



Enriching The Students' Grammar Understanding by Analyzing the Sentences: The Third Semester Students at English Department Graha Nusantara University

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Abstrak

Tata bahasa (grammar) merupakan subjek inti dalam keterampilan menulis dalam pembelajaran bahasa Inggris. Menguasai tata bahasa memerlukan berbagai cara, teknik, atau metode, sehingga semua dosen atau guru bahasa Inggris harus mampu mengajarkannya dengan teknik yang mudah dan menyenangkan. Namun, peneliti menemukan dalam pengajaran di kelas bahwa lebih dari 50% siswa kurang memahami tata bahasa dalam kalimat bahasa Inggris. Meskipun sebagian dari mereka memahami penjelasan tentang tenses, kebanyakan tidak mampu menganalisisnya ketika diterapkan dalam kalimat. Penelitian ini berfokus pada pemahaman tata bahasa dengan menganalisis kalimat bahasa Inggris (kalimat sederhana dan kalimat majemuk). Metode yang digunakan adalah penelitian tindakan kelas (classroom action research), dan tujuan penelitian ini adalah untuk meningkatkan pemahaman siswa tentang tata bahasa melalui analisis kalimat. Hasil penelitian menunjukkan peningkatan pemahaman siswa terhadap tata bahasa. Hasil pre-test menunjukkan 55% siswa kurang memahami tata bahasa, namun setelah melakukan sepuluh pertemuan untuk mempelajari tata bahasa melalui analisis kalimat, peningkatan pemahaman siswa naik menjadi 85%. Mengajarkan tata bahasa merupakan tantangan bagi peneliti sendiri karena banyak siswa yang tidak tertarik mempelajarinya. Namun, pada akhir semester, mereka akhirnya mengubah pandangan mereka tentang tata bahasa. Pada dasarnya, menganalisis kalimat sangat menarik untuk dilakukan dan mampu meningkatkan kemampuan mereka dalam memahami tata bahasa.

Kata Kunci: Pemahaman Tata Bahasa, Analisis Kalimat, Penelitian Tindakan, Mahasiswa Bahasa Inggris Semester Tiga

Abstract

Grammar is a core subject of writing skill in learning English language. Mastering grammar needs a lot of ways, technique or methods therefore, to all of English lectures or teachers should be able to teach it in easy and nice technique. Whereas, a researchers found in their classroom teaching there were more than 50% students are lack of grammar's understanding in the English sentences. Although some of them understand about tenses in explanation, but most of them could not able to analyse when it was completed in the sentence. This research is focus on the understanding of grammar by analyzing the English sentences (simple sentence and compound sentence). The method used is classroom action research and the purpose of the research is to enrich the students' understanding about grammar through the sentence analysis. The result of the research shows the improvement of students towards grammar. The pre-test result was 55 % students are lack of grammar understanding however after doing ten meetings for understanding grammar by analysing the sentences, the students' improvement was raised to 85%. Teaching grammar is a challenging for the researchers themselves because there are so many students are not interested in learning it. Finally in the end of semester they were change their mind about grammar. Essentially, analyzing sentences is so attractive to do and able to improve their ability about grammar.





Keywords: Grammar Understanding, Analyzing Sentences, Action Research, Third Semester English Students

INTRODUCTION

Grammar is one of the unique subject to master in learning English skill. Learning grammar is deal with the very basic pattern such as the parts of speech (Prasetyaningrum et al., 2023). They are about noun, pronoun, verb, adverb, conjunction, preposition and exclamation (Ellis, 2002). Grammar refers to writing skill; therefore, students learn how to combine words in sentences, clauses, phrases, and paragraph. English foreign students is expected to learn grammar, for it is hope they can use the language structure properly (Buansari et al., 2022).

Many opinions around the students found that some of them said if learning grammar acquisition does not need, because it can be learnt during the learning process of the other English skill (Sugiharto, 1991). This statement actually has been strongly debated since many years ago about when should a grammar be taught to the students (Harahap, 2017). May be grammar is not necessary to teach at the very beginners' level (kindergarten and elementary students), but it is needed to be dominated for the advance students' level. Grammar's understanding is need to be learnt especially to the English foreign language students at university level (Rasuan, 2019).

