

## The Effect of Using Diagramming Sentence to Enhance Grammar Skill

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### Abstract

This research aimed to investigate the effectiveness of using diagramming sentences to improve grammar skill. The participants of this research were 14 students studying at a freshmen level in Yanbu University College in Yanbu industrial city – Saudi Arabia. Their ages were between 19-21 years. Their English proficiency was intermediate level. It was a quantitative study. A pre and post-tests were used to collect data. The results of pre and post-tests showed a positive effect toward using diagramming sentence technique for improving grammar skill. Based on the findings, English language teachers are recommended to implement diagramming sentence technique to improve English grammar skill.

**Keywords:** diagramming sentence, grammar skill, intermediate level

### INTRODUCTION

In YUC especially in Applied Linguistic major, the students need to be very good at the grammar of English language, because if they understand the grammar and know how to use its rules they will be good in all language skills. Therefore, the students need to develop their grammar skill because most of them have difficulties to understand some rules in the grammar. There is a very useful technique that gives students a chance to understand grammar very well, also makes them enjoy learning grammar. This technique is diagramming sentences, Diagramming sentences help the students to identify the different parts of a sentence in a logical way, and how different parts of speech work together to produce the meaning. Therefore, this technique will enhance the grammar skill of freshmen students.

### STATEMENT OF THE PROBLEM

The freshmen students of YUC face problem in understanding some of the grammar rules, so they starting disliking to learn grammar. The researcher chose this problem because grammar skill is the most important skill and by good grammar skill, students

will be good in all the skills of the language. Therefore, the researcher wanted students like and enjoy learning grammar by using diagramming sentence.

### **PURPOSE OF THE STUDY**

The purpose of this study was to investigate the effectiveness of the diagramming sentences for improving Grammar skill.

Research Question: Does the use of diagramming sentences enhance freshmen students' grammar skill?

### **LITERATURE REVIEW**

The first study was conducted by Khitam Hasan Al Sayed Abu Taleb. (2015) to show The Effectiveness of Pseudo Roles on Improving Grammar in Context for the Ninth Graders in the North Gaza Governorate. The participant were 46 students from Al-shaimaa preparatory school for girl. The participants were divided equally into two equivalent groups: a control group and an experimental one. The students' native language was Arabic and their proficiency level in English was low. The research was mix method research. The tools that were used in this research were grammar achievement test for the ninth grade, a questionnaire for students and a questionnaire for teachers of English. The researcher used a self-made tool to collect data from the students and teachers in Tirunelveli district and analysed it with the help of Mean, SD and T-test. The results showed that learning grammar with games using pseudo names and role-play games was effective because it increased students' motivation, made their attitudes to English classes positive, and enhanced their self-confidence and thus led to better learning in grammar.

Another study was conducted by Abdul Mundzir ,Haryanto and Kisman Salija (2016) to show how Use of Folktale Movie Improving Students' Grammar Mastery at SMAN 1 Maros. The research was conducted in State University of Makassar, Indonesia. The participant were the students of the second grade of SMAN 1 Maros of South Sulawesi. They were 40 students, twenty of them were experimental group, and the other twenty were control group. The students' native language was Indonesian language, and their level of proficiency was average. The research type was descriptive quantity, and the data of this research was collected by employing the research tool which were pre-test, post-test, assignment, and questionnaire. The result of this study showed that there was a great difference between the students who were taught by using folktale movie and without folktale movie, it was proved of the experimental group which were higher than the control group.

The differences between these studies and this study, they use different tools in their research, they had a long time to do their study, and they use different techniques in improving grammar skill. The similarity is that these studies and this study had positive results.

## **METHOD**

This study was a quantitative research. It involved pre-post tests for grammar skill exercises for collecting the data.

### **Instruments**

The research tool used in this study was Pre / post written tests. The pre-test aimed to measure the students' current level in grammar. A post-test was given to them at the end of the course, to measure their level of achievement. Both tests were written tests.

**Pre-tests and post-tests:** The tests were filled in the blank and multiple choices. Each test had 10 questions. The pre-test measure their level in grammar especially to differentiate between adjective and adverb. On the other hand, the post-test showed how this technique enhanced their level. The tests were from web site but I made a little changes to be different from the original (see Appendix A for the pre-test) and (see appendix B for the post-test).

### **Participants**

The participants were 14 freshmen female students at YUCW. Their age was between 19 to 21 years. They were Arabic native speaker, and had an average level of English language proficiency.

### **Data Collection Procedure**

First of all, A pre-test was given to students during the first week of teaching. The participants were divided into experimental group and control group. Then the researcher taught the experimental group how to do diagramming sentences during one week of practicing with the researcher. On the other side, the researcher taught the control group in a traditional method. After this week, the researcher gave the students the post-test to see how the diagramming sentences technique affect their grammar's level. Finally, the researcher analyzed the results of pre and post tests for both experimental and control group to got the final results.

