



JETAFL

(Journal of English Teaching as a Foreign Language)

ISSN : 2459-9506

Volume III - Issue 2

December 2017

Published by:

Journal of English Teaching as a Foreign Language (JETAFL Publishing)

Jalan Sangnawaluh No. 4, Pematangsiantar, Sumatera Utara, Indonesia

Phone: 0622 7550232

Email: jetafl.uhn@gmail.com



JETAFL

Journal of English Teaching as a Foreign Language

ISSN: 2459-9506

Volume 03 – Issue 2: December 2017

Contents:

- Morphological Process in Students' Recount Text at English Department of FKIP UHN Pematangsiantar** 01-09
Yanti Kristina Sinaga
- Error Analysis on Students' Writing of Recount Text at Grade Ten in SMK Negeri 1 Bandar Masilam** 10-24
Insenalia Sampe Roly Hutagalung
- Linguistics Lanscape in Malang City, East Java** 25-42
Dany Ardhian, Yusri Fajar
- The Effect of Teams-Games Tournament (TGT) and Student Teams-Achievement Divisions (STAD) Method on Reading Comprehension of Grade Eight Students of SMP N 2 Siantar** 43-57
Natanael Saragih
- The Translation of Technical Text by the Students of English Department FKIP HKBP Nommensen University Medan** 58-68
Fenty Debora Napitupulu
- Syntactic Structure Analysis of the Third Semester Students of English Department at FKIP UHN Pematangsiantar (A Government Binding Perspective)** 69-90
Reina Adelina Sipahutar, Tagor Pangaribuan, Partohap Sihombing

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

Reina Adelina Sipahutar¹, Tagor Pangaribuan², Partohap Sihombing³

^{1,2,3}Faculty of English Education

Nommensen HKBP University, Pematangsiantar, Indonesia

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 extent do the learners acquire wellformedness in their syntactic structure?; (2) What syntactic structure are dominant?; (3) What constructs are problem in acquisition 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 acquisition in English is 17 % and the minimum one is 83%; (2) Based on the GB Parameter the wellformedness of students acquisition in English is 50% and the error is 50%; (3) Based on the System of Rules the errors of students for Structure of Predication is 38%, Structure of Modification is 47%, Structure of Coordination is 9% and Structure of Complimentation is 6%.*

Keywords: *GB theory, GB parameter, maximum wellformedness, minimum wellformedness, 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 wellformedness. 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

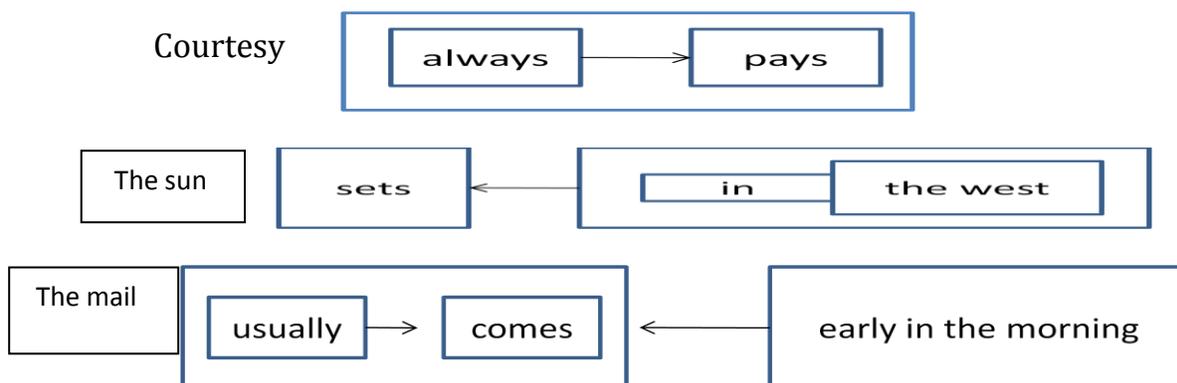
A predicate has a verb or verb-phrase in key position. (Francis, W. Nelson, 1958: 328)

- a. If a predicate has only one word, that word is a verb.

