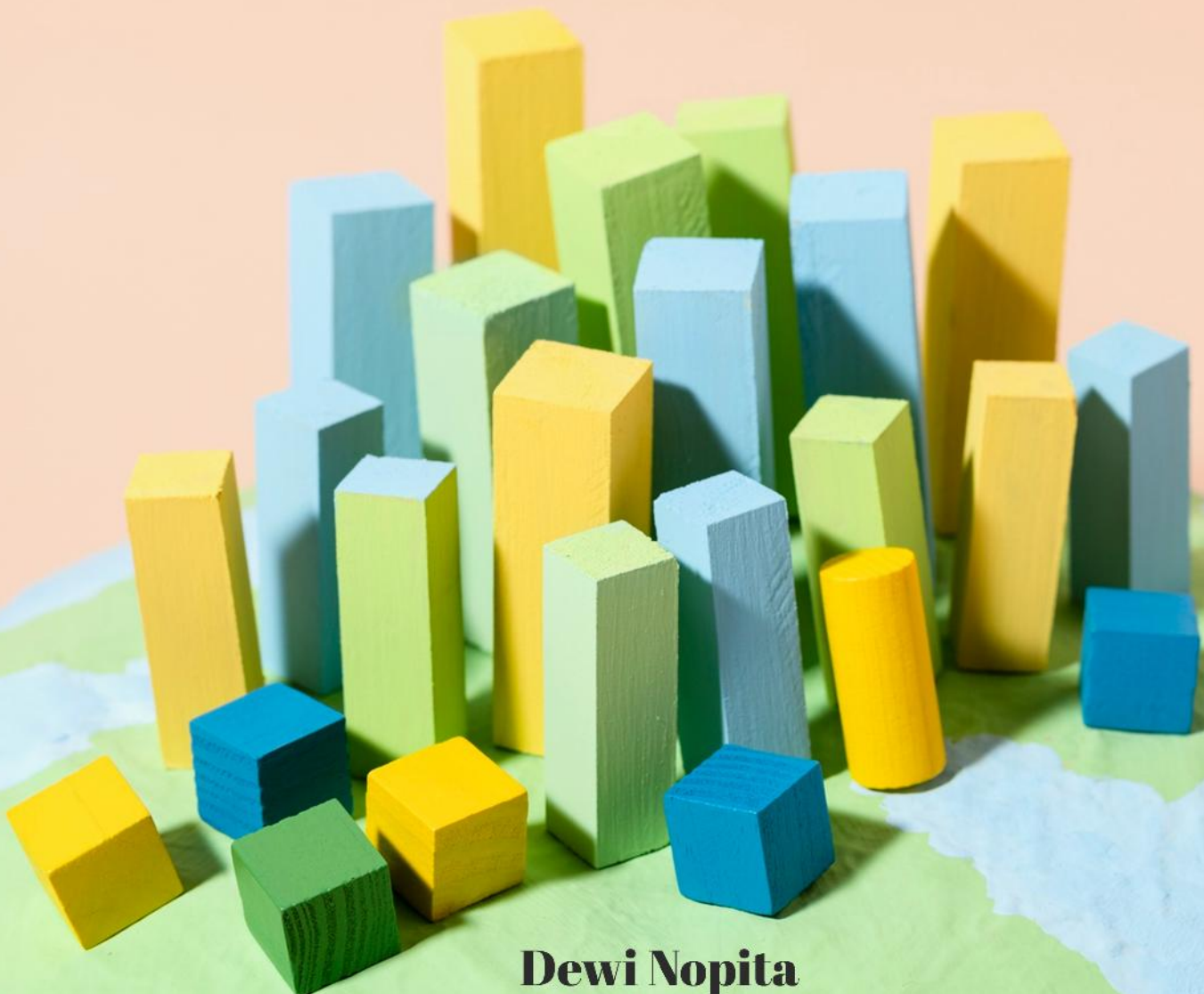




BASIC VOCABULARY BUILDING



Dewi Nopita

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PREFACE

Alhamdulillah, thanks Allah SWT for His blessing and abundance of Grace and Guidance that I could complete this book. I realize I can do nothing without His blessing. Vocabulary is a key component of literacy instruction which is defined as the understanding of words including their morphology, grammar, meanings, and connections to other words (word/semantic relationships).

Basic Vocabulary Building is a course book designed to provide English Language students with knowledge of how English words are formed and how they are used contextually. There are three chapters of this book. Chapter one consists of English parts of speech. The topics of the chapter cover verb, noun, article, pronoun, adjective, adverb, numeral, preposition, and conjunction. Chapter two discusses English word formation that is how English words are formed. Chapter three is about English word meaning. The dimension of meaning and figurative languages are discussed here. Each chapter also provides some tasks to facilitate students to have practice on the concepts given.

