Syntactic Structure Analysis of the Third Semester Students of English Department at FKIP UHN Pematangsiantar (A Government Binding Perspective)

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Abstract: *This research is done to identify the notion of wellformedness of the learners acquisition of English in Non native Speaker Setting (NNs setting) and the nature of their acquisitional development in English language learners. The subject of this research is the third semester students of English Department FKIP UHN Pematangsiantar. There are three problems of this research. They are (1) To what ectent do the learners acquire wellformedness in their syntactic structure?; (2) What syntactic structure are dominant?; (3) What constructs are problem in acqustion of syntactic structure? There are three major theories used to answer the problems in this research. They are The Government Binding (GB) Theory, The Government Binding Parameter, and The System of Rules. This research was done by using the holistic Quantitative Qualitative design. The subject of this research is the third semester students of English Department at FKIP UHN Pematangsiantar. The object of this research is the Syntactic Structure of writing of The Third semester students at FKIP UHN Pematangsiantar. The findings of this research are (1) Based on the GB Theory the maximum wellformedness of students acqustion in English is 17 % and the minimum one is 83%; (2) Based on the GB Parameter the wellformedness of students acqustion in English is 50% and the error is 50%; (3) Based on the System of Rules the errors of students for Stucture of Predication is 38%, Structure of Modification is 47%, Stucture of Coordination is 9% and Structure of Complimentation is 6%.*
Keywords: *GB theory, GB parameter, maximum wellformedness, minimum welformedness, system of rules,*

I. INTRODUCTION

The Government Binding (GB) views language as a System of Rules and Sub-System of Principles. The GB deals with wellformedness in of how well meaning is expressed in the notion of English core grammar. The GB is used to express meaning through syntactic structure. GB is implemented in terms of system of categories among others Maximum wellformedness, Minimum wellformedness, System of Rules and GB parameter or criterion.

English becomes a matter in global perspectives. In this setting there are two basic notions venturable for language acquisition (1) The Native speakers setting (Ns setting) and the Non-Native speakers setting (NNs setting).

Syntax functions to link sounds and meaning. The mastery of syntax is the mastery of how well the sound and the meaning are constructed in a pattern of syntactic structure. This research is to find out the learners construct the syntactic structure to achieve meaningfulness through wellformedness (Reina Sipahutar, Government Binding dalam bahasa Indonesia, 1991)

Wellformedness is the parameter of syntactic structure in a language. In learning English acquisition of these syntactic structures can be observed orally and in written form. The written one in learning English particularly depict the tacit knowledge of the mastery of the learners - the wellformedness of syntactic acquisition.

Grammar is one subject to be taught in Language Department FKIP HKBP Nommensen University from semester 1 till semester 4, 3 sks each semester. This subject is aimed to make students are able to use English well, both orally and written. As the English teachers candidates, they are expected to use English internationally standard. For that, they are given Grammar 1 (Parts of Speech), grammar 2 (Basic Patterns), Grammar 3 (Syntactic Structure) and Grammar 4 (Language Metafunction).

In grammar 1, they are taught parts of speech. They are expected to get the basic parts of making a sentence. By knowing parts of speech, they need to understand what elements to construct and how to construct sentences. The parts of speech are Noun, Pronoun, Verb, Auxiliary, Adjective, Adverb, Conjunction, Preposition, Numeral, and Interjection.

Next, in grammar 2, they are taught basic patterns of sentences. What are the basic patterns and how we develop them to create good and great sentences to express feeling, mind and thoughts and ideas. They need to know simple, compound, complex and compound complex sentences. Now, in this semester, in grammar 3, they study syntactic structures. There are 4 kinds of syntactic structures, namely, (1) Structure of predication, (2) structure of modification, (3) structure of complementation and (4) structure of coordination. And later in grammar 4, they study about functional grammar that consists of Ideational function, interactional and experiential functions.

Based on my experience during my teaching years for four decades, many students of English Department at FKIP UHN Pematangsiantar who were going to be graduated had a very poor and low competence in English. It could be orally and writtenly. Let me show you an example of oral error. One day in 2015, I evaluated my students' English Competence in a Green Table Examination. In order to prepare my students' readiness for the examination, I always begin my speech by asking their background. When I asked a student "Where do you live?" he answered "I am live in Jl. Renville". It should be "I live in Renville Street". Another example, when I asked other student "what is your name?" she answered "I am is Mei". It should be "I am Mai". I found that many students failed answering the two simple questions correctly. Although they had been learning English for 7 or 8 semesters, many students failed to comprehend the very basic competence. I call this poor competence as an Illogical error. I mean, the students of semester 7 or 8 should have been well in comprehending the very basic competence of English but they were not.

From the aims written in the English Study Program curriculum, they are expected to be able to use good and effective grammar in their speaking and writing. The students have already got the knowledge about parts of speech, basic patterns of English and this semester syntactic

structures. In this research, it is assumed that the students are able to create good and effective use of sentences in their speaking and writing.