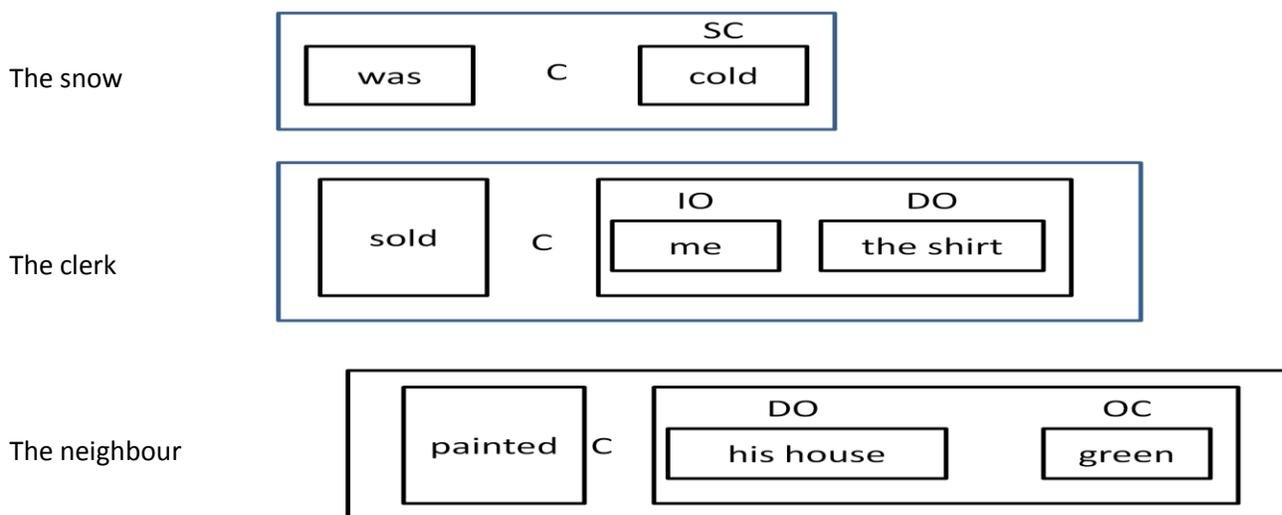
money talks

the sun set

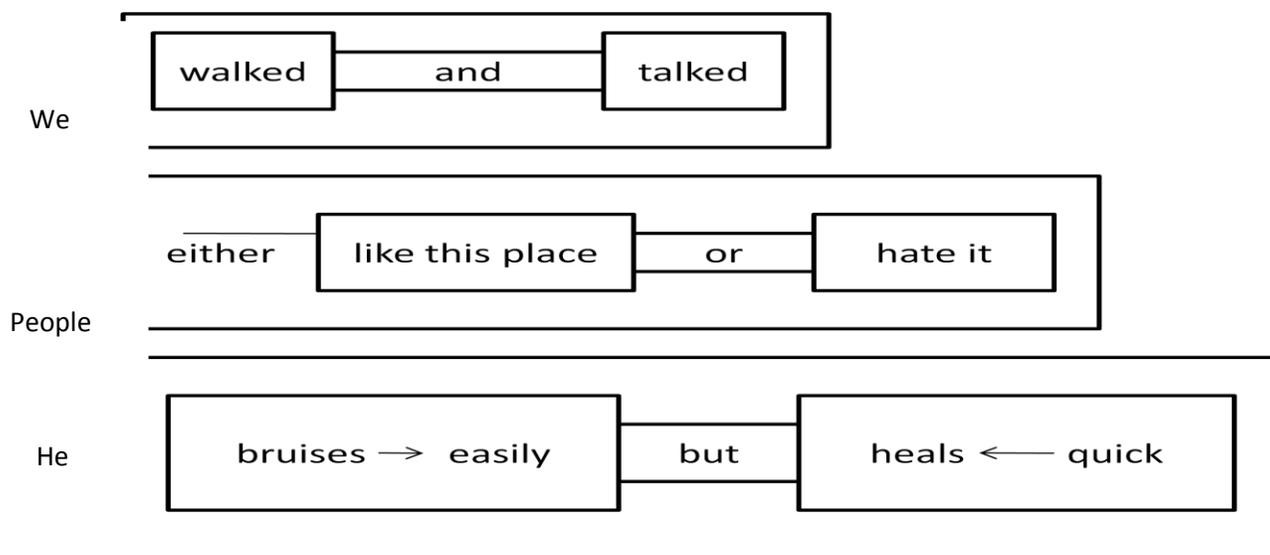
- b. If the predicate is a structure of modification, its head is a verb



- 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:



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



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 + {-ingI})*
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

he kills
they built the house

be- passive

he is killed
the house was built

get-passive

he gets killed
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 possessive 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 {-ing₁}

- (2) the past-participle inflection {-ed₂}

- (3) the infinitive marker *to*

example:

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 {-ly₁} modify nouns formed from verbs by adding derivational suffix {-ing₂}
- 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.