The writer hopes that this book contributes to the teaching of English vocabulary. Then, the writer does thank all English Language Education students of class K1 of Universitas Maritim Raja Ali Haji in academic year 2022/ 2023 for immeasurable support during the process of completing this book. Last but not least, the writer would like to dedicate this book to her beloved son and daughter, Muhamad Hassan Ghani and Layyana Monefa, who have driven the writer to write this book.

December of the year 2023

The Writer

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CHAPTER 1

ENGLISH PARTS OF SPEECH

A. Course Objective

By the end of this chapter, the students should be able to distinguish English *verbs, nouns, articles, pronoun, adjectives, adverbs, numerals, preposition, and conjunctions*.

B. Learning Material

According to (Wang et al., 2017), the concept of a part of speech is crucial to traditional English grammar. Different parts of speech must be used according to strict standards. Simple machine translation has a significant detrimental impact on translation work, especially in literary translation, because of the differences between source and target languages.

1. Verb

A verb describes how someone or something is doing or a state of being. A word used to describe an action, condition, or event that forms the main part of the predicate of a sentence. Most verbs are action words and shows you what people, animals, or things are doing.

Verbs can show actions or they can show states or situation. There are the two types of verbs in English. Please take a look at the following examples:

Example	Verb	Meaning
I am eating	Eat	Show an action
I am a student	To be	Show a state

a. Verbs Form

In Bahasa Indonesia, verbs are not influenced by the time when an action or event occurs, or when a process holds. It means that Bahasa Indonesia does not have tense. Therefore, Indonesia English language learners should be aware of this point (Nopita & Elfiza, 2020)

1) Base/Root Verb

Let's take a look at the following example showing how the root verb is used in a sentence :

Sentences	Base/Root Verb
I playing games with my friends	Play
She finish her homework	Finish
We study English every Wednesday	Study

In the example above, the verbs *play*, *finish*, and *study* are used literally, so they are called root verbs.

2) Present Participle

The present participle is the verb form with the suffix “-ing” added to the base form of the verb used to describe actions that occur when speaking or as part of a gerund (Biber et al., 1999)

To have more understanding about this, please take a look at the following table and think it over!

Verb	Present Participle
Run	Running
Admit	Admitting
Begin	Beginning
Sit	Sitting
Plan	Planning

- **She is *studying* for her exam** : The verb form “studying” is the present participle used as part of the present tense to express an action that is currently in progress.
- **The *barking* dog woke me up** : The verb form “barking” is the present participle which is used as part of a description sentence to describe the state of an object or subject.
- **She enjoys *reading* books** : The verb form “reading” is the present participle which is used as a gerund to show an activity or hobby.

Examples of regular verbs converted to the present participle :

- **Include – Including** (‘e’ is removed)
- **Age – Ageing** (‘e’ is retained), many more.

3) Past Participle

The past participle is a verb form used in English to form the present tense, past tense, passive voice and some other tenses (Azar, 2002). Please take a look the examples:

- The apple has been *eaten* : in this sentence, “eaten” is the past participle form of the verb “eat” which is used to form the passive voice in the present perfect tense.
- The door was *broken* by the wind : in this sentence, “broken” is the past participle form of the verb “break” which is used to form the passive voice.

Let’s look at some examples for better understanding.

- Verbs that are spelled the same in the simple past and participle forms of the verb.

Base Verb	Simple Past	Past Participle
Keep	Kept	Kept
Tell	Told	Told
Throw	Threw	Threw

- Verbs that has different spellings when used in the simple past and past participle forms.

Base Verb	Simple Past	Past Participle
Begin	Began	Begun
Sing	Sang	Sung
Go	Went	Gone

This table shows the difference between verbs that have the same spelling in the simple past and participle forms of the verb, and verbs that have different spellings in the simple past and past participle forms used.

2. Nouns

Nouns are a class of words that describe concrete or fictitious people, places, or things. Nouns are words that are used to refer to specific individuals, locations, objects, or abstract ideas (Chomsky, 1956)

- Common nouns** are used to refer to things, locations, or ideas in general. Examples include a book, a city, a teacher, and a romantic relationship.
- Proper nouns** are specific nouns that are used to refer to a name of a particular person, location, or trademark. Examples include Timoti (a person), Surabaya (a city), Gucci (a brand), etc.
- Concrete nouns** that denote tangible items that may be seen, felt, or touched. Examples include a desk, a cat, and an ice cube.
- Abstract nouns** are nouns with an abstract meaning that describe abstract thoughts, concepts, or feelings. Examples include happiness, love, and democracy.

