analyzing errors, several steps should be undertaken by researchers. Ellis explains these four stages (1997:16-19):

1. Identifying errors: In identifying errors, it is essential to compare sentences written by learners with sentences that conform to the rules of proper English.
2. Describing errors: After identifying errors, the next step is to describe and classify the types of errors made. This can be done by analyzing grammatical errors and other language-related errors.
3. Explaining errors: Identifying and describing language errors made by learners are the beginning of the next step, which is explaining how these language errors occur.
4. Evaluating errors: Evaluating errors is necessary to determine the level of language errors made by learners.

Language errors encompass inaccuracies or inadequacies in language usage, including grammar, vocabulary, punctuation, and sentence structure. These errors can occur in both writing and

speaking. The majority of language errors arise due to several reasons, including:

1. Lack of knowledge: Many errors occur because the speaker or writer lacks a thorough understanding of language rules or conventions. They may be unfamiliar with proper grammar, appropriate words, or correct punctuation usage.
2. Carelessness: Some errors arise from inaccuracy or carelessness in writing or speaking. Typing errors or unclear thinking can lead to inappropriate language use.
3. Influence of the native language: For those learning a second language or a foreign language, the influence of their native language can result in translation errors or inappropriate use of the newly learned language.
4. Dialectal or language variation differences: Each language has specific dialects and variations. When someone is accustomed to one dialect or variation, they may not be aware that what they say or write could be considered incorrect in another form of the language.
5. Fear or nervousness: Some individuals may make errors when speaking or writing in a foreign language due to nervousness or fear of making mistakes.
6. Lack of practice: Insufficient practice or language use in daily life can lead to a decline in language proficiency, making errors more likely to occur.
7. Social or cultural context: Appropriate language use often depends on social and cultural contexts. Not understanding cultural nuances or social conventions in a particular language can lead to unintentional errors.

It is essential to remember that language errors are a natural part of the learning and communication process. It is crucial to accept these errors as opportunities for learning and improvement. With errors, we can identify aspects of the language

that need improvement and enhance our overall language proficiency. By continuing to practice and embracing constructive feedback, we can overcome errors and become more proficient in the language.

The impact of grammatical errors in English can significantly affect overall comprehension and communication. Some negative consequences that may arise from grammar errors in English include:

1. **Difficulty in comprehension:** Grammar errors can make messages or information challenging for readers or listeners to understand. Incorrect sentence structure or inappropriate word usage can lead to confusion and difficulty in grasping the intended meaning.
2. **Interpretation errors:** Grammar mistakes can lead to misunderstandings or misinterpretations of what is being conveyed. This can result in inaccurate information and may lead to incorrect decisions or poor planning.
3. **Loss of credibility:** Writing or speaking full of grammar errors can undermine the credibility of the writer or speaker. It may imply a lack of attention to detail or inadequate understanding of the English language.
4. **Communication challenges:** Grammar errors can hinder a person's ability to communicate effectively. When messages are not conveyed clearly and accurately, communication can become inefficient, and the intended message may be lost or misinterpreted.
5. **Career and education difficulties:** In professional or academic environments, the ability to use English effectively is highly valued. Continuously making grammar errors can impede one's career advancement or academic success.
6. **Change in meaning:** Grammar errors can lead to a change in the intended meaning of the original message. Sometimes,

small errors in punctuation or sentence structure can result in significant differences in meaning.

7. Lack of confidence: Frequent grammar errors can make someone feel less confident in speaking or writing in English. Embarrassment or fear of making mistakes can hinder the ability to communicate fluently.

It is important to note that errors in using English should not be something to be ashamed of or laughed at. Language is a means of communication, and errors are a normal part of the learning process. However, recognizing these negative impacts can serve as motivation to continue learning and improving English language skills. Through consistent practice and embracing constructive feedback, individuals can overcome grammar errors and enhance their overall English language proficiency.

7.4 Starting to Adhere to Grammar Rules

Common grammar mistakes, when continued, can become commonplace but remain incorrect. Mistakes will always be mistakes, especially in writing. Taking action to begin something that aligns with grammar, several things can be done to minimize errors and stay on the right track within the realm of grammar. The following are some steps that can be taken:

1. Give Learners a lot of reading and writing time.

The best strategy to help learners write better is to encourage them to read and write as much as they can. It's a good idea to base your everyday classes in some way on reading and writing workshops.

By the way, "reading" refers to actual books, articles, and other writings that can help learners become avid readers. The quality of learners' writing will inevitably improve with consistent exposure to tons and tons of excellent writing. With programmed reading programs or reading meaningless

paragraphs every day, this is considerably less likely to occur. The term "writing" refers to both formal writing that goes through the entire writing process and informal writing, such as journal entries and free-writing exercises. You'll give them plenty of class time to achieve this if you decide to drop most or all of your formal grammar instruction.

2. Build a database of brief grammatical tutorials.

Set up a structure that enables individual learners to quickly acquire the conventions they require because they will continue to make mechanical errors and because these conventions are best taught within the context of the writing they will be performing in your class: This may be in the form of a filing cabinet or even a shared drive that has folders with one excellent lesson for each blunder, such as a folder for your-you're errors, a file for then-than errors, and so on.

Nearly everywhere can serve as a source for these lessons, including old textbooks, YouTube videos, worksheets you've gathered through time, or a combination of these. It's crucial that they are (a) efficient Curate only the most useful content, and (b) self-running, rather than just throwing anything you can find into this folder, which will simply frustrate and confuse learners: Set them up so that learners can access and benefit from them on their own, without your assistance.

3. Assigning specific lessons to each learner depends on their needs.

Send specific learners to these lessons as needed as they complete the daily writing assignments in a variety of genres and for a variety of objectives for which you have just created a ton of extra time by eliminating whole-class grammar teaching from your schedule. Learners can access

the relevant lesson, review the rule, then return to their writing to make the necessary corrections and keep an eye out for subsequent instances of the same convention.

Sometimes you may see that several learners are making the same mistake, in which case it may be necessary to spend five minutes going over a subject with the entire class. Other times, you might wish to encourage learners to experiment with more complex sentence forms; in those cases, using craft lessons like a study of mentor sentences could be a useful strategy.

Once learners are comfortable with your database of lessons, they should eventually begin to look for them on their own as they write. The best learners are those who can recognize when they want assistance and who can locate the tools they require to do so.

4. Recognize that this is a procedure.

You can never, ever teach in such a way that every learners makes no mistakes, and even those who grasp the principles occasionally make mistakes. You only need to spend ten minutes on social media to discover that the majority of folks still consistently misuse the English language. Instead of attempting to solve the problem once and for all, encourage your learners to read and write as much as they can while also assisting them in creating a unique, proactive approach to generating accurate writing.

Learn a language, and you'll avoid a war. – Arab Proverb

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CHAPTER 8

TIPS FOR IMPROVING GRAMMAR SKILLS; READING

By Andi Rachmawati Syarif

8.1 Introduction

Reading books can improve a person's grammatical proficiency, increase their vocabulary, and refine their syntax. Engaging with diverse texts can increase exposure to various writing styles and techniques, improving comprehension and application of grammatical principles. In addition, actively participating in the reading process by annotating, summarizing, and engaging in discussions can contribute to the improvement of our language skills (Krashen, 1993). However, it is essential to recognize that improving one's grammar may require more than simply engaging in reading activities. In addition, additional guidance and practice, such as participation in language courses or completion of grammar exercises, may be deemed essential (Celik, 2019).

The prevalent belief is that proficient grammar skills can be acquired by perusing the works of proficient authors. While it may be difficult to precisely articulate the underlying grammatical rule, it is possible to identify instances of incorrect writing (Tsang, 1996).

Participating in a grammar course and acquiring knowledge through conventional means is unquestionably beneficial from a rational standpoint. However, as we navigate society, we will discover that most writing attempts to persuade readers to accept a particular viewpoint. The document in question could be a

memorandum intended to persuade a business prospect to enter into a partnership, a sales pitch aimed at a prospective buyer of a product or service, or a written work intended for publication as a book. Regardless, it is evident that knowledge of traditional grammar alone has its limitations; in order to achieve our objective effectively, we must also possess the ability to organize our thoughts. Occasionally, it has been observed that a statement's assertiveness increases when it deviates from conventional grammatical rules. As this is our overarching goal, the text's grammatical accuracy may be compromised, but its readability and auditory allure to the reader will be prioritized.

Reading books has the potential to improve a person's command of the English language. Reading exposes individuals to a variety of sentence structures and lexical choices, thereby enhancing their comprehension of grammatical rules. In addition, engaging with literature written by skilled authors can serve as a valuable example of effective writing and grammar, thereby improving our writing and grammar skills (Renandya, 2007).

Reading meticulously crafted literary works that adhere to correct grammar conventions is recommended for improving grammatical skills (Nations, 2015). The following are several categories of potentially useful books:

Classic literature is distinguished by its complex sentence structures and meticulous attention to grammar. Engaging with the works of renowned authors such as Jane Austen, Charles Dickens, and Mark Twain can be a highly effective way to improve one's grammar skills.

Grammar instructions. There are numerous readily accessible publications devoted to the study of grammar. The purpose of these books is to facilitate comprehension of grammar rules and to provide exercises for their application. "The Elements of Style," authored by Strunk and White, and "Eats, Shoots &

Leaves," authored by Lynne Truss, are two widely recognized grammar guides.

Nonfiction literature, such as scientific and historical works, places a strong emphasis on clarity and veracity of content. These books provide an excellent opportunity to increase one's knowledge of a variety of subjects while simultaneously improving one's grammar skills.

Reading works of fiction written by renowned authors like Gabriel Garcia Marquez, Toni Morrison, or Jhumpa Lahiri can improve one's command of the English language's grammatical conventions while also delivering a satisfying and entertaining experience in the form of a story. These authors have earned a reputation for the deft and careful use of language that they employ, which can serve as a model for improving one's writing abilities (Tsang, 1996). It is necessary to place an emphasis on the significance of engaging in wide and consistent reading while also paying close attention to the skillful use of language displayed by skilled authors.

