

**THE INFLUENCE OF PART OF SPEECH MASTERY TOWARDS THE STUDENTS ABILITY IN ANALIZING SENTENCES
BY USING TREE DIAGRAM AT ENGLISH EDUCATION
STUDY PROGRAM CLASS OF 2019**



THESIS

Submitted too Meet one of The Requirements
To Get a Bachelor's Degree in English Education (S.Pd)

By

YUNITA SARI

No. Reg: 180110010

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TEACHING TRAINING
ISLAMIC INSTITUTE OF MUHAMMADIYAH SINJAI
YEAR 2022**

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Supervisor:

1. Harmilawati, S.S.,S.Pd.,M.Pd.
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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TEACHING TRAINING
ISLAMIC INSTITUTE OF MUHAMMADIYAH SINJAI
YEAR 2022**

STATEMENT OF AUTHENTICITY

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Sinjai, June 17th, 2022
The Researcher,

Yunita Sari
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PENGESAHAN SKRIPSI

Skrripsi berjudul *The Influence of Part of Speech Mastery Towards The Students Ability In Analizing Sentences by Using Tree Diagram at English Education Study Program Class of 2019* yang ditulis oleh Yunitasari Nomor Induk Mahasiswa 180110010, Mahasiswa Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan IAI Muhammadiyah Sinjai, yang dimunaqasyahkan pada hari Ahad, Tanggal 3 Juli 2022 M bertepatan dengan 04 Dzulhijjah 1443 H, telah diperbaiki sesuai catatan dan permintaan Tim Penguji, dan diterima sebagai syarat memperoleh gelar Sarjana Pendidikan.

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ABSTRACT

Yunita Sari. The influence of part of speech mastery towards the students ability in analizing sentences by using tree diagram at english education Study program class of 2019. Thesis. Sinjai: English Eduction, Faculty of Tarbiyah and Teacher Training, Islamic Institute of Muhammadiyah Sinjai, 2022.

This research aims to know influence the part of speech mastery towards the students ability in analizing sentences by using tree diagram at English study program class of 2019 and to know how extend the influence the part of speech mastery significantly towards the students ability in analizing sentences by using tree diagram at English Education study program class of 2019. This study used a descriptive quantitative approach, which is used to the influence of part of speech mastery towards the students ability in analyzing sentences by using tree diagrams. The data collection techniques in this research are questionnaires, test, and documentation. The data analysis techniques this research using the Normality test, Linearity test, Simple Linear Regression, and T-Test.

This can be proven through two stages of testing. First, the results of the questionnaire tested the simple linear regression hypothesis, which obtained a significance value of $0.00 < 0.05$. Second, through the t test which shows a significance value of $0.00 < 0.05$. Likewise with the results of testing student test results, it can be interpreted that H_a is accepted and H_0 is rejected. Then the coefficient of determination on the results of the questionnaire test (R square) is 0.768, which means the effect of the independent variable (Part of Speech) on the dependent variable (Tree Diagram) is 75.4%. While the result of the coefficient of determination tests (R square) is 0.980, which indicates that the effect of the independent variable (Part of Speech) on the dependent variable (Tree Diagram) is 97.9%.

Keywords: Part of speech, Sentences, Tree Diagram,

المستخلص

يونيثا ساري. تأثير أقسام من الكلام على قدرة الطلاب لتحليل الجملة باستخدام خريطة الشجرة في قسم تدريس اللغة الإنجليزية ٢٠١٩. الرسالة العلمية، سنجائي: قسم تدريس اللغة الإنجليزية، كلية التربية وعلوم التربوي، جامعة الإسلامية المحمدية سنجائي، ٢٠٢٢.

وهدف البحث لمعرفة تأثير أقسام من الكلام على قدرة الطلاب لتحليل الجملة باستخدام خريطة الشجرة في قسم تدريس اللغة الإنجليزية ٢٠١٩ ولمعرفة كم عدد تأثير أقسام من الكلام قوية على قدرة الطلاب لتحليل الجملة باستخدام خريطة الشجرة في قسم تدريس اللغة الإنجليزية ٢٠١٩. واستخدم الباحثة مدخل الوصفي الكمي لتأثير أقسام من الكلام على قدرة الطلاب لتحليل الجملة باستخدام خريطة الشجرة. وأسلوب جمع البيانات المستخدم فيه الاستبانة والامتحان والوثائق. وأسلوب تحليل البيانات فيه بامتحان التطبيعي انحدار الخطي البسيط و امتحان ت.

وفعلت الباحثة امتحانان. أولا نتائج الاستبانة لامتحان فرضية انحدار الخطي البسيط ووجدت الباحثة نتيجة قوية $0.00 > 0.05$. ثانيا من خلال امتحان ت الذي دل على نتيجة قوية $0.00 > 0.05$. وكذلك بنتائج امتحان تعليم الطلاب بمعنى H_a مقبول و H_0 مردود. ثم معامل التحديد من نتيجة امتحان الاستبانة حوالي ٠,٧٦٨، بمعنى تأثير متغير مستقل على متغير تابع ٧٥,٤%. وأما نتيجة معامل التحديد حوالي ٠,٩٨٠، بمعنى تأثير متغير مستقل على متغير تابع ٩٧,٩%.

الكلمات الأساسية: أقسام من الكلام، الجملة، خريطة الشجرة

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Sinjai, November 23th 2021

Yunita Sari

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CHAPTER I

INTRODUCTION

A. Background of the Research

English is the international language. English is currently widely spoken all over the world. In addition, the English language is often used as a foreign language (or additional) language to converse in another language. By more than one billion people, English has spread all over the world and has become an all-encompassing language as it is spoken in almost every country, even in some countries, it has become the main language or standard used in everyday life, whether in government, social, or other formal institutions, schools, universities, and colleges so that they can teach using English (Rambe et al., 2020).

Therefore, English is very important, especially in communication. By speaking English, people can communicate easily with foreigners, as well as in the business and education sector. So it takes special skills, especially in compiling or analyzing sentences in English to facilitate communication. Viewed from Indonesia itself, English is used as a very important language, especially

in education and to get a job, both formal and informal, because it is the only language that connects supercentral languages to each other with the axis of the world language system.

In communicating using English, it is necessary to pay attention to the words that are formed into sentences so that something to be conveyed can be conveyed properly. In English, there is a linguistic study that discusses the formation of sentences called syntax. The syntax is the part of grammar that studies how words are combined to form phrases or clauses and sentences. The words that are formed into sentences are called parts of speech.

Parts of speech are the basic word types in learning English (Saletti-cuesta et al., 2020). Parts of speech also are the fundamental category of words defined by the language, into which any word can be categorized based on its meaning, structure, or capability in a sentence (Fitri Apriyanti, 2020). For this reason, it is very important for someone to learn and understand the parts of speech when they want to have good English skills, because the parts of speech are the basic word-class needed to compose sentences in English, and

someone who does not understand the parts of speech will not be able to compose sentences correctly.

Jordan in Saletti, stated the students need to know how to utilize parts of speech when they analyze using tree diagram technique. This type of tree diagram is especially helpful when you want students to find the main idea of a paragraph or section (Saletti-cuesta et al., 2020). This is in accordance with the research taken based on the facts of students' problems in the mastery section of analyzing sentences using tree diagrams. The researcher identified that many factors affect the mastery of analyzing sentences using tree diagrams such as vocabulary, tenses, and, most significantly, parts of speech mastery.

This is reinforced based on the theory according to Fitri Puadi Rambe, and Jupriaman, which states that a variety of elements, such as vocabulary, tenses, and parts of speech, influence sentence mastery. Because of the students' difficulties with mastering portions of speech and mastery, sentences are still very minimal because there are still many students who do not understand well the mastery of parts of speech, so the students' ability to analyze sentences using tree diagram is still low (Rambe

et al., 2020)(Andi Mentari Nurul Putri & Hasmianti, 2021).

Based on this, the Qur'an mentions that Allah revealed a verse about the process of the human self that must be used in learning and learning activity based on the word of God in Q.S An-Nahl: 78, as follows;

وَاللَّهُ أَخْرَجَكُمْ مِنْ بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ
السَّمْعَ وَالْأَبْصَارَ وَالْأَفْئِدَةَ لَعَلَّكُمْ تَشْكُرُونَ

Translation:

And Allah brought you out of your mother's womb with no knowledge of anything, and He gave you hearing, sight, and conscience so that you might be grateful (Indonesia, 2021).

The verse above shows that there are three potentials in the learning process related to hearing, sight, and heart which are usually tools for acquiring knowledge that can be developed through teaching activities. These three components are potential tools used in learning and learning activities to improve themselves (Wakka, 2020).

Based on the results of initial observations on students of the English Education Study Program IAIM Sinjai. The researcher found several facts that students' ability to analyze tree diagrams will still be very minimal because first, in terms of student vocabulary mastery, they are still low. Second, in terms of mastery of tenses, there are still many who have not mastered it, and the three students have not been able to classify parts of speech because they have not mastered the various parts of speech itself. Based on the background, the Researcher is interested in raising this issue in the form of a research entitled "The Influence of Part of Speech Mastery towards the Students Ability in Analyzing Sentences by Using Tree Diagram at English Study Program class of 2019".

B. Research Questions

Based on the previous background, the Researcher devise the following research question as follow:

1. Is there influence the part of speech mastery towards the students ability in analyzing sentences by using tree diagram at English education study program class of 2019?

2. How extend the influence the part of speech mastery significantly towards the students ability in analizing sentences by using tree diagram at English education study program class of 2019?

C. Objective of the Research

In relation to the problem statements above, the objective of the research is are:

1. To know influence the part of speech mastery towards the students ability in analizing sentences by using tree diagram at English study program class of 2019?
2. To know how extend the influence the part of speech mastery significantly towards the students ability in analizing sentences by using tree diagram at English education study program class of 2019?

D. Significant of the Research

Based on the objectives of the research, mentioned above, the direct or indirect benefits of this research for education are expected. The advantages of this research are:

1. Theoretically

Theoretically, the results of this study are expected to be useful.

- a. Provide new innovations regarding mastery of part of speech in analyzing tree diagrams.
- b. Contribute to curriculum renewal for students which continues to grow and change according to the demands of student needs.
- c. Use as a new reference for future researcher.

2. Practically

The results of this study are expected to be useful in the following ways:

- a. For researcher

This research will can add insight and direct experience related to the mastery of part of speech in analyzing tree diagrams.

- b. For educators

This research will provide ideas and ideas for further development related to mastery of part of speech in analyzing tree diagrams.

- c. For students

This research will motivate students in getting the essence of new learning, related to

increasing mastery of part of speech in analyzing tree diagrams.

d. For campus

This research will be used as a source and additional reference. There will be further research with different discussions and can make revisions in accordance with the development of further research strategies.

CHAPTER II

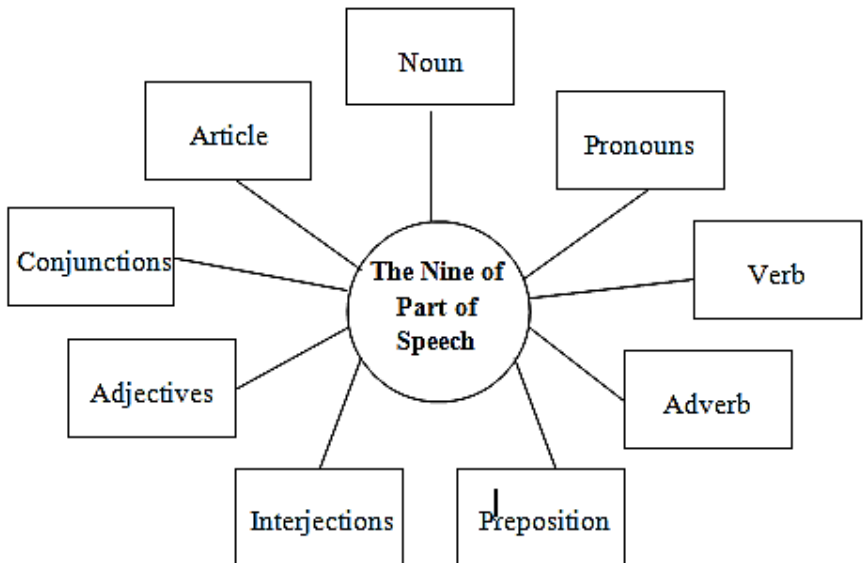
THEORETICAL REVIEW

A. Literature Review

1. Part of Speech

a. The Meaning of Part of Speech

Part of speech is the supporting elements of the sentence. Part of Speech is realized into nouns, pronouns, verbs, adverbs, adjectives, conjunctions, and prepositions (Aeni et al., 2017). Part of speech is also a word classification according to the form of the word, which consists of eight word forms, namely noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection (Nurzaenab & Purnawansyah, 2016). Parts of speech, also known as "class words", are used as one of the most important components in learning any language (Khaisaeng & Dennis, 2017).



