



Muhammad Amin Rasyid lahir di Gilireng, Kabupaten Wajo pada tanggal 07 Juni 1955 dari perkawinan Abd Rasjid Sanggung Daeng Pawawo (Bone) dengan Tenri Abang (Wajo). Tamat Sekolah Pendidikan Guru Negeri 60 Sengkang tahun 1973. Sarjana Muda (BA) Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan Sastra dan Seni (FKSS) yang sekarang bernama Fakultas Bahasa dan Sastra (FBS), Institut Keguruan dan Ilmu Pendidikan (IKIP) Ujung Pandang, yang sekarang bernama Universitas Negeri Makassar (UNM), tahun 1977. Sarjana Lengkap (Drs.) Jurusan Pendidikan Bahasa Inggris FKSS - IKIP Ujung Pandang tahun 1979. Diploma of Teaching English as a Second Language (Dip. TESL) English Language Institute (ELI), Victoria University, Wellington, New Zealand tahun 1981. Diploma Akta V tahun 1988. Master of Arts (M.A.) dengan predikat Cumlaude dalam bidang keahlian English Language Studies (ELS) 1 Juni 1988 Sandwich Programme Universitas Hasanuddin dengan University of Manchester, England, United Kingdom, dengan sponsor the British Council di Jakarta. Doktor dalam bidang keahlian English Language Studies tanggal 28 Oktober 1992 Sandwich Programme UNHAS dan RELC Singapore, dengan sponsor the British Council di Jakarta.

Pada tahun 1978 ia diangkat menjadi asisten dosen di FKSS IKIP Ujung Pandang. Jabatan Fungsional Guru Besar diperoleh pada tanggal 30 Juni 1997 dalam bidang Teaching English as a Foreign Language and Research in ELT.

Jabatan struktural yang pernah diembannya adalah Pelaksana Tugas Kepala Laboratorium Bahasa IKIP Ujung Pandang tahun 1982, Kepala Perpustakaan FPBS IKIP Ujung Pandang, 1983-1997, Kepala Badan Penerbit IKIP Ujung Pandang tahun 1992-1994, Kepala Perpustakaan A.P. Petta Rani IKIP Ujung Pandang 1994-1999, dan Dekan Fakultas Bahasa dan Seni tahun 1999-2007. Tahun 2007-2008 Ketua Pokja Perpustakaan BSNP. Tahun 2009 - Ketua Majelis Guru Besar/Profesor Universitas Negeri Makassar.

Karya buku yang telah diterbitkan antara lain: *Build up Your Word Power* (Januari 1995), *Seluk-Beluk Kata Kerja Bahasa Inggris* (Maret, 1995), *Let Us Speak English* (Agustus, 1995), *Points of Discussion* (September, 1995), *Dialogues: From Models to Practice* (Oktober, 1995), *Seluk-Beluk Kata Benda Bahasa Inggris* (1998) *English & Joy* (April, 1995), *English for Beginners Book 1* (2000), *English for Beginners Book 2* (2000), dan *A Better Way of Mastering English Nouns* (2009).

Dr. Muhammad Amin Rasyid, M.A.
rdin Noni, M.Hum.
emuna Muhayyang, M.Pd.

BETTER WAY OF MASTERING ENGLISH VERBS



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A BETTER WAY OF MASTERING ENGLISH VERBS

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PUBLISHER'S NOTE

It is the main task of UNM Publisher to publish textbooks in various fields of disciplines that are written by the faculty members of State University of Makassar (UNM).

The book "A Better Way of Mastering English Verbs" written by Prof. Dr. Muhammad Amin Rasyid, M.A., Dr. Nurdin Noni, M.Hum, and Dr. Maemuna Muahayyang, M.Pd., the teaching staff of FBS UNM, is believed to be useful for the students particularly those who are interested in studying in language study program.

The publisher expects that this book will win the interest and motivation of the other teaching staff to write books that must be of greater use for the students in enhancing the quality of the output of their learning activities.

May the Almighty Allah bless us, Amin.

Makassar, December 2013

The Publisher

SALUTATION

by the Rector of State University of Makassar

State University of Makassar is one of the universities in Indonesia that has the functions to develop science, technology, and arts and to produce professional educators in various fields. In order that these functions can be carried out as well as possible, creativities and efforts are required in all fields from its academic staff.

One of the most expected activities is the writing and publication of books by the experts in this university. The lack of books in English is badly felt by both the students and the lecturers.

Therefore, the publication of the book entitled "*A Better Way of Mastering English Verbs*" is highly welcome with the greatest gratitude to Allah, the Almighty God. The book written by Prof. Dr. Muhammad Amin Rasyid, M.A., Dr. Nurdin Noni, M.Hum, and Dr. Maemuna Muhayyang, M.Pd. is expected to be the main reference in lecturing at English Department.

In the name of the management of State University of Makassar, I hope that the presence of this book will be very useful and meaningful.

Makassar, December 2013

Rector

Prof. Dr. H. Arismunandar, M.Pd.

FOREWORD

Alhamdu lillahi rabbil alamin for the blessings and mercies Allah swt bestows on us so that we could complete the writing of this book: *A Better Way of Mastering English Verbs* as answers to the frequently asked questions by students of English Education Program at Faculty of Languages and Literature, State University of Makassar. This book discusses in detail Verb forms, Verb forms and their usage, Verb positions, Verb types and Verbs and their moods. For practical purposes, theoretical explanations are given both in English and Indonesian.

May Allah swt bless us all.

Makassar, December 2013

MAR, NN & MM

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I

VERB FORMS BENTUK KATA KERJA

The word 'verb' was derived from French – *verbe*, Latin – *verbum*, which means a word. In grammar, a verb refers to any of a class of words expressing action, or indicating the existence of a state or condition, or occurrence; run, be, and appear. A verb functions as the predicate of a sentence that expresses what people or things do, or what happens to them.

Verbs, as a class of words, can be divided into six major categories according to their form, namely finite verbs (FV), non-finite verbs (NFV), regular verbs (RV), irregular verbs (IV), derivative verbs (DV), and non-derivative verbs (NDV).

Kata kerja berasal dari Bahasa Perancis – *verbe*, Latin – *verbum*, yang berarti kata. Menurut Tata Bahasa Bahasa Inggris, kata kerja adalah kata yang menyatakan suatu perbuatan, eksistensi suatu keadaan, kondisi, kejadian atau peristiwa; run, be, appear. Kata kerja berfungsi sebagai predikat klausa atau kalimat yang menyatakan sesuatu yang orang atau benda

(subjek/pokok kalimat) kerjakan atau sesuatu yang terjadi pada mereka (subjek tersebut).

Menurut bentuknya, kata kerja dikelompokkan ke dalam finite verbs (FV), non-finite verbs (NFV), regular verbs (RV), irregular verbs (IV), derivative verbs (DV), dan non-derivative verbs (NDV).

A. Finite Verbs

A finite verb must change its forms (a) when we change the personal pronoun which comes (or could come) before it from or to the first person singular - he (she, it), and (b) when we change the time referred to (Mc Comish, 1979: 52).

Finite verb adalah kata kerja yang dapat berubah bentuknya. Perubahan bentuk tersebut dikondisikan oleh tiga hal, yakni perubahan number, perubahan person, dan perubahan tense dalam kalimat.

Number consists of singular and plural number. Number (jumlah) dalam bahasa Inggris terdiri atas dua, yakni jumlah yang tunggal atau sesuatu yang dianggap tunggal atau satu dalam wujud (singular) dan jumlah yang jamak yakni lebih dari satu (plural).

Person consists first person (singular and plural), second person (singular and plural), and third person (singular and plural).

Person dalam bahasa Inggris terdiri atas: orang pertama (first person), orang kedua (second person), dan orang ketiga (third person). Orang pertama terdiri atas orang pertama tunggal (first person singular) – saya/aku (I), dan orang pertama jamak (first person plural) – kami/kita (we). Orang kedua terdiri atas orang kedua singular (second person singular) – engkau/kamu/Anda (you), dan orang kedua jamak – engkau/kamu/Anda (you). Orang ketiga terdiri atas orang ketiga tunggal (third person singular) – dia/ia laki-laki atau perempuan (he/she)- dan orang

ketiga jamak laki-laki dan atau perempuan (they). Benda/hewan dalam jumlah tunggal (it) atau jamak (they) mengikuti aturan seperti yang digunakan dalam orang ketiga tunggal dan orang ketiga jamak.

Tense consists of present tense and past tense.

Kala (tense) dalam bahasa Inggris terdiri atas kala sekarang (present tense) dan kala lampau (past tense).

Dengan demikian secara operasional finite verb adalah kata kerja yang berubah bentuknya kalau subjeknya diubah *dari* atau *ke* orang ketiga tunggal, atau kalanya diubah *dari* atau *ke* kala sekarang (present tense). Contoh, dalam kalimat “I **am** a teacher, dan I **have** books,” **am** dan **have** adalah finite verbs karena kalau subjek *I* diganti dengan subjek *He*, **am** akan berubah menjadi **is**, dan **have** akan berubah menjadi **has**. Dalam kalimat “I can do it,” **can** tidak berubah bentuknya kalau subjek *I* diganti dengan subjek *He*, yakni he **can** do it. Akan tetapi, kalau kalimat “I can do it,” dijadikan sebagai kalimat tidak langsung yakni kalanya berubah dari kala sekarang ke kala lampau, **can** berubah menjadi **could**, misalnya “I said I **could** do it, atau He said he **could** do it”.

B. Non-Finite Verbs

A non-finite verb does not change its forms (a) when we change the personal pronoun which comes (or could come) before it from or to the first singular person – (he she, it), and (b) when we change the time referred to (Mc Comish, 1979:52).

Non-finite verbs adalah kata kerja yang tidak berubah bentuknya walaupun terjadi perubahan number, person, dan tense dalam suatu kalimat. Non-finite verbs pada umumnya berada dalam konstruksi frasa. Contoh, dalam kalimat “He can **do** it, dan He is doing it now,” (can do dan is doing adalah verb phrases). **Do** dan **doing** adalah non-finite verbs karena kalau kita mengubah subjek He ke I, atau kalau kita mengubah kalanya

dari kala sekarang ke kala lampau, *do* dan *doing* tetap tidak berubah bentuknya, yakni I could *do* it, and I was *doing* it then. Pada contoh ini kita melihat pula bahwa *can* dan *is* adalah finite verbs karena bentuknya berubah menjadi *could* dan *was* setelah subjek dan kalanya diubah. *Do* dalam kalimat “I *do* my homework carefully” adalah finite verb sedangkan *do* dalam kalimat “She does not *do* her homework carefully” adalah non-finite verb.

Contoh-contoh yang dikemukakan di atas menunjukkan bahwa predikat kalimat bahasa Inggris mutlak berunsurkan satu finite verb, tetapi ia tidak mutlak memiliki unsur non-finite verb. Dengan kata lain, keberadaan non-finite verb dalam suatu kalimat tidak mutlak. Dalam struktur kepredikatan berkonstruksi kata kerja, non-finite verb mengikuti finite verb, seperti dalam kalimat “He can do it,” *do* mengikuti *can*. Begitu pula pada kalimat “He is doing it now,” *doing* mengikuti *is*. Contoh-contoh yang dikemukakan di atas memperjelas bahwa finite verb dan non-finite verb ada yang persis sama (identical) bentuknya.

Finite verbs dan non-finite verbs masing-masing mempunyai tiga macam bentuk seperti berikut ini.

Finite Verbs

Finite stem form

Finite stem + *-s* form

Finite stem + *-ed* form

Non-Finite Verbs

Non-finite stem form

Non-finite stem + *-ed* form

Non-finite stem + *-ing* form

Sebagai ilustrasi, berikut ini dipilih lima verbs, yakni BE, GIVE, MEND, CUT dan CAN untuk mewakili kata kerja bahasa Inggris menurut variasi bentuknya.

| | | BE | GIVE | MEND | CUT | CAN |
|------------|---------------------------|-------------|--------|---------|---------|-------|
| FINITE | Stem form | am, are | give | mend | cut | Can |
| | Stem+ <i>-s</i> form | is | gives | mends | cuts | Can |
| | Stem + <i>-ed</i> form | was were | gave | mended | cut | could |
| NON-FINITE | Stem form | be | give | mend | cut | |
| | Stem+ <i>-ed</i> form | been | given | mended | cut | |
| | Stem+ <i>-ing</i> form | being | giving | mending | cutting | |

The verb Be has eight forms (2 finite stem forms - *am* and *are*, 1 finite stem + *-s* form - *is*, 2 finite stem+ *-ed* forms - *was*

and *were*, 1 non-finite stem form - *be*, 1 non-finite stem+*-ed* form -*been*, and 1 non-finite stem+ *-ing* form - *being*); the verb GIVE has five forms(1 identical form for both finite and non-finite stem form - *give*, 1 finite stem+ *-s* form - *gives*, 1 finite stem form+ *-ed* form - *gave*, 1 non-finite stem+ *-ed* form - *given*, and 1 non-finite stem + *-ing* form - *giving*) ; the verb MEND has four forms (1 identical form for both finite and non-finite stem form - *mend* , 1 finite stem+ *-s* form - *mends*, 1 identical form for both finite and non-finite stem+ *-ed* form - *mended*, 1 non-finite stem+ *-ing* form - *mending*) the verb CUT has three form (1 identical form for finite and non-finite stem form, and for finite and non-finite stem+ *-ed* form - *cut*, 1 finite stem+ *-s* form - *cuts*, and 1 non-finite stem+ *-ing* form- *cutting*); and the verb CAN has two forms (1 identical form for both finite stem form and finite stem+ *-s* form- *can*, and 1 finite stem+ *-ed* form- *could*)

Most English verbs have four forms, like those of MEND, that is *mend*, *mends*, *mended*, *mending*. *Mend* is the stem or base form and therefore it is called the stem form or the base form. *Mends* is called the stem+ *-s* form because we add it with suffix *-s* to the base or stem form; *mended* is called the stem + *-ed* form because we add it with suffix *-ed* to the base or stem form; and *mending* is called the stem + *-ing* form because we add it with suffix *-ing* to the base or stem form. Since most English verbs have four forms, like those of MEND, we call all the English verbs having four forms -REGULAR VERBS, and the rest are called IRREGULAR VERBS.