There are three things that should be considered in teaching grammar such as the theory of acquisition, a language pedagogy and the students. In line with this statement, the EFL students able to understand grammar by analyzing the language structure (Istiqomah, 2019). Analysis is a stage to know something detailed about the statement or structure. In this case, the researcher elaborated the two kinds of sentences; they are the simple sentence and the compound sentence (Nur Wahidah Pido, 2019). This research wanted to know the third semester students' understanding when they analyze the grammar in the English simple and compound sentence (Cahyani, 2020). The sentence analysis stage is an advanced level of learning grammar 'for it should mastered many kinds of grammar branch. Students have to learn the function of word position, question words, tenses, structure of words organization etc (Ati & Parmawati, 2022). the terms of grammar that the students analyze in this case is the grammatical function : subject, verbs, object, complement and the part of speech in the sentence (Melyana et al., 2024).

There were many cases to analyze in compound sentences, it can be taught about clause, dependent clause, the main clause and the reflexive pronoun about whose, where, when, what, that as the adverbial clause, but to limit the time of research. The researchers only focused the analysis of using the coordinate conjunctions in the compound sentences (Ni Kadek Ari Dwi Safitri & Ni Putu Cahyani Putri Utami, 2023).

METHOD

Grammar is the crucial problems that students faced in university level especially for English department students, because they are learnt how to be an English teacher or English lecture in the future. Besides, they must have productive creativities, they should also have capability in understanding the language pattern. The following are the example of the students' simple sentence analysis:

A. I run
Subject verb

B. She does her homework every night





Subject verb(es) object adverb of time

Furthermore, the stage is about the analysis of compound sentence. This sentence uses the conjunctions to connect the two simple sentences by coordinated conjunctions, such as for, and, nor, but, or, yet, and so (Sari et al., 2019). Here is the example of the compound sentence:

A. I see Jhon and I call him

↓ ↓ ↓ ↓ ↓ ↓
Subject Verb Object conjunction subject verb object

B. He buys a blue bag but he doesn't like it

↓ ↓ ↓ ↓ ↓ ↓
Subject Verb Object conjunction subject verb object

Then, the WH questions for sentence grammar analysis are:

A. We eat rice in the kitchen every morning

↓ ↓ ↓ ↓ ↓
Subject (1) verb (2) object (3) adverb of place (4) adverb of place (5)

1. Who eats rice in the kitchen every morning? (subject)
2. What do we do in the kitchen every morning? (verb)
3. What do we eat in the kitchen every morning? (object)
4. Where do we eat rice every morning? (adverb of place)
5. When do we eat rice in the kitchen? (adverb of place)

B. They are learning English in the classroom right now

↓ ↓ ↓ ↓ ↓
Subject (1) verb (2) object (3) adverb of place (4) adverb of place (5)

1. Who is learning English in the classroom right now? (subject)
2. What are they doing in the classroom right now? (verb)
3. What are they learning in the classroom right now? (object)
4. Where are they learning English right now? (adverb of place)
5. When are they learning English in the classroom? (right now)

Classroom Action Research is a research design that used in the daily teaching learning process of a teacher or lecture in their classroom. CAR is also used to solve the students' problem in the classroom by having a good technique or method, moreover the fundamental goal of classroom action research is to improve the students' practice about one theory towards the problem in the classroom to get the better result of their learning process (Syah, 2016). There were four steps activities at classroom action research; observing, describing, analyzing and explaining. The instrument of collecting data are observation and test. This research used the qualitative and quantitative method to explain and elaborates the whole data in the research process. The result of the test described quantitatively then the result of tables, diagram and the students' improvement explained qualitatively (Rasuan, 2019).

