

## CHAPTER II

### REVIEW OF RELATED LITERATURE

In this chapter, the researcher will discuss some topics which deal with syntactic acquisition on second language.

#### A. Definition of Syntax

Syntax may be defined as determining the relevant component parts of a sentence and describing these parts grammatically. This definition of syntax implies that we start from what is regarded as the largest unit of syntactic description- the sentence- and precede until we arrive at the smallest meaningful unit. The units that are smaller than the sentence will be referred to as clauses, phrases, words and morphemes respectively. The component parts of a sentence are called constituents. The purpose of doing syntax is to discover the ways in which constituents combine to form the structure of sentences. If we concentrate on the structure and ordering of component within a sentence, we are studying what is technically known as the syntax of the language.<sup>1</sup>

The syntactic component of a language is the set of rules by which words and groups of words may be strung together to form grammatical sentences of the language. The theory of grammar specifies in precise detail what form each of these components must or may take. We will examine a

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<sup>1</sup>George Yule, *The Study of Language: An Introduction* (New York): Cambridge University Press, 1985), 80

phenomenon in English.<sup>2</sup> Part of the syntactic component of a grammar is the specification of the syntactic categories such as noun, verb, pronoun, adverb, adjectives, preposition and auxiliary verb,

Structural linguistics usually classify words into two great classes, which are called parts of speech, free classes, or content words and another group of words which they call function words or structural words. The first group of words labeled as nouns, verbs, adjectives and adverbs. These are the building blocks that are used to form larger syntactic constructions. However, in most cases they need to help of structural words that include such words as auxiliary words, determiners articles, prepositions, qualifiers, interrogators, negations, subordinator, coordinator and other minor groups of words.

The point to notice about the basic structure of the sentences we have discussed is that it is divided into two major constituents, NP and VP. We can build this part of the part of the structure by means of the following rule.<sup>3</sup>

$$\boxed{S \rightarrow NP + VP}$$

The noun phrase typically function as subject, and complement of sentences and complement in prepositional phrases. It will be convenient to postpone the treatment of the noun phrase in corporation such items. We

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<sup>2</sup>Herman Wekker and Liliane Haegeman, *A modern Course in English Syntax* (New York: Routledge, 1985),<sup>3</sup>

<sup>3</sup>Adrian Akmajian and Frank Hery, *An Introduction to the Principle of Transformation Syntax* (England: The MIT Press, 1975),<sup>33</sup>

shall deal here with the element found in those noun phrases that consist of pronoun and numerals and of nouns with the articles or other closed-system items that can occur before the noun head such as predetermines like all.

There are various ways in which it will be necessary to classify verbs. We begin with a classification relating to the function of items in the verb phrases. This distinguishes lexical verbs and subdivides the latter into primary and modal auxiliaries. A sentence may alternatively be seen as comprising five units called elements of sentence structure: subject, verb, complement, object and adverbial.

## B. Syntactic Structure

There are four syntactic structure based on structural approach. The following bellows are:<sup>4</sup>

### 1. Structure of modification

In this structure mention head and modifier as the immediate constituent. All the words of part of speech and function words are head and modifier. Errors in writing are of two general kinds; mechanical errors and grammatical errors. However, mechanical errors are essentially different from such purely grammatical errors as predication, dangling modifier and ambiguous constructions.

#### a. Adjective as modifier of noun

The adjective sets before noun exception the adjective as structure  
(not single word)

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<sup>4</sup>Adrian Akmajian and Frank Hery, *An Introduction to the Principle of Transformation Syntax* (England: The MIT Press, 1975),33

Example: The students have a good perception

Modifier: good      Head: perception

Some item can be both adjective and nouns, for example; criminal is an adjective in that it can be used both attributively (a criminal attack) and predicatively (the attack seemed criminal to us)

b. Noun as modifier of noun

The sets of nouns as modifier is always before the noun as head

Example: The students' perception has a positive correlation on the listening skill of English.

Modifier: students      Head: perception

Noun commonly function as modifier of other nouns. In this function, the attributive nouns resemble adjective. However the basically nominal character of modifier is shown by either correspondence to prepositional phrase with the noun as complement

Example: The research result concludes that the students' reading motivation has a positive correlation on the listening skills of English.

2. Structure of predication

Structure of predication consists of SUBJECT and PREDICATE. This structure mentions that SUBJECT and PREDICATE is the immediate constituent to determine structure. In order to state general rules about the construction of sentences, it is constantly to refer to smaller units than the sentence itself our first task must therefore be to smaller units are that we need to distinguish, confining our attention for the present to a few

sentences, which though showing considerable variety, are all of fairly elementary structure. There is a primary distinction between SUBJECT and PREDICATE.

a. Subject

The noun or structure of modification with noun as head is often used to be subject. If we are to describe how passive sentences are formed from their active counterparts, we again need to make use of the notion "subject". It is the subject of the sentence that moved to the end the passive sentence. From this it should be clear that the subject function in forming passives. The following examples confirm that the subject is one structural grouping that figures in the active-passive relation and moreover that is essentially a structural unit consisting sometimes of several words:

(1) The society owns education



Education is owned by the society

(2) At enabling individual aims autonomy itself



Autonomy itself is aimed at enabling individual

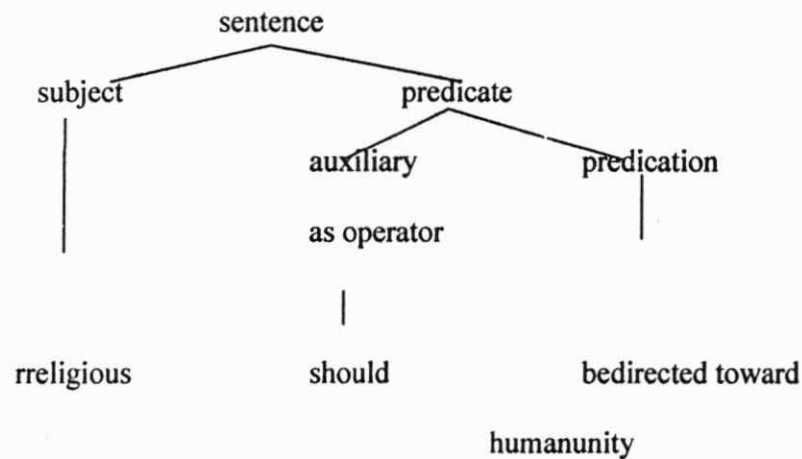
It should be clear that the be subject of a sentence is an important structural element. We can say that a subject consists of:

- A proper noun
- A pronoun

- An article plus a common noun
- A numeral plus a common noun
- An article, a numeral and common noun etc.

b. Predicate

Predicate consists of verb, structure of modification with verb as head, verb in structure of coordination. In contrast with the subject there are few generalizations that we can usefully make about the predicate since – as our examples have illustrated – it tends to be a more complex and heterogeneous unit. We need to subdivide it into its elements or constituents. One division has already been suggested; this distinguishes AUXILIARY as OPERATOR from what we may call the PREDICATION. The distinction may be illustrated as follows:



3. Structure of complement

The special feature of copula like the English verb “to be” is that lexically it has no meaning at all. The slight difference in meaning

between “to be” and the other verbs is usually explained in terms of the fact that the copula “to be” is static in meaning, where the meaning of the other verbs is more dynamic since they refer to the beginning, development or final stage of a change of condition.

This structure consists of two immediate constituent; verbal element and complement.

a. Verbal element

According to the complement (object) verb is divided into three categories;

1. Linking verb

It has a function to relate subject to complement. It usually uses be as verb not auxiliary, and also can use words; become, seem, look, remain, sound. It cannot be changed to passive. Example: The weather turned cold/The man became hungry

2. Intransitive verb

It is not followed by complement neither changes to passive. Example: The rain stopped The earth turns

3. Transitive verb

It is always followed by complement and can change to passive. Example: The car turned the corner ;The musician blew the trumpet

b. Complement object

1. Subjective complement

It is the complement that followed the linking verb. The pronouns of subjective complement in subjective case are I, we, you, she, he, they and it.

2. Direct object

It is the complement that followed transitive phrase. The pronoun of direct object are; me, us, them, you, him, her and it.

3. Indirect object

It happens when transitive verb is followed two complement that one of them is direct verb

4. Objective complement

The transitive verb that is not ordered indirect object-direct object.

5. Object with passive verb

The verb in passive voice can be followed only one complement. It can belong to direct object, indirect object, or adjective complement depended on the active verb previously.

4. Structures of coordination

In this constructions coordinators like "and" and "or" function as markers to identify the syntactic relationship. Such coordinators are



usually called “correlative”. Sometimes a coordinator may not be found in such a construction such as in the numerals “twenty-two”.

Coordinators that relate to unit of the structure of coordination as follows below:

And	rather than	not (only)...but (also)
But	as well as	either...or...
Nor	together with	neither...nor...
Or	along with	both...and...

### C. Syntactic Acquisition

We have to establish the fact that there is rule-governed behaviour our systematically in the acquisition of language. The process of how people learn second language can be observed both in syntax and morphology. The syntactic acquisitions is different in every stage. They have to reach and acquire it from the first to the last level as follow in the table below :

#### Stage in ESL acquisition: Syntactic structures<sup>5</sup>

Stage	Syntax	Examples
6	Cancel inversion	I wonder where he is I asked him where he is from
5	Do – 2 <sup>nd</sup> Aux – 2 <sup>nd</sup> Neg- Do 2 <sup>nd</sup>	Seldom do i go there Why did she eat that? Where have you lost it? He does not like it
4	Y/N inversion Copula inversion	Have you seen him? Is she at home? Where is she?

<sup>5</sup>Manfred Pinemann. Second Language Acquisition: A first Introduction. (Australia : University of western Sidney, 1995), 15

	Particle shift	Turn the tap off
3	Topicalization Do-fronting Adverb fronting Neg+ Verb	Cheese i like Do he live here? Today he stay here He don't ask
2	Neg + SVO SVO? SVO	No me live here You live here? You live here John eat rice
1	Single words Formulae	Where is x? How are you Hello