8.2 Frequently Reading Makes a big Different.

It is possible that the best frequency for reading books to detect significant improvements in grammatical abilities will vary from person to person depending on the individual's current level of proficiency, the complexity of the books being read, and the amount of time that is being dedicated to reading. Nevertheless, making reading a consistent part of one's routine is a fundamentally sound practice that should be encouraged (Nation, 2015). It is recommended that we participate in the activity on multiple occasions per week in order to detect significant progress.

The process of improving one's grammar skills through reading should be balanced to ensure consistency. Reading for long periods of time every day is not required, but setting up a

regular amount of time for reading, even if it's just 15 to 20 minutes, can have results that are to your benefit. Reading on a consistent basis enables people to develop their knowledge with a variety of sentence forms, lexical selections, and grammatical concepts. This increased exposure makes it easier for individuals to improve their personal writing aptitude as well as their grammatical skill (Tsang, 1996).

It is essential that we make conscious decisions about the kinds of books we read in order to engage in intellectual stimulation. Reading for enjoyment is a respectable activity, yet, selecting books that are just a little bit beyond our current reading skill level can help us advance more quickly. This can be especially helpful when strengthening our grammatical proficiency in a certain topic, such as the formulation of sophisticated sentences or the conjugation of verbs.

Further, reading books is a great way to increase one's knowledge, induce mental calm, and improve one's command of the grammatical structure of the English language. When we read a piece of writing, we come across a large number of new vocabulary terms and are presented with a wide variety of sentence structures and idioms (Celik, 2019).

The acquisition of grammatical knowledge should be our first priority if we want to be able to communicate clearly in English. It is essential to have a deep comprehension of the tense if one is to be capable of effectively constructing sentences using the appropriate tenses. The one and only factor that decides when anything takes place in terms of time is the grammatical category known as tense. Many people have a large vocabulary, but they nevertheless need help to compose sentences that make sense because they have gaps in their grammatical knowledge.

There are many different ways to create sentences, each of which makes use of other parts of speech in relevant settings.

Our general linguistic development can be helped along by, among other things, adding a full grammar tutorial into our study routine in addition to actively engaging with literary materials (Holden, 2002).

Reading for pleasure has been found to have a beneficial impact on the growth and improvement of a person's grammatical abilities. However, it is also essential to place a high priority on the syntactical form of the phrase, as this is the only medium through which we are able to successfully transmit our ideas and thoughts to others.

Sentences are the primary vehicle by which authors convey their thoughts to the audience they are writing for. There are two unique groups of English sentences, and each category contains just two varieties of sentences.

1. Constructions of sentences that identify a particular topic as having a particular trait or attribute. To give us an example, *she is overweight, and her dog is unattractive*.
2. Constructions of sentences that portray an action include: In the study of linguistics, a sentence can be broken down into three primary parts: *the subject, the predicate, and the object* (which may or may not be present).

By reading English literature, essays, or any other form of written content on a consistent basis, individuals unintentionally enhance both their grasp of and internalization of the concepts underlying grammatical structures. The process of outlining grammatical rules presents a separate problem; nonetheless, by reading illustrative literary works or articles written by skilled authors, one can obtain a grasp of how these writers create their sentences, paragraphs, and thoughts in their writing (Hudson,

1998). This can be accomplished by perusing exemplary literary works or articles written by proficient authors. Therefore, participating in reading activities is often considered to be one of the most efficient ways to improve one's ability to express oneself in written form.

8.3 Reading Books Improve Our Grammar. But How?

Following the reading of literary works, there are a few different ways in which an individual might evaluate the development they have made in their grammar:

It is advisable to ***take a grammar test*** both before and after reading books in order to get a better understanding of the language. Before we get started with our reading, we ought to inspect our grammatical knowledge with a test or a quiz (Zhang, 2012). Following that, once a predetermined quantity of books has been finished, it is strongly suggested that the test from earlier be retaken for the purposes of evaluation. This has the potential to offer us a full knowledge of the extent of the development that we have accomplished.

It is advisable to ***seek the assistance of a qualified expert***, such as a teacher, tutor, or writing partner, to evaluate our writing before and after we engage with literary works. This can be done at any time during the writing process. The use of this tool can be of service to us in spotting any grammatical problems that we may have committed as well as analysing our development over the course of time.

Maintain a grammar journal: It is recommended that we keep a notebook in which we record any grammatical rules or concepts that we come across when engaging in activities involving the reading of books. With the use of this application, we will be able to monitor the knowledge we have gained and keep track of our overall progress.

Please keep in mind that improving our language abilities is a process that takes time, and it is standard practice to demand a significant amount of time before observing significant changes. Nevertheless, if one keeps up a regular reading practice and carefully focuses on improving their grammar and writing style over the course of time, they should see a progressive increase in their writing skills.

When attempting to better oneself through the practice of reading, it is recommended to expose oneself to a diverse array of literary works. It is important to wait until people have reached a certain level of proficiency before allowing them unrestricted access to reading resources. Personal preference should determine whether we refer to it as a punishment or an incentive in order to describe its function.

When one's goals are to improve their vocabulary and grammar skills, four essential phases should primarily be aimed toward (Baotong, 2000);

1. Get ourselves an excellent grammar book.

It would be good to acquire a well-regarded grammar manual that is both condensed and helpful rather than depending on advice that is arbitrary; this would be a better use of one's time. Our mission is to track down a compact volume that can accommodate all of our specifications. The text ought to follow the fundamental principles of grammatical structure.

2. Takes Note

Create a routine out of it. The user will be given the instruction to read one paragraph at a time and to pause after each paragraph to make notes on its subject matter. Make an effort to reduce the information into phrases or sentences that are shorter. It is possible to organize the terms that need to be understood in the form of bullet

points. The incomprehensible sentences need to be transcribed, please.

In accordance with the customary course of action, we look up the meanings of the terms that were discussed earlier in the sentence in the dictionary. The next phase includes building sentences by making use of the components that were discussed earlier. After completing this quick assignment, we are going to need to remember the information that we have read. So that we can access further Google resources. We hold a tremendous resource at our disposal. Utilize it.

3. Read By Chapter (Divide our content)

Improve one's overall understanding of the textual material. After carefully going over each paragraph, we will have a much easier time understanding and remembering the information if we first engage in a thorough reading of the entire chapter and then proceed to read it in sequential order. This will make it easier to construct a logical framework.

At this juncture, it is recommended that we take a short break. After the first completion of the chapter, it is pointless to devote time to doing a thorough evaluation of the whole thing. It is possible to achieve one's goals by picking and choosing those parts of the chapter that present the greatest challenges and then concentrating on those parts.

4. Set a Time Frame

When reading for pleasure, you don't need to worry about meeting a deadline, but when you're working on anything specific, it's essential to finish within the allotted amount of time. A pragmatic strategy for interacting with books entails getting an early start on the reading process and maintaining a pattern of making steady progress in increments small but noticeable each time we begin reading.

In contrast to the risky habit of striving to do all of one day's work in one sitting, which has been witnessed in a few select individuals, the wise practice of keeping to a timetable on a consistent basis can substantially facilitate the completion of tasks. After that, they stand up, exuding an air of self-assurance, and declare with absolute certainty, "We have accomplished the task of producing a novel within the space of a single night!"

When confronted with words that are foreign to us, it is a good idea to look them up in a dictionary or any other credible source. Doing so will help us expand our vocabulary. It is in everyone's best interest to refrain from making presumptions about the meaning that is intended to be conveyed by a particular term or idea and instead seek reputable sources in order to acquire accurate information.

Aly (1992) asserts that reading establishes a cognitive framework for understanding, which influences one's cognitive processes of language and shapes one's experience of language. This is because reading influences one's cognitive processes of language. Over time, the grammatical structure that one consistently experiences and is able to detect aurally gradually gets imprinted.

8.4 Grammar Rules may be focused on while Reading

When reading, individuals can improve their language skills by focusing their attention on various grammatical concepts to help them better comprehend what they are reading (Zhang, 2012). The following is a list of specific grammatical principles that we should prioritize while we are engaged in our reading:

Please make sure that we are aware of *the sentence pattern* that is used in the book that we are currently analyzing.

Examine the author's use of a variety of sentence structures, such as basic, compound, and complicated sentences, and pay close attention to the ways in which he or she employs these structures to communicate meaning.

It is important that we pay close attention to how the author of the book that we are presently reading uses ***different tenses of the verb***. The examination comprises an investigation of the author's use of tense variations to signify temporal changes and express unique semantic nuances. This will be done so as to facilitate the assessment.

When we look at the sentences in the book that we are presently going over, one of the most important things to keep in mind is whether or not ***the subject and the verb agree***. It is essential to carefully examine the methods the author uses to guarantee that the subject and the verb are in agreement with one another.

Analyse how the author ***uses pronouns*** in the piece of literature that is now being read in order to draw conclusions about the author's writing style. Examine the use of a variety of pronoun categories, such as personal, possessive, and reflexive, in addition to the observance of concordance between the pronoun and its antecedent in terms of number and gender.

It would be helpful if we could take notes on ***the punctuation*** that the author of the book that we are presently reading uses. Please examine the use of commas, semicolons, and any other punctuation marks in order to determine how they are utilized to make pauses, separate sentences, and develop connections between ideas.

It is essential to take an active reading strategy, which requires one to concentrate on the grammatical rules used in the text and how those rules are utilized to transmit content in an efficient manner (Ducy, 1993). By partaking in this exercise, we can

obtain knowledge from seasoned authors, improving our command of the English language's grammatical conventions.