- e) **Countable nouns** with a plural form or that can be counted. Pen, lemon, puppy, etc. are few examples.
- f) **Uncountable nouns** that lack a plural form or cannot be tallied. Examples include love, sand, sugar, and water.
- g) **Collective nouns** are that designate a unitary group of individuals or things. Team, flock, family, and other examples.
- h) **Possessive nouns** that indicate possession or affiliation. Eki's pen, the company's policy, and other examples come to mind.
- i) **Compound nouns** that have two or more words in them. Examples include a toothbrush, a football, a laptop, and others.
- j) **Gerunds** are nouns that are created by adding the suffix "-ing" to verbs. Running, swimming, cooking, listening, and more examples.
- k) Nouns with the prefix "to" that are derived from verb infinitives of it. For examples: to dance, to sing, to eat, to drink, and etc

3. Articles

There are two types of articles in English, namely “the” (definite article) and “a/an” (indefinite article) (Fuyo, 2017). “The” is used to indicate something specific or already known, while “a/an” is used to indicate something general or non-specific.

- **The Definite Article**

The definite article is used in several situations, such as:

- To show the only thing that is certain or specific thing.

Example: *The* King of England.

- To talk about something that is familiar to both the speaker and the listener.

Example: *The* earphone you lent me was fantastic.

- **The Indefinite Article**

Examples:

- I need *a* book : In this sentence, “a” is used to show that the speaker is not concerned with type of book needed, as there is no specification of the type of book needed.
- He is *an* idol : In this sentence, “an” is used to mention his profession, which is not specifically known by the speaker and the listener.

4. Pronouns

Pronouns are words used to replace nouns or personal pronouns in a sentence. Pronouns refer to people, places, or things that are already known or mentioned before (Yule, 2017)

- **Personal Pronouns**

Pronouns are typically associated with personal pronouns when people think about them. Personal pronouns are pronouns that specifically relate to particular people or groups. Examples of personal pronouns are:

- | | |
|-----------|-------------|
| – I/me | – They/them |
| – She/her | – We/us |
| – He/him | – You |

Here are a few examples of personal pronouns :

- **Yadi and Rike** will arrive today. **They** will need a seating assignment and a name tag.
- **My friend** loves popcorn. **We** make them every Friday for movie night.

Take note of how the pronoun they and the word popcorn aren't highlighted in the second sample sentence. Because it isn't substituting a proper noun in this sentence, them isn't a personal pronoun; rather, we is.

- **Relative Pronouns**

Another kind of pronouns is relative pronouns. They link independent clauses and relative clauses. They frequently provide more details on something that was already discussed in the phrase. The following are examples of relative pronouns:

- | | |
|---------|--------|
| – that | – who |
| – what | – whom |
| – which | |

Who traditionally refers to individuals, whereas which and that are used to describe objects or animals. A few instances of relative pronouns in use are as follows:

- The man **who** called earlier didn't leave a message.
- All the cats **that** got adopted today will be loved.
- My motorcycle, **which** is nearly twenty years old, still runs well.

- **Demonstrative Pronouns**

The demonstrative pronouns that, this, these, and those are used. In written or spoken communication, they replace a noun or noun phrase that has already been mentioned or is obvious from the context. This is employed for close solitary objects. These are utilized for numerous surrounding objects. The separation may be actual or figurative. Check out these instances:

- **This** is my favorite book.
- **That** car belongs to my mom.
- **These** are my new shoes.
- **Those** houses are very expensive.

- **Indefinite pronouns**

When referring to something or someone that doesn't need to be properly named, indefinite pronouns are employed. One, other, none, some, anybody, everyone, and no one are examples of common indefinite pronouns. Here are a few examples of sentences with indefinite pronouns:

- **Everybody** was sick.
- It matters more to some than **others**.
- **Nobody** knows the problem i've seen.

Indefinite pronouns typically accept single verbs when acting as the subject of a phrase or clause.

- **Reflexive pronouns**

Reflexive pronouns end in *-self* or *-selves*:

-self	-selves
Myself	Ourselves
Yourself	Yourselves
Himself	Themselves
Herself	
Itself	
Oneself	

When a verb's subject and object are the same thing or person, a reflexive pronoun should be used. Here are a few illustrations:

- **She** hurt **herself** while playing volleyball.
- **Eki** talked to in the mirror

Writing and speaking mistakes include using the word "myself" when you really mean "I". Only when the subject and object of a sentence are the same are reflexive pronouns appropriate.

- **Interrogative pronouns**

In queries, interrogative pronouns are employed. The pronouns who, what, which, and whose are used to ask questions. Examples of interrogative pronouns include the following:

- **Who** is coming to the party tonight?
- **What** are you doing this weekend?
- **Which** pen do you want to take?