The following is the first formula that researchers used to analyze the student's mean score:

$$M_X = \frac{\sum X}{N}$$

In which :

M_X = Mean

X = Individual score



N = number of student

The second formula is to analyze the students' result score in order to know the students' improvement:

$$P = \frac{F}{N} \times 100 \%$$

In which :

P = The class percentage

F = Total percentage score

N = Number of students

RESULT AND DISCUSSION

The research is done in the third semester of English department at Graha Nusantara University. The total students are 27 students. The pre-test is given in the very beginning of the meeting, it is done to know what should researcher do for the research. Afterwards, the researcher applied the good method to solve the students' problem. Finally, it is concluded that the students need to improve their grammar understanding by analyzing the sentences. The following are their mean score of pre-test result in grammar's understanding:

$$\begin{aligned} M &= \frac{\sum Y}{N} \\ &= \frac{1800}{27} \\ &= 66,67 \end{aligned}$$

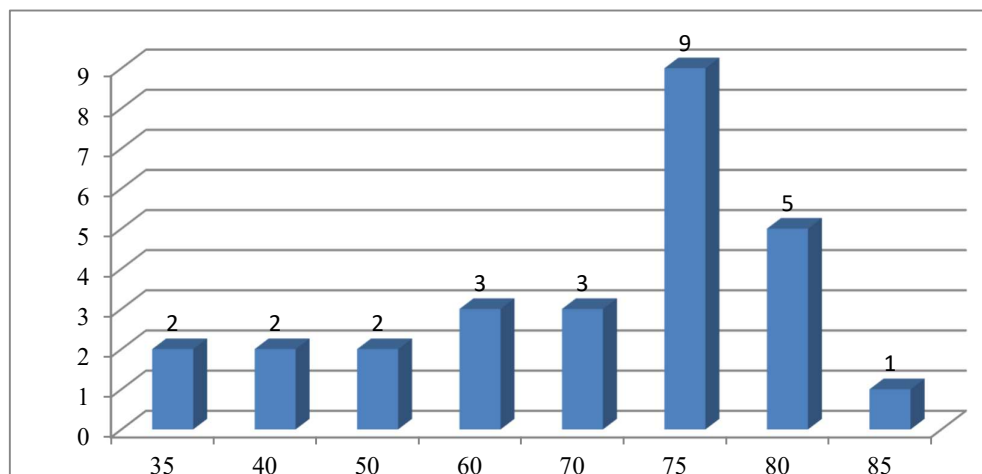
Based on the result above, it can be categorized that the students' mean score towards grammars' understanding is needed to improve. Here is the table of the frequency and percentage of the pre-test score result of students:

Table 1. The frequency and percentage of the pre-test score result of students

NO	SCORES	FREQUENCY	PERCENTAGES
1	35	2	7.41%
2	40	2	7.41%
3	50	2	7.41%
4	60	3	11.11%
5	70	3	11.11%
6	75	9	33.33%
7	80	5	18.52%
8	85	1	3.70%
TOTAL		27	100 %



To conclude the result of students' score, the researchers make the histogram graphic as follow:



It can be seen from the histogram graphic that the students need more practice to understand grammar, the following is the student's percentage of success in the pre- test score:

$$P = \frac{F}{N} \times 100 \%$$
$$P = \frac{15}{27} \times 100 \%$$
$$= 55,5 \%$$

The kinds of question that researchers given is the simple presents tense consist of 20 multiple choice questions. In this part, the researcher wanted to know whether they able to know the kinds of subject, regular and irregular verbs, nouns, adverbs in the complete sentence. Finally, the result is found that only 55,5 % students reached the success category. Then, the researcher tried to give the students treatment of understanding grammar through analyzing sentences. The researchers taught them from the very basic grammar until the students able to analyze the sentence.

The simple sentence and compound sentence are chosen because the researchers wanted to see how was their improvement and their understanding about the subject and verbs agreements in simple sentence. In addition, the compound sentence using the conjunction is another level of analysis. It is hoped, the students able to analyze the sentences by knowing the subject, verbs, objects, complement and combines with the other simple sentences.

