

An Effect Realization on Temporality, Aspectuality, and Capital in English Indonesian Language

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Abstract

In typological linguistics, the terms “kala,” “aspect,” “mode/modality” are used and are known as verb paradigms or verbal systems (morphosyntactically) and verb semantic aspects (semantically) in describing language characteristics. However, these terms are treated as parallel, even though all three leave theoretical problems. Kala and aspect are grammatical categories, while modality is semantic notation. In addition, there is also the term mode which is often assumed to be a synonym for modality even though the two are related different concepts. Therefore, this study attempts to answer these theoretical problems by referring to temporality, aspectuality, and modality and describing their realization in English and Indonesian to gain a comprehensive understanding. This research is a contrastive analysis that compares English and Indonesian. Data were collected from two synchronic corpora, namely the Corpus of Contemporary American English (COCA) for English data and Wortschatz Leipzig Corpora Collection for Indonesian data. The analysis results show that English and Indonesian have different realizations of these notes; English is more varied in realizing temporality, while Indonesian is more varied in learning aspectual. The manifestations of English modalities are more diverse, which include core and quasi-modal. Based on this analysis, it can be concluded that English is more affluent in morphosyntax and syntax, while Indonesian is richer in morphology.

Keywords

verbal system; modality;
temporality; aspectuality;
typology



I. Introduction

"Kala" (tense), "aspect", and "mode" (mood) or "modality" are some of the objects of study in typology research (see Crane 2009; Timberlake in Shopen 2007; Adelaar 2011). Kala is a grammatical category to mark the time of occurrence of an event (Crystal 2008, 479), while aspect is a grammatical category to keep the duration or nature of the situation of an event expressed by a verb (Crystal 2008, 38). Meanwhile, the definition of mode and modality relates to the speaker's attitude towards an event (Lyons 1977, 2:452). These three terms are verbal systems (Verhaar 2010, 239), and spoken systems are terms related to verb conjugations, namely grammatical markers attached to verbs (inflective) and mark linguistic concepts (Crystal 2008, 100).

Time, aspect, and mode/modality have different realizations. English realizes tenses and aspects through inflection, and the two usually go hand in hand. The term past progressive tense, for example, is a combination of the past tense (past) and the progressive aspect. For example, He was playing football last night when his mom arrived. In this example, there are two meanings. Namely, the activity of playing ball took place in the past (Kala), and the action was happening (aspect) when another event occurred.

Although tenses and aspects are inflective, modes and modalities in English are not. Modality is expressed through several manifestations, one of which is through modal auxiliary verbs. For example, I just read an article for class tomorrow (Hurford et al. 2007: 78). The sentence contains a modality expression, namely the necessity to perform the action mentioned in the verb (read) because of the presence of the modal auxiliary verb must. The Indonesian language does not have a tense and a mode in its clause construction. To mark time, Indonesian uses certain lexical items, such as yesterday, today, earlier, now, and so on, which are not inflectional on verbs. Mode markers are also not found in Indonesian.

It has a lingual unit that expresses modalities, should want, can (Alwi 1992, 3). Meanwhile, Indonesian can be said to have an aspect similar to the element in English that is perfect/imperfective, namely already, not yet (Sumarlam and Saddhono 2004, 31). In addition to having a unique lexicon, aspects in Indonesian can also be seen from the affixes attached to verbs, such as throwing different things from throwing, which has an element of "repeated" or iterative, which is one type of aspect (Sumarlam and Saddhono 2004, 2004). 50).

Based on this description, it can be concluded that the terminology of time and mode is irrelevant in describing the characteristics of the Indonesian language, just as the term *modus* is irrelevant in English. In other words, we need an umbrella term for the embodiment of these terms, aspects, and modes/modalities so that they are broader in scope with language-specific images.

Previous research examining the verbal system in English has been conducted by analyzing the realization of modalities through quasi-modal (Oktavianti 2016) and the realization of modalities through modals as a whole from the perspective of construction grammar (Sag et al. 2018). Meanwhile, regarding the Indonesian language, research has been conducted to review the concept of aspects and modalities in Indonesian (Grangé 2010) and a review of Indonesian deontic modalities (Hariri 2011). Comparisons in English and Indonesian have also been made, namely by comparing the results of modal translations from Indonesian to English or vice versa (Perdana et al., 2018, Eryon 2011). In terms of language teaching,

The terminology of the time, aspect, and mode/modality is necessarily reviewed for more comprehensive research considering the different characteristics of each language. Besides, being in Paradigm umbrella and verb semantics, tenses, and aspects still have a relationship related to time. But what about the modes or modalities associated with the speaker's attitude or justification for events? Therefore, this paper attempts to explain the tenses, aspects, methods/modalities, and their realization in English.

This study seeks to review the three terms so that theoretically, they can find differences in the characteristics of their realization in English and Indonesian. This study describes the phenomenon of the verbal system using qualitative descriptive methods because the data collected is qualitative. The approach used is contrastive analysis because it compares two languages, English and Indonesian. The object of research is the realization of TAM in English and Indonesian. The research data is a linguistic construction containing the completion of the tenses, aspects, and modalities in the corpora. The data source of this research is the synchronic corpora of English and Indonesian. English data were collected from the Corpus of Contemporary American English (COCA) (Davies, 2008), and Indonesian data were collected from the Wortschatz Leipzig Corpora Collection (WLCC). The data collected were analyzed using the *agih* and *match* methods (Sudaryanto 2015, 15).

II. Review of Literature

Discussing modalities in linguistics cannot be separated from the concept of mode (mood). Jespersen (1924, 318) explains the concept of clauses, such as he has to go, you should go, you may go if you like, and the like into several types of modes. According to Jespersen (1924, 318), mode is a concept related to a certain attitude in the speaker's mind towards the content of the sentence. However, he does not deny that there are times when the mode is not only determined by the attitude of the speaker, but also by the character of the clause. Then, what is the difference between mode and modality? Jespersen has limited the level of mode by saying that mode is a syntactic (grammatical) concept, not a notional (semantic) concept. More, explained by Lyons (1977, 307) that the modus is usually realized through the inflection of the verb. However, Lyons also stated that the realization of the mode can also be expressed through auxiliary verbs. With the addition of these statements, the definition of mode and modality is again ambiguous.

Regarding the distinction between mode and modality, Palmer (2001, 1) emphasizes that modality is a semantic-grammatical feature. Thus, rooted in semantic concepts, its grammatical realization will vary in various languages. Collins (2009, 1) further emphasizes the difference between mode and modality. According to him, modality is a semantic notion that includes possibility, need, ability, necessity, permission, and conjecture (hypothesis). Meanwhile, according to Collins, modus is a grammatical embodiment of modality through inflection of verbs. English—and perhaps several other languages in the world—realizes modality grammatically through modal auxiliary verbs. More recently, the term modus is used specifically to refer to the morphological category of verbs or to types of modus in clauses, 2010, 248).

Timberlake in Shopen (2007, 280–333), Verhaar (2010, 239). Therefore, the term modality is basically parallel to the terms temporality and aspectuality. In some languages, the realization of temporality is manifested through, one of them, time (Tadjuddin 2005, 11). Likewise aspectuality, the term refers to concepts, while the realization is in the form of aspects (Tadjuddin 2005, 22) and modality is realized one of them through mode (Lyons 1972, 307).

Table 1. Verbal System Nosi and Grammatical Categories

Semantic Nose	Grammatical Category
Temporality	Kala
Aspectuality	Aspect
Modality	Mode (inflective language) modal auxiliary verb (English) grammatical

III. Results and Discussion

3.1 Imilarity and Differences of Temporality, Aspectuality, and Modality and Their Realization in English

In addition to having similarities as part of the verbal system, TAM also has other similarities. Namely, it is a language system that is not related to the concept of space (Dixon 2012, 3). There is no concept of space expressed by the realization of the three concepts. The concept of space in the language is usually realized through lexical verbs and locative prepositions. In addition, these three things also have something in common about the concept of displacement. Hockett (1958) describes the concept of displacement as a concept of reference to the past and the future, even about imaginative things. This

concept allows speakers of a language to talk about things that do not yet exist, have never existed, or are still in question (Yule 2010, 11–12).

Given its complexity, this concept belongs only to humans. Animal communication systems cannot refer to something that has and will happen, much less to things that did not happen. A human being can say the following sentence I was a Rothchild, I would donate all my money to charity in the language activity, which means in another version of the world, the person will donate all the money. Because it does not have the concept of displacement, a lion, for example, cannot produce this information in its communication activities.

Aminullah (2018) stated that communication is conveying information or ideas rather than messengers to the recipient of the message, so that the recipient of the message will understand as understood by the messenger. Communication becomes a system that is formed rather than a process of interaction performed by someone with another to make a complementary relationship to every process that applies. Suharyanto and Hidayat (2018) stated that communication activities not only involve a participant, but also involve other participants. In order for participants to understand the intentions of each other's speech, the research must have good cooperation.



Figure 1. Illustration of time

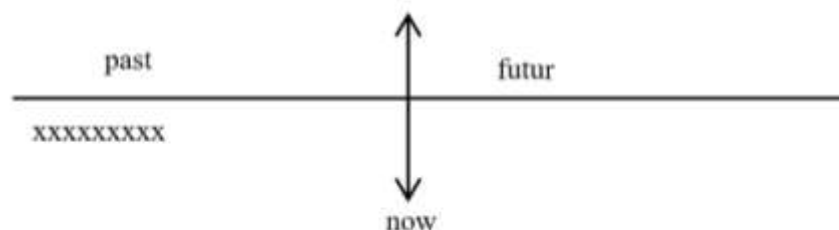


Figure 2. Aspect illustration

The nature of the time element in such aspects and time is clearly illustrated in the following examples.

- 1) She is eating a pack of toffee popcorn, the sort of thing she always has on her, in her handbag. (COCA, FIC: Paris Review, 2015)
- 2) Ten years ago I was writing a book about the GOP's unhol alliance with prosperity preachers. (COCA, MAG: RollingStone.com, 2017)
- 3) Ten years from now, my little third graders will be reading about the events of September 11 in their history textbooks. (COCA, MAG: Good Housekeeping, 2002)

Viewed from the point of view of the category of tenses, sentence

- (1) describes the present tense (the use of be in the form of is), sentence
- (2) describes the past tense (the use of be in the form of was), the sentence
- (3) describes the future tense (use of the future marker will). As for the aspect category, the three sentences describe the same aspect, in this case the progressive aspect because all three are formed from be + verb + -ing.

The progressive aspect states that the activity is in progress. The occurrence in the present or the past depends on the time. Thus, what in English textbooks is called progressive tense (present progressive, past progressive, future progressive) and perfect tense (present perfect, past perfect) consists of a combination of tense and aspect. Even in the present perfect progressive, for example, it consists of one tense (present) and two aspects (perfect and progressive). Kala is marked with a copula be which can be changed to is/am/are/was/were, or be again if preceded by will or shall, while be + + -ing is an aspect marker, in this case it is an aspect progressive. For the perfective aspect which states the completion of a plural action, it is marked with the auxiliary verb have. Here's an example.

- (4) Though Jim and Danielle have been married for almost 30 years, they still treat money very differently. (COCA, NEWS: Denver Post, 2015)
- (5) Deirdre Jones, a soft-spoken 55-year-old, has lived at Forest Hills Park for 14 years. (COCA, NEWS: Cleveland.com, 2017)

The following are the differences in terms and aspects which are summarized in the table.

Table 2. Differences in Aspect and Kala

Differentiator	Aspect	Kala
Nature Event Time	internal (inside events) nondeictic (does not refer to absolute time/relative time)	external (outside events) deictic (refer to absolute time/relative time)
Question	(eg) how long/ how many times?	When?

As for modality, in some languages, modality is manifested through the verb paradigm, as well as tenses and aspects (Warner 2009, 1). However, modality is fundamentally different from time and aspect in terms of its semantic aspects. If time and aspect express the relation of time, then modality express the relation of reality with time (Pierce via hrstrøm and Hasle 1995, 137). The presence of tenses and aspects in a proposition is to clarify the setting of time and events, while modality serves to qualify a proposition. Therefore, it is quite easy to distinguish modality from tense and aspect. Notice the example below.

- (6) A hotel guest watched the increasing bad weather blow by in Miami on Saturday. (COCA, NEWS: New York Times, 2017)
- (7) Claudia felt as if she were watching an Italian tourism TV commercial. (COCA, FIC: Rosalia's bittersweet pastry shop, 2017)
- (8) I must have watched this video like three times in order to figure out for myself if it sounds like.... (COCA, MAG: Jezebel, 2017)

Sentence (6) contains the past tense in the morphology of the verb, which is marked with the inflection –ed. Thus, the proposition in the sentence occurs in the past. As for sentence (7), it does not only contain the past tense marked by the copula were, but also contains a progressive aspect which is marked by the -ing inflection attached to the verb. So, the proposition in the sentence is something that is happening (duration) in the past. Meanwhile, sentence (8) does not only indicate tense (past) and aspect (perfective), but also contains the speaker's assumptions which are realized through the modal auxiliary verb must. In other words, the proposition in sentence (8) is qualified by the presence of the modal auxiliary verb must.

However, as mentioned earlier, modality also has the meaning of prediction and prediction is something related to future conditions and is realized with future markers will.

(9) This event is free and all are welcome so I hope that everyone will come see and hear it for themselves. (COCA, NEWS: Charlotte Observer, 2017)

In the sentence above, there is an auxiliary verb will which qualifies a proposition to be a prediction of an event. However, the marking of the modality is also the marking of the future period. Here's another example.

(10) It may rain straight up tomorrow instead of down, as well. (COCA, FIC: Outlander, 1991)

The example above, in addition to containing the modality of possibility that is realized through the modal auxiliary verb may, also contains the future tense even though there is no manifestation. This is because the meaning of possibility cannot be separated from the future. Therefore, it can be concluded that the marking of the future tense and the modalities of possibility, need, and prediction in English may be the same, but when referring to the time of the utterance it is associated with the time of occurrence of the event in the proposition, while the modality shows the value of true/untrue, real/ unreal of a proposition.

Table 3. Differences in Time, Aspect, Modal Auxiliary Verbs (English)

Kala	Aspect	Modal Auxiliary Verbs (Modality)
Shows the time of occurrence of events with the starting point of speech time	Indicates the nature of the occurrence of an event (completed / not, in progress / not, and so on)	Indicates the qualification of the proposition: is it true/not real/not real, related to the truth of time because that causes it to be <i>real/not real</i> is time.

Another difference, the concept of temporality is only realized through the grammatical category of time, aspectuality through the grammatical category of aspects, but modality can be realized through various manifestations, both in the form of grammatical categories (modal) and through semantic (conditional) aspects.

Table 4. Differences in Realization of Temporality, Aspectuality, Modality in English

Temporality	Aspectuality	Modality
Realized through verb morpheme (-s/-es, -ed, -en)	Realized through morphemic verb (inflection -ing) and have	Realized through lingual units of modal auxiliary verbs, adjectives, adverbs, conditional clauses, etc.

3.2 Comparison of the Realization of Temporality, Aspectuality, and Capital in English and Indonesian Language

Indonesian marks the concept of time not inflectionally. There is no change in Indonesian verbs if the event or action occurred in the past. The marking of the concept of time or temporality in Indonesian is lexical, as in yesterday, earlier, now or periphrastic as in today, yesterday afternoon, last week, this morning, and so on.

(11) Ruhut Sitompul entered the KPK building yesterday. (WLCC, www.indopos.co.id, 31/01/2014)

(12) It was very hot yesterday afternoon, so I wanted to drink ice.
(WLCC, www.babla.co.id, 07/02/2014)

(13) What were you talking about? (WLCC, sjismine.wordpress.com, 08/05/2012)

(14) I read the running text last night. (WLCC, www.presidential.go.id, 05/02/2014)

Syntactically, the realization of temporality in Indonesian is manifested in an adverbial or adjunct syntactic function that states time. The words *yesterday* and *yesterday afternoon* in examples (11) and (13) are adverbials or adjuncts, as well as *yesterday afternoon* and *last night* in examples (12) and (14). As for the filler word class the syntactic function of the adverbial is a noun (*yesterday* was a noun, *yesterday afternoon* was a noun phrase). In addition to nouns, adverbial function fillers can also be classified as adverb words (previously).

Apart from the inflection of verb tenses (part of the conjugation of verbs), English basically can also mark time with adverbials as is the case in Indonesian. What makes the difference is that English verbs are still inflected when time is expressed in a lexical/periphrastic manner.

(15) He also announced he would lead a forum yesterday to discuss the campus's concerns.
(COCA, ACAD: Inside Higher Ed, 2017)

(16) He won them a lot of games last year. (COCA, NEWS: The Detroit News, 2017)

As for aspectuality, it is quite interesting to observe in Indonesian. Similar to English, Indonesian expresses aspectuality lexically, namely with the words *already*, *not yet*, *will*, *being*, and *already*. (Sumarlam and Saddhono 2004; Tadjuddin 2005).

(17) The cassette tape is spinning, indicating the recording process is in progress.
(WLCC, www.bestama.co.id, 09/02/2014)

(18) Johan said the National Police Chief and Irwasum had left the KPK this afternoon.
(WLCC, menwa.umm.ac.id, 31/01/2014)

(19) But his figure is still unknown. (WLCC, website.dinar.co.id, 09/02/2014)

In addition, Indonesian also marks aspectuality in an inflectional manner, namely with affixes. Consider the following example.

(20) Tell your child that you will water the flowers so that they grow well.
(WLCC, Indonesia-educenter.net, crawled on 08/05/2012)

(21) As a result, the disgruntled soldiers went on a rampage by throwing stones at the battalion. (WLCC, www.surya.co.id, 26/04/2012)

Compare with the example below.

(22) Every day we need water for cooking, drinking, washing clothes, watering plants, and so on. (WLCC, kecdanaukerinci.kerincikab.go.id, 15/02/2014)

(23) It turned out that the motorcycle gang had thrown Molotov cocktails. (WLCC, www.minded-rakyat.com, 26/04/2012)

The *-i* affix in the word *watering* in the example above adds a different semantic element, namely adding the meaning of repetitive or intensive activities (which is the meaning of aspectuality). The activity of *watering* indicates the intensity of the activity, slightly different from *watering* which does not contain an element of intensity. Likewise with *throwing* and *throwing* in examples (21) and (23). The word *pelt* indicates repetitive activity, but this is not the case with the verb *throw*. However, not all *-i* suffixes denote repetitive activities. The suffix *-i* in *occupy*, for example, is locative.

Apart from affixes, aspectuality in Indonesian is also marked through reduplication.

(24) Even though I used to get mad at me a lot, I always loved her.
(WLCC, friskasinaga.blogspot.com, 08/05/2012)

(25) Children this age really play running or jumping here and there.
(WLCC, sijanggut.blogdetik.com, 08/05/2012)

(26)The audience was already sitting around waiting. (WLCC, forum.lol.garena.co.id, 08/02/2014)

The aspectuality in English is marked inflectionally and lexically. Inflectively, English has inflectioning is attached to a verb to mark an ongoing event. In addition, English also marks aspectuality lexically through the use of auxiliary verbs has/have/had.

(27)After I have studied the rock art panel over a period of time, I begin to feel relaxed. (COCA, ACAD: Transactions of the American Philosophical Society, 2016)

Meanwhile, for modalities, basically there is no significant difference between its realization in English and Indonesian. In Indonesian, modality is expressed lexically through want, must, must, and may, similar to language English expressed by will, must, have to, may, might, and others are categorized as modal auxiliary verbs. However, the equivalent lingual unit of modality expression in Indonesian cannot be categorized as modal auxiliary verbs because Indonesian does not have auxiliary verbs. Auxiliary verbs are needed to put inflection (Warner 2009, 1), while Indonesian is not inflective.

IV. Conclusion

Based on the analysis of TAM terminology and its realization in English and Indonesian, it can be observed that the terms “temporality,” “aspectuality,” and “modality” are preferred over “kala,” “aspect,” and “modus” because Indonesian, for example, has no realizability. In addition, each language has its characteristics in the realization of TAM marking. Although English tends to be inflectional (for the embodiment of tense and aspect), both English and Indonesian realize TAM lexically (in addition to other marking methods). For temporality marking, English tends to have more diverse ways, while Indonesian is more varied in aspectuality marking. The modalities are expressed lexically and syntactically in Indonesian, while English can express modalities periphrastic through quasi-modal.

Regarding the absence of an auxiliary verb category in Indonesian, modal auxiliary verbs in English are equivalent to the adverb category in Indonesian. However, this point requires a separate, more in-depth discussion. In general, it can be observed that regarding the realization of TAM, English is more affluent in morphosyntax and syntax, while Indonesian is richer morphologically. Although the analysis results can be formulated, this paper is still in the form of a review that requires further in-depth research. Regarding the absence of an auxiliary verb category in Indonesian, modal auxiliary verbs in English are equivalent to the adverb category in Indonesian. However, this point requires a separate, more in-depth discussion. In general, it can be observed that regarding the realization of TAM, English is more affluent in morphosyntax and syntax, while Indonesian is richer morphologically. Although the results of the analysis can be formulated, this paper is still in the form of a review that requires further in-depth research. Regarding the absence of an auxiliary verb category in Indonesian, modal auxiliary verbs in English are equivalent to the adverb category in Indonesian, although this point requires a separate, more in-depth discussion. In general, it can be observed that regarding the realization of TAM, English is richer in morphosyntax and syntax, while Indonesian is richer morphologically. Although the results of the analysis can be formulated, this paper is still in the form of a review that requires further in-depth research. English is richer morphosyntactically and syntactically, while Indonesian is richer morphologically. Although the results of the analysis can be formulated, this paper is still in the form of a review that requires further in-depth research. English is richer morphosyntactically and syntactically, while Indonesian is richer morphologically. Although the results of the analysis can be formulated, this paper is still in the form of a review that requires further in-depth research.

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