- **Pronoun examples**

As you can see, pronouns serve many purposes. They are numerous as well. Additionally, many pronouns change forms when they are used in various sentence situations or tenses, which further complicates matters. Here are some examples of the various pronoun categories and their corresponding forms:

Type	Pronouns in this category	Examples sentences
Personal	I/me, they/them, he/him, she/her, it, we/us, you	- We brought all the snacks.
Relative	That, what, which, who, whom	- The teacher who ran the meeting ended it promptly
Demonstrative	That, this, these, those	- I ordered Martabak Bangka. I like that a lot.
Reflexive	Myself, yourself/yourselves, themselves, herself, himself, oneself, itself, ourselves	- She made herself a sandwich.
Possessive	My, your, his, her, their, our, its, whose	– Her car is blue.
	Who, what, which, whose	– What is the answer?

5. Adjectives

Adjectives are words used to give descriptions, qualities, or properties to nouns or pronouns. They can describe color, size, shape, temperature, taste, and more. Adjectives are words that serve to clarify, characterize, or restrict pronouns or still-general nouns (Azar, 2002). The following sentences serve as examples of the employment of adjectives:

- Dress : General

- White dress : Specific
- Luxurious white dress : More specific
- Luxurious white wedding dress : Very specific

When someone mentions a dress, we don't know what kind of dress is meant because it is too general. However, by adding adjectives such as *luxurious*, *white*, and *wedding*, cars become specific and easily identifiable. In this situation, the noun in question is more particular the more adjectives that are inserted. These common nouns and pronouns are defined by adjectives (Khalim, 2021)

Following are some English adjective types and examples:

a) Descriptive Adjective

Descriptive adjectives include size, shape, color, smell, taste, and other characteristics that describe or explain the state of a noun or pronoun.

• Personality and excellence

Kind, modest, haughty, careful, supportive, unhelpful, lethargic, attractive, attractive, handsome, intelligent, bright, awful, etc.

• Dimension

Small, large, brief, lengthy, high, low, enormous, thin, thick, narrow, wide, close, far, etc.

• Age and climate (Elderly, young, warm, cold, etc.)

• Participles (V-ing and V3) (Uninteresting, uninteresting, puzzling, interesting, frightening, etc)

• Shapes (Cube, triangle, or circle)

• Colors (Black, white, blue, green, and purple)

Example :

- Two ***small old abandoned*** bicycles
- A beautiful and sympathetic **young** math teacher.

b) Limiting Adjective

A limiting adjective is an adjective that narrows (limits) a noun or pronoun without providing information about circumstances, types, and so on. Limiting adjectives are grouped into 8 sections, namely:

• Possessive Adjective

Adjectives with the possessive suffix must be followed by a noun.

My	My pleasure
Your	Your bags
Our	Our group

Their	Their pens
Her	Her friend
His	His book

- **Possessive Proper Adjective**

Adjectives that function as nouns possessively are called possessive proper adjectives. This is how to apply it:

Singular Noun	Possessive Form
The boys	The boy's
Jay	Jay's
My husband	My husband's
a lady	a lady's

To show ownership, add an apostrophe (') and –s to the singular noun.

Example: The boy's book is on the table.

If the singular noun ends in –s, there are two ways:

- Add an apostrophe and –s:

Example : Rina's book.

- Add an apostrophe only:

Example : Rina' book.

Plural Noun	Possessive Form
The girls	The girls'
Their wives	Their wives'
The ladies	My ladies'
The men	The men's

Just add an apostrophe to plural nouns that end in –s:

Example : The boys' pens are on the chair.

Add an apostrophe and –s to plural nouns that don't end in –s:

Example : The women's pens are on the chair.

- **Demonstrative Adjective**

Demonstrative adjectives are demonstrative words followed by a noun.

Noun	Demonstrative Adjective
This (Singular, Uncountable)	This book is mine
That (Singular, Uncountable)	That house is hers
These (Plural)	I read these books
Those (Plural)	Those people helped me yesterday

• **Article Adjective**

Article adjectives are articles that are placed in front of nouns.

a) **A and An**

A or an is used for singular nouns which are still general (unclear).

Example : A basketball is round.

He saw a girl in the street

A = for words with consonant sounds.

An = for words with vowel sounds.