Based on some definition about Part of speech, the researcher conclude that Part of Speech is a classification of words that are categorized based on their role and function in the sentence structure. This Part of Speech aims for students to have a sufficient knowledge base related to learning English, especially for beginner level of English learners.

Figure 1 Part of Speech

b. The Part of Speech

According to Umstatter in Naely Muchtar, There are nine elements of speech known as lexical

categories, grammatical categories, or word classes. Based on Umstatter's book *Got Grammar*, a special description of the nine parts of speech consists of (Muchtar, 2017).

1) Noun

A noun is a word that describes a person, place, thing, or idea, as in: farmer, father, professor, editor, Indonesia, classroom. Inspiration, courage, anxiety, desire, and happiness, scissors, giraffes, pens, smiles, boats, braces, inspiration, bravery, anxiety, desire, and happiness. All nouns are common nouns or nouns.

Table 1.1 The Part of Noun

Table 1.1 The Part of Noun

Common Noun	Proper Noun	Collective Noun	Compound Noun	Abstract Noun	Countable Noun	Uncountable Noun	Regular Noun	Irregular Noun
Any Place Or thing	Particular Person Place	A group of people or things	A noun that is made up of more than one word.	An aspect, feeling, idea, experience.	Singular noun and Plural noun	Plural noun	Nouns that change the plural form regularly	Nouns that change the plural form regularly its not
Example								
Basketball	Mr.	Family	Social	Love	Book	Flour,	Book	Man to
Video	Dika	Fleet	Studies	Knowledge	and	sugar,	to a	Men,
Coin	Mrs.	Club	Physical	life	books	water,	books	Woman to
Woman	Marlina	Group	–	honest,		and	and	Women,
Coach	Babe	Jury	Education	Soul		water	pencil	and Foot to
Car	Ruth	Team	Dining				to a	Feet
Dog	Chicago	A Class	room				pencils	
House	England	Citizen						
	Makassar							
	Rahma							
	Yunita							

2) Pronoun

A pronoun is a word that replaces one or more nouns in a sentence. Pronouns are used to refer to nouns (known as antecedents) that exist well before pronouns, making writing more clear, smooth, and comfortable. There are various types of pronouns, namely:

- a) Personal pronouns are used to refer to people and objects. They are classified as first person (referring to the person speaking: I went to the mall), second person (referring to the person being talked to: Rahmi, do you see the bus?), and third person (referring to anyone or whatever: Aldi saw us doing this task). The personal pronouns are used in the two example sentences.

Table 1.2 Singular and Plural Pronouns

	Singular	Plural
In the first person (the person speaking)	I, My, Mine, Me	We, Our, Ours, Us
In the second person (the person spoken to)	You, Your, Yours	You, Your, Yours
In the third person (Someone or something else)	He, His, Him, She, Her, Hers, It, Its	They, Their, Theirs, Them

In addition to Personal pronouns, there are a few different kinds of pronouns:

Table 1.3 The kinds of pronouns

a.	A reflexive pronoun is formed by adding self or selves to certain personal pronouns.		
	Examples	:	Myself, himself, himself, ourselves, ourselves, ourselves, and ourselves. The sentence: I found it myself(contains the personal pronoun I and the reflexive pronoun myself)

b.	An interrogative pronoun is utilized to ask a question					
	Examples	:	Which, who, whom, and whose are all words that can be used to describe something.			
c.	A demonstrative pronoun is a word that is used to identify a specific person or thing.					
	Examples	:	This, that, and those. Is this yours, Chyntia?(the demonstrative pronoun is this, and the personal pronoun is yours)			
d.	Indefinite pronouns do not always relate to a specific person or thing..					
	Examples	:	The Following words are all indefinite pronouns:			
			all	each	more	one
			another	either	much	other
			any	everybody	most	several
			anybody	everyone	neither	some
			anyone	everything	nobody	somebody
			anything	few	none	someone
			both	many	no one	
e.	Relative Pronoun is a pronoun for a relative clause form. The function of relative pronouns is as subject, direct, object, or possessive.					

	Example	:	What, Whose, Who (ever), Whom (ever), Which (ever). The sentences: the book which I bought yesterday is really interesting.
f.	Intensive pronoun are pronouns that are used to emphasize the antecedent.		
	Example	:	The sentences: the bedroom itself is fine, but the bedroom is cramped.
g.	Reciprocal is a pronoun used when two or more subjects do the same thing to each other.		
	Example	:	Each other and one another The sentences: They love each other .
h.	Expletive pronouns are words that do not change the meaning, but are useful for assigning certain parts of a sentence.		
	Example	:	The sentences: There is no food in my house. It will easy to meet him.
i.	Pronoun antecedent agreement is the agreement between the pronoun and the antecedent in terms of number, person, and gender		
	Example	:	The sentences; You should take off yours there.

		I had completed my tasks, and my colleagues tried to dump theirs on me
--	--	--

3) Adjective

Adjectives that are used to describe nouns. The characteristics of the noun being described are shown using adjectives. Adjectives go before the noun they're describing (Aeni et al., 2017). According to Rahmaniah et al., an adjective is a term that is used to characterize a noun or to provide an explanation and limit the use of nouns; also, the adjective is placed after be (am, is, are) and after the object (Bahrnun et al., 2021).

Table 1.4 Element types of adjective in English

N o	Types	Functions	Examples
1 .	Adjective of Quality	Adjective quality is a word that is	She is nice girl Nisa is lazy girl The building is

		used to give the property of an object in a situation	high.
2.	Adjective of Quantity	Adjective quantity is a word that refers to the quantity of nouns or items that cannot be counted.	Much, all, any, whole, little, enough, some, no. Examples: She has little money in the bank.
3.	Adjective of Numeral	To exactly quantify particular nouns, which is split into three perspectives: first,	1. a cardinal number adjective Example: My hand is made up of five fingers. 2. ordinal number adjective Example: Rika is

		cardinal number exact number, ordinal number (numerical hierarchy), and multiplicatio n number (double number).	the second woman in my life 3. A multiplicative adjective Example: Some books are double
4.	Interrogative Adjective	An interrogativ e is a question that is used to replace interrogativ e pronouns.	What book is the reading in the room?
5.	Demonstrati ve Adjective	The demonstrativ e is used to show the	This is our students

		noun, whether it is singular or plural, and whether it is near or far from the person speaking or writing.	
6.	Distributive Adjective (every, each, either, neither)	Distributive adjective is a word that is used to indicate one of a number that exists in various places.	I go to campus every day
7.	Degree of Comparison in Adjective	Degree of comparison in adjectives	Positive: cold Comparative: cold er Superlative:

	(positive, comparative and superlative	is a word used to compare something with another, which is only used for adjectives and adverbs for verbs only.	coldest
8.	Possessive Adjective	Possessive Adjective is a word that is used as an adjective which is located in front of a noun.	This is my pen

9.	Proper Noun	Proper noun is a word that is used to indicate the names of "nation" and "language" which are taken from proper nouns.	He employs a Chinese
10.	Adjective Exclamation s	Adjective exclamation s are words that are used to modify nouns by using exclamation s.	What a girl she is!
11.	Relative Adjective	Relative adjectives	Give me what money you have.

		are words that are used to modify nouns and join related sentences between the first and second sentences.	
--	--	--	--

4) Verb

There are three different categories of verbs: action verbs, linking verbs, and aiding verbs.

- a) The action verb expresses what a subject is doing, has done, or will do.

Example : i. Every day, my mother delivers packages to department stores.

ii. Last night, Nisa played flawlessly.

iii. Uni, turn around at the next corner.

iv. Maya will lend a hand to Zahra on the

project.

- b) A linking verb connects (or links) a subject to a predicated noun or adjective. The forms of the verb "to be" (is, are, were, been, being, am) and "appears, "become, "feel, grow, look, remain, seem, smell, sound, stay, taste, and turn are the most prevalent linking verbs.

Example : i. **My sister is a flight attendant.**

- i. (The linking verb is connects the nominative predicate, flight attendant, with the subject, sister)

- iii. **My sister is studying a career as a nurse.**

(The term is serves as an auxiliary verb for the primary verb, learn, in this sentence.) Is does not serve as a linking verb)

- c) In a sentence, helping verbs support the main verb. Each sentence can have many auxiliary verbs. The auxiliary verb is frequently split from the main verb in interrogative statements. The most common auxiliary verbs **are, am, is, will, were, be, been, being, has, had, have, do does, did, may, must, can, could, shall, should dan will.**

Example : Auxiliary verbs are the terms in bold in each sentence below.

- i. Tomorrow morning, the members will travel to the city.
- ii. Are the members planning on going to the city first thing tomorrow morning?
- iii. That joke has **been** heard all around campus.
- iv. **Has** the joke **been** heard around campus?

5) Adverb

A term that modifies or qualifies a verb, adjective, or other adverb is known as an adverb. Many adverbs finish in the suffix -ly. Adverbs respond to one of four questions: where, when, and how. How? To what extent is this true? Adverbs help writers be more particular and accurate in their writing.

Table 1.5 Types and examples of Adverb

Types	Example
a) Simple adverb: (Time, Place, Number, Manner, Quantity)	i. He is reading now ii. I go to school every day iii. She often dreams in the night iv. Do not be noise! v. I can write in english only a little
b) Interrogative adverb: (Time, Place, Number, Manner, Quantity)	i. When will you go to Sinjai? ii. Where do you live? iii. How soon does your father arrive from abroad? iv. How do you buy a new book? v. How much do you have money?
c) Relative adverb: (Antecedent)	i. Do you know where shall we go?

	ii. Do you know the place where shall we go?
--	--

Table 1.6 The adverbs do note ending in-Iy

again	so	never	also	seldom
almost	soon	not	here	today
always	then	perhaps	now	yet
away	very	quite	rather	even
just	yesterday	sometimes	somewhere	ever
later	slone	somewhat	too	
nowhere	already	there	fiften	

6) Preposition

A preposition is a term that demonstrates how a noun or pronoun interacts with other words in a phrase.(Suzanne, 2017)

Example:

a) Thegirl swam under thebridge.

(**Under** connect the idea of **Swam** and the **bridge**)

b) Hewalked **down** the hall.

(**Down** connects **walked** and **aisle**)

c) Ulfa walks **around** the campus and toward town.

(Around connecting **walked** and **campus**.
Towards connects **walked** and **town**)

Table 1.7 the kinds of Preposition

Types	Example
a) Preposition of Time	i. He was born in July
b) Preposition of Place	ii. He sat next to me
c) Preposition of Movement	iii. A stray cat keeps coming inside my house
d) Preposition of Manner	iv. Carla moved to Surabaya without telling me
e) Preposition of Purpose	v. Do you know how to set a table for dinner?
f) Preposition of Quantity	vi. I have been married for 2 years

Table 1.8 The most commonly used prepositions

about	around	beside	down
above	as	between	during
aboard	among	besides	despite
along	before	besides	expect
against	at	but	concerning
after	below	by	from
across	behind	beyond	for
In	Inside	Into	Like
Near	under	Until	upon
over	since	to	on
outside	past	till	up
out	throughout	of	without
opposite	through	toward	within
out	under	underneath	with

7) Conjunction

Words or groups of words are connected by conjunctions.