II. THEORETICAL REVIEW

2.1. Government Binding

Syntactic structure in a foreign language can be observed as a product of language acquisition and language development. As a product of language acquisition the mastery shows gradual development to what extent the learners have acquired the language system. In Syntactic structure the construct of the language system can be identified at the basic construction and the maximum construction. The basic constructions are the phrases and the clauses with their categories. The maximum constructions are those meanings expressed as an independent construct as a simple sentence, complex and compound complex one.

Language in general from the aspect of the syntactic structure is constituted by the minimum construct and the maximal constructions.

As a language system the learners' language can be identified in welformedness. The wellformedness is the syntactic criteria (Chomsky 1986, Government Binding Analyzing how well the learners have acquired the English standard of core grammar). The standard of core grammar are wellformedness in the governor with its subsystem of principles for binding and the system of rules in the syntactic construct.

1. GB Principles

   Ex,   a. Her mother cooked yesterday

   b. Her mother cook yesterday

   when b does not follow the government principles and it does not fulfill wellformedness.

2. a. Her mother is a woman

   b. Mother is woman

   2a fulfills the wellformedness syntactic rules, 2b does not fulfill the wellformedness.

Acquisition deals with learners language development either as a coordinate bilingual or a compound one. A coordinate bilingual states the mastery of bilingual where wellformedness is exclusively mastered and used in both the source and the target language. A compound bilingual is a state where the SL is still dominant in a process of English mastery.

With GB each learner can be situated through Syntactic Structure they acquire in terms of wellformedness. Wellformedness can be identified at least into 4 categories: Maximum wellformedness, Minimum Wellformedness, Systems of Rules and Subsystem of Principles in GB. Maximum wellformedness states that the learners' acquisition of English at sentence level is

Minimum wellformednes states when there is one or more defiation or errors either in the System of Rules or GB parameter. Wellformedness in system of Rules states that the learner demonstrates quite well the syntactic structures such as Structure of Predication, Structure of Modification, Structure of Complementation and structure of Coordination..

GB wellformedness states that the learners use the governor and the binder matched to the core grammar. (Reina 1991, thesis GB on graduate school IKIP Malang, Chomsky, 1986 GB)

2.2. Syntactic Structures

There are four kinds of Syntactic Structure, they are : (1) Structure of Predication, (2) Structure of Modification, (3) Structure of Complementation and (4) Structure of Coordination (Francis, W. Nelson, 1958: 292).

2.2.1 Structure of Predication

The immediate constituents of a structure of predication:
1. a subject
2. a predicate

Each of these may be a single word, a word with accompany function word (s), a phrase, one of the three other kinds of syntactic structure- modification, complement, or coordination (Francis, W. Nelson, 1958: 325).
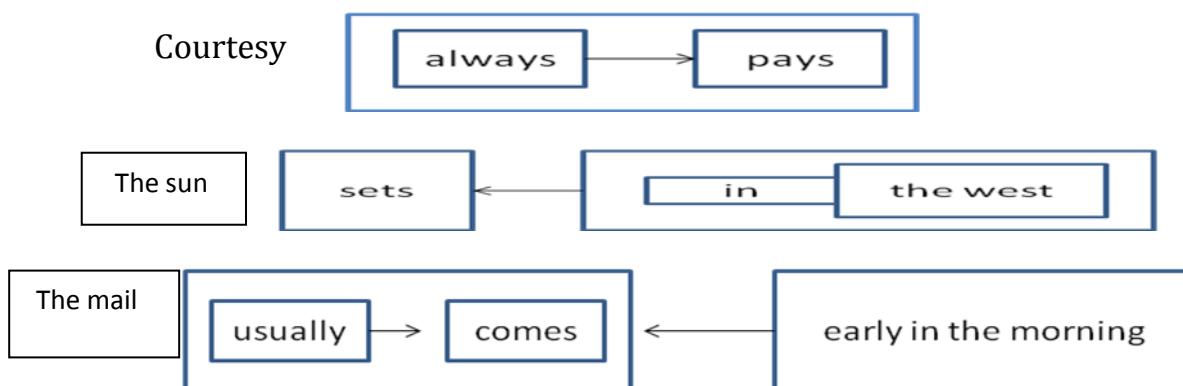
1. Predicate

A predicate has a verb or verb-phrase in key position. (Francis, W. Nelson, 1958: 328)

