

CHAPTER I

INTRODUCTION

1.1 Background

Language is behavior which utilizes body parts: vocal apparatus and the auditory system for oral language, the brachial apparatus and the visual system for sign language. Such body parts are controlled by none other than the brain for their functions. English as a International language which is used among nations and also has main priority to be learnt. In Indonesia, English has been formally taught started from Junior High School up to University. In learning language such as English, we would master its grammar first. By mastering the grammar, it seems to be easier for the learners to master the language itself. In learning the grammar of English, we will be faced into sentence.

Sentence is a group of word that has at least subjected and verb, and has meaning. A sentence can be in written by spoken, but both of them can be divided into simple and complex sentence. Simple sentence is a sentence consisting of only one clause, while complex sentence is a sentence that contains one or more clauses as its immediate constituents. (Quirk,1985: 719). All sentences are formed by sentence elements such as: Subject, Verb, Object, Complement and Adverbial. The subject is the part of the sentence or clause about which something is being said. It is usually the doer of the action. It is a noun or a pronoun. Verb is any of a class of words expressing action, existence, or occurrence, or used as an auxiliary

or copula, and usually constituting the main element of a predicate. Object is a noun or noun phrase that is affected by the action of a verb or that follows a preposition. Complement is a part of a clause that usually follows the verb in English and adds more information about the subject or object. And Adverbial is to have the same function as an adverb (a word that is a verb, adjective or other adverb). (<http://www.yourdictionary.com/>)

Based on statements above, the study about verb especially auxiliary verb is seemed to be important. Frequently, verb needs one of word to complete its meaning which are called auxiliary verbs. Auxiliary verb is as the various form of be, have and do. So to know more detail about auxiliary verbs, especially to get an analysis of auxiliary verb reflected in the Andrea Hirata's novel "Edensor", Rick Riordan's novel "The Last Olympian", and Natassa's Novel "Underground" that's why I am interested in searching this topic.

1.2 Scope of Problem

Talking about do, I realize that it has very wide scope and it can be analyzed from various aspects. A lot of problems can be found when we do research on it. To avoid a wide discussion, it is important to limit the discussion. **It is only about the use of do in English found in novel Andrea Hirata novel "Edensor", Rick Riordan novel "The Last Olympian", and Natassa's Novel "Underground".** The problems discussed can be seen in the following questions

- 1) What forms of do are found in novel entitled Edensor, Underground, and The Last Olympian ?
- 2) What are the uses of do found in novel entitled Edensor, Underground, and The Last Olympian?

1.3 Aims

The general aim of writing this paper is to train myself in writing a paper or making a scientific writing. Besides, the writer wants to get the ability in applying the theory which has been learning at the English Department, Faculty of letters Warmadewa University.

The specific aims of writing this paper is to know about the forms and functions of do. I hope by making this writing, I could get detail information of it. At least I could get the forms and functions of do in English found in novel Andrea Hirata novel “Edensor”, Rick Riordan novel “The Last Olympian”, and Natassa’s Novel “ Underground”.

The last aims of writing this paper is academic aims. All student of English Department Faculty of Letters Warmadewa University must fulfill all the requirements required by the faculty. One of requirements is making a scientific writing. And this is the academic purpose of this writing.

1.4 Theoretical Basis

To make a good scientific writing, we need some theories that can be used as a basic which closely related to the topic being discussed. In this research, I

follow the idea of Randolph Quirk in his book entitled *A Grammar of Contemporary English* (1972) as main theory. Besides, there are also some other books used as supporting theory which can be seen in the list of bibliography.

1.5 Methodology

Methodology is an important thing in making scientific writing. Without it, the writing could not be considered to be scientific. The methodology that I used in writing this paper consists of data source, data collection and data analysis. The explanation of them will be the followings.

Data Source, there are many articles which can be used as the data source such as: magazine, newspaper, novel and etc. In this paper, the data that I use as the data source are taken from a novel entitled Andrea Hirata novel “Edensor”, Rick Riordan novel “The Last Olympian”, and Natassa’s Novel “Underground”.

In data collection, I did some steps. Firstly, I read the novel which is used as the data source. Secondly, the sentence which consists of do is quoted. Afterwards, the do form of those sentence that have been collected are classified in accordance with their form and functions.

The last step is to analysis the use of do. In analyzing the data, all the form of do in the sentences which had been collected and classified according to their types or forms of do were analyzed referring to the theory.

CHAPTER II

RELATED STUDIES

2.1 Part of Speech

Part of speech is a system of classifying words based on their function. Learning part of speech will help the learner to understand the grammar explanations of some of the mistakes that they may make and figure out how to correct them. Since some words can be used in several different ways, the learners have to look at what a word is doing in a specific sentence before they can classify it (name its part of speech) (CASP, 1998).

Although English has thousands of words, but they can be grouped into eight groups known as part of speech (CASP, 1998; O'Brien, 2013). And every single word belongs to one of this part of speech. According to CASP (1998) and O'Brien (2013), there are eight basic parts of speech, namely noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection.

1) Noun

Words that name people, places and things are called *nouns*. Nouns can be found anywhere in a sentence, and most sentences contain several nouns. One way to find nouns is to look for the little words *a, an, the*. The naming word that comes after them is probably a noun. Sometimes nouns appear without these little words, but you can usually insert them without changing the meaning of the sentence.

Paul and his children visited the *continent* of *Africa* and saw some *lions*. (Fall, 1998:10).

Paul is a noun that names a **person**.

Children name **people**

Continent names a **thing**

Africa names a **place**

Lions name a **thing**.

2) Pronoun

Pronouns refer to and replace nouns (the names of people, places, and things) that have already been mentioned, or that the speaker/writer assumes are understood by the listener/reader. For example, “*I want you to read this again.*” (Fall, 1998:11). The words *I*, *you*, and *this* are pronouns. In this sample sentence, it isn’t necessary to actually see the nouns (*writer*, *reader*, and *sentence*) because the writer’s/speaker’s meaning is obvious.

3) Verb

Prototypical verbs in English express concepts involving action or change. Verbs have the following forms: a base form (e.g. *look*), an s-form (*looks*), a past form (*looked*), an ing-form (*looking*) and a past/passive participle (*looked*). Verb also can be classified into finite verb phrase is one that can be the main verb of a sentence. A non-finiteverb is an infinitive, gerund or participle (Quirk and Greenbaum, 1973). Here are some hints that may help you locate verbs.

- 1) A sentence is not a sentence without at least one verb.
- 2) Verbs usually tell about an action.
- 3) Verbs are often found in the middle of sentences.
- 4) Verbs may consist of one word.
- 5) Verb phrases may have up to five words.
- 6) Verb phrases can be interrupted by small words like *not*, *never*, *always*.
- 7) Verbs change their form to tell about actions taking place at different times.

For example, *We walked to the store yesterday* (Quirk and Greenbaum, 1973:23) can be changed to show the action happening in the future. *We will walk to the store tomorrow* (Quirk and Greenbaum, 1973). The word *walked* became *will walk*; therefore, they are verbs.

4) Adjective

To talk or write about a person place or thing, you use nouns like *girl*, *house*, or *tree*. To add descriptions to those nouns that give the reader a clearer picture of what you mean, you add “detail” words in front of the noun like *little*, *blue*, *rich*, *old*. Words that tell more about nouns or pronouns are called ***adjectives***.

An adjective is a word which ***describes*** or ***modifies*** a noun or pronoun (Fall, 1998). A modifier is a word that limits, changes, or alters the meaning of another word. Therefore, an adjective limits, changes, or alters the meaning of a noun or pronoun. Adjectives are ***usually*** placed before the noun (Payne, 1997).

the white, puffy clouds (Payne, 1997:34)

a happy, carefree child (Payne, 1997:34)

5) Adverb

Another type of describing word or modifier is the **adverb**. Adverbs limit, change, or alter the words they modify (Fall, 1998).

a) Adverbs of Modify Verbs

He is driving (Fall, 1998:12).

This sentence tells you only that a person is doing an action. If an adverb is added, you will find out **how he is driving**, **where he is driving**, or **when he is driving**.

How is he driving? He is driving **quickly** (Fall, 1998:12).

Where is he driving? He is driving **away** (Fall, 1998:12).

When is he driving? He is driving **now** (Fall, 1998:12).

b) Adverbs of Modify Adjectives

In the following sentence, the noun *sunset* is described as beautiful. What part of speech is the word *beautiful*.

The campers saw a beautiful sunset (Fall, 1998:12).

Beautiful is an adjective modifying the noun *sunset*. If you want to tell *how beautiful* it was, you can add something in front of the adjective.

The campers saw a very beautiful sunset (Fall, 1998:13).

The campers saw a truly beautiful sunset (Fall, 1998:13).

When a word is added that expresses *how beautiful the sunset was*, or *to what extent it was beautiful*, that word is called an **adverb**. Thus *very* and *truly* are adverbs modifying the adjective *beautiful*.

c) Adverbs Modify Other Adverbs

Adverbs may also be used to modify other adverbs.

The dog ate quickly (Fall, 1998:13).

The adverb *quickly* modifies the verb *ate* and shows *how* the *dog ate*. By adding another adverb, we can find out *how quickly the dog ate*, as follows:

How quickly did the dog eat? The dog ate **very** quickly (Fall, 1998:13).

6) Preposition

Preposition are joining words, sometimes called *connectives*, which are used to show a time, place, or ownership relation between two nouns/pronouns or a noun and a verb (Fall, 1998). Prepositions and the nouns/pronouns that follow them are always grouped together and treated as a single grammar unit, called *prepositional phrases*.

preposition + noun or pronoun = prepositional phrase

Time: after + the party = (after the party) (Fall, 1998:114)

Place: under + the table = (under the table) (Fall, 1998:14)

Ownership: of + our town = (of our town) (Fall, 1998:14)

Prepositions are always the first word in a prepositional phrase. Prepositional phrases are used to add more detail to a sentence. The following sentence gives no details about the person or her actions:

The girl walked (Fall, 1998:14).

Where did the girl walk? Perhaps she walked **around** the building:

*The girl walked **around** the building* (Fall, 1998:14).

The word **around** is a preposition which tells the relationship between *the girl walked* and *the building*. Other prepositions show different relationships between *the girl walked* and *the building*: Consider these prepositions.

*The girl walked **through** the building* (Fall, 1998:15).

*The girl walked **into** the building* (Fall, 1998:15).

*The girl walked **behind** the building* (Fall, 1998:15).

In each sentence above, the prepositional phrases give more information about the verb “walked” by telling **where** she walked. Adverb phrases can also be used to tell **how, in what way, when**. Anything that modifies a verb is an adverb; therefore, these prepositional phrases, telling where she walked, are called **prepositional adverb phrases**.

Prepositional phrases can also be used as adjectives to modify a noun or pronoun.

*The colour **of that paint** is just right* (Fall, 1998:15).

*The driver **in the 96 Ford** was responsible* (Fall, 1998:15).

*The sweaters **on the shelf** match these jeans* (Fall, 1998:15).

In each example above, the prepositional phrase adds details about the noun.

Because these phrases function as adjectives, they are called *prepositional adjective phrases*.

7) Conjunction

Conjunctions, like prepositions, are also joining words or connectives. Conjunctions are used to join words, phrases, or clauses. Conjunctions can be found in any position in a sentence except the very end. For the purpose of this explanation, you can use the elimination method to find conjunctions. It works like this: identify all the words you can in a sentence, those that are left over are probably conjunctions. Look at these examples.

When Lightning struck the old barn, it burned quickly

↕ ↕ ↕ ↕ ↕ ↕ ↕ ↕ ↕

? Noun Verb adj adj noun pronoun verb adverb

(Fall, 1998:16).

The word *when* looks like it might be an adverb, but does it tell you *at what time?*

No, the word itself doesn't add any new information. What it does do is introduce a group of words that tells specifically when something happened.

Joe and Mike followed the young cub, but they could not catch it.

↕ ↕ ↕ ↕ ↕ ↕ ↕ ↕ ↕ ↕ ↕ ↕

Noun ? noun Verb adj adj noun ? pro verb adv verb pro

(Fall, 1998:16).

The words *and* and *but* are conjunctions. *And* joins two nouns; *but* joins two complete ideas.

8) Interjection

Perhaps the easiest part of speech to find is the *interjection*. An interjection is a word or group of words used to express strong feeling. It can be an actual word, or merely a sound and is followed by an exclamation mark (!) or a comma. Unlike all the other parts of speech, the interjection is not linked in any way to any other word in the sentence. Following are some examples of interjections:

Wow!	Oh!
Oh, no!	Ouch!
Never!	Fabulous!
Fantastic!	Ah!
No!	Wow!

(Source: Fall, 1998:18).

2.2 The Kinds of Verb

2.2.1. Lexical Verb

In linguistics a lexical verb or full verb is a member of an open class of verbs that includes all verbs except auxiliary verbs. Lexical verbs typically express action, state, or other predicate meaning. In contrast, auxiliary verbs express grammatical meaning. The verb phrase of a sentence is generally headed by a lexical verb (Crystal, 2008).

Examples of lexical verbs are *arrive, see, walk, copula be, transitive do*, etc. They carry a real meaning and are not dependent on another verb. In addition to a lexical verb, the VP [verb phrase] may contain auxiliaries. Auxiliaries depend on another verb, add grammatical information, and are grouped together with the lexical verb in a Verb Group (Gelderen, 2000).

The LGSWE [Longman Grammar of Spoken and Written English] compares a variety of lexical features across spoken and written registers and reports that almost one-third of all content words in spoken interaction are lexical verbs (also known as full verbs, e.g., eat, dance). Lexical verbs are extremely common in both conversation and fiction but quite rare in written registers such as news and academic prose. The single-word lexical verbs say, get, go, know, and think are the five most common verbs occurring in British and American conversation. The 12 most common lexical verbs identified in LGSWE (say, get, go, know, think, see, make, come, take, want, give, and mean--occurring over 1,000 times per million words), account for 'nearly 45% of all lexical verbs in conversation.

Lexical verb is different with auxiliary verb. Therefore, in order to differentiate them, there are some characteristics that should be considered as follows:

- a) The last verb is always the lexical verb, and all preceding verbs are auxiliary verbs.
- b) Tense is always marked on the first verb - even in the case of the auxiliaries that have only one form.

- c) All the other verbs are in non-tensed forms. Note that the gerund participle (-ing) form, or the past participle forms (ending in -ed or -en) are not tensed forms.
- d) Only one auxiliary of each type is permitted.
- e) Verb types occur in strict order as follows:
- Only lexical verb - *She likes carrots* (Crystal, 2008: 67)
 - DO + lexical verb e.g. *She does like carrots* - where auxiliary DO serves as emphasis. If DO is present, no other auxiliary can occur in the sentence.
 - The only possible order is as follows: Modal auxiliary + Perfective HAVE + Progressive BE+ Passive BE + lexical verb as in *He would have been being watched*. The order of these auxiliaries is fixed.
- f) Note that only the first verb is tensed. The form of the verb (auxiliary or lexical) depends on the preceding auxiliary:
- The gerund participle (-ing form) occurs after progressive BE
 - The past participle forms (ending in -ed or -en for regular verbs) occur after passive BE and perfective HAVE.

2.2.2 Auxiliary Verb

A verb can sometimes be made up of more than one word, called a **verb phrase** (Fall, 1998: 40). Within a verb phrase, the word that expresses the action is called the **main verb** and the other words that tell when the situation took place are called **auxiliary verbs**.

1. I **will travel** to Halifax on the train (Fall, 1998: 40).
2. Sue and Greta **were finishing** the decorating (Fall, 1998: 40).
3. We **have thought** about a vacation this winter (Fall, 1998: 40).
4. **Did** you **write** that poem? (Fall, 1998: 40).

In the above sentences, *will*, *were*, *have*, and *did* are *helping or auxiliary verb*. *Travel*, *finishing*, *thought*, and *write* are the *main verbs*. Think about how the auxiliary verbs change the meaning in the sentences below.

1. I **am eating** my dinner now (Fall, 1998: 40).
2. Before calling, I **had eaten** my dinner (Fall, 1998: 40).
3. When you called, I **was eating** my dinner (Fall, 1998: 40).
4. I **will eat** all the cookies before the sale (Fall, 1998: 40).
5. I **will have eaten** my dinner by 6 o'clock (Fall, 1998: 40).

Here are some other words that can be used as helping or auxiliary verbs.

<i>has</i>	<i>have</i>	<i>had</i>
<i>would</i>	<i>could</i>	<i>should</i>
<i>may</i>	<i>might</i>	<i>must</i>
<i>can</i>		
<i>am</i>	<i>is</i>	<i>are</i>
<i>was</i>	<i>were</i>	
<i>has</i>	<i>have</i>	<i>had</i>
<i>shall</i>	<i>will</i>	
<i>do</i>	<i>does</i>	<i>did</i>
<i>have been,</i>	<i>has been,</i>	<i>had been</i>
<i>am being, are being, is being, was being, were being</i>		

(Fall, 1998: 40).

As you have just seen, some sentences have more than one helping or auxiliary verb.

I will have saved enough money by Christmas (Fall, 1998: 41).

Both **will** and **have** are auxiliary verbs. The main verb is **saved**. Although rare, it is possible to have as many as four helpers in one verb phrase.

At 5:00 p.m., the new engine will have been being tested for 57 hours
(Fall, 1998: 41).

I have never driven in a big city before. (Fall, 1998: 41).

Here **tested** is the main verb, and **will have been being** are the auxiliary verbs.

In some sentences, the main verb is separated from the auxiliary verb or verbs by other “non-verb” words.

I should have enough saved by Christmas to buy a special gift. (Fall, 1998: 41).

The word **enough** is not a verb nor an auxiliary verb. **Saved** is the main verb, **should** and **have** are the auxiliary verbs. Here is a list of some of words that you may find in the middle of a verb phrase, but which are **never** part of the verb phrase.

<i>not</i>	<i>never</i>	<i>scarcely</i>
<i>always</i>	<i>usually</i>	<i>sometimes</i>
<i>please</i>	<i>enough</i>	<i>hardly</i>
<i>almost</i>	<i>just</i>	

(Fall, 1998: 41).

2.3. Kind of Auxiliary Verb

According to Damanik (2009), all auxiliary verbs are used with a main verb. They have no meaning on their own. They are necessary for the grammatical

structure of a sentence. They “help” the main verb (which has the real meaning).

In English, they can be divided into three groups, they are:

- 1) Primary auxiliary verbs, used mainly to change the tense or voice of the main verb, and in making questions and negatives.
- 2) Modal Auxiliary verbs, used to change the “mood” of the main verb
- 3) Semi-modal verbs, these are called “semi-modals” because they are partly like modal auxiliary verbs and partly like main verbs.

2.3.1. Primary Auxiliary Verb

The primary auxiliary verbs are “to be”, “to have”, “to do”. Primary auxiliary verbs are formed by conjugation into three different forms: *is, am, are, was, were, have, has, had, do, does, did* (Damanik, 2009).

The primary auxiliary *do, be, and have* very important grammatical function and it will be discussed these verbs one by one.

2.3.1.1 The Primary Auxiliary Do

In a sentence, *do* can function as an auxiliary and also as a main verb. *Do* as an auxiliary has no nonfinite, form but it is used only in the simple present tense (*do, does*) and in the simple past tense (*did*). In the sentence like; main verb that has the present participle form (non-finite form).

According to Quirk and Greenbaum (1973), the periphrastic auxiliary *do* is the most neutral of ‘auxiliary-like’ of all the auxiliaries. It has no individual but server as a ‘dummy’ operator. It means that *do* can be used to form the negative and interrogative sentences. For instance, the train leaves tonight from Chicago,

the dummy operator *do* is needed when forming negative or interrogative, so the sentence becomes, the train *doesnot* leave tonight from Chicago (negative form) or *does* the train leave tonight from Chicago (interrogative form). Clearly, *do* also has five forms, they are :*do* (base form), *does* (-s form on the third person singular), *did* (past form), *doing* (-ing form), and *done* (-ed participles). For the –ing form and –ed participle, *-do* construction as the main verb only.

2.3.1.2 The Primary Auxiliary Have

The auxiliary *have* also has two function as an auxiliary and as a main verb. It has the following forms :*have* (base form), *has* (-s form for third person singular), *had* (past form), *having* (-ing form), and *had* (-ed participle). When *have* as an auxiliary verb, question and negatives are combined with the –ed participle.

Examples:

- (1) I expect to **have finished** in a couple of weeks (Swan, 1980 : 281).
- (2) He said he regretted **having** been so rude (Swan, 1980 : 281).

We will also find the informal *have got*, where *have* is constructed as an auxiliary, which is frequently preferred as an alternative *to have*. It is particularly common in negative and interrogative sentences. As a darter alternative for expressing negation, we have the negative determiner *no*.

2.3.1.3 The Primary Auxiliary Be

We know that *be* has unique characteristic, it mean that *be* is the only verb in English which has a special form for the first person singular in the present *am*, *is* for the third person singular, *are* for the second, first, and third person plural, *was* for the first and third person singular in the past, *were* for the second and third person plural.

In the relation to the operator, *be* can also acts an operator, but not all form of *be* are operator. Only the finite form of *be* sets as an operator, they are: *am*, *is*, *are*, and *was*, *were*, while the non-finite (*being*, *been*) cannot be operator.

According to Quirk et al (in A Comprehensive Grammar of The English Language), it is said that auxiliary *be* has two function:

1. Be as an aspect auxiliary

Example :

(1) *It is raining now* (Thomson & Martinet, 1970)

2. Be as passive auxiliary

Example:

(1) *The window was broken* (Thomson & Martinet, 1970)

Completely, *be* has suppression process, (the changes of the form in the same element that is really different from its original) and inflexion processes (the changes of a form that has similar element with it original). So because of those processes, *be* as the base form (infinitive) has the following forms :*am*, *is*, and *are* fore the present form, *was* and *were* for the past form, *being* for the present participle, and *been* for the past participle form.

2.3.2. Modal Auxiliary Verb

Modal auxiliary verbs are one type of auxiliary verb (Damanik, 2009:45). They include *can, could, may, might, should, had better, must, will, would*, and others. Usually, modal auxiliary verb is called as modal. Modal differs from primary auxiliary verb such as *be, have, and do*.

Modal auxiliary verbs never change form. We cannot add an *-ed, -ing* or *-s* ending to these words. *Can, could, may, might, must, ought to, shall, should, will* and *would* have only one form. The characteristics of modals can be seen in the following list:

- 1) Modals in the present future are always followed by the Simple Form of a main verb:

I might go tomorrow (Damanik, 2009:45).

- 2) One-word modals have no *-s* ending in the THIRD-PERSON SINGULAR:

She could go with me; he could go with me (Damanik, 2009:45).

- 3) Some modals change form in the past. Others (*should, would, must, which convey probability, and ought to*) use *have + a PAST PARTICIPLE*. *I can do it* becomes *I could do it* in PAST-TENSE CLAUSES about ability. *I could do it* becomes *I could have done it* in clauses about possibility (Damanik, 2009:45).

- 4) Modals convey meaning about ability, necessity, advisability, possibility, and other conditions: For example, *I can go* means “I am able to go.”

Modals do not describe actual occurrences (Damanik, 2009:45).

Modals have several functions such as:

1) Conveying Ability

The modal *can* conveys ability now (in the present), and *could* conveys ability before (in the past). These words deliver the meaning “able to.” For the future, use *will be able to*.

*We **can** work late tonight.* [**Can** conveys present ability] (Damanik, 2009:46)

2) Conveying Necessity

The modals *must* and *have to* convey a need to do something. Both *must* and *have to* are followed by the simple form of the main verb. In the present tense, *have to* changes form to agree with its subject.

*You **must** leave before midnight.* (Damanik, 2009:47)

*She **has to** leave when I leave.* (Damanik, 2009:47)

3) Conveying Advisability or the Notion of a Good Idea

The modals *should* and *ought to* express the idea that doing the action of the main verb is advisable or is a good idea.

*You **should** go to class tomorrow morning.* (Damanik, 2009:47)

In the past tense, *should* and *ought to* convey regret or knowing something through hindsight. They mean that good advice was not taken.

*You **should have** gone to class yesterday.* (Damanik, 2009:47)

*I **ought to have** called my sister yesterday.* (Damanik, 2009:47)

4) Conveying Possibility

The modals *may*, *might*, and *could* can be used to convey an idea of possibility or likelihood.

*We **may** become hungry before long.* (Damanik, 2009:48)

*We **could** eat lunch at the diner next door.* (Damanik, 2009:48)

For the past-tense form, use *may*, *might*, and *could*, followed by *have* and the past participle of the main verb.

*I **could have studied** French in high school, but I studied Spanish instead.* (Damanik, 2009:48)

5) Conveying Probability

In addition to conveying the idea of necessity, the modal *must* can also convey probability or likelihood. It means that a well-informed guess is being made.

*Marisa **must** be a talented actress. She has been chosen to play the lead role in the school play.* (Damanik, 2009:48)

When *must* conveys probability, the past tense is *must have* plus the past participle of the main verb.

*I did not see Boris at the party; he **must have left** early.* (Damanik, 2009:48).

6) Conveying Preferences

The modal *would rather* expresses a preference.

*We **would rather** see a comedy than a mystery.* (Damanik, 2009:49)

7) Conveying Plan or Obligation

A form of *be* followed by *supposed to* and the simple form of a main verb delivers a meaning of something planned or of an obligation.

I was supposed to meet them at the bus stop. (Damanik, 2009:49)

8) Conveying Past Habit

The modals *used to* and *would* express the idea that something happened repeatedly in the past.

I used to hate going to the dentist. (Damanik, 2009:49)

I **would** dread every single visit. (Damanik, 2009:49)

Both *used to* and *would* can be used to express repeated actions in the past, but *would* cannot be used for a situation that lasted for a period of time in the past.

2.3.3. Semi-Modal Auxiliary Verb

Ought to, *used to*, *need* and *dare* are called Semi Modal Auxiliary Verbs which are also called Quasi Modal Auxiliary Verbs (Damanik, 2009:53).

Ought to: *The train ought to leave now.* (Damanik, 2009:53).

Used to: *I used to drink coffee when I was young.* (Damanik, 2009:53).

Need: *I need to come now.* (Damanik, 2009:53).

Dare: *How dare you speak to me!* (Damanik, 2009:53).