Table 1.9 The kinds of Conjunctions

a)	Coordinating conjunction is a singular conjunction. The seven words consist of for, and, nor, but, or, yet, and so.		
	Examples	:	i. At the fair, the boys and girls worked. (And joins the boys' and girls' names)

		ii. Adzra or Isma can go with you tonight. (Or join the names Adzra and Isma) iii. I would like to accompany you to the concert, but I'll be unable to do so tonight due to a prior commitment. (But, it connects two sentences or ideas.)
b)	Correlative conjunctions are words that connect two sentences. These are the top five pairs of words: <i>both/and</i>, <i>either/or</i>, <i>neither/nor</i>, <i>not only/but also</i>, and <i>whether/or</i>.	
	Examples :	Both Nisa and Uni are leaving the dance now. (The correlative conjunctions join two names)

8) Article

Articles assist distinguish if a word relates to a specific type (with definite article) or a general type (with indefinite article) (with indefinite article). Because there are only three sorts of articles in English (the, an, or, a), they

are fairly easy to spot in a statement. Without articles, sentences are incomplete.

The terms (a, an, and the) often known as noun markers, are basic and straightforward. A is used before words that begin with a consonant sound (a joking man or a lucky lottery player), while an is used before words that begin with a vowel sound (a joking man or a lucky lottery player) (an hour wait or an interesting story).

9) Interjection

An interjection is a word that indicates a strong sensation or emotion, and it usually appears towards the beginning of a sentence, often followed by an exclamation point (!) when the feeling is strong, or a comma (,) when the feeling is soft.

The accompanying table is rundown of some normal interpositions:

Table 1.10 The Normal of Interposition

Aw	Eh	Yes	Wow
Horror	Oh on	Really	Hey
Yes	Rats	Yeh	Mmm
Phew	Whoa	Darn	Ugh
Healthy	Gosh	Gee	Hey
Eak	Hurrah	Oops	Golly
Oh	Bravo	Whoops	Dear me

Based on the discussion of the parts of speech above, the researcher concludes that part of speech mastery is a process of mastering the parts of the word class according to the word form, consisting of noun, pronoun, verb, adverb, preposition, interjection, conjunction, adjective, and article.

2. Syntax

Syntax is a term used to describe the study of rules that regulate how words are formed and joined to shape sentences (Zainuddin, 2016). Syntax is the part of grammar that defines how words are combined together to make phrases and sentences. Secondly, syntax is concerned with the placement of words in a sentence as well as their agreement when employed together.

Syntax, to put it in other words, is the study of the rules that must be followed in order to create well-formed phrases, clauses, and sentences. Asnita Sirait and Thomson Radesman Lingga, “Applying Tree Diagram Programs in Teaching Syntax During Online Learning,” in *Proceedings International Conference on Education of Suryakencana 2021*, 2021, h. 138. Syntax is a technique for understanding how language grammar rules are constructed, the kind of rules are allowed, what types of primitives relations are exploited, and what components of elements are involved. Syntax is arranged in such a way that it has a literal meaning. The syntax is the study of the major components of gramartical, which entails the dissection of sentences into their parts, such as clauses, phrases, and words. Syntax covers the function (subject of a clause) as well as the structure (noun phrase) of sentence elements (Fitri Rayani Siregar, 2016).

Based on the description above regarding syntax, researcher can conclude that syntax is a science that studies the technique of forming words into phrases, clauses, or sentences. So the largest unit of syntactic description is called a sentence.

3. Sentences

A sentence is a collection of words that represent a complete meaning. In addition, a sentence can also be interpreted as a collection of words that contain at least one subject and one verb that uses complete thinking.

Sentences can also be classified based on their structure, as Steffani mentioned. Each type is described or illustrated in detail below.

a. Simple Sentence

A simple sentence is a sentence that contains a main clause (independent clause) consisting of a subject and a predicate. An example: The boy and a girl standing near the door.

b. Compound sentence

Compound sentences are sentences that contain two or more independent clauses (simple sentences) that are connected using coordinating conjunctions, such as for, and, or, but, or, yet, so. For example: She is beautiful, but she has bad habits.

c. Compound complex

Compound complex sentences are sentences that contain one or more dependent clauses and two or more independent clauses connected by coordinating conjunctions. Forexample: When I went to the store, my brother wanted me to pick up some milk, but I did not have enough money.

d. Complex sentence

Complex sentences are sentences that combine One or more dependent clauses are transformed into independent clauses. Data dependent clauses can be placed at the start or conclusion of a sentence, or they can be embedded within it. Because, when, even if you know the pronoun, which, and who are common subordinating conjunctions in these phrases (Fitri Rayani Siregar, 2016). For example, if I had a large sum of money, I would buy a new car.

Based on the explanation of syntax and sentences, it can be concluded that syntax is a science that focuses on how sentences are constructed through several elements called

"phrases." So the unit of largest in syntax is a sentence. Learning syntax is closely related to tree diagrams. Because it shows how sentences are made and structured to be meaningful, by arranging various lexical elements and applying them in the form of tree diagrams.

4. Tree Diagram

a. The meaning of Tree Diagram

According to Raisa, et al. A tree diagram is merely one example of major mapping. Unlike a mind map, which has a center thought surrounded by branches of related ideas, a tree diagram has a diagram that looks like a tree (Saletti-cuesta et al., 2020).

In Addition, to McGraw in Raisa and et al, argues that this type of tree diagram is helpful when you want students to find the main idea of a paragraph or section. According to Tia Fitrotul, Tree diagram technique is an outlining technique that can be used to improve the organization of students' writing. Mind mapping can take many forms, including tree diagrams. A tree diagram appears with a diagram that looks like a tree,

whereas a mind map has a center thought surrounded by branches of related ideas. A tree diagram is a diagram that is used to make strategic decisions, appraise situations, or calculate probabilities. The diagram begins with a single node and branches that branch out to other nodes. Tia Fitrotul Qudsiyah, "Media on Students' Writing Ability At the Seventh Grade of SMPN 1 Babadan Ponorogo in Academic Year 2019/2020" (IAIN Ponorogo, 2020).

It's termed a "tree diagram" because its traditional representation looks like a tree, albeit the tree is often upside down in comparison to a real tree, with "roots" at the top and "leaves" at the bottom. The tree diagram represents the constituents of the relevant phrase visually (Qudsiyah, 2020).

Based on the description above, the Researcher concludes that a tree diagram is a way of interpreting a sentence marked by symbols that provide detailed information about the sentence.

b. Symbols in Tree Diagram

The following table shows some of the symbols used in tree diagrams (Saletti-cuesta et al., 2020).

Table 1.11 Symbols in Tree Diagram

S	Sentence
D or Det	Determiner
Adj	Adjective
Adv	Adverb
N	Noun
V	Verb
Pro	Pronoun
Prep	Preposition
Aux	Auxiliary verb
PP	Prepositional Phrase
Adv.P	Adverb Phrase
NP	Noun Phrase
VP	Verb Phrase
PN	Proper Noun
Conj	Conjunction
CP	Complement

The following is an explanation of the tree diagram symbol above:

1) Determiner or Article (D/Art)

Determiner or Article can identify whether such a word relates to a specialtype (with specific articles) and a generic kind (with indefinite articles). However, in English, there are only three sorts of articles (the, an, or a), they are relatively easy to spot in a statement.

2) Adjective (Adj)

Adjectives describe the physical characteristics of noun, such as size, form, color, and so on. They could also be used to convey characteristics such as excellent or bad.

3) Adverb (Adv)

Adverbs like suddenly, slowly, and gradually are content attributes of the classical word class of adverbs in English.

4) Noun (N)

The noun is also one of the syntax categories that plays an important part in the construction of grammatical sentences.

5) NounPhrase (NP)

A noun or a pronoun is the principal word of a noun phrase. Nouns and pronoun are divided into different categories.

6) Verb (V)

The verb is a type or word that plays an important function in sentences. There really are three different categories of verbs: action verbs, linking verbs, and helping verbs are all types of verbs.

7) Pronoun (Pro)

A pronoun is a term that is substituted for a noun or even several nouns. Pronouns can also refer to a noun (known as an antecedent) that appears before a pronoun, making writing easier to read and understand.

8) Prepositions (Prep)

Prepositions like under, above, into, on (back of), behind, etcetera. are used in English.

Prepositions include words like "toward," "in front of," "mark," and "place." Temporal information is marked using the words during, before, before, while, until, and ever since: well before the meeting, during the war, until four o'clock.

9) Verb Phrase (VP)

A verb phrase is the main verb and one or more helping verbs. Example: **Many doctors have been concerned about the new flu**

10) Prepositional Phrase (PP)

A prepositional phrase usually starts with a preposition and concludes with a noun or pronoun.

Example: **Nisa walked into the dark house**

11) Adjective Phrase (Adj.P)

A prepositional phrase that modifies a noun or pronoun is known as an adjective phrase

Examples: These women in this shot are my aunts, for example (Women who?) They are the ones in the photograph)

12) Adverb Phrase (Adv.P)

Any of these questions can be answered with a prepositional phrase. When, when, how, why, in what conditions, and to what degree?

Example: **We walked after lunch. (when?)**

13) Conjunction (Conj)

Conjunctions are what connect words to groups of words. Coordinative conjunctions are singular conjunctions, such as for, and, nor, but, or, so and yet.

14) Auxiliary or Modal (MV)

The first independence in the modal auxiliary is included in the verb group, although it is not needed because modal is optional. If a modal is current, it has a tense (but past tense forms of the modals rarely express past time). The auxiliary (be or have) or main verb that follows the modal has a fundamental stem form.

15) Complement (C)

A component whose inclusion is required by another component is referred to as a complement (Imroatus Sholihah, 2020). In

transformational grammar, the rules of phrase structure are explained through tree diagrams called phrase generators that show the hierarchical structure of sentences. The tree diagram starts with S (Sentence) as the highest level, and works its way down to lower levels until the author reaches the maximum specific terminal at which no additional symbols can be written. This process is called sentence derivation.

According to Thomas in Desta Syanti, the steps of sentence derivation are:

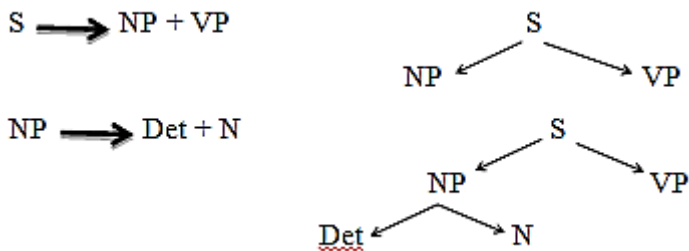


Figure 2 Analysis of Tree Diagram I

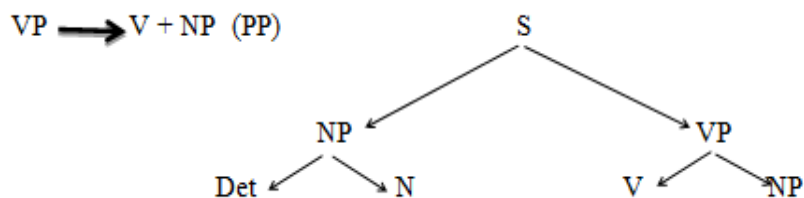


Figure 3 Analysis of Tree Diagram II

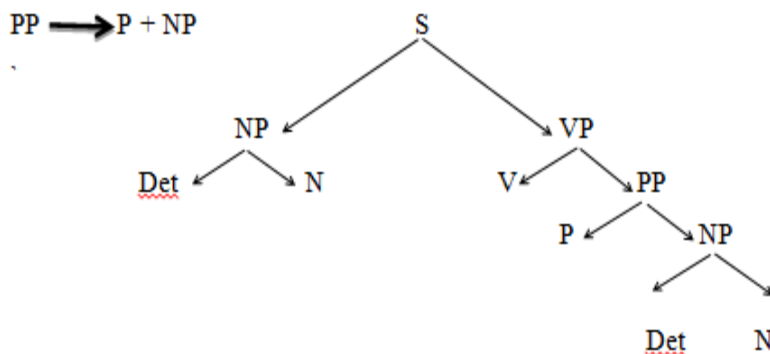


Figure 4 Analysis of Tree Diagram Rules III

$Advp \longrightarrow Adv + AdvP$

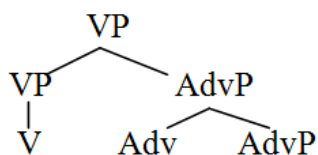


Figure 5 Analysis of Tree Diagram Rules IV

Conj $\rightarrow$ Conj+NP

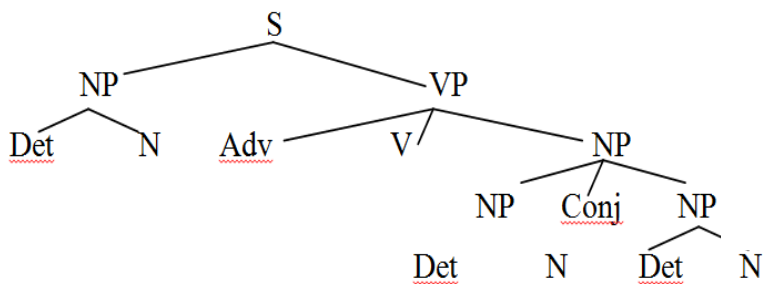


Figure 6 Analysis of Tree Diagram Rules V

Complement Phrases

- S – NPVP
- VP – V CP
- CP – C S

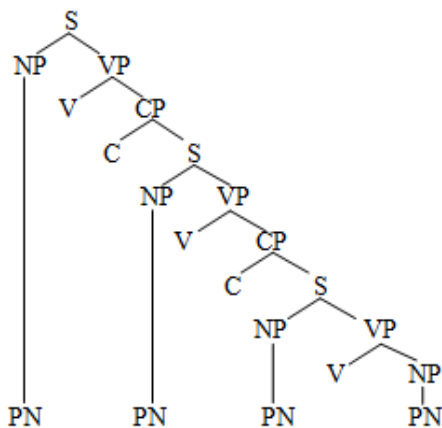


Figure 7 Analysis of Tree Diagram Rules VI

The tree diagram above can be explained in more detail as follows:

