CHAPTER I

INTRODUCTION

1.1 Background of the Study

In human life, language has a crucial role. It is a tool to convey feelings, ideas, suggestions, creations, and emotions. Learning English is really important in education because it enables students to prepare to compete globally in the future at a national and international level since English becomes one of the international languages that are already spoken in diverse countries. In developing countries like Indonesia, English has been taught from the elementary level to the university level. In mastering one certain language a student should learn basic skills such as listening skills, reading skills, speaking skills, and writing skills in a good way. Furthermore, there are multiple elements that students also need to learn such as pronunciation, grammar/structure, vocabulary, phonology, syntax, semantics, and many more.

There are a variety of language skills that are required to be taught, especially in English there are listening ability, speaking ability, reading ability, and writing ability. Talking about writing competency, it is not easy for students to write text in English, especially for students who study English as a second or even third language, and most of them are struggling with it. Nunan (1989: 35) even said writing is an extremely challenging cognitive activity that demands that the student have control over many different kinds of components. Compared to other language skills, writing is more challenging. Even sometimes an English native speaker may

experience a tricky situation to demonstrate proficiency in writing (Javed, Juan, & Nazli, 2013).

The complexities of the components of composing text in English are an inescapable factor. The components of writing a text should be understood by the students. Capitalization, spelling, subject-verb agreement, punctuation, and part of speech are the components that pupils need to comprehend. Moreover, content, form, grammar, vocabulary, and mechanics are the components that need to be understood (Nurgiyantoro, 2001: 31). Haris (1969: 68) also emphasizes that students should pay attention to capitalization and punctuation.

Writing is a challenging and complicated skill, somehow it has to be taught (Harmer, 2004: 1). As stated by Dewi (2014) in her article, writing as a part of language skills has been taught at any level of education that needs to be mastered more than any other skill. Moreover, Byrne (1979: 1) said that writing is the art to combine a letter or group of letters that are connected to the sounds when speaking. It should be displayed according to a certain agreement to form sentences. Writing is a capability that must be possessed by students in writing a text to create well-writing results.

In Senior High School, students can learn many types of text. One of them is recount text. Generally, a recount text is a style of text that recount some past events and recite them again to the readers. Writing a recount text can be difficult for students since they have to know more about many writing features such as grammar, vocabulary, tenses, and many more. Since there are so many features in

text writing style, particularly writing recount text, the students often made grammatical errors because of a lack of knowledge. Besides that, the students are also still affected by the first language when writing English sentences.

Grammar is one of the necessary components that need to study properly. It is important because grammar describes the structure of a language. Discussing grammar will never be ended. Grammar deals with the structure of a language truly and correctly of one language. In countries where English is not taught as a first language, students might find it difficult to write the grammar in English properly, because of a different pattern of grammar from the source language. According to Fengjie, Jia & Hongyi (2016) in their article, the one of a kind structure among native language and target language is reasoned a source problem and troublesome for scholars. However, it is the basic element to learn a language and it cannot be inseparable from language.

The combination of words or phrases is an important part to produce one sentence. As stated by Nunnan (1999: 97), grammar is known as the structure and the units of linguistics such as a group of words or phrases of one language arranged to make a sentence. Further, Greenbaum and Nelson (2002: 1) stated that grammar refers to the set of guidelines from one utterance that permits somebody to combine words into bigger units. Language without grammar might be disorganized and become the reason for false impressions. People study grammar to understand their selves and attract them to study the marvelous complexity of human language (Greenbaum & Nelson, 2002: 5). Thus, learning a language is not easy because the

students must deal with sentence patterns in any language, especially in English which is completely different from Indonesian sentence structure.

In learning process, students often make some mistakes in writing an English text. This is something that is unavoidable for students as a consequence of learning a foreign language. Brown (2000: 216) argues that people who are studying will basically make mistakes. Every mistake, misinterpretation, miscalculation, misunderstanding, and erroneousness assumption becomes a necessary part of obtaining information. Therefore, making mistakes cannot be separated from the learning process. By making mistakes, the students can obtain feedback from the environment to boost the students to learn something new and finally reach their goals.