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

c. Phrasal Prepositions

consists of 3 words : a simple preposition, a noun and another simple preposition

<i>in regard to</i>	<i>by means of</i>	<i>on top of</i>
<i>on account of</i>	<i>in addition to</i>	<i>in behalf of</i>
<i>in spite of</i>	<i>in front of</i>	<i>on behalf of</i>

The object of the preposition:

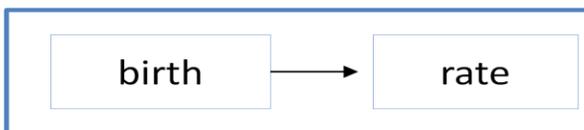
- Noun (with or without a determiner)
under water; after dinner; from the beginning
- Pronoun/Function word
for us; because of that; on behalf of some
- Structure of Modification with noun as head
for heaven's sake; in actual practice; for something to do
- Verb
a way of doing; a day for peacefully resting
- 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



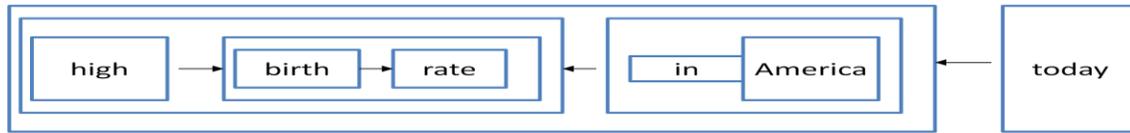
Come Adjective



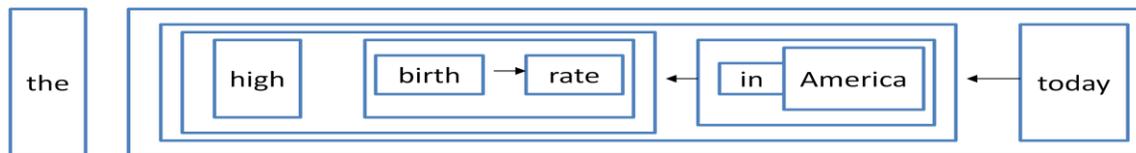
Come prepositional phrase



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 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

(noun modifiers verb)

he lived a year

he saw a mile

Structure of Complementation

(noun is object of verb)

he lived his life

he likes his own way

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 {-ing₁}

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 {-ly₁}); (6); and (8)

position: immediately before the adjective-head

the { (1) exceedingly
(2) widely
(6) everywhere
(6) somewhat
(8) always
(8) still } 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

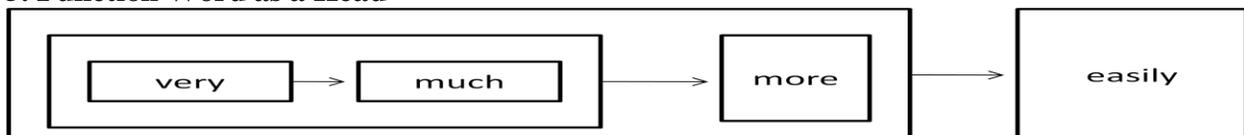
position come immediately after the adjective-head

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



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

↑ was
 became
 seemed
 remained
 looked
 sounded
↑

b. Intransitive Verbs

↓ the man
↓ 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
<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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
<p>Noun: He told <u>the policeman</u> his name.</p> <p>Function Noun: We gave <u>each</u> a present.</p> <p>Pronoun: The agent sold <u>them</u> a house.</p> <p>Structure of Modification: She made <u>the hungry tramp</u> a sandwich. I paid <u>the man in the booth</u> a quarter.</p> <p>Structure of Coordination: He gave <u>his father and mother</u> a present.</p>	<p>Noun: We made him <u>a member</u>.</p> <p>Adjective: He painted his house <u>green</u>.</p> <p>Adverb: We found him <u>alone</u>.</p> <p>Past Participle: They considered the job <u>finished</u>.</p> <p>Prepositional Phrase: He left him <u>in tears</u> .</p> <p>Structure of Modification: We made him <u>a member of our club</u>.</p>

