

# **AN ANALYSIS OF THE THIRD YEAR STUDENTS' ABILITY TO ANALYZE SIMPLE PRESENT SETENCE USING TREE DIAGRAMS AT ENGLISH DEPARTMENT OF BUNG HATTA UNIVERSITY.**

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## **Abstract**

**This research was to describe the students' ability to analyze simple present sentence using tree diagrams. The researcher used the descriptive method and the population of this research was the third year students of FKIP, Bung Hatta University. The researcher used cluster random sampling to select the sample. The data of the research were students' scores in analyzing the sentences in the written test form. The test was tried out to the students out of sample (A class) since the instrument was categorized non-standard test. To know the reliability of the test, the researcher used Pearson Product Moment. The reliability of the test was 0.71 and it was categorized in high level. The test was reliable. In general, the students' ability in analyzing simple present sentence using tree diagrams was categorized in moderate ability because 20 (54%) of the students in range score 35.99 and 67.15. In specific, the result of analyzing the data showed that the ability of the third year students in analyzing positive, negative and interrogative verbal sentence in simple present using tree diagrams was categorized low ability because 35 ( 95%) of the students in range score 35.91. The students ability to analyze positive, negative and interrogative nominal sentence was categorized moderate because 15 (41%) of the student in range score 5. Therefore, by knowing students ability to analyze simple present sentence using tree diagram, the researcher expects that the students should increase their motivation and their interest in studying syntax material.**

**Key Words: Ability, Simple Present, Tree Diagrams**

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## **Introduction**

In linguistics, syntax is the study of the rules that govern the ways by which words are combine to form phrases, clauses, and sentences. Syntax is one of

the major components of grammar (Nordquist, 2013). Akmajian, Demers, Harnish (1984:182,187) state that there are some ways of analyzing sentence in

syntax; they are tree diagram (called phrase marker) and box diagram.

Tree diagram will make easier to analyze the structure of the phrase or sentence, because tree diagram shows the difference of every words contained in phrases or sentences and in tree diagram, sentence indicated by branching of the line. Sentence is the group of the words, it consists of noun and verb that described idea. One of the sentences that can be analyzed by using tree diagram is simple present sentence. Simple present sentence of the English language is essential for basic communication, because of this, simple present sentence commonly taught as the foundation of the language and other tenses built from this foundation.

The simplest form of simple sentence can consist of one subject and one verb (Luke, 2013). The third year students who have studied syntax in the fourth semester of English Department of Bung Hatta University still faced some difficulties in analyzing the simple present sentence using tree diagram. They were confused about which one is a noun, verb, adjective, preposition, etc. They did not understand how to divide phrases and sentences using the tree diagram based on the exact position, and difficult to

understand the relationship between words in simple present sentence.

The researcher found these facts from the result of interview of the third year students. The number of the students when interviewed were nine students. It was proved by the students' scores in syntax subject. Based on the students score in syntax material, the researcher assume that the ability of the third year students of FKIP, Bung Hatta University isn't good.

Linguistics is the scientific study of human language. Linguistics can be broadly broken into three categories or subfields of study: language form, language meaning, and language in context (Wikipedia, 2013). It means that the linguistics is widely study about language. Actually, syntax is a part of linguistics of every language.

There are two categories of syntactic categories, the first is lexical categories that consist of noun, verb, adjective preposition and the second is non-lexical categories that consist of determiner, degree word, qualifier, auxiliary, and conjunction. According to Aronoff (1997:164-165), syntactic categories consist of lexical categories and non-lexical categories.

Generally, a sentence structure contains a noun phrase and a verb phrase.

Actually, sentence is the way to shows the idea or thought, it describes the statement, comment and so on, the sentences are contained in the tense. There are some basic of tenses, they are simple present tense, simple past tense and simple future tense.

The first is simple present sentence, it is a form of activity that is usually done on a daily or routine activities that constitute a person's life. Simple present sentence describes factual information such as general truth, sativa verb, describes situation that are more or less permanent, conditional zero, describes about the future after some words like when, until, and before.

Actually, simple present sentence has three forms, they are positive form (verb 1), negative form (add not) and interrogative form (do/does, is/are at the beginning of the sentences). There are two types of simple present sentence. The first is verbal sentence. It sentence consists of subject and predicate which noun is put as object and verb as predicate. The second one is nominal sentence, it is a sentence which predicate is not a verb but is joined to the subject by a copula containing a verb.