Additionally, engaging in reading activities can significantly improve our vocabulary. The fiction genre provides ample opportunities for readers to encounter a variety of vernacular and colloquial expressions found in spoken English. This is predominantly due to the inclusion of character conversations within the narrative. Moreover, by implementing additional measures (described in the following paragraphs), we can greatly improve our vocabulary skills (Celik, 2019). Here is the procedure: During the reading process, please designate with a pencil or marker any words that require further clarification regarding their meaning or usage within sentences. After our reading session concludes, it is advisable to consult an online dictionary to confirm the definitions and correct utilization of the aforementioned terms. The Cambridge English Dictionary and the Oxford Dictionary are two reputable online dictionaries that can be accessed.

Several individuals tend to concentrate merely on the meaning of a word and then move on to the next. It is difficult to improve our ability to use a word in speech and writing by relying solely on its definition as opposed to actively employing it. The essence resides in the example sentences or usage that illustrate the word's intended meaning.

Once the user has confirmed the meaning and application of a word, he or she should evaluate its coherence within the context in which it has been highlighted in the reading material. Certainly, engaging in this activity will strengthen our comprehension and application of recently acquired knowledge.

8.5 How should we read to enhance vocabulary and grammar (1)

The response to that inquiry is going to be different depending on the nature of the text that we are currently analyzing. Krashen (1993) implies that reading material that is specifically related to the topic at hand is absolutely necessary if one wants to acquire a command of the grammatical and lexical conventions that Shakespeare employed. The bulk of writers working now are attempting to write in a manner that is more modern. If a person's only source of reading material is Manga graphic novels, then it is possible that their writing style will reflect this predilection, which could lead to derision from readers of peer-reviewed publications. It is true that one's competence can be improved; nonetheless, it is essential to use extreme caution while choosing the books to read in order to achieve this goal. It is essential to keep in mind that the bulk of grammatical structures and word choices utilized by newspapers are designed to accommodate readers with a level of comprehension equivalent to that of someone aged 15 to 16 years old (Lituanas, et.al., 2001).

Reading the text without undue worry for unfamiliar jargon while making an effort to absorb the information to the best of my ability is the strategy that I find most useful. This allows me to get a better understanding of the subject matter as a whole. Concurrently, I take a pen or pencil out of my pocket and hold it in my hand to underline the freshly presented word. After I have finished the article, I will either conduct a search for the phrase using the Google search engine when I am connected to the internet, or I will use a traditional pocket dictionary.

Subsequently, I verbalize the term aloud and think about its associated synonyms or antonyms, which ultimately makes it easier for me to remember the aforementioned term within my cognitive capabilities. I go through a mental exercise in which I try to see the events or recollections that are connected to a certain

word. After this, I try to formulate a succinct story that will help me remember the term. Mnemonic gadgets are utilized rather frequently in the course of employing this strategy.

When I read large literary works like novels, it is my typical practice to highlight unknown terms as I come across them in the course of the reading process. After that, I make it a priority to figure out what their definitions are either immediately after the reading session is over, the following morning, or, if there is an excessive amount of work, as soon as I get a chance and some free time. In any event, I make sure to do this as soon as possible.

1. Acquiring knowledge of the etymology of a word's root is an alternative approach to the previously mentioned method (for expanding vocabulary). Etymology is the primary topic of discussion. The subject matter relates to the etymology of words or their etymological analysis. By consulting the definition **of a root**, such as the Latin term "ego," which means "I" or "self," one can improve comprehension and memory of words derived from this root. By acquiring knowledge of **a single root**, individuals gain access to a fundamental component capable of deciphering the meanings of ten to twenty words that contain the identified root. By acquiring knowledge of the concept of **ego**, one can quickly comprehend **egocentricity**, **egomania**, **egoism**, **egotism**, and alter ego, for instance. By gaining an understanding of the Greek term "**anthropos**," which translates to "humankind," one can easily comprehend and retain an understanding of related concepts such as **anthropology**, **misanthropy**, **anthropoid**, and **philanthropy**, among others. By studying etymology, individuals may acquire the ability to decipher a large number of unfamiliar words encountered in spoken or written communication. Neologism creation is permitted at one's discretion. Then, the suggestion to consult a dictionary

is typically made only when unfamiliar words are encountered, as doing so while reading may detract from the overall experience. It is only recommended to ***consult a dictionary when comprehending the totality of a particular sentence or paragraph proves extremely difficult.***

2. Learn the basics of how to tell the difference between modal verbs like "could," "should," "would," "may," "might," and "must," and how to use auxiliary verbs like "has," "have," and "had." Learn how to use prepositions like "at," "on," and "in," as well as how the preposition "to" works and what it means when used with the word "for." Lastly, you should know how to use the articles "a," "an," and "the," which are pronounced "thuh" (rhymes with "duh") and "thee" (rhymes with the letter "D"), in the right way.

The practice of keeping a dictionary or thesaurus close at hand while one is engaged in the act of reading is one that is frequently recommended as a strategy. Nevertheless, this advice only covers some things that we are looking to do. It is suggested that people who are just starting out on their literary path should probably avoid picking up poetry books at first (Lao & Krashen, 2000). This is good advice for anyone interested in writing. In addition, it is of the utmost importance to recognize that there is no one certain prescribed approach or methodology. In order to devise a successful reading strategy for an individual, it is necessary to give serious thought to a large number of different factors. In the event that an appropriate book has been chosen, there are particular facets that absolutely need to be developed when one is in the process of reading the book. Because phonics and phonemic awareness are not the focus of our investigation, it is important to omit them from consideration.

Utilizing spaced repetition, which enables better recall of newly learned information, is one of the most efficient ways to expand our vocabulary since it helps us better retain the information we learn. Participating in a wide variety of word games and exercises can, in addition, provide a further contribution to the growth and improvement of our language abilities. It has been found that persons who are still in the beginning stages of learning a language and who struggle with a restricted vocabulary, which can result in repeated pauses during the speech, benefit tremendously from the use of spaced repetition.

8.6 How to optimize reading comprehension and retention? (2)

If the practice is done right, reading books and novels at an appropriate reading level can help students build their vocabulary more quickly, improve their grammar, and sharpen their writing skills. Reading does not have an immediate impact on our spoken English; however, it can improve our English through the development of a larger vocabulary, the practice of reading out loud, and a more profound comprehension of the language. Permit me to quickly go over three of the most important guidelines for getting the most out of our reading:

1. Employ a decelerated pace when conducting a limited analysis of our reading materials, utilizing the Crawl Method.

When people read, they often move quickly through paragraphs and pages without paying close attention to things like punctuation, following grammar rules, breaking grammar rules on purpose, writing style, the construction and defense of arguments, and other similar things.

One way to improve reading comprehension is to pick a sample piece of what we usually read, like 5 percent (two or three pages if we usually read 50 pages in a book), and read it at a much

slower pace on purpose. This method called the "Crawl Method," involves paying close attention to the exact details mentioned in the last paragraph. During this careful reading, it's important to pay attention to the small details and think about how the rules we've carefully looked at can be used in real writing works. Even though we may not understand some ideas, this is fine in the context (Lightbown & Spada , 2006)

There is a clear and logical scientific explanation for why conscious slowing down works, and it has to do with the effect of attention. The quality of what you learn depends directly on how much attention you pay to the learning process.

The amount of attention the brain gives to a certain stimulus has a direct effect on how well the information is stored, learned, and then remembered. Whether the person is a happy preschooler or a bored college student, paying more attention is always linked to better learning results. The above statement is often overlooked because it seems to be so simple.

2. Begin by selecting material that aligns with our current academic level and personal interests.

If a person lacks a strong interest in reading and possesses an average vocabulary, it is recommended that they commence with less difficult material. Let us begin our discussion by investigating a more fundamental topic, namely newspapers. In the context of a newspaper, it is best, to begin with topics that pique our interest. The issue under contemplation may be related to sports. It has the potential to function as a form of entertainment. The classification of an act as a crime depends on our individual preferences and inclinations. In essence, it can be deduced that if the language utilized is difficult to comprehend and the subject lacks appeal, it is likely that individuals will abandon their pursuit prior to establishing a routine.

In addition, as our reading proficiency increases, so does our reading repertoire. It is essential to appreciate subjects that may

need to be more intuitively understandable but have practical value.

3. *It is advisable to engage in regular reading activities. Examine the circumstances in which individuals experience diminished energy levels.*

Reading on a daily basis for at least twenty to thirty minutes, as recommended, is a healthy and beneficial habit to cultivate. Creating a regular schedule is something that should be prioritized (Lightbown & Spada, 2006). It is recommended that we set aside time to read during the parts of the day that require the least amount of mental and physical effort so that we may improve our ability to manage our time effectively and raise our overall level of productivity. Why? Reading is regarded as an activity that requires little effort. Why not take advantage of the time during which we wouldn't normally engage in any activities that have any significance to us?

8.7 Advantages of Reading

When learning a new language, the three most important abilities to work on developing are listening comprehension, public speaking, and written expression. Reading, on the other hand, maybe an important component in the process of picking up a new language and has a number of important advantages. This should be noticed. Martinez (1995), noticed that reading provides a wide variety of advantages, including the following:

1. Studying Words in Their Appropriate Contexts

Reading exposes you to a lot of new vocabulary, so it's important to keep an open mind. If a large number of terms that are not known are found, this is an indication of a high level of difficulty, which in turn suggests the requirement of engaging with reading material that is more easily accessible. The acquisition of this vocabulary, on the other hand, will be a simple process provided that the number of new words presented on each page

is capped at no more than five. It is possible that the intended meaning does not require the use of a dictionary because it is possible to infer the intention from the surrounding language, which relies on contextual clues. In addition to picking up new terminology, we are also presented with examples of how it is actually used.

2. A Model for Writing

Participating in reading activities can provide a person with a great source of inspiration and direction, which can help them improve their writing skills. The texts that a person reads serve as excellent resources for learning knowledge of a variety of structures and expressions that can be effectively utilized in the act of writing, and this information can be gained through engaging with those structures and expressions.