In regular verbs, one form that is the stem+ *-s* form is always finite; one form that is the stem+ *-ing* form is always non-finite; and two forms which are the stem form and the stem+ *-ed* form are sometimes finite and sometimes non-finite.

A stem form is finite when it changes to stem+ *-s* form if we change its subject to the third singular person (Dzaki or Rara) or to the third singular subjective personal pronoun (he or she) or it

changes to stem+*-ed* form if we change the time referred to the past.

I like bananas. → Dzaki *likes* bananas, or He *likes* bananas.

I jog every morning. → I *jogged* yesterday morning.

A stem+ *-ed* form is finite when it changes to stem form or stem+ *-s* form when we change the time referred to the present.

I jogged yesterday morning. Mr. Rasyid jogged yesterday morning, too. → I jog every morning. Mr. Rasyid *jogs* every morning, too.

Was, *were*, *gave*, and *cut* are called finite stem+*-ed* form because they are in the corresponding parallel slot/column with the finite stem + *-ed* form of *mended*. Likewise, *been*, *given*, and *cut* are called non-finite stem+ *-ed* form because they are in the corresponding parallel slot/column with the non-finite stem+ *-ed* form of *mended*.

Kata kerja BE mempunyai 8 bentuk yakni *am*, *are is*, *was*, *were* (finite), *be*, *been*, dan *being* (non-finite). Dalam bahasa Inggris, BE adalah satu-satunya kata kerja yang mempunyai 8 bentuk. Kata kerja GIVE mempunyai 5 bentuk, yakni *give*, *gives*, *gave* (finite), *given*, dan *giving* (non-finite). Oxford Advanced Learner's Dictionary (1991: 1513-1517) mendaftar sebanyak 263 kata kerja yang mempunyai lima bentuk seperti GIVE termasuk 8 di antaranya yang dapat pula digolongkan ke dalam kelompok CUT. Kata kerja MEND mempunyai empat bentuk, yakni *mend*, *mends*, *mended*, dan *mending*. Sebahagian besar kata kerja bahasa Inggris mempunyai 4 bentuk seperti kata kerja MEND. Kata kerja CUT mempunyai 3 bentuk, yakni *cut*, *cuts*, dan *cutting*. Oxford Advanced Learner's Dictionary mendaftar 36 kata kerja yang mempunyai 3 bentuk seperti CUT termasuk 8 di antaranya yang dapat pula digolongkan ke dalam kelompok GIVE. Kata kerja CAN mempunyai 2 bentuk, yakni

can dan *could*. Kata kerja kelompok CAN jumlahnya hanya ada sekitar 10 buah.

Menurut bentuknya, sebahagian besar kata kerja bahasa Inggris mempunyai empat bentuk, seperti yang direpresentasikan oleh bentuk MEND, yakni (1) stem form atau bentuk dasar – *mend*, (2) stem+ *-s* form yakni bentuk dasar ditambah akhiran –*s* – *mends*, (3) stem+ *-ed* form yakni bentuk dasar ditambah akhiran –*ed* – *mended*, dan (4) stem+ *-ing* form yakni bentuk dasar yang ditambah dengan akhiran –*ing* – *mending*. Oleh karena imbuhan –*s*, –*ed*, dan –*ing* dapat ditambahkan pada akhir kata kerja dasar (stem) untuk sebahagian besar kata kerja bahasa Inggris, istilah *stem + -s form*, *stem+ -ed form*, dan *stem+ -ing form* secara demokratis dapat diterima dalam peristilahan (walaupun ada sebahagian kecil kata kerja yang tidak mendapatkan imbuhan akhir tersebut) kalau kita membicarakan bentuk-bentuk kata kerja.

Stem form ada dua macam yakni *finite stem form* dan *non-finite stem form*. Stem + *-s* form hanya ada satu macam, yakni *finite stem+ -s form* saja. Stem+ *-ed* form ada dua macam, yakni *finite stem+ -ed form* yang juga dinamakan *preterit(e) form* atau *past form*, dan *non-finite stem+ -ed form*, yang juga dinamakan *past participial form*, yang sering disingkat penyebutannya menjadi *past participle*. Stem+ *-ing* form hanya ada satu macam, yakni *non-finite stem+ -ing form* saja, yang biasa juga dinamakan *present participial form*, yang sering disingkat penyebutannya menjadi *present participle*.

Kata kerja bahasa Inggris yang memiliki empat bentuk seperti yang dikemukakan di atas dinamakan kata kerja beraturan bentuk (regular verbs), dan sisanya dinamakan kata kerja tak beraturan bentuk (irregular verbs).

Istilah stem form, stem+ *-s* form, stem+ *-ed* form, dan stem+ *-ing* form lebih tepat digunakan dalam membicarakan bentuk-bentuk kata kerja karena mereka merujuk langsung kepada bentuk kata kerja daripada menggunakan istilah *present form*,

past form, *past participle*, *present participle*, atau kata kerja bentuk pertama, kata kerja bentuk kedua, dan kata kerja bentuk ketiga, yang tidak langsung merujuk kepada bentuk kata kerja.

C. Regular Verbs

There are more or less than 300 English verbs which are classified into irregular verbs (BE, GIVE, CUT, and CAN with their respective members), the rest are all regular verbs.

Selain sekitar 300 kata kerja bahasa Inggris yang tergolong dalam kelompok BE, GIVE, CUT, dan CAN, semua kata kerja bahasa Inggris mempunyai empat bentuk seperti mend (finite/non-finite stem form), mends (finite stem+*-s* form), mended (finite/non-finite stem+ *-ed* form), dan mending (non-finite stem+ *-ing* form). Oleh karena itu, secara kuantitatif, kata kerja yang tergolong dalam kelompok MEND dinamakan regular verbs, dan yang lainnya dinamakan irregular verbs atau nama lain sesuai dengan keunikannya. Berikut ini dikemukakan contoh-contoh regular verbs.

Examples of Regular Verbs

| Stem Form (FV & NFV) | Stem+ <i>-s</i> Form (FV) | Stem+ <i>-ed</i> form (FV & NFV) | Stem+ <i>-ing</i> Form(NFV) |
|----------------------|---------------------------|----------------------------------|-----------------------------|
| accept | accepts | accepted | accepting |
| behave | behaves | behaved | behaving |
| caress | caresses | caressed | caressing |
| drill | drills | drilled | drilling |
| embrace | embraces | embraced | embracing |
| follow | follows | followed | following gaining |
| gain | gains | gained | hugging inventing |
| hug | hugs | hugged | jumping |

| | | | |
|-----------|------------|------------|-------------------|
| invent | invents | invented | kissing |
| jump | jumps | jumped | loving |
| kiss | kisses | kissed | mending |
| love | loves | loved | negotiating |
| mend | mends | mended | operating queuing |
| negotiate | negotiates | negotiated | repenting |
| operate | operates | operated | seducing touching |
| queue | queues | queued | uttering |
| repent | repents | repented | varying withering |
| seduce | seduces | seduced | yielding |
| touch | touches | touched | zipping |
| utter | utters | uttered | |
| vary | varies | varied | |
| wither | withers | withered | |
| yield | yields | yielded | |
| zip | zips | zipped | |

Examples in Context:

- We must *accept* the consequences of our action.
- He *caressed* his wife's hair gently, and then they *hugged* and *kissed*.
- She has *repented* of all her sins and *begged* forgiveness from Allah.
- Men are usually *seduced* by women's beauty and wit.
- A kiss on the lips does not always *touch* the heart.
- The woman's dress *zips* up at the back.

D. Irregular Verbs

Oxford Advanced Learner's Dictionary (1992:1513-1517) listed 283 irregular verbs, those are of BE, GIVE, and CUT.

Ada sebanyak 283 buah irregular verbs dalam bahasa Inggris yang terdaftar dalam Oxford Advanced Learner's

Dictionary (1992:1513-1517), yang tergolong dalam kelompok BE, GIVE, dan CUT. Jumlah tersebut akan bertambah kalau diperhitungkan pula kemungkinan pengimbuhan awal seperti *un-* dan *re-* seperti pada contoh - kata **think** menjadi **rethink**. Kedua ratus delapan puluh tiga kata kerja tersebut dikatakan irregular verbs – kata kerja tak beraturan bentuk-karena mereka tidak memiliki keseragaman atyuran dalam finite stem+ *-ed* form, dan non-finite stem+ *-ed* form mereka. Namun demikian, kedua ratus delapan puluh tiga kata kerja tak beraturan bentuk tersebut masih dapat dikelompokkan ke dalam enam belas kelompok menurut kesamaan-kesamaan bentuk yang mereka miliki, sebagai berikut.

Group 1. No change in the spelling of stem +- *ed* form, or they take the regular verb forms (42 verbs)

Tidak ada perubahan ejaan dalam stem+ *-ed* form atau sama dengan regular verb form

| Stem FV&NFV | Stem+ -s FV | Stem+- <i>ed</i> FV | Stem+- <i>ed</i> NFV | Stem+- <i>ing</i> NFV |
|----------------|----------------|------------------------|-------------------------|--------------------------|
| beset | besets | beset | beset | besetting |
| bet | bets | bet(ted) | bet(ted) | betting |
| bid | bids | bid | bid | bidding |
| | | bade | bidden | |
| broadcast | broadcasts | broadcast | broadcast | broadcasting |
| burst | bursts | burst | burst | bursting |
| bust | busts | bust | bust | busting |
| | | busted | busted | |
| cast | casts | cast | cast | casting |
| cost | costs | cost | cost | costing |
| cut | cuts | cut | cut | cutting |
| forecast | forecasts | forecast | forecast | forecasting |
| | | forecasted | forecasted | |
| hit | hits | hit | hit | hitting |

| | | | | |
|----------|-----------|-----------|-----------|--------------|
| hurt | hurts | hurt | hurt | hurting |
| input | inputs | input | input | inputting |
| | | inputted | inputted | |
| inset | insets | inset | inset | insetting |
| knit | knits | knit(ted) | knit(ted) | knitting |
| let | lets | let | let | letting |
| miscast | miscasts | miscast | miscast | miscasting |
| mishit | mishits | mishit | mishit | mishitting |
| misread | misreads | misread | misread | misreading |
| outbid | outbids | outbid | outbid | outbidding |
| output | outputs | output | output | outputting |
| | | outputted | outputted | |
| overbid | overbids | overbid | overbid | overbidding |
| put | puts | put | put | putting |
| quit | quits | quit(ted) | quit(ted) | quitting |
| read | reads | read | read | reading |
| recast | recasts | recast | recast | recasting |
| reset | resets | reset | reset | resetting |
| rid | rids | rid | rid | ridding |
| set | sets | set | set | setting |
| shed | sheds | shed | shed | shedding |
| shut | shuts | shut | shut | shutting |
| slit | slits | slit | slit | slitting |
| spit | spits | spit/spat | spit/spat | spitting |
| split | splits | split | split | splitting |
| spread | spreads | spread | spread | spreading |
| sublet | sublets | sublet | sublet | subletting |
| thrust | thrusts | thrust | thrust | thrusting |
| underbid | underbids | underbid | underbid | underbidding |
| undercut | undercuts | undercut | undercut | undercutting |
| upset | upsets | upset | upset | upsetting |
| wed | weds | wed | wed(ded) | wedding |
| wet | wets | wet(ted) | wet(ted) | wetting |

Examples in Context:

- Nashirah is not easily *hurt* by unkindness.
- Have you *quitted* smoking? I have tried many times, but I have never been successful.
- She has *rid* herself of her illusion.
- Don't *upset* yourself- no harm has been done.
- A large wave *upset* our boat so we swam for miles to reach the shore.

Group 2. Add 't' to the stem form, or change 'd' to .t' to form the finite and non-finite stem+ *-ed* form. Some may vary taking the regular form (21 verbs)
 Tambahkan 't' kepada stem form, atau ubah 'd' menjadi 't' untuk membentuk the finite and non-finite stem +*-ed* form. Ada juga yang bervariasi dengan regular verb form.

| Stem FV&NFV | Stem+ -s FV | Stem+ <i>-ed</i> FV | Stem+ <i>-ed</i> NFV | Stem+ <i>-ing</i> NFV |
|----------------|----------------|------------------------|-------------------------|--------------------------|
| bend | bends | bent | bent | bending |
| build | builds | built | built | building |
| burn | burns | burnt | burnt | burning |
| | | burned | burned | |
| dream | dreams | dreamt | dreamt | dreaming |
| | | dreamed | dreamed | |
| gild | gilds | gilt | gilt | gilding |
| | | gilded | gilded | |
| gird | girds | girt | girt | girding |
| | | girded | girded | |
| leap | leaps | leapt | leapt | leaping |
| | | leaped | leaped | |
| learn | learns | learnt | learnt | learning |
| lend | lends | learned | learned | |
| misspell | misspells | misspelt | misspelt | misspelling |
| | | misspelled | misspelled | |

| | | | | |
|-----------|------------|-----------|-----------|--------------|
| misspend | misspends | misspent | misspent | misspending |
| rebuild | rebuilds | rebuilt | rebuilt | rebuilding |
| rend | rends | rent | rent | rending |
| spell | spells | spelt | spelt | spelling |
| | | spelled | spelled | |
| spend | spends | spent | spent | spending |
| spill | spills | spilt | spilt | spilling |
| | | spilled | spilled | |
| spoil | spoils | spoilt | spoilt | spoiling |
| underbend | underbends | underbent | underbent | underbending |

Examples in Context:

Can you touch your toes without *bending* your knees?

'Rome was not *built* in a day' means that time and hard work are necessary for a difficult or important task.

'Look before you *leap*' means before you take any action, consider all the possible consequences.

A tiger can *rend* its prey pieces.

Group 3. Change the end part of the stem form into 'ought' or 'aught' to form the finite and non-finite stem+ - *ed* form (10 verbs).