In analyzing constituent structure, we can use tree diagram or box diagrams.

Tree diagram is a form of simple diagrams and easy to understand in explaining things. A tree diagram is a representation of a tree structure, a way of representing the hierarchical nature of a structure in a graphical form (Wikipedia, 2013). In addition, Akmajian, Demers, Harnish (1984:187,194) explain that tree diagram can represent a certain variety of structural and relation concepts. In the tree diagram, the sentence indicated by using branching of the lines, rather than by levels in a box.

Even though box diagram might adequately represent constituent structure information just for our purpose, we will nevertheless continue to represent syntactic structure by means of tree diagram.

Actually, the purpose of this research were;

1. In general, to find out the ability of third year students to analyze simple present sentence using tree diagrams.
2. In specific, to find out (i) the students' ability to analyze positive, negative and interrogative verbal sentence in simple present using tree diagrams. (ii) The students' ability to analyze positive, negative and interrogative

nominal sentence in simple present using tree diagrams.

## **Methodology**

In this research, the researcher used the descriptive method. Descriptive research involves collecting data in order to answer question concerning the current status of the subject of the study (Gay, 1987:220). In addition, Sukardi (2003:163-164) states that descriptive research is a research method that attempts to describe the object or subject under study, with the aim of describing systematically the facts and characteristics of the object under investigation in a timely.

According to Gay (1987:101), sampling is the process of a selecting a number of individuals for a study in such a way that the individuals represent the larger group from which they were selected. The individuals selected comprise a sample and the larger group referred to as a population. The population of this research was the third year students of the English Department of Teacher Training and Education at Bung Hatta University, Padang in academic 2012/2013. They were 112 students and spread out in three classes.

Among the available sampling techniques, the researcher used the cluster random sampling technique. Cluster sampling is sampling of group, it is not individual, they were randomly selects and all groups have the same characteristics (Gay, 1987:110).

Gay (1987:127) states that a test is a means of measuring the knowledge, skill, feeling, intelligence, or attitude of an individual or group. The test of this research was written test. In this test, the researcher provided six sentences. After looking at the sentences and understood the directions, students are asked to analyze simple present sentences using tree diagram. The time allocated was 60 minutes and each sentence has 10 minutes. The reason used the written test because the researcher wanted to know how the students' ability in analyzing simple present sentence using tree diagrams.

Gay (1987:128) says that the correct definition of validity is the degree to which a test that measures what supposed to measure. Brown (2004:22) says that one of the types of the test validity is content validity. It means that the test is valid if it fixes with the material that has given to the students and the written test constructed based on teaching material (syllabus). In the syllabus the

lecturer used the tree diagram to teach the syntax material. It means that validity is essential in constructing a good sentence test and the researcher consulted the test with the advisors.

Gay (1987:162) says that reliability is the degree to which a test consistently measure all the items that want to measure. Actually, to make the test reliable, the researcher did the try-out test to the students (out of the sample). To know the reliability of the test, the researcher used the two scorer method. To calculate the coefficient correlation, the researcher used Pearson Product Moment formula (Arikunto, 2009:72).

Actually, to prove the test was reliable, the researcher did the try out to A class. Actually, the members of the A class were 38, but some of them didn't come at the time with some of the reasons, so the researcher did the try out only to 20 students in June 4, 2013 on Thursday (13.00 WIB). Try out was done since the instrument was categorized non-standard test, it means the instrument was developed by the researcher herself. After conducting the try out, the researcher found that the degree of coefficient correlation of the test was 0,71 (see Appendix 4). It categorized in high

correlation, if the coefficient correlation is high, the test is classified reliable.

The total scores of all correct answer were 100. The highest score for tryout test was 82 and the lowest one was 10. In this research, in order to gather the data from the test, the researcher asked the students to do the test, the test consisted of six items. The researcher gave 18 scores for number one, 19 scores for number two, 19 scores for number three, 13 scores for number four, 17 scores for number five, and 14 for number six. So that the weights of the sentences are not the same. For the total score, the researcher gave 100.

#### Technique of Analyzing Data

In analyzing the data, the researcher used the procedures as follows:

1. The researcher presented the raw score
2. The researcher calculated Mean (M) and Standard Deviation (SD)

To calculate Mean (M), the researcher used the Kusais' formula, 2012:35). After know all of them, the researcher categorized the students ability in three ability, high, moderate and low ability, and after the researcher know their ability, the students showed in the percentages.