3. Seeing "Correctly Structured" English

When participating in written communication, people will typically use English that is considered "proper" and is defined by a structure that is grammatically sound. In the context of spoken communication, it is possible that this assertion does not always hold true. Reading provides people with the opportunity to develop a more intuitive awareness of the English language's grammatical structure.

4. Working At Our Speed

Reading speed is something that can be adjusted by individuals in accordance with their own individual preferences. The reading speed of 10 pages within a time period of thirty minutes is doable. However, an alternative strategy involves devoting an hour to carefully examining only one page. The issue at hand is not significant in any way. You will ultimately be responsible for deciding what to do. Oral communication presents a number of obstacles in the way of completing this task. Reading offers a variety of benefits, one of the most significant of which is the fact that different people read at different speeds.

5. Personal Interest

When people choose reading materials that are in line with their inclinations, they frequently discover that the experience is intellectually interesting and delightful for them. For instance, if a person is interested in reading about football in their mother tongue, it would be beneficial for them to investigate football literature written in the English language. People can improve their command of the English language while also expanding their understanding of football if they devote some of their time to studying the game (Lituanas, et.al, 2001).

8.8 Reflection

Reading not only provides the individual with the opportunity to discover new things but also fosters growth in a variety of different ways. It directs their behavior and relationships with other people, enriches their inner world, broadens their perspective, enables them to look at their environment without prejudice, increases the level of appreciation, enables them to gain the habit of thinking and creating and evaluating, and improves the individual's capacity to use language (Mich, Pianta, & Mana, 2013).

Numerous research have concentrated their attention on the correlation between reading books and increasing one's vocabulary. According to Eskey, "the relationship between reading and vocabulary is well documented and reciprocal" (2005), which means that the two go hand in hand. According to LeLoup and Ponterio (2005), reading a lot is one of the most effective ways to improve our vocabulary. Because of this, those who read a great deal will have a better probability of expanding their vocabulary (Mart, 2012a; Mart, 2012b). Reading can help expand one's vocabulary in a significant way. According to Nations, "Reading has long been seen as a major source of vocabulary growth" (Nation, 1995). Nations makes this argument.

Students who are learning English as a foreign language place the most emphasis on reading ability in the target language because, relative to other language skills, reading is particularly crucial in academic terms. In this context, it is appropriate for students to be aware of the factors that influence the reading process and to maintain control over the reading processes in this regard. For instance, it is crucial to improve students' vocabulary and grammar knowledge, particularly in order to improve their reading abilities and to make greater use of comprehensive reading activities, so that they can be proficient in the target language overall. With (Extensive) reading, students will have the opportunity to develop and implement new reading strategies both in the classroom and under the supervision of instructors, as well as independently (Nation, 2015). Reading is one of the most essential methods of continuous learning, allowing individuals to meet ever-changing needs. In this regard, learners will acquire superior vocabulary and grammar skills if they engage in the target language frequently. Reading (extensively) will significantly enhance vocabulary and grammar knowledge. As a result of frequently encountering new words, (extensive) reading will allow students to develop automaticity while simultaneously enhancing their grammatical awareness as they observe the relationship between words in sentences.

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CHAPTER 9

TIPS FOR IMPROVING GRAMMAR SKILLS: WRITING PRACTICE

By Hasriani G

9.1 Introduction

English is used as a language of expression for thoughts, views, and emotions. It is the first foreign language, which is crucial for obtaining and advancing knowledge in science, technology, and culture as well as maintaining international contacts. English is taught as a required subject starting in the first year of junior high school and continuing through the first year of university. It is also currently taught beginning in the first grade as part of the local content curriculum (Risan, Hasriani and Muhayyang, 2021).

Rahayu et.al stated that there are four main problems related to EFL learners problems in learning English, including (1) Lack of Vocabulary, (2) Grammar is not well mastered, (3) Fear of negative responses from others, and (4) Low self-confidence in speaking English (Rahayu *et al.*, 2020).

As Rahayu *et.al* stated above, grammar is one of the main problems in learning English. Grammatical norms have been developed by humans ever since they learnt how to speak and write. In any language, grammar is unquestionably more significant than anything else. Despite the fact that each word has a specific meaning, grammar is essential. The grammatical rules connect various words and provide context for them. Furthermore, grammar adds expressions, gives meaning to

particular sentences, and properly unifies disparate words (Duplichecker, 2023).

For many different reasons, grammar is crucial in communication, writing, academics, journalism, the workplace, and many other spheres of life. It demonstrates professionalism, encourages better communication, sets the right tone, improves listening skill, enables more enjoyable writing etc.

Without grammar and its rules, a language is nothing. Additionally, grammar is necessary for good communication. Even punctuation, which we tend to overlook in writing, is quite important in language. They give the language more expression and help readers make sense of all they are reading. Even one comma can alter the entire meaning of a sentence and modify its context. As a result, grammar is essential to communication, especially when writing (Duplichecker, 2023).

9.2 The Importance of Grammar

Little evidence of a positive effect on students' writing proficiency is presented by empirical studies examining the effectiveness of grammar instruction. There is no evidence that teaching grammar is helpful in fostering the development of writing, according to thorough meta-analyses by Braddock, Lloyd-Jones & Schoer (1963), Hillocks (1986), and most recently, the Evidence for Policy and Practice Information and Co-ordinating Centre (EPPI) (Andrews, Torgerson, Beverton, Freeman, Locke, Low, Robinson & Zhu 2006; EPPI 2004). In fact, Hillocks and Smith (1991, 602) claim that "research over a period of nearly 90 years has consistently shown that the teaching of school grammar has little or no effect on students". However, there are a number of significant issues with practically all of the research that these reviews cover. The first is that research frequently examines whether various grammar

instruction methods, such as mastering transformational grammar, practicing grammar drills, or parsing sentences, enhance writing (Jones, Myhill and Bailey, 2016).

Although there are many reasons why grammar is important for written communication, including text messages, we have distilled them down to our top five for your convenience. Why Use Grammar? A language's grammar forms its fundamental structure. It is made up of guidelines that specify how words can be used to construct sentences.

Grammar is composed of five basic components: connectors, determiners, determiner tense, and punctuation. Together, these five components produce meaning, and when any of them is employed improperly, meaning can be altered or destroyed. Use a grammar checker as your second set of eyes to make sure you don't unintentionally miss any grammatical issues to prevent this from happening.

You can show how important the five grammatical components are to meaning creation if you take a basic statement, like He went to the shop, and alter even one of the five grammatical elements. He visited the business. If we change the punctuation, the factual line becomes a question.

If we reverse the wording, we can introduce a moving shop, which turns the common occurrence on its head: He went to the store. If we modify the determiner, he would now visit every store rather than just one, which would be extremely difficult: He visited every store. He almost skipped the store because of the second unknown event that would be introduced if we change the connector: He nevertheless made his way to the store. The meaning of the sentence changes when each component is altered, and the sentence's intended meaning is lost. He walks to the store. If the tense is changed, a past action that was finished becomes an ongoing action in the present.

What Function Does Grammar Serve? Grammar serves as a tool for authors to communicate precise meaning to their audience. The distinction is between "Your dinner" and "You're dinner." Read our list of the top five reasons why grammar is the most crucial component of writing if you don't want to sound like the wolf from Little Red Riding Hood (Dinsdale, 2022).

9.3 The Strategies to Improve Grammar

Mahdin *et.al* stated that there are some strategies to improve the students grammar as follows:

1. Cooperation

The student and her companions worked together to clarify the conversation. Along with the current subject, the student spoke. She and the groupmate discussed and evaluated the information. Regarding the subject, the researcher discovered that the pupil did understand the material. It was usually believed that group projects might teach pupils how to collaborate. A pupil who participated in grouping must work cooperatively with other actors in order to comprehend the grammar.

2. Repetition

The method employed by someone to remember prior knowledge is repetition. Practices and repetition are equivalent. Perfectionism is attained via practice. The pupils should take the initiative to develop their English-speaking abilities.

3. Self management

Recognizing the conditions that benefit students and making arrangements to ensure their presence. The learner employed a self-management technique to deal with the instruction. Someone who truly understands the subject makes learning the content more enjoyable for the student.

The student was well-prepared on how to obtain it. They have definite goals in mind. All of the students are required to act in the same manner. Regarding the idea of learning, people hold a variety of opinions. While some believe that people have a positive influence on pupils' learning, others believe that they are just a type of creativity. We think that students are essential to the educational growth that underpins their plan.

4. Self monitoring

Throughout the class, it is testing the students' comprehension. After the job has been fixed, the students require feedback. Grammar lessons should be understood by asking the teacher, a senior, a friend, and other students. It might just come down to the challenge of having to forecast and respond. The students come up with other inventive solutions to investigate this concept. That is one of the tactics that the pupils use.

5. Note taking

Keywords or concepts are recorded using verbal, graphic, or numerical abbreviations. When learning English, students find it challenging, therefore they have developed tips and tricks to make the process simpler. Taking notes is one of the ways the learner uses to acquire grammar. The learner demonstrated readiness to retain the material in the aforementioned statement. Taking notes can help the learner solve their challenge in a big way. To adapt the difficult grammar, some of them created the left-bottom column. The student gave the note a closer inspection. It was ideal for the growing number of notes that support the new way of taking notes. The students are given the opportunity to ask what the priorities are before considering many other factors at the first meeting.

6. Mind mapping

Making mind maps is one method for comprehending grammar. The mapping is actually made easier by someone. Repetition and summarization can be aided by the mind-mapping notion. It is a creative technique to develop a concept with relational benefits (Mahdin, Jabu and Basri, 2019).