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

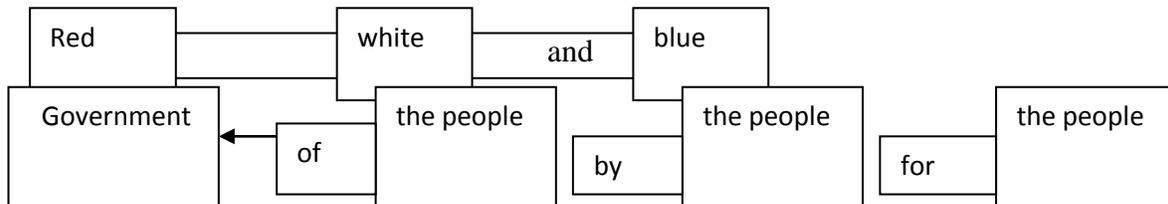
2.2.4 Structure of Coordination

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 | | |

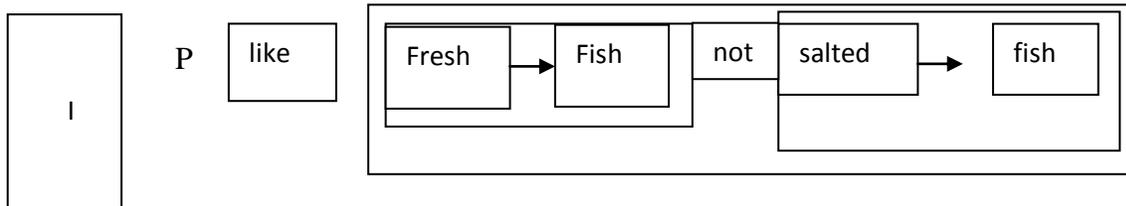
A structure of coordination which has more than two components is called **series**.



Elliptical Structure of Coordination

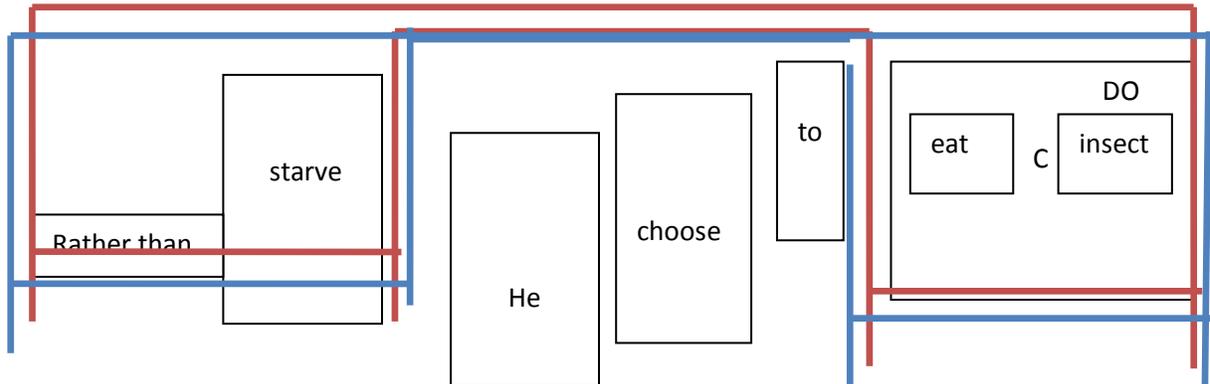
(a) I like fresh fish not salted.

to make this sentence syntactically equivalent we have to repeat *fish* or use a function noun like *ones* after *salted*.