The research is done in ten meetings for two months from October to November 2024. In every meeting, the researchers applied to the student different materials and subjects. The materials are the eight parts of speech with the examples, WH questions, 16 tenses, making sentences, making questions of the sentences and etc. The practice is taken times to analyze the sentences. Every meeting has the certain analysis and in the end of meetings, the researcher given the students a test, it is called a post- test. The following is the result of the post-test students' mean score:

$$M = \frac{\sum Y}{N}$$
$$= \frac{2020}{27}$$
$$= 82,22$$

The result of the post test mean score is 82.22, it means the students ability in understanding grammar through analysis sentence are success. The following is the table of

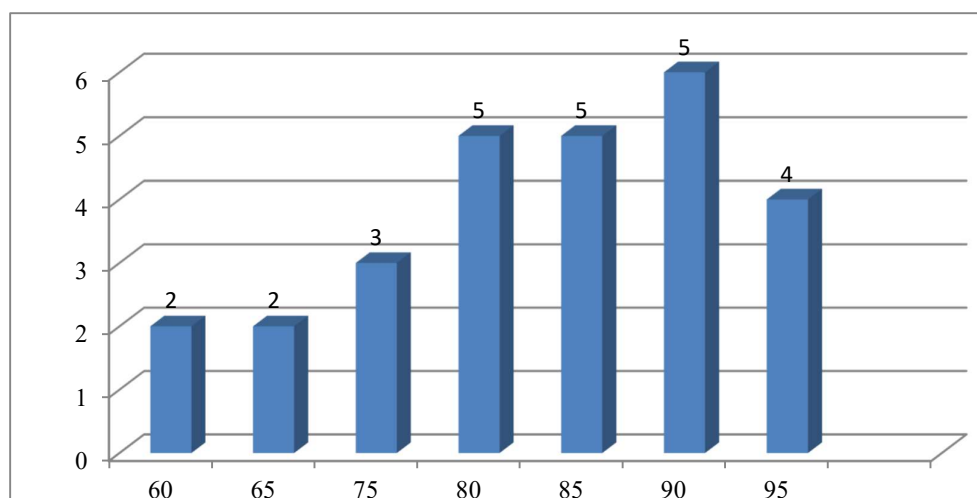


students' frequency and percentage of their score in understanding grammar by analyzing sentence.

Table 2. Students' frequency and percentage of their score in understanding grammar by analyzing sentence.

NO	SCORES	FREQUENCY	PERCENTAGES
1	60	2	7.41%
2	65	2	7.41%
3	75	3	11.11%
4	80	5	18.52%
5	85	5	18.52%
6	90	6	22.22%
7	95	4	14.81%
TOTAL		27	100 %

The students average score in post- test was 82,22 the practice of analyzing sentence in understanding grammar able to improve the students' grammar score. The following histogram graphic is the percentage of student's score:



The graphic above shows the improvement of the students in understanding grammar, it can be seen from their score that only 2 students get 60 and 2 students get 65. Then the 23 students reached the high score. The following is the formula to know the student's percentage in improving the students' analyzing the sentences:

$$P = \frac{F}{N} \times 100 \%$$
$$P = \frac{23}{27} \times 100 \%$$
$$= 85,18 \%$$

Practices in classroom action research is recommended to apply for the learning and teaching process. A teacher or a lecture is a best researcher for his/her own classroom because she/he knows well about the problems they faced in the teaching and learning process.

CONCLUSION AND SUGGESTION

The conclusions of the research are; there is the improvement of the students' grammar understanding after analyzing the sentences for ten meeting practiced in the classroom. It can be seen from their mean score in the pre-test was 66,07, only 15 students get a high score. It





was 55,5 % from the 27 total students. Then, their mean score after understanding grammar by analyzing the sentences was 82,22. The lower score of the students is 60 and 65 consists of 4 students, on the other hand, the 23 students are reached the target score. The more practiced is done in the classroom, the better score they got in their analysis stage.

The suggestion is to all of the English teacher and English lecture, it is good to do the Classroom Action Research in our own class, because we know well our problems in the learning and teaching process.

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