9.4 Tips to Improve Grammar

Many individuals find grammar to be rather stressful because it includes so many voluminous, complex rules. However, using proper grammar is crucial in school and can serve as a basis for how others perceive your writing abilities and efficacy. So let's start by learning some fundamental grammar improvement techniques (Emma, 2013)

1. Read

One of the best tools for grammar improvement is reading. You will encounter several grammar rules as you read, and as a result, you will unconsciously reinforce proper grammar usage in your memory. After that, you'll start applying these grammatical conventions to your writing. Interesting enough, reading a lot will teach you which grammatical rules work and which typical grammar errors to avoid.

2. Use grammar manual

It is a very useful idea to have a grammar manual nearby that you can consult when writing. This will help you to quickly refer to it when any grammatical question arises. Most importantly, the grammar manual will help you avoid any grammar mistakes and make you feel confident in your piece. Speak to a librarian or writing instructor for useful grammar manual recommendations.

3. Write more and quiz yourself

It will be crucial to simply write more, just as we highlighted how extensive reading may be a crucial step in developing your grammar abilities. You may improve your grammar skills by writing more often and using good grammatical rules and practices. Additionally, there are many top-notch online grammar tests available, so take a couple to determine your proficiency level and, based on that, focus on developing your grammatical abilities.

4. Re-reading aloud

Re-reading your writing aloud after the in-depth reading and writing could be a wise move to spot any significant and tiny errors. Reading your work aloud to someone else may be a highly helpful tool for determining whether or not you have followed the proper grammar rules because sometimes we do not always spot our own language errors.

5. Consult others and learn from feedback

Always ask for assistance if you need it! On campus, there are several teachers and writing tutors who are happy to assist. The writing center at OSU is one of those locations. It's critical to heed others' feedback if you solicit assistance. By taking advice from their criticism, you might improve your grammar and write more persuasively. Even better would be to base your own grammar guide on the advice you receive from others.

Remember that investing some time and energy into developing your grammatical abilities can help you for the remainder of your academic career by giving you the appearance of having a more intellectual and professional side. And never forget that the secret is always to work smarter, not harder.

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BAB 10

TIPS FOR IMPROVING GRAMMAR SKILLS : ONLINE TOOLS AND RESOURCES

By Citra Prasiska Puspita Tohamba

10.1 Introduction

The development of information and communication technology has many roles in the world of education, especially in the learning process. One of them is the learning process in the English language subject. In this digital era, education must integrate information and communication technology into all subjects. With the development of digital era education, it allows students to get abundant knowledge quickly and easily.

In the context of education, understanding the characteristics of each generation is important to determine how effective educational strategies are provided to students. The goal is not only students' academic and pedagogical achievements, but also how the educational process can foster students' character and love for learning activities.

Currently, most of Generation Zero is at school age. This means that adjustments to the learning system in our educational spaces must consider the characteristics of Generation Zero to suit their needs without disregarding their interests and habituation as a generational group. Teachers should make a lot of observations on how students blend the physical and digital sides in the way they interact, live and learn. This will be the foundation for teachers to determine the learning methods to use.

The utilization of technology in learning activities needs to be sought by teachers according to the capabilities of each school so that educational goals can be achieved. In the context of education, teachers give students freedom to determine how to learn. Teachers must personalize ways of learning and provide students with more opportunities to find learning resources outside of school activities.

Indeed, this advancement of science and technology of information systems is growing rapidly, the need for fast information is a new chapter in the development of various devices, both software and hardware that can support the search for information. The development of internet technology has also become a familiar thing in people's lives, one of which helps in the teaching and learning process.

The Internet is a computer network that connects networks globally, the internet can also be called a network in an extensive network (Kahn & Dennis, 2023). One of the conveniences of using internet access is the existence of a web-based information system using a computer network and data storage space in the form of a database. Website is a term for a group of web pages, and is generally part of a domain name or sub domain in the World Wide Web (www) on the internet (Kahn & Dennis, 2023). The relationship between web pages is called a hyperlink. While the text that is used as a connecting medium is called hypertext. A database is a set of information that is organized so that it is easy to search. In a general sense, a database is a set of data processed with the help of a computer that allows data to be accessed easily and precisely, which can be described as an activity of one or more related organizations.

Currently, many teaching and learning methods are used, one of which is electronic learning or more commonly known as e-learning. E-learning is a learning system that is used as a means and teaching and learning process carried out without having to meet

face to face directly between teachers and students (Ana et al., 2020). The existence of e-learning helps teachers and students in the learning process because e-learning is more time efficient, and can share a lot of knowledge and skills to the community, e-learning can also be done informally with simpler interactions.

Meanwhile, English is an international language that is used in almost all aspects of life and is one of the needs that cannot be avoided today. Mastering English will make it easier for us to get a job or just communicate with the outside world (Abu-Melhim, 2009). To master it of course we must have a basis in learning it, one of the needs in learning English is to learn grammar. Grammar is the study of how to organize words that have a certain form into a proper sentence (Celce-Murcia, 1991). Therefore, the availability of online grammar learning media is something that helps users in the process of learning English. The software development process uses the waterfall method, data collection through literature study and observation of several websites related to English language learning.

10.2 Tips for Improving Grammar Skills

As a medium of communication, language offers various skills to be mastered by users so that it can be utilized to produce effective communication with other parties. Although not realized, in communicating humans have the ability to receive and give information through language. The ability to receive information is called receptive ability, while the ability to give information is called productive ability. Each of these skills is further divided into two parts. Receptive skills are divided into listening skills and reading skills and productive skills are also divided into two parts, speaking skills and writing skills. These four skills determine a person's proficiency in mastering one or more languages. Unfortunately, there are many people who do not possess these skills. In other words, there are some who master only receptive

skills and others who master only productive skills. This is because acquiring a language, whether through learning or self-taught, requires the application of certain techniques and strategies to achieve optimal results. Therefore, certain ways are needed to train the ability.



<https://english-online.org.ua/materials/946>

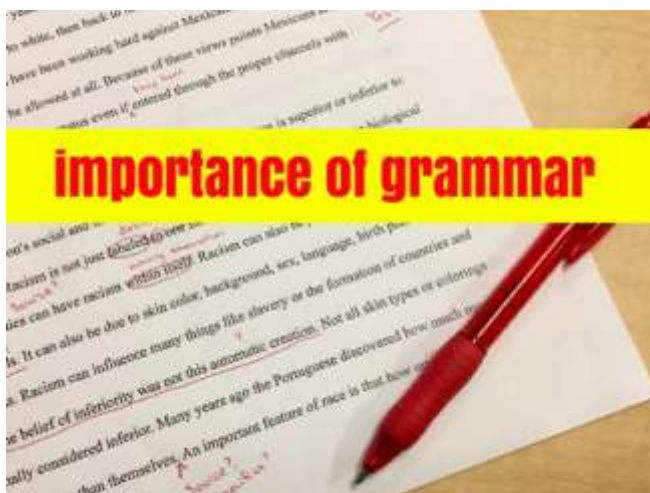
Improving grammar skills takes practice and effort, but it can greatly enhance writing and communication abilities. Knowing about grammar, says David Crystal in *The Cambridge Encyclopedia of the English Language* (Crystal, 2018), means "being able to talk about what it is we are able to do when we construct sentences — to describe what the rules are, and what happens when they fail to apply." Here are some tips to help language learners improve their grammar:

1. Read extensively: Reading well-written books, articles, and other things exposes you to proper language use and sentence structure. Take note of how sentences are built and punctuation is employed.
2. Study grammar rules: Familiarize yourself with basic grammatical principles such as subject-verb agreement,

punctuation, verb tenses, and sentence structure. There are several grammar books and online tools available to assist you in understanding these principles.

3. **Keep a grammar reference guide:** Keep a good grammatical reference handbook or a website bookmarked for easy access. This way, you may immediately search up any grammatical rules or queries you may have.
4. **Practice with exercises:** Many grammar textbooks and online platforms include activities that allow you to practice certain grammatical principles. You may strengthen your comprehension and application of grammar principles by actively engaging in grammar activities.
5. **Proofread your writing:** Always edit your written work for grammatical problems. Examine your sentences for subject-verb agreement, punctuation, verb tenses, and sentence structure. Reading your work aloud might assist you in identifying errors that you may have overlooked when reading quietly.
6. **Seek feedback:** Ask a qualified friend, instructor, or mentor to check your work and give input on your grammatical usage. They can assist you discover areas for development and give recommendations for change.
7. **Use grammar-checking tools:** Make use of grammar-checking features found in word processors or internet platforms. While these tools are not perfect, they can assist you in identifying frequent problems and providing ideas for improvement.
8. **Join a writing group or take a course:** Joining a writing club or taking a grammar or writing course can offer you with an organized atmosphere for learning and practicing grammatical skills. You can also get comments from classmates and teachers.

9. Learn from your mistakes: When you commit language errors, take the effort to figure out why they happened and how to fix them. Keep track of the mistakes you make frequently and attempt to improve in those areas.
10. Be patient and persistent: Improving your grammatical abilities is a long process that demands patience and effort. Don't be disheartened by mistakes or setbacks; instead, see them as chances for learning and progress.



<https://genlish.com/learn-english/learn-english/importance-of-grammar/>

Remember, grammar is a tool that helps learners effectively convey thoughts and ideas. By consistently practicing and applying these tips, people can improve grammar skills and become a more confident and proficient communicator. Grammar provides a solid foundation for language learners to comprehend the intricacies of sentence structure and effectively communicate their thoughts (eQuraneKareem, 2023). By grasping grammar rules, individuals

can enhance their ability to interpret written texts, engage in meaningful conversations, and express themselves eloquently.