- 1) S consists of NP (noun phrase) and VP (verb phrase)
- 2) NP consists of Det (determiner) or Art (article), Adj and N(noun)
- 3) VP consists of V (verb) and NP (noun phrase)
- 4) PP consists of Prep (preposition) and NP (noun phrase)
- 5) AdvP consists of Adv (adverb) and VP (verb phrase)
- 6) AP consists of Adj (adjective) and NP (noun phrase)
- 7) Conj consists of Conj (conjunction) and NP (noun phrase)
- 8) CP consists of C (complementizer) and S (sentence)

c. Advantages of Tree Diagrams

According to Lee, Tia Fitrotul Qudsiyah adds the advantages of tree diagram techniques (Qudsiyah, 2020). A tree diagram can help students

understand the components of a sentence. So, students can write sentences well.

- 1) The tree diagram serves as a guide or reference for students so that they can remember the structure of a sentence. This can make it easier for them to analyze the writings they write.
- 2) Tree diagrams help students improve the quality of their writing because they can edit language, sentence structure, or mechanisms in the process of writing text using tree diagram techniques.

B. Relevant Research Result

Relevant previous results are in accordance with the research to be carried out:

1. In their research entitled Delvi Amelia Susanti Lede, et al (in 2020) *"Improving the Students Vocabulary Mastery by Using Tree Diagrams on the Eighth Grade Students of SMP DWIJENDRA in the Academic Year 2019/2020"* in this case, to determine the process of improving student vocabulary through a tree diagram strategy for class VII SMP Dwijendra Denpasar. This research will conducted in class VIII SMP Dwijendra

Denpasar. The subjects of this study amounted to 30 students. The method used in this research is Classroom Action Research (CAR), using data collection techniques in the form of tests, interviews, and observations. The results of this study indicate that the mean score of the pretest is 61.5, while the mean score of posttest 1 is 73.8 and the mean score of posttest cycle 2 is 83.5. The pretest results show that in cycle 1 there are 12 people or 40% of students achieving the KKM score and 27 students or 90% having achieved the KKM score, thus the success criteria have been achieved. In addition, from the results of observations and interviews, it is known that students are motivated in teaching and learning activities when the Tree Diagram strategy is applied (Lede, 2020).

The similarity between this study is that both of them examine the Tree Diagram. Meanwhile, the differences between Delvi Amelia Susanti Lede's research are, Delvi Amelia Susanti Lede's research used a Classroom Action Research (CAR) methodology using tests, interviews, and observations. While this research will use ex post facto, by using

quantitative research, by using data collection techniques in the form of tests, questionnaires and documentation. The object of Delvi Amelia Susanti Lede's research was a Class VIII student of SMP *DWIJENDRA* Denpasarin the academic year 2019/2020”, while the object of this research will be the Student of English education study program class of 2019. Delvi Amelia Susanti Lede's research examine improving the students vocabulary mastery by using tree diagrams, while this research will examineinfluence of part of speech mastery towards the students ability in analyzing sentences by using tree diagram at English education study program class of 2019.

2. The results of research Fitri Apriyanti, (in the year 2020) with the title "*Teaching Part of Speech To EFL Students Through "The Tortoise and the Hare" Story*". intended to make the learner use the correct part of speech in the correct position in the sentence. The research method used is to teach the part of speech through a qualitative descriptive method by reading, finding, identifying, and writing about the part of speech related to the story. The participants in this

study were university students in Jakarta. The results of this study show that there are 17 nouns, 33 verbs, 18 adjectives, 11 adverbs, 9 pronouns, 11 prepositions, 5 conjunctions, and 1 exclamation (Fitri Apriyanti, 2020).

The similarity between these studies is that they both examine the is different Part of Speech. Meanwhile, Fitri Apriyanti's research is different from this research in many ways. Fitri Apriyanti's research used a qualitative research methodology using interviews, and observations, by reading, finding, identifying, classifying and writing about the Part of Speech related to the story, while this research will use ex post facto, by using quantitative research, by using data collection techniques in the form of tests, questionnaires and documentation. Fitri Apriyanti's research subject was a university student in Jakarta. While the object of this research will use Students of English Education Study Program class of 2019. Fitri Apriyanti's research examines Teaching Part Of Speech To ESL Students Through "*The Tortoise And The Hare*" story while this study will examine the Influence of Part of Speech mastery towards the students ability in analyzing sentences by

using tree diagram at English Education Study Program class of 2019.

3. The *research* results Alfiani Iasya Putri (in the year 2017)"*A Syntactic Analysis on English Translation of Surah Al-Qiyamah Using Tree Diagrams*" "In this study, researcher used qualitative descriptive analysis to examine the syntactic structure of Surah Al-Qiyamah verses in English, which consists 40 of verses. The hierarchical syntactic structure of the verses in the surah can be described and seen using tree diagram theory. The study discovered twenty-four surah syntactic verse patterns, including sixteen sentence patterns and eight phrase patterns. The phrase patterns are as follows: a) noun phrase pattern in one position, b) verb phrase pattern in three positions, c) adjective phrase pattern in two positions, d) preposition phrase pattern in one position, and e) complimentary phrase pattern in one position (Putri, 2017).

The similarity between this research is that both of them examine the Tree Diagram. While the differences between Lasya Putri. Is research and this research are; first, Lasya Putri's research use a

descriptive qualitative research methodology using words instead of numbers, through the theory of Miles and Huberman. While this study will, use ex post facto, using descriptive quantitative research, using data collection techniques in the form of tests, questionnaires and documentation. Second research Lasya Putri examined "*A Syntactic Analysis on English Translation of Surah Al-Qiyamah Using Tree Diagrams*" while this study will examine the Influence of part of speech mastery towards the students ability in analyzing Sentences by using tree diagram at English Education Study Program class of 2019.

C. Hypothesis

According to Sugiyono the hypothesis is a temporary answer to the research problem formulation, where the research problem formulation has been stated in the form of a question sentence. It is said to be a provisional hypothesis, because the answers given are only based on relevant theories, not yet based on empirical facts obtained through data collection. Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan Tindakan*, 2013. So that the hypothesis can be concluded as a theoretical

answer to the formulation of the problem in research that is not yet empirical, which uses a quantitative approach. The hypothesis in this research are:

H_a : There is no significant influence of part of speech mastery towards the students ability in analyzing sentences by using tree diagram at English Study Program class of 2019

H_o : There is a significant influence of part of speech mastery towards the students ability in analyzing sentences by using tree diagram at English Study Program class of 2019

CHAPTER III

RESEARCH METHODS

A. Type and Approach of Research

This research used ex post facto research. According to Kerlinger, comparative or ex post facto, causal research is a systematic empirical investigation in which scientists do not directly control independent variables due to the existence of these variables that have occurred, or because these variables are basically impossible to manipulate.

Meanwhile, according to Sukardi, ex post facto is research where the independent variable has occurred when the researcher begins by observing the dependent variable in a study. The purpose of ex post facto research is to look for causes or effects that are now happening or look for further consequences of events that have occurred (Ibrahim et al., 2018).

This study used a descriptive quantitative approach, which is used to test the influence of part of speech mastery towards the students ability in analyzing sentences by using tree diagrams. Quantitative research

uses numerical data or numbers, starting from data collection, interpretation of these numbers, and the appearance of the results. Descriptive quantitative research is a method used to answer research problems related to data in the form of numbers and statistical programs (Jayusman & Shavab, 2020). This research approach is also associated with research variables that focus on current problems and phenomena that occur in accordance with the results of the study in the form of numbers that are processed using statistical methods to describe conclusions based on numbers and have meaning (Wahidmurni, 2017).

B. Definition of Variables

Variables are the most important things in research, which are the subject and also the object that is the center of attention of a study. Variables are also often referred to as factors that play a role in the research to be studied. Research variables are divided into 2, namely:

1. Independent variables are types of variablesthatcause or have a theoretical possibility of having an impact on other variables. The independent variable is generally denoted by X. In this research, the independent variable is the part of speech mastery.

2. The dependent variable is a variable in the structure of scientific thinking into variables whose outputs, criteria, consequences, and are bound. Which is influenced or affected, because of the independent variables (Kosim, 2020). The dependent variable is generally denoted by Y. In this research, the dependent variable is the student's ability to analyze sentences by using tree diagrams

C. Places and Time of the Research

1. Place of Research

This research was conducted at the Islamic Institute of Muhammadiyah Sinjai, located at Sultan Hasanuddin Street 20, Balangnipa Village, Sinjai regency. There are several reasons why the researcher this chooses place to conduct a research, as follows:

- a. The researcher found problems related to the title
- b. The researcher wanted to try to introduce new innovations related to the title that the researcher took.

2. Time of Research

This research was conducted from February to May 2022 completion at of the Islamic Institute of Muhammadiyah Sinjai.

D. Population and Research Sample

1. Population

The phrase "population" refers to a group of people who share specific attributes and characteristics, which are chosen by researcher to be investigated and then given a conclusion. So the population is the whole unit under study, starting from a group of people, events or something that has the nature of a particular subject. Population comes from the English word population which means the total population. Population is one with a set number of people, whereas an infinite population is one with no fixed number of groups or an endless number of individuals (Harmon et al., 2016).

The researcher chose the English Education Study Program class of 2019, the Islamic Institute of Muhammadiyah Sinjai, as the subject because it be in accordance with the issues raised, the population in this study was 22 students.

2. Sample

A sampling technique is a method or technique for collecting research samples. A sample is a section of the population or a small part of the population taken according to specific procedures in order to reflect the entire population. The sample is also part of the characteristics possessed by the population.

The sample is used to make it easier for researcher to study a large number of populations due to limited costs, time, and researcher using research samples taken from the population. In this study, the researcher used a saturated sampling technique with a non-probability sampling technique. Non-probability sampling, according to Sugiyono in Imron, is a sampling approach that does not provide equal opportunity for each element or member of the population to be chosen as a sample (Imron, 2019).

Non-probability sampling is a sample selection strategy that takes the researcher into account. Because in compliance with the issues highlighted, the researcher picked the English Education Study Program class of 2019, the Islamic

Institute of Muhammadiyah Sinjai, as the subject.

The sample in this study used many as 22 students.

E. Data Collection Techniques

The collection technique is the method used by researcher to collect data (Hastjarjo, 2019). The collection technique is the method used by researcher to collect data. Data collection techniques used in this study were questionnaires, tests, and documentation:

1. Questionnaires

A questionnaire is a set of questions for responses that is used to collect data from respondents. The questionnaire is almost similar to the interview, but the interview is conducted orally, while the respondent's questionnaire is done in writing by filling out the questionnaire that the researcher has provided (Etikan, 2017).

