

ABSTRACT

The objectives of this research were to investigate Thai learners' judgments on complements and adjuncts in simple declarative and interrogative sentences. It was conducted to determine if subjects were able to judge complements more accurately than they were to judge adjuncts, and identify if judgment on interrogatives, irrespective of the complement and adjunct status, is less accurate than judgment on declaratives.

Grammaticality judgment (GJ) test data in research design were employed to reveal Thai learners' intuition about the internal hierarchical structure of the syntactic constituents of the grammatical system with respect to complements and adjuncts in simple declaratives and interrogatives. The population of this study was 60 students at Assumption College, Bangkok, Thailand, in the academic year 2008. To determine whether or not the hypothesis of the study was supported, the comparative means, paired-samples *t* test and one-way ANOVA were employed.

The results showed that subjects were able to judge complements more accurately than they were to judge adjuncts according to the result from ANOVAs with repeated measures comparing between all groups' judgment on declarative complements and declarative adjuncts. Also, based on the result from ANOVAs with repeated measures comparing between all groups' judgment on declarative adjuncts and interrogative adjuncts, subjects were able to judge interrogatives better than they were to judge declaratives.

Difficulties of the judgment on complements and adjuncts in declaratives and interrogatives in English simple sentences are also discussed. It is also suggested that the distinction of complements and adjuncts is a key concept underlying many structures of grammatical system, and that this should explicitly be exposed and taught to students in an English class so that students perform better when they read or write English sentences.