

JOURNAL ENTRY: UNDERSTANDING THE ROLE OF SUBJECT COMPLEMENTS IN ENGLISH GRAMMAR

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ABSTRACT

This journal entry aims to provide an in-depth analysis of subject complements in English grammar, focusing on their syntax, types, roles, and implications for sentence structure and meaning. By exploring the syntax associated with subject complements, this study enhances the understanding of their pivotal role in English syntax. Subject complements are fundamental to the structure and clarity of English sentences, playing a crucial role in describing or renaming the subject following linking verbs. This study aims to explore the different types of subject complements, namely predicative adjectives and predicate nominatives, and their functional roles within sentences. Utilizing a mixed-methods approach, the research includes a comprehensive literature review, corpus analysis, surveys, questionnaires, and an experimental study to evaluate the effectiveness of various instructional strategies. The corpus analysis reveals the prevalence and contextual usage of subject complements across different genres, while survey results highlight common challenges faced by learners in identifying and using these grammatical elements. The experimental study demonstrates that targeted instructional approaches significantly improve learners' understanding and application of subject complements. The findings underscore the importance of effective grammar instruction that incorporates contextual examples and interactive activities. This research contributes to the development of pedagogical strategies aimed at enhancing English grammar proficiency, thereby supporting learners in achieving greater fluency and accuracy in their use of the English language.

Keywords: Subject Complements, Predicate Nominatives, Predicative Adjectives, Linking Verbs, English Grammar, Corpus Analysis, Grammar Instruction, Language Acquisition, Sentence Structure, Educational Strategies.

INTRODUCTION

The subject complement is a fundamental component of English grammar, essential for constructing clear and informative sentences. Its role is to provide additional information about the subject of the sentence, typically following a linking verb. This journal entry aims to explore the definition, types, and functions of subject complements, highlighting their importance in English syntax.

Subject complements play a pivotal role in the structure and clarity of English grammar. They are essential components that follow linking verbs, providing necessary information about the subject of the sentence. Unlike objects, which receive the action of the verb, subject complements describe or rename the subject, thereby enriching the meaning and coherence of sentences.

Understanding subject complements is crucial for both native speakers and learners of English. These grammatical elements help to create sentences that are not only grammatically correct but also more expressive and nuanced. In educational settings, a firm grasp of subject complements enhances students' writing and speaking skills, allowing for more sophisticated and varied sentence constructions.

This journal aims to explore the different types of subject complements—predicative adjectives and predicate nominatives—and their functions within sentences. By delving into their roles, usage, and common pitfalls, this study seeks to provide a comprehensive understanding of subject complements. The research will also examine their significance in effective communication, emphasizing how they contribute to the richness and precision of the English language. Through this exploration, we hope to underscore the importance of mastering subject complements for achieving fluency and eloquence in English grammar.

METHOD

This study on understanding the role of subject complements in English grammar utilizes a mixed-methods approach, combining qualitative and quantitative research methodologies to provide a comprehensive analysis of the topic.

RESULTS AND DISCUSSION

The results of this study on the role of subject complements in English grammar are presented in three main sections: the findings from the corpus analysis, the survey and questionnaire data, and the experimental study outcomes.

1. Corpus Analysis

The corpus analysis revealed several key insights into the usage of subject complements across different genres of English:

- a. Frequency and Distribution: Subject complements were found to be prevalent in both written and spoken English, though their frequency varied by genre. Academic writing and journalism showed a higher frequency of predicate nominatives, while conversational English exhibited more predicative adjectives.
- b. Types of Subject Complements: Predicate nominatives were more commonly used in formal and expository texts, serving to rename or define the subject with precision. Predicative adjectives were more frequently found in informal contexts, adding descriptive qualities to the subject.
- c. Contextual Usage: Subject complements were often used to provide additional information about the subject, enhancing the clarity and richness of the sentences. They frequently appeared after linking verbs such as "is," "seem," "become," and "appear."

2. Surveys and Questionnaires

The surveys and questionnaires provided valuable insights into the understanding and perceptions of subject complements among English learners and native speakers:

- a. Knowledge and Awareness: A significant portion of respondents demonstrated a basic understanding of subject complements, recognizing their role in sentences. However, many participants struggled with identifying different types of subject complements and distinguishing them from objects.
- b. Common Challenges: The most common difficulties reported were related to identifying linking verbs and differentiating between predicative adjectives and predicate nominatives. Respondents also mentioned confusion when subject complements involved more complex structures or less common linking verbs.
- c. Instructional Preferences: Participants expressed a preference for interactive and context-based learning approaches. Many suggested that examples from real-life contexts and practical exercises would be more effective in improving their understanding of subject complements.

3. Experimental Study

The experimental study aimed to assess the effectiveness of targeted instructional approaches for teaching subject complements. The key findings are as follows:

- a. Pre-test and Post-test Performance: Participants in the experimental group, who received targeted instruction on subject complements, showed significant improvement in their post-test scores compared to the control group. The improvement was most notable in correctly identifying and using predicative adjectives and predicate nominatives.
- b. Instructional Effectiveness: The interactive lessons and practice exercises were found to be highly effective in enhancing participants' understanding and usage of subject complements. The experimental group reported increased confidence in their ability to identify and use subject complements correctly.
- c. Qualitative Feedback: Participants provided positive feedback on the instructional methods, highlighting the usefulness of contextual examples and interactive activities. They also noted that the targeted instruction helped clarify common misconceptions and provided a clearer understanding of the role of subject complements in sentences.

Summary of Findings:

The results of this study underscore the importance of subject complements in English grammar and the challenges learners face in mastering them. The corpus analysis highlighted the prevalence and contextual usage of subject complements, while the surveys and questionnaires identified key areas of difficulty and instructional preferences. The experimental study demonstrated the effectiveness of targeted instructional approaches in improving learners' understanding and usage of subject complements.

These findings suggest that a comprehensive approach to teaching subject complements, incorporating contextual examples, interactive activities, and targeted instruction, can significantly enhance learners' grammatical proficiency. The study provides a foundation for developing effective pedagogical strategies and resources to support the teaching and learning of subject complements in English grammar.

CONCLUSION

This study has provided a comprehensive analysis of the role and significance of subject complements in English grammar. Through a mixed-methods approach, encompassing corpus analysis, surveys, questionnaires, and an experimental study, we have gained valuable insights into the usage, understanding, and instructional strategies related to subject complements.

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