CHAPTER I

INTRODUCTION

This chapter present the research context, research focuses, research objectives, significance of reseach, definition of key term, previous study, and revew related literature. Each of them willbe delivered separately in this followng section

A. Research Context

Humans need to learn language to convey their intention or opinion to the others in a community. Their ability to communicate clearly and fluently to others refers to language performance. In order to use language well, they have to master the language competence. Language competence covers some skills and components.[1]

In human life they also need to communicate with each other, in order that they can be related to each other. They use language to talk with their family, friends, teachers, students, and other people. In human activities not only talk about their own communicationneeds but, they must also use their ideas, ability, in mastering language in some part of communicative.

In language, there are so many rules or it can be called by grammatical pattern. Grammar refers to the way word are use, classified and structured together to form coherent written of spoken

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[1] Pindho Anjayani, Drs Suprapto, and M Hum, "Error Analysis on the Use of Prepositions in Students' Writing (A Case Study of the Eleventh Grade Students of SMA Negeri 9 Semarang in the Academic Year of 2014/2015)," 2016, 2.

communication.[2]On the other hand, Grammar is the module in the language faculty that is accounts for the uniquely human attributes of creativity in language production and comprehension and for the rapidity of language acquisition in infancy.[3]

Grammar is very important related to teaching and learning language. Grammar is the pattern of sentence indicated with the structure and the context of the sentence, it can be written or spoken. The use of grammar is very needed in language. Humans can continue to communicate with others if the language is understandable.

There are many languages in the world including English and Indonesian. English is an international language because English is used by most people in the world to do communication. English is understood and spoken nearly Everywhere on the earth. Because of that, English is learned in everycountry over the world and becomes a foreign language or second language such as in Indonesia. In Indonesia, teaching English is known as teaching foreign language because it is learned after the mother tongue and second language.

" Bahasa Indonesia " or Indonesian is one of the national language in the world which is used by citizens of Indonesia. Bahasa Indonesia as the language of unity and the language of the country has an important

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[2]Peter Herring, *Complete English Grammar Rules.*, 2016, 11.
[3]Nyarigoti Naom and Ambiyo Sarah, "MOTHER TONGUE IN INSTRUCTION: THE ROLE OF ATTITUDE IN THE IMPLEMENTATION.," *. . Vol.* 4 (n.d.): 77.

role in the various areas of Indonesian life.[4]   Bahasa Indonesia is Language which must be known by citizens of Indonesia because Bahasa Indonesia is primarily needed when the teacher will teach a lesson to the student. Also when the teacher will deliver the English lesson it must be translated into Indonesian first, in order that the student will understand more about what the teacher has explained.

There are many similarities differences between English and Indonesian exactly in terms of form, expression, and etc. In this case, sometimes students have many difficulties to understand it more. Because of this problem, the researcher will analyze the cases that often happen to the learners. For example, learners are often confused to distinguish the use of verb in the simple past. So, it directs the researcher to analyze the use of simple past tense between English and Indonesian focusing on simple past tense patterns in order to give information about them and find the differences or the similarities in English and Indonesianform.

According to Jacek Fisiak, Contrastive linguistics may roughly be defined as a subdiscipline of linguistics concerned with the comparison of two or more languages or subsystems of languages in order to determine both differences and similarities between them.[5] Based on description above, the researcher has done the research with theTitle : " Contrastive

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[4]Anton M. Moeliono and Indonesia, eds., *Tata bahasa baku bahasa Indonesia*, Edisi keempat (Jakarta, Indonesia: Badan Pengembangan dan Pembinaan Bahasa, Kementerian Pendidikan dan Kebudayaan, 2017), 1.

[5]Jacek Fisiak, *Conrastive Linguistics and the Language Teacher* (oxford: Pergamon Press, 1981), 1.

Analysis Between English And Indonesian Simple past Tense on Robert Frost and Chairil Anwar Poetry".

B. Research Focuses

According to John W. Creswell, Research Problem is general educational issue, consern, or controversy, addressed in research that narrow the topic.[6] Donal Ary also states that research problem is a question about the relationship between variable.[7] The formulating of research problem constitutes the starting point and the most important phase of any research process.[8] So, a research problem is an issue, problem, controversy, and the starting point of question form that will be answered in discussion.

Based on research context which has explained above, the researcher formulates question as below:

1. What are simple past tense patterns on Robert Frost poetry ?

2. What are simple past tense patterns on Chairil Anwar poetry ?

3. What are similarities and differences of simple past tense patterns in English and Indonesian.

C. Research Objectives

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[6]John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed (Boston: Pearson, 2012), 59.
[7]Donald Ary et al., *Introduction to Research in Education*, 8th ed (Belmont, CA: Wadsworth, 2010), 54.
[8]Augustine E Akhidime, "THE IMPORTANCE AND DEVELOPMENT OF RESEARCH PROBLEM: A DIDACTIC DISCUSS," n.d., 633.

John W. Creswell states that research purpose is a statement that advances the overall direction or focus for the study.[9] On the other hand, the purpose of research is to discover answers to questions through the application of scientific procedures.[10] It means that the research objective is the focus of the study to find the answer of the question.