Ubah bagian akhir stem form menjadi 'ought', atau 'aught' untuk membentuk the finite and non-finite stem+ - *ed* form.

| Stem FV&NFV | Stem+ - <i>s</i> FV | Stem+ - <i>ed</i> FV | Stem+ - <i>ed</i> NFV | Stem+ - <i>ing</i> NFV |
|----------------|------------------------|-------------------------|--------------------------|---------------------------|
| besech | beseches | besought beseched | besought beseched | beseching |
| bring | brings | brought | brought | bringing |
| buy | buys | bought | bought | buying |
| catch | catches | caught | caught | catching |
| fight | fight | fought | fought | fighting |

| | | | | |
|----------|-----------|-----------|-----------|-------------|
| outfight | outfights | outfought | outfought | outfighting |
| seek | seeks | sought | sought | seeking |
| teach | teaches | taught | taught | teaching |
| think | thinks | thought | thought | thinking |
| work | works | worked | worked | working |

Examples in Context:

- We heard her crying out, *beseeking* Allah to save her husband's life.
- The two parties finally realized that a small matter had *brought* them into a long conflict.
- Fidelity in friendship is not *bought*, but *buying* presents for friends demands fidelity.
- M. Nur was determined to leave his village to *seek* his fortune in other places.
- Children should be *taught* to pity the poor.

Group 4. Change 'ea' and 'ee' representing the phoneme /i/ into phoneme /e/, and end it with letter 't' or phoneme /t/ to form the finite and non-finite stem+ - *ed* form (16 verbs).

Ubah 'ea' dan 'ee' yang berbunyi /i/ menjadi bunyi /e/, dan akhiri dengan huruf 't' atau bunyi /t/ untuk membentuk the finite and non-finite stem+ - *ed* form

| Stem FV&NFV | Stem+ - <i>s</i> FV | Stem+ - <i>ed</i> FV | Stem+ - <i>ed</i> NFV | Stem+ - <i>ing</i> NFV |
|----------------|------------------------|----------------------------|-----------------------------|---------------------------|
| creep | creeps | crept | crept | creeping |
| deal | deals | dealt | dealt | dealing |
| dwel | dwells | dwelt | dwelt | dwelling |

| | | | | |
|-----------|------------|-----------|-----------|--------------|
| feel | feels | felt | felt | feeling |
| keep | keeps | kept | kept | keeping |
| kneel | kneels | knelt | knelt | kneeling |
| | | kneeled | kneeled | |
| lean | leans | leant | leant | leaning |
| learn | learns | learnt | learnt | learning |
| | | learned | learned | |
| leave | leaves | left | left | leaving |
| mean | means | meant | meant | meaning |
| meet | meets | met | met | meeting |
| misdeal | misdeals | misdealt | misdealt | misdealing |
| oversleep | oversleeps | overslept | overslept | oversleeping |
| sleep | sleeps | slept | slept | sleeping |
| sweep | sweeps | swept | swept | sweeping |
| weep | weeps | wept | wept | weeping |

Examples in Context:

- Doubt and fear began to *creep* slowly into the woman's mind and heart after her husband had not come home for days.
- Her mind often *dwells* on memories of her past sufferings.
- Don't say 'yes' when you *mean* to say 'no'.
- She was *weeping* real tears when she kissed him goodbye.

Group 5. Change the (last) vowel of the stem form into vowel /e/ and end it with letter 'd' or phoneme /d/ to form the finite and non-finite stem + *-ed* form (13 verbs).

Ubah vowel (akhir) stem form menjadi vowel /e/, dan akhiri dengan huruf 'd' atau bunyi /d/ untuk membentuk the finite and non-finite stem + *-ed* form.

| Stem FV&NFV | Stem+ <i>-s</i> FV | Stem+ <i>-ed</i> FV | Stem+ <i>-ed</i> NFV | Stem+ <i>-ing</i> NFV |
|----------------|-----------------------|---------------------------|-------------------------|--------------------------|
| behold | beholds | beheld | beheld | beholding |
| bleed | bleeds | bled | bled | bleeding |
| breed | breeds | bred | bred | breeding |
| feed | feeds | fed | fed | feeding |
| flee | flees | fled | fled | fleeing |
| gainsay | gainsays | gainsaid | gainsaid | gainsaying |
| hold | holds | held | held | holding |
| lead | leads | led | led | leading |
| plead | pleads | pled | pled | pleading |
| | | pleaded | pleaded | |
| say | says | said | said | saying |
| unsay | unsays | unsaid | unsaid | unsaying |
| uphold | upholds | upheld | upheld | upholding |
| withhold | withholds | withheld | withheld | withholding |

Examples in Context:

- Mr. Rasyid *beholds* beauty and happiness in his wife's eyes.
- Teachers have expertise that cannot be *gainsaid*.
- *Holding* a woman's hand does not mean *holding* her heart as well.
- What has been *said* cannot be *unsaid*.

- Many villagers in South Sulawesi still *uphold* old traditions.

Group 6. Change ‘-ind’ into ‘-ound’ to form the finite and non-finite stem + *-ed* form (7 verbs).

Ubah ‘ind’ menjadi ‘ound’ untuk membentuk finite dan non-finite stem+ *-ed* form.

| Stem FV&NFV | Stem+ - <i>s</i> FV | Stem+ <i>-ed</i> FV | Stem+ <i>-ed</i> NFV | Stem+ <i>-ing</i> NFV |
|----------------|------------------------|------------------------|-------------------------|--------------------------|
| bind | binds | bound | bound | binding |
| find | finds | found | found | finding |
| grind | grinds | ground | ground | grinding |
| rebind | rebinds | rebound | rebound | rebinding |
| rewind | rewinds | rewound | rewound | rewinding |
| unwind | unwinds | unwound | unwound | unwinding |
| wind | winds | wound | wound | winding |

Examples in Context:

- There are so many feelings that *bind* Mr.Rasyid to his wife.
- An old person usually puts things in a place where he can *find* them quickly and easily.
- Mr. Siratang *ground* his cigarette in the ashtray, then leant back on the sofa with thousands of unanswered questions in his minds.
- Mr. Muhayyang never *unwinds* his sarong when he is at home.
- The staircase in the new building *winds* upwards round a big central pillar.

Group 7. Change the last vowel letter of the stem form into vowel letter ‘u’ which is pronounced /ʌ/ to form the finite and non-finite stem + *-ed* form (17 verbs).

| Stem FV&NFV | Stem+ - <i>s</i> FV | Stem+ <i>-ed</i> FV | Stem+ <i>-ed</i> NFV | Stem+ <i>-ing</i> NFV |
|----------------|------------------------|------------------------|-------------------------|--------------------------|
| cling | clings | clung | clung | clinging |
| dig | digs | dug | dug | digging |
| fling | flings | flung | flung | flinging |
| hamstring | hamstrings | hamstrung | hamstrung | hamstringing |
| | | hamstringed | hamstringed | hanging |
| hang | hangs | hung | hung | overhanging |
| overhang | overhangs | overhung | overhung | shrinking |
| shrink | shrinks | shrank | shrank | |
| | | shrunk | | slinging |
| sling | slings | slung | slung | slinking |
| slink | slinks | slunk | slunk | spinning |
| spin | spins | spun | spun | |
| | | span | | sticking |
| stick | sticks | stuck | stuck | stinging |
| sting | stings | stung | stung | stinking |
| stink | stinks | stunk | stunk | |
| | | stank | | striking |
| strike | strikes | struck | struck | stringing |
| string | strings | strung | strung | swinging |
| swing | swings | swung | swung | wringing |
| wring | wrings | wrung | wrung | |

Examples in Context:

- The poor woman *clings* to the hope that her husband is still alive, and will come back to her one day.
- The project was *hamstrung* by the lack of skilled workers and funds.
- The police failed to seize the thieves who *slunk* down the dark alley.

Group 10: Change 'ow', 'aw', and 'y' in the finite stem form into 'ew' to form the finite stem+ -ed form; then change 'ew' in the finite stem+ -ed form into 'own' or 'awn' to form the non-finite stem+ -ed form (11 verbs).

Ubah 'ow', 'aw', dan 'y' dalam the finite stem form menjadi 'ew' untuk membentuk the finite stem+ -ed form; kemudian ubah 'ew' dalam the finite stem+ -ed form menjadi 'own', atau 'awn' untuk membentuk the non-finite stem+ ed form.

| Stem FV&NFV | Stem+ -s FV | Stem+ <u>ed</u> FV | Stem+ <u>-ed</u> NFV | Stem+ <u>-ing</u> NFV |
|----------------|----------------|--------------------------|-------------------------|--------------------------|
| blow | blows | blew | blown | blowing |
| draw | draws | drew | drawn | drawing |
| fly | flies | flew | flown | flying |
| grow | grows | grew | grown | growing |
| know | knows | knew | known | knowing |
| outgrow | outgrows | outgrew | outgrown | outgrowing |
| overdraw | overdraws | outdrew | overdrawn | overdrawing |
| overfly | overflies | overflow | overflown | overflying |
| overthrow | overthrows | overthrew | overthrown | overthrowing |
| throw | throws | threw | thrown | throwing |
| withdraw | withdraws | withdrew | withdrawn | withdrawing |

Examples in Context:

- When the wind *blows* softly, and the sky is blue, I always remember you.
- As your children are *growing* into teenagers, they need more of your time and attention.
- Every child *knows* that one and one makes two.
- When Sakinah had read all the letters she *threw* them into the bin.

- Realizing that everybody disagreed to her idea, Sherly *withdrew* from the argument.

Group 11: Change the vowel in the stem form but the vowels in initial and final position into vowel 'o' to form the finite stem+ -ed form; then end the finite stem+ -ed form in 'n' to form the non-finite stem+ -ed form (17 verbs)

Ubah vowel stem form kecuali vowel pada awal dan akhir kata menjadi vowel 'o' untuk membentuk the finite stem+ -ed form; kemudian akhiri the finite stem+ -ed form dengan 'n' untuk membentuk the non-finite stem+ -ed form.

| Stem FV&NFV | Stem+ -s FV | Stem+ <u>-ed</u> FV | Stem+ <u>-ed</u> NFV | Stem+ <u>-ing</u> NFV |
|----------------|----------------|------------------------|-------------------------|--------------------------|
| arise | arise | arose | arosen | arising |
| awake | awake | awoke | awoken | awaking |
| beget | beget | begot | begotten | begetting |
| bespeak | bespeak | bespoke | bespoken | bespeaking |
| break | break | broke | broken | breaking |
| choose | choose | chose | chosen | choosing |
| cleave | cleave | clove | cloven | cleaving |
| | | cleaved | cleaved | |
| | | cleft | cleft | |
| | | clave | cleaved | |
| forget | forgets | forgot | forgotten | forgetting |
| freeze | freezes | froze | frozen | freezing |
| get | gets | got | gotten | getting |
| interweave | interweaves | interwove | interwoven | interweaving |
| speak | speaks | spoke | spoken | speaking |
| steal | steals | stole | stolen | stealing |
| tread | treads | trod | trodden | treading |
| | | | trod | |
| unfreeze | unfreezes | unfroze | unfrozen | unfreezing |
| wake | wakes | woke | woken | waking |
| | | waked | waked | |
| weave | weaves | wove | woven | weaving |
| | | weaved | weaved | |

Examples in Context:

- Problems usually *arise* out of the lack of communication.
- His polite manners and smiling face *bespeak* the gentleman.
- Her husband's words and actions *broke* her heart into pieces.
- The wife and husband's lives are *interwoven*. Destiny *interweaves* their lives.
- The incident woke memories of all Kasmawati's past sufferings.

| | | | | |
|------------|-------------|------------|------------|--------------|
| ride | rides | rode | ridden | riding |
| rise | rises | rose | risen | rising |
| shrive | shrives | shrove | shriven | shriving |
| | | shrived | shrived | |
| smite | smites | smote | smitten | smiting |
| stride | strides | strode | stridden | striding |
| strive | strives | strove | strove | striving |
| thrive | thrives | throve | throve | thriving |
| | | thrived | thrived | |
| underwrite | underwrites | underwrote | underwrote | underwriting |
| write | writes | wrote | wrote | writing |

Group 12. Add 'n' to the stem form to form the non-finite stem+ *-ed* form. Double the consonants: 't' and 'd' preceding the vowel 'e' at the final position in the stem form. The finite stem+ *-ed* form varies (20 verbs).

Tambahkan 'n' pada stem form untuk membentuk the non-finite stem+ *-ed* form. Dobel konsonan 't' dan 'd' yang mendahului vokal akhir 'e' pada stem form. The finite stem+ *-ed* form bervariasi.

| Stem FV&NFV | Stem+ <i>-s</i> FV | Stem+ <i>-ed</i> FV | Stem+ <i>-ed</i> NFV | Stem+ <i>-ing</i> NFV |
|-------------|--------------------|---------------------|----------------------|-----------------------|
| backbite | backbites | backbitten | backbitten | backbiting |
| bestride | bestrides | bestrode | bestriden | bestriding |
| bite | bites | bit | bitten | biting |
| chide | chides | chid | chidden | chiding |
| | | chided | chided | |
| | | chid | chid | |
| drive | drives | drove | driven | driving |
| forbid | forbids | forbade | forbidden | forbidding |
| forgive | forgives | forgave | forgiven | forgiving |
| give | gives | gave | given | giving |
| hide | hides | hid | hidden | hiding |
| override | overrides | overrode | overridden | overriding |
| rewrite | rewrites | rewrote | rewriting | rewriting |

Examples in Context:

- She likes *backbiting* her neighbors.
- 'If you want to marry her, I can't *forbid* you,' said his father.
- It is sometimes very difficult to *forgive* ourselves.
- 'I can *give* you nothing but my true love,' said the husband to his wife.
- You must *strive* to improve your English performance.
- No business can *thrive* without investment.
- I'll *write* you as soon as I arrive there.

stand
stave
tell
think
understand
undersell
win
withstand

Group 13. Add 'n' to the stem form to form the non-finite stem+ -ed form. The finite stem+ -ed form varies (14 verbs).

Tambahkan 'n' pada stem form untuk membentuk the non-finite stem+ -ed form. The finite stem+ -ed form bervariasi.

| Stem FV&NFV | Stem+ -s FV | Stem+ <u>-ed</u> FV | Stem+ <u>-ed</u> NFV | Stem+ <u>-ing</u> NFV |
|-------------|-------------|---------------------|----------------------|-----------------------|
| beat | beats | beat | beaten | beating |
| befall | befalls | befell | befallen | befalling |
| browbeat | browbeats | browbeat | browbeaten | browbeating |
| eat | eats | ate | eaten | eating |
| fall | falls | fell | fallen | falling |
| forsake | forsakes | forsook | forsaken | forsaking |
| mistake | mistakes | mistook | mistaken | mistaking |
| overeat | overeats | overate | overeaten | overeating |
| overtake | overtakes | overtook | overtaken | overtaking |
| partake | partakes | partook | partaken | partaking |
| retake | retakes | retook | retaken | retaking |
| shake | shakes | shook | shaken | shaking |
| take | takes | took | taken | taking |
| undertake | undertakes | undertook | undertaken | undertaking |

Examples in

- Daer gam back
- Do y
- Wha
- I und
- Ther

Examples in Context:

- The Indonesian government can hardly *beat* the high inflation every year.
- I shall never leave you, whatever *befalls*.
- 'Don't *forsake* me this time! I really need your help'.
- Muhammad Akbar Amin is determined to succeed, whatever job he *undertakes*.