Questionnaires make it easier for researcher to get more information. In this study, questionnaires were distributed to students to determine the influence of part of speech mastery towards the students ability in analyzing sentences by using tree diagram. The form of the questionnaire assessment is using the Likert scale

of 1 to 5, include Strongly Agree (SS), Agree (S), Neutral (RG), Disagree (TS), and Strongly Disagree (STS). The list used in this research is a closed questionnaire because the respondent only needs to put a checklist on one of the answers that he thinks is correct.

2. Test

The test instrument is a series of questionnaires or activities, as well as instruments, that are used to assess an individual's or group's skills, intelligence, knowledge, abilities, and talents (Ciesielska & Jemielniak, 2017).

The data collection technique used in this research is giving a test in the form of a Part of Speech test to test the variable (X) and a Tree Diagram analysis test to test the variable (Y). The questions used in this research are in the form of essay questions, with 9 numbers of parts of speech questions and 18 numbers of tree diagram questions..

3. Documentation

Documentation is a method of gathering information through evaluating existing records, such as letters, notes, photo archives, meeting minutes,

and other activity diaries. Documentation is a historical data tracing method derived from the word document, which means written. The documentation in this study is in the form of student attendance records, photos taken during and after the evaluation of the part of the speech test, and sentence analysis using tree diagrams. obtained through the facts stored in the form of photos and important notes, which were collected directly by the researcher.

F. Instrument of the Research

Research instruments are often known as measuring tools. According to Sugiyono in Wiwin Iswara, the research instrument is a tool that is used to measure observed natural and social phenomena. Because research is fundamentally about measurement, a good measuring instrument is required while doing research. It can be deduced from this statement that the research instrument is a tool used by researcher to collect data. It can be obtained with convenience in collecting data in accordance with expectations (Iswara et al., 2018). The steps in preparing the questionnaire are as follows:

1. Questionnaire Sheet

The researcher made an instrument in the form of a statement in questionnaire based on indicators on the research variables. This research questionnaire consisted of a series of questions that respondents were asked to answer. The questionnaire in this study was given using a questionnaire sheet with a vulnerable score of 1-5, include Strongly Agree (SS), Agree (S), Neutral (RG), Disagree (TS), and Strongly Disagree (STS). The list used in this research is a closed questionnaire because the respondent only needs to put a checklist on one of the answers that he thinks is correct.

2. Test Question

The data collection technique used in this study is giving a test in the form of a Part of Speech test to test the variable (X) and a Tree Diagram analysis test to test the variable (Y). The questions used in this research are in the form of essay questions, with 9 numbers of parts of speech questions and 18 numbers of tree diagram questions..

3. List of Documentation

The documentation in this study is in the form of student attendance records, photos taken during and after the evaluation of the part of the speech test, and sentence analysis using tree diagrams. Obtained through the facts stored in the form of photos and important notes, which were collected directly by the researcher.

Valid and reliable measuring instruments are the process of obtaining relevant and accurate data. one way is to test the instrument to achieve the validity and reliability of the instrument.

a. Validity

The test of the validity of the assessment instrument is a test carried out to determine the validity, accuracy, accuracy, an item of questions in measuring the variables to be studied. On the one hand, valid instruments have high validity; on the other hand, less valid instruments have low validity. The Product Moment Correlation can be used to perform a validity test with the SPSS 25 application. The Product Moment Correlation formula with the

following deviation value used as a validity instrument in this study:

$$r_{xy} = \frac{\sum XY}{\sqrt{(\sum x^2)(\sum y^2)}}$$

Description:

r_{xy} : Correlation between variables X and Y

$\sum XY$: Total deviation score X times the score

Y

$\sum x^2$: Total deviation of X score after first

squared

$\sum y^2$: Total deviation of Y score after first

squared (Sugiyono, 2013).

The researcher used the SPSS (Statistical Product and Service Solution) version 25 application to make it easier to analyze the data of the research. After obtaining the validity value for each item score in the question, the following step is to compare these

values to the guideline tabel in order to interpret the correlation coefficient in table below:

Tabel 3.1 Validity Level Interpretation Guidelines

Coefficient Interval	Realtionship Level
00 – 0,199	Very low
0,20 – 0,399	Low
0,40 – 0,599	Currently
0,60 – 0,799	Strong
0,80 – 1,000	Very Strong

If there is a link between instrument item scores and overall scores, this question is said to be legitimate in the trial.

b. Reliability

The reliability test of the research instrument is a test carried out to determine its reliability or level of confidence of a question item in measuring the variables studied. Reliability test is conducted to determine the level of stability of a measuring instrument. The reliability test was carried out using an

internal consistency reliability approach that used Cronbach's alpha to identify how well the relationship between items in the research instrument was, with the assistance of the SPSS 25 application (Engkus, 2019).

G. Data Analysis Techniques

The analytical technique used to analyze the data is the Simple Linear Regression Test. This analysis aims to determine the variable (X) The influence of part of speech on (Y) The students ability in analyzing sentences by using tree diagrams at English Study Program class of 2019. In this research, the data analysis technique employed will quantitative analysis, which included descriptive statistical analysis and inferential analysis.

1. Descriptive statistics

Descriptive statistics are also known as deductive statistics, meaning statistics whose level of use includes ways of collecting data, compiling data, or organizing data as well as presenting data and analyzing numerical data. In this study using descriptive statistical analysis Mean (Husnul et al., 2019) .

a. Mean

$$\bar{x} = \frac{\sum_{i=1}^k \int i x_i}{\sum_{i=1}^k \int i}$$

Description : $\bar{x}$ = Average

$\int i$ = Frequency

b. Percentage (%)

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

Description : P = Percentage Figures

F = Frequency

N = Number of samples

As for what is used to change the scores obtained by students into standard scores (values) to determine the level of absorption of students (Sudjana, 2014), namely:

Tabel 3.2 The score of the Test

Score (%)	Category of Outcomes
0 – 34	Very low
35 – 54	Low
55 – 64	Currently
65 – 84	High
85 –100	Very high

The researcher used the SPSS (Statistical Product and Service Solution) version 25 application to make it easier to analyze the data of the research.

2. Inferential Statistics

Inferential statistics are the opposite of deductive statistics, so inferential statistics are inductive statistics. Inferential statistics provide rules or methods used to predict, estimate, and draw general conclusions. Inferential statistics aim to be an estimator of population parameters and hypothesis testing. The analytical technique used in analyzing the data is a Simple Linear Regression Test. This analysis aims to determine the variable (X) The effect of Part

of Speech mastery on the variable (Y) in analyzing tree diagrams.

However, before conducting data analysis, it is necessary to rest the data analysis prerequisites, namely;

a. Prerequisite

1) Normality Test

The data normality test aims to show that the data obtained from the population is normally distributed. The data normality test aims to show that the data obtained from the population is normally distributed. Kolmogorov-Smirnov and Shapiro-Wilk are two forms of normality tests. Kolmogorov-Smirnov is used for large samples (>50) and Shapiro-Wilk is used for small samples (50) (Setyawan, 2020). The Shapiro Wilk type will utilized in this research because the sample size will small (only 22 means) test with special criteria, namely:

- a) Significance of the test ($\text{Alpha} = 0.05$;
- b) If $\text{sig} > 0,05$, then the sample comes from a normally distributed population;

- c) If $\text{Sig} < 0,05$, then the sample does not come from a normally distributed population (Maulana, 2021).

The researcher will use the SPSS (Statistical Product and Service Solution) version 25 application to make it easier to analyze the data of the research.

2) Linearity Test

Linearity test aims to determine the effect of the variable (X) on the mastery of part of speech and the variable (Y) the ability to analyze tree diagrams, has a significant linear relationship or not (Bustami et al., 2014). The following is the basis for making linearity test decisions:

- a) If significant > 0.05 , then there is relationship between variable X and variable Y.
- b) If significance < 0.05 , then there is no linear relationship between variable X and variable Y.

The researcher will use the SPSS (Statistical Product and Service Solution)

version 25 application to make it easier to analyze the data of the research.

b. Hypothesis testing

Hypothesis testing aims to answer the hypothesis that has been proposed. Testing of student results test data analyzed by using the linear Regression and F-test.

1) Simple Linear Regression

This analysis used to measure the influence of one independent variable (X) on the dependent variable (Y). The eligibility requirements that must be when using simple linear regression. The formula is as follows:

$$\hat{Y} = a + bX$$

Description:

$\hat{Y}$ = Regression line/response variable

a = Constant (intercept), the intersection with the vertical axis

b = Regression constant (slope)

X = Independent variable/ predictors

(Yuliara, 2016)

The magnitude of the constants α and b can be determined using the equation:

$$a = \frac{(\sum Y_i)(\sum X_i^2) - (\sum X_i)(\sum X_i Y_i)}{n \sum X_i^2 - (\sum X_i)^2}$$

$$b = \frac{n (\sum X_i Y_i) - (\sum X_i)(\sum Y_i)}{n \sum X_i^2 - (\sum X_i)^2}$$

n = number of data

- a) The number of independent variables (X) its only one.
- b) The data must be normally distributed.
- c) There is linear relationship between variables X and Y.
- d) The number of samples used is the same.

The significance value (Sig) < 0.05 means that there is an influence between the X and Y variables. If the significance value (Sig) > 0.05 means that there is no influence between the X and Y variables.

The researcher will use the SPSS (Statistical Product and Service Solution)

version 25 application to make it easier to analyze the data of the research.

2) T-Test

According to Imam Ghozali in Nur Gandhi Mahesti and Zulaikha, the t-test statistic shows how far the influence of one independent variable individually in explaining the variation of the dependent variable. The test is carried out using a significance level of 0.05 ($\alpha = 5\%$) (Mahesti, 2019). Acceptance or rejection of the hypothesis is carried out with the following criteria:

- a) If the significant value of $t < 0.05$ then H_0 is rejected, meaning that there is a significant influence between one independent variable on the dependent variable.
- b) If the significant value of $t > 0.05$ then H_0 is accepted, meaning that there is no significant effect between one independent variable on the dependent variable.

The researcher will use the SPSS (Statistical Product and Service Solution)

version 25 application to make it easier to analyze the data of the research.

CHAPTER IV

RESULT OF THE RESEARCH

A. General Description of Research Location

1. History of Islamic Institute of Muhammadiyah Sinjai

The research is located in the Islamic Institute of Muhammadiyah Sinjai, which is located on Sultan Hasanuddin Street in the 20th district of Sinjai. Under the leadership of Mr. Muhammad Syurkati Said, began to enter the field of charity business in the higher education field by opening a branch of FIP (Faculty of Education) from Unismuh Makassar and succeeded in educating up to Baccalaureate degrees with BA degrees to several education practitioners in Sinjai Regency at the time. that. However, they only carry out lectures in Muhammadiyah's own old building, which was built in 1935. To this day, the building can be used and was renovated in 2012. Most of these graduates continue their education until they hold a complete bachelor's degree (Drs), so they can qualify as the term now.

Because the regulations and legislation required at that time that students had to take the exam in

Makassar and it was no longer justified that there were universities with remote branch/class status, the FIB Unismuh Makassar Sinjai branch was merged into its parent as a result of this rule. Thus, high school teachers and alumni who are interested in continuing their education or want to increase their knowledge have difficulty, a few years later Muhammadiyah Bone and Bulukumba established STIKP Muhammadiyah, so educators (teachers) who are interested in increasing their level of education choose between STIKP. Muhammadiyah Bone or STIKP Muhammadiyah Bulukumba and Makassar.

Muhammadiyah Sinjai understood the condition, so the management tried to return to open lectures and what was successfully opened was the Faculty of Tarbiyah Unismuh Makassar Sinjai branch in 1974, two years later in 1976 it just obtained an Operational Permit with registered status from the Minister of Religion of the Republic of Indonesia with a decree Number: Kep /D.5110/1976 dated April 15, 1976, majoring in Islamic education for the Baccalaureate Program (Sinjai, 2022).

