The Effect of Diagraming Sentence on the Students' Achievement in Identifying Adjective and Adverb

Erlindawaty[1] and Adinda[2]

[1] *University of Muhammadiyah Sumatera Utara, Medan, Indonesia,* ✉ *erlindawaty@umsu.ac.id*
[2] *University of Muhammadiyah Sumatera Utara, Medan, Indonesia,* ✉ *adindakelasb@gmail.com*

ABSTRACT
The objective of this study is to find out the effect of using diagramming sentences on the students' achievement in identifying part of speech, especially for adjectives and adverbs. The research was conducted at the Faculty of Teacher Training and Education University of Muhammadiyah Sumatera Utara. The Population of this study were all the third Semester Student in 2017/2018 academic year. There are 5 parallel class, they are 3 A Morning, 3B Morning,, 3C morning, 3A Afternoon and 3A evening class. The writer took 3A and 3B morning classes by using purposive random sampling. The research design was descriptive quantitative. Pre and post-test were used in collecting the data. The finding showed that t_o was 1.054 while t_t was 0,254 ($t_o > t_t$), it means there was a significant effect on the students' achievements in identifying adjectives and adverbs by applying diagramming sentences.

Keywords: Diagramming Sentence, Adjective, and Adverb

1. INTRODUCTION

Erlindawaty (2019) said that Grammar is related to the meaning and the impact of what we write and say; it gives us the words to speak about the choices to communicate. By mastering grammar, someone can write, read, and speak well. Manurung, YH (2019) said " not all learners are able to build meaningful communication in effective ways. Thus, in order to get their message across, students make their best use of all available resources (such as vocabularies, grammar, pronunciation, etc.)."

Based on the quotation above, it can be concluded we have to master grammar because grammar is very important in building a good sentence so we can communicate either in speaking and writing. In learning grammar, the learners have to know well about part of speech because if we do not understand the parts of speech, we will not be able to place parts of speech in the right position in sentence. Speaking English without knowing well about parts of speech like drawing car without knowing the names for the parts of the car.

The writers found that the students' competence in learning part of speech is considered to be at a low level. They were bored in learning grammar because they were not able to identify the parts of sentence. especially for adjectives and adverbs. The writer tried to use diagraming sentence to solve the problem in learning part of speech especially for identifying adjective and adverb.

Considering the gap between reality and hope, the writers wish to offer a solution by teaching Structure in a more pleasant way by diagramming sentence. Students will be actively involved because they will make the sentence given by the lecturer and practice directly through the use of lines.

Amstrong (2008) in Diani said that leraning style is the solution to numerous specific needs. In order to be a more effective educator for all students, teacher need to know a variety of different techniques. The use of sentence diagramming technique is expected to influence the learning outcomes of FKIP UMSU students in mastering the sentence structure so they can put all the words in the right position.

The Objective of the Study
1. to find out the Effect of Diagramming Sentence on the Student Achievement in Identifying Adjectives and Adverbs at English Language Program of Education Department, University of Muhammadiyah Sumatera Utara
2. to find out how much Diagramming Sentence influences students' learning outcomes in identifying part of speech.

Significance of the Study
1. improving the students learning competence in using adjective and adverb in the their sentence.
2. motivating English teacher to use diagraming sentence in teaching part of speech

Previous Study

Hendri (2016) Students' Ability to Use Descriptive Adjective in Sentence. This study focused on describing the type of adjective The results of this study indicate that there are six types of adjectives in English, they are: demonstrative adjectives, distributive adjectives, quantitative adjectives, interrogative adjectives, possessive adjectives, and adjectives of quality.

Khaisaeng et al (2017) An Analysis of Parts of Speech Used in Students' Weekly Magazine in Online. The study focused on analyzing context to eight categories of English like Nouns, Pronouns, Adjectives, Adverbs, Verbs, Prepositions, Articles, and Conjunction usage toward Student Weekly Magazines Online

Review of Literature
Diagraming Sentences

"Diagramming Sentences will help students of all ages learn how the parts of speech fit together to make clear and complete sentences. It shows visual learners how to diagram sentences to help them understand why some sentences may not sound or look right". (White, DB: 2004) "The sentence may be further divided according to the function each word has in the subject-predicate relationship. Each of these functions is classified as a different part of speech. The part of speech known as nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjection". (Frank: 1992)

