

CHAPTER I

INTRODUCTION

1.1. Background of the Study

English is used to communicate and to connect people on the international scale. English serves as an international language that facilitates communication and connections amongst people worldwide. An important instrument for communication, English promotes connections between people all over the world. English is a lingua franca that passes over linguistic and cultural barriers to enable interaction, sharing of thoughts, and collaboration among individuals from a variety of backgrounds. It has a rule that regulates the use of the language so that people can utilize it correctly. The rule is well-known as grammar. According to Longman Dictionary, grammar is the structure of a language in which linguistics elements are put together to build sentences in the language. Thus, it can be said that grammar is the crucial basis to learn English after mastering vocabulary, because to talk or to write, people must know what idea and how are they going to convey it. In order to achieve that, it needs the mastery of grammar so that they can choose the proper words and arrange them in to a correct form.

Grammar does not work alone in forming and organizing language use. In its application, it works together with syntax which specifically focuses on the arrangement of words to create well-formed sentences. Syntax is the rules of grammar that ensure that sentences are not only grammatically correct but also coherent and easy to read. Magazine articles can be a good example of how

grammar and syntax work together. Articles in magazines are usually written using proper language rules to maintain readability and appeal. In addition to complying with grammatical rules. Magazine articles, which are a form of written communication, rely on a combination of grammatical categories and syntactic structures to convey meaning effectively.

Generally, magazine is a media printed in the form of book with the publication of weekly or monthly issue. Each magazine brand usually has its own website that makes it easier for readers to read their published articles online. Similar to other written texts, articles in magazine are formed with the identical structure that has been set as in syntax. Some components of grammatical categories that build the well-structured text are the main topics that will be discussed in this research. They are tense, aspect, modal, and voice. These components play an essential role in forming a correct sentence that forges text. As a brief description, modal is an auxiliary verb that shows attitudes towards the events described by other verbs. Tense is the relationship between the verb and the time of the action described. Aspect indicates the state described by the verb, whether it is in progress or finished. Meanwhile voice is the term used to express whether the verb is active or passive.

This research aims to analyze the use of modal, tense, aspect and voice found in the verb phrases of selected articles from Harper's Bazaar Magazine that talk about the biggest and most prestigious fashion night event in the world, Met Gala which was held in May 2023. Harper's Bazaar is a well-known fashion and lifestyle magazine that covers a variety of topics, such as fashion trends,

beauty, culture, and celebrity interviews. Harper's Bazaar debuted as America's first fashion magazine by publishing its first issue in 1867. To access the articles online, Harper's Bazaar provides a website for readers that can be visited through the link <https://www.harpersbazaar.com>. To this day, Harper's Bazaar has been published in several countries around the world with the articles are written in the language of the country itself, including Indonesia.

In this research, the writer analyzes and discusses about linguistic features that encompass tense, aspect, modal, and voice that dominantly used by the journalists of each chosen article. Analyzing tenses, aspects, modals, and voices requires a thorough examination of the patterns and contexts in which these linguistic features are utilized.

The writer chooses this topic because it is interesting to discuss and it is compatible with the writer's preferred field of linguistics. Starting with the writer's personal experience of studying tense, aspect, modal, and voice, it becomes clear that these four syntactic elements are not as easy as the author previously thought. TAM (Tense, Aspect, Modal) and voice are more than simply grammatical rules that must be followed. They play an important role in determining meaning and complexity in a statement. Tense used not only controls the timing of an action, but it also effects how we interpret the order of events in a story. Aspect shows whether an action is in progress or completed, whereas modal expresses an attitude or judgment about an event. Voice, whether active or passive, influences the focus of a phrase and how information is conveyed to the readers. On the other hand, the writer finds that the research

about this topic has ever done in Universitas Andalas. However, the previous study only limited the topic in Tense, Aspect, and Modal, without include the analysis of Voice.

This study aims to examine the role of syntax in understanding tense, aspect, modality, and voice in language. Syntax was chosen as the focus because it deals with the structure of sentences and how the arrangement of words affects the interpretation of these grammatical features. By analyzing syntax, this study seeks to understand how sentence structure influences the way tense, aspect, modality, and voice are expressed and understood in communication. Understanding the application of TAM and voice is hoped to provide better insight into Harper's Bazaar's writing style and narrative techniques. The writer hopes that this research will provide insight into how language is used to communicate meaning, express attitude, and enhance the interest of more Universitas Andalas students and the readers in, tense, aspect, modal, and voice analysis.