## **RESULTS AND DISCUSSION**

In this section, the data obtained from pre-test and post-test are presented and discussed. A pre-test were given to the both experimental and control group, the test were given to them was ten statement of fill in the blank. After week of teaching the experimental group the diagramming sentences, the researcher gave them the post-test which include ten multiple choice question. The results showed that the use of diagramming sentence enhanced students' grammar skill.

### **Pre-test**

The first tool of data collection was the pre-test which was given to both experimental and control group before they know about diagramming sentence technique (see appendix A).

**Table 1.** Distribution of the mean scores on the pre-test

	Control	Experimental
Number of students	7	7
Mean	8.2	8.6
Maximum	9.5	9.5
Minimum	7.5	6

The results of the pre-test showed that the level of the students in grammar was not bad. However, it needed to be improved. The grades of the experimental group showed that two of the students got the grade 9.5, two of them got 9, two of them got 8.5 and one of them got 6.5. For the control group, the grades showed that two of the students got 9.5, two of them got 8.5, one of them got 8, one of them got 7.5, one of them got 7 and one of them got 6.

### Post-test

The second tool was the post-test that was given to the experimental and control group students after the researcher taught them how to use diagramming sentence. On the other hand, the control group were taught with a traditional method on teaching grammar (see appendix B).

**Table 2.** Distribution of the mean scores on the post-test.

	Control	Experimental
Number of students	7	7
Mean	8.5	9.2
Maximum	10	10
Minimum	7	8

These results showed the differences between experimental group and control group. The experimental group got higher marks than the control group. The grades of the experimental groups showed that four of the students got the grade 10, two of them got 9, and one of them got 8. For the control group, the grades showed that three of the students got the grade 9, two of them got 8, one of them got 10 and one of them got 7.

The results of pre and post-tests were different. The average mean scores for pre-test were (8.6), and the average answers for the post-test were (9.2). The results showed that diagramming sentence technique enhance students' grammar skill.

The previous study technique was also very helpful in teaching grammar. The results of the previous study showed that learning grammar with games using pseudo names and role-play games was very effective. Therefore, if diagramming sentence technique and using pseudo names and role-play games technique come together, the grammar class will be more enjoyable and learnable class.

### CONCLUSION

The purpose of this study was to investigate the effectiveness of the diagramming sentences for improving Grammar skill. The results showed that diagramming sentence technique had a positive effect on students' grammar skill.

## LIMITATION OF THE STUDY

In this research, the researcher faced some limitation. First, the time was too short; this technique needs more time to apply to present better results. Second, the participants were not helpful with the researcher. Moreover, the number of the participants should be more than just fourteen students to get better results.

## SUGGESTIONS

The researcher recommends teachers of grammar to use diagramming sentence in their classes to improve their students' skill.

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**Appendix A – Pre test**

Fill in the words in brackets as adjective or adverb and identify which of the words are adverb or adjective:

- |   |                               |
|---|-------------------------------|
| 1. He _____ reads a story. ( <i>quick</i> )               | ( <i>Adjective / Adverb</i> ) |
| 2. Reham is a _____ girl. ( <i>pretty</i> )               | ( <i>Adjective / Adverb</i> ) |
| 3. The cafeteria is _____ loud today. ( <i>terrible</i> ) | ( <i>Adjective / Adverb</i> ) |
| 4. Wael is a _____ singer. ( <i>good</i> )                | ( <i>Adjective / Adverb</i> ) |
| 5. You can _____ open this can. ( <i>easy</i> )           | ( <i>Adjective / Adverb</i> ) |
| 6. It was a _____ day yesterday. ( <i>terrible</i> )      | ( <i>Adjective / Adverb</i> ) |
| 7. She sings the song _____. ( <i>good</i> )              | ( <i>Adjective / Adverb</i> ) |
| 8. She is a _____ driver. ( <i>careful</i> )              | ( <i>Adjective / Adverb</i> ) |
| 9. She drives the car _____. ( <i>careful</i> )           | ( <i>Adjective / Adverb</i> ) |
| 10. The dog barks _____. ( <i>loud</i> )                  | ( <i>Adjective / Adverb</i> ) |

**Appendix B – Post test**

Choose the correct answer:

- 1) You look \_\_\_\_\_. Didn't you sleep well? (tired / tiredly)
- 2) The baby rubbed her eyes \_\_\_\_\_. (tired / tiredly)
- 3) She sang \_\_\_\_\_. (happy / happily)
- 4) You sound \_\_\_\_\_. (happy / happily)
- 5) The music was \_\_\_\_\_. (beautiful / beautifully)
- 6) She plays the piano \_\_\_\_\_. (beautiful / beautifully)
- 7) That was a \_\_\_\_\_ answer. (clever / cleverly)
- 8) She answered \_\_\_\_\_. (clever / cleverly)
- 9) He spoke \_\_\_\_\_. (warm / warmly)
- 10) She is a very \_\_\_\_\_ person. (warm / warmly)