From the explanation above, we know that grammar ought to be taught properly because it is a crucial element of learning a language. When students do not have sufficient knowledge of grammar, the students will have difficulty creating a sentence in daily written communication because they face various difficulties such as misordered words, omission of words, and eventually caused misunderstandings. That is why grammar should be taught more deeply to boost the quality of students in writing and drawing up a text.

The explanation above needs action to help the students focus more on grammatical errors and show the errors and eventually give an explanation about the right one. As a consequence of the lack of understanding of the grammar and

the mistakes of students in writing English text, this study intends to analyze the grammatical error in terms of writing a recount text.

1.2   Problems of the Study

Based upon the background above, this study develops the following research question:

1. What types of grammatical errors are found in writing recount text of twelfth grade students at Senior High School?
2. What are the causes of errors in writing recount text made by the twelfth grade students at Senior High School?

1.3   Objectives of the Study

Based on the problems of study, the objectives of this study are:

1. To examine the types of grammatical errors found in writing recount text of twelfth grade students at Senior High School
2. To analyse the cause of error in writing recount text made by the twelfth grade students at Senior High School

1.4 Limitations of the Study

To avoid the misunderstanding that possibly seems in the title of this research, this study needs to be limited. Therefore, the scope of this study is restricted to assessing the grammatical errors and determining the cause of grammatical errors in recount text written by twelfth-grade students at Senior High School at SMK Swakarsa Ruteng, Flores, NTT in the academic year 2022/2023 in terms of omission, addition, misformation, and misordering.

1.5 Significance of the Study

This study has both theoretical and practical implications. This study's findings are intended to be beneficial for:

1.5.1 Theoretical Significance

The findings or the results of this study are supposed to present beneficial information for students or lecturers in the English Study Program who wish to conduct research on error analysis, particularly those who wish to conduct more in-depth research on this topic.

1.5.2 Practical Significance

This study is intended to give or develop some information for English Study Program students and lecturers to be more concerned about grammatical rules in writing recount text.

CHAPTER II

REVIEW OF RELATED LITERATURE, CONCEPTS, AND THEORIES

2.1 Review of Related Literature

An overview of related literature is important for this research to differentiate between previous studies and this research by comparing and learning from the errors. Besides that, any other purpose is to avoid duplications. This research utilized 5 previous studies on grammatical errors. Some studies are relevant to the topic of this research.

The first one is a thesis from Alfayed (2017) with the title "An Analysis of Student's Grammatical Errors in Writing Recount Texts". In his research, he described the grammatical error in writing recount text by the students at SMAS Babul Maghfirah Aceh Besar. In his study, he applied qualitative research. He used Betty S. Azar's (1989) theory to examine the types of errors. Singular-plural, word form, word choice, verb tense, add a word, omit a word, word order, incomplete sentence, spelling, punctuation, capitalization, article, meaning not clear, and run-on sentence were the categories of the types of grammatical errors. Additionally, he used Richards' approach to categorize the cause of errors into three groups: interference errors, intralingual errors, and developmental errors. According to the findings of his study, there were thirteen different types of errors, which include 6.1% of singular-plural error, 7.70% of word form errors, 11% of word choice errors, 27% of verb tense errors, 9.4% of add or omit words errors, 5.5% of word order errors, 3% of incomplete sentence errors, 7.5% of spelling errors, 6.6% of

punctuation errors, 4.1% of capitalization errors, 4% of article errors, 5.7% of meaning not clear errors, and 2.2% of run-on sentence errors. The resulting causes of errors consisted of 29% of interference errors, 45% of intralingual error, and 26% of developmental error.

The second is an article from Asni and Susanti (2018) with the title "An Analysis of Grammatical Errors in Writing Recount Text at the Eight Grade of SMP Negeri 20 Kota Jambi". In their research, they described the types and causes of the student's mistakes in using simple past tense in writing a recount text. In order to get the data, they used the qualitative technique in conjunction with a written test and interviews. The result shows four kinds of errors which consist of 166 or 38.97% of omission errors, 162 or 38.03% of selection errors, 67 or 15.73% of addition errors, and 31 or 7.38% of misordering errors. Then, they also explained two main aspects that can cause the errors according to Brown's theory, these were due to the English System's intricacy and the students' lack of comprehension of grammar.