Group 14. The vowels of the stem form change to other vowels to form the finite and non-finite stem+ -ed forms.

Vowel pada stem form berubah menjadi vowel lain(bervariasi) pada the stem+ -ed form untuk finite and dan non-finite form (34 verbs).

| Stem FV&NFV | Stem+ -s FV | Stem+ <u>-ed</u> FV | Stem+ <u>-ed</u> NFV | Stem+ <u>-ing</u> NFV |
|-------------|----------------|---------------------|----------------------|-----------------------|
| backslide | backslides | backslid | backslid | backslidin |
| floodlight | floodlights | floodlighted | floodlighted | g |
| t | foretells | foretold | foretold | floodlighting |
| foretell | hears | heard | heard | foretelling |
| hear | heaves | hove/heaved | hove/heaved | hearing |
| heave | lights | lit/lighted | lit/lighted | heaving |
| light | loses | lost | lost | lighting |
| lose | mishears | misheard | misheard | losing |
| mishear | misunderstands | misunderstood | misunderstood | mishearing |
| misunder | outsells | outsold | outsold | g |
| stand | outshines | outshone | outshone | misunders |
| outsell | overhears | overheard | overheard | tanding |
| outshine | overshoots | overshot | overshot | outselling |
| overhear | rehears | reheard | reheard | outselling |
| overshoot | resells | resold | resold | outselling |
| t | resits | resat | resat | overhearing |
| rehear | retells | retold | retold | ng |
| resell | sells | sold | sold | overshooti |
| resit | shines | shone | shone | ng |
| retell | shits | shitted/shat | shitted/shat | rehearing |
| sell | shoes | shod | shod | reselling |
| shine | shoots | shot | shot | resitting |
| shit | sits | sat | sat | retelling |
| shoe | slides | slid | slid | selling |
| shoot | speeds | sped/speeded | sped/speeded | shining |
| sit | spotlights | spotlit | spotlit | shitting |
| slide | | spotlighted | spotlighted | shoeing |
| speed | stands | stood | stood | shooting |
| spotlight | staves | stove/staved | stove/staved | sitting |

Examples in Context:

- She *has* everything she wants but true love from a man.
- He always tries to *make* his wife happy.
- I seem to have *mis*laid my glasses – have you seen them?
- She *over*laid her deep sadness with humour.
- She lingered out of the room to *way*lay him after the lecture.

Group 16. Changes in vowels and consonants varies. Non-finite stem+ - ed forms end in /m/ or in /n/ or in other consonants.

Perubahan vokal dan konsonan bervariasi. Non-finite stem+ - ed form berakhir dengan bunyi /m/ atau /n/ atau bunyi konsonan lain (33 verbs).

| Stem FV&NFV | Stem+ - <u>s</u> FV | Stem+ <u>-ed</u> FV | Stem+ <u>-ed</u> NFV | Stem+ <u>-ing</u> NFV |
|------------------------------|----------------------------------|---------------------------------|---|--|
| be,am,are become bless | is becomes blesses | was,were became blessed | been beome blessed blest | being becoming blessing |
| come crow | comes crows | came crowed crew | come crowed | coming crowing |
| dive | dives | dived doved | dived | diving |
| do foresee go hew | does foresees goes hews | did foresaw went hewed | done foreseen gone hewed hewn | doing foreseeing going hewing |

| | | | | |
|---|--|--|---|--|
| ken | kens | kenned kent | kenned | kenning |
| lie melt | lies melts | lay melted | lain melted molten | lying melting |
| mow | mows | mowed | mown mowed | mowing |
| outdo overcome overdo oversee prove | outdoes overcomes overdoes oversees proves | outdid overcame overdid oversaw proved | outdone overcome overdone overseen proved proven | outdoing overcoming overdoing overseeing proving |
| redo saw | redoes saws | redid sawed | redone sawn sawed | redoing sawing |
| see sew | sees sews | saw sewed | seen sewn sewed | seeing sewing |
| shear show | shears shows | sheared showed | sheared shown showed | shearing showing |
| shrink | shrinks | shrank shrunk | shrunk | shrinking |
| slay sow strew | slays sows strews | slew sowed strewed | slain sown strewed strewn | slaying sowing strewing |
| swell | swells | swelled | swollen swelled | swelling |
| undergo underlie undo | undergoes underlies undoes | underwent underlay undid | underwent underlay undid | undergoing underlying undoing |

Examples in Context:

- He *does* everything he can to be a good man.
- What has been *done* cannot be *undone*.
- The students were *overcome* by a sense of failure.
- They had *undergone* almost every kind of sufferings in their lives.
- A deep faith always *underlies* whatever work he *does*.

The suffixes: *-s*, *-ed*, and *-ing* added to the stem form in the examples given above to some extent cause variation in spelling. The suffixes: *-s* and *-ed* added to the stem form also cause variation in pronunciation. The variation can be seen in the following.

Imbuan *-s*, *-ed*, dan *-ing* yang ditambahkan pada kata kerja dasar pada contoh yang diberikan di atas menyebabkan variasi ejaan; Selain variasi ejaan, imbuan *-s*, dan *-ed* yang ditambahkan pada kata kerja dasar menyebabkan pula variasi pelafalan. Variasi tersebut dapat dilihat pada contoh-contoh berikut.

a. From Finite Stem Form to Finite Stem + *-s* Form

The suffix *-s* has *-es* as its variant. The suffix *-s* is pronounced /s/ if it is suffixed to the stem forms ending in voiceless consonants; it is pronounced /z/ if it is suffixed to the stem forms ending in voiced consonants or vowels; and it is pronounced /ɪz/ if it is suffixed to the stem forms ending in a hissing sound. Study carefully the following illustration.

Imbuan akhir *-s* dilafalkan /s/ kalau diimbuhkan pada kata kerja dasar yang berakhir dengan konsonan tak bersuara; ia dilafalkan /z/ kalau ia diimbuhkan pada kata kerja dasar yang berakhir dengan konsonan bersuara; dan ia dilafalkan /ɪz/ kalau ia diimbuhkan pada kata kerja dasar yang berakhir dengan bunyi desis. Kaji cermat ilustrasi berikut ini.

1) The finite stem forms which are directly suffixed *-s* to form finite stem+ *-s* form, in which *-s* is pronounced /s/

Kata kerja dasar (finite verb) yang langsung diimbuhkan akhiran *-s* untuk membentuk stem + *-s* form yang dilafalkan /s/

| Finite Stem Form | Finite Stem+ <i>-s</i> Form | The Pronunciation of suffix <i>-s</i> |
|---|---|---------------------------------------|
| cough laugh paragraph sniff telegraph | coughs laughs paragraph sniff telegraph | /fs/ |
| knock look mock speak wreck | knock look mock speak wreck | /ks/ |
| claps jump keep leap stop | claps jump keep leap stop | /ps/ |
| attract insist meet sit visit | attract insist meet sit visit | /ts/ |

Examples in Context:

- She always *keeps* a distance because she *coughs* a lot when she *speaks*.
- When he *meets* her, he always *attracts* her attention.
- Her heart always *leaps* with joy when he *visits* her.

2) The finite stem forms which are directly suffixed -s to form finite stem+ -s form, in which -s is pronounced /z/

Kata kerja dasar (finite verb) yang langsung diimbui akhiran -s untuk membentuk stem + -s form yang dilafalkan /z/

| Finite Stem Form | Finite Stem+ <u>-s</u> Form | The Pronunciation of suffix <u>-s</u> |
|--|---|---------------------------------------|
| rob rub snub sob sub | robs rubs snubs sobs subs | /bz/ |
| breed comprehend depend need pretend | breeds comprehends depends needs pretends | /dz/ |
| beg lag rag snog tag | begs lags rags snogs tags | /gz/ |
| boil call | boils calls | /lz/ |

| | | |
|--|---|-------|
| drill spoil tell | drills spoils tells | |
| come dim dream seem swim | comes dims dreams seems swims | /mz/ |
| earn learn mean turn win | earns learns means turns wins | /nz/ |
| cling fling hang ring sing | clings flings hangs rings sings | /ɪŋz/ |

Examples in Context:

- He *pretends* that he *needs* her help.
- He often *dreams* about death.
- He *means* what he says.
- When a woman *tells* the truth to a man, she does not necessarily mean that she *depends* on him.

3) The finite stems ending in -ce, -se, or -ge are directly suffixed with -s in which -ces and -ses are pronounced /siz/ while -ges is pronounced /jiz/

Kata kerja dasar yang berakhir dengan -ce, -se, or -ge yang langsung diimbuhi dengan akhiran -s untuk membentuk stem+ -s form, yang -ces dan -ses dilafalkan /siz/ sedangkan -ges dilafalkan /jiz/

| Finite Stem Form | Finite Stem+ -s Form | The Pronunciation of suffix -s |
|--|---|--------------------------------|
| advice/advise dance face sacrifice arise choose | advices/advises dances faces sacrifices arises chooses | /siz/ |
| engage judge lodge manage urge | engages judges lodges manages urges | /jiz/ |

Examples in Context:

- The teacher *advises* the students to use their time wisely.
 - The dancer always *dances* gracefully
 - He always *faces* facts bravely.
 - A feeling of being responsible for the matter *urges* him to take every action that he *judges* to be important.
- 4) The finite stems ending in -y preceded by a vowel are directly suffixed with -s. However, if -y is preceded by a consonant, -y changes into -i and then suffixed with -es. -ys and -ies are pronounced /iz/

Kata kerja dasar yang berakhir dengan huruf -y yang didahului oleh vowel langsung ditambahkan imbuhan akhir -s. Kalau -y didahului oleh konsonan, -y harus diubah menjadi -i kemudian ditambahkan imbuhan akhir -es. -ys dan -ies dilafalkan /iz/

| Finite Stem Form | Finite Stem+ -s Form | The Pronunciation of suffix -s |
|--|---|--------------------------------|
| buy lay pay relay say cry fly intensify justify try | buys lays pays relays says cries flies intensifies justifies tries | /-iz/ |

Examples in Context:

- The lecturer always *says* things that make his students feel important.
 - The woman *cries* a lot when she is sad.
 - The chairman *justifies* things on the grounds of efficiency and effectiveness.
 - The teacher always *tries* to answer every question as well as possible his students ask
- 5) The finite stem forms ending in -o are suffixed with -es, and -s is pronounced /-z/

Kata kerja dasar yang berakhir -o diimbuhi dengan -es, dan -s dilafalkan /-z/

| Finite Stem Form | Finite Stem+ - <u>s</u> Form | The Pronunciation of suffix - <u>s</u> |
|------------------|------------------------------|--|
| do | does | /z/ |
| go | goes | |
| overdo | overdoes | |
| undergo | undergoes | |
| undo | undoes | |

Examples in Contexts:

- He is disciplined and responsible; he *does* every job well.
 - He always *leaves* home early in the morning and *goes* back late in the evening.
 - She often *overdoes* sympathy.
 - She always *undergoes* great hardship, but she never gives up.
- 6) The finite stem forms ending in a hissing sound are suffixed with -es and -es is pronounced /-iz/

Kata kerja dasar yang berakhir bunyi desis diimbuhi dengan akhiran -es dan -es dilafalkan /jiz/

| Finite Stem Form | Finite Stem+ - <u>s</u> Form | The Pronunciation of suffix - <u>es</u> |
|------------------|------------------------------|---|
| brush | brushes | /iz/ |
| wish | wishes | |
| match | matches | |
| watch | watches | |
| mix | mixes | |
| pass | passes | |
| buzz | buzzes | |

Examples in Context:

- The carpet *matches* the curtains perfectly.
- She never successfully *mixes* her career and marriage.
- Rahmat is the brightest student in the class. He always *passes* his subjects excellently.

b. From Finite Stem Form to Regular Finite Stem+ - ed Form

In general the finite stem forms can directly be suffixed with -ed. However, for certain cases, the finite stem forms are suffixed with -d, the variant form of -ed. The -ed is pronounced /-d/ if it is suffixed to the finite stem forms ending in a voiced consonant or a vowel; it is pronounced /-t/ if it is suffixed to finite stem forms ending in a voiceless consonant; and it is pronounced /-id/ if it is suffixed to finite stem forms ending in /-t or -d/sounds.

Pada umumnya kata kerja dasar (*finite stem form*) dapat ditambahkan langsung imbuhan -ed. Namun dalam hal-hal tertentu ada finite stem form yang ditambahkan imbuhan -d yakni bentuk alternative imbuhan akhir -ed. Imbuhan -ed dilafalkan /-d/ kalau ia diimbuhkan pada kata kerja dasar yang berakhir dengan bunyi konsonan bersuara (*voiced consonant*) atau bunyi vowel; ia dilafalkan /-t/ kalau ia diimbuhkan pada kata kerja dasar yang berakhir dengan bunyi konsonan tak bersuara (*voiceless consonant*); dan ia dilafalkan /-id/ kalau ia diimbuhkan pada kata kerja dasar yang berakhir dengan bunyi /-t atau -d/. Aturan ini hanya berlaku untuk regular *finite stem + -ed forms*.

- 1) Examples of finite stem forms ending in a voiced consonant which are directly suffixed with *-ed*.

| Finite Stem Forms ending in a voiced consonant | Finite Stem+ <i>-ed</i> Form |
|--|------------------------------|
| act | acted |
| aid | aided |
| boil | boiled |
| buzz | buzzed |
| clean | cleaned |
| enjoy | enjoyed |
| fill | filled |
| gain | gained |
| head | headed |
| inform | informed |
| join | joined |
| kick | kicked |
| kiss | kissed |
| laugh | laughed |
| miss | missed |
| need | needed |
| oar | oared |
| pack | packed |
| quash | quashed |
| remember | remembered |
| staff | staffed |
| seem | seemed |
| tempt | tempted |
| unchain | unchained |
| view | viewed |
| want | wanted |
| xerox | xeroxed |
| yield | yielded |
| zing | zinged |

Examples in Context:

- His diary *aided* his memory to remember his past.
- There *seemed* to be a long conflict between the two neighbors.
- They hugged and *kissed* before they parted.
- They *viewed* the matter from a different point of view.
- The children *enjoyed* the party very much.