In 1986, the Chancellor of Unismuh Makassar gave an opportunity to stand alone so that the opportunity was used well by Muhammadiyah Sinjai by changing the name from the Faculty of Tarbiyah Unismuh Makassar, Sinjai branch to the Institute of Tarbiyah Sciences (STIT) Muhammadiyah Sinjai, majoring in Islamic Religious Education with a bachelor's degree program. S1) and has been independent and obtained an Operational Permit from the Minister of Religion of the Republic of Indonesia. Registered status by Decree Number: 61/1990 dated April 25, 1990.

In 1995, due to government demands and regulations, in this case the Ministry of Religion of the Republic of Indonesia, all universities under the auspices of the Ministry of Religion of the Republic of Indonesia had to comply with the regulation. So that the Institute Of Tarbiyah Science (STIT) Muhammadiyah Sinjai changed its name to Sekolah High Religion Of Islam" (STAI) Muhammadiyah Sinjai by adding more majors, so STAI Muhammadiyah Sinjai at that time had two undergraduate study programs (S1), namely: 1) Islamic

Religious Education (PAI) and 2) Islamic Counseling Guidance (BPI).

Then the name STAIM changed its status to the Islamic Institute of Muhammadiyah Sinjai based on the Decree of the Minister of Religion of the Republic of Indonesia Number 6722 of 2015 dated November 24, 2015, which was domiciled in Sinjai, South Sulawesi Province, established for an unspecified time limit. In accordance with the Decree of the Minister of Religion of the Republic of Indonesia Number 226/1995 dated June 16, 1995 regarding the change of name and operational permit for the opening of the department and granting the registered status of the two majors owned.

Periodization of leadership starting from 1974 until now is Salam Basyah SH 1974-1976, Drs. H. M. Amir said in 1976-1982, Drs. H. Zainuddin Fatbang in 1982-1983, Drs. H. Amir Said in 1983-1986, Drs. A. Muh Nur Parolai 1986-2004, Drs. A. Mucthar Mappatoba, M.Pd 2005-2010, Muh. Judrah, S.Ag, M.Pd.I in 2010-2014, and Dr.Firdaus, M.Ag in 2014-until now. In 2015 under the leadership of Dr. Firdaus, M.Ag, the Sinjai Islamic School of Religion (STAIM) turned into the Islamic Institute of

Muhammadiyah Sinjai, based on the Decree of the Minister of Religion of the Republic of Indonesia Number 6722 of 2015 dated 24 November 2015, which is domiciled in Sinjai Province South Sulawesi, was established for an indefinite time limit. The first Chancellor was Dr. Firdaus, M.Ag, (Sinjai, 2022).

In addition, IAIM Sinjai has 3 Faculties and 12 Study Programs that have been accredited and as a campus institution, the Islamic Institute (IAI) of Muhammadiyah Sinjai has received accreditation with a "Good" rating based on decree number 1088/SK/BAN-PT/Akred/PT/ XII/2020 from BAN PT.

The following are the names of the faculties and the names of the Study Programs at IAIM Sinjai:

- a. Faculty of Economics and Islamic Law
 - S1 Syariah Economics
 - S1 Islamic Criminal Law
 - S1 Syariah banking
- b. Faculty of Tarbiyah and Teacher Training
 - S1 Islamic Religious Education
 - S1 Arabic Language Education
 - S1 Madrasah Ibtidaiyah Teacher Education
 - S1 English Education

S1 Maths Education

S2 Islamic Religious Education

c. Faculty of Usuluddin and Islamic Communication

S1 Islamic Counseling Guidance

S1 Science of the Qur'an and Tafsir

S1 Islamic Communication and Broadcasting.

The vision, mission and purpose of the Islamic Institute of Muhammadiyah Sinjai are as follows:

1. Vision, Mission and Purpose of the Islamic Institute of Muhammadiyah Sinjai

a. Vision

Islamic, Progressive and Competitive

b. Mission

- 1) Organizing higher education Caturdarma based on Islamic values.
- 2) Organizing competitive higher education.
- 3) Produce innovative and creative graduates.
- 4) Develop a network of cooperation with various regional, national and international institutions.

c. Purpose

- 1) Improving the quality of the academic community of the Sinjai Muhammadiyah Islamic Institute.

- 2) Improving the competence of graduates through strategic and comprehensive academic programs.
- 3) Improving higher education management that produces graduates with Islamic personality, quality, noble character, and academic, professional, skilled and innovative abilities as well as being able to develop and apply science and technology.
- 4) Improving research and service programs to improve community welfare through the application of science and technology.
- 5) Improving academic life based on national cultural values and the identity of the Muhammadiyah association in an effort to create a progressive society.
- 6) Improving innovative and conducive learning processes and encouraging the realization of responsible, polite and moral academic interactions.
- 7) Encouraging students to always be pro-active in academic activities through an interactive, innovative, dynamic learning process and be able to become lifelong learners in an effort to increase their competence. So that the object of the researcher, namely focusing on the Tarbiyah Faculty and Teacher Training in the English Education (Sinjai, 2022).

2. The Faculty of Tarbiyah and Teacher Training

In 2016 with the issuance of the Decree of the Director General of Islamic Education Number: 6722 of 2016 dated November 24, 2016, regarding the Permit to Change the Form of the Islamic High School of Muhammadiyah Sinjai into the Islamic Institute of Muhammadiyah Sinjai, then on that basis the Chancellor of the Islamic Institute of Muhammadiyah Sinjai published Decree Number: 216 / 1.3.AU / D / KEP / 2016 on the establishment of Faculty of Tarbiyah and Teaching Training (FTIK) which consists of three study programs, namely the Islamic Religious Education program (PAI), Elementary School Teacher Education (PGMI), and Arabic Language Education (PBA). So in line with this, Islamic Institute of Muhammadiyah Sinjai opened the English Language Study Program based on the Decree of the Director General of Islamic Education Number: 1081 of 2017 dated February 21, 2017. So that the English Education joined the Faculty of Tarbiyah and Teacher Training.

a. Vision

Becomes LPTK Islamic, uggul, competitive and professional in 2021

b. Misssion

- 1) Developing education based on Islam, science, technology, art and local crocodiles.
- 2) Organizing superior education to produce educators in madrasah, Islamic boarding schools and communities outside of school;
- 3) Conduct studies and development of theories, concepts and practices in the field of Islamic, integrative, textual and contextual education;
- 4) Organizing teacher professional education;
- 5) Preparing quality graduates who have spiritual depth, moral greatness, breadth of knowledge and professional maturity;
- 6) Developing Islamic science, technology and cultural arts through study and research;
- 7) Providing services and information to the public and stakeholders in aspects of concepts, theories and applications of Islamic education science and technology;
- 8) Empowering education in schools, families and communities

3. English Study Program

The Islamic Institute of Muhammadiyah Sinjai Opens English Language Study Program based on the Decree of the Director General of Islamic Education Number: 1081 of 2017 dated, February 21, 2017.

a. Vision of English Study Program

Realizing a trusted study program in producing superior, competitive and Islamic English education graduates

b. Mission English Study Program

- 1) Organizing quality English education to produce superior and competitive English language education personnel.
- 2) Organizing research and community service in the field of technology-based English language education to create an intelligent, creative and prosperous society.
- 3) Organizing professional education and teaching activities in the field of English by integrating Islamic values and local culture.
- 4) Building an effective, efficient, transparent and accountable quality management system to ensure

the quality of graduates and the management of study program management

- 5) Ensure sustainable collaboration with institutions, alumni and stakeholders to develop the quality of study programs and graduates.

c. Purpose of English Study Program

- 1) Produce graduates who are innovative and competitive in learning English
- 2) Produce graduates who have knowledge, character attitudes based on Islamic values
- 3) Produce graduates who are able to conduct research and serve the community in the field of English language education to improve the quality of life of people who are intelligent, creative and prosperous.
- 4) Produce graduates who have knowledge and skills in other fields related to English, namely entrepreneurship, tourism and translators.

B. Result and Discussion of the Research

1. The Result of the Research

a. The Characteristics of Respondents

The characteristics of respondents this research were 23 students of English Education.

Table 4.1 The Characteristics of The Research

No	Initial Name	Gender	
		Female	Male
1.	A1	✓	
2.	A2	✓	
3.	A3	✓	
4.	A4	✓	
5.	A5	✓	
6.	A6	✓	
7.	A7	✓	
8.	A8	✓	
9.	A9	✓	
10.	A10	✓	
11.	A11	✓	
12.	A12	✓	
13.	A13	✓	
14.	A14	✓	
15.	A15		✓
16.	A16		✓

17	A17	✓	
18	A18		✓
19	A19	✓	
Total		15	4

Based on the number of respondents obtained in accordance with the categories expected by the researcher. in this case the researcher collects data consisting of primary and secondary data through questionnaires and tests on Part of Speech and Tree Diagrams along with supporting data in the form of documentation. Before data processing is carried out, validity and reliability tests are first carried out because a valid and reliable measuring instrument is a process to obtain relevant and accurate data. one way is to test the instrument to achieve the validity and reliability of the instrument.

b. Descriptif statistics

1) Questionnaire

The questionnaire data that has been answered by respondents, then combined and

analyzed to find out "The Influence of Part of Speech Mastery Toward the Student Ability and Analyzing Sentences by Using Tree Diagrams at English Study Program Class Of 19". Researchers used descriptive statistical analysis by distributing questionnaires via google form to respondents.

Table 4.2 The result of descriptive statistics from questionnaire

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
PART_OF_SPEECH	19	140.00	245.00	183.6316	31.75813
TREE_DIAGRAM	19	54.00	90.00	69.8947	10.73879
Valid N (listwise)	19				

The table above is the result of calculating statistical data using SPSS version 25 which has been answered by 19 IAIM Sinjai students. Based on each variable, the value of the variable X (Part of Speech) is a minimum of 140.00, maximum 245.00, mean 183.6316 and standard deviation 31.75813. While the value of the Y variable (Tree

Diagram) is a minimum of 54, a maximum of 90.00, a mean of 69.8947 and a standard deviation of 10,73879. The value of the table above is obtained from the results of the study in the form of filling out a statement from the questionnaires given to 19 respondents at the Islamic Institute of Muhammadiyah Sinjai during the lecture process syntax.

2) Test

From the test data that has been answered by the respondents, then put together and then analyzed to find out "The Influence of Part of Speech Mastery Toward the Student Ability and Analyzing Sentences by Using Tree Diagrams at English Study Program Class of 19". In this case, the researcher used descriptive statistical analysis by distributing test question sheets directly to the respondents.

Table 4.3 The result of descriptive statistics of test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation

Part_of_speech	19	52	90	74.21	13.758
Tree_Diagram	19	55	89	73.95	12.122
Valid N (listwise)	19				

The table above is the result of calculating statistical data using SPSS version 25 which has been answered by 19 IAIM Sinjai students. Based on each variable, the value of the variable X (Part of Speech) is a minimum of 52, maximum 90, mean 74.21 and standard deviation 13.758. While the value of the Y variable (Tree Diagram) is a minimum of 55, a maximum of 89 mean 73.95 and a standard deviation of 12.122. The value from the table above is obtained from the results of the study in the form of filling out test question sheets given to 19 respondents at the Islamic Institute of Muhammadiyah Sinjai in the process syntax lessons.

c. Inferential Statistics

1) Prerequisite

a) Normality Test

The normality test is a test carried out by researcher to measure the data that is owned normally distributed. The researcher used the Shapiro-Wilk type of normality test. The data can be said to be normally distributed If $\text{Sig} > 0.05$ then the sample comes from a normally distributed population, otherwise If $\text{Sig} < 0.05$ then the sample does not come from a normally distributed population.

Data in a study can be said to be good if the data is normally distributed. So in this research, the researcher collected data on "The Influence of Part of Speech Mastery Toward the Student Ability and Analyzing Sentences by Using Tree Diagrams At English Study Program Class of 19". The data were analyzed using the Shapiro-Wilk

normality test using the SPSS version 25 application.

Table 4.4 The result of Normality test (Questionnaire)

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Unstandardized Residual	.117	19	.200*	.982	19	.961
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

Based on the results of the Shapiro-Wilk normality test above, it shows that the significance value produced by Sig is 0.961 greater than the alpha value (0.05) or ($0.05 < 0.961$). It can be concluded that the data on the variable X and variable Y are normally distributed. The above data can be visualized through a normal graph Q-Q Plot of Unstandardized Residual.