The third is an article from Manik and Suwastini (2019) with the title " Analyzing Grammatical Error in Student's Recount Text Writing In Junior High School". By using the Surface Strategy Taxonomy, which was derived from the Dulay et al. theory, and the theory from Brown (2007), they hoped to identify the many sorts of grammatical errors and the reasons why they occur. They used a descriptive qualitative analysis, and the findings indicated that omission errors were the most typical mistake omitted by the pupils which consist of 37.33% of errors,

and the major cause of the grammatical error was an intralingual transfer which consist of 43.43% of errors.

The fourth is a thesis from Sari (2019) with the title "An Analysis of Grammatical Error in Writing Recount Text at the Eleventh Grade of Students at SMK Negeri 1 Abung Selatan Kotabumi in the Academic Year 2018/2019". She outlined the kinds and the total number of grammatical errors in the student's recount text in her research. She used surface strategy taxonomy (SST), which included the errors of omission, addition, misformation, and misordering, in her descriptive qualitative research. Her research result showed that there were four kinds of errors which consist of 11% of omission errors, 1.40% of addition errors, 82% of misordering errors, and 5.60% of misformation errors.

The last is an article from Amelia et al (2021) with the title "An Analysis of Grammatical Errors In Writing Recount Texts by the Tenth Graders". In their study, they used the surface strategy taxonomy (SST) method from Dulay, Brut, and Krashen (1982) to characterize the grammatical issues that students typically encounter when writing recount texts. They applied the descriptive qualitative method and found 4 kinds of grammatical problems, those were misformation errors (consist of 42.5% of errors), omission errors (consist of 36.3% of errors), addition errors (consist of 19.2% of errors), and misordering errors (consist of 2.0% of errors).

Based on the previous study that has mentioned above, all of those studies have similarities with this research which is observing grammatical error analysis.

The second, third, fourth, and fifth research elaborate on the kinds of grammatical errors that are similar to this study using Dulay's theory. Nevertheless, the first study applies the theory from Azar. The distinction is found in the cause of the errors. Alfayed takes the theory from Richards to explain the cause of errors, Asni and Susanti (2018) and Manik and Suwastini (2019) apply the theory from Brown to clarify the causes of errors. In the meantime, this study uses Norrish's theory to describe the sources of errors, which includes carelessness, first-language interference, and translation in the student's production of recount texts. Whereas, the other studies do not analyze the cause of errors. So, this study focuses on the theory from Dulay to discover the types of grammatical errors and this study also uncovers the cause of errors by using the theory from Norrish.

2.2 Concepts

Concepts are a set of general definitions in terms associated with the title of this research. The concept maintains the mind focused on the topic which has been determined in this research, there are four concepts concerned, there are error analysis, grammar, writing, and recount text.

2.2.1 Error Analysis

The term Error Analysis (EA) is interpreted as the process of identifying the frequency, kind, source, causes, and effects of poor language in the classroom (James, 1998: 1). Many theories (disciplines) try to give an idea or suggestion to reduce or minimize error. This might be successful if there is a willingness of teachers to reduce the students' grammatical errors in the classroom. As stated by Erlangga, et al (2019) in their article, an Error Analysis (EA) is needed to be done by educators to list and understand the mistakes committed by students in the class.
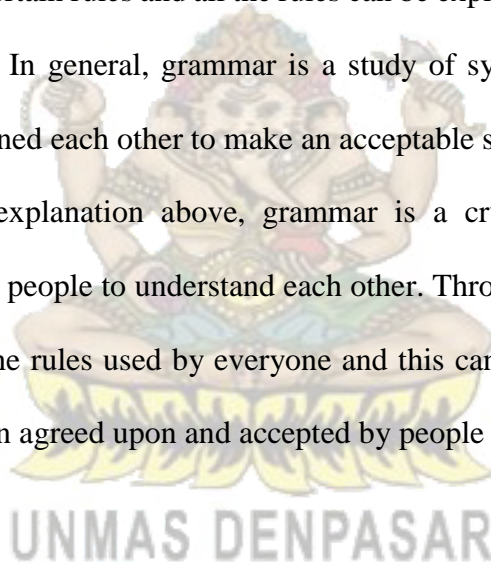
Furthermore, Brown (2000: 218) stated in his book that an Error Analysis (EA) is a system in the classroom that aids the teacher in observing, categorizing, and analyzing errors in order to assist students in fixing the errors and restoring the effectiveness of teaching and learning for both the students and the teacher in the class. The role of a teacher is the main crucial part in eliminating errors in order to achieve a successful learning process in the class. The errors made by the pupils will be identified, analyzed, classified, and corrected by the teacher so that the students will get comprehension about the correct form.