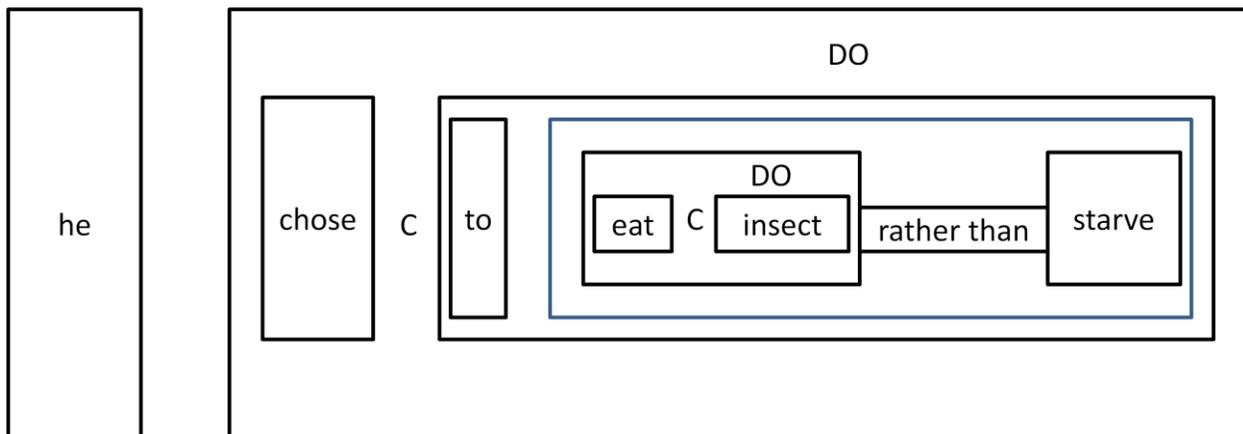
Spilt structure of Coordination

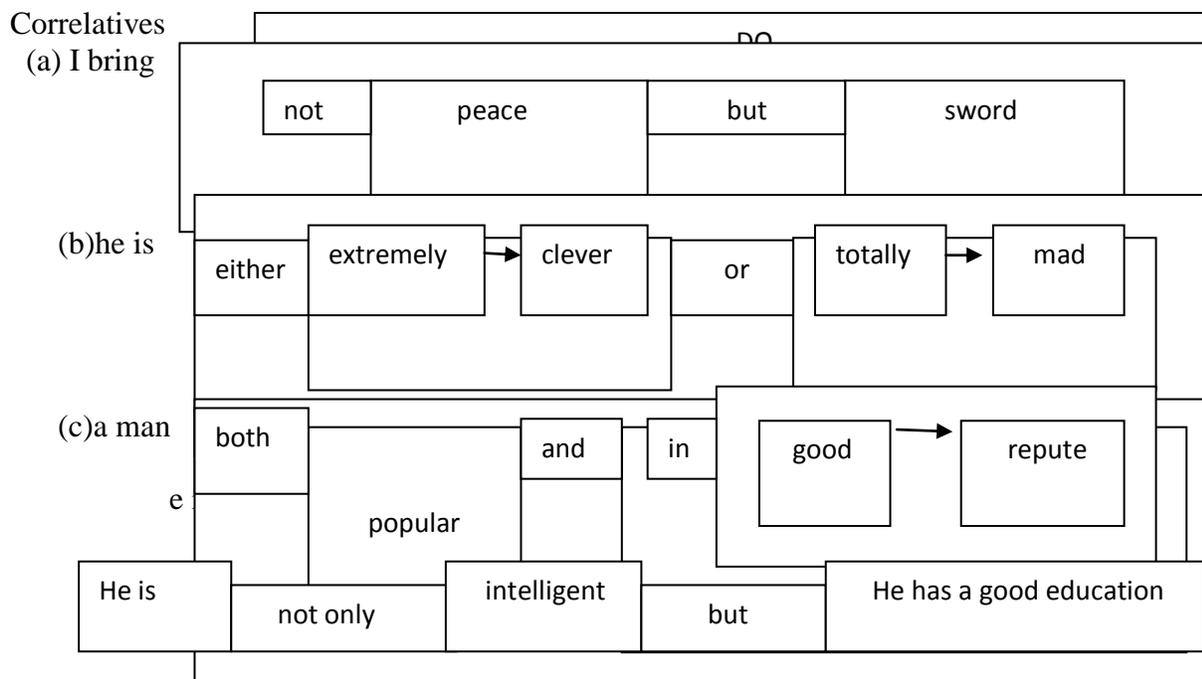
rather than starve he chose to eat insects



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

He chose to eat insects rather than starve





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 English 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

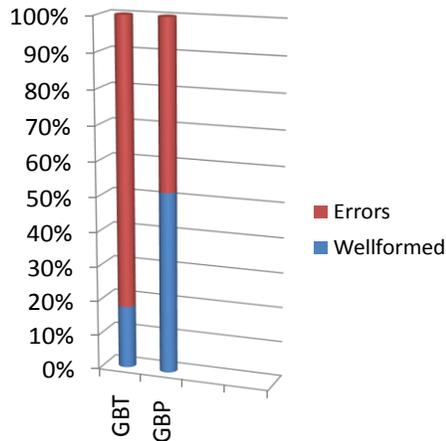
Based on the data analysis above the writer finds that in GB theory there are 8 sentences are maximum wellformed (17 %) and 35 sentences are minimum wellformed (83 %). While in the GB Parameter there are 23 sentences are wellformed (50 %) and 21 sentences are error (50%). And the last, on System of Rules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