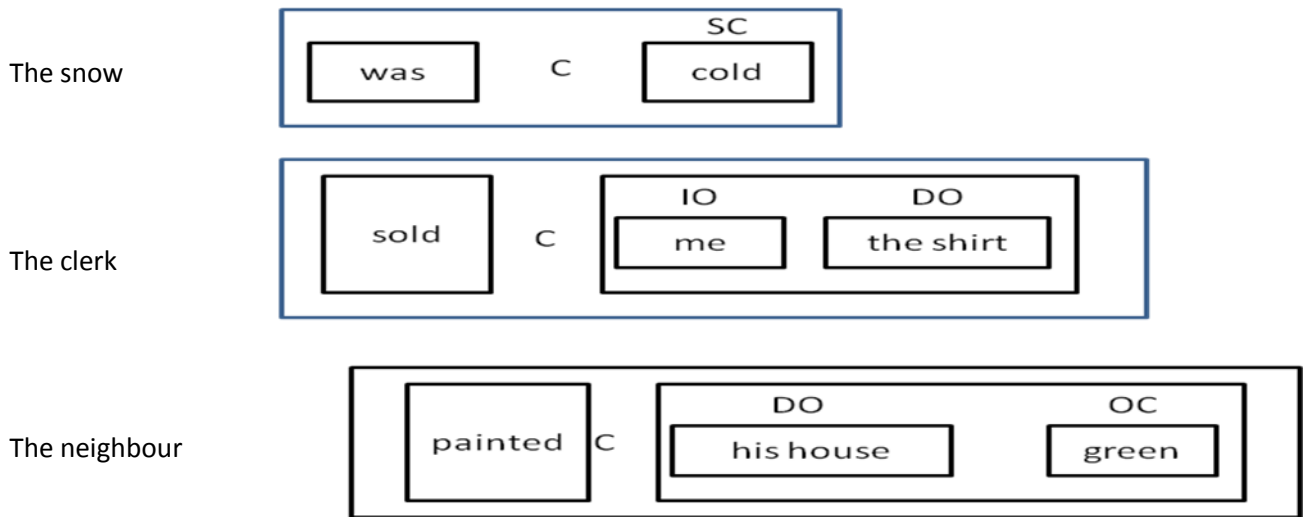 a. If a predicate has only one word, that word is a verb.
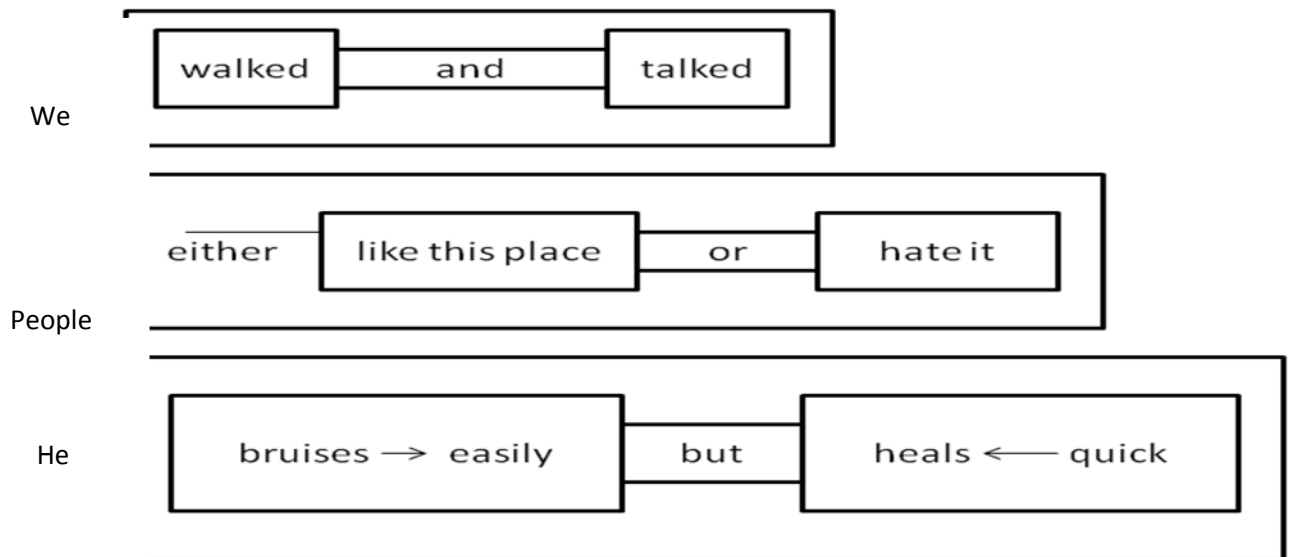 *money talks*
  the sun set

  b. If the predicate is a structure of modification, its head
    is a verb

  c. If the predicate is a structure of complementation, one of immediate constituent is a verbal element which always has a verb as its core:

The snow

	SC
was C	cold

The clerk

		IO	DO
sold	C	me	the shirt

The neighbour

		DO	OC
painted	C	his house	green

d. If the predicate is a structure of coordination, its coordinate members are either verbs themselves or structure in which verbs are essential elements:

We

walked	and	talked

People

either	like this place	or	hate it

He

bruises → easily	but	heals ← quick

English verb exhibit formal distinction which can be classed under seven heads: *person, tense, phase, aspect, mode, voice* and *status.* (Francis, W. Nelson, 1958: 330)

1. Person

All English verbs except the modal auxiliaries (*can, may, shall, will, must, dare, need*) have 2 persons which can be called :

a. The third person singular.