While some may argue that the focus on grammar limits creativity, it is important to note that grammar acts as a framework that enhances rather than restricts expression. Grammar teaching is essential because it equips language learners with the necessary tools to express themselves clearly and accurately (Jean et al., 2011). By understanding grammar rules, individuals can avoid misunderstandings and effectively convey their ideas, leading to successful communication. Additionally, grammar knowledge allows the learners to adapt their language based on different contexts and audiences, further enhancing their communication skills. Therefore, learning grammar is crucial for several reasons:

1. **Effective communication:** clear communication of our thoughts and ideas is made possible by the rules and frameworks provided by grammar. It makes sure that our phrases are appropriately arranged, resulting in more cohesive and understandable communication. While writing or speaking, having good grammar abilities enables us to communicate clearly.
2. **Professionalism and credibility:** In professional situations, proper grammar is vital. Using accurate grammar while writing a CV, a business email, or a report indicates your attention to detail, professionalism, and expertise. It increases your trustworthiness and can have a good influence on how people see you.
3. **Clear writing:** Grammar is important in producing well-organized and cohesive written material. It aids in the formation of linkages between words, phrases, and sentences, making your work more logical and simple to read. Good grammar makes it easier for your thoughts to flow, which improves the overall quality of your writing.

4. **Avoiding misunderstandings:** Misunderstandings and misinterpretations can result from poor grammar. Sentences that are ambiguous or poorly worded might confuse readers and change the intended meaning of your message. By following grammatical standards, you may reduce the possibility of miscommunication and guarantee that your thoughts are correctly communicated.
5. **Academic success:** Grammar abilities are essential for academic achievement. Whether you are writing an essay, a research paper, or an exam, appropriate grammar is critical for effectively communicating your thoughts. Professors and educators frequently test students' grammatical abilities as part of their evaluation criteria.
6. **Enhancing language skills:** Learning grammar improves your general comprehension of a language. It assists you in understanding the complexities of sentence construction, word usage, and punctuation. A firm foundation in grammar allows you to more effectively evaluate and appreciate literature, poetry, and other kinds of written expression.
7. **Adapting to different contexts:** Different settings necessitate varying levels of formality and grammatical usage. Understanding grammar allows you to adjust your language to a variety of settings, such as academic writing, corporate communication, or casual interactions. Grammar permits you to adjust your words to certain audiences and settings.
8. **Building confidence:** Improving your grammatical abilities will enhance your confidence in writing and speaking. You're more likely to speak clearly and precisely if you know you have an excellent understanding of grammar. This assurance pervades all facets of your life, both personal and professional.

10.3 Learning Grammar through Technology

Technology can be a valuable tool for learning and improving grammar skills. There are various models of English language teaching that can be implemented based on the situation and the needs of the students. One aspect that requires effective strategies is teaching grammar because this aspect is considered difficult for students. Teaching students to master the basic English grammar they need needs the right strategies and media because many students still have difficulty improving their understanding of Basic English grammar.

Information technology is an important thing to integrate in the world of education because in today's digital era the utilization of information technology has a great influence that can build education for the better. For the utilization of the internet as a learning media, website-based learning media was chosen as a learning media solution (Togas et al., 2021). A web-based learning is a learning process where students are connected to each other at the same time via the internet (Vrasidas & McIsaac, 2000). Websites as learning media can be accessed whenever and wherever they are without time limits. Website is one of the learning media accessed through the internet. There are some previous research results reveal that the use of technology is more effective than conventional methods (Jeffries et al., 2003). Therefore, to enhance learners' grammar ability, it is important to use e-learning or online learning. The application of e-learning will make students more active because students are asked to search for materials or visit websites. Not only students who can benefit from learning using the website but also teachers can be more active because teachers have to update materials and assignments on the website. It can be concluded that the learning model using the website is the right solution to be implemented in the current pandemic situation.

Here are some examples of how technology may be used to improve grammar comprehension:

1.	Grammar-checking tools: There are numerous grammar-checking tools available online that can help identify and correct grammar errors in your writing. Tools like Grammarly, ProWritingAid, and Hemingway Editor provide real-time suggestions and explanations to improve your grammar usage.
2.	Online grammar resources: Explore online grammar resources, such as websites, blogs, and video tutorials, that provide comprehensive grammar lessons and explanations. Websites like Purdue Online Writing Lab (OWL), Grammar Girl, and EnglishGrammar.org offer free resources to improve your grammar knowledge.
3.	Language learning apps: Many language learning apps, such as Duolingo, Babbel, and Rosetta Stone, incorporate grammar lessons into their curriculum. These apps provide interactive exercises, quizzes, and lessons that can help you practice and reinforce your grammar skills.
4.	Grammar-focused websites and games: Engage with websites and games that are specifically designed to enhance grammar skills. Websites like Funbrain, Grammaropolis, and Grammar Bytes offer interactive activities, quizzes, and games to make learning grammar enjoyable and engaging.
5.	Online courses and webinars: Many online platforms, such as Coursera, Udemy, and Khan Academy, offer grammar courses and webinars. These courses are taught by experts and cover various aspects of grammar, providing structured learning opportunities to enhance your skills.
6.	Language exchange platforms: Join language exchange

	platforms like HelloTalk, Tandem, or iTalki to connect with native speakers of the language you're learning. Engaging in language conversations with native speakers can help you practice grammar in real-life contexts and receive feedback on your language usage.
7.	Online writing communities: Participate in online writing communities or forums where you can share your writing, receive feedback, and learn from others. Platforms like Wattpad, Reddit's writing subreddits, and writing groups on Facebook can provide opportunities to improve your grammar through constructive feedback.
8.	Online grammar exercises and quizzes: Numerous websites and apps offer grammar exercises and quizzes at various difficulty levels. Websites like English Grammar Online, GrammarBook, and Perfect English Grammar provide exercises and quizzes covering a wide range of grammar topics.

10.4 Online Tools and Resources for Improving Grammar

Grammar-checking tools have become increasingly popular and can be incredibly helpful for improving grammar skills. Here are some key features of popular grammar-checking tools:

Grammarly

Grammarly is one of the most widely used grammar-checking tools. It integrates with various platforms like web browsers, Microsoft Office, and Google Docs. Grammarly analyzes your writing in real-time, providing suggestions for grammar, spelling, punctuation, and clarity. It also offers explanations and suggestions for improving your writing style.

ProWritingAid

ProWritingAid is a comprehensive grammar-checking tool that provides detailed analysis of your writing. It offers suggestions for grammar, style, readability, word choice, and more. It also provides detailed reports on your writing, highlighting areas that need improvement. ProWritingAid is available as a web-based tool and can be integrated with various writing platforms.

Hemingway Editor

Hemingway Editor focuses on improving the clarity and readability of your writing. It highlights complex sentences, excessive use of adverbs, passive voice, and other elements that can hinder readability. Hemingway Editor provides color-coded suggestions for simplifying and improving your writing style.

By using these grammar-checking tools, you may save time and effort on proofreading. You may identify frequent problems and provide alternative solutions, but it is crucial to apply your own judgment and consider the context of your work before following their advice. Remember that these tools are designed to augment, not replace, your understanding of grammatical rules. While these grammar-checking tools are useful, they should not be used in place of active learning and application of grammatical principles. It is critical to improve your own grasp of grammar principles and rules in order to use and assess the recommendations supplied by these tools properly. Use them as tools to improve your writing, but also continue to engage in active learning and grammatical improvement.

Furthermore, online grammar materials may be quite beneficial in strengthening learners' grammatical abilities. Learners may engage in self-directed learning, reinforce their grammar knowledge, and actively enhance their grammar abilities over time by successfully utilizing online grammar resources. As a result,

learners must combine these materials with frequent practice, writing assignments, and real-life applications to further improve their grammatical skills.

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BAB 11

GRAMMAR AND COMMUNICATION

Oleh Novi Sriwulandari

11.1 Grammar Values

11.1.1 Language and Grammar

A language includes a tough and vigorous of phrases and sounds utilized in a based system and is communicated among humans through speaking, writing, and gestures. In addition, language is the especially human aptitude for obtaining and the use of complicated structures of written or sound in addition to kinesics alerts to explicit mind and feelings. Language is likewise used for the trade of expertise and experiences. The nuisance on the earth is that language structures range significantly from area to area. The variety may be so first-rate that someone cannot apprehend the language of a member from any other district or country. To overcome such obstacles, humans switch over languages, used to trade data among audio systems of various local languages (Meyer 2002; Wardhaugh 2006; Yule 2010)

There are so many languages in this world, approximately 7000 spoken languages and 300 writing systems such as Indonesian, English, Chinese, Spanish, Arabian, and so on. Every language has its rule to arrange the words to become phrases, clauses, or sentences. The rules of combining words into phrases, clauses, or sentences, in English study, are known as "grammar". The grammar of a language is the description of how words can change their forms and can be combined into sentences in that language (Harmer 2001)

In addition, grammar is how words are combined to form correct sentences. Grammar is the set of rules and conventions that

make language can be understood well. In the linguistics area, grammar is the set of structural rules leading to the composition of words, phrases, and clauses in languages. The word "grammar" can also be used to portray the system that manages the linguistic act of a group of speakers or writers. Last, grammar is the noise, formation, and meaning of the language system. All languages have their grammar and each language has its grammar. People who naturally know the grammar system of a certain language can communicate well with others who speak or write the same language. In English learning, grammar is the strength of English, and like the strength it helps everyone to carry out many functions. Grammar helps them to recognize what is incorrect with the language that they use and also to correct trivial errors while speaking or writing.

11.1.2 Grammar Values Toward Language

Learning a language cannot be separated from learning grammar. It is because grammar is part of the language. Grammar is important because it helps us talk and write in a way that others can understand (Alexander 1990; Rajendran et al. 2022). When learning grammar, we learn the rules for how to use words and sentences correctly. It can be said that learning grammar equals learning the rules of a game. It means, if we know the rules of the game well, we can play the game properly without having any difficulties. Therefore, by learning grammar thus we can practice using the language correctly. If we want to learn a new language, we have to understand how its grammar works. Furthermore, grammar is made up of rules. It describes the functions of the language. Language word groups, inflections, syntax, and function are evaluated according to grammatical rules. The grammar is not difficult, but it is easy to learn. Studying grammar helps learners avoid confusion and misunderstandings, while at the same time

expressing the thoughts and ideas of others and gaining credibility in speaking and writing.