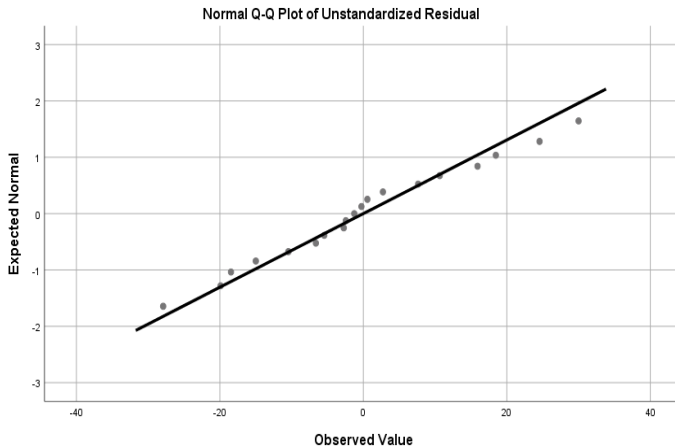


Chart 4.1 The Histogram of Normality Test of Questionnaire

The normality of a data can be recognized or detected by looking at the distribution of the data or points on the diagonal axis in the histogram graph of the residuals. The basis for decision making is as follows:

- (1) If the data spreads around the diagonal line and follows the direction of the diagonal line, or the histogram graph shows a normal distribution pattern, then

the regression model fulfills the assumption of normality.

- (2) Conversely, if the data spreads away from the diagonal and does not follow the direction of the diagonal line or the histogram graph does not show a normal distribution pattern, then the regression model does not meet the assumption of normality (Ghozali, 2018).

Based on the graph IV.1 above, the black dots are near to the diagonal line in the histogram of the above test results, it means that the data is normally distributed.

Furthermore, testing the normality test on the test results of the dependent variable (X) and the independent variable (Y)

Table 4.5 The result of Normality test (Test)

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Unstandardized Residual	.156	19	.200 [*]	.917	19	.101

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the results of the Shapiro-Wilk normality test above, it shows that the significance value produced by Sig is 0.101 greater than the alpha value (0.05) or $(0.05 < 0.101)$.

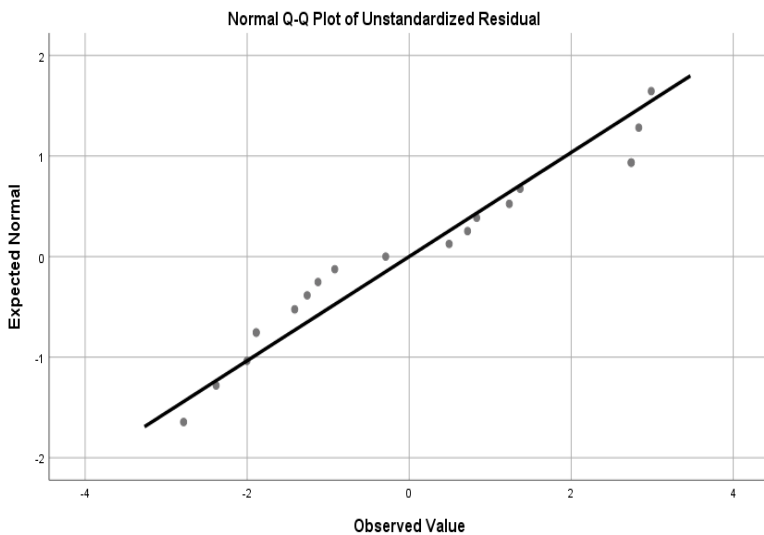


Chart 4.2 The Histogram of Normality Test (Test)

It can be concluded that the data on the variable X and variable Y are normally distributed. After knowing the value of the test questions with a normal distribution, the

linearity test will then be carried out. Based on the results of the normality data test, it can be seen in the histogram above which indicates that the black dots are adjacent to the diagonal line, which means the data is normally distributed.

b) Linearity Test

The linearity test aims to determine the form of the relationship between the X variable (Part of Speech) and the Y variable (Tree Diagram) with the basis for making the decision. The linearity test is If the significance deviation > 0.05 then there is a linear relationship between the X and Y variables, or vice versa. the significance deviation < 0.05 then there is no linear relationship between the X and Y variables.

Table 4.6 The result of linearity test from questionnaire

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Tree_Diagram *	Between Groups	(Combined)	2047.789	15	136.519	14.627	.024

Part_Of_Speech		Linearity	1593.908	1	1593.908	170.776	.001
		Deviation from Linearity	453.882	14	32.420	3.474	.167
	Within Groups		28.000	3	9.333		
	Total		2075.789	18			

Based on the results of the linearity test in the Anova table above, it shows that the significance value of deviation from linearity is 0.167. It can be concluded that the significance value of deviation $0.167 > 0.05$ means that there is a relationship between variable X (Part of Speech) and variable Y (Tree Diagram).

Furthermore, the prerequisite test for normality and linearity will be carried out on the test questions that have been answered by the respondents. In this case, the researcher also uses the Kolmogorov-Smirnov type of normality test with the help of the SPSS version 25 application. The data can be said

to be normally distributed. If $\text{Sig} > 0.05$ then the sample comes from a normally distributed population, otherwise if $\text{Sig} < 0.05$ then the sample does not come from a normally distributed population. Data in a study can be said to be good if the data is normally distributed. So in this study the researchers collected data on "The Influence of Part of Speech Mastery toward the Student Ability and Analyzing Sentences by Using Tree Diagrams at English Study Program Class of 19".

The linearity test aims to determine the form of the relationship between the X variable (Part of Speech) and the Y variable (Tree Diagram) with the basis for making the decision. The linearity test is If the significance deviation > 0.05 then there is a linear relationship between the X and Y variables, or vice versa. the significance deviation < 0.05 then there is no linear relationship between the X and Y variables.

Table 4.7 The result of linearity test (testing)

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Tree_Diagram * Part_of_speech	Between Groups	(Combined)	2622.781	10	262.278	94.657	.000
		Linearity	2592.787	1	2592.787	935.743	.000
		Deviation from Linearity	29.993	9	3.333	1.203	.403
	Within Groups		22.167	8	2.771		
	Total		2644.947	18			

Based on the results of the linearity test in the Anova table above, it shows that the significance value of deviation from linearity is 0.403. It can be concluded that the significance value of Deviation is $0.403 > 0.05$, which means that there is a relationship between variable X (Part of Speech) and variable Y (Tree Diagram).

2) Hypothesis Testing

a) Simple Linear Regression

The simple linear test is a test carried out to determine the effect of the variable (X) Part of Speech on the variable (Y) Tree Diagram.

Table 4.8 Simple Linear Regression (Questionnaire)

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2592.787	1	2592.787	845.039	.000 ^b
	Residual	52.160	17	3.068		
	Total	2644.947	18			
a. Dependent Variable: Tree_Diagram						
b. Predictors: (Constant), Part_of_Speech						

Based on the results of the linearity test in the Anova table above, the third part of the output (ANOVA), it is known that F count = 845,039 with a significance level of $0.000 < 0.05$, then the regression model can be used to predict the Tree Diagram variable in other words, it means that there is an influence between variable X (Part of Speech) with variable Y (Tree Diagram).

Table 4.9 Simple Linear Regression (Test)

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1593.908	1	1593.908	56.230	.000 ^b
	Residual	481.882	17	28.346		
	Total	2075.789	18			
a. Dependent Variable: Tree_Diagram						
b. Predictors: (Constant), Part_Of_Speech						

Based on the results of the linearity test in the Anova table above, the third part of the output (ANOVA), it is known that F count = 56,230 with a significance level of $0.000 < 0.05$, then the regression model can be used to predict the Tree Diagram variable in other words, it means that there is an influence between variable X (Part of Speech) with variable Y (Tree Diagram).

b) T-Test (Questionnaire)

The t test is a hypothesis testing process used to determine the effect of the independent variable (Part of Speech) on the

dependent variable (Tree Diagram). The hypothesis to be tested in this study is "The Influence of Part of Speech Mastery Toward the Student Ability and Analyzing Sentences by Using Tree Diagrams at English Study Program Class Of 19". The results of the t-test will be compared with the t-table using an error rate of 0.05 or dama with a 5% confidence level.

To determine the effect between variable X and variable Y, there are two alternatives, namely by using a comparison of t table with t count and comparison between the significance value and the alpha value (0.05). The results of the t test are determined from the comparison between the significance value and the alpha value (0.05) if the sig value > 0.05 then H_0 is accepted. On the other hand, if the value of sig < 0.05 , then H_0 is rejected. The hypothesis in this study is:

H_0 : There is no significant influence of part of speech mastery towards the students

ability in analyzing sentences by using tree diagram at English Study Program class of 19

H_a: There is a significant influence of part of speech mastery towards the students ability in analyzing sentences by using tree diagram at English Study Program class of 19.

Table 4.10 The Result of T test

Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	15.484	7.358		2.104	.051
	Part_of_Speech	.296	.040	.876	7.499	.000
a. Dependent Variable: Tree_Diagram						

Based on the significance value: from the coefficients table obtained a significance value of 0.000 < 0.05, so it is conveyed that

the Part of Speech (X) variable has an effect on the Tree Diagram variable (Y).

Table 4.11 Coefficient Determination of Questionnaire

Model Summary^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.876 ^a	.768	.754	5.324
a. Predictors: (Constant), Part_Of_Speech				
b. Dependent Variable: Tree_Diagram				

The output of the second table (ModelSummary), explains the magnitude of the correlation/relationship value (R) which is 0.876. From the output, the coefficient of determination (R square) is 0.768, which implies that the effect of the independent variable (Part of Speech) on the dependent variable (Tree Diagram) is 75.4%.

c) T-Test (Test)

The t test is a hypothesis testing process used to determine the effect of the independent variable (Part of Speech) on the

dependent variable (Tree Diagram). The results of the t-test will be compared with the t-table using an error rate of 0.05 or dama with a 5% confidence level.

To determine the effect between variable X and variable Y, there are two alternatives, namely by using a comparison of t table with t count and comparison between the significance value and the alpha value (0.05). The results of the t test are determined from the comparison between the significance value and the alpha value (0.05) if the sig value > 0.05 then H_0 is accepted. On the other hand, if the value of sig < 0.05 , then H_0 is rejected. The hypothesis in this study is:

Table 4.12 The Result of T Test

Coefficients^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		

1	(Constant)	9.210	2.263		4.070	.001
	Part_of_Speech	.872	.030	.990	29.070	.000
a. Dependent Variable: Tree_Diagram						

Based on the significance value from the coefficients table 4.10, obtained a significance value of $0.000 < 0.05$, so it is conveyed that the Part of Speech (X) variable has an effect on the Tree Diagram variable (Y).

Table 4.13 Coefficient determination of Test

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.990 ^a	.980	.979	1.752
a. Predictors: (Constant), Part_of_Speech				

The output of the second table (Sumamry Model), explains the magnitude of the correlation/relationship (R) value of 0.990. From the output, the coefficient of de-termination (R square) is 0.980, which implies that the effect of

the independent variable (Part of Speech) on the dependent variable (Tree Diagram) is 97.9%.

Table 4.14 Test Category

Score	Coefficient	Description
5	79,5% - 95%	Very high
4	60% - 79%	High
3	39,5% -58,5%	Enough
2	20% - 39%	Low
1	0,5% - 19,5% S	Very Low

Based on the questionnaire test data in the table 4.14 that the coefficient of determination $R = 0.876$, R square is 0.768, and the adjusted coefficient of determination (Adjusted R Square) is 0.754. Therefore, the test category can be interpreted as that Part of Speech Mastery has an influence on analyzing sentences using a Tree Diagram, with a large effect of 75.4%, which means that the influence is in a high category. Then, based on the test data in the table 4.14 that the coefficient of determination $R = 0.990$, R square is 0.980, and the adjusted coefficient of determination (Adjusted R Square) is 0.979.

Therefore, the test category can be interpreted as part of Speech Mastery having an influence in analyzing sentences using a Tree Diagram, with a large influence of 97.9%, which means that the influence is categorized as very high. As for the rest of the explanation of aspects that are not discussed in this Research.