The verb form is base form + {-s} inflection.

b. Common

2. Tense
   All verbs except a few auxiliaries (ought, must) have two tenses:
     a. Common tense : present tense
     b. Past (preterit) tense
3. Phase
     a. simple
     b. perfect: *have + past-participle*
     c. resultative : *be + past-participle*
4. Aspect
     a. simple
     b. durative: *be + present participle (base + {-ing1})*
        he is talking; she was swimming
     c. inchoative : *get + present participle.*
        we got talking; let's get going
5. Mode
   Those formed by the modal auxiliaries with the base form of the verb.
   can, may, shall, will, must, dare, do
6. Voice
     a. active voice
     b. passive voice : *be + past-participle*
                        get +past participle

active	*be***- passive**	*get***-passive**
he kills	*he is killed*	*he gets killed*
they built the house	*the house was built*	*the house got built*

7. Status
     a. affirmative
     b. interrogative
     c. negative
     d. negative-interrogative

2. Subjects
   a. Nouns or noun-headed structures of modification
      money talks
      the weather has changed
      the longest day eventually ends
      a cold gray day in winter depresses me
   b. Adjectives
      handsome is as handsome does
      helpful to your friends is a good way to be
   c. Adverbs
      now is too soon
      never again will be soon enough

d. Verbs
   (Infinitive):   *to err* is human
                              to work in New York is my ambition
   (Present Participle) : *working there* is pleasant
                              living comfortably is expensive

e. Prepositional Phrase
  to South America is a long trip
  in America is where I choose to live

f. Structure of Complementation
  to make a good living takes hard work
  sailing a boat is my favorite hobby
  electing him president was a mistake

g. Structure of Coordination
  food and drink can be had here
  to be or not to be is Hamlet's question

h. Structure of Predication (Included Clauses)
  whatever is is right
  that he did it at all has not been proved

i. The special type : *there*
  there is a tavern in the town
  there were three kings
  there comes a day

2.2.2   Structure of Modification

A structure of modification has two components: a **Head** and a **Modifier** (whose meaning serves to broaden, qualify, select, change, describe, or in some other way affect the meaning of head) (Francis, W. Nelson, 1958: 297)

Both of the head and the modifier can be
   a.   A single word
   b.   The four parts of speech

1. Noun as Head
  a. Adjective as Noun-Modifier
    1. Position before the noun:
      the gloomy room; his cheerful smile; remarkable tales
    2. Position after the Noun:
     (a) in certain phrases
       court – martial; darkness visible; fee simple
     (b) when adjective as part of a larger structure that
       as a whole acts as a noun-modifier.
         *a figure **vague** and **shadowy***

*a wish **intense** beyond belief*
*a man **taller** than I thought*

b. Appositive {-'s} as a Noun-Modifier
   a. those in which the modifying noun has the possesive inflection {'s}
     child's play
     a dog's life
   b. those in which it appears in the base form or with the plural inflection {-es}

c. Verb as Noun-Modifier
   (1) the present-participle inflection {-ing$_1$}
   (2) the past-participle inflection {-ed$_2$}
   (3) the infinitive marker *to*
   <u>example:</u>
   running water   *water running in the street*
   baked potatoes   *potatoes baked slowly*
   money to burn
   the man to see

d. Adverbs as Noun Modifier
- adverbs always come immediately after the noun which   is the head.
- The adverbs that function as noun-modifiers are mostly those of the *then* – and *there* – classes.
  the people here; the temperature outside; heavens above;
- *Europe now;   the conversation afterwards*
- The adverbs of *thus/so* – class, particularly those with the derivational suffix {-ly$_1$} modify nouns formed from verbs by adding derivational suffix {-ing$_2$}
  his speaking rapidly
  our acting together

e. Prepositional Phrase as Noun – Modifier
   a. Simple Preposition
- Prepositions with single morpheme :
  after, as, at, but, by, down, for, from, in, like, near, of, off, on, out, over, per, round, since, through, till, to, under, up, with.
- Prepositions with two morphemes:
  about, above, across, along, among, around, before, behind, below, beneath, beside, between, beyond, despite, during, except, toward, underneath, unlike, until, unto
- Prepositions with three morphemes:
  concerning, considering, opposite, regarding, against
   b. Compound Preposition
   prepositions consist of two or more free bases with
   or without affixes, commonly the first element is an

adverb (but may also a simple preposition) and the second a simple preposition.

along with	*down from*	*out of*
apart from	*due to*	*up to*
away from	*inside of*	*upon*
back of	*except for*	*into*
together with	*outside of*	*without*

c. Phrasal Prepositions
consists of 3 words : a simple preposition, a noun
and another simple preposition

|		
in regard to	*by means of*	*on top of*
on account of	*in addition to*	*in behalf of*
in spite of	*in front of*	*on behalf of*

The object of the preposition:

- Noun (with or without a determiner)
  under water; after dinner; from the beginning
- Pronoun/Function word
  for us; because of that; on behalf of some
- Structure of Modification with noun as head
  for heaven's sake; in actual practice; for something to do
- Verb
  a way of doing; a day for peacefully resting
- Adverb
  a mile from here; the time up to now; a message from abroad
- Prepositional phrase
  a book from under the table; a tale for after dinner