#### Findings and Discussions

After the researcher calculated the data, the researcher interpreted the data. The interpretation were divided into three parts: (i) the students' ability to analyze positive verbal sentence, negative verbal sentence and interrogative verbal sentence in simple present using tree diagrams, (ii) the students' ability to analyze positive nominal sentence, negative nominal sentence and interrogative nominal sentence in simple present using tree diagrams, and (iii) the students' ability to analyze simple present sentence using tree diagrams.

(i) The students' ability to analyze positive, negative and interrogative verbal sentence in simple present using tree diagram. To measure it the researcher counted Mean and Standard Deviation. The data can be seen in the percentage of the students' result. The result showed that there were no student in high ability in range score 64.41, two of the students in moderate ability, in range score 55.16-64.41, and thirty-five of the students in low ability in range score 35.91.

The scores were grouped into three result of the students' ability to analyze positive, negative and interrogative verbal sentence in simple present using tree diagrams as follows; 0% of the students were high ability, 2% of the students were

moderate ability and 95% of the students were low ability.

No	Frequency	Classification	Percentage
1	0	High	0%
2	2	Moderate	5%
3	35	Low	95%
		Total	100%

The result indicated that the students' ability to analyze positive, negative and interrogative verbal sentence in simple present using tree diagrams was low ability.

(ii) The students' ability to analyze positive, negative and interrogative nominal sentence in simple present using tree diagrams. To Measure it the researcher calculated mean and standard deviation. The result showed that there were ten students in high ability in range score 25, fifteen of the students in moderate ability in range score 5- 25, and twelve of the students in low ability in range score 5.

If the scores were grouped into three the result of the students' ability to analyze positive, negative and interrogative nominal sentence in simple present using tree diagrams as follows; 27% of the students were high ability, 41% of the students were moderate ability and 32% of the students were low ability.

No	Frequency	Classification	Percentage
1	10	High	27%
2	15	Moderate	41%
3	12	Low	32%
		Total	100%

The result indicated that the students' ability to analyze positive, negative and interrogative nominal sentence in simple present using tree diagrams was moderate ability.

(iii) The students' ability to analyze simple present sentence using tree diagram. The result showed that there were six students in high ability in range score 67.15, twenty of the students in moderate ability in range score 35.99 - 67.15, eleven of the student in low ability in range score 35.99.

The scores were grouped into three the result of the students' ability to analyze simple present sentence using tree diagram as follows; 16% of the students were high ability, 54% of the students were moderate ability and 30% of the students were low ability.

No	Frequency	Classification	Percentage
1	6	High	16%
2	20	Moderate	54%
3	11	Low	30%
		Total	100%

The result indicated that the students' ability to analyze simple present sentence using tree diagram was moderate ability.

The data analysis showed that the ability of the third year students of English Department of Teacher Training and Education of Bung Hatta University to analyze positive, negative and interrogative verbal sentence in simple present using tree diagrams was moderate ability because 35 ( 95%) students didn't do the test well.

They didn't know that 'my' is the possessive pronoun, the students didn't know that question and negative generate from the mood as the form of the sentence, The students didn't know that v is generate from VP, do is generate from do for verbal sentence, adj is generate from advp, det and noun are generate from NP no one of the students in high level and just 5% of the students were moderate. The second is the ability of the third year students to analyze positive, negative and interrogative nominal in simple present using tree diagrams, there were 41% of the students was moderate.

The result of the students' ability to analyze simple present sentence using tree diagrams was moderate, because 54% of the student didn't do the test well.

## **Conclusions**

After the researcher analyzed the data, based on the finding of the research, the researcher concluded that:

- a. The students' ability of the third year students of English Department, the Faculty of Teacher Training and Education of Bung Hatta University to analyze positive, negative and interrogative verbal sentence in simple present using tree diagram was low. It was proved by the fact that 95% of the students in low ability.
- b. The students' ability of the third year students of English Department, the Faculty of Teacher Training and Education of Bung Hatta University to analyze positive, negative and interrogative nominal sentence in simple present using tree diagram was moderate. It was proved by the fact that 41% of the students in moderate ability.
- c. In, general, the students' ability of the third year students of English Department, the Faculty of Teacher Training and Education of Bung Hatta University to analyze simple present sentence using tree diagram were moderate. It was proved by the fact that 54% of the students in moderate ability.

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