The Analysis Of The Use Of Object Complement In English Sentence And Its Implication Structure For Grammar Learning

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Abstract

The function and application of object complememnts in English sentences are examned in this study, with a focus on syntactic and semantic settings. A grammatical feature known as an objec complement serves to complete or elucidate the direct object, making the statement more accurate and significant. It can be a noun, adjective, or phrase that indicates the status, identity, or condition of the object and ussualy comes after particular verbs like make, name, elect, consider, and find.Main goal of this research is to identify the characteristics of the object complement, identify the type of word or phrase that is most frequently used as an object, and analyze how this structure affects the sentences in a comprehensive way. The method used is a descriptive qualitative approach that gathers data from english language books academic journal and daring sources. The analysis is carried out by classifying the types of objective complement and analyzing the relationships between the verb, object and objective complement. The study finds that object complement are essential for building complex sentences and clarifying meaning. Understanding them helps learners write more varied and accurate sentences. Therefore, greater emphasis on teaching object complements is recommended, especially for intermediate and advanced students, to enhance sentence analysis and academic writing skills.

Keywords : Object Complement, sentence structure, English Grammar, Syntax, Transitive verbs, Linguistic analysis, complex sentence

INTRODUCTION

In English grammar, precise sentence construction is vital for clear communication. One key element in this structure is the object complementt, which follows certain verbs like make, consider, or name, and serves to describe or rename the object (Ninio, 2022). Despite its function in clarifying meaning and generating complex sentences, the object complement is often misinterpreted or over looked by English learnes, particullarly at the intermediate

and advances levels. Misuse of this structure might result in ambigiuty or erroneous sentence formulation (Sanjarbek, 2022). The purpose of this study is to examine how object complements are used in English sentences, classify them, and highlight how crucial they are to grammar training. Learners are expected to create sentences that are more effective and clear as their comprehension improves (Lima, Brown, & Duarte, 2022).

RESEARCH METHODS

A qualitative descriptive method is used in this study to examine how object complements are used in English sentences (Krykoniuk, 2022). Written sources, including scholarly articles, grammar manuals, and real word English text sentence corpora, were used to gather data (Yunita, 2022). Purposively, the data were chosen to highlight sentences with verbs like ,make, consider, find and name that are frequently followed by object complements. Following data collection, the syntactic link between the verb, object, and complementt was examined, and the data were grouped according to the type of object complement (noun. Adjective, or phrase) (Tarsan, Kandang, & Helmon, 2021). Linguistic syntactic theories, especially those pertaining to clause structure and object complement generation, served ad the basis for the analysis (Tarigan & Stevani, 2022).

RESULTS AND DISCUSSION

The results show that object complements are essential to English sentence structure and meaning. Adjectives preponderance as object complements supports the idea that Ocs are frequently employed to convey an objects state or quality (Yuni, 2022). Sentences that demonstrate how the verbs action alters an objects state, such as "The teacher made the students confidentt," make this clear (Fitriana & Nurazni, 2022). Furthermore, it was verified that the verbs that object complements followed the most often were make, consider, and find (T. N. Fitria, 2021). The grammatical requirement of OC in creating ccoherent and meaningful sentences is sown by the fact that these verbs need complements to compleate their meaning (Afrianto, Sujatna, Darmayanti, & Ariyani, 2021). This emphasizes how curcial it is to comprehend verb-complement combinations when learining advanced English grammar (R. A. Fitria, Sabarun, & Miftah, 2022). Item complements provide importantt semantic information that influences the interpretion of the item (Berry, 2018). They are necessary for communicaton to be clear and precise because they describe the identify, function, or state of the item. Sentences could become unclear or semantically lacking without them (Agustam, Salija, & Talib, 2022).

Sentence Structure Object Complemet

In English grammar, an object complement is an essential syntactic element that follows a direct object and provides additional information about it (Schmidt-Fajlik, 2023). It completes the meaning of the object and typically appears after certain verbs (Anggraini, Arianto, & Hidayanto, 2020),(Chang, 2011). The general structure of sentences containing an object complement is (Wazeer, 2023):

Subject + Verb + Object + Object Complement

The object complement describes or defines the object more specifically.

Examples: "The teacher made the students happy."

happy is the OC describing the students.