Pattern of Noun – Modifier
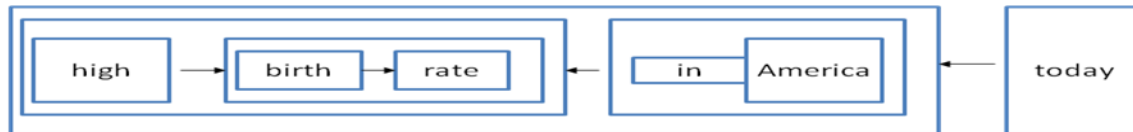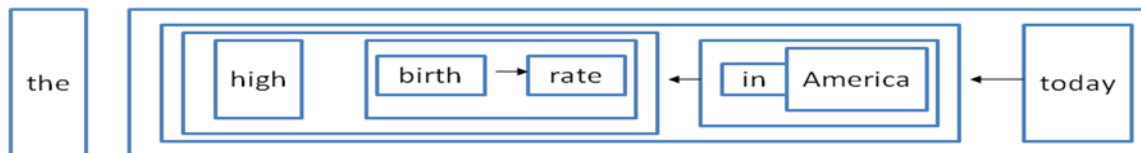Noun as a head
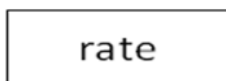
Come Noun-adjunct
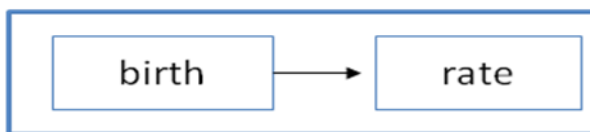
Come Adjective

Come prepositional phrase

Come adverb

Come the noun determiner introduces the whole

2. Verb as a Head
   a. **Adverbs as Verb-Modifier**
      all the eight types of the adverb can be as verb-modifier
      (1) he works successfully
      (2) he drives rapidly
      (3) he is moving ahead
      (4) he was looking sidewise
      (5) he can swim backward
      (6) he has looked everywhere
      (7) he stepped inside
      (8) he speaks seldom

The position:
- Immediately after verb
- Before the verb
  (1) he successfully tried;   (2) he slowly drove
- Between auxiliary and verb or between two auxiliaries.
  - to group (1) and (2)-(that formed with derivational suffix {-ly}
  - those of group (8) that belong to *then-class*
  - a few more from group 6: *somehow, sometimes, somewhere, nowhere*
    example:
    *(6) he has **sometimes** seen*
    *(8) he has **seldom** been heard*
    *(8) it may **even** rain*

c. Nouns as Verb-Modifier
- only certain noun may function as modifiers of verbs
- they follow the verb and may have noun-determiners
- Since a noun following a verb may be as an object, it can be distinguished by replacing the noun with substitutes ***it*** or ***them***, if it is does not alter the structural meaning the noun is an object of the verb; if it destroy the structural meaning the noun is a modifier of the verb

Structure of Modification	Structure of Complementation
(noun modifiers verb)	(noun is object of verb)
he lived a year	*he lived his life*
	he likes his own way
he saw a mile	*he measure a mile*

d. Adjectives as Verb-Modifier
> *the children ran wild*
> *the criminal came clean*
> *the machine ran true*
> *the dog went crazy*
> *the show fell flat*

e. Verbs as Verb-Modifier
- Present participle form in {-ing$_1$}
  > *the children came running*
  > *I prefer to eat sitting*

- Infinitive (to + base form)
  > *he lives to eat*
  > *he works to succeed*

Prepositional Phrase as Verb-Modifier
- position is after the verb
- May combine with another and with adverbs to make quite complicated structure of modification

  (he) spoke about his work
  (the boy) *came rapidly down the street on a bicycle*
  (he) *happily wandered around the towns during his vacation*

3. Adjectives as Head
   a. Qualifiers as Adjectives-Modifier
   b. Adverbs as Adjectives-Modifier
     group (1); (2) (these in {-ly$_1$}; (6); and (8)
     position: immediately before the adjective-head

$$\left.\begin{array}{l}\text{(1) exceedingly}\\\text{(2) widely}\\\text{(6) everywhere}\\\text{(6) somewhat}\\\text{(8) always}\\\text{(8) still}\end{array}\right\}$$

the ⎰ *famous singer*

c. Nouns as Adjectives-Modifier
   store cold coffee
   sea green cloth
   house high snowdrifts
   bone dry earth

d. Verbs as Adjectives-Modifier
   - the present participle
     freezing cold;   hoping mad;   boiling hot
   - the infinitive
      hard to get;   beautiful to see;   easy to know

e. Adjectives as Adjectives-Modifier
   icy cold; deathly pale; dark blue;

f. Prepositional Phrase as Adjectives-Modifier
   position come immediately after the adjective-head
   easy on the eyes   green as grass
   good for nothing   friendly towards everybody
   hopeful of success   stronger than ever

4. Adverb as Head

   a. Qualifiers as Adverb-Modifier
       very easily; rather slowly;   happily enough
   b. Adverb as Adverb-Modifier
       unusually eagerly; far away;   sometimes below
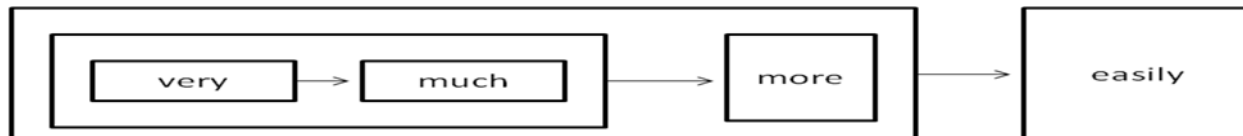   c. Noun as Adverb-Modifier
       a foot away; that easily,   some way up
   d. Prepositional Phrase as Adverb-Modifier
       away for a week; behind in his work; outside in the cold;
       as rapidly as a train