So the use of articles a and an is not based on the written word but the sound or pronunciation of the word. Example:

- a house (haʊs)
- an hour (aʊər)
- a university (ˌjuː.nɪˈvɜː.sɪ.ti)

For words that are abbreviations, the use of the articles a and an is determined by the pronunciation of the first letter. Example:

- an SOS (es)
- a VIP (viː)

If words that have a vowel initial sound are preceded by another word that has a consonant sound, then the determination is the word in front of it. Example:

- an umbrella (ʌmˈbrel.ə)
- a white (waɪt) umbrella

b) **The**

The article “the” can be used for singular, plural, or uncountable nouns. Due to the fact that it already implies: this, that, that, earlier,... etc., the article the is categorized as a definite article (obvious article). In other words, it is obvious what is meant.

Example:

- I know **the girl**
- **The earth** is round

- He formed a sentence. **The sentence** is related to social problems.

There are several words that cannot utilize the article the, despite the fact that it can be used with singular, plural, and uncountable nouns. A summary that can be used as a guide for its use is provided below.

Use THE with	Dont use THE with
Oceans, rivers, islands, gulfs, plural lakes The Red sea, the Great Lakes	Singular lakes Lake Toba
Mountains The Andes	Mount Mount McKinley
Earth, moon The earth	Planets Mars, Venus
Historical documents The Constitution, The Magna Carta	Continents Africa, South America, Africa

- **Exclamatory Adjective**

Exclamatory adjective is an adjective that is used in exclaiming. Pattern:

What + a/ an + N/ NP (S + V)!

Example :

- Tonight is good. The moon was bright and the sky was filled with stars. The wind blows lightly. **What a beautiful night!**

- **Interrogative Adjective**

Interrogative adjectives are adjectives that are used to ask questions.

What + N

Which + N

Whose + N

Example :

- **What time** is it?
- **Which train** are you on?
- **Whose car** are you driving?

- **Numeral Adjective**

Counts or numbers that serve as adjectives are known as numeral adjectives.

- a) **Cardinal number** (one, two, three, ...)

- Cardinal number + Noun**

- Example : One day, five years, one person, four people

- b) **Ordinal number** (first (1st), second (2nd), third (3rd), ...)

- Ordinal number + Noun**

- Example : the first picture, the seventh line

- c) **Multiplication** (single, double, triple, ...) (twofold, threefold, fourfold, ...) (a pair, a dozen, ...)

- Example : double degree, fourfold, a pair of sandals.

- **Adjective of Indefinite Quantity**

Indefinite quantity is an unclear amount that functions as an adjective.

Many	Many + plural	Many mistakes
	Much + uncountable	Much time
	A large/great amount of + uncountable	A great amount of fund
	A lot of + plural/uncountable	A lot of people
Few	A few + plural	A few lakes
	A little + uncountable	A little minute
Some	Some + plural	Some pencils
	Several + plural	Several time
Enough	Enough	Enough day
Each	Each + singular	Each place
	Every + singular	Every team
Most	Most + plural/uncountable	Most jewelry
	A majority of + plural	A majority of fishes
All	All + plural/uncountable	All members
A number	A number of + plural	A number of accidents

Another indefinite quantity can also be added with of. But the use of it has rules. See the following comparison.

a) Without “of” + non specific noun

Example :

- Many books are written in Indonesian

b) With “of” + specific noun

Example :

- Many of my books are written in Indonesian
-

6. Adverbs

Adverbs are class of words that explain or modify the meaning of verbs, adjectives, or other adverbs in a sentence (Aarts, 2011). For instance, the word brilliantly modifies the verb sings in the sentence “She sings beautifully” and clarifies the manner in which she sings.

Adverbs are words that can be used to characterize other words, verbs, or whole sentences. Adverbs can be used to indicate mode (how something occurred), degree (how much), place (where), and time (when).

Although certain adverbs don’t have this ending, most adverbs are made by adding -ly to the end of an adjective, so “slow” becomes “slowly”. There are also adverb phrases, which are collections of words that serve the same purpose as adverbs in grammar.

Example :

- Jay walked slowly
- Felix never plays on his phone
- Actually, I am also still doubt it

- How are adverbs used in sentences?

When used in sentences, adverbs can explain how, when, where, and how much something occurred. Adverbs can be used to modify other adverbs as well as verbs, adjectives, and even other adverbs.

Example : Adverbs modify verbs, adjectives, and adverbs

- Mina **paints** well.
- Ricky **sings** loudly.

Adverbs can also be used to communicate a point of view and completely alter a sentence.

These adverbs are usually preceded by a comma.

Example : Sentence adverbs

- **Luckily**, someone soon came to his rescue

- Charlie can't attend this concert, **unfortunately**.

• Adverbs vs. Adjectives

Adverbs frequently end with the suffix “-ly” after the adjective. Nevertheless, depending on the ending, adverbs can also be created from adjectives in various ways.

Original ending	Adverbial ending	Example
-y	-ily	easy = easily
-e	-y	flexible = flexibly
-ic	-ally	basic = basically

Some adverbs (flat adverbs) take the same form as the related adjective.