They elected Sarah leader.

leader is the OC identifying the new role of Sarah.

Types of Object Complements

Object Complements come in various grammatical forms (Susanti, 2019). Common types include (Andriani, Yuniar, & Abdullah, 2021):

a) Nouns

Used to assign a new identity or role to the object.

We elected him chairman.

They named the dog Max.

b) Adjectives

Describe the condition or quality of the object after the action.

She made the room clean.

They found the task difficult.

c) Bare Infinitives (Verb base form without "to")

Used with verbs such as make, let, and have.

He made me cry.

She let them leave.

d) Present Participles (V-ing)

Used with verbs like catch, keep, leave.

I caught him sleeping.

She kept us waiting.

e) Noun/Adjective Phrases

They considered the proposal highly effective.

We declared her the best option.

Object Complement Functions:

a) Recognizing the item after some verbs, the object is named or categorized using object complements (Dizon & Gayed, 2021).

   Example: He was voted president by us. ("President" defines the function of "him.")

b) Explaining the item following an action, object complements define an attribute, condition, or quality of the object (Lestari Kasih Grasella Nahampun, Herman, Christina Natalina Saragi, & Nanda Saputra, 2022).

   Example: The asignment was challenging for the teacher. The assignment was challenging for the teacher. (The assignment is described as "difficult".)

c) Comunicating the outcome or impact on the object additionally, they convey an action or state that results directly from the subjectts activity pn the object.

   Example: They brought him to tears. (The action cause him to start crying.)

Implications for Grammar Instruction

Despite its structural and semantic importance, the object complement is often overlooked in grammar instruction (Mandasari & Wahyudin, 2021). Teachers tend to focus on basic sentence patterns (S-V-O), leaving more advanced structures like S-V-O-OC underexplored (Nazari, Boustani, & Sheikhi, 2022). Yet, mastering object complements significantly improves learners' writing and sentence construction skills (Du & Qian, 2022).

Effective grammar teaching should (Ali, 2022):

Explicitly introduce the S-V-O-OC structure.

Provide guided exercises that involve sentence transformation and analysis.

Focus on common OC-triggering verbs through contextual examples.

Include identification drills and error correction activities.

By understanding how object complements function, learners can build more accurate, meaningful, and varied sentences (Nurhayati, 2020). This understanding supports not only writing but also reading comprehension and spoken fluency, particularly in academic or professional contexts (Lensch, 2018).

The frequent mistakes students make when writing, including misplacing the complementor using adverbs in place of object somplements,point to a lack of formal grammatical teaching (Fahmi & Cahyono, 2021). Learners may find it more difficult to construct precise and sophisticated phrases if they are unaware of its structure (Mubarok et al., 2020). Thus, teaching object somplements should be given more attention in grammar training, especially for intermediate and advanced students who want to get better at academic writing and sentence structure (Nurul & Hakiki, 2021).

CONCLUSION

This study has explored the syntactic and semantic roles of object complements in English sentences, emphasizing their significance in sentence construction and meaning clarification. The analysis revealed that object complements whether in the form of nouns, adjectives, phrases, or verbals function to complete or redefine the direct object, particularly after certain transitive verbs such as *make*, *consider*, *find*, and *name*. Their proper use contributes to the grammatical completeness and semantic depth of a sentence, allowing for more nuanced and accurate expression. Through a descriptive qualitative method, the research identified that adjectives are the most frequently used object complements, typically expressing the state or quality of the object. The study also highlighted that object complements are essential in forming complex sentence structures (S-V-O-OC) that are often underemphasized in language instruction. The misuse or neglect of this structure leads to ambiguity and limits learners' ability to construct sophisticated sentences. The pedagogical implication is clear: greater emphasis should be placed on teaching object complements, particularly at intermediate and advanced levels. Explicit instruction, supported by contextual examples and targeted practice, can help learners internalize this structure, thereby enhancing their writing accuracy, fluency, and syntactic awareness. In advancing the field, this research reinforces the need for comprehensive grammar instruction that goes beyond basic sentence patterns. Future research might examine the acquisition of object complements among second-language learners across proficiency levels, or investigate how object complement mastery influences academic writing performance.

Acknowledgments

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