5. Function Word as a Head
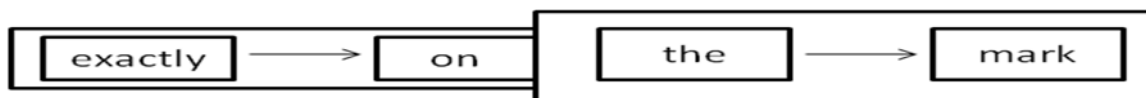

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rather too strong
not quite well

5. Preposition as a Head

the commonly modifier are qualifier, adverb, certain nouns

very like a whale　　　　*a mile from home*
　a bit under the weather　　*a long way off base*
　almost beneath notice

when modifiers follow the prepositional phrase, the head is not the prepositional phrase but the whole phrase:

(a)

(b)

6. Noun determiner as a Head

the commonly modifiers are qualifiers, adverbs, prepositional phrase.

　very many people
　not a few friend
　much more money
　almost all people

2.2.3　Structure of Complementation

A structure of complementation has two immediate constituents: a verbal element and a complement. (Francis, W. Nelson, 1958: 342)

1. Verbal Element

a. Simple Verb : (he) `gives` lesson

(a man) `gives` corn

b. Verb Phrase : (we `are learning` grammar

`having told` the story

c. Infinitive : (a day) `to be` thankful for

d. Structure of Modification:

(this) `was in the long run` a mistake

e. Structure of Coordination

(we) | caught and ate | the fish

(the world | will little note nor long remember | what we say her

Verbal elements may be divided into:
a. Linking Verbs

the man   was
became
seemed
remained
looked
sounded   hungry

b. Intransitive Verbs

the machine | is running |

the rain | stopped |

the sun | sinks | in the west

the curtain | rose | slowly on the scene

c. Transitive Verbs

the man | sold | his car

the wind | blew down | the house

2. Complement
a. Subjective Complement

‒   Noun :   the woman is | a nurse |

‒   Function Noun : ripeness is | all |

‒   Adjective :   the corn is | ripe |

‒   Adverb :   the time is | now |

‒   Verb (Infinitive) : his wish is | to die |

(Present Participle) : his trade is | writing |

(Past Participle)   : this meat is | canned |

- Prepositional Phrase

the train is | on time |

- Structure of Modification

he is | a promising young member of the bar |

his plan is | to retire peacefully to Florida |

- Structure of Coordination

the day was | dark, gloomy, and cold |

his trouble is | self-induced rather than outwardly caused |

- Structure of Complementation

His job is | to supervise the operation of this machine |

his hobby is | collecting stamps |

- Structure of Predication (Included Clauses)

the trouble is | that he doesn't want to do it |

the winner is | whoever crosses the line first |

b. Direct Object

When the complement of a transitive verb consists of a single object, whether it be a single word or complex structure, this is called a **direct object.**

Noun : he found | a friend |

Pronoun   : I saw | him |

Function Noun: we sent | him |

Verb (infinitive) : they want | to go |

(Present Participle) : she likes | walking |

Structure of Modification:

we saw | an excellent new play about Mexico |

Structure of Coordination

the party needs | a new platform and a new leader |

Structure of Complementation

he intends | to make money |

Structure of Predication

the teacher had | the students read a book |

c. Indirect Object
When the complement of a structure of complementation whose verbal is transitive consists of two object, one is a direct object, the other is **indirect object** or **objective complement.**

Indirect Object	Objective Complement
1. Always come before direct object. 2. Its referent is different from direct object 3. May be changed to a prepositional phrase without major change in the total meaning	4. Always follows the direct object 5. Its referent is the same as direct object 6. If the sentence is changed to passive voice, only the direct object may be made subject

Indirect Object	Objective Complement
Noun: He told the policeman his name. Function Noun: We gave each a present. Pronoun: The agent sold them a house. Structure of Modification: She made the hungry tramp a sandwich. I paid the man in the booth a quarter. Structure of Coordination: He gave his father and mother a present.	Noun: We made him a member. Adjective: He painted his house green. Adverb: We found him alone. Past Participle: They considered the job finished. Prepositional Phrase: He left him in tears . Structure of Modification: We made him a member of our club.

|	Structure of Coordination: He painted the house <u>red, white, and blue.</u>

2.2.4   Structure of Coordination

A structure of coordination consists of two or more syntactically equivalent units joined in a structure which functions as a single unit. (Francis, W. Nelson, 1958: 355)

Coordinators are the following:

|		
and	rather than	not(only) … but(also)
but	as well as	either … or
nor	together with	neither… nor
not	along with	both … and
or		