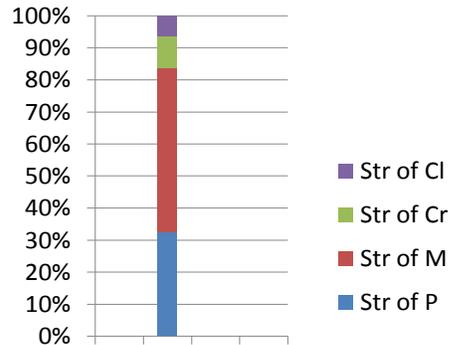
The description of EFL learners' acquisition can be seen in the following figure 1.

DESCRIPTION OF EFL LEARNERS' ACQUISITION

GB Theory & GB Parameter



SOR



4.2 Interpretation

There are two mayor points that can be interpreted based on this research findings. The first is that the third semester students of English Department at FKIP UHN Pematangsiantar are still in the process of learning toward coordinate bilingual. The second is that the stage of their English Acquisition is between low to medium level.

V. CONCLUSION

After analyzing the students' sentences based on GB theory, GB parameter and System of Rules of Syntactic structures, it can be concluded that:

1. GB Theory shows that only a few sentences have maximum wellformedness and most of them have minimum one.
2. GB Parameter shows that half of the sentences (50%) are wellformed and the other sentences (50%) are error..
3. SOR shows that problems that the students face are mostly in structure of Modification and structure of Predication.

REFERENCES

- [1] Chomsky, N. (1986). *The government and binding theory*. N.J. De Gruyter Mouton Foris Publications, Dordrecht and Cinnamunson.
- [2] Chomsky, N. (1986). Lectures on government and binding. *Jurnal 1981*, pp 238-240. *Vol.51.Issue 1*.
- [3] Francis, W. N. (1958). *The structure of American English*. New York: The Ronald Press Company
- [4] Krashen, S. D. (1987). *Principles and practice in second language acquisition*. Prentice-Hall International.
- [5] Krashen, S. D. (1988). *Second language acquisition and second language learning*. Prentice-Hall International.
- [6] Richards, J. (1971). *Error analysis: Perspectives on second language acquisition*. England : Longmans.
- [7] Sipahutar, R. A. (1991). *Analisis Tata kalimat sistem bahasa pembelajar bahasa Inggris menurut model Government Binding Chomsky*. Malang: Unpublished Thesis.

Journal of English Teaching as a Foreign Language (JETAFLL)

Synopsis:

JETAFLL intends to publish researches on English Teaching as a Foreign Language. It is interested to publish qualitative and quantitative researches. It focuses on the impact of a teaching method to the achievement of the learners on a specific subject matter. It is also interested on the linguistic characteristic of the English language of the learners. The purpose of this journal is to distribute the hottest information from the classroom instruction to the English teaching community at all levels. Article manuscripts are submitted to the editorial board for double blind review before their publication.

Chief Editorial : Prof. Dr. Selviana Napitupulu, M.Hum
(Univ. HKBP Nommensen)

Editorial Advisory :

- Prof. Dr. Busmin Gurning, M.Pd (UNIMED, Indonesia)
- Prof. Dr. Lince Sihombing, M.Pd (UNIMED, Indonesia)
- Prof. Dr. Endang K. Trijanto, M.Pd (UNJ, Indonesia)
- Prof. Dr. Selviana Napitupulu, M.Hum (UHN, Indonesia)
- Dr. Tagor Pangaribuan, M.Pd (UHN, Indonesia)
- Dr. Drs. Eddy Setia, M.Ed. TESP (USU, Indonesia)

Editorial Secretary : Herman, M.Pd

JETAFLL is a journal, which is published biannually (June and December).

Mailing, article submission, and subscription can be addressed to:

Journal of English Teaching as a Foreign Language (JETAFLL Publishing)

Jalan Sangnawaluh No. 4, Pematangsiantar, Sumatera Utara, Indonesia

Phone: 0622 7550232

Email: jetafl.uhn@gmail.com

ISSN : 2459-9506.