From the quotation above it can be concluded that one way to start learning about the structure of basic sentences is to consider parts of speech and word functions (also called word classes): nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, articles, and interjections. To better understand what part of speech is we must know its meaning, position, and the use in sentences.
Being able to identify the part of speech is really necessary so that we can build the sentence in a good structure. This study focused on how to identify adjective and adverb easily by diagraming sentence.
Vito (2006) stated that there are eight parts of Speech, namely:

1. Noun	person, place, thing, or idea tests: can be made plural or possessive can substitute a pronoun for a noun
2. Pronoun	takes the place of a noun categories: personal (nominative or subjective, objective, reflexive or intensive, possessive) impersonal (indefinite, reciprocal, interrogative, demonstrative, relative)
3. Verb	shows either action (transitive or intransitive) or state of being (be verb or linking verb) of the subject of the sentence last verb in a verb

	phrase determines whether verb is an action or state of being verb; may be preceded by a modal, and/or a form of have, and/or a form of be, or a form of do.
4. Adjective	modifies a noun or pronoun answers (1) which one? (2) how many? (3) what kind?
5. Adverb	modifies a verb, an adjective, or another adverb answers (1) how? in what manner? under what condition? (2) when? (3) where? Adverb can often move within a sentence without changing meaning; adverbs that answer the question "how?" often end in -ly
6. Preposition	relates a noun or pronoun (the object of the preposition) to the rest of the sentence; every prepositional phrase acts as either an adjective or an adverb
7. Conjunction	connects words, phrases, or clauses categories: coordinating, subordinating, correlative, conjunctive adverbs
8. Interjection	expresses emotion, modifies a verb, an adjective, or another adverb answers (1) how? in what manner? under what condition? (2) when? (3) where?

Adjective

Eastwood (2002): An adjective modifies a noun. The adjectives here express physical and other qualities (large, quiet, friendly) and the writer's opinion or attitude (excellent, beautiful). The adjective residential classifies the area, tells us what type of area it is.
1. This area is very quiet.
2. It is mainly residential

Adjectives can also express other meanings such as origin (an American writer), place (an inland waterway), frequency (a weekly newspaper), degree (a complete failure), necessity (an essential safeguard) and degrees of certainty (the probable result).

Adverb

Brinton (2000): "It is traditional to say that an adverb modifies verbs, adjectives, and other adverbs"
1. She works **hard;** the words 'hard' explain the verb works.
2. I am very **happy**; the word 'very' explains the adjective happy.
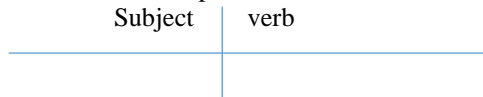3. The old woman walks very slowly

We use an adverb, not an adjective to say how something happened or was done.
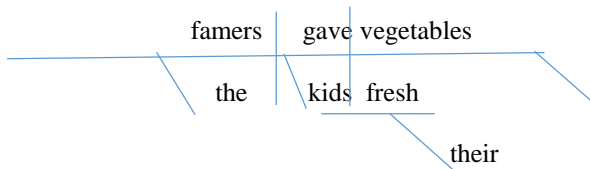1. I've always greatly enjoyed his novels, (not ...great enjoyed...)

2. The people who work in that shop always talk politely to customers, (not ...polite...)
3. to modify adjectives, including participle adjectives
4. It was strangely quiet in the room. • They had a beautifully furnished house.

How to diagram sentence?

1. **Draw a horizontal line with a small vertical line through the middle.** To the left of the vertical line, write your subject (Noun). To the right of the vertical line, write your verb. This is the most basic complete sentence
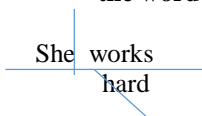
Subject | verb

2. **Place indirect objects beneath the verb.** In general, indirect objects could take a preposition and so are drawn with a diagonal line coming off of the word they modify.

famers | gave vegetables
the | kids fresh
their

In the above sentence, *The farmers gave their kids fresh vegetables*, **farmers** *is the subject,* *gave* is the verb, **vegetables** is the direct object, **kids** is the indirect object, **the** is an article, **their** is a possessive pronoun, and **fresh** is an adjective modifying *vegetables*.
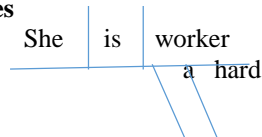Note:

a. put determiner **the** under noun farmer to the right of the slash because it describes the word **famer.**
b. put indirect object **kids** under the verb gave with a horizontal line
c. put the word **their** under the word **kids** to the right of the slash
d. put the word fresh under the word vegetables to the right of the slash
3. **Place an adverb by drawing a slash below the word it describes**

She | works
hard

The word **hard** explain the verb works so we have to put the **hard** under the word works to the right of the slash.