- 2) Examples of finite stem forms ending in vowel *-e* which are directly suffixed with *-d*.

| Finite Stem Forms ending in vowel <i>-e</i> | Finite Stem+ <i>-ed</i> Form |
|---|------------------------------|
| accelerate | accelerated |
| ache | ached |
| behave | behaved |
| bribe | bribed |
| cease | ceased |
| chase | chased |
| die | died |
| dine | dined |
| embrace | embraced |
| face | faced |
| gaze | gazed |
| grade | graded |
| handle | handled |
| hospitalize | hospitalized |
| impede | impeded |
| invite | invited |
| jumble | jumbled |
| jangle | jangled |
| ledge | ledged |
| lace | laced |

| | |
|----------|-----------|
| manage | managed |
| name | named |
| opine | opined |
| prepare | prepared |
| queue | queued |
| rape | raped |
| smoke | smoked |
| tease | teased |
| use | used |
| validate | validated |
| waste | wasted |
| yoke | yoked |
| zone | zoned |

Examples in Context:

- The witness was *bribed* to give false evidence.
- The two brothers *embraced* each other warmly when they met.
- She *gazed* at him in disbelief when he told her that he wanted to marry her.
- A marriage has successfully *ceased* the conflict between the two clans.

Finite stem forms ending in letter *-y* which is preceded by a vowel letter is suffixed directly with suffix *-ed*. If the finite stem forms end in letter *-y* which is preceded by a consonant letter, the letter *-y* is changed to letter *-i* then the stem finite forms are suffixed with *-ed*.

Finite stem forms yang berakhir dengan huruf *-y* yang didahului oleh huruf vokal diimbuhi langsung dengan *-ed*. Kalau finite stem form tersebut didahului oleh huruf konsonan, huruf *-y* diubah menjadi huruf *-i* kemudian diimbuhi dengan *-ed*.

| Finite Stem Forms ending in letter - y | Finite Stem+ - <i>ed</i> Form |
|--|-------------------------------|
| apply | applied |
| beautify | beautified |
| certify | certified |
| dry | dried |
| delay | delayed |
| empty | emptied |
| employ | employed |
| enjoy | enjoyed |
| envy | envied |
| falsify | falsified |
| gratify | gratified |
| horrify | horrified |
| imply | implied |
| justify | justified |
| key | keyed |
| liquefy/liquify | liquefied/liquified |
| lithify | lithified |
| magnify | magnified |
| notify | notified |
| ossify | ossified |
| overplay | overplayed |
| oversimplify | oversimplified |
| pacify | pacified |
| purify | purified |
| qualify | qualified |
| quantify | quantified |
| rarefy | rarefied |
| ratify | ratified |
| satisfy | satisfied |
| saponify | saponified |
| simplify | simplified |
| terrify | terrified |

| | |
|---------|-----------|
| testify | testified |
| uglify | uglified |
| verify | verified |
| versify | versified |

Examples in Context:

- They *delayed* their departure until the weather improved.
- She *beautified* herself with good conduct.
- The results of the research will be *applied* to teaching a second language to young learners.
- The death of his only daughter *emptied* his heart.
- We have always *envied* your good luck.

The final consonant of monosyllabic finite stem forms of *consonant-vowel-consonant* (cvc) construction, or of *consonant-consonant-vowel-consonant* (ccvc) construction (ccvc) is geminated(doubled) but those ending in *-w*, *-x*, or *-y*, before it is suffixed with *-ed*.

Finite stem yang bersuku satu (*monosyllabic*) dan terbentuk dalam konstruksi konsonan-vowel- konsonan (kvk) atau konsonan-konsonan-vowel-konsonan (kkvk) harus didobel huruf konsonan akhirnya sebelum ditambahkan imbuhan akhir *-ed.*, kecuali mereka yang berakhir dengan horuf konsonan *-w*, *-x*, atau *-y*.

| Finite Stem Forms (Monosyllabic = cvc or ccvc construction) | Finite Stem+ - <u>ed</u> Form |
|---|-------------------------------|
| chat | chatted |
| chop | chopped |
| dam | dammed |
| dog | dogged |

| | |
|------|---------|
| grab | grabbed |
| plan | planned |
| stir | stirred |
| wed | wedded |

Examples in Context:

- He approached the woman and *grabbed* the bag from her hand and ran off.
- The old man *wedded* a girl from India.
- His career was *dogged* by severe misfortune.
- The woman looked more beautiful when the wind *stirred* her hair.

Monosyllabic or dissyllabic finite stems ending in consonant letter *-l* which are not preceded by a sequence of vowel but the word *dial*. The consonant letter *-l* is doubled before the suffix *-ed* is added.

Kata kerja dasar (*finite stems*) yang bersuku kata satu (*monosyllabic*) atau yang bersuku kata dua (*dissyllabic*) yang berakhir dengan huruf konsonan *-l* yang tidak didahului oleh dua vowel secara berturut-turut, kecuali dalam kata *dial*, huruf *-l* didobel sebelum ditambahkan imbuhan akhir *-ed*.

| Finite Stem Forms (Monosyllabic and dissyllabic ending in consonant letter -l) | Finite Stem+ - <u>ed</u> Form |
|--|-------------------------------|
| compel | compelled |
| control | controlled |
| dial | dialled |
| fulfil/fulfill | fulfilled |
| parallel | paralleled/paralleled |

| | |
|--------|-----------|
| rival | rivalled |
| travel | travelled |

Note: American English spells *controled, traveled, fulfilled, and the like*).

- Examples in Context:
- His wise words *compelled* our admiration.
- His achievements *fulfilled* his parents' expectation.
- His love to his Creator *rivalled (rivaled)* nothing.
- No one has *paralleled (paralleled)* his dedication to this country.
- She *travelled (traveled)* a lot to enrich her experience.

Dissyllabic finite stems having the primary stress on the second syllable require the doubling of the last consonant letter before they are suffixed with *-ed*. Dissyllabic finite stems ending in a consonant cluster and having the primary stress on the first syllable are directly suffixed with *-ed*.

Kata kerja dasar yang bersuku dua dengan tekanan suara jatuh pada suku kedua didobel konsonan akhirnya sebelum ditambahkan imbuhan akhir *-ed*. Kata kerja dasar yang bersuku dua yang berakhir dengan gugus konsonan, atau tekanan suara jatuh pada suku pertama tidak didobel konsonannya, dan langsung ditambahkan imbuhan akhir *-ed*.

| Finite Stem Forms (Dissyllabic) | Finite Stem+ - <i>ed</i> Form |
|---------------------------------|-------------------------------|
| acquit | acquitted |
| concur | concurrred |
| infer | inferred |
| quit | quitted |
| refer | referred |
| ob'ject | objected |
| 'cover | covered |
| 'open | opened |

Examples in Context:

- Their opinions *concurrred* in many aspects.
- We look at his uniform and *inferred* that he was an army.
- The lecturer *referred* to his previous lecture on the centrality of memory in learning.
- The jury *acquitted* her of murdering her husband.

Finite stems ending in *-ic* are added with letter *-k* before they suffixed *-ed*.

Kata kerja dasar yang berakhir dengan *-ic* ditambahkan huruf *-k* sebelum diimbuhkan akhiran *-ed*.

| Finite Stem Forms ending in <i>-ic</i> | Finite Stem+ - <i>ed</i> Form |
|--|-------------------------------|
| frolic | frolicked |
| panic | panicked |
| picnic | picnicked |
| traffic | trafficked |

- Examples in context:
- The tourists *frolicked* in the sun until they all got sunburn.
- The gunfire *panicked* the crowd.
- The family *picnicked* in the woods last week.
- She *trafficked* in opium.

c. From Finite Stem Forms to Non-Finite Stem + *-ing* Forms

Generally, finite stem forms are directly suffixed with *-ing*.

| Finite Stem Forms | Finite Stem+ <i>-ing</i> Form |
|-------------------|-------------------------------|
| act | acting |
| buzz | buzzing |
| bleed | bleeding |
| bring | bringing |
| catch | catching |
| do | doing |
| eat | eating |
| fall | falling |
| fix | fixing |
| go | going |
| hear | hearing |
| interview | interviewing |
| jump | jumping |
| kiss | kissing |
| lead | leading |
| mean | meaning |
| miss | missing |
| need | needing |
| open | opening |
| question | questioning |
| repeat | repeating |
| risk | risking |
| say | saying |
| seem | seeming |
| sleep | sleeping |
| staff | staffing |
| tell | telling |

| | |
|----------------|-------------------|
| undo | undoing |
| vanish | vanishing |
| wait | waiting |
| xenotransplant | xenotransplanting |
| yield | yielding |
| zerofill | zerofilling |

Examples in Context:

- *Seeing* is more reliable than *hearing*.
- *Falling* in love is a beautiful experience.
- *Saying* is easier than *doing*.

Finite stem forms which are not directly suffixed with *-ing* are exemplified in the following.

Finite stems ending in vowel letter *-e* preceded by a consonant letter but consonant letter *-y* require us to drop the vowel letter *-e* before we suffix them with *-ing*. Finite stems ending in vowel letter *-e* preceded by the consonant letter *-y*, and the word **be**, are directly suffixed with *-ing*.

Kata kerja dasar yang berakhir dengan huruf vowel *-e* yang didahului oleh huruf konsonan kecuali huruf konsonan *-y* dan huruf *-e* pada kata kerja dasar **be**, dibuang sebelum ditambahkan imbuhan akhir *-ing*.

| Finite Stem Forms | Finite Stem+ <i>-ing</i> Form |
|-------------------|-------------------------------|
| admire | admiring |
| come | coming |
| hope | hoping |
| improve | improving |
| live | living |
| make | making |

| | |
|------|--------|
| be* | being |
| dye* | dyeing |

Examples in Context:

- The tourists couldn't stop *admiring* the beauty of the panorama.
- Are your parents *coming* here, too?
- The gangsters enjoy *making* people angry.
- They keep *hoping* to see their country in peace again.

Finite stems ending in vowel letter *-e* preceded by another vowel letter but vowel letter *-u* are directly suffixed with *-ing*. Finite stems ending in vowel letter *-e* preceded by vowel letter *-u* require us to drop the vowel letter *-e* before we suffix them with *-ing*.

Kata kerja dasar yang berakhir dengan huruf vowel *-e* yang didahului oleh huruf vowel lain kecuali vowel *-u* langsung ditambahkan imbuhan akhir *-ing*. Kata kerja dasar yang berakhir dengan huruf vowel *-e* yang didahului oleh vowel *-u*, huruf vowel *-e* tersebut dibuang sebelum ditambahkan imbuhan akhir *-ing*.

| Finite Stem Forms | Finite Stem+ - <i>ing</i> Form |
|---|---|
| agree see | agreeing seeing |
| argue continue issue pursue queue | arguing continuing issuing pursuing queuing |

Finite stems ending in *-ie* require us to change *-ie* to *-y* before they are suffixed with *-ing*.

Kata kerja dasar yang berakhir dengan *-ie* terlebih dahulu *-ie* diubah menjadi *-y* sebelum ditambahkan imbuhan akhir *-ing*.

| Finite Stem Form | Finite Stem+ - <i>ing</i> Form |
|------------------|--------------------------------|
| die | dying |
| lie | lying |
| tie | tying |
| untie | untying |

Examples in Contexts:

- The woman is *dying*; the doctor couldn't do anything to save her life.
- The girl was *lying* fast asleep when a thief broke into her room.
- Stop *lying*! We know you are not telling the truth.
- She began *untying* the parcels when we arrived.

The final consonant of monosyllabic finite stem forms of *consonant-vowel-consonant* (cvc) construction, or of *consonant-consonant-vowel-consonant* (ccvc) construction (ccvc) is geminated (doubled) but those ending in *-w*, *-x*, or *-y*, before it is suffixed with *-ing*.

Finite stem yang bersuku satu (*monosyllabic*) dan terbentuk dalam konstruksi: konsonan-vowel- konsonan (kvc) atau konsonan-konsonan-vowel-konsonan (kkvc) harus didobel huruf konsonan akhirnya sebelum ditambahkan imbuhan akhir *-ing*, kecuali mereka yang berakhir dengan huruf konsonan *-w*, *-x*, atau *-y*.

| Finite Stem Form | Finite Stem+ - <i>ing</i> Form |
|------------------|--------------------------------|
| bid | bidding |
| plug | plugging |
| put | putting |
| rub | rubbing |
| stir | stirring |
| stop | stopping |
| swim | swimming |
| win | winning |

Examples in Contexts:

- He sent letters to his sisters, *bidding* her improve her mind with good books.
- She likes *swimming*. In fact, *swimming* is her hobby.
- Our team is *winning* the game, I am sure.
- A gentle breeze is *stirring* her hair that makes her look more attractive.

Monosyllabic or dissyllabic finite stems ending in consonant letter *-l* which are not preceded by a sequence of vowel but the word *dial*. The consonant letter *-l* is doubled before the suffix *-ing* is added.

Kata kerja dasar (*finite stems*) yang bersuku kata satu (*monosyllabic*) atau yang bersuku kata dua (*dissyllabic*) yang berakhir dengan huruf konsonan *-l* yang tidak didahului oleh dua vokal secara berturut-turut, kecuali dalam kata *dial*, huruf *-l* didobel sebelum ditambahkan imbuhan akhir *-ing*.

| Finite Stem Form (Monosyllabic and dissyllabic ending in consonant letter -l) | Finite Stem+ - <i>ing</i> Form |
|---|--------------------------------|
| compel | compelling |
| control | controlling |

| | |
|----------------|--------------------------|
| dial | dialing |
| fulfil/fulfill | fulfilling |
| parallel | parallelling/paralleling |
| rival | rivalled |
| travel | travelled |

Note: American English mengeja *controlling*, *traveling*, *fulfilling*, dan sebagainya tanpa mendobel huruf *-l*

Examples in Context:

- The need for food is *compelling* the man to rob.
- Do you love *travelling*?
- Please tell me the best way of *controlling* emotion.
- The best way of *fulfilling* our desires is to feel that we have everything we need.

