

## CHAPTER II

### LITERATURE REVIEW

#### A. Subject and Predicate

Think about a sentence as if it were a skeleton. The skeleton contains of various bones and these bones are put together to form different parts of the body. So the sentences are formed by words, the words are the bone and they are put together in different way to form sentences. A sentence at least has single subject and single predicate. To understand the subject and the predicate, below will be explained both of them.

7. The Subject is the person or thing in the sentence is' about'. Often but not always it will be the first part of the sentence. The subject will usually be noun phrase. Finding a subject can be determined by verb, ask a *wh... question* of the verb. This will locate the subject (s).

For example :

- a. *David* works hard.

Who “works hard?” David does. David is the subject.

- b. *Beer and wine* are my favorite drink.

What “are my favorite drinks?” Beer and Wine. Beer and Wine is the subject.

8. Simple predicate is always the verb or verbs that link up with the subject.

For example:

A piece of pepperoni pizza *would satisfy* him.

The simple predicate is “would *satisfy*”—in other words of the sentence.

( Frances Peek, 2012: 1)

## B. The Rules of Subject and Simple Predicate

Talking about sentence it means talking about subject and predicate. According to Beech (1984: 168) there are some important things in a sentence, those are:

1. Every sentence has a subject and predicate.
2. The subject tells who or what the sentence is about. All the words in the subject are called the complete subject.
3. The simple subject is the main word in the subject. It is a noun or pronoun.
4. The predicate tells what the subject is or does. All the words in the predicate are called the complete predicate.
5. The simple predicate is the verb.

It is important to have a good knowledge of the form used after each verb (verb tenses), for example: to tell (someone) to do (something). There are some rules of subject and predicate.

### 1. Subject

According to Fuad Mas’ud (1987: 10), subject can be the in form of:

- a) A noun

Examples: *Birds* fly in the sky.

*The bus* moves fast.

*David* works hard.

- b) A pronoun

Examples: *She* sings beautifully.

*They* are tired.

- c) Demonstrative pronoun

Examples: *This* is my book.

*It* was the happiest moment of my life.

- d) Interrogative pronoun

Example: *Who* is calling you?

- e) Adjective used as a noun

Examples: *The quiet* are thoughtful.

*The unemployed* are losing hope.

*The poor* have tried to find the aid.

- f) Gerund.

Examples: *Flying* is fun.

*Reading* is my hobby.

*Smoking* is not good for health.

- g) Compound Subject

Examples: *Gail* went to the gym.

*Her friend* went to the gym.

*Gail* and *her friend* are subject. When two subjects are combined they form a compound subject. After the subjects are combined, the sentence will be, *Gail and her friend* went to the gym.

## 2. Predicate

According to Marcella Frank (1972; 34-40) there are some rules in predicate as follows:

- d) The verb agrees with the subject in person (first, second, third) and in number (singular, plural).

Sentences:      The girl *is* resting.

                      The girls *are* resting.

- e) A *predicating* word, which expresses action or some other kind of event. This word is frequently followed by another word that completes the predication (called an object).

Sentence:      *The boy threw the ball into the water.*

(Central core)	BOY	THROW	BALL
	(Subject)	(Predicating word)	(object)

- f) A *linking* verb, which expresses state or condition. This linking word is always followed by another word which makes the actual predication (called a *subjective complement*).

Sentence:      *Mary is a pretty girl*

(Central core)	MARY	IS	GIRL
	(Subject)	(linking verb)	(subjective complement)

The predicating word or the linking verb is often termed as the “simple predicate”. Some verbs do not show an action. Such verbs are called linking verbs. A predicating verb is the chief word in the predicate

that says something about the subject. The predicating word (or predicator) has traditionally been called a verb of “action” (babies *cry*, she *wrote* a letter).

A linking verb is a simple predication; it merely announced that the real predicate follows. The complete word in the complement is usually an *adjective* (The girl is *pretty*) or a *noun* (She is a *pretty girl*). One of the most important differences is that, where as the other linking verbs are followed mostly by predicate adjectives, *be* may be followed by many types of complements:

Adjective	He is <i>handsome</i> .
Noun	He is a handsome <i>boy</i> .
Adverb	The man is <i>here</i> .
Prepositional phrase	Mary is <i>in the house</i> .
Noun clause	We are <i>what we eat</i> .
Infinitive phrase	The problem is <i>to find the right house</i> .
Gerund phrase	The problem is <i>finding the right house</i> .

A linking verb links, or joins the subject of a sentence to a word or words in the predicate. A linking verb tells what the subject is or is like.