- Example : “early”, “fast”.

Other adverbs such as “never” don't have the appropriate adjective.

• Adverbs of manner

Adverbs of manner define the method in which something occurs and is done. Adverbs of manner typically follow the main verb.

Example :

- Ricky read **slowly**.
- Mimi sings **beautifully**.

The adverb must come before the verb or at the end of the phrase if the verb has a direct object (something that is happening). It cannot come in between the verb and the object.

Example :

- Ricky read carefully the newspaper. (**Incorrect**)
- Ricky carefully read the newspaper. (**Correct**)
- Ricky read the newspaper carefully. (**Correct**)

• Adverbs of degree

Adverbs of degree can specify the degree to which a verb, an adjective, or an adverb is qualified.

Example :

- I'll be there soon, my work is **almost** done.
- The seminar had a **very** good impact on the students.

• Adverbs of place

Adverbs of place describe the setting in which an activity takes place. These place adverbs typically follow the primary verb in a phrase.

Example :

- Come **here**!
- Trash scattered **everywhere**

- **Adverbs of time**

The timing of an event is described by adverbs of time. They are typically used as a conjunction to complete sentences.

Example :

- I have to go now, you can find me again **next week**.
- Fatima had to accompany her mother to the doctor, so she didn't come to school **today**

Adverbs of duration is different with adverbs of time. They describe the length of time something takes place.

Example :

- I played with him **briefly**, but he didn't serve me well.

- **Adverbs of frequency**

Adverbs of frequency describe the frequency of an event. Depending on how detailed they are, frequency adverbs can be split into two groups.

Adverbs of indefinite frequency give a description of how often something happens, but do not give an exact time period (usually placed before the main verb).

Example :

- Elsa **always** works on Mondays.
- Putri **never** cleans her room.

Adverbs of definite frequency, which are typically used at the conclusion of sentences, provide a more explicit explanation of how frequently something occurs.

Example :

- I asked how he was **hourly**.
- I go to South Korea **yearly**.

- **Adverbs of purpose**

Adverbs of purpose give reasons for events. Adverbs of purpose are frequently employed as conjunctive adverbs. Adverbial phrases serve as the typical form for other adverbs of intent.

Example :

- **Since** you are busy, we change our meeting schedule.

- **Other types of adverbs**

There are numerous other adverbial categories.

A **conjunctive adverb** serves as a transitional word to introduce repercussions, conditions, comparisons, contrasts, and clarifications by transforming the second phrase into an adverbial modifier of the first.

Example :

- The soccer game was scheduled for tomorrow. **However**, we don't have team shirts yet.
- Student council funding application rejected; therefore, they cannot continue with their event.

Adverbs of focus are used to highlight a certain section of a sentence, usually next to the word that grabs the reader's attention.

Example :

- Nathalie really likes ice cream, especially vanilla flavor.

Interrogative adverbs such as “when”, “where”, “why” and “how” are used to introduce questions.

Example :

- **What** do you want to eat?
- **Where** do you want to buy cake?

The relative adverbs “where,” “when,” and “why” are used to start phrases that include a subject and a verb but do not fully describe a notion.

Example :

- That was **when** I first met him.

7. Numeral

Numerals are words or numbers used to express the amount or sequence of something. Numerals are words that indicate amounts or sequences and can be divided into two groups, namely cardinals (numbers) and ordinals (orders) (Quirk et al., 1985). Examples of numerals are one, two, first, second, and so on.

- **Exceptions**

When a number from 0 to 9 is followed by an exact measurement, use numerals.

Example :

- The circle has a diameter of 9 cm. (“cm” is a measuring unit)
- But : These four apples are already bad

For all numbers other than years that are used to begin a sentence, utilize words.

Example :

- **Sixty-Five Thousand** bottles of juice are sold every day.
- Most twenty-first century novels contain much the same storyline.
- But: 2020 recorded the most spread of covid throughout the world.

Use the words and define the expression for the common fraction.

Example :

- According to reports, two-thirds of the total number of participants did not get a seat.
- It is important for us to understand the Five Pillars of Islam.
- The Second of May is celebrated as National Education Day

• **Writing Percentages**

Usage of numerals and “%” (rather than “percent”) is accepted when referring to percentages.

Example :

- Based on recent reports, 10% of people exposed to covid-19. Also 4% of them are elderly.

The primary exception is when you use a percentage to start a statement. In this case, use words to communicate the complete percentage.

Example :

- **Eleven percent** of patients said that after taking hospital medication, their symptoms improved.