4. **Place an adjective by drawing a slash before the word it describes**

She | is | worker
a | hard

The word **a** and **hard** explain the noun worker so we have to place **a** and **hard** under the word worker

2. METHOD

Descriptive quantitative was applied in this research. The instrument of research was pre / post tests in the form of essay tests. The pre-test aimed to measure the students' current level in Structure. A post-test was given to them at the end of the treatment, to measure their level of achievement. Both tests were in written tests. The instrument of the test is the objective test in the form completion test and multiple choice Test. Each test has 20 questions. The pre-test measure their level in Structure especially in identifying adjective and adverb while the post-test showed how this technique can affect their achievement in learning part of speech. The tests were taken from the book grammar by diagram written by L Vitto.

Data Collection Procedure

First of all, the students were divided into experimental group and control group. A pre-test was given to students during the first week of teaching. Then the researcher gave treatment to the experimental group by applying sentence diagraming in teaching part of speech during 4 weeks (4 meeting) . On the other side, the researcher taught the control group in a lecturing method. After one month, the researcher gave the students the post-test to see how diagramming sentences technique affected their competence in identifying part of speech. Finally, the researcher analyzed the results of pre and post tests for both experimental and control group to get the final results.

3. RESULTS AND DISCUSSION

In this section, the data obtained from the test before teaching by using diagramming sentences and the test after teaching by using diagramming sentences were presented and discussed. The data were analyzed by applying t_{test} formula. The finding showed that t_o was 1.054and t_t was 0.254. it means $t_o >$ from $t_t.$ in conclusion, there was a significantly effect of applying diagraming sentence on the students' achievement in identifying adjective and adverb in the sentence

Table I. The Result of Pre Test and Post Test in Control and Experimental Group

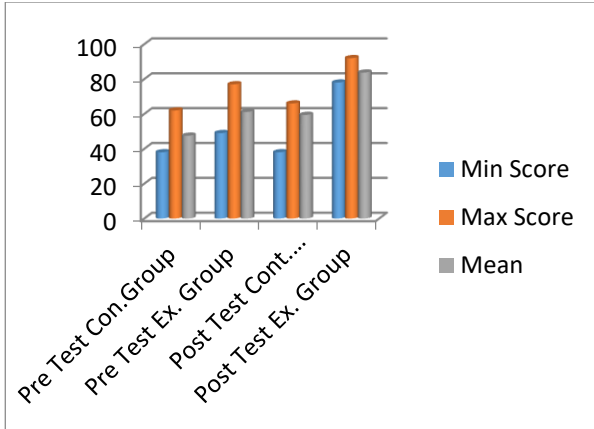| No	Description	Control Group		Experimental Group	
		Pre Test	Post Test	Pre Test	Post Test
1	Minmum Score	38.00	38.00	49.00	77.00
2	Maximum Score	62.00	66.00	77.00	92.00
3	Mean	47.50	59.43	61.17	83.73

Figure I. The Resultof Pre Test and Post Test in Control and Experimental Group

4. CONCLUSSION

Having analyzed the data, it can be concluded that:

1. There was significant effect of Diagraming Sentence on the Students' Achievement in Identifying Adjective and Adverb. It was proved from the result of t-critical was 1.054 and t_t 0.254 with $\alpha = 5\%$ and degree of freedom (df) = 58. It means that Ho rejected and Ha acccepted.

2. Based on the result, the mean of pre test for experimental class was 61.17 and the mean of post test for experimental class was 83.73, it means there was the effect about 26.94%

ACKNOWLEDGMENT

I especially thank to Task Force Team in English Program who motivated me to join this seminar. Special thanks are due to Selamat Husni for his help and encouragement.

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