A structure of coordination which has more than two components is called **series.**
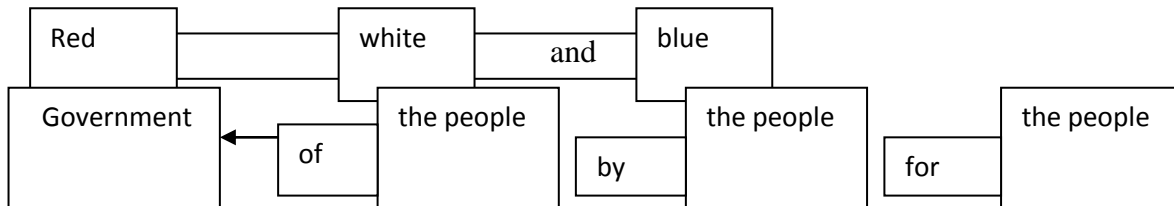
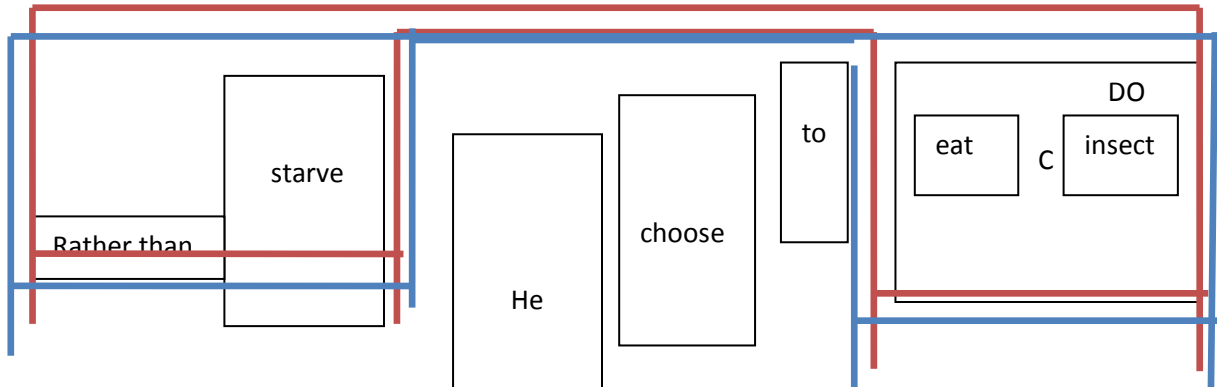Elliptical Structure of Coordination

(a) I like <u>fresh fish not salted</u>.
   to make this sentence syntactically equivalent we have to repeat *fish* or use a function noun like *ones* after *salted*.
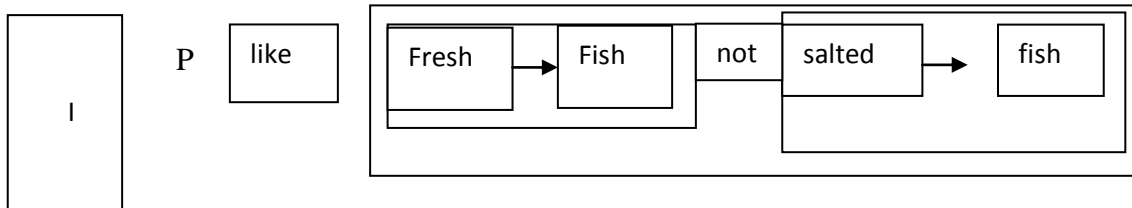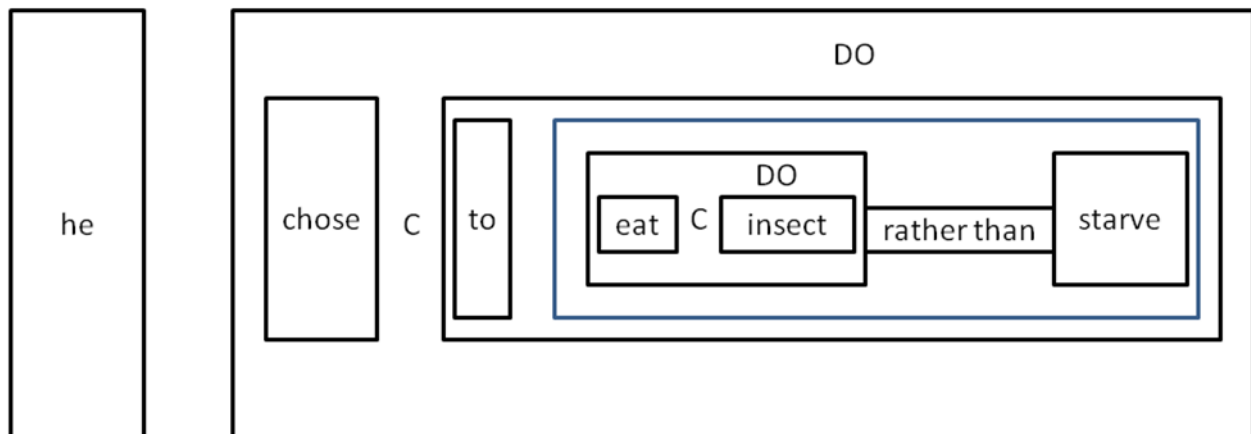
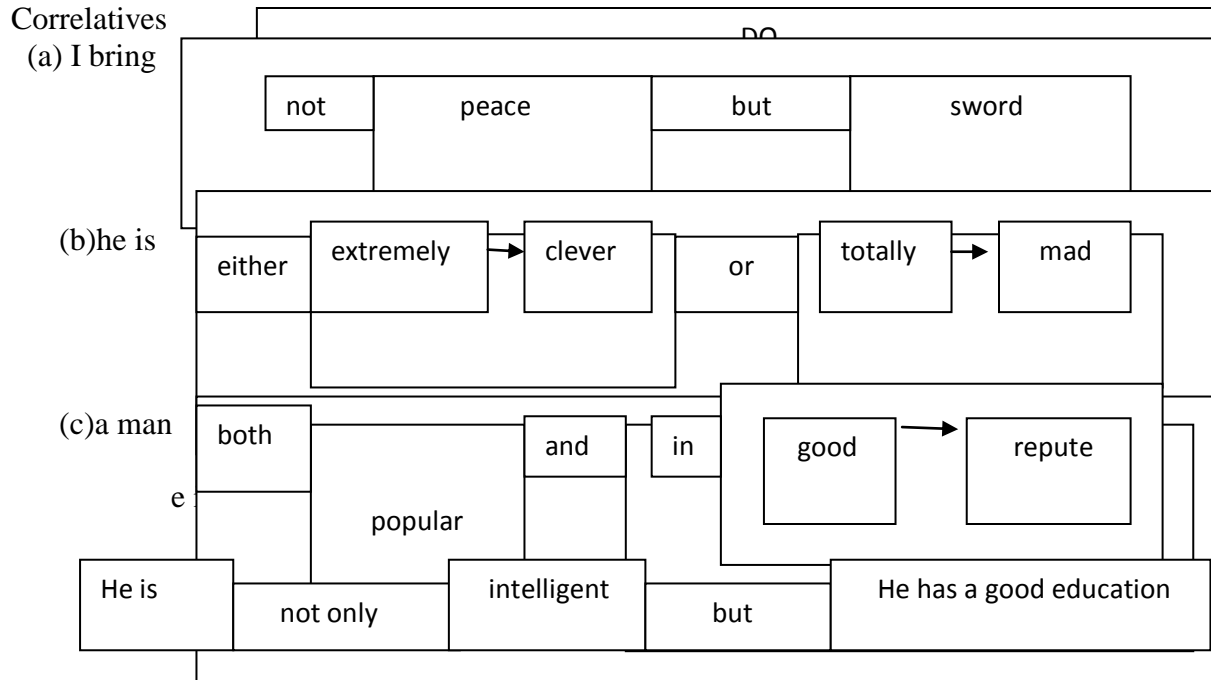## Spilt structure of Coordination