• **Reporting statistical results containing numbers**

You most likely have data to report if your paper incorporates quantitative research. Numbers are used to represent statistics, mathematical operations, ratios, and percentages. This is true regardless of whether they are in a table or the text itself. Keep in mind the following guidelines:

- Report the majority of statistical data using two decimal places (e.g., $M = 5.44$).
- Provide statistics with up to three decimal places of precision. (For example, $p < .001$).
- If a value has the potential to be bigger than 1.0, use the leading zero. If a value can never be bigger than 1.0, omit the leading zero.
- Values that are not Greek letters, such as M , SD , p , and F , should be italicized.

- Add spaces before and after the symbols =, >, and.

Example :

- The subjects' average IQ was comparatively high ($M = 137.33$, $SD = 4.54$).

- **Writing numbers that are accompanied by measurements**

If a number immediately precedes the unit of measure, use numerals.

Example :

- The limit for purchasing subsidized fuel for private vehicles is **60 liters** per day.
- The shortest participant was **1.50 m**.

You should also use numerals to represent precise ages, times, dates, scores, points on a scale, and monetary amounts.

Example :

- The final score was **France 2, Morocco 0** which finally led France to the 2022 world cup final.
- Children under **10 years** receive a **\$30** discounted admission fee.
- But : Most kids can begin reading when they are **around five years old**.
(“around” makes the number imprecise)

- **Writing long numbers**

There are specific rules for longer numbers:

- A decimal point should be represented by a period.
- Separate each set of three digits beginning with 1,000 with a comma.
- Use a mixture of numbers and words, beginning with one million.

Example :

- According to the Central Bureau of Statistics, the Javanese have a significant total population of **95,217,022** people.
- Some projections state that there will be **2 billion** users by the year 2020.

- **Consistency may not be obvious**

Writing numbers is challenging for a variety of reasons, one of which is that applying the rules consistently might produce writing that appears to be full of inconsistencies. Take a look at the following sentences:

- The boy’s height at that age was **1.50 m**. Due to his weight, he is in the top **6%** of his class and is ranked **seventh** in his class as a result. At age **12**, he was taller than the **half** of the lads in his class. He came in **2nd** after **five years**.

8. Preposition

Prepositions are words used to connect nouns and pronouns with other clauses or phrases in a sentence. Prepositions usually show a relationship of time, place, or device (Huddleston & Pullum, 2002).

• Types of prepositions

Prepositions denote direction, time, location, spatial relationships, include other sorts of abstract relationships.

Direction	Time	Location	Space
Look to the right then walk a few steps and you will see the building.	We’ve been waiting for you since this morning.	We were hanging out at the cafe.	The missing key was found under the table

• Examples of prepositions

Unfortunately, it is not possible to reliably determine the choice of preposition for a particular phrase. The most effective way to figure out which prepositions go with which nouns is to read as much good work as possible and note which combinations sound correct. The most frequently occurring prepositions in sentences can be seen in the examples below.

Example :

- I have to rewrite my job content.
- James left his hat in my car.
- Have you given birthday presents to friends far away?
- We’re cooking for a party tonight.
- Daniel is having dinner with his girlfriend.

• Using a preposition to end a sentence.

The myth that it is improper to use a preposition at the end of a sentence has been completely debunked. It is false and has always been false. The sentences written by authors who constantly hold that a preposition cannot end a sentence typically sound stilted and awkward, for instance;

- There is no one else to hide behind, for instance.
- What region are you from?

Despite this, there are times when relocating a preposition earlier in a phrase can be more elegant, particularly in writing that is very serious and professional. But if you do, remember to take the preposition out of the conclusion.

Example :

- I'd like to know where you acquired that stunning dress. (accurate)
- I'm curious about where you purchased that stunning garment. (accurate)
- I'm curious about where you purchased that stunning garment. (incorrect)

• Extraneous prepositions

The incorrect "at" at the end of a question is the most common prepositional mistake.

Example :

- Where is your father **at**? (**incorrect**)
- Where is your father? (**correct**)

On the other hand, if you're not sure which preposition to use, you may occasionally just omit it altogether. Prepositional phrases should never be utilized when they are not necessary.

Overuse of prepositions can be a sign of poor writing, for instance:

- Felix, sent the ball well over the fence. (Take away the up. Don't employ it.)
- Felix smacked the ball over the wall.

9. Conjunctions

Conjunctions are the words that link clauses, phrases, or words in a sentence (Aarts, 2011). They are used to show how the connected pieces are related to one another.

A conjunction is a word that joins words, phrases, and clauses. Although there are numerous other options (including although), common conjunction examples are and, but, and or. Without conjunctions, you would be required to state each complicated thought in a succession of brief, straightforward sentences: I like sports. I like to walk. I don't like cooking.