From the description above, it can be deduced that an error is not always the students' fault, there are so many aspects that can cause errors, and one of them is the different patterns of the grammar between the target language and the original tongue. As a student who learns another language, there is the possibility of making mistakes during learning, and the role of the teacher becomes an important part to do the error analysis (EA) in the class, where the teacher can identify, describe, analyze, and explain or correct the errors to reach the learning goals.

2.2.2 Grammar

A sentence is known as grammatically correct if the words within the sentence arrange in the correct place. On the other hand, the sentence is ungrammatical if the words in a sentence are organized in the wrong place. The study of sentence patterns, forms, or linguistic structure is known as grammar. Thornbury (2000: 1) defined grammar as a description of the rules that govern how sentences are constructed in a particular language. The words in the sentence must be arranged with certain rules and all the rules can be explained so that the sentence can be acceptable. In general, grammar is a study of syntax and morphology of sentences that chained each other to make an acceptable sentence.

From the explanation above, grammar is a crucial part of learning a language. It allows people to understand each other. Through grammar, there is an agreement about the rules used by everyone and this can be explained by certain rules that have been agreed upon and accepted by people who use that language.

2.2.3 Writing

Writing ability, according to Meyers (2005: 2), is a process of creating one language, which people do naturally when someone is speaking. Writing is the ability to communicate people's thoughts using words or groups of words on paper. This ability requires continuous practice to produce well results in writing.

Writing a text needs writing skills to create good quality writing so that the reader will get some information from our text. Therefore, a writer must be familiar with every component of the text they intend to produce.

2.2.4 Recount Text

Following what was said by Anderson and Anderson (1998: 24) in their book, recount text is an activity to recount an action in the past. It can be speaking or writing about something. In further explanation, they mention that the recount text is a text that recaps some events in the past, and usually the sequence of events is also described. The intention of writing this type of text is to describe the facts and provide the readers with some information.

In writing a recount text there are three generic structures that usually appear in writing this type of text, there are orientation, events, and re-orientation. The orientation section tells about the people involved, when and where the action took place, and what happened. Whereas, events mean the events or activities that occurred in the story. The event section gives more information about the orientation. Then, re-orientation is the conclusion part of this text. It tells the feelings of the writer about their story.

As stated by Anderson & Anderson (1998: 49) there are a few important things about the language features in writing recount text :

1. Proper noun or pronoun to identify the people who are involved in the story (usually appears in the orientation section)

2. Action Verbs such as jump, walk, sing, etc.

3. Descriptive words to provide information about who, what, when, where, and how.

4. Use the past tense to retell the story for example sang, went, etc.

5. Conjunction and time connectives for example when, although, while, after, before, eventually, etc.

6. Adverbs and adverbial phrase such as yesterday, last week, etc.

7. Words like first, next, then, and so on that denote the sequence of occurrences.

2.3 Theories

To obtain the answer to the objectives of this research, a few theories about related problems are needed. This study employs two major theories concerning the types of grammatical errors and the causes of grammatical errors. The first theory is from the book *Language Two* by Dulay et al (1982: 150). He described the various types of grammatical errors in this book. In addition, this study used Norrish's (1983: 21) theory from his book *English Learners and Their Errors* to explain the causes of grammatical errors in recount text by Senior High School students. To support this research, Herring (2016: 1019) provides a suporting theory regarding tenses in this study.