According to Beech (1984: 170-172), predicate can be in the form of these following explanations:

#### 1) Verb Phrase

A verb is sometimes made up some of more than one word. These verbs are called verb phrase. A verb phrase is made up of main verb and one or more helping verbs.

Sentences: The boy *is inspecting* the bike.

The wheels *are turning* round and round.

One wheel *was wobbling*.

The main verbs *inspecting*, *turning*, and *wobbling* they tell the action in the sentences. The other verbs-*is*, *are*, and *was* show the time the action happens. *Is* and *are* show present tenses. *Was* shows past tense.

## 2) Compound Predicate

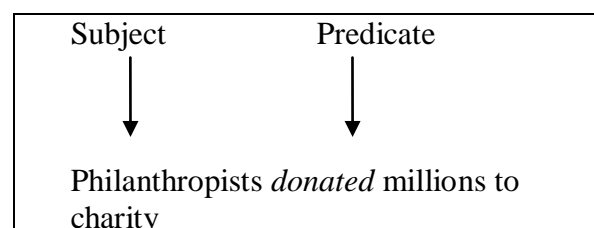
Sentences: Nate *grabbed* his jacket.

Nate *ran out* of the house.

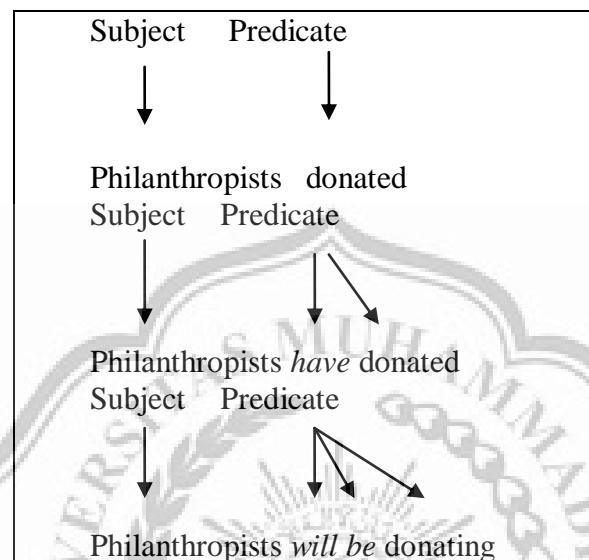
Two simple predicate are combined they form a compound predicate. *Grabbed* and *run* are the simple predicates. A sentence is made from subject and predicate. Subject is the person or a thing is about, while predicate tells about the condition or action of the subject. A subject not always made from a person or thing, but also a pronoun and gerund. Predicate made from verb and linking word.

A predicate is a verb that expresses the subject's *action* or *state of being*.

Example :

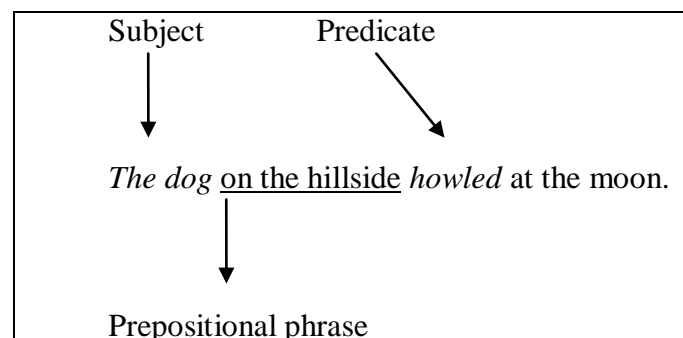


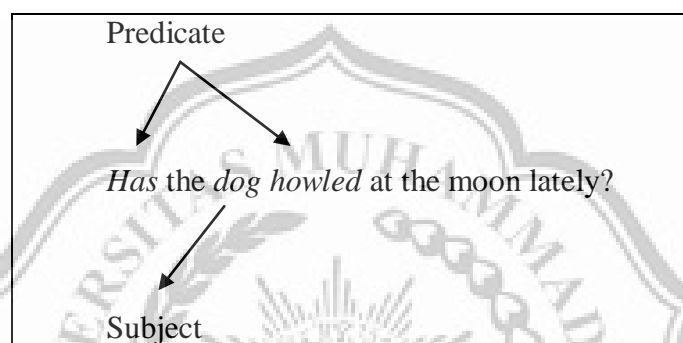
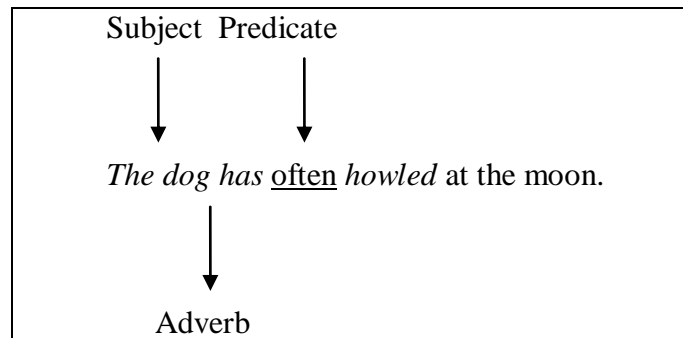
Sometimes the predicate will be composed of *two or three verbs that fit together* - the main verb preceded by one or more auxiliary (helping verbs).