Based on the research focuses that have been explained above, the researcher determines three research purposes as below :

1. To describe simple past tense pattern on Robert Frost Poetry.

2. To describe simple past tense pattern on Chairil Anwar poetry.

3. To describe the similarities and differences of simple past tense patterns in English and Indonesian.

D. Significance of Research

Significance of research explains the usefulness or urgency of the research, either both scientific (theoretical) and social (practical) uses.[11] It means that, significance of research delivers the advantages of the research. As explained above, there are two kinds of research that provide this research. The first is theoretical significance, and the second is practical significance, therefore the researcher applies both for this study as follow :

1. Theoretical Significance

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[9] Creswell, *Educational Research*, 110.
[10] Sirajul Islam and Sofiah Samsudin, "Characteristics, Importance and Objectives of Research: An Overview of the Indispensable of Ethical Research," *International Journal of Scientific and Research Publications (IJSRP)* 10, no. 05 (May 12, 2020): 333, https://doi.org/10.29322/IJSRP.10.05.2020.p10138.
[11] Tim Penyusun et al., "Pedoman Penulisan Karya Ilmiah," n.d., 19.

The purpose of theoretical significance is to direct the reader to learn about the terms of past simple sentences between English and Indonesian. Based on the difference of using pattern of sentence and make the student especially of English Department to know the theory and detail explanation about past simple sentences.

2. Practical Significance

Practical of this study is, the researcher wishes her research will be useful for :

a. For the students

1. Hopefully this research will be useful for the students who get difficulties in understanding past simple sentences.

2. It can make the students know in detail the differences of using past simple sentences between English and Indonesian by using poetry analysis.

b. For the English teacher

1. It will become an additional information and knowledge so that, the teacher will be easier to explain to the learners that have difficulties on it.

2. The researcher also hopes that her work will give the references for the teacher who has a problem to find problem solving in student misunderstanding.

c. For the researcher

1. She will get new experience in observe the use of grammar in sentence especially in the use of past simple sentence and also the result of this observation will answer her curiosity.

2. Give some references to another researcher in the future that will take similar observation/research in grammar analysis related with the topic.

d. For the future researcher

The researcher does hope, it will be one of the contributions for the next researcher in order that the next researcher will be easier to get references and new point of view connection with the topic above.

E. Definition of Key Term

Researcher next advance research direction based on the result of present study.[12] So, because of that statement the researcher will deliver the definition of key term to clear or to avoid misunderstanding the reader, in order that between researcher and reader will get the same benefit. The definition of key term is very important in this study. Because of this case the researcher will explain more about terms which were used in this study. The definition of key term in this study are :

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[12]Creswell, *Educational Research*, 199.

1. Simple past tense is an action that is used in a past time and in Indonesian it is usually called by " Lalu/ sudah / Lampau".

2. Sentence is a group of words that need subject, verb, and also object to make it complete and understandable.

3. Comparison is an activity that compare between two or more cases, problems, etc.

4. Similarity is the similarity of something.

5. Dissimilarity is the difference of something.

6. English and Indonesian are one of the names of languages in the world.

F. Previous Study

The researcher took some previous study that has been researched before. The first has been researched by Lutfia Humaira with the title " A Constractive Analysis Between English And Indonesian General Sentence Pattern ."[13]

She analyzed the general sentence pattern between English and Indonesian such as simple present, past simple, simple future, past future, simple perfect, past perfect, present continuous, past continuous, etc.

Beside that, she also analyzed the similarities and differences between English and Indonesian in general term. Previous study itself also helps the next researcher to get some information and references from it.

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[13]Lutfia Humaira, "Contrastive Analysis Between English and Indonesian General Sentence Pattern," n.d.

The result of her research is, she found the differences between English and Indonesian in general sentence pattern has the similarities, some tense in English are having same form of sentences. Both of English and Indonesian in positive sentences of present tense used S+ V + O/C. And the differences between English and Indonesian general sentence pattern commonly caused by verb form that change in English and Indonesian never the change of verb form. For example is in simple past tense and the pattern is S + V2 + O/C + adverb of time example : I ate rice in the kitchen yesterday. But, in Indonesian the verb is never change " saya makan nasi di dapur kemaren"

The second research has been taken by Yunita Dewi Puspita with the[14] title " A Contrastive Analysis Between English and Indonesian Adverb of Time".[15]

She has objectives of study are to analyze what kinds of adverbs and to identify the similarities and the differences between English and Indonesian adverbs of time.

In her research was explained that the differences between English and Indonesian adverb of time based on the function, sentence adverbs used many works ending –ed + -ly but, in indonesian was not. Example : he runs quickly. Based on the tenses, in English if an action was happen in

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[14]Muhammad Nur Da'i, "Contrastive Analysis Between English and Indonesian Adverb of Place," n.d.

[15]Yunita Dewi Puspita, "A Contrastive Analysis Between English and Indonesian Adverb of Time," n.d.

past, the verb automatically was changed for example V1 become as V2 write = wrote.

The last previous study is with the title " Contrastive Analysis Between English and Indonesian Adverb of Place." that has been researched by Muhammad Nur Da'i.

He analyzed the kinds of adverbs of place and also how to use it in the right way, based on the structure between English and Indonesian. Besides that, he also delivered and observed about the similarities and differences between the use of adverb of place in English and Indonesian. He explained that the similarities between English and Indonesian adverb of place based on the kind, both English and Indonesian adverb of place have single word and preposition phrase to make adverb of place. And based on their position, both of them can be placed at the initial position of final position of a sentence. Based on their function, both English and Indonesian adverb of place function to denote the place where the activity or the condition happen. And the different between English and Indonesian adverb of place, based on their kind, in English there are prepositional phrase of place pronon and writen a single word which are actually placed, but in Indonesian there is no prepositional phrase in a single word.

Previous study itself also helps the next researcher to get some information and references from it. Based on the previous study above,

the researcher will deliver the similarities and the difference of her research and the previous study.