rather than starve he chose to eat insects

When the inversion is removed, this complicated pattern looks simpler:

He chose to eat insects rather than starve

Correlatives

(a) I bring

	DO		
not	peace	but	sword

(b)he is

either	extremely → clever	or	totally → mad

(c)a man

e

both		and	in	good → repute
	popular			

He is	not only	intelligent	but	He has a good education

III. RESEARCH METHOD

3.1 Research Design

This research is holistic quantitative qualitative. This research demonstrates how well meaning is constructed in the learners English acquisition. The subjects are the 3rd semester Englsih Department and the object is their wellformedness in English acquisition. The data consist of paragraphs of English in their writing performances.

3.2 Research Subject

The subject of this research is EFL Learners on the Third Semester at FKIP UHN Pematangsiantar. The learners are sitting in the class of Syntactic Structure in 2017 (Academic Year 2016). The writers choose a student from the two classes (Group A, B).

3.3 Research Object

The object of this research is the Syntactic Structure of writing of The Third semester students at FKIP UHN Pematangsiantar.

3.4 Data Collection Method

Collecting data is observing the variable, which is going to be researched by interview method, test method, observation method, questioner method, and so forth (Arikunto, 2002:113).The writers use the test method to know whether the students have known using

syntactic structures or not. The writers use the students and test as the instrument to get the data. The achievement test used in this research is an Essay test by asking the learners to write an Essay with the topic they like. The writers ask the learners to write an essay in the length of about 400 words in English.

3.5 Data Analysis Method

After the writers get all the students writing from the tests, they analyze data to find out the errors. Here, the writer will find out whether the students have mastered in using syntactic structures in their writing. The structures are analyzed by using the following steps:

1. Check the students' writing based on the GB theory.
2. Check the students' writing based on GB parameter or principle.
3. Check the students' writing based on syntactic structure theory
4. Interpret the students' syntactic structure acquisition.

IV. FINDINGS AND INTERPRETATION

4.1 Findings

Based on the data analysis above the writer finds that in GB theory there are 8 sentences are maximum wellformed (17 %) and 35 sentences are minimum wellformed (83 %). While in the GB Parameter there are 23 sentences are wellformed (50 %) and 21 sentences are error (50%). And the last, on System of Rules (SOR), total of the errors are 34 namely,

a) Structure of Predication : 13 errors (38%)
b) Structure of Modification : 16 errors (47%)
c) Structure of Coordination : 3 errors (9%)
d) Structure of Complementation : 2 errors (6%)

The description of EFL learners' acquisition can be seen in the following figure 1.