2.3.1 Types of Grammatical Errors

According to Dulay's (1982: 150) theory, there are four types of grammatical errors: Error Based on Linguistic Category, Error Based on Surface Strategy Taxonomy, Error Based on Comparative Taxonomy, and Error Based on Communicative Effect Taxonomy. This study only classifies grammatical errors

based on Surface Strategy Taxonomy, which are omission, addition, misformation, and misordering.

2.3.1.1 Error Based on Surface Strategy Taxonomy

In learning process, the students often make some mistakes that change the surface structure. Error surface taxonomy deals with the errors that are made by students, they are: *omit* the essential components or *add* components that are needless to put in the sentence, *misform* the suitable components, and *misorder* them. As a result, Dulay classified errors based on surface strategy taxonomy into four categories in his book. There are four of them: omission, addition, misformation, and misordering.

2.3.1.1.1 Omissions

Omission errors were identified by the incompleteness of an item that should come up in an accurate form of utterance or an item that should occur in writing standard English in a sentence. There are a lot of morphemes or words in a sentence that are possibly omitted by the students and some of them are omitted more than others.

Morphemes are classified into two types: content morphemes and grammatical morphemes. Content morphemes, such as nouns, verbs, adjectives, and adverbs, convey the majority of a sentence's referential meaning. Articles (a, an, the), verb auxiliaries (is, are, must, can, and so on), noun and verb inflections

(the -s in bags, the -s in sister's, and so on), and prepositions (in, on, under, and so on) are examples of grammatical morphemes.

An example of errors:

• She went with her mother friend (incorrect)

In the example above the student omit the verb inflections 's

• She went with her mother's friend (correct)

2.3.1.1.2   Additions

Addition errors are the inverse of omission errors. The presence of an item that should not be present in the correct sentence indicates an addition error. The students generally make addition errors when they have already obtained a few target language principles. Dulay et al. (1982: 156) discovered three types of addition errors in both first and second language students' speech: double markings, regularizations, and simple additions.

1.   Double Markings, described as the failure to remove certain items which are required in the proper linguistics constructions. An example of an error:

• I did not worked yesterday

In the negative sentence in the past tense, the base form of the main verb does not change. The sentence should read as follows:

• I did not work yesterday

2. Regularizations, described as the failure to add a marker to a word class that does not need to add a marker. For example :

    • I have two sheeps

    In the plural form of noun sheep is also sheep. The sentence should be:

    • I have two sheep

3. Simple additions, no particular features characterized in this type of error, it is similar to the other addition error that should not appear in the right sentence. For example :

    • You are is a doctor (addition of to be 'is')

2.3.1.1.3 Misformation

The use of the incorrect form of the morpheme or structure indicates a misformation error (Dulay et al, 1982: 158). In this type of error, students supply incorrect sentence forms. Three categories of misformation, namely: regularizations, archi-forms, and alternating forms.

1. Regularizations, described as a marker that adds in the wrong place, or a regular marker used in place of an irregular marker, as in 'foots' for 'feet'or 'childs' for 'children'

2. Archi-forms, defined as the wrong choice of demonstrative adjectives such as *that, those, this,* and *these* which represent or clarify the other word class in a sentence. For example:

    'that dogs' instead of 'those dogs'

'this bags' instead of ' these bags'

3.   Alternating forms, interpreted as disconnect alternation of different word classes as a consequence of lack of development of students' vocabulary and grammar. For example:

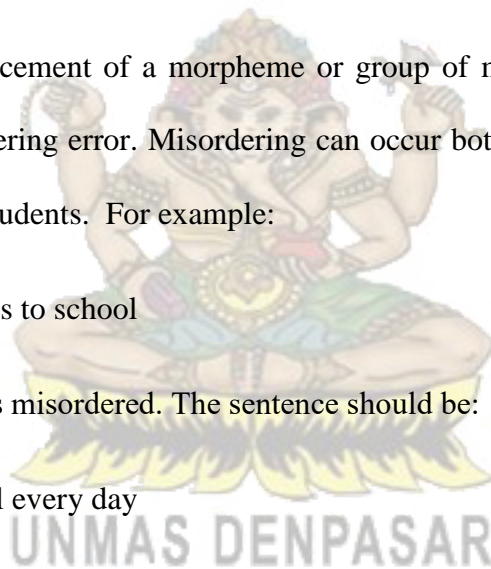Tania is gorgeous. He is the smartest girl in her class.