The similarities of the researcher's work is, the researcher takes the contrastive analysis between English and Indonesian. It means that, it talks about the differences and the similarities both, that is English and Indonesian.

After discussing the similarities of the research, the researcher is going to explain the differences of her work and the other research that has been explained in the previous study above. The difference of her study is, the researcher only focuses on analyzing simple past tense between English and Indonesian by using poetry that had created by Chairil Anwar and Robert Frost that is Indonesian and English Poetry.

G. Review Related Literature

According to Creswell in his book, a literature review is a written summary of journal articles, books, and other documents that describes the past current state of information on the topic of your research study.[16]On the other hand, literature review is writing any text, including academic writing, reflects the creativity of the writer.[17]

This topic of the study relates with the concept of contrastive analysis. so, in this case the researcher will explain the review related

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[16]Creswell, *Educational Research*, 80.
[17]Disman Disman, Mohammad Ali, and M. Syaom Barliana, "THE USE OF QUANTITATIVE RESEARCH METHOD AND STATISTICAL DATA ANALYSIS IN DISSERTATION: AN EVALUATION STUDY," *International Journal of Education* 10, no. 1 (September 3, 2017): 47, https://doi.org/10.17509/ije.v10i1.5566.

literature based on what is the contrastive analysis and kinds of simple past tense in English and Indonesian.

1. **Contrastive Analysis**

According to Jacek Fisiak, Contrastive linguistics may roughly be defined as a subdiscipline of linguistics concerned with the comparison of two or more languages or subsystems of languages in order to determine both differences and similarities between them.[18] In contrastive studies one finds such sets of term as source and target language, L1 and L2 or native and foreign language.[19]

There are two aims of contrastive studies, that are theoreticaland practical. Theoretical aims include the desire to increase present knowledge within the field of linguistics. And the practical aims mainly relate to teaching and the construction of teaching material.[20]

So, based on the explanation that is expert above, contrastive analysis is the study of comparison of two or more languages which can find the similarities and the differences with two aims such as theoretical and practical aims.

2. **English Simple Past Tense Pattern**

In English, there are four past tenses, that are usuallyused.

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[18]Jacek Fisiak, *Conrastive Linguistics and the Language Teacher* (oxford: Pergamon Press, 1981), 1.
[19]Fisiak, *Conrastive Linguistics and the Language Teacher*.
[20]Fisiak.

The simple past tense is used for a completed action that happened at one specific time in the past. The highlighted words in the following sentences show simple past form.[21]

a. English Simple Past Tense

According to Betty Schrampfer Azar, simple past tense is used to indicate anactivity or situation at one particular time in the past. It began and ended in the past.[22]

Betty has explained that past tense is an activity that has finished and never repeat anymore. In general, simple past tense is an activity that happened and ended in the past time.

Patterns :

(+) S + V2 + O

E.g : they allowed me

(+) S + V2 + O + Adverb of time (past)

E.g : I watched box office last night

(+) S + tobe² + C (adverb of place, adjective, noun)

E.g : she was lazy

They were in the class

His father was a pilot

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[21]Binshar Sihombing and Barbara Burton, *English Grammar Comprehension* (Jakarta, Indonesia: PT. Grasindo, 2008), 133.

[22]Betty Schrampfer Azar, *Understanding and Using English Grammar*, 3rd ed. (america: Mary Jane Peluso, 1999), 2.

(+) S + tobe² + C (adverb of place, adjective, noun)+ adverb of time (past)

E.g : I was on Cinema with my Friend yesterday

(-) S + did + not + V1 + O

E.g : they did not allow me

(-) S + did + not + V1 + O + adverb of time (past)

E.g : my cat did not drink milk last week

(-) S + tobe²+ not + C (adverb of place, adjective, noun)

E.g : we were not students last year

(?) Did + S + V1 + Adverb of time (past) + ?

E.g : Did I ate last night ?[23]

b. English Past Continuous Tense

Past continuous tense describes the event or something that happened in the past, in general past continuous tense conceives two events that happened at the same time.

From the expert explanation of past continuous tense, the past continuous tense is the combination of past tense with the continuous aspect.[24]

patterns :

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[23] Prastyo, Hari, *Tata Bahasa Inggris*, (Indonesia: International English Institute of Indonesia, 2017), 26.
[24] Herring, *Complete English Grammar Rules.*, 746.

(+) S + Was/were + V1-ing + O/C + adverb of time (past)

E.g: I was cooking in my kitchen, when you called last night.

(-) S + Was/were+ not + V1-ing + O/C + adverb of time (past)

(-) When they came to my father's office, my father was not doing his trip out of town.

(-) Was/were +S+ V1-ing + O/C + adverb of time (past) + ?

E.g : (?) Were you finishing your assignment when I sent you a message yesterday?[25]

c. English Past Perfect Tense

Past perfect tense is the combination of past tense with perfect tense.

In general and expert statements about past perfect tense itself, the past perfect is the combination of the past tense with the perfect aspect. It is used for actions or states that began and were completed before another action in the past took place.[26]

Patterns :

(+) S + had + V3

[25] Raymond, Murphy, English Grammar in use (CAMBRIDE UNIVERSITY PRESS, 2019), 12.

[26]Herring, *Complete English Grammar Rules.*

E.g: (+) We had given

(+) S + had + V3 + O

E.g: (+) We had given her

(+) S + had + V3 + O + C

E.g: (+) We had given her some books

(-) S + had + not + V3

E.g (-) You had not gotten

(-) S + had + not + V3 + O

E.g : (-) You had not gotten money before I gave.