In addition, grammar is very important to be learned since language development will be rigorously constrained without having good knowledge of grammar. Moreover knowing how to construct and use certain grammar will make it possible for every human to communicate common types of meaning successfully. Without this grammar, it is difficult to make comprehensible sentences (Richards, J,C and Renandya 2002). Imagine there is a person named Fulana who wants to talk about studying English as her foreign language. In her language, she would say "Fulana belajar bahasa Inggris satu jam yang lalu". But when she tries to say that sentence in English and factually she does not know the grammar well, she might make an error. Instead of saying "Fulana studied English one hour ago", she might say "Fulana is studying English one hour ago". This phenomenon will be normal since someone who does not recognize English grammar well will not be able to construct sentences correctly.

In English grammar, constructing simple sentences must follow the rule of "Subject+Verb+Object+Adverb". For instance "I see the butterfly in the garden". "I" is a subject. The verb is "see". The object is "the butterfly" and "in the garden" is an adverb. If someone does not know the rule of constructing simple sentences, he may write or utter a sentence like "I butterfly see garden". As a result, the reader will misunderstand the sentence. In other words, constructing incorrect sentence structures will affect the meaning of the sentences. Hence, if someone wants to be able to speak and write well, he needs to learn grammar to help him know how to construct sentences correctly.

11.2 Communication Substances

11.2.1 Language Roles in Communication

Language is the main instrument of communication. It allows us to articulate our thoughts, notions, and sentiments to others, facilitating social interaction and human rapport. The functions that language fulfills in communication are (Ferguson 2004; Yule 2010; Rossiter 2021):

1. **Articulation of Thoughts and Notions**

Language empowers humans to articulate our thoughts and notions in a manner that others can comprehend. It permits us to share our knowledge, experiences, and viewpoints with others, creating a sense of mutual understanding.

2. **Establishment of Social Bonds**

Language also plays a pivotal role in establishing social bonds. It empowers people to connect with others and forge relationships through verbal communication. Language also empowers humans to grasp and appreciate cultural disparities, which can aid us in establishing connections with individuals from diverse backgrounds.

3. **Transmission of Culture**

Language is also a significant means of transmitting culture from one generation to another. Through language, people can pass on traditions, beliefs, and values, preserving our cultural heritage.

4. **Problem Solving**

Language can also be employed as a tool for problem-solving. It allows people to communicate their needs and concerns to others, facilitating collaboration and cooperation in finding solutions to problems.

5. **Expression of Emotions**

Language plays a pivotal role in the expression of emotions. It empowers humans to express their feelings and emotions to others, fostering empathy and understanding.

To conclude, language plays a crucial role in communication. It empowers us to articulate our thoughts, establish social bonds, transmit culture, solve problems, and express emotions. Therefore, it is imperative to cultivate strong language skills to be an effective communicator and to develop meaningful connections with others.

11.2.2 What is Communication?

Communication is the transmission of messages among people or groups (Ferguson 2004). Communication is an important part of humans' daily life. It can be done direct or indirectly. Productive skills: speaking and writing and receptive skills: listening and reading belong to communication. We sit in school and listen to teachers' explanations. We read magazines, newspapers, and books. We talk to friends, officemates, and colleagues. We write a letter, e-mail, and communicate over the Internet. Communication involves at least two people or two interlocutors who send a message in the perspective of a particular communication through the channel: the sender and the receiver.

Besides, Communication is the act of giving, receiving, and sharing information—speaking, writing, listening, and reading. Good communicators listen carefully, speak and write clearly, and respect different opinions. Communication is a key and important part of human action and activities. Then, communication gives sense to human life. It helps build relationships and encourage human feelings. In our daily lives, communication enables us to share experiences and needs, build relationships and connect with others. It is the essence of life, allowing us to express emotions, communicate information and share thoughts. In addition, communication can improve knowledge and make life meaningful.

Based on the research, the percentage of most people spending on communication can be seen below.



Picture 11.2. Percentage of Spending Communication Times
(Ferguson 2004)

Communication is a complex process; however, it is also natural to all humans since it is how they interact with others and the environment in which they live. All the interactions are based on communication and it is not viable to keep away from it completely. Over the course of human lives, our communication systems develop and become more intricate. Few people try to communicate with assurance, thus failures in this regard are numerous. Establishing healthy and successful communication is harder than it sounds, especially in everyday situations such as school, home, and work but communication is the basis of human relationships, so it is inevitable.

11.2.3 Communication Varieties

Communication is a uniquely human activity that facilitates the transfer of emotions and thoughts between individuals. It is how we articulate our thoughts and feelings, using spoken or written words, symbols, signs, body language, and gestures to convey specific meanings. Within human interactions, language

serves as the fundamental method of exchanging information. It is through language, whether spoken or written, that we can express our thoughts, ideas, perspectives, and emotions to others. The purpose of language is to comprehend complex and abstract thoughts. Different languages are utilized by individuals residing in various regions or belonging to diverse communities. Throughout history, languages have been orally transmitted from one generation to the next, eventually evolving into written forms. Language, as a tool, primarily operates through auditory channels and is subject to constant and flowing change.

Afterward, communication is done through various ways, methods, or channels. Commonly, there are three basic types of communication: verbal communication, non-verbal communication, and written communication. First, verbal communication or oral communication uses language or spoken words to exchange information, feelings, and ideas. In other words, verbal communication is listening to the other person and understanding their meaning. Oral communication takes place through conversations, dialogues, speeches, discussions, lectures, meetings, etc. Second, non-verbal communication means sending and exchanging messages by observing people and deriving meaning from them. Non-verbal signs can communicate our feelings, attitudes, and behaviors to others more effectively than language such as gestures, smiles, body language, etc. Last, is written communication that reads its meaning. Written communication means sending and exchanging messages without using spoken words. Books, letters, magazines, newspapers, memos, reports, and letters belong to written communication. Communication can be done in person, mail, online such as social media, websites, and over the phone via video, via app, etc. Studies show that about 80% of our conversations involve non-verbal communication, and only 20% of them involve verbal communication (Rajendran et al. 2022)

11.2.4 Effective and Successful Communication

Every human and each animal communicates. People commonly suppose communication because of the phrases they use whilst they talk or write, however, their body language, their facial expressions, their tone of voice, their bodily actions, and even their mind are approaches to speaking. Just as an apple tree can produce beautiful apple leaves, blossoms, and fruits, a gorgeous man or woman can produce lovely minds, speech, and actions. People's communication is not neutral. Every time they communicate, they both produce extra consideration, love, and agreement or they produce extra struggle and violence. Human communication is what they placed out into the arena and what stays after they have left it. Throughout their day, they produce energies of concept, speech, and action. They are speaking in each moment, both with ourselves and with others. Thinking, speech, and physical acts are our very own expressions. Communication is not static. Even if the day gone by people produced a concept of anger and hate, nowadays people may produce a concept within side the contrary way, a concept of sympathy and acceptance. Using the right communication nowadays can assist them heal the past, experience the present, and prepare the floor for a terrific future (Hanh Thich Nhat 2013)

People communicate to understand each other. When they are talking and no one listens (probably not even ourselves), the communication is not turning out effectively whereas effective communication is very important in pursuing successful communication. Effective communication is more than just sharing information. It is about understanding the emotion and intention behind the information. In addition to being able to convey a clear message, people should be able to capture the full meaning of what is being said and listen in such a way that the other person feels heard and understood. Effective communication seems to come instinctively. However, when people try to communicate with others, it often goes wrong. Misunderstandings, dissatisfaction, and

conflict arise when a person says one thing and the other hears another. This can lead to problems in relationships at home, school, and work.

Effective communication is the process of exchanging ideas, knowledge, opinions, thought, and data thus the message can be received and understood in an explicable and targeted manner. Effective communications convince both interlocutors: senders and receivers. Communication must be clear, precise, complete, concise, and considerate. By having effective communication people will reduce misunderstandings and promote empathy and understanding between them. In addition, the benefits of having effective communication are:

1. Building a good relationship

Relationships built on a concrete establishment of good communication tend to be stronger and also help participants find opportunities for personal growth. At a basic level, better communication builds trust and is especially effective in improving teamwork. When multiple people are working toward the same goal, a clear and direct communication strategy increases productivity and speeds problem resolution by reducing misunderstandings and confusion.

2. Avoiding misunderstanding

When communication spoken or written is effective, everyone involved feels happy and successful. Communicating the message leaves no room for misunderstandings or message changes, and reduces the chance of conflict. When a dispute arises, effective communication is an important factor in respectfully resolving the situation. How people communicate is critical to securing a job, maintaining healthy relationships, and healthy self-expression. Especially in the writing area, people who communicate through writing efficiently will make them stand out and it can help them to

surpass others on the job, at school, or in other activities. (Hanh Thich Nhat 2013; Ferguson 2004)

11.2.5 English Communication

English is a lingua franca. It means that English is a common means of communicating with people across nations. English communication is crucial for various reasons including:

1. Global Language

As a global language, English is a universal language used for communication in numerous sectors, such as business, science, and technology. It is spoken by more than 1.5 billion individuals worldwide and is the most widely spoken second language. Consequently, having proficiency in English communication can unlock opportunities for international travel, work, and collaboration.

2. Academic and Professional Success

In academics and professional areas, English communication skills are often necessary in academic and professional environments. Having fluency in English can enhance your chances of achieving academic success, obtaining job opportunities, and advancing in your career. Proficient English communication skills are often required for writing research papers, delivering presentations, and writing reports.