2. Discussion of the Research

Based on the research that has been done, the researcher shows that there is a significant influence between mastery of part of speech in analyzing sentences using tree diagrams. This can be seen from the results of statistical descriptive data on questionnaires and tests from 19 students. First, the questionnaire data which states that the value of the variable X (Part of Speech) is minimal, 140.00 maximum 245.00, mean 183.6316 and standard deviation 31.75813, while the value of variable Y (Tree Diagram) is at least 54, maximum 90.00 means 69.8947 and standard deviation is 10,73879. Second, the test data states that the value of the variable X (Part of Speech) is at least 52, a maximum of 90, the mean is 74.21 and the standard deviation is 13.758. while the

value of the Y variable (Tree Diagram) is at least 55, maximum, 89, the mean is 73.95 and the standard deviation is 12,122.

Furthermore, the results of the questionnaire using the Shapiro-Wilk normality test showed that the resulting significance value was greater than the alpha value (0.05) or (0.961 > 0.05), which means the data is normally distributed. Both of the test results using the Shapiro-Wilk normality test show that the resulting significance value is greater than the alpha value (0.05) or (0, 101 > 0.05), meaning that the test data is normally distributed. Then the results of the linearity test of the questionnaire showed that the deviation significance value was $0.167 > 0.05$, meaning that there was a relationship between the X variable (Part of Speech) and the Y variable (Tree Diagram). Meanwhile, the results of the linearity test show that the deviation significance value is $0.403 > 0.05$, meaning that there is a relationship between the X variable (Part of Speech) and the Y variable (Tree Diagram).

4. Therefore, based on previous research related to this study, showed a significant difference from the results of the study. Judging from the research written by Delvi Amelia Susanti, she examines the improvement of students' vocabulary mastery by using tree diagrams for students in class VIII of junior high school by using a classroom action research approach (Lede, 2020). While the research written by Fitri Apriyanti is research using qualitative methods that aim to teach EFL Part of Speech to EFL students through the story "The Tortoise and the Hare. This proves that part of speech and tree diagram research has been investigated using other methods, so that research conducted by researchers found novelty in terms of methods and research results.

This is also reinforced by the theory from Jordan in Saletti, who stated the students need to know how to utilize parts of speech when they analyze using the tree diagram technique. This is in accordance with the research taken based on the facts of students' problems in the mastery section of analyzing sentences using tree diagrams, in addition, based on the theory according to Fitri Puadi Rambe, and Jupriaman, which

states that a variety of elements, such as vocabulary, tenses, and parts of speech, influence sentence mastery because there are still many students who have difficulties with mastering part of speech so that students have difficulty analyzing sentences using a tree diagram (Rambe et al., 2020).

This is evidenced by the results of the questionnaire hypothesis test and the test consisting of simple linear regression and a T-test. First, based on the results of the questionnaire test and the test using simple linear regression in the Anova table, it shows that there is an effect of variable X (Part of Speech) on Y (Tree Diagram), as evidenced by the value of $0.00 < 0.005$.

Then the final result of the test is using the T-test, which shows that the variable X (Part of Speech) affects the Y variable (Tree Diagram), this can be seen from the table above shows that the significance is $0.00 < 0,05$ which means H_a is accepted and H_0 is rejected. So it can be concluded that the results of hypothesis testing show that there is a significant influence on the mastery of Part of Speech in analyzing sentences using a Tree Diagram on English

Education Class students of 19. The value of the coefficient of determination between the X variable in explaining how much influence the dependent variable Y has, it can be seen from the coefficient of the questionnaire statement test results with the test. First, the coefficient of determination of the independent variable questionnaire X (Part of Speech) in explaining the dependent variable is 75.4%. Second, from the value of the test de-termination coefficient, the independent variable X (Part of Speech) in explaining the dependent variable is 97.9%, the rest is influenced by other aspects outside of the research used by the researcher. In this study, the researcher used a questionnaire as supporting data and a test as the main data because in this study the questionnaire was used to strengthen the data from the test results that had been done by the respondent.

CHAPTER V

CONCLUSION

A. Conclusion

Based on research that has been carried out on English Education Students at the Muhammadiyah Sinjai Islamic Institute, After analyzing the data on the X variable (Part of Speech) and Y variable (Tree Diagram) using questionnaires and tests, it can be concluded that the results of the hypothesis show that there are significant influence in the mastery of Part of Speech on the ability of students in analyzing sentences using Tree Diagram.

1. It can be proven that the data series obtained after testing the simple linear regression hypothesis, seen from the coefficient table, a significance value of $0.000 < 0.005$ can be obtained, so it can be conveyed that the Part of Speech (X) variable has an influence on the Tree Diagram variable (Y) also seen. Second, through the t-test which shows a significance value, $0.000 < 0.05$. Which means H_a is accepted and H_0 is rejected. After testing the questionnaire, it is continued with testing, the test data obtained after testing the simple linear regression hypothesis is seen, based on the significance

value: the coefficient table obtained is $0.000 < 0.005$, so it is conveyed that the Part of Speech (X) variable has an influence on the Tree Diagram variable (Y). Then, through the t-test which shows the significance value, $0.000 < 0.05$. Which means H_a is accepted and H_0 is rejected.

2. The independent ability variable (X) in explaining the dependent variable (Y) seen from the output of the second table (Summary Model), the output, the coefficient of determination (Adjusted R square) is 0.754, which means that the effect of the independent variable (Part of Speech) on the dependent variable (Tree Diagram) is 75.4%. Then the ability of the independent variable (X) in explaining the variable (Y) seen from the output of the second table (Summary Model) of testing, From the output, the coefficient of determination (Adjusted R square) is 0.979, which indicates that the effect of the independent variable (Part of Speech) on the dependent variable (Tree Diagram) is 97.9%. It means that the influence of part of speech mastery towards the students ability in analyzing sentences by using tree diagram is very high.

B. Suggestion

Based on the results of research on The Part of Speech towards Tree Diagrams for English students in the 2019 English Tadris class , the researcher will convey the following suggestions :

1. English Lecturer

Lecturer of English at the Islamic Institute of Muhammadiyah Sinjai teaches Tree Diagram and Part of Speech well . This is very important to learn because part of speech is the basis for English and tree diagrams are a technique for analyzing English sentences.

2. To Students

Students are expected to be able to master the part of speech in order to be able to analyze sentences well because one way to master grammar is by using tree diagrams.

3. To the next researcher

It is hoped that further researchers who use different titles and research methods can develop better research methods. The results of this study are used as a reference or comparison of research materials and as raw materials for further research by using different

methods. In this case, the researcher suggests that further researchers use classroom action research.

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APPENDICES

RESEARCH INSTRUMENT

Research Instruments Grid

+							
Variable	Sub Variable	Indicators	Data Resource	Methods	Instruments	Questionnaire Number	
Part of Speech Mastery (X)	Mastery Noun	• Capable of giving examples of common noun • Capable of giving examples of proper noun • Capable of giving examples of collective noun • Capable of giving examples of compound noun • Capable of giving examples of Abstract Noun	Students	Questionnaire	Questionnaire Sheet	1,2,3,4,5,6,7,8,9	

	• Capable of giving examples of countable Noun • Capable of giving examples of Uncountable Noun • Capable of giving examples of Regular Noun • Capable of giving examples of Irregular Noun				
Mastery Pronoun	• Capable of giving examples of reflexive pronoun • Capable of giving examples of interrogative pronoun • Capable of giving examples of demonstrative pronoun	Students	Questionnaire	Questionnaire Sheet	10,11,12,13,14,15,16,17,18

		• Capable of giving examples of Indefinite pronouns • Capable of giving examples of Relative Pronoun • Capable of giving examples of Intensive pronoun • Capable of giving examples of Reciprocal pronoun • Capable of giving examples of Expletive pronoun • Capable of giving examples of Pronoun antecedent agreement				
	Mastery Verb	• Capable of giving examples of action verb • Capable of giving examples of linking verb	Students	Questionnaire	Questionnaire Sheet	19,20,21

	Capable of giving examples of auxiliary verb			
Mastery Adverb	- Capable of giving examples of simple adverb - Capable of giving examples of simple interrogative adverb - Capable of giving examples of relative adverb	Students	Questionnaire	Questionnaire Sheet
				22,23,24
Mastery Preposition	- Capable of giving examples of preposition of time - Capable of giving examples of place - Capable of giving examples of movement - Capable of giving examples of manner - Capable of giving examples of purpose	Students	Questionnaire	Questionnaire Sheet
				25,26,27,28,29,30

	Capable of giving examples of quantity				
Mastery Interjection	Capable of giving examples of interjection.	Students	Questionnaire	Questionnaire Sheet	31
Mastery Adjective	- Capable of giving examples of adjective of quality - Capable of giving examples of adjective of quantity - Capable of giving examples of adjective of numeral - Capable of giving examples of interrogative adjective - Capable of giving examples of demonstrative adjective	Students	Questionnaire	Questionnaire Sheet	32,33,34,35,36,37,38,39,40,41,42

	• Capable of giving examples of distributive adjective • Capable of giving examples of degree of comparison in adjective • Capable of giving examples of possessive adjective • Capable of giving examples of proper noun • Capable of giving examples of adjective exclamations • Capable of giving examples of relative adjective				
Mastery Conjunction	• Capable of giving examples of coordinating conjunction	Students	Questionnaire	Questionnaire Sheet	43,44

		Capable of giving examples of correlative conjunction	Students	Questionnaire	Questionnaire Sheet	45,46,47
	Mastery Article	- Capable of giving examples of The article - Capable of giving examples of A article - Capable of giving examples of An article	Students	Questionnaire	Questionnaire Sheet	
Analyzing Sentences By Using Tree Diagram (1)	Analysis of noun sentences using tree diagrams.	- Capable of classifying derivatives of noun sentences - Capable to analyze sentences in noun using tree diagram	Students	Questionnaire	Questionnaire Sheet	1,2
	Analysis of pronoun sentences using tree diagrams	Capable of classifying derivatives of pronoun sentences	Students	Questionnaire	Questionnaire Sheet	3,4

		Capable to analyze sentences in pronoun using tree diagram	Students	Questionnaire	Questionnaire Sheet	5,6
	Analysis of verb sentences using tree diagrams	- Capable of classifying derivatives of verb sentences - Capable to analyze sentences in pronoun using tree diagram	Students	Questionnaire	Questionnaire Sheet	
	Analysis of adverb sentences using tree diagrams.	- Capable of classifying derivatives of adverb sentences - Capable to analyze sentences in adverb using tree diagram	Students	Questionnaire	Questionnaire Sheet	7,8
	Analysis of preposition sentences using tree diagrams.	- Capable of classifying derivatives of preposition sentences - Capable to analyze sentences in preposition using tree diagram	Students	Questionnaire	Questionnaire Sheet	9,10

Analysis of interjection sentences using tree diagrams.	• Capable of classifying derivatives of interjection sentences • Capable to analyze sentences in interjection using tree diagram	Students	Questionnaire	Questionnaire Sheet	11,12
Analysis of adjective sentences using tree diagrams.	• Capable of classifying derivatives of adjective sentences • Capable to analyze sentences in adjective using tree diagram	Students	Questionnaire	Questionnaire Sheet	13,14
Analysis of conjunction sentences using tree diagrams.	• Capable of classifying derivatives of conjunction sentences • Capable to analyze sentences in conjunction using tree diagram	Students	Questionnaire	Questionnaire Sheet	15,16

Supervisor I,



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Supervisor II,



St. Rahmiah Bahrun, S.Pd., M.Pd.

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STUDENTS QUESTIONNAIRE

A. Personal Data

NAME :
.....

NIM :
.....

STUDY :
PROGRAM

SEMESTER :
.....

CAMPUS :
.....

B. Instructions for filling out the questionnaire

Put a check mark (✓) in the column of answer choices that have been provided according to your respective opinions according to their respective descriptions.

- 1. Chose answer 5 : if you stongly agree
- 2. Chose answer 4 : if you agree
- 3. Chose answer 3 : if you neutral

4. Chose answer 2 : if you disagree
5. Chose answer 1 : if strongