



## Exploring the Grammatical Structure in the Short Story *خبز الصغار* based on Fillmore's Perspective

Ihsan Rahman<sup>1\*</sup>, Moch Said<sup>2</sup>

<sup>1,2</sup>Program Studi Bahasa dan Sastra Arab, UIN Maulana Malik Ibrahim Malang, Jawa Timur, Indonesia  
E-mail : [220301110140@student.uin-malang.ac.id](mailto:220301110140@student.uin-malang.ac.id)

### ABSTRACT

The purpose of this study is to reveal the sentence structure in the short story *خبز الصغار* based on Charles J. Fillmore's case grammar perspective. This study is a descriptive qualitative study. The data collection techniques consisted of three types of techniques, namely reading, translating, and recording. The collected data was then analyzed using the distributional method with the basic technique of segmenting immediate constituents, which is a method of determining identity using a determinant tool in a language unit that divides a construction into the immediate constituents that form it. The results of this study indicate that the sentence structure in the short story *خبز الصغار* consists of: (1) four modalities, namely intentional, epistemic, deontic, and dynamic; and (2) ten propositions, namely: agentive case (A), experiential case (P), instrumental case (I), objective case (O), source case (S), purpose case (T), locative case (L), temporal case (W), adjunct case (PNY), and benefactive case (B).

*Keywords: grammatical, structure, short story*

## Menjelajahi Struktur Tata Bahasa dalam Cerita Pendek *خبز الصغار* berdasarkan Perspektif Fillmore

### ABSTRAK

Tujuan penelitian ini adalah untuk mengungkap pola struktur kalimat dalam cerita pendek *خبز الصغار* menggunakan kerangka tata bahasa kasus yang diperkenalkan oleh Charles J. Fillmore. Penelitian ini berfokus pada hubungan semantik antara predikat dan argumen untuk mengungkap bagaimana makna naratif terbentuk melalui konfigurasi unsur-unsur sintaksis. Metode yang digunakan adalah deskriptif kualitatif karena data terdiri dari unit bahasa dalam teks sastra. Pengumpulan data dilakukan melalui pembacaan mendalam cerita pendek, penerjemahan bagian-bagian penting untuk mempermudah interpretasi makna kasus, dan pencatatan setiap struktur kalimat yang relevan. Data yang dikumpulkan dianalisis menggunakan metode distribusi dengan teknik pembagian konstituen langsung, suatu pendekatan yang memungkinkan identifikasi setiap unsur pembentuk kalimat melalui pemetaan konstituen yang sistematis dan bertahap. Hasil analisis menunjukkan bahwa cerita pendek *خبز الصغار* menyajikan struktur kalimat yang berlapis dan ekspresif. Dalam teks ini, ditemukan empat jenis modus, yaitu intensional, epistemik, deontik, dan dinamis, yang menggambarkan variasi sikap, kepercayaan, dan kewajiban yang melekat pada tindakan tokoh. Selain itu, studi terhadap proposisi menunjukkan bahwa terdapat sepuluh kategori kasus yang membentuk kerangka makna, termasuk agen (A), pengalaman (P), instrumental (I), objek (O), sumber (S), tujuan (T), lokatif (L), temporal (W), adjung (PNY), dan benefaktif (B). Temuan ini menegaskan bahwa teori kasus Fillmore mampu mengungkap pola hubungan semantik secara lebih rinci dalam teks sastra Arab, khususnya dalam cerita pendek yang menampilkan interaksi dinamis antara tindakan, peristiwa, dan pengalaman.

*Kata kunci: gramatikal, struktur, cerita pendek*

Submitted  
07/12/2025

Accepted  
29/01/2026

Published  
30/12/2026

Citation	Rahman, I., & Said, M. (2026). Exploring the Grammatical Structure in the Short Story <i>خبز الصغار</i> based on Fillmore's Perspective. <i>Jurnal Pembelajaran Bahasa dan Sastra</i> , Volume 5, Nomor 1, Januari 2026, 721-732. DOI: <a href="https://doi.org/10.55909/jpbs.v5i1.1041">https://doi.org/10.55909/jpbs.v5i1.1041</a>
----------	--

Publisher  
Raja Zulkarnain Education Foundation

## INTRODUCTION

Every language has its own way of conveying and expressing speech. We can disagree due to differences in meaning between the speaker and the listener. Therefore, grammar is useful in communicating all the complex meanings that exist in the regular relationship between words. If someone wants to know the truth about who is paying attention to whom, grammar can help us find out by using various strategies such as word order, verbal agreements, and case marking. Of the many strategies for language use, only a few researchers are highly skilled in analyzing these language use issues, such as case grammar (Charles J Fillmore & Jurafsky, 2014; van Trijp, 2016).

Case grammar is important because there is still minimal research concerning the reception of meaning (semantics) by recipients (Basid et al., 2021). In this case grammar, different word orderings can give rise to different perceptions of meaning, but there are also sentences which, when paraphrased, produce the same meaning as before.

We can find various types of case grammar in everyday activities, such as in conversations, dialogues in films, and narratives in short stories. In this study, the researcher chose the short story *خبز الصغار* as the object of research. The reason is that this short story has sentences with quite complex and complicated case grammar. This is mainly due to the demands of the scenario used to tell the story of a poor mother's struggle. The plot used in the short story "خبز الصغار" is progressive, because the events in it are presented chronologically from beginning to end without any flashbacks, so that readers can follow the mother's emotional journey sequentially and feel her suffering and sacrifice deeply.

The case grammar theory developed by Charles J. Fillmore is an extension of traditional grammar theory based on grammar or semantics (D'Angelo, 1976; Lakoff, 2014). Fillmore introduced his theory in 1968 with the title *The Case for Case*. In this theory, Fillmore places the

role of words in a sentence (Ackerman, Kay & O'Connor, 2014; Chaer, 2007; Tarigan, 1990).

The rules determined by Fillmore are as follows: (1) In the basic structure of a sentence, we can find modality and propositions (Suparnis, 2008). The definite nature of modality constituents can be ignored for our purposes, but it is very possible that in certain cases they may be directly related to modality constituents because others are related to the proposition itself, for example, certain temporal adverbs (Chu, 1999). Therefore, the first basic rule is: Sentence '! Modality + Proposition, or we can abbreviate it as S '! M + P; (2) P (proposition) contains a verb and one or more case categories. The expansion of P can be formulated as Proposition '! Verb+ Case1 +... + Casen, abbreviated as P '! V + C1 +... + Cn, where at least one case category must be selected and no case category may appear more than once. In this discussion, we assume that P can be represented by one of the following sets of formulas: V + A, V + O + A, V + D, V + O + I + A, and so on; (3) As for C (case), we can determine it with C'! NP+K, K+NP. NP is a Noun Phrase followed by K (case introducer) or vice versa. K here can be a preposition, postposition, or supplement; (4) Noun Phrases are composed of NP'!d+N, N+d, N (k), N+n (possessive). The letter d is a symbol of definiteness that indicates something that is referred to, such as the, followed by a noun. The letter d can also be replaced by a noun in the form of a non-finite clause or a noun followed by a possessive pronoun (a pronoun that indicates ownership by a person or group) (Anderson, 1986; Fletcher, 1971; Pak, 1974).

Researchers use case grammar theory based on Charles J. Fillmore's perspective, which is considered valid in analyzing sentence structure in English because this theory can explain semantic roles (deep structure) using sentence structures consisting of modality and propositions, in which there is a marking called case within the proposition (Cook, & Platt, 1970; Nuessel, 1981).



In the context of Charles J. Fillmore's case grammar research, researchers found several previous studies. First, Indrawati et al. titled *Semantic Role Labeling Using Case Grammar*, which describes the use of semantic role labeling in the concepts of a sentence in a text document (Indrawati et al., 2013). Second, Abdul Basid and Indah Rahmi Inayati wrote a paper titled *Case Grammar in the Upin and Ipin Film Based on Charles J. Fillmore's Perspective*, which describes modality and propositions in the Upin and Ipin film (Basid & Inayati, 2020). Third, Alfadhil and Rahmadi wrote a paper titled *Case Grammar in Rocky Gerung's Social Media Tweets Based on Charles J. Fillmore's Perspective*, which analyzes the types and forms of case grammar in Rocky Gerung's tweets (Alfadhil, 2020). Fourth, Basid et al. reveal case grammar in the film "The Professor and the Madman" based on Charles J. Fillmore's perspective (Basid et al., 2021). Fifth, Basid and Maghfiroh described case grammar in the film "The Gentlemen" based on Charles J. Fillmore's perspective (Basid & Maghfiroh, 2021).

From the five studies above, the researcher found similarities and differences with the research conducted by the researcher. The similarities lie in the use of case grammar theory based on Charles J. Fillmore's perspective and descriptive qualitative research. Meanwhile, the differences lie in the object and focus of the study. The first study describes text mining in documents, the second study discusses case grammar in Malay-language films, the third study analyzes sentences on Twitter social media, and the fourth and fifth studies explore case grammar in English-language films, namely "The Professor and the Madman" and "The Gentlemen." Meanwhile, this study reveals the sentence structure in an Arabic short story entitled *خبز الصغار* using the same theory, namely Charles J. Fillmore's case grammar.

Based on the similarities and differences, the position of this study is to add findings on case grammar in Arabic short stories. It can therefore

be concluded that the above previous studies (Alfadhil, 2020; Basid et al., 2021; Basid et al., 2021; Indrawati et al., 2013) can be used as a reference or basis for conducting this study. The purpose of this study is to reveal the sentence structure in the short story *خبز الصغار* based on Charles J. Fillmore's perspective on case grammar. Manfaat penelitian kalimat pertama tujuan kalimat terakhir.

## METHOD

This research is a descriptive qualitative study, in which the researcher's thinking is directed at describing and analyzing data in accordance with the context of meaning contained in the text (Ezzy, 2002). The data in this study consists of sentences with SP, SPO, or SPOK structures found in the short story *خبز الصغار* by Mahasen Gado. The data collection techniques used include reading, translation, and note-taking techniques. The researcher read the short story thoroughly to obtain a complete picture of the content of the story and the context in which each sentence appeared. Next, the researcher translated the Arabic text into Indonesian to maintain the equivalence of meaning, then recorded and verified each piece of data by rereading it repeatedly to ensure that the analysis results were accurate and contextual.

After obtaining the data, the researcher then validates it. Data validity comes from the research data sample, which is then tested for accuracy and accountability (Bauer & Gaskell, 2007). There are two types of data validation techniques, namely: (1) increasing diligence, where researchers repeat the entire data collection technique, and (2) discussion, where researchers re-discuss the data they have obtained to reach a common understanding of the data.

Data analysis uses the distributional method with basic techniques: segmenting immediate constituents techniques, which is a method of determining identity using a determining tool within a language unit that divides a construction into the immediate constituents that form it (Zaim, 2014). Therefore, the steps taken by the researcher

to analyze the data (sentence structure) are as follows: (1) the researcher analyzes the constituents that form the sentence based on S+P+O+K; (2) the researcher observes the characteristics of each constituent that forms S+P+O+K; and (3) the researcher analyzes each part of the constituent and also the entire sentence construction to determine the case sub-grammar: the type of modality and proposition in accordance with Charles J. Fillmore's case grammar theory.

## RESULT

The deep structure of a sentence is an area of study in case grammar that can be revealed using syntactic analysis. The deep structure referred to here is the semantics in a sentence (Nuessel, 1981). This theory is related to the generative grammar theory pioneered by Pike, which is considered imperfect in revealing the semantic composition of a sentence. Fillmore divides sentence structure into two elements, namely modality and proposition, in which it is in the proposition that we can reveal the case in a sentence (Parera, 2009; Tarigan, 1990; Verhaar, 2010). The explanation is as follows.

Table 1  
Types of Modalities and Their Forms

Types of Modalities	Modality Form
Intentional	Desire
	Invitation
	Hope
	Neglect
	Request
Epistemic	Predictability
	Necessity
	Certainty
Deontic	Licensing
	Command
dynamic	Ability

## 1. Modalities

Modality is the speaker's attitude towards a proposition or event based on rational, social, or natural law principles. According to Alwi, there are four types of modality, namely intentional, epistemic, deontic, and dynamic (Alwi, 1992; Gustianingsih, 2008). In the short story *خبز الصغار*, the researcher found all four types of modality and then presented them in Table 1 below. Each type of modality: intentional, epistemic, deontic, and dynamic has various forms. The following describes the types of modality and their forms.

### 1.1 Intentional

Intentional modality is a modality that expresses the speaker's attitude towards non-factual or future events. The speaker becomes the benchmark in the actualization of meaning (Alwi, 1992). In the short story *خبز الصغار*, the researcher found five forms of intentional modality.

#### Desire

Intentional modality means that desires are primarily caused by chance and circumstance factors. Chance factors influence the execution of events, while circumstance factors influence needs and prospects..

أَنَا أُحْضِرُ الدَّقِيقَ

“ I want to prepare the flour”

Based on this sentence, there is the word *أُحْضِرُ* which means to bring or will bring. The meaning of will in this verb indicates the speaker's intention or desire to perform an action. The desire referred to in this statement is the speaker's intention to bring flour, because in this context, the speaker took the initiative to perform this action.

#### Invitation

The modal particle “bermakna” (meaning “invitation”) is a modal particle that functions to invite the first, second, or third person to do something said by the speaker.



العجين لن يَخْمُرَ، وَلَنْ يَنْتَفِخَ حَتَّى يُنْدَفِقَ عَلَى جَوَانِبِ الصَّفِيحَةِ ؛ لِأَنِّي لَمْ أَسْمِ عَلَيْهِ

“The dough will not rise and will not expand to overflow the sides of the pan, because I did not mention Allah’s name over it.”

Based on this sentence, there is the word *لَنْ* which means will not, indicating a strong prediction or estimation of something that has not yet happened. The expression “العجين لن يَخْمُرَ، وَلَنْ يَنْتَفِخَ” describes the speaker's belief that the dough will not rise or ferment. This belief is not merely a possibility, but a prediction based on the speaker's knowledge and experience, reinforced by the reason “لِأَنِّي لَمْ أَسْمِ عَلَيْهِ” (because I did not mention Allah's name over it).

### Necessity

The difference between an obligation and a command lies in the degree of restriction. An obligation is expressed with words such as should, ought to, ought to, should, and should.

انْحَنُوا عَلَى شَجَرِ الْقُن

“Bend over the cotton tree.”

Based on this sentence, there is the imperative verb *انْحَنُوا*, which means bow down or bend your bodies. This *fi'l amr* (imperative verb) form indicates a demand or obligation directed at the listener to perform a specific action, namely bowing down to the cotton tree.

وَإِيَّاكُمْ أَنْ أَعْتَرَ عَلَى لَطْعَةٍ تَغْفُلُهَا عُيُونُكُمْ

“And be careful that I don’t find something that your eyes have overlooked.”

Based on this sentence, there is the expression “إِيَّاكُمْ أَنْ...” which means be careful not to... or be careful so that you don’t... This structure is used to give a stern warning or strict prohibition, which in essence indicates the necessity for the listener to avoid a certain action.

### Certainty

Epistemic modalities that convey certainty indicate that the speaker feels certain and confident that something is true. Certainty is an attitude expressed by the speaker who asserts the truth of a proposition with the highest degree of epistemic certainty. Certainty is usually expressed with words such as believe, definitely, sure, certainly, and undoubtedly.

شَيَّدَتْ بَيْتَهَا بِحَجَرَيْنِ كَبِيرَيْنِ وَخَشَبَةٍ عَرِيضَةٍ

“He built his house with two large stones and a wide piece of wood.”

Based on this sentence, there is the verb *شَيَّدَتْ*, which means “she has established or built.” This *fi'l madhi* (past tense verb) form indicates an event that has already occurred and is believed to be true by the speaker.

### 1.3 Deontic

Deontic is a modality that focuses on the interlocutor as the actor of an event or proposition. This modality functions as a giver of permission (allow or forbid) or command (Alwi, 1992). In the short story *خبز الصغار*, the researcher found two forms of deontic modality.

### Licensing

Permission, which is part of deontic, indicates that the speaker is an agent. Coates refers to this as an agentive feature (Coates, 1983, p. 93). Deontic sources originate from rules within certain communities as social norms or rules, such as expressions of permission using *boleh*, *dapat*, and *bisa*. In order to be a

deontic source, the expressions of permission boleh, dapat, and bisa must be preceded by the speaker of the second or third person subject and not the first person subject. If the expression of permission is preceded by the first person subject, then the expression of permission cannot be referred to as a deontic source.

اشْتَرِي لَنَا غَدَاءً مِنَ السُّوقِ حَتَّى أَعُودَ مِنَ الشَّغْلِ

“Buy lunch for us from the market on your way home from work.”

Based on this sentence, there is the imperative verb اشْتَرِ which means buy. This fi‘l amr form is used to give permission to the interlocutor, because the speaker gives the interlocutor the freedom to buy food at the market while he is still at work.

### Command

Commands are a form of deontic modality that convey meaning as an order. This form of modality places the speaker as the source of deontic meaning and the addressee as the actor who carries out an action or event. The speaker’s expression in commanding the addressee not only conveys the meaning of ordering someone to do something, but sometimes also conveys the meaning of not doing something, or a prohibition.

انْحَنُوا عَلَى شَجَرِ الْفُطْنِ

“Bend over the cotton tree.”

Based on this sentence, there is the imperative verb انْحَنُوا which means bow down or bend your bodies. This fi‘l amr (imperative verb) form indicates the speaker’s desire for the listener to perform an action, namely bowing down to the cotton tree. This expression is not optional, but contains a demand and obligation that comes from the speaker’s authority.

### 1.4 Dynamic

Dynamic is a modality in which an agent becomes the object of the actualization of an event. The agent here is defined as a non-animate noun, but occurs when the noun has an effect or reciprocal effect on the occurrence of an event. This modality serves to express the agent’s ability (Palmer, 1979). The researcher found one form of dynamic modality in the short story خيز ال

### Ability

Ability is a type of dynamic modality that means capable, able, or can. The words can and able are used only to represent a form of ability, while the words can and able are used to express ability, permission, and possibility. Can and able can only be used to express permission if the subject is the first or third person. Ability is considered to be possessed by an inanimate noun subject if the noun in question has the ability to cause an event to occur (Palmer, 1979).

صَنَعَ الْأَوْلَادُ لِلْفُرْنِ فَتَحَةً كَبِيرَةً يُدْخِلُونَ مِنْهَا النَّارَ

“The children made a large hole in the oven to let the fire in.”

Based on this sentence, there is a clause “يُدْخِلُونَ مِنْهَا النَّارَ” which means they put fire through the hole. This expression shows that the children have the ability or skill to perform this action, namely putting fire into the furnace through the large hole they made.

## 2. Proposition

A proposition is a constituent of a case that can be identified by the presence of a verb in a sentence (Arutjunova, 1975). The markers of a case are found in prepositions and postpositions, but sometimes

these markers are omitted. In the short story *خيز الصغ*, the researcher found several types of propositions, which are summarized in Table 2.

Table 2  
Types and Forms of Propositions

Types of Prepositions	Form of Prepositions
Agentive case	by voice
Instrument case	Two large stones and pieces of wood
	Water
Locative case	besides
	below
Objective case	To the children
	Into the lap
Experience case	Himself
	From his father
Source case	Water pump
	Bread basket
Objective case	page
	Stove
Time case	Night and dawn
	Ramadan
Accompanying person case	Together with/along with
Benefactive case	For us

Based on Table 2, the propositions in the short story *خيز الصغار* consist of 10 types, namely: agentive (A), experiential (P), instrumental (I), object (O), source (S), purpose (T), locative (L), temporal (W), adjunctive (PNY), and benefactive (B). Each type of proposition has various forms. Therefore, the researcher presents the types of propositions and their forms in the following order.

### Agentive case

The agentive case is the case of the instigator or living actor who acts and is identified by the verb (Connolly, 1987; Fillmore, 2003).

انْتَفَضُوا فَجَاءَ عَلَى الصَّوْتِ الَّذِي خَرَجَ مِنَ النَّافِذَةِ

“Suddenly they were startled by a sound coming from the window.”

Based on this sentence, there is the phrase “مِنَ النَّافِذَةِ” which means from the window. The preposition *مِنَ* in this phrase serves to indicate the origin or source of the actor of an event, namely the sound that startled the children.

### Instrument case

Instrumental cases are cases of inanimate objects or objects that are causally involved in actions or states identified by verbs (Fillmore, 2003; Nilsen, 1970).

سَيِّدَتْ بَيْتَهَا بِحَجَرَيْنِ كَبِيرَيْنِ وَخَشَبَةٍ عَرِيضَةٍ

“He built his house with two large stones and a wide piece of wood.”

Based on this sentence, there is the preposition *بِ* in the phrase “بِحَجَرَيْنِ كَبِيرَيْنِ وَخَشَبَةٍ عَرِيضَةٍ” which means with two large stones and a wide piece of wood. The preposition *بِ* in this context indicates the tools or means used by the subject (he) to perform the action, namely building his house.

ثُمَّ جَلَسَتْ تَخْلُطُ الدَّقِيقَ بِالْمَاءِ فِي صَفِيحَةٍ قَدِيمَةٍ

“Then he sat down and mixed flour with water in an old can.”

Based on this sentence, there is the preposition *بِ* in the phrase “بِالْمَاءِ,” which means “with water.” The preposition *بِ* here indicates the tool or means used by the subject (he) to perform the action, namely mixing flour with water. Water serves as the main instrument in the kneading process.

### Locative case

The locative case is a case that identifies a place of occurrence, the location of an event, or a

spatial description of a country or occupation marked by a verb (Chu, 1999; Fillmore, 2003).

الْبُيُوتُ الَّتِي جَلَسَتْ بِجِوَارِ الْفُرْنِ

“The girl sitting next to the stove”

Based on this sentence, there is the preposition  $\text{بِ}$  in the phrase “بِجِوَارِ الْفُرْنِ” which means next to the stove. The preposition  $\text{بِ}$  in this context indicates the place or location where an action takes place, namely where the woman was sitting.

وَدَهَبَ إِلَى هُنَاكَ؛ تَحْتَ الشَّجَرَةِ الَّتِي تُعْطِي سَطْحَ الدَّارِ

“He went there; under the tree that shaded the roof of the house.”

Based on these sentences, there are two prepositions that indicate place, namely  $\text{إِلَى}$  in the phrase “إِلَى هُنَاكَ” which means to there, and  $\text{تَحْتَ}$  in the phrase “تَحْتَ الشَّجَرَةِ” which means under the tree. These two prepositions serve to indicate the direction and location of the actions performed by the subject, namely going to a place and being under the tree that covers the roof of the house.

### Objective case

The objective case is the most semantically neutral case; it can be represented by any noun whose role in the action or state identified by the verb is determined by the semantic interpretation of the verb itself (Fillmore, 2003).

وَقَالَ لِلْأَوْلَادِ انْحَنُوا

“He said to the children, “Bow down.”

Based on this sentence, there is the preposition  $\text{لِ}$  in the phrase “لِلْأَوْلَادِ” which means to the children. The preposition  $\text{لِ}$  in this context indicates the target or recipient of the action of the utterance, namely the party that is the object of the verb “said” (قَالَ).

### Experience case

An experiential case is a case that describes the psychology, sensations, emotions, and cognition experienced by the perpetrator, but is not accompanied by nouns in the form of instruments (Yuwono, 2005).

ثُمَّ قَرَأْتُ الْفَاتِحَةَ الَّتِي حَفِظْتُهَا عَنْ أَبِيهَا

“then recited Al-Fatihah, which he had memorized from his father”

Based on this sentence, is the preposition  $\text{عَنْ}$  in the phrase “عَنْ أَبِيهَا” which means “from her father.” The preposition  $\text{عَنْ}$  in this context indicates the origin of the experience or source of knowledge acquired by the subject, namely the experience of learning and memorizing Surah Al- Fatihah from her father.

### Source case

The source case is a case that shows the verb as the cause of a problem or situation (Tarigan, 1990).

جَلَبَتِ الْمَاءَ مِنَ الظُّمْبَةِ الْقَرِيبَةِ

“He took water from the nearest water pump.”

Based on this sentence, there is the preposition  $\text{مِنْ}$  in the phrase “مِنَ الظُّمْبَةِ الْقَرِيبَةِ” which means “from the nearest water pump.” The preposition  $\text{مِنْ}$  here indicates the origin or source from which the water is brought by the subject. In other words, the act of bringing water has a clear point of origin, namely the nearby water pump.

### Purpose case

The purpose case (G) is a case that expresses the purpose of an action in the form of a noun (Tarigan, 1990).

وَأَسْرَعُ إِلَى الْحَوْشِ حَيْثُ وَجَدَهُمْ

“And he hurried to the yard where he found it.”

Based on this sentence, there is the preposition *إِلَى* in the phrase “إِلَى الْحَوْشِ,” which means “to the yard.” The preposition *إِلَى* in this context indicates the direction of movement or the purpose of the subject's action, which is to run to a specific place to achieve something. In this case, it is the place where he found them. Thus, *إِلَى* marks the direction that is the final destination of the movement.

رَمَتْهَا عَلَى الْفُرْنِ

“He threw it onto the stove.”

Based on this sentence, there is preposition *عَلَى* in the phrase “عَلَى الْفُرْنِ,” which means onto the stove. The preposition *عَلَى* in this context indicates the direction or final target of the throwing action, namely the place where the object is directed, which is the stove.

### Time case

A temporal case is a case that indicates the time of an event performed by a verb in the past, present or current time when an event is occurring, or in the future (Tarigan, 1990).

كَعَجِينِ أُمِّهَا الَّذِي تَتَّكْفِي عَلَيْهِ مِنْ أَوَّلِ اللَّيْلِ حَتَّى مَطْلَعِ الْفَجْرِ

“like his mother’s dough, which she kneaded from nightfall until dawn”

Based on this sentence, there is the phrase “مِنْ أَوَّلِ اللَّيْلِ حَتَّى مَطْلَعِ الْفَجْرِ,” which means from the beginning of the night until dawn. The two prepositions *مِنْ* and *حَتَّى* in this phrase indicate the beginning and end of the time period during which an event occurs, namely the mother’s activity of kneading dough throughout the night.

فِي رَمَضَانَ سَنَائِي بِالْكُوزِ الْمَنْقُوبِ

“During Ramadan, we will bring water jugs.”

The preposition “*فِي*” in the phrase “*فِي رَمَضَانَ*” means during Ramadan, which marks the time when the action “we will come carrying a jug with holes in it” takes place. So, “*فِي*” here does not indicate a place, but rather a temporal period (the time when the action takes place).

### Accompanying person case

An accompanying case is a case that indicates a person or object accompanying an event. An accompanying case is marked by conjunctions such as with and together in English (Parera, 2009).

وَنُوزَعُ مِنْهَا عَلَى أَوْلَادِ الْجِيرَانِ

“and we will share it with the neighborhood children”

Based on this sentence, the preposition “*عَلَى*” here does not merely indicate the direction of distribution, but also involves other parties (the neighbors’ children) as participants in the distribution activity. This means that the act of distributing is not done independently, but is done together with or with the involvement of the recipients.

### Benefactive case

Beneficial cases are cases intended to express the benefits when a task is performed on an object in the form of a living creature (Tarigan, 1990).

سَنَضَعُ لِكُلِّ مِنَّا رَغِيْفًا

“We will put one piece of bread for each of us.”

Based on this sentence, there is the phrase “لِكُلِّ مِنَّا” which means “for each of us.” The preposition لـ in this phrase indicates the beneficiary or purpose of the action performed by the subject. The action in the sentence “سَنَضَعُ رَغِيْفًا” (we will put down a piece of bread) is directed for the benefit of each individual included in the word مِنَّا.

### CONCLUSION

The sentence structure in the film “Knives Out” based on Charles J. Fillmore’s case grammar perspective consists of: (1) four types of modality, namely: intentional, epistemic, deontic, and dynamic; and (2) ten types of propositions, namely: agentive case (A), experiential case (P), instrumental case (I), objective case (O), source case (S), target case (T), locative case (L), temporal case (W), predicative case (PNY), and benefactive case (B).

The finding that the sentence structure above consists of modality and proposition further confirms and reinforces previous studies that sentence structure in the context of Charles J. Fillmore’s case grammar must consist of modality and proposition. These modalities and propositions come in various types and forms, have different functions within a sentence structure, and also have different meanings depending on their inherent characteristics and their position.

### REFERENCES

- Ackerman, F., Kay, P., & O’Connor, M. C. (2014). Charles J. Fillmore. *Language*, 90(3), 755–761. <https://doi.org/10.1353/lan.2014.0060>
- Alfadhil, M. F. . R. (2020). Tata Bahasa Kasus dalam Sosial Media Tweet Rocky Gerung Berdasarkan Perspektif Charles J. Fillmore. In A. Basid (Ed.), *Linguistik Modern: Tata Bahasa Kasus dan Transformatif Generatif* (69–87). Malang: Edulitera.
- Alwi, H. (1992). *Modalitas Bahasa Indonesia*. Yogyakarta: Kanisius.
- Anderson, J. M. (1986). Structural Analogy and Case Grammar. *Lingua*, 69(1), 79–129. [https://doi.org/10.1016/0024-3841\(86\)90059-0](https://doi.org/10.1016/0024-3841(86)90059-0)
- Arutjunova, N. (1975). Problem of Syntax and Semantic in the Work of Charles Fillmore. *Linguistics*, 13(150), 5–14. <https://doi.org/10.1515/ling.1975.13.150.5>
- Basid, A., Kamil, H. I., & Innah, M. (2021). Sentence Structure in Film “Knives Out” Based on the Perspective of Charles J. Fillmore’s Case Grammar. *Diglosia: Jurnal Kajian Bahasa, Sastra, Dan Pengajarannya*, 4(3), 301–320.
- Basid, A., & Inayati, I. R. (2020). Tata Bahasa Kasus dalam Film Upin dan Ipin Berdasarkan Perspektif Charles J. Fillmore. A. Basid (Ed.), *Linguistik Modern: Tata Bahasa Kasus dan Transformatif Generatif*. Malang: Edulitera.
- Basid, A., & Maghfiroh, D. L. (2021). Case Grammar in the Movie “The Gentlemen” Based on the Perspective of Charles J. Fillmore. *Seloka: Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 10(1), 77–87. <https://doi.org/10.15294/seloka.v10i1.45491>
- Basid, A., Arzaqi, A. Z., & Afianto, A. M. (2021). Case Grammar in Film “the Professor and the Madman” based on Charles J. Fillmore’s Perspective. *KEMBARA Journal of Scientific Language Literature and Teaching*, 7(1), 34–52. <https://doi.org/10.22219/kembara.v7i1.15870>

- Bauer, M. W., & Gaskell, G. (2007). *Qualitative Researching with Text, Image, and Sound*. London: Sage Publications, Inc.
- Chaer, A. (2007). *Linguistik Umum*. Jakarta: R ineka Cipta.
- Chu, P. (1999). Verbs Are Not Cases: Applying Case Grammar to Document Retrieval. *Information Processing Letters*, 71(1), 29–34. [https://doi.org/10.1016/s0020-0190\(99\)00080-0](https://doi.org/10.1016/s0020-0190(99)00080-0)
- Coates, J. (1983). *The Semantics of Modal Auxiliaries*. London: Croom Helm.
- Connoly, L. (1987). Case Grammar and Word Order in German: The Case for Place by Case. *Studies in Language*, 11(1), 129–161. <https://doi.org/10.1075/sl.11.1.06con>
- Cook, W. & Platt, J. (1970). The Tagmemic-Case Grammar Model. *American Speech*, 45(3/4), 262–277. <https://doi.org/10.2307/454843>
- D'Angelo, F. J. (1976). Notes toward a Semantic Theory of Rhetoric within a Case Grammar Framework. *College Composition and Communication*, 27(4), 321–413. Retrieved from <http://www.jstor.org/stable/356288>
- Ezzy, D. (2002). *Qualitative Analysis: Practice and Innovation*. Abingdon: Routledge.
- Fillmore, C. J. (2003). *Form and Meaning in Language*. Stanford: Centre for the Study of Language & Information Publications.
- Fletcher, P. (1971). Case Grammar: Its Viability as an Alternative Grammatical Model. *Lingua*, 28(1), 237–350. [https://doi.org/10.1016/0024-3841\(71\)90059-3](https://doi.org/10.1016/0024-3841(71)90059-3)
- Gustianingsih. (2008). Modalitas dan Evidensialitas Bahasa Jawa. *LOGAT Jurnal Ilmiah Bahasa dan Sastra*, 4(2), 42–54.
- Indrawati, N., Bijaksana, M. A., & Agustin, R. D. (2013). Pelabelan Peran Semantis Menggunakan Tata Bahasa Kasus. *Jurnal Masyarakat Telematika Dan Informasi*, 4(1), 85–108.
- Lakoff, G. (2014). Obituary of Charles J. Fillmore. *Review of Cognitive Linguistics*, 12(1), 251–257. <https://doi.org/10.1075/rcl.12.1.10obi>
- Nilsen, D. (1970). Some Notes on Case Grammar in English. *WORD*, 26(2), 271–277. <https://doi.org/10.1080/00437956.1970.11435598>
- Nuessel, F. (1981). Case Grammar: Development of the Matrix Model (1970–1978). *Lingua*, 54(1), 83–88. [https://doi.org/10.1016/0024-3841\(81\)90030-9](https://doi.org/10.1016/0024-3841(81)90030-9)
- Pak, T. (1974). Absurdities in Fillmore's Case Grammar. *Studia Linguistica*, 28(1), 19–50.
- Palmer, F. R. (1979). *Modality and the English Modal*. London: Longman.
- Parera, J. D. (2009). *Dasar-Dasar Analisis Sintaksis*. Jakarta: Erlangga.
- Suparnis. (2008). Tata Bahasa Kasus (Case Grammar). *Komposisi: Jurnal Pendidikan Bahasa, Sastra, dan Seni*, 8(2), 126–131. <https://doi.org/10.24036/komposisi.v9i2.96>
- Tarigan, H. G. (1990). *Pengajaran Tata Bahasa Kasus*. Bandung: Angkasa.
- van Trijp, R. (2016). *The Evolution of Case Grammar*. *The evolution of Case Grammar*. [https://doi.org/10.26530/open\\_611694](https://doi.org/10.26530/open_611694)
- Verhaar, J. (2010). *Pengantar Linguistik*. Yogyakarta: Gadjah Mada University Press.
- Yuwono, U. (2005). *Pesona Bahasa: Langkah Awal Memahami Linguistik*. Jakarta: Gramedia Pustaka Utama.
- Zaim, M. (2014). *Metode Penelitian Bahasa: Pendekatan Struktural*. Editor: Ermanto. Padang: FBS UNP Press.