1.2. Theoretical Frameworks

1.2.1. Syntax

Syntax is a branch of linguistics that deals with the study of how a sentence is constructed. The word syntax is originally derived from the Greek word *śyntaxis*, which means 'to arrange together'. Syntax works hand in hand with grammar in arranging sentence structure according to predetermined rules. Syntax regulates how sentences are formed according to the proper rules of grammar in English. As Miller (2002) proposes, syntax studies about how

words are put together to build phrases, with how phrases are put together to build clauses or bigger phrases, and with how clauses are put together to build sentences.

Miller (2002) states that the purpose of learning syntax is to permit people to compose complex messages. Because in minor situations, people can communicate with one word or just with gestures, particularly when interacting with members of the same social level. In comparison, complex messages utilized in complex occasions and concepts demand more than just a word. All human languages have devices that let speakers form phrases or clause.

In the meantime, Roberts (2016) claims that syntax is the term used to describe the study of the form, positioning, and grouping of the elements that comprise sentences. Therefore, it can be concluded that syntax is a tool to compose a grammatically-correct sentence by constructing words depending on the word class (part of speech). Syntax focuses on the structure of phrases, clauses, and sentences. Despite the fact that in learning a language there are many other things to discuss besides syntax, in this research, the writer concentrates on the discussion of verb phrases that forged with tense, modal, aspect, and voice.

1.2.2. Verb Phrase

In English, a sentence must have a minimum of one verb. Verb phrase is the main element of a sentence and is necessary in all English sentences (Berk, 1999). It is generally abbreviated as VP. In a sentence, a verb phrase commonly acts as the predicate. Every phrase consists of two central ideas,

head and modifier. Miller (2002) declares that the word that functions as head controls over another word in the phrase functions as a modifier. In contrast, a modifier is a word that gives further information about the head. In short, the head is a word that can stand alone by itself, while modifier cannot. The head is in the form of a verb, while the auxiliary functions as the modifier. Head controls modifier, and modifier supports the verb that stand as the head according to the context required in the sentence. In verb phrases, the head must be in the form of a lexical verb. Example (Berk, 1999):

- *You shouldn't be eating that junk.*
- *She might have been insulted by that remark.*

1.2.3. Tense

Tense is used to express time preferences. Tense refers to the linguistic phenomena that indicate when an action, an event, or a state of process holds (Hamm and Bott, 2018). It is a paramount basic in learning grammar and a crucial thing in written text or spoken speech. Tense typically represents how some language phrases can vary in shape to convey information about the position of a situation in time (Androutsopolous, 2002). Tense usually determines the time of a situation with reference to another time. According to Berk (1999), the concept of tense is deictic, and it refers to a particular category of inflectional affixes that convey details regarding the temporal context in which something exists or takes place. Comrie (1985) defines tense as the grammaticalization of location in time, and according to him, English has three tenses: present, past, and future. On the contrary, Berk (1999) stated that

English has only two tenses, which is well-known as present and past tense. Present tense is the coincidence of the situation and time that is happening right now. Past tense means the location of a situation before that moment or which time occurred in the past. This research follows the Berk's theory and will focus on the two tenses; present and past.

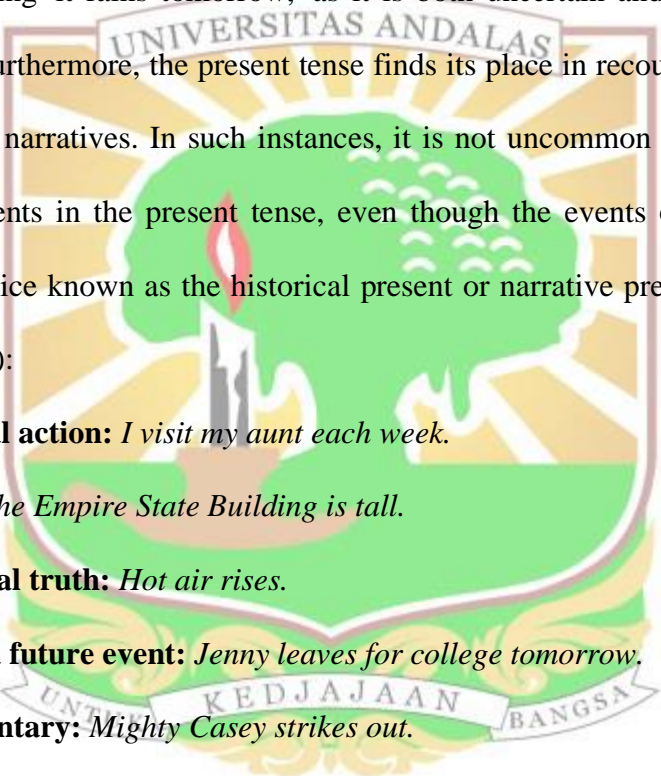
Each tense in English grammar has distinct patterns that distinguish it from others. The patterns observed in these cases are primarily determined by the structure of the verb employed in the phrase, which assumes an essential part in differentiating between various tenses. The indication of tense is commonly, but not merely, expressed by using specific suffixes. As an example (Berk, 1999), the use of the suffix [-s] in "walk" into "walks" shows the grammatical expression of the present tense. Similarly, the change of "walk" to "walked" by adding the suffix [-ed], as well as the modification of "ring" to "rang" along with a vowel sound alteration, are both indicative of past tense forms. These modifications function as signs that signify the time framework within which the action represented by the verb takes place. These features are evident markers of the specific sort of tense being employed.

A. Type of Tense

1. Present Tense

Present Tense is often found in everyday English conversation. Present Tense is often used to describe actions or conditions that happen on a regular basis. Present tense is utilized to denote an ongoing event or a habitual action. Moreover, the present tense is frequently employed to denote actions that occur

on a regular basis, actions which initiated in the past, continue in the present, and are expected to persist in the future. This stands as one of the principal functions of the present tense. Additionally, the present tense serves to express universally acknowledged and enduring facts. When discussing an upcoming event, it is often paired with temporal indicators. Nevertheless, the simple present tense cannot be used to describe self-initiated or unscheduled events, such as stating 'it rains tomorrow,' as it is both uncertain and grammatically incorrect. Furthermore, the present tense finds its place in recounting historical or narrative narratives. In such instances, it is not uncommon for narrators to describe events in the present tense, even though the events occurred in the past, a practice known as the historical present or narrative present. Examples (Berk, 1999):

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- a) **Habitual action:** *I visit my aunt each week.*
 - b) **State:** *The Empire State Building is tall.*
 - c) **Universal truth:** *Hot air rises.*
 - d) **Planned future event:** *Jenny leaves for college tomorrow.*
 - e) **Commentary:** *Mighty Casey strikes out.*
 - f) **Performative:** *I call this meeting to order.*
 - g) **Historical:** *I walk up to this guy and I say . . .*

2. Past Tense

Past Tense used to tell about events that happened in the past and ended in the past as well. In other words, it is a tense that describes a situation or habitual action that existed before today. In addition to expressing actions or

events that have taken place in the past, the past tense can also be used to narrate historical stories or events. Furthermore, the past tense is commonly employed to express politeness in statements, particularly when making requests or offering advice. There are some adverbs of time that are commonly used to get along the sentence which use Simple Past Tense, such as: *yesterday, last week, two months ago, last year*, etc. Examples:

- a) *The proclamation declaring the independence of the Indonesian nation took place on August 17, 1945.*
- b) *I was wondering if you could help me.*
- c) *I played volleyball yesterday.*
- d) *Stephen ate his breakfast early.*

1.2.4. Aspect

Aspect can refer to time in several ways. Aspectual forms can express continuous actions, repeated actions, habitual actions, beginning actions, and finishing actions. Aspect has been conceptualized in a wide range of ways by linguists. According to Quirk et al. (1980), aspect involves how a verb's action is perceived or experienced. Selecting a particular aspect can be interpreted as a commentary or a specific perspective on the described action. Similarly, Carter and McCarthy (2006) defined aspect as the speaker's or writer's perspective on the timeline of an event. Aspect in the context of the English language is predominantly concerned with how the speaker perceives the duration of events and their temporal relationships. Greenbaum (1996) stressed that the verb aspect relates primarily to how the timeframe of a given situation

is perceived rather than its absolute position in time. Combining an auxiliary verb and a subsequent main verb conveys these aspects. According to Cann (1993), aspect is how such events appear to be ongoing or complete. Comrie (1976) defined it as different perspectives on an action's internal progressive constituency. He also states that aspect does not deal with the time of a situation to any other time point. Instead, it concentrates on the internal temporal composition of a single condition. Aspects not only indicate when an action occurs (such as past, present, or future), but also various forms that express continuous actions, recurring actions, routine actions, actions beginning, and actions ending (Berk, 1999).

A. Type of Aspect

Comrie (1976) in his book titled *Aspect*, stated that English has three aspects.

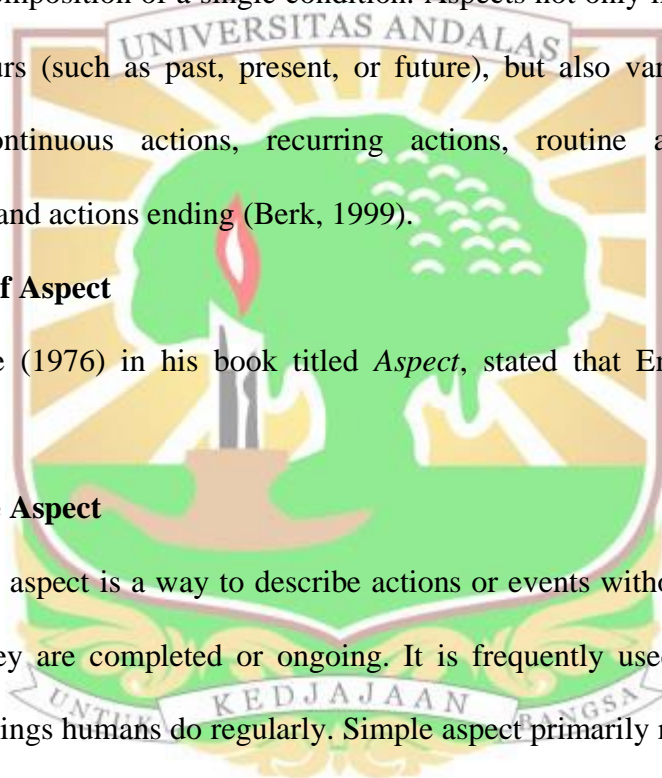
1. Simple Aspect

Simple aspect is a way to describe actions or events without emphasizing whether they are completed or ongoing. It is frequently used to state facts, truths, or things humans do regularly. Simple aspect primarily relies on context and tense to determine whether the action is completed or ongoing. Examples:

- *The sun rises in the east.*
- *She eats pancake.*

2. Perfective Aspect

Perfective aspect is employed to signify an action or event's conclusion or close association with a specific moment in time. Rather than emphasizing the



action's continuous progression, it emphasizes the action as a whole. It is essential to differentiate it from the perfect tense because it focuses primarily on the past and future tenses. To produce perfective aspect, the terms "has," "have," or "had" are utilized. Examples:

- *He has written two novels.*
- *Sylvia had washed the car.*

3. Progressive Aspect

The progressive aspect draws attention to things happening now that have yet to end. To construct, "to be" is joined with the main verb's base form, and "-ing" is added to the end. This tells that the action is happening at a particular time or over some time, not that it is over. The main idea behind the progressive aspect is to show that something has begun but is still being done. Berk (1999) added that an action is assumed to be ongoing when the progressive tense is combined with the present tense of the auxiliary be. On the other hand, when the auxiliary be of the progressive tense is in the past tense, the listener concludes that the action being described occurred in the past but was not yet complete at the time of the talk.

- *I was cleaning out my dresser.*
- *They are fixing dinner.*

1.2.5. Modal

Modality is a linguistic feature that reflects the speaker's attitude toward the proposition being expressed. Portner (2009) defines modality as linguistic phenomenon that enables one to make statements about or draw inferences from

situations that may not necessarily be factual, as permitted by grammar rules. The use of modals is crucial in explaining the nature of a verb, specifically in conveying concepts of possibility, permission, certainty, or prohibition. Modality allows to discuss possibilities and requirements (Hacquard, 2006), as it determines the sentence (Saussure., *et al* 2007). The words used as modals define the mood of the sentence. The majority of scholars acknowledge that there are two primary types of modalities: epistemic modality and deontic modality (Zhang, 2019).

a. Epistemic Modality

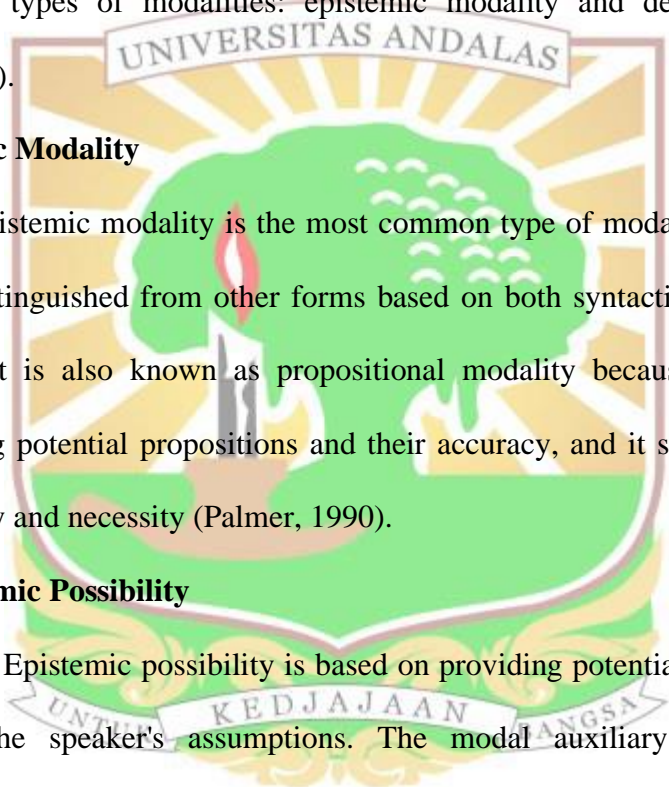
Epistemic modality is the most common type of modality and can be easily distinguished from other forms based on both syntactic and semantic criteria. It is also known as propositional modality because it relates to evaluating potential propositions and their accuracy, and it simply indicates possibility and necessity (Palmer, 1990).

1. Epistemic Possibility

Epistemic possibility is based on providing potentialities that align with the speaker's assumptions. The modal auxiliary verb *may* is commonly used to convey epistemic possibility. The appropriate interpretation of this type of possibility is to use the phrase 'possible that,' which means a potential state that may occur either now or in the future (Palmer, 1990).

Example: *He may come late to the class.*

2. Epistemic Necessity



Epistemic necessity describes how particular or necessary something is due to a person's understanding, belief, or judgment. It is an approach for the speaker to express the degree of certainty or obligation associated with a statement or action. Expressing necessity in language is more complex than it initially seems. According to Halliday (1970), there is a difference between the terms 'possibility' and 'certainty.' Nevertheless, the term 'certainty' may need to be clarified. It relates to the speaker's confidence, but modals always reveal the speaker's judgment and should not be confused with probability. Modals verb that are often used to express epistemic necessity are:

2.1. Must

The modal verb *must* is commonly employed in discussions relating to future events, as it frequently conveys a sense of obligation or necessity. However, it can also be interpreted as a statement about the speaker's expectations, which adds a sense of uncertainty. Therefore, there is space for interpretation, despite the fact that it can convey a sense of necessity (Palmer, 1990).

Example: *He must come tomorrow.*

2.2. Be Bound To

Be Bound To is a semi-modal verb that is primarily employed in epistemic contexts and frequently implies a high level of certainty. Notably, the main verb that typically follows it refers to future actions, especially those of an active verb. *Be Bound To* expresses a strong sense

of assurance and is nearly defined to "it is certain that..." Moreover, it lacks of a sense of conclusion.

Example: *John is bound to be in his office.*

2.3. Have (Got) To

The English necessity modals *have to* and *have got to* indicate obligation or necessity. They are frequently used equally in American English, with the word *have got to* occasionally having an epistemic sense. Whereas *must* suggests a deeper internal belief, *have to* in British English signifies an external obligation (Palmer, 1990).

Example: *You 've got to be joking.*

3. Will

Epistemic *will* refers to what is reasonable to assume. It can be approximately stated as "A reasonable conclusion is that..." The difference between *will* and 'must' is that *will* indicates a reasonable conclusion, whereas *must* indicates the only conclusion possible given the available evidence. *Will* would be used to provide a possible explanation based on prior knowledge (Palmer, 1990).

Example: *John will be in his office.*

b. Deontic Modality

Deontic modality plays an essential role in regular communication, as it requires the use of specific verbs to express actions or circumstances that are required, permitted, or prohibited. It is not possible to separate deontic modality from action. When a speaker utilizes a deontic modal verb, they

possess the capacity to grant permission (such as *may* or *can*), impose an obligation (as in *must*), or convey a commitment or a warning (expressed through *shall*). In essence, these modal verbs inherently connect to the actions or behaviors that are either allowed, mandated, or signified as a promise or a threat by the speaker. Regardless, the interpretation of these obligations, permissions, or prohibitions often relies on the speaker's perspective, as they are the ones defining these conditions (Palmer, 1990).

1. Deontic Possibility

Deontic possibility focuses primarily on the idea of granting permission. Nonetheless, there is a common use of *can* and, to a lesser extent, *may*, as well as a theoretical aspect referring to the status of *can*, that requires consideration. (Palmer, 1990). Deontic possibility can be used to convey permission and command. Example:

- *This is my pen but you can use it.* (Permission)
- *You may leave earlier if you have done with the works.* (Permission)
- *You can just put the package on the sofa.* (Command)
- *You may rest assured.* (Command)

2. Deontic Necessity

Deontic necessity is often associated with the speaker's authority to set an obligation. As a result, it may not always be appropriate in invitations. Even if one is not really excited about accepting the idea, it is polite to strongly demand (using *must*).

Example: *I must admit that he is good with words.*

3. Shall

Shall indicates the speaker's commitment or assurance that a specific event is certain to happen. In this regard, the use of *shall* goes beyond *must* because it not only implies an obligation but also provides an absolute assurance that the stated action will definitely take place.

Example: He shall be there by six.

1.2.6. Voice

Voice provides a way to highlight various aspects of an event and shows whether a grammatical subject is doing the action or receiving it.

A. Type of Voice

In English, there are two voices: active and passive (Berk, 1999).

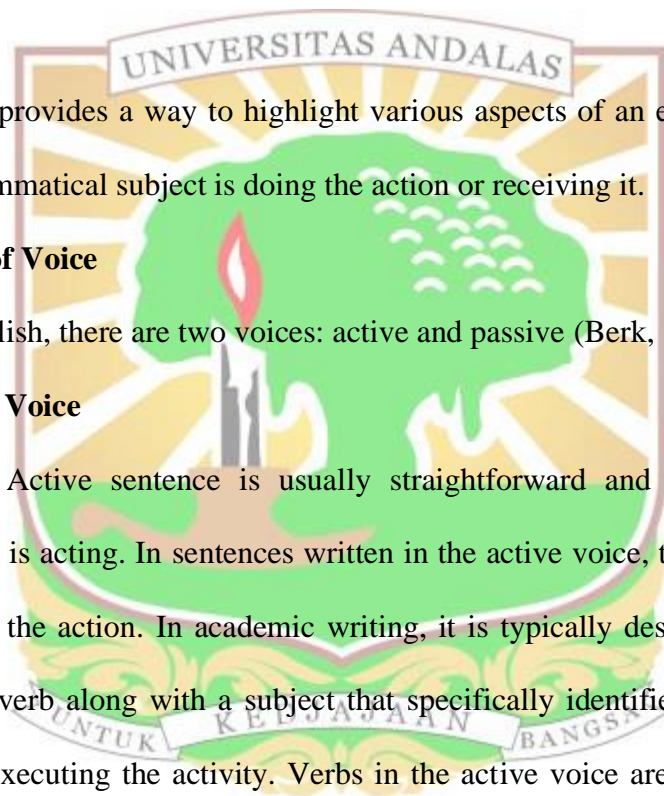
1) Active Voice

Active sentence is usually straightforward and shows that the subject is acting. In sentences written in the active voice, the subject takes part in the action. In academic writing, it is typically desirable to use an active verb along with a subject that specifically identifies the person or thing executing the activity. Verbs in the active voice are more powerful and typically forceful than verbs in the passive voice. Examples:

- *Someone slept in this bed last night.*
- *The cat chased the rat.*

2) Passive Voice

Passive sentence has a specific structure that determines the subject is being acted upon. Typically, passive sentences consist of the word *be*



followed by a verb in past participle form. Some passive sentences also include a phrase that starts with *by*, but this is not always required. In passive voice, the subject is the recipient of the action. Examples:

- *This bed was slept in by someone last night.*
- *The rat was chased by the cat.*

1.3. Review of Previous Studies

The previous study is very influential in conducting the research. To support this research, the writer looks for previous studies that discuss the same topic.

The first related study is Kiraz's thesis, "A Construction Grammar Approach to How English Learners Use Auxiliary Verbs in Tenses, Aspects, and Sounds" (2010), serves as an important reference. This study focused on tense, aspect, and sound, but notably did not address modal verbs, which is a significant difference from the current research. Additionally, Kiraz's data was drawn from Turkish English learners constructing sentences with auxiliary verbs, whereas this study uses articles from Harper's Bazaar magazine. Kiraz's findings indicated that Turkish speakers of English use the present tense less frequently than the perfect aspect and tend to prefer passive voice constructions. These preferences are influenced by the grammatical structure of Turkish, leading to negative transfer when using English. While Kiraz's study provides valuable insights into how Turkish English learners use tenses and aspects, it lacks an analysis of modal verbs and uses a different data source, highlighting a gap that the current research aims to address.

The second related literature is Herani and Rachmijati's research, "An Analysis of Tense and Aspect in the 'Tangled' Movie Script" (2019) that used a qualitative descriptive methodology to analyze the film's script. The study identified 61 instances of tense and aspect, including various present, past, and future forms. However, it found no instances of the past perfect progressive, future progressive, future perfect, and future perfect progressive tenses. This study provides a detailed analysis of tense and aspect types in a movie script but is limited to the context of a single script and does not address modals or compare multiple data sources. This highlights the need for a broader scope in research, which the current study aims to achieve.

The third related literature is Ariananda's thesis, "An Analysis of Tense, Aspect, and Modal (TAM) in the Bleacher Report News Text" (2021) that aligns closely with the current study. This research analyzed tense, aspect, and modal in news articles, finding a predominance of the present tense and the simple aspect. It also distinguished between ordinary modals and auxiliary modals, noting the former's dominance. However, Ariananda's study did not examine the use of voice which is a key focus of the current research. Ariananda's study provides valuable insights into the use of tense, aspect, and modal in news texts, but its omission of voice analysis and use of a different data source (Bleacher Report) indicates a need for further research in diverse contexts, which the current study addresses by using articles from Harper's Bazaar magazine.

1.4. Research Questions

In this research, the writer proposes a question as research question:

1. What are the types of tense, aspect, modal, and voice that typically found and used in the selected articles from Harper's Bazaar Magazine?
2. What is the interpretation of the typical use of tense, aspect, modal, and voice in verb phrases found in the selected articles from Harper's Bazaar Magazine?

1.5. Objectives of the Study

The objectives of this study is to find and analyze what kind of tense, aspect, modal, and voice that mostly used in the selected articles from Harper's Bazaar magazine. The purpose of this research is to identify what are the most dominant type of modal, tense, aspect and voice that used in the chosen texts.

1.6. Scope of the Research

The scope of this research is the application of a field in linguistics, syntax. This research focuses on finding and analyzing the most dominant modal, tense, aspect and voice used in the selected articles and observe their functions. For this research, the data is taken from articles about 2023's Met Gala published by Harper's Bazaar magazine.