Dissyllabic finite stems having the primary stress on the second syllable require the doubling of the last consonant letter before they are suffixed with *-ing*. Dissyllabic finite stems ending in a consonant cluster and having the primary stress on the first syllable are directly suffixed with *-ing*.

Kata kerja dasar yang bersuku dua dengan tekanan suara jatuh pada suku kedua didobel konsonan akhirnya sebelum ditambahkan imbuhan akhir *-ing*. Kata kerja dasar yang bersuku dua yang berakhir dengan gugus konsonan, atau tekanan suara jatuh pada suku pertama tidak didobel konsonannya, dan langsung ditambahkan imbuhan akhir *-ing*.

| Finite Stem Form (Dissyllabic) | Finite Stem+ - <i>ing</i> Form |
|--------------------------------|--------------------------------|
| acquit | acquitting |
| concur | concurring |
| infer | inferring |
| quit | quitting |

| | |
|---------|-----------|
| refer | referring |
| ob'ject | objecting |
| 'cover | covering |
| 'open | opening |

Examples in contexts:

- They are still *conferring* seriously on the matter.
- I wonder if you could suggest a way of *inferring* two different conclusions from the same data.
- The team leader is thinking of *transferring* more new players into his team.
- *Referring* to what you have just said, I would say that you agreed to our proposal.

Finite stems ending in *-ic* are added with letter *-k* before they are suffixed with *-ing*

Kata kerja dasar yang berakhir dengan *-ic* ditambahkan huruf *-k* sebelum diimbuhkan akhiran *-ing*.

| Finite Stem Formending in <i>-ic</i> | Finite Stem+ <i>-ing</i> Form |
|--------------------------------------|--|
| frolic panic picnic traffic | frolicking panicking picnicking trafficking |

Examples in Context:

- The children were *frolicking* about the swimming pool when the rain started to pour down.

- The news on the school bus accident is *panicking* the parents.
- *Trafficking* opium is illegal in this country.

3. Derivative Verbs

Derivative verbs are those which are derived from nouns, adjectives, and verbs by affixation. All derivative verbs are also grouped under regular verbs.

Kata kerja derivatif adalah kata kerja bentukan melalui afiksasi pada kata benda, kata sifat dan kata kerja. Kata kerja derivatif digolongkan pula kedalam regular verbs.

a. From Nouns to Verbs (Suffixation)

| Nouns | Suffixes | Derivative Verbs |
|---------------------------------------|----------|---|
| | -ate | |
| chlorine hyphen | | chlorinate hyphenate |
| | -en | |
| heart height length strength | | hearten heighten lengthen strengthen |
| | -(i)fy | |
| beauty code class glory | | beautify codify classify glorify |

| | | |
|---|------|--|
| mode person sign | | modify personify signify |
| | -ize | |
| apology author character computer critic democrat drama harmony | | apologize authorize characterize computerize criticize democratize dramatize harmonize |
| | -ize | |
| memory patron philosophy revolution summary symbol sympathy terror victim | | memorize patronize philosophize revolutionize summarize symbolize sympathize terrorize victimize |

Examples in Contexts:

- Has the swimming pool been *chlorinated*?
- The teacher played some music to *heighten* the students' spirit to study.
- The old woman was very much *heartened* by her son's success in the election.

- Smiles do not always *signify* friendship.
- Children should be taught to *apologize* for their mistakes.
- What *characterizes* a good wife?
- In the old time, children never *criticized* their parents.
- The students were assigned to *summarize* the last chapter of a thick book.
- The misunderstanding between the two parties has been *dramatized* in the newspapers.

b. From Nouns to Verbs (prefixation)

| Prefixes | Nouns | Derivative Verbs |
|----------|---|--|
| de- | | |
| | bristle bug coke curtain feather frost gut house ice ink louse mist mud oil sand scale | de-bristle debug de-coke de-curtain de-feather defrost de-gut de-house de-ice de-ink delouse de-mist de-mud de-oil de-sand de-scale |

| | | |
|---------|---|---|
| | skill wine | de-skill de-wine |
| em-/en- | | |
| | balm bed body camp case circle closure code courage crust danger | embalm embed embody encamp encase encircle enclosure encode encourage encrust endanger |
| em-/en- | | |
| | fold force franchise gulf joy plane rage slave throne tomb trap trench | enfold enforce enfranchise engulf enjoy emplane enrage enslave enthrone entomb entrap entrench |

Examples in Contexts:

- We must *defrost* the frozen chicken before we cook it.

- The secretary was busy *debugging* the computer program. She had to look for the faults and correct them.
- You must *de-mud* the windscreen. We can't see what's in front.
- That terrible moment will be forever *embedded* in her memory.
- You will never stop *endangering* your health if you always smoke.
- He said he had been *entrapped* into marrying the woman.

c. The Final Consonant of Verbs and Nouns are pronounced differently. The spelling may be the same or different

| Same Spelling, Different Pronunciation in the Final Consonant | |
|--|--|
| Verbs /z/ | Nouns /s/ |
| abuse advice devise excuse house license practice use | abuse advice devise excuse house license practice use |
| /v/ | /f/ |
| believe halve live prove | believe halve live prove |

| | |
|---|---|
| relieve shelve | relieve shelve |
| Different Spelling, different pronunciation /ɪ/ | Different Spelling, different pronunciation /θ/ |
| breathe clothe teethe wreathe | breath cloth teeth wreath |

Examples in Contexts:

- He stood up, *excused* himself and walked out of the conference room; he always makes such an **excuse** if his idea is not accepted by the floor.
- You will forget your English if you do not *use* it. I'm sure.
- What's the **use** of worrying of making grammatical mistakes in English?
- She can't *breathe* especially if she wants to take a deep **breath**.

d. Verbs and Nouns have the same spelling but they have different stress. Verbs are stressed on the second syllable while nouns are stressed on the first syllable

| Verbs (Stress on the second syllable) | Nouns (Stress on the first syllable) |
|--|---|
| ab'stract | 'abstract |
| ac'cent | 'accent |
| ad'dict | 'addict |

| | |
|---|---|
| al'ly at'tribute com'bine com'press con'cert con'duct con'flict con'script con'test con'tract con'trast | 'ally 'attribute 'combine 'compress 'concert 'conduct 'conflict 'conscript 'contest 'contract 'contrast |
| Verbs (Stress on the second syllable) | Nouns (Stress on the first syllable) |
| con'verse con'vert con'vict de'crease de'sert dic'tate di'gest dis'count dis'course en'trance en'velop es'cort es'say ex'ploit ex'port ex'tract im'port im'press in'cense | 'converse 'convert 'convict 'decrease 'desert 'dictate 'digest 'discount 'discourse 'entrance 'envelop 'escort 'essay 'exploit 'export 'extract 'import 'impress 'incense |

| | |
|--|--|
| in'crease in'sult ob'ject per'fume per'mit pre'sent pro'duce pro'gress pro'ject pros'pect pro'test | 'increase 'insult 'object 'perfume 'permit 'present 'produce 'progress 'project 'prospect 'protest |
| Verbs (Stress on the second syllable) | Nouns (Stress on the first syllable) |
| re'bel re'cord re'tail re'fuse su'b'ject sur'vey sus'pect tor'ment trans'fer trans'port | 'rebel 'record 'retail 'refuse 'subject 'survey 'suspect 'torment 'transfer 'transport |

Examples in Contexts:

- Since the **accent** of the nouns above falls on the first syllable, we do not *accent* the second syllable.
- The Imam taught the young people thoroughly how to *conduct* themselves inside the mosque.
- We believe that people learn to adapt to the rules of **conduct** of the society in which they live and are exposed.

- Don't take it as an **insult** because I didn't mean to *insult* you. I was joking.

e. From Adjectives to Verbs

| Adjectives | Suffixes | Verbs |
|---|----------|--|
| | -en | |
| black bright broad cheap damp deaf deep fat flat fresh hard light loose quick quiet red short sick stiff straight thick wide | | blacken brighten broaden cheapen dampen deafen deepen fatten flatten freshen harden lighten loosen quicken quieten redden shorten sicken stiffen straighten thicken widen |
| | -ize | |

| | | |
|---|---|---|
| equal familiar general legal modern neutral tender | | equalize familiarize generalize legalize modernize neutralize tenderize |
| Adjectives | Suffixes | Verbs |
| | (i)fy | |
| ample diverse false intense just pure simple solid | | amplify diversify falsify intensify justify purify simplify solidify |
| Prefixes | Adjectives | Verbs |
| em-/en- | | |
| | able bitter close dear feeble large noble rich sure | enable embitter enclose endear enfeeble enlarge ennoble enrich ensure |

Examples in Contexts:

- Many people *broaden* their experience by travelling a lot.
- Is it true that the seas *deepen* gradually?
- His mind and feeling *hardened* as he became used to difficulty, and he became impatient of weaker people.
- She has *familiarized* herself with a great deal of the native customs.
- I don't think you can *generalize* about the matter. You just don't have representative sample.
- It will take years to *modernize* the transportation system in this country.
- He is trying to *falsify* the facts by telling people that he was not there when the accident happened.
- Her anger *intensified* when she knew he had pretended to be nice to her.
- The instructions have been *simplified*, so everybody can follow them easily.
- Her life was *embittered* by repeated failures.
- Many women believe that contraception will *enable* them to plan their families.
- His kindness and gentleness *endear* him to everyone.

| | |
|--|--|
| in'crease in'sult ob'ject per'fume per'mit pre'sent pro'duce pro'gress pro'ject pros'pect pro'test | 'increase 'insult 'object 'perfume 'permit 'present 'produce 'progress 'project 'prospect 'protest |
| Verbs (Stress on the second syllable) | Nouns (Stress on the first syllable) |
| re'bel re'cord re'tail re'fuse su'bject sur'vey sus'pect tor'ment trans'fer trans'port | 'rebel 'record 'retail 'refuse 'subject 'survey 'suspect 'torment 'transfer 'transport |

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| | -ize | |

| | | |
|---|---|---|
| equal familiar general legal modern neutral tender | | equalize familiarize generalize legalize modernize neutralize tenderize |
| Adjectives | Suffixes | Verbs |
| | (i)fy | |
| ample diverse false intense just pure simple solid | | amplify diversify falsify intensify justify purify simplify solidify |
| Prefixes | Adjectives | Verbs |
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- His kindness and gentleness *endear* him to everyone.

f. From Verbs to Verbs

| Prefixes | Verbs | Verbs |
|--------------|--|--|
| auto- | | |
| | cook defrost dial play record redial reverse rotate | autocook autodefrost autodial autoplay autorecord autoredial autoreverse autorotate |
| co- | | |
| | direct edit educate exist habit operate opt produce star | codirect coedit coeducate coexist cohabit cooperate coopt coproduce costar |
| de- | | |
| | activate centralize certify classify colonize grade humanize | deactivate decentralize decertify declassify decolonize degrade dehumanize |

| | | |
|--|--|---|
| | materialize moralize naturalize personalize politicize register regulate repress stabilize | dematerialize demoralize denaturalize depersonalize depoliticize deregister deregulate de-repress destabilize |
|--|--|---|

Examples in Context:

- The soldiers carefully *deactivated* the bomb placed under the tank.
- Don't *degrade* yourself by doing such a dishonest action. You must be strong; you may not be *demoralized* by your previous failure.

| Prefixes | Verbs | Verbs |
|-------------|---|---|
| dis- | | |
| | agree allow appear approve arm associate band believe connect embark | disagree disallow disappear disapprove disarm disassociate disband disbelieve disconnect disembark |

| | | |
|------|---|---|
| | hearten integrate like obey organize please qualify | dishearten disintegrate dislike disobey disorganize displease disqualify |
| fore | | |
| | bear bode cast close gather go ordain see shadow shorten stall swear tell warn | forebear forebode forecast foreclose foregather forego foreordain foresee foreshadow foreshorten forestall foreswear foretell forewarn |

Examples in Context:

- I can't find any good reason to *disagree* to your plan.
- Her anger soon *disappeared* when she saw him coming with a lot of presents.
- She is easily *disheartened* by difficulty.
- His angry face *forebodes* a real confrontation.
- She knows well that her smile can always *forestall* him to be angry with her.