3. Cross-Cultural Communication

In this vicinity, English is a language utilized by people from diverse cultures and backgrounds. Being skilled in English can facilitate cross-cultural communication and comprehension, enabling people to connect with individuals from various backgrounds and establish meaningful relationships.

4. Access to Information

English is the language of the internet, and the majority of information available online is in English. Having proficiency in

English communication can provide you with access to an infinite range of information, resources, and knowledge.

5. Personal Growth

Learning and improving English communication skills can also enhance personal growth. It can boost confidence, improve cognitive function, and broaden perspectives, enabling individuals to understand and appreciate different cultures and viewpoints. (Ferguson 2004; Hanh Thich Nhat 2013; Alexander 1990)

English communication is essential for personal, academic, and professional development. Having proficiency in English can unlock opportunities for international travel, work, and collaboration, enhance cross-cultural communication, provide access to information, and promote personal growth. Therefore, it is important to develop strong English communication skills to succeed in today's globalized world.

11.3 Grammar and Communication Correlation

11.3.1 Grammar and Written Communication

The correlation between grammar and writing is a highly significant one. The principles of grammar assist in governing how writing occurs, and ensure that it can be readily comprehended by its readers. Every language worldwide possesses distinct regulations for grammar and writing. They all have particular customs concerning sentence structure, as well as the usage of punctuation, verb forms, and other crucial elements of written language. It is crucial to bear in mind that correct grammar is crucial for effective writing.

The significance of grammar and writing cannot be overemphasized. While specific segments of a society may adopt their regional variations as a component of their cultural identity. The inability to adhere to conventional grammar rules will significantly restrict an individual's ability to effectively

communicate with a broader audience. One may possess exceptional writing skills and an overabundance of brilliant ideas, but if their grammar is lacking, they will encounter difficulties in conveying those ideas to others. Consequently, they may receive poor academic grades or struggle to have their work published, despite having valuable insights to share. Grammar is acquired from the very moment individuals start speaking, making it challenging to break bad habits even with additional education in an academic setting (Rossiter 2021).

The regulations of grammar in managing the mechanics of composition establish the connection between grammar and composition so crucial. These fundamental components help in producing people's compositions legible and comprehensible to others. Sentence structure, for instance, regulates the sequence in which words are situated in a phrase; envision attempting to read in a dialect in which the word sequence in a phrase was entirely arbitrary. Punctuation aids in signaling the reader when to halt or transition to a new notion. Verb conjugations guarantee that the subject and verb correspond, which is another aspect that can be perplexing if they do not align properly. (Alexander 1990; Rajendran et al. 2022)

11.3.2 Grammar and Oral Communication

Grammar is the foundation of effective communication which is a set of principles that govern how a language operates and facilitates comprehension. Without proper grammar, one would lack the knowledge of how to express oneself in spoken or written English. Additionally, it aids in the organization of our thoughts. Consequently, it establishes guidelines for the usage and timing of words. Speaking should be instructed and honed in a well-rounded manner similar to other language skills, namely grammar. Grammar is a framework for language. Grammar determines the appropriate sentences used in written or verbal

discourse. However, grammar encompasses various vital aspects of spoken language, such as an understanding of verb tenses and the proper sentence structure. Grammar assists us in conveying information in a manner that the listener will acknowledge and grasp. Grammar, orthography, and punctuation serve as representations of the speaker in society. They convey a message to the reader about one's authority and attentiveness to detail. Utilizing incorrect grammar can alter the meaning of one's message, resulting in nonsensical sentences and unclear messages. This, in turn, can lead to misunderstandings with communication partners. Implementing accurate grammar facilitates comprehension for others and makes the process of communication more enjoyable.

11.3.3 How Do Grammar and Communication Relate?

Considering as a competent user of a language, one needs to know not only the rules of grammar but also how the rules are used in real communication (Richards, J.C. and Renandya 2002). Communication is when we talk or use other ways to share our thoughts and feelings with others. It helps us understand each other and work together. Besides vocabulary, grammar is taking an important role in communication. Communication is impossible without grammatical knowledge thus people could not deny the importance of grammar for communication. Grammar is the support system of communication and we learn it to communicate better. Grammar explains the why and how of language (Alexander 1990). Then, grammar is like a set of rules that help people talk and write in a language correctly. It helps them express their ideas and feelings. When people learn grammar, people learn how to put words together to make sentences. It is important to learn grammar so that they can communicate well in a language. If grammar rules are too carelessly violated, communication may suffer (Harmer, 2001). People supposedly learned to speak by

practicing grammatical structures and then later using them in conversation. Followed by knowing the grammatical rules of the language, they would be able to use it for communication (Nunan 2003; Richards, J.C and Renandya 2002). Hence, knowing grammar helps people form sentences in writing even speaking that make sense.

Communication is a crucial aspect of our everyday existence, whether we are engaging with companions, associates, or unfamiliar individuals. Linguistics plays a pivotal function in communication, enabling us to effectively express our opinions, concepts, and sentiments. However, the efficiency of communication is strongly influenced by the accurate utilization of grammar. Grammar is the framework and arrangement of a language. It offers a collection of regulations that regulate how terms are merged to construct significant phrases, and how those phrases are structured to articulate ideas distinctly. Moreover, communication is the primary influential activity of mankind. Interaction and expression of ideas between and among people is possible only through effective communication. When people mention communication as the concept of Grammar, it automatically becomes a natural part of any language. Inaccurate or unclear communication becomes difficult to interpret and sometimes creates different conclusions. Communication constantly requires learning for its precision in language. Good communication nurtures relationships that connect to vital benefits.

Discussing communication cannot be separated from communicative competence. Communicative competence can be defined as the general ability to use language accurately, appropriately, and flexibly. The first component is grammatical competence, which involves the accurate use of words and structures (Yule 2010). Grammar is observing the regulations of a language. It bureaucrats the spine of a language and it acts as the

cement that places bricks of language together. In a nutshell, it provides people with the shape they want, so that it will coherently place their idea across. The understanding of grammar permits people to talk correctly. It enables them to accurately not unusual place mistakes which might be made even as speaking. The powerful utilization of grammar is important in each factor of existence whether or not it uses at school, the workplace, with friends, the circle of relatives, and employers. It is likewise similarly crucial that people talk grammatically accurate language at domestic in which kids analyze their grammatical systems from them. The usage of suitable grammatical systems is crucial for information in English as a second language; this enables people the use it effectively. To conclude, regulations of grammar and systems are crucial in our normal existence for growing powerful communication.

The significance of English grammar cannot be overstated when it comes to effective communication in the English language. It provides a structured framework and a set of regulations that dictate how words and sentences are used to convey meaning. English grammar holds such importance in communication consist of (Rossiter 2021):

1. Clearness

Appropriate English grammar ensures that our thoughts and ideas are expressed clearly and accurately. It eliminates ambiguity and confusion, making it easier for others to understand our message. Furthermore, improper use of grammar can impact the meaning and clarity of sentences whether it is written or verbal communication.

2. Reliability

Proficient English grammar enhances our reliability and professionalism. It shows that we have taken the time to communicate clearly and effectively, which can lead to increased trust and respect. When precise grammar is used in

your language it shows respect to the people you are communicating with, thus leaving a great impression.

3. Steadiness

English grammar establishes a set of rules that promote consistency in the usage of words and sentences. This consistency makes it easier for readers or listeners to comprehend the message and follow the flow of ideas.

4. Accuracy

Correct English grammar enables us to express our ideas with precision. It allows us to convey the exact meaning we intend without the risk of being misunderstood. The rules and logic behind grammar clarify the intention of sentences and their structure.

5. Worldwide Language

English is a universal language used for communication in various fields such as business, science, and technology. Proper English grammar is crucial in these domains, where accuracy and clarity of communication are vital.

6. Academic and Professional Achievement

English grammar is also essential for achieving success in academics and professional efforts. Appropriate grammar is required in writing assignments, research papers, and professional communication such as e-mails and reports. Furthermore, corporations and multinational companies demand proficient communicators for leadership positions.

To learn a language the grasp of its grammar is important as it makes an easy way for fluent communication. That is how accuracy in grammar plays a crucial role in effective communication. When your goal is to communicate, write, read with confidence, to learn a language just step into its grammar rules and consider grammar and vocabulary as its significant parts, not separate

There are still issues with the use of grammar in recent days. As technology around the world is advancing, people have gravitated towards it; proper use of grammar is going lost. Shortcuts may be useful but grammar mistakes may not be appreciated. Moreover, with the rise of social media people tend to use grammatically incorrect language. The plan is accomplished as long as it is understandable. Although there are still issues in using grammar, the important aspects of grammar in communication cannot be neglected. It is because grammar enhances the knowledge to precisely arrange words in your written or verbal content thus making it error-free and your thought is understood instantly. Then, in business communication is particularly important as the person who drafts important communication. A single grammar mistake can alter the meaning of the agenda. Therefore, grammar is important for the competitive edge. Next, grammar helps in rectifying the communication disparities in society to a greater extent. It's a prominent aspect from education to social life skills. In addition, grammatical skills are crucial to assure leadership ability since communication competence is a way to effective leadership. Last, Influential papers tend to lose their strength without proper use of grammar. Legal matters need proper clarity or else it can cause greater consequences. All it requires is proofreading from a learned person to avoid any ill deeds.

In conclusion, English grammar plays a crucial role in effective communication. It is appropriate to use enables us to convey our ideas, concisely, and accurately, while also enhancing our credibility and professionalism. Therefore, it is imperative to develop strong English grammar skills to be an effective communicator and succeed in academic and professional pursuits. Additionally, the significance of grammar in communication it is certain that a language necessitates appropriate regulations for upholding its excellence as an unavoidable component of any

communication. It has its own importance and socio-cultural principles. Without these criteria and regulations, the concepts and portrayals would deteriorate over time. Grammar develops the inner self through consistent refining of your abilities and allows one to advance and thrive in a more respectable and improved manner.

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