2.3.1.1.4   Misordering

The misplacement of a morpheme or group of morphemes in a sentence indicates a misordering error. Misordering can occur both in the first language or second language students. For example:

• He every day goes to school

'every day' here is misordered. The sentence should be:

• He goes to school every day

2.3.2 Cause of Grammatical Error

The cause of errors can come outside or inside of the students themselves. Based on Norrish (1983: 21-27) errors are caused by two factors: carelessness, first language interference, and translation.

2.3.2.1 Carelessness

Carelessness is one of the causes of errors made by students based on Norrish (1983: 21). It is connected to the low motivation of students in learning English. This is something that came from the inside of the student themselves, that they tend to pay less attention to the subject that they had learned. Moreover, the students only focused on the information that they need to convey without paying attention to the grammatical rules. For example, the student did not care about tenses or the placement of the article because they only focused on the noun or the information that they needed to convey. The student's difficulties in learning English can also come from outside the students themselves. The teacher's method of teaching or the material delivered does not fit the students, can also cause low motivation of students to improve their English learning journey.

2.3.2.2 First Language Interference

It was widely assumed that learning a language (mother tongue or foreign language) was a matter of habit formation. It happens when students' ability to learn a new language is hampered by their mother tongue. As a student who is learning English as a foreign language, this is unavoidable for students to make a mistake in constructing English sentences. First language interference became the second cause of grammatical errors in this study, where the students construct the sentence interference by their own native sentence structure. Despite the fact that the English grammar differs from Indonesian grammar, students are still frequently influenced by their native tongue while creating sentences in English.

2.3.2.3 Translation

The third cause of error is translation. It happens because the students translate the sentence or idiomatic expressions from the source language to the target language word by word. It typically occurs among learners who are unfamiliar with idioms or expressions in the target language. For instance, German speakers tend to pronounce *it makes me nothing out (es macht mir nichts aus)* instead of *I do not mind* in English expression or *the girl who I yesterday saw* instead of *the girl who I saw yesterday* (Norrish, 1983: 27). It occurs because a learner finds it difficult to discover an equivalent expression for the sentence they wish to convey, so they simply translate it word by word.

2.3.3 Tenses

To write a recount text, three tenses are commonly used: simple past tense, past continuous tense, and past perfect tense.

1. **Simple past tense**

According to Herring (2016: 1019), a simple past tense structure is used to express events and actions that were finished at a given moment in the past. The simple past tense is generally accomplished by adding -d or -ed to the end of regular verbs, but for the irregular verbs, the form is a little bit different.

For example :

-They *locked* the office yesterday (Regular verb)

- I *went* to school yesterday (Irregular verb)

2. Past continuous tense

Past The past continuous tense combines the past tense with continuous action in the past. It is frequently used for actions that were interrupted by other actions (Herring, 2016: 1021). The past continuous tense is formed by combining the past form of the verb *be* (*was/were*) with the *present participle*.

As an example:

- The telephone *was ringing* when I finished my lunch.

- *Were you sleeping* when I called?

3. Past perfect tense

The past perfect tense is a combination of the past tense and the perfect aspect. This tense is used for states or actions that began and ended before another action in the past occurred (Herring, 2016: 1022). The past perfect tense is created by combining *had* and the *past participle*.

As an example:

- He *had lived* here for a long time.

- She *had heard* the music, but she heard it again.

Besides learning tenses, students also need to comprehend the basic components of English. The basic components of English are grouped according to its meaning, structure, and function in a sentence (Herring, 2016: 10).