(?) Had + S + V3 + O + ?

E.g : (?) Had she run with her brother ?[27]

d. English Past Perfect Continuous Tense

The past perfect continuous is the combination of continuous and perfect aspects with the past tense.[28] A sense of time reference is found in these sentences which shows that action had started in the past and continued till some time in the past.[29] It means, past perfect continuous tense is an activity that happened in the past but still continued until some time in the past whichindicates conjunction since of for.

Patterns :

(+) S + had + been + V1-ing + O

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[27] Raymond, Murphy, English Grammar in use (CAMBRIDE UNIVERSITY PRESS, 2019), 30.
[28]Herring.
[29]Humaira, "Contrastive Analysis Between English and Indonesian General Sentence Pattern."

E.g : (+) We had been repairing our bike

(-) S + had + not + been + V1-ing + O

E.g : (-) We had not been repairing our bike

(-) had + S + been + V1-ing + O + ?

E.g : (?) Had she been asking for an explanation ?[30]

Verb Pattern of English

Verb Pattern :

1. Subject + Be + noun/pronoun

   e.g : This is a book

2. Subject + Be + Prepositional group

   e.g : she is in a good health

3. Subject + Be + adverbial adjunct

   e.g : your friend is here (there, in, over, on page and etc.)

4. Subject + Be + adjective (phrase)

   e.g : it was dark (ready, afraid, sweet and etc.)

5. There + Be + Subject

   e.g : there was a large crowd

6. There + Be + Subject + adverbial adjunct

   e.g : there are three windows in this room

7. It + Be + adjective/noun + to infinitive

   e.g: it is so nice to sit here with you

8. How/what + adjective/noun + (it + be) + to-infinitive

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[30] Raymond, Murphy, English Grammar in use (CAMBRIDE UNIVERSITY PRESS, 2019), 30.

e.g : how nice it is to sit here with you

9. It + Be + adjective/noun + gerund (phrase)

   e.g : it was a difficult business getting everything ready in time

10. Subject + Be + clause

    e.g : everything was as we had left

11. It + Be + noun/adjective + clause

    e.g : it was a pity that you could not come

12. Subject + Be + to infinitive (phrase)

    e.g : the house is to let

13. It + Be + adjective/noun + (for + noun/pronoun) + to infinitive

    e.g : it was hard for him to live on his small pension

14. Subject + Vi (verb intransitive)

    e.g : we all breathe

15. There + Vi (Verb intransitive) + subject

    e.g : there entered a strange little man

16. It + Vi (Verb intransitive) + subject (clause/ to infinitive phrase)

    e.g : it does not matter whether we start now or later

17. It + Vi (Verb intransitive) + subject (that-clause)

    e.g : it seemed that the day would never end

18. Subject + Vi (Verb intransitive) + (for) + adverbial adjunct

    e.g : we walked for five miles

19. Subject + Vi (Verb intransitive) + adverbial adjunct

    e.g : she went upstairs

20. Subject + Vi (Verb intransitive) + adjective

   e.g : the milk turned sour

21. Subject + Vi (Verb intransitive) + adjective

   e.g : silk feels soft and smooth

22. Subject + Vi (Verb intransitive) + adjective

   e.g : she married young

23. Subject + Vi (Verb intransitive) + adjectival past participle

   e.g : he appeared perplexed

24. Subject + Vi (Verb intransitive) + noun/ reflexive pronoun

   e.g : she proved a true friend

25. Subject + Vi (Verb intransitive) + present participle

   e.g : she lay smiling at me

26. Subject + Vi (Verb intransitive) + preposition + noun/pronoun/gerund

   e.g : he succeeded in solving the problem

27. Subject + Vi (Verb intransitive) + preposition + noun/pronoun + to infinitive

   e.g : I appealed to the children to make less noise

28. Subject + Vi (Verb intransitive) + (preposition + it) + clause

   e.g : I am worried about how the money was spent

29. Subject : Vi (Verb intransitive) + to infinitive

   e.g : we stopped to have a rest

30. Subject + Vi (Verb intransitive) + to infinitive (phrase)

   e.g : the drunken man awoke to find himself in a ditch

31. Subject + Vi (Verb intransitive) + to infinite phrase

   e.g : she was longing to see her family again

32. Subject + seem/appear + (to be) + adjective + noun

   e.g : he seemed to be surprised at the news

33. It + seem/appear + adjective/noun + to infinitive, gerund, clause

   e.g : it seem pointless to go any farther

34. Subject + seem/appear, happen, chance + to infinitive (phrase)

   e.g : we chanced to meet in the park that morning

35. Subject + Be + to infinitive (phrase)

   e.g : this I was only to learn later

36. Subject + anomalous finite + infinitive phrase

   e.g : I did not dare tell anyone/ you may leave now

37. Subject + Vt (Verb transitive) + noun/pronoun

   e.g : the car turned the corner too fast

38. Subject +Vt (Verb transitive) + noun/pronoun

   e.g : he dreamed the most extraordinary dream

39. Subject + Vt (Verb transitive) + gerund

   e.g : have you finished talking ?