You can prevent the choppy nature of several short sentences by using conjunctions to form complex and elegant sentences. Ensure that the sentences connected by conjunctions are parallel (have the same structure).

Example :

- I did my math test quickly and careful. (**incorrect**)
- I did my math test quickly and carefully. (**correct**)
-

- **Coordinating conjunctions**

Using coordinating conjunctions in a sentence allows you to group words, phrases, and clauses with the same grammatical rank together. The most frequent use of coordinating conjunctions is with the words for, and, nor, but, or, yet, and so.

Example :

- I want fried noodles or fried rice for lunch.
- Putri didn't have much money, but she still splurged.

The comma is used to separate two independent clauses when a coordinating conjunction is present.

- **Correlative conjunctions**

A correlative conjunction is a pair of conjunctions that work as a unit.

A few examples include either/or, neither/neither, and not only/but also.

Example :

- Not only Jay, but also Joshua sweep the floor.

- **Subordinating conjunctions**

Independent and dependent clauses are connected by subordinating conjunctions. Depending on the subordinating conjunction employed, the relationship between the sentences may be one of contrast, cause and effect, or another kind. Subordinating conjunctions are frequently used, and some examples include because, since, as, although, though, while, and whereas. Sometimes adverbs can function as conjunctions, such as until, after, or before.

Example :

- I'm allowed to remain out **until** midnight

In this sentence, the adverb "until" acts as a subordinating conjunction to connect the ideas of the independent clause (I can remain out) and the dependent clause (the clock strikes twelve). The independent clause cannot stand alone as a sentence without the dependent clause in order for it to make sense.

The subordinating conjunction need not be placed in the middle of the sentence. Although the independent clause may come before the dependent clause, it must be a part of the dependent clause.

Example :

- Before she leaves, make sure her house is clean.
- Because I was sleepy, I took a 5 hour nap
- I lie down all day because I'm tired

Note : Use a comma before the independent clause if the dependent clause comes first.

- **Starting a sentence with a conjunction**

Additionally, using a coordinating conjunction at the start of a phrase is acceptable. It frequently works well to emphasize something. However, if you employ conjunctions at the beginning of too many sentences, the device will start to lose its impact.

Example :

- Safe Flight. And don't forget to let us know when you've reached your destination.
- Kylie went to the market. But the item she was looking for was not there.

C. Summary

The fundamental idea of part of speech is central to conventional English grammar. There are precise guidelines on how to employ the various part of speech. Translation work will suffer greatly if it is done mechanically due to the disparities between the source and destination languages, especially when translating literary texts. The English portion of the speech comes to the conclusion that it is the first of a three-part series on English grammar. The objective is to provide students a firm understanding of fundamental English grammar and the proficiency to use it in conversation. Part of speech, or word kinds, is one of the fundamental ideas of English grammar. This category of words includes conjunctions, prepositions, articles, pronouns, adjectives, adverbs, numerals, verbs and nouns.

For instance, a verb is term that describes an action, a state, or an experience. Words used to name persons, places, things, concepts, living creatures, attributes, or activities are referred to as nouns. Common nouns, proper nouns, personal nouns, and action nouns are only a few of the categories that a noun falls under. Common nouns are those that are ordinary or common, whereas proper nouns are specific names like place or person names. The two types of article 'the definite article and the indefinite article' serve that purpose of discussing nouns like nouns. The words known as pronouns serve to substitute nouns and noun phrases. A noun or pronoun can be modified by an adjective, which is a class of words that usually clarifies or makes something more particular. Adverbs are a group of words that give information to other words that aren't nouns, such verbs and adjectives. Numerals are words that describe the quantity or arrangement of objects in a row. Prepositions are words that connect sentences or clauses and are typically followed by noun or pronoun. When connecting two equal linguistic components, such as words with words, phrases with phrases, expressions with expressions, clauses with clauses, or even paragraphs with paragraphs, we

utilize a particle called a conjunctions. Finally, knowing parts of speech is crucial for learning English grammar and can be useful when using it.

D. Exercise

- **Verbs**

Choose the best answer from the option a, b, c, or d!

1. My sister _____ novels on holidays.
 - a. read
 - b. reads
 - c. reading
 - d. readers
2. They like to _____ games during their free time.
 - a. playing
 - b. player
 - c. played
 - d. play
3. Danielle _____ to the beach last week.
 - a. going
 - b. goes
 - c. went
 - d. has gone
4. We _____ a movie last night.
 - a. watching
 - b. watches
 - c. watched
 - d. watch
5. She _____ her breakfast every morning.
 - a. eats
 - b. ate
 - c. is eating
 - d. has eaten
6. I _____ my keys this morning.
 - a. lost
 - b. lose