- No one can *foretell* what will happen to the world in 1000 year's time.

| Prefixes | Verbs | Verbs |
|----------|---|---|
| inter- | | |
| | act breed change communicate connect lock marry mingle mix nationalize penetrate pose relate weave | interact interbreed interchange intercommunicate interconnect interlock intermarry intermingle intermix internationalize interpenetrate interpose interrelate interweave |
| mis- | | |
| | apply apprehend behave calculate conduct direct hear inform interpret judge lay lead | misapply misapprehend misbehave miscalculate misconduct misdirect mishear misinform misinterpret misjudge mislay mislead |

| | | |
|--|------------|---------------|
| | manage | mismanage |
| | place | misplace |
| | print | misprint |
| | pronounce | mispronounce |
| | quote | misquote |
| | read | misread |
| | represent | misrepresent |
| | take | mistake |
| | type | type |
| | understand | misunderstand |
| | use | misuse |

Examples in Context:

- Can buffaloes and cows *interbreed*?
- Many Buginese families still *intermarry*.
- In many countries in the world, wages and prices *interrelate*.
- Should parents be angry if their children *misbehave*?
- He *misleads* her into thinking he is rich.
- The students sometimes *misunderstand* the teacher's explanation.

| Prefixes | Verbs | Verbs |
|--------------|------------|----------------|
| over- | | |
| | act | overact |
| | awe | overawe |
| | balance | overbalance |
| | bid | overbid |
| | book | overbook |
| | burden | overburden |
| | capitalize | overcapitalize |
| | charge | overcharge |

| | | |
|-------------|------------|----------------|
| | compensate | overcompensate |
| | do | overdo |
| | dose | overdose |
| | eat | overeat |
| | estimate | overestimate |
| | flow | overflow |
| | hear | overhear |
| | lay | overlay |
| | load | overload |
| | look | overlook |
| | pay | overpay |
| | react | overreact |
| | ride | override |
| | see | see |
| | simplify | oversimplify |
| | stay | overstay |
| | take | overtake |
| | work | overwork |
| pre- | | |
| | arrange | prearrange |
| | date | predate |
| | determine | predetermine |
| | digest | predigest |
| | dispose | dispose |
| | dominate | predominate |
| | exist | preexist |
| | fabricate | prefabricate |
| | heat | preheat |
| | judge | prejudge |
| | occupy | preoccupy |
| | read | preread |
| | serve | preserve |
| | set | preset |
| | suppose | presuppose |

| | | |
|--|-------|----------|
| | teach | preteach |
| | write | prewrite |

Examples in Context:

- Don't let me *overburden* you with my problems.
- She *overdosed* on sleeping pills and died.
- Please don't *overestimate* my ability.
- She has every good reason that *predisposes* me to love her.
- A wish to become rich always *predominates* in her mind.
- A true scientist will never *presuppose* the truth of unproved facts.

| Prefixes | Verbs | Verbs |
|----------|---|--|
| re- | | |
| | act address allocate arrange build call consider create distribute deploy do elect explain examine fresh place read | react readdress reallocate rearrange rebuild recall reconsider recreate redistribute redeploy redo re-elect re-explain re-examine refresh replace reread |

| | | |
|--|-------|----------|
| | teach | re-teach |
| | visit | revisit |

Examples in Context:

- How did she *react* to your comments?
- I beg you to *reconsider* your decision. It will hurt both of us, if you do it.
- Nothing can *replace* a mother's love.
- Once you have been to Bali, you will always want to *revisit* it.
- The government should *rebuild* the society for the information age.

| Prefixes | Verbs | Verbs |
|----------|--|--|
| un- | | |
| | balance bar belt bend bind block bolt brace burden button chain clasp coil cover do dress fold | unbalance unbar unbelt unbend unbind unblock unbolt unbrace unburden unbutton unchain unclasp uncoil uncover undo undress unfold |

| | |
|--------|----------|
| freeze | unfreeze |
| learn | unlearn |
| load | unload |
| lock | unlock |
| mask | unmask |
| pack | unpack |
| plug | unplug |
| ravel | unravel |
| say | unsay |
| screw | unscrew |
| stop | unstop |
| tie | untie |
| veil | unveil |

Examples in Context:

- The mystery was *uncovered* by a little inquiry.
- Patience, perseverance, and sincere prayers will *unlock* doors to success.
- You are free to *unsay* what you may not say.
- What has been said cannot be *unsaid*; what has been done cannot be *undone*.
- Many young people are now chained to the computer all day. It is not easy to *unchain* them.
- It is difficult to *unveil* something that has been hidden or kept secret.

6. Non-Derivative Verbs

Non - derivative verbs are those which do not take any derivative affixes. They can be regular or irregular in form.

Non-derivative verbs adalah kata kerja murni yang tidak mendapatkan imbuhan derivative (derivative affixes). Mereka ada yang tergolong ke dalam bentuk regular verbs dan ada pula yang tergolong ke dalam irregular verbs.

| Stem Form (FV & NFV) | Stem+ Form (FV) | -s | Stem+- <i>ed</i> form (FV & NFV) | Stem+- <i>ing</i> Form (NFV) |
|-------------------------|-----------------------|----|--|------------------------------------|
| act | acts | | acted | acting |
| add | adds | | added | adding |
| ask | asks | | asked | asking |
| beg | begs | | begged | begging |
| begin | begins | | began | beginning |
| | | | begun | |
| cut | cuts | | cut | cutting |
| do | does | | did | doing |
| | | | done | |
| end | ends | | ended | ending |
| finish | finishes | | finished | finishing |
| go | goes | | went | going |
| | | | gone | |
| hug | hugs | | hugged | hugging |
| jump | jumps | | jumped | jumping |
| know | knows | | knew | knowing |
| | | | known | |
| like | likes | | liked | liking |
| make | makes | | made | making |
| name | names | | named | naming |
| open | opens | | opened | opening |
| queue | queue | | queue | queue |
| read | reads | | read | reading |
| see | sees | | saw | seeing |
| | | | seen | |
| take | takes | | took | taking |
| | | | taken | |
| use | uses | | used | using |

| | | | |
|---------------|-----------------|------------------|--------------------|
| vote yield | votes yields | voted yielded | voting yielding |
|---------------|-----------------|------------------|--------------------|

Examples in Context:

- Rezky often *asks* herself why she *does* things that she does not really *like*.
- She will never *begin* to *like* him because she *knows* that he will never *like* her either.
- It is very dark inside! We cannot *see* anything but darkness.
- *Open* your eyes, *take* a deep breath, and *jump* forward.
- *Take* your reading book, *open* page ten, and then *read* the first paragraph three times.

II

VERB FORMS AND THEIR USAGE BENTUK KATA KERJA DAN PENGGUNAANNYA

Finite Stem Form

Finite stem form is used as a complete predication or an incomplete predication of a clause or a sentence in present tense having the subject: first person singular or plural (I or We), second person singular or plural (You), and other plural subjects (They, Nabilah and Nailah, or people).

Finite stem form digunakan sebagai predikat (complete predication) atau bagian utama predikat (incomplete predication) suatu klausa atau kalimat yang ber kala kini dengan subjek orang pertama tunggal atau jamak (I atau We), orang kedua tuinggal atau jamak (You), dan subjek jamak lainnya (They, Nabilah and Nailah, or people).

Examples in Context

- We *speak* Indonesian and English at home.
- You *may* borrow the book if you *want* to.

- They *build* houses.
- Nabilah and Nailah *are* sisters.
- I *am* a Moslem

Finite Stem + -s Form

Finite stem+ - s form is used as a complete predication or an incomplete predication of a clause or a sentence in present tense having the subject: third person singular, for example Maemuna Muhayyang (she) Akbar (he), Dhiah (she), Ibrahim (he), Fatimah (she), Rahmat (he), my father (he), my mother (she), education (it).

Finite stem form digunakan sebagai predikat (complete predication) atau bagian utama predikat (incomplete predication) suatu klausa atau kalimat yang ber kala kini dengan subjek orang ketiga atau nomina ketiga tunggal, misalnya Maemuna Muhayyang (she) Akbar (he), Dhiah (she), Ibrahim (he), Fatimah (she), Rahmat (he), my father (he), my mother (she), education (it).

Examples in Context

- Dr. Maemuna Muhayyang *is* a lecturer.
- Muhammad Akbar Amin *lives* in Jakarta.
- Radhiah Mardhiah Amin *has* two children.
- Muhammad Ibrahim Amin *is* a civil servant.
- Fatimah Hidayahni Amin *lectures* at Business English Program.
- Muhammad Rahmat Amin *teaches* at SMA Negeri Kelara.

Finite Stem + -ed Form

Finite stem+ - ed form is used as a complete predication or an incomplete predication of a clause or a sentence in past tense with all kinds of subjects.

Finite stem+ - ed form digunakan sebagai predikat (complete predication) atau bagian utama predikat (incomplete predication) suatu klausa atau kalimat yang ber kala lampau dengan semua jenis subjek.

Examples in Context

- The lecture *started* late yesterday.
- You were not here at that time, *were* you?
- The last week's lesson *was* very interesting.
- The woman's husband *went* away and never *returned*.
- The two parties finally *agreed* to cease their conflict.
- Many students *did* not attend the lecture.
- The witness *lied* in the court.
- The police *accused* the old man to be a spy.
- The old man *protested* the police's accusation.

Non-Finite Stem Form

Non-finite stem form is used as the element of verbs of incomplete predication of a clause or a sentence. It comes after the finite verb. Certain finite verbs require the non-finite stem to be preceded by *to*.

Non-finite stem form digunakan sebagai unsur predikat suatu klausa atau kalimat. Non-finite stem form mengikuti finite verb yang berfungsi sebagai bagian utama predikat. Ada finite verbs yang mempersyaratkan non-finite stem form tersebut didahului oleh *to*.

Examples in Context

- Children must *respect* their parents.
- You might *be* there at that time, but I did not *see* you.
- The delegates will *arrive* the day after tomorrow.
- Most birds can *fly*.
- We used *to go* to the same elementary school.
- We are *to meet* there tomorrow.

Non-finite stem form biasa juga disebut infinitive form. Selain digunakan sebagai unsure predikat, adakalanya ia memerankan fungsi *noun* (fungsi subjek, object, atau komplemen), dan adakalanya ia memerankan fungsi *adjective* (sebagai *subject modifier* atau *object modifier*) yang pada umumnya dalam bentuk frase yang disebut *infinitive phrase*.

Examples in Context

As subject:

- *To be a teacher* is a good ambition.
- *To make everybody happy* is not easy.
- *To begin* is often difficult.

As Object:

- I always want to be *a true believer of Islam*.
- The soldiers promise *to die for their country*.
- They have promised *to get married this year*.

As Complement:

- The purposes of the meeting were *to consolidate the members of the club* and *to make the club active again*.
- To respect other people is in fact *to respect ourselves*.
- The first objective of the lesson is *to get the students familiar with the time expression in English*.
- The best way for a woman to handle a man is *to love him*.

As Subject Modifier (Penjelas Subjek):

- The directions *to follow in the competition* are all in this booklet.
- The first person *to interview in detail* is the village head.
- The best thing *to quit in your life* is smoking.

As Object Modifier (Penjelas Objek)

- One group has not read the directions *to follow* in the competition.
- We assured the first person *to interview in detail* that we would not ask him a question about his wife.
- You have to know the best thing *to quit in your life* that is smoking.

Non-Finite Stem+ -ed Form

Non-finite stem+ -ed form is used as the element of verbs of incomplete predication of perfect aspects, passive voices, and past conditional. Most derivative adjectives are derived from non-finite stem + -ed form. Non-finite stem + -ed form is also called past participle form.

Non-finite stem+ -ed form digunakan sebagai unsur predikat perfect aspects, passive voices, atau past conditional.

Present Perfect Aspect

Examples in Context:

- The students have *submitted* their report.
- The professor has *read* and *scored* all the students' reports.
- He has *found* many new ideas in the reports.

Past Perfect Aspect

Examples in Context:

- We had *been* here before.

- After we had *had* dinner, we watched TV for a second, then went out.
- The show had already *started* before we got there.

Passive Voices

Examples in Context:

- The village head is *admired, respected, and loved* by the village people.
- The village head was *interviewed* by a reporter yesterday.
- The interview will be released on TV next week.

Derivative Adjectives

Examples in Context:

- The man is handsome, rich and well-*educated*.
- He has a very faithful and *dedicated* wife.
- As a teacher I should always be well-*prepared*.
- The most *preferred* learning activity in my class is pair task.

Past Conditional

Examples in Context:

- She would have *married* you if you had proposed her.
- The students would have *known* it if the teacher had *told* them.
- Had you *informed* us earlier, we would have *taken* the necessary steps.

Non-Finite Stem+ -ing Form

Non-finite stem+ -ing form is used as the element of verbs of incomplete predication of progressive or continuous

aspects, both in active and passive construction. It is often called present participle.

Non-finite stem + -ing form is also used as a noun denoting an activity or action which is commonly known as gerund. As a noun it may function as subject, object, complement, or appositive in a clause or sentence. It may be considered concrete, abstract, countable or uncountable. If considered countable, it can take the plural suffix. Non-finite stem+ -ing form belonging to transitive verb which functions as noun retains its main feature as verb that is it requires an object.

Non-finite stem+-ing form is also used as an adjective. Most derivative adjectives are derived from non-finite stem+ -ing form. As an adjective, it may function as an attributive adjective (it precedes the noun it modifies), a predicative adjective (it follows the linking verbs), or as a qualifier (it follows the noun it qualifies). Certain non-finite stem + -ing form functioning as adjective cannot be preceded by intensifiers (very or too) and do not have comparative degree forms.

Non-finite stem + -ing form digunakan sebagai unsur predikat yang menyatakan kegiatan sedang berlangsung, baik dalam konstruksi kalimat aktif maupun dalam konstruksi kalimat pasif. Ia juga biasa disebut present participle.

Non-finite stem + -ing form juga digunakan sebagai noun yang biasa diistilahkan dengan Gerund. Sebagai noun, non-finite stem + -ing form dapat berfungsi sebagai subjek, objek, komplemen atau apositif) dalam suatu klausa atau kalimat. Sama halnya dengan kata benda pada umumnya, gerund ada yang berujud(konkret), abstrak, dapat dihitung sehingga dapat pula memiliki bentuk jamak. dan ada yang tidak dapat dihitung substansinya. Non-finite stem + -ing form yang termasuk *transitive verbs* dan berfungsi sebagai noun tetap pula mempersyaratkan kehadiran objek sesudahnya.

Non-finite stem + -ing form juga digunakan sebagai kata sifat (*adjectives*). Sebagai kata sifat, ia dapat berfungsi atributif

yakni mendahului kata benda atau nomina yang diterangkannya; ia dapat berfungsi predikatif, yakni menjadi pelengkap predikat dan menempati posisi sesudah *linking verbs*; dan ia dapat pula berfungsi penerangan, yakni menempati posisi sesudah kata benda atau nomina yang diterangkannya. Sebagai *derivative adjectives, non-finite stem+ -ing form* ini ada yang tidak dapat diterangkan oleh *intensifiers (very atau too)*, dan ada yang tidak dapat dibandingkan (*non-comparative degrees*).

Progressive /Continuous Aspects:

Examples in Context:

- I am *reading* now.
- I was *having* dinner when someone knocked at the door.
- Our team is *playing* now, and it will be *playing* again tomorrow before 9.
- The students have been *learning* English for four years; they will have been *learning* it for six years.
- The teacher entered the room. The students had been *waiting* for him.
- Why are you *playing*? You should be *studying*.
- The artist is *being* interviewed.

Gerund (subject):

Examples in Context:

- *Getting up early* is a good habit.
- *Understanding someone's ideas* is not always easy.
- *Reading 600 words per minute in a foreign language* usually does not go along with high comprehension.
- Her *comings and goings* are not known to us.

Gerund (Object):

Examples in Context:

- We love *telling the truth*, and we hate *telling lies*.
- We practice *speaking English* every day.
- No one can avoid *making mistakes*.

Gerund (Object of Preposition):

Examples in Context:

- Thank you for *calling*.
- She left without *saying a word*.
- I don't object to *dancing*.

Gerund (Complement):

Examples in Context:

- My hobbies are *jogging* in the morning and *playing tennis* in the afternoon.
- The steps taken were *persuading the girl to go home and assuring her parents* that she is coming home.
- The crucial point is *crossing the border* in the evening.

Gerund (Subject Apposition):

Examples in Context:

- Her job, *teaching English as a foreign language*, makes her life meaningful.
- The exercise, *writing the same sentence one hundred times*, demotivated the students to study.
- The game, *fighting an angry bull*, is very dangerous.

Gerund (Object Apposition):

Examples in Context:

- She likes her job, *teaching English as a foreign language*.
- The students did the exercise, *writing the sesame sentence one hundred times*.
- We watched the game, *fighting an angry bull*.

Gerund (Modifier):

Examples in Context:

- The girls are swimming in the '*swimming* pool.
- We waited in the '*waiting* room for two hours.
- Where is Fatimah? She is in the '*changing* room.
- The workers are putting on their '*working* clothes.

Note: Gerund functioning as modifier got nuclear stress in pronouncing it.

Gerund yang berfungsi penjelas mendapat penekanan (*nuclear stress*) pada pelafalannya.

Present Participle (Attributive Adjective):

Examples in Context:

- The *following* examples are all true sentences.
- *Hard-working* students always work hard to get success.
- The *charming* girl is smiling at us.
- Philosophy is a *fascinating* subject.

Present Participle (Predicative Adjective):

Examples in Context:

- The story was very *interesting*.
- Your words are very *discouraging*.
- Sedentary work is often very *boring*.

Present Participle (Qualifier):

Examples in Context:

- The old woman *kneeling* on the floor is looking for a needle she dropped unintentionally.
- A student *learning* a foreign language will have to be persevering.
- The village head met the team *surveying* the location yesterday morning.
- I know the woman *sitting* by the window.

III

THE STRUCTURE OF VERB GROUPS STRUKTUR KELOMPOK KATA KERJA

The verb order is viewed from two points of view, namely, the order of the verbs in a phrase form, and the order of the verbs in a clause.

Urutan kata kerja ditinjau dari dua sudut pandang, yakni urutan kata kerja dalam frase dan urutan kata kerja dalam klausa.

Phrasal Order of Verbs Urutan Frase Kata Kerja

Sequences of verbs within phrases are grouped into 14 orders or sequences using criteria of position and form. The sequences include the catenative construction as in *They try to like to learn to begin to ask for help from the King*, and the two-word verbs as in *She looks after the house well*.

Each verb phrase must have **one verb headword** and one or more (at the most four) other verbs. The position of the **verb headword** within the phrase form is occupied by any lexical verb which is always in the last position and in the non-finite form. A verb headword is not always preceded by other verbs. It may stand alone, and when it stands alone it is always finite.

Urutan kata kerja dalam frase dikelompokkan kedalam 14 kelompok urutan berdasarkan kriteria posisi dan bentuk, termasuk konstruksi katenatif (*catenative construction*) seperti dalam *They try to like to learn to begin to ask for help from the King*, dan *two-word verbs*, seperti dalam *She looks after the house well*.

Setiap frase kata kerja terdiri atas satu **verb headword** dan satu atau lebih (paling banyak empat buah) kata kerja lainnya. Posisi verb headword dalam frase kata kerja dapat diisi oleh kata kerja leksikal apa saja dan selalu menempati posisi terakhir dalam urutan frase kata kerja tersebut selalu dalam bentuk non-finite. Sebuah verb headword tidak mutlak selalu didahului oleh kata kerja lainnya; ia dapat berdiri sendiri; dan kalau ia berdiri sendiri, ia selalu dalam bentuk finite. Berikut ini disajikan keempat belas konstruksi frase kata kerja tersebut.

Phrasal Order 1 Urutan Frase 1

interview
interviews
interviewed

Examples in context:

- The interviewers *interview* the applicants.
- Each interviewer *interviews* an applicant.

- Some interviewers *interviewed* male applicants yesterday morning.

Phrasal Order 5 - 1 Urutan Frase 5 - 1

shall interview
will interview
can interview
may interview
must interview
should interview
would interview
could interview
might interview
do interview
does interview
did interview
had better interview
would rather interview
ought to interview
used to interview

Examples in context:

- We *shall interview* the applicants early tomorrow morning.
- The interviewers *can interview* the applicants now.
- The boss *did interview* the applicants two days ago.

Phrasal Order 4 - 1 Urutan Frase 4 - 1

have interviewed
has interviewed

had interviewed

Examples in context:

- We *have interviewed* the applicants.
- The director *has interviewed* the applicants.
- He *had interviewed* the applicants before he left.

Phrasal Order 3 – 1

Urutan Frase 3 – 1

am interviewing

are interviewing

is interviewing

was interviewing

were interviewing

Examples in context:

- I *am interviewing* an applicant right now.
- The director *was interviewing* the applicants at this time yesterday.
- The interviewers *were interviewing* the applicants when the manager entered his room.

Phrasal Order 2 – 1

Urutan Frase 2 – 1

am interviewed

are interviewed

is interviewed

was interviewed

were interviewed

Examples in context:

- One applicant *is interviewed* by the boss; others *are interviewed* by the team.
- Two applicants *were interviewed* here yesterday morning, one *was interviewed* yesterday afternoon.

Phrasal Order 5 – 4 – 1

Urutan Frase 5 – 4 – 1

shall have interviewed

will have interviewed

can have interviewed

may have interviewed

must have interviewed

should have interviewed

would have interviewed

could have interviewed

might have interviewed

ought to have interviewed

Examples in context:

- If we start the interview earlier, we *shall have interviewed* the applicants by two o'clock.
- We *should have interviewed* all the applicants last week.
- The team *must have interviewed* the applicants by ten tomorrow.

Phrasal Order 5 – 3 – 1

Urutan Frase 5 – 3 – 1

shall be interviewing

will be interviewing

can be interviewing

may be interviewing
must be interviewing
should be interviewing
would be interviewing
could be interviewing
might be interviewing
ought to be interviewing

Examples in context:

- We *shall be interviewing* the applicants at this time tomorrow.
- The committee *may be interviewing* the applicants now.
- They *should be interviewing* the applicants right now.

Phrasal Order 5 – 2 – 1

Urutan Frase 5 – 2 – 1

shall be interviewed
will be interviewed
can be interviewed
may be interviewed
must be interviewed
should be interviewed
would be interviewed
could be interviewed
might be interviewed
had better be interviewed
would rather be interviewed
ought to be interviewed
used to be interviewed

Examples in context:

- The applicants *can be interviewed* now.

- The applicants *ought to be interviewed* individually in separate rooms.
- The applicants *used to be interviewed* in this room.

Phrasal Order 4 – 3 – 1

Urutan Frase 4 – 3 – 1

have been interviewing
has been interviewing
had been interviewing

Examples in context:

- We *have been interviewing* the applicants for twenty minutes.
- The director *has been interviewing* the first applicant for one hour.
- We *had been interviewing* the applicants for two hours when it started to rain.

Phrasal Order 4 – 2 – 1

Urutan Frase 4 – 2 – 1

have been interviewed
has been interviewed
had been interviewed

Examples in context:

- All the applicants *have been interviewed*.
- The last applicant *has been interviewed* by the boss.
- Two applicants *had been interviewed* before.

Phrasal Order 3- 2 – 1
Urutan Frase 3 – 2 – 1

am being interviewed
are being interviewed
is being interviewed
was being interviewed
were being interviewed

Examples in context:

- The applicants *are being interviewed* in Room 201.
- The first applicant *was being interviewed* in Room 201 at this time yesterday.
- The last two applicants *were being interviewed* at 9:00 p.m. yesterday.

Phrasal Order 5 – 4 – 3 – 1
Urutan Frase 5 – 4 – 3 – 1

shall have been interviewing
will have been interviewing
can have been interviewing
may have been interviewing
must have been interviewing
should have been interviewing
would have been interviewing
could have been interviewing
might have been interviewing

Examples in context:

- We *shall have been interviewing* the applicants for two hours by lunch time.
- The director *must have been interviewing* the applicants for hours by the afternoon tea-break.

- She *might have been interviewing* the applicant for hours by lunch break.

Phrasal Order 5 – 4 – 2 – 1
Urutan Frase 5 – 4 – 2 – 1

shall have been interviewed
will have been interviewed
can have been interviewed
may have been interviewed
must have been interviewed
should have been interviewed
would have been interviewed
could have been interviewed
might have been interviewed

Examples in context:

- The applicants may have been interviewed.
- The first applicant *must have been interviewed*.
- The last applicant *should have been interviewed* as well.

Phrasal Order 5 – 4 – 3 – 2 – 1
Urutan Frase 5 – 4 – 3 – 2 – 1

shall have been being interviewed
will have been being interviewed
can have been being interviewed
may have been being interviewed
must have been being interviewed
should have been being interviewed
would have been being interviewed
could have been being interviewed
might have been being interviewed

Examples in context:

- The applicant *may have been being interviewed*.
- The first applicant *must have been being interviewed* at 8:00 this morning.
- The last applicant *should have been being interviewed* at 9:00 this morning.

The examples given above show us that the simplest form of verb phrase (VP) in English is Phrasal Order 1 which is occupied by one lexical verb which function as headword (H); and the most complex one is Phrasal Order 5 - - 3 - 2 - 1 which consists of five verbs of which four of them function as modifier (M) and one as headword (H). The headword always occupies the last position in each group and this last position is called position 1. Since the most complex construction of verb phrase is constituted by five verbs, the verbs which are closest to position 1 are called verbs of position 2, then followed by verbs of position 3, verbs of position 4, and verbs of position five, contoh yang diberikan menunjukkan bahwa frase kata kerja yang paling sederhana terdiri atas satu kata kerja leksikal yang sekaligus berperan sebagai headword (H); dan konstruksi frase kata kerja yang paling kompleks terdiri atas lima buah kata kerja dengan ketentuan bahwa empat buah kata kerja dari yang lima buah itu berperan sebagai penjelas (modifier) dan satu yang berperan sebagai headword. Headword selalu menempati posisi terakhir dalam konstruksi frase kata kerja dan posisi ini disebut sebagai posisi 1 (untuk penyamaan persepsi). Kata kerja yang dapat menempati posisi terdekat ke posisi 1 disebut kata kerja kelompok posisi 2, dan seterusnya. Rangkuman struktur frase kata kerja diskemakan sebagai berikut:

The structure of verb groups

| POSITION 5 MODAL AUXILIARIES | POSITION 4 HAVE | POSITION 3 BE | POSITION 2 BE | POSITION 1 ANY LEXICAL VERB |
|--|---|--|---|--|
| will would shall should can could may might must do | have (f&nf) has (f) had(f) having (nf) | be am are is was were been (nf) | be am are is was were been(nf) being(nf) | non-finite stem form non-finite stem+ <u>-ing</u> or non-finite stem + <u>-ed</u> form |
| Items in this groups are followed by a verb in the non-finite stem form | Items in this groups are followed by a verb in the non-finite stem+ <u>-ed</u> form | Items in this groups are followed by a verb in the non-finite stem+ <u>-ing</u> form | Items in this groups are followed by a verb in the non-finite stem+ <u>-ed</u> form | These are the last items in any verb phrase(group) |

(Adapted from McComish 1979:63)

- If I had known this before, I would have studied it.
- Had I known this before, I would have studied it.

Catatan: Present subjunctive lebih banyak menggunakan dalam American English daripada British English. Dalam gaya nonformal, pas subjunctive dapat digantikan oleh hypothetical past atau past indicative.

Examples in context:

| Past Subjunctive | Hypothetical past or Past indicative |
|--|---|
| I wish she <i>were</i> not married. | I wish she was not married. |
| If only I <i>were</i> not so anxious. | If only I was not so anxious. |
| If he <i>were</i> here, he would speak on my behalf. | If he was here, he would speak on my behalf. |
| Suppose she <i>were</i> lost. | Suppose she was lost or Suppose she is lost (what would you do?) |

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Nurdin Noni, dosen pada Jurusan Bahasa Universitas Negeri Makassar, lahir di Lompengen Barru Sulawesi Selatan pada 22 Desember Pendidikan yang telah diselesaikannya adalah baturut: SD di Barru (1975), SLTP di Barru (1979), S Barru (1982), D3 bidang Pendidikan Bahasa Ing IKIP Ujung Pandang (1985), S1 bidang Pen Bahasa Inggris (1987), S2 bidang Linguistik/ Language Studies di UNHAS (1994), dan S3 bidang Linguistik/ Language Studies di Unhas (2004). Pada tahun 1995, ia mem sertifikat "Language Curriculum and Material Development" di Singapura. Pada tahun 1999, ia mengikuti "Oversease Attachment on Lingkage" di La Trobe University, Australia dengan sponsor Proyek Pada tahun 2002, ia memperoleh bantuan dari Al-Diaz Fellows Trobe University untuk melakukan penelitian tentang pema Multimedia dalam kelas bahasa asing di beberapa lembaga pendic Victoria, Australia.



Maemuna Muhayang lahir di Ma'rang Ka Pangkep pada tanggal 5 Juli 1974 anak kedelap pasangan H. Muhayang dan Hj. Uksimuha. Madrasah Aliyah Negeri di Pangkep tahun 1993. Pendidikan (S.Pd) Bahasa Inggris, Fakultas Bah Seni IKIP Ujung Pandang tahun 1997.M Program Sandwich Universitas Negeri Makassar dan La Trobe University Australia tahun 2001. Magister Pendidikan (M.Pd) Kekhususan Pendidikan Bahasa Inggris predikat Cumlaude di PPs UNM pada tahun 2003. Pada tahun diangkat menjadi tenaga pendidik di Fakultas Bahasa dan Seni yang s bernama Fakultas Bahasa dan Sastra (FBS) Universitas Negeri M Buku Learning English through Dialogues adalah buku pertama yan bersama dengan Dr. Kisman Salija. Buku A Better Way of Mastering Verbs adalah buku kedua yang ditulis bersama dengan Prof. Dr. Mu Amin Rasyid, M.A. dan Dr. Nurdin Noni, M.Hum. Selain aktif mer Jurusan Bahasa Inggris dan di PPs UNM Program Pendidikan Kekhususan Pendidikan Bahasa Inggris, ia juga mengemban tugas te sebagai Ketua Prodi Pendidikan Bahasa Inggris, FBS UNM sejak tahu dan sebagai anggota Panitia Sertifikasi Dosen UNM tahun 2011.