To be a *predicate*, a verb that ends in *-ing* must always have a helping verb with it. An *-ing* verb without a helping verb cannot be a *predicate* in a sentence.

A subject and predicate may not always appear together or in the normal order, as the following examples show:





### C. Error Analysis

The second language in process learning that is clearly unlike the first language. Learning in its trial and error nature (Subjako: 1989: 4) is inevitable that learners in learning the second language will make some errors and mistakes about the use of language rules.

It is not surprising for learner when they research a new language then find some difficulties and make some mistakes or error, because each language has its own rule that must be different with the native's.

Ellis in Tarigan (1995: 68) defines an error analysis as a work procedure , usually used by the researchers, language teachers, includes

collecting samples, error analyzing, error explanation, error classification also error evaluation.

According to Raja T. Nasr adapted from Corder (1980:119) error analysis is: “Error analysis thus provides a check on guesses made by linguistic comparisons and is an important additional source of information for the selection of items to be included in the course of study”

#### **D. Error and Mistake**

In our daily life, some people are confused with the term “Error” and “Mistake”. Those two terms are different, some of us got difficulties in divining the terms “Error” and “Mistake” thus it made them wrong in using the terms. According to Tarigan (1995: 74-75) error and mistake are defined as follows:

- a. Error is caused by the competence factor.

Competence factor here refer to the students’ competence. In this case the students do not know the linguistic system which is used, it happens systematically and will be durable. Correcting can be done by the teacher through remedial, practices, training, etc but it can not be corrected soon.

- b. Mistake is caused by performance factor.

Forgetfulness happens to the students causes mistakes in pronouncing a certain sound, word, spelling, or stress of word or sentence, etc. those are unsystematically and little while. In this case, the

students have already known the linguistic system basically and they will correct it automatically. Table 1 will show the differences between error and mistake.

Table I

The differences between error and mistake

<b>Categories</b>	<b>Error</b>	<b>Mistake</b>
1. Source	Competence	Performance
2. Nature	Systematic	Not systematic
3. Duration	Long	Temporary
4. Linguistic System	Haven't been understood the system	Have been understood the system
5. Result	Derivation	Derivation
6. Revision	By teacher: training, Remedial teaching	By students: focusing Attention

### E. Procedure of Error Analysis

According to Tarigan (1995: 71), there are six steps in work procedure of error analysis namely:

#### 1. Collecting Data

Collect the language errors are made by the students, for example test, writing, or conversation work.

#### 2. Identifying and Classifying Data

Identify and classify the error based on language categories, as pronunciation, word order, word fusion, and sentence composing error.

3. Arranging Level Error

Put error in the right order based on frequency.

4. Clarifying Error

Describe the error place, cause of error and the lecture have to give the correct answer.

5. Evaluating Error

The lecturers make reference in analyzing data in a quantitative or qualitative manner.

6. Repairing Error

The lectures make remedial exercises for the learner in centralizing in the general error.

**F. Types of Error**

The types of error in this research were categorized in to two, those are omission and malformation. According to Tarigan, Djago,(1995: 149-150) omission occurs when the learners omit one of the elements which can be a morpheme word.

Examples: *Adi* : “*What is your name?*”

*Budi* : “*(My name is) Budi*”.

*Adi* : “*Where do you live?*”

*Budi* : “*(I live in) Lembang.*”

The second type is malformation. It occurs when the students do not do the correct form in making the sentence.

Example: *Why does he will go?* (Wrong)

*Why will he go?* (Right)

### **G. Relevant Study**

Relevant studies on error analysis for foreign learners is the study done by Siti Hamin Stapa (2010: vol 16) entitled “Analysis of Error in Subject- Verb Agreement among Malaysian ESL Learner”. This research examined 20 teacher training college from the northern state of Malaysia. The result of the study show that 58, 8% of the examinee wrong in subject- verb agreement. This study examined verb agreement with coordinated subject where the verb that was used must be adjusted with the subject.