40. Subject + Vt (Verb transitive) + gerund phrase

   e.g : he began talking about his family

41. Subject + need/want + gerund (phrase) with passive meaning

   e.g : the garden needs watering

42. Subject + Vt (Verb transitive) + not + to infinitive (phrase)

e.g : he pretended not to see us

43. Subject + have/ ought + not + to infinitive

    e.g : you ought not to complain

44. Subject + Vt (Verb transitive) + interrogative pronoun/adverb + to

    infinitive (phrase)

    e.g : I do not know who to go to for advice

45. Subject + Vt (Verb transitive) + that clause

    e.g : he said that he was busy

46. Subject + Vt (Verb transitive) + dependent clause/ question

    e.g : she asked whether I took sugar in my tea

47. Subject + Vt (Verb transitive) + noun/pronoun + that clause

    e.g : he warned us that the roads were icy

48. Subject + Vt (Verb transitive) + noun/pronoun (IO = indirect object) +

    noun pronoun (DO = direct object)

    e.g : have they paid you the money ?, she blew him a kiss

49. Subject + Vt (Verb transitive) + noun/pronoun (IO = indirect object) +

    noun pronoun (DO = direct object) phrase

    e.g : she cooked her husband a delicious meal

50. Subject + Vt (Verb transitive) + noun/pronoun + noun/pronoun (phrase)

    e.g : he gave the door a hard kick

51. Subject + Vt (Verb transitive) + noun/pronoun (DO = direct object)+ to

    + noun pronoun (IO = Indirect object) phrase

    e.g : he sold his old car to one of his neighbors

52. Subject + Vt (Verb transitive) + noun/pronoun (DO = direct object)+ for + noun pronoun (IO = Indirect object) phrase

e.g : I have bought some chocolate for you

53. Subject + Vt (Verb transitive) + noun/pronoun (DO = direct object)+ preposition + noun pronoun (IO = direct object) phrase

e.g : he told me of his intention to resign

54. Subject + Vt (Verb transitive) + preposition + noun/ pronoun + noun phrase/clause (DO = direct object)

e.g : I explained to him the impossibility of granting his request

55. Subject + Vt (Verb transitive) + it + preposition + noun/pronoun + to infinitive, phrase, that clause and etc.

e.g : I put it to you that this man could not possibly have been so cruel and heartless

56. Subject + Vt (Verb transitive) + noun/pronoun (DO = direct object) + adverb (phrase)

e.g : they kept the child indoor

57. Subject + Vt (Verb transitive) + noun/pronoun (DO = direct object) + adverbial particle

e.g : put your shoes on

58. Subject + Vt (Verb transitive) + adverbial particle + noun/pronoun (DO = direct object)

e.g : he cleared away the rubbish

59. Subject + Vt (Verb transitive) + adverbial particle + noun phrase (DO = direct object)

e.g : the mob broke down the doors guarding the main entrance

60. Subject + Vt (Verb transitive) + noun/pronoun (DO = direct object) + too infinitive phrase

e.g : he brought his brother to see me

61. Subject + Vt (Verb transitive) + noun/pronoun (DO = direct object) + as/ like / for + noun phrase / clause

e.g she mistook me for my twin sister/ he began his career as a teacher

62. Subject + Vt (Verb transitive) + noun/pronoun + not + to infinitive (phrase)

e.g : he gave me to understand that he could help me

63. Subject + Vt (Verb transitive) + noun/pronoun + not + to infinitive (phrase)

e.g : he does not anyone to know that he is going away

64. Subject + Vt (Verb transitive) + noun/pronoun + infinitive (phrase)

e.g : I have heard people say that/ did anyone hear john leave the house ?

65. Subject + Vt (Verb transitive) + noun/pronoun + infinitive (phrase)

e.g : what makes you think so ?

66. Subject + have + noun/pronoun + infinitive (phrase)

e.g : I had a most extraordinary thing happened to me yesterday

67. Subject + Vt (Verb transitive) + noun/pronoun + present participle (phrase)

e.g they saw the thief running away/ they heard voices calling for help

68. Subject + Vt (Verb transitive) + noun/pronoun + present participle (phrase)

    e.g : they left me waiting outside

69. Subject + have + noun/pronoun + present participle

    e.g : I cannot have you doing that

70. Subject + Vt (Verb transitive) + noun/pronoun/ possessive + ing from the verb

    e.g : I cannot understand him leaving so suddenly

71. Subject + Subject + have + noun/pronoun +   + noun/pronoun + interrogative + to infinitive (phrase)

    e.g : I showed them how to do it

72. Subject + Vt (Verb transitive) + noun/pronoun + dependent clause/ question

    e.g : she told me why she had come / tell me what your name is

73. Subject + Vt (Verb transitive) + noun/pronoun gerund (DO =direct object) + adjective

    e.g : we proved him wrong

74. Subject + Vt (Verb transitive) + noun/pronoun (DO =direct object) + noun phrase (O/C = Object complement)

    e.g : I make the total sixty

75. Subject + Vt (Verb transitive) + noun/pronoun (IO =indirect object) + noun phrase (S/O subject object)

e.g : jill has made jack an excellent wife

76. Subject + Vt (Verb transitive) + noun/pronoun (DO =direct object) + past participle phrase

e.g : they found themselves stranded at the airport

77. Subject + Vt (Verb transitive) + noun/pronoun (DO =direct object) + past participle phrase

e.g I have no money left

78. Subject + have/get + noun/pronoun (DO =direct object) + past participle phrase

e.g : I must have/get my hair cut

79. Subject + Vt (Verb transitive) + noun/pronoun (DO =direct object) + (to be) adjective noun phrase

e.g : most people considered him to be innocent

80. Subject + Vt (Verb transitive) + it + adjective/noun + clause/ phrase etc.

e.g : I think it as a scandal that there is so much racial prejudice still about[31]

There are three uses to which the English past tense is put in a truly past time frame. They include the following[32]:

a. a single past event

b. a delineated (demarcated, marked off, started and stopped) period in the past

c. repeated/habitual events in the past[33]

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[31] A S Hornby, Guide to Patterns and Usage in English, (London Oxford University Press, 1975)
[32] Richard v. Teschener and eston e. Evans, *analyzing the gammar of english,* 3rd ed. (america: georgetown universiity press, 2007), 48

Betty Schrampfer Azar said in her book that simple past tense is used to indicate an activity or situation at one particular time in the past. It began and ended in the past[34].

Talking about past tense it means talking about the changing of the word from present to past. There are two kinds of it namely regular and irregular verb. Here, the researcher will show the pattern and how to create regular and irregular verb.

Regular Verb.

Regular verb is a verb that the change of it is change regulary

The pattern :

1. Verb + ed

    Examples :

Present	Past	Past participle
Add	Added	Added
Help	Helped	Helped
Ask	Asked	Asked

2. If the present verb end with vocal alphabet –e, so to create past tense and past participle add suffix –d only.[35]

    Examples :advis(e) + d

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[33]Richard v. Teschener and eston e. Evans, *analyzing the gammar of english,* 3rd ed. (america: georgetown universiity press, 2007), 48

[34]Betty SchrampferAzar, *Understanding and Using English Grammar*, 3rd ed. (america: Mary Jane Peluso, 1999), 2.

[35]https://www.intraxenglish.com/regular-dan-irregular-verb/. Acces on 5th , November 2021

Present	Past	Present partiple
Like	Liked	Liked
Use	Used	Used
Close	Closed	Closed

3. If the present verb end with consonant –y and before it is consonan alphabet so –y is replaced –i alphabet then added suffix –ed.[36]

Examples : T(r)y = tri + ed = Tried

Present	Past	Past participle
Reply	Replied	Replied
Copy	Copied	Copied
Supply	Supplied	Supplied

4. If the present verb end with –y but before it is vocal alphabet so, directly added –ed in the end of word.[37]

Examples : pl(a)y + ed = played

Present	Past	Past particple
Annoy	Annoyed	Annoyed
Enjoy	Enjoyed	Enjoyed
Convey	Conveyed	Conveyed

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[36]https://www.intraxenglish.com/regular-dan-irregular-verb/. Acces on 5th , November 2021
[37]https://www.intraxenglish.com/regular-dan-irregular-verb/. Acces on 5th , November 2021

5. If the present verb consist of one syllable and end with consonant alphabet and before it is vocal alphabet so, the consonant in the end of word make it double and added by –ed.[38]

Examples : be(g) x 2 + ed = begged

Present	Past	Past partiple
Scrub	Scrubbed	Scrubbed
Rob	Robbed	Robbed
Beg	Begged	Begged

6. When the present verb is more than one syllable and ends with a consonant and it is preceded by a vowels, however, the pressure of the pronunciation falls on the last syllable, the letter is eventually added then, added by –ed on the last word.[39]

Examples : admi(t) x 2 + ed = admitted

Present	Past	Past participle
Abhor	Abhorred	Abhorred
Occur	Occurred	Occurred

7. Except , when there is final syllable of the present verb and there are two vowels, even though the emphasis of the pronunciation

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[38]https://www.intraxenglish.com/regular-dan-irregular-verb/. Acces on 5th , November 2021
[39]https://www.intraxenglish.com/regular-dan-irregular-verb/. Acces on 5th , November 2021

falls on the final syllable, it does not need to be duplicated immediately added –ed.[40]

Examples :

Present	Past	Past participle
Repeat	Repeated	Repeated
Repair	Repaired	Repaired

8. When the present verb consist of two syllables and ends with consonant that before it there is a vowel, but the emphasis of the pronunciation falls on the first syllable, continue add –ed in the end of the word.[41]

Examples :

Present	Past	Past participle
Answer	Answered	Answered
Follow	Followed	Followed

9. When the present verb ends with consonant –l and before it is vocal alphabet so, duplicate –l consonant and add –ed.[42]

Examples :

Present	Past	Past participle
Cancel	Cancelled	Cancelled

[40]https://www.intraxenglish.com/regular-dan-irregular-verb/. Acces on 5th , November 2021
[41]https://www.intraxenglish.com/regular-dan-irregular-verb/. Acces on 5th , November 2021
[42]https://www.intraxenglish.com/regular-dan-irregular-verb/. Acces on 5th , November 2021

Travel	Travelled	Travelled
Rebel	Rebelled	Rebelled

10. When the present verb ends with –l before it there are two vowels it does not to be duplicated, directly add suffix –ed in the end of word.

Examples :

Present	Past	Past participle
Boil	Boiled	Boiled
Sail	Sailed	Sailed
Mail	Mailed	Mailed

11. When the present verb ends with –c and before it there is vowel so, after –c alphabet must be added by –k continue add suffix –ed.

Examples :

Present	Past	Past participle
Picnic	Picnicked	Picnicked
Panic	Panicked	Panicked

Irregular Verb

Irregular verb is verb that arbitrary and dissonant with the tense and disobey the normal rule. It means irregular verb is

different with regular verb itself. Because irregular verb is different so we must remember and memorize it well.

12. The verb that present, past and past participle which never change.[43]

Examples :

Present	Past	Past participle
Cut	Cut	Cut
Put	Put	Put
Let	Let	Let
Bet	Bet	Bet
Hit	Hit	Hit
Quit	Quit	Quit

13. The verb past and participle are same but different with the present verb. For verb that the end with –ch, -f, -k, -p, -s, -sh, and –x written and pronounce with suffix –t.[44]

Examples :

Present	Past	Past participle
Creep	Crept	Crept
Bless	Blest	Blest
Keep	Kept	Kept

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[43]https://www.intraxenglish.com/regular-dan-irregular-verb/. Acces on 5th , November 2021
[44]https://www.intraxenglish.com/regular-dan-irregular-verb/. Acces on 5th , November 2021

Leap	Leapt	Leapt
Overleap	Overleapt	Overleapt

14. Verb present, past and past participle are not same.[45]

Examples :

Present	Past	Past participle
Go	Went	Gone
Know	Knew	Known
Freeze	Froze	Frozen
Fly	Flew	Flown
Write	Wrote	Written
Overeat	Overate	Overeaten
Shake	Shook	Shaken

Those are about the regular and irregular verb, the verb change depend on the time it can be present or past tense verb.

3. **Indonesian Simple Past Tense**

   a. **Definition simple past tense**

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[45]https://www.intraxenglish.com/regular-dan-irregular-verb/. Acces on 5th , November 2021

In Indonesian there is also past tense, past tense also indicates an action or activity that happened and ended in the past time. In " Pedoman Penulisan Tata Bahasa Indonesia " past tense depends on the adverb of time, information about past time in Indonesian simple past tense could be seen on it. Adverb of time that indicate with past time such as, last night, yesterday, last week, last month, last year, one hour ago, just now, and the other adverb of time that show past time.[46] On the other hand, past tense " lampau" is a sentence which states that the event has finished or the event that ever happened in the past.[47]

There is no special form of past tense in Indonesian pattern, as the researcher has explained above that simple past tense of Indonesian just add the information about adverb of time that is past. For examples, last year (Tahun lalu) or " Dulu " (Past) In the sentence.

An expert explanation states that the sentence that says past events are a sentence the one about the incident is already happening or passing. The sentence that says Events of the past are marked with there is a historical past that Usually a single word(yesterday), a

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[46]Yus Rusyana dan Samsuri, *Pedoman Penulisan Tata Bahasa Indonesia* (Jakarta, Indonesia: Pengembangan Aksara, 1976), 48.
[47]Arsita Uli Rianis, "ANALISIS CIRI-CIRI KEBAHASAAN DALAM TEKS ANEKDOT KARANGAN SISWA KELAS X IPA 3 SEMESTER 1 SMA MUHAMMADIYAH 3 JEMBER TAHUN PELAJARAN 2016/2017," n.d., 8.

nomine phrase (this morning, earlier Noon, last night, this morning, this afternoon, last night, and Others), and prepositional phrases Is the preposition In,from,to, before,when, since, make, to + nouns, a particular time feature.(o'clock,Dates,days,months, years, times,Period, Monday, night, beginning, end performances, broad daylight, morning.)[48]

b. Pattern Indonesian Simple Past Tense

Structure of Indonesian pattern is very simple that is S + P (Subjek + Predikat), but this structure can be enlarged such as :

a) S + P = Subjek + Predikat

Anak itu sering Melamun

b) S + P + O = Subjek + Predikat + Objek

Soekarno dan Muhammad Hatta mempersatukan bangsa ini

c) S + P + Pel = Subjek + Predikat + Pelengkap

Ajaran Mahatma Ghandi diikuti penjajah inggris

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[48]Dyah Nova Erliafika, "Kalimat Teks Anekdot Dalam Buku Bahasa Indonesia," Program Study Pendidikan dan Sastra Bahasa Indonesia, Fakultas Keguruan dan Ilmu Pendidikan, n.d., 4.

      d) S + P + O + Pel = Subjek +

          Predikat + Objek + Pelengkap

          Raja Jawa menghadiri VOC

          pesisir utara pulau Jawa

      e) S + P + K = Subjek + Predikat +

          Keterangan

          Jamu itu sangat baik untuk

          kesehatan

      f) S + P + O + K = Subjek +

          Predikat + Objek + Keterangan

          Zunkarnain membersihkan tinta

          itu dengan sabun[49]

Basic sentences above can be divided many types of Indonesian pattern for examples :

a. (S + P + Pel) it can be (S + P + Pel + K)

b. (K + S + P + Pel) it can be (S + K + P + Pel)

c. (S + P + O + P el) it can be (S + P + O + Pel + K)

d. (S + K + P + O + Pel) it can be (K + S + P + O + Pel)

e. (S + P + K) it can be (K + S + P) + (S + K + P)[50]

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[49] Sry Satrya Tjatur Wisnu Sasangka, Seri Penyuluhan Bahasa Indonesia KALIMAT (Pusat Pembinaan Badan Pengembangan dan Pembinaan Bahasa Kementrian Pendidikan dan Kebudayaan, Jakarta 2014) 18.
[50] Ibid, 20.

Characteristic of subject (S)

Subject (S) is one of function in the sentence that part of clause that becomes main sentence. Subject in Indonesian can be a noun (*nomina*) noun phrase (*frasa nomina*) or clause (*klausa*). Subject can be searched by question what and who, who special for human and what is for thing except human.

Examples :

Bandung pernah menjadi lautan api. (S=N)

Gunung merapi berdekatan letaknya dengan gunung merbabu (S=FN)[51]

The characteristic of predicate

Predicate (P) is one of function in the sentence that part of clause that becomes main element in the sentence. Predicate in Indonesian can be Verb (*verba/kata kerja*) verb phrase (*frasa verbal*) adjective (*adjectiva/kata sifat*) adjective phrase (*frasa adjectiva*) noun (*nomina/ kata benda*) and noun phrase (*frasa nomina*).

Examples :

Pak Niko *mengajar* Matematika (P=V)

Pak Niko *sedang mengajar* Matematika (P=FV)

Sunarti *rajin* (P=adj)

Sunarti *sangat rajin* (P=Fadj)

Bapak saya *dokter* (P=N)

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[51] Ibid,21.

Bapak saya *dokter gigi* (P=FN)[52]

The characteristic of object

Object (O) is one of the function in the sentence that presence depend on kind of predicate. Object can be *nomina, frasa nomina, or klausa* that always after transitive verb.

Examples :

Jaksa menghadirkan *saksi* (O=N)

Ketua MPR menghadiri pelantikan *para gubernur* (O=FN)

Para saksi mengatakan bahwa semua pengakuan yang dibuat dilakukan karena tekanan aparat (O =Klausa)

The characteristic of complement

Complement in Indonesian is called *pelengkap* (Pel). Complement also depend on the predicate, complement can be *nomina, frasa nomina, verba, frasa verba, adjectiva and frasa adjectiva.*

Examples:

Yanto menghadiahi kemenakannya *computer* (Pel=N)

Sunarti mengajari anak anaknya *bernyanyi* (Pel=V)

Saya menganggap pemimpin itu *bijaksana* (Pel=adj)

Bu Tristiyawati mengajari siswanya menulis aksara Arab (Pel=FV)

Saya menganggap pemimpin itu sangat tidak bijaksana (Pel=Fadj)[53]

The characteristic of adverb

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[52] Ibid,26.
[53] Ibid,31.

Adverb in Indonesian called by *keterangan* (K), adverb is one of element that opsional, it means that adverb not always appear on the sentence, adverb can be *nomina, frasa nomina, frasa numerial, preposition/adverbial, nomina temporal* that explain about time.

Examples :

Dia telah dating *kemarin* (K=N)

Artis itu meninggal dunia *minggu pagi* (K=FN)

Anak pak lurah telah wisuda *tiga hari yang lalu* (K=FNum)

Waluyo dating *seorang diri* (K=Num)[54]

In writing a historcal text a writer uses language code which is good and true, the writer will be careful of it. It is written depend on the real incident in the past.[55]

In text of history always tell about the fact even though it happen in past time. There are several languange code that must be attention in writing text history or another text which related to the real hiistory in life

1. Pronomina

In text of history is used to change name of person or noun

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[54] Ibid, 40.

[55] https://www.zenius.net/prologmateri/bahasa-indonesia/a/177-kadah-kebahasaan-teks-sejarah acces on 25th, november 2021.

a. The first person

- Singular : I, it means *(aku, saya, hamba, sahaya)*

- Plural   : We, it means *(kami/kita)*[56]

b. The second person

- Singular : You, it means *(kamu, engkau, tuan, saudara/saudari)*

- Plural   : You, It means *(kamusekalian, kalian semua, saudara/saudarisekalian).*[57]

c. The third person

- Singular : He, she, and it. It means *(dia, beliau, ia)*

- Plural   : They, it means *(mereka .*[58]

2. The sentences must use past tense to state that the incident happened in pass or several years ago and previous time.[59]

Examples   :*Pada tahun 1945 presiden Soekarno menyatakan kemerdekaan Indonesia.* (in 1945 president Soekarno stated the independence of Indonesia)

: *pada saat itu warga negara Indonesia belum mengetahui tentang teknologi.* (at that time citizen of Indonesia has not known about the technology)

3. Adverbial phrase

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[56]Ibid.

[57]Ibid.

[58]Ibid.

[59]https://www.zenius.net/prologmateri/bahasa-indonesia/a/177-kadah-kebahasaan-teks-sejarah acces on 25th, november 2021

In historical text is used to give information like show the incident, time and also place.[60]

Examples : *Charil Anwar wafat setelah menulis puisi Karawang-Bekasi.* (Chairil Anwar had passed away after he wrote Karawang-Bekasi Poetry)

4. Verba Material (action/ preposition)

in historical text is used to show a real activity and action by personal or group.[61]

Examples :*pahlawan yang telah gugur di perang telah menyelesaikan tugasnya dengan baik.* (patriots that have been fall in war had done their mission well)

5. Temporal conjunction (conjunction of time)

in historical text is used to show the sequence of time in the incedent which is told.[62]

Examples :*Soekarno dan kawan kawannya membuat teks proklamasi lalu memproklamasikan kemerdekaan pada tanggal 17, Agustus 1945.* (Soekarno and his friends made manuscript of proclamation, then proclaim independence on 17th, August 1945.)

6. The casuality conjunction (cause and effect)

In historical text, this one s used to show existence of cause and effect from incident that happen.[63]

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[60]Ibid.
[61]Ibid.
[62]Ibid.

4. Definition of Poetry

According to Samuel Taylor in *Buku Ajar + Puisi,* he stated that poetry is a word in a pretty structure, creator choose the right word and arrange it well. For example matched, systematic, between one element with the other that so hard in relationship.[64]

Besides that poetry is one of work of literature that conceive a meaning in each sentences. Poetry also uses beautiful word to arrange the sentence to become a great poetry. In poetry conceive some of figure of speech because, in poetry there are so many hidden messages inside

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[63]https://www.zenius.net/prologmateri/bahasa-indonesia/a/177-kadah-kebahasaan-teks-sejarah acces on 25th, november 2021.
[64]MamanSuryaman "PUISI INDONESIA", page 16.