1) Noun

Nouns are the words that identify places, things, or names of people. Nouns can function as the subject of a clause, an object of a verb, or even an object of a preposition. Examples of nouns, such as table, woman, book, cat, and so on. There are two categories of nouns, they are common nouns and proper nouns. Common nouns are used to describe common people, places, or things, such as chairs, cities, or people. A Proper noun, on the other hand, is used to identify a unique or specific person, place, or thing. For instance Prince William, Jeff, or Pepsi.

2) Pronoun

Pronouns are words that represent nouns such as people, places, or things. There are some categories of pronouns, they are personal pronouns, indefinite pronouns, and demonstrative pronouns.

1. **Personal Pronoun**

The table below shows the categorization of personal pronouns.

Table 2.3.3 The Categorization of Personal Pronouns

	Subject Pronouns	Object Pronouns	Possessive Adjective	Possessive Pronoun	Reflexive Pronoun
1st Person	I	Me	My	Mine	Myself
2nd Person	You	You	Your	Yours	Yourself
3rd Person (male)	He	Him	His	His	Himself
3rd Person (female)	She	Her	Her	Hers	Herself
3rd Thing	It	It	Its	Its	Itself
1st Person (Plural)	We	Us	Our	Ours	Ourselves
2nd Person (Plural)	You	You	Your	Yours	Yourselves
3rd Person & Thing (Plural)	They	Them	Their	Theirs	Themselves

2. **Indefinite Pronoun**

Indefinite pronouns are used to represent a noun that is not specified in a sentence. For instance, *everyone, all, whatever, many, and so on*.

3. **Demonstrative Pronoun**

A demonstrative pronoun is used to indicate specific people or things and indicates whether they are near or not to the speaker. For example: *this, that, these, or those.*

3) Verb

Verbs are words that describe the actions or states of being, people, animals, places, or things. A verb is a predicate or root of a sentence as long as there is a

subject that is required to complete a sentence. Thus every sentence must include at least one verb. Below are the categorization of verb forms:

1. **Auxiliary Verb:** also known as helping verbs that are used to complete the meaning of other main verbs. These are some auxiliary verbs: *am, is, were, does, and so on*.

2. **Infinitive:** a verb that functions as a noun, adjective, or adverb in a sentence by adding 'to' with the base form of a verb. The example of infinitives is *to run, to learn, to walk, and so on.*

3. **Action Verb:** it is a verb that describes the active process that results in an effect. For example, *ran, talked, read, and so on*.

4. **Gerund**: the -ing forms of a verb that function as a noun in a sentence. For example, *seeing, reading, and so on.*

4) Adjective

Adjectives are words to modify nouns and pronouns. Examples of adjectives are *blue, red, big, tall, and so on*.

5) Adverb

Adverbs refer to any element in a sentence used to modify a verb, adjective, another adverb, or the entire clause (Herring, 2016: 588). There are some categories of adverbs according to Herring. First, adverbs of time such as *now*, *yesterday, tomorrow, still, etc.* Second, adverbs of frequency such as *always*, *sometimes*, *monthly,* and so on. Then, adverbs of manner such as *slowly, happily, beautifully*,

etc. Next, adverbs of Degree such as *very, pretty, fairly,* etc. Then adverbs of purpose such as *thus*, *therefore*, etc. Then, focusing adverb such as *also, just,* etc. Next, negative adverbs such as *hardly, never, seldom, etc*. Then, conjunctive adverbs such as *therefore*, *however*, etc. Lastly, adverbial nouns such as *an hour, tomorrow, etc*

6) Preposition

Prepositions are words that express a relationship between a noun or pronoun and another part of the sentence. In the case of prepositional phrases, they can function as adjectives or as adverbs in a sentence, for instance *on* the table, *across* the field, and so on.

7) Conjunction

Conjunctions are words that connect other words, phrases, or clauses, expressing a specific kind of relationship between two or more elements. Examples of conjunctions are *and, or, but, nor, so, for,* and *yet*.

8) Article

According to Herring, there are two types of articles in English. They are the definite article *the* and the indefinite article *a/an.*

1. Definite article *The*: it is refer to an item or individual that is specific and unique.

2. Indefinite article *a/an*: it is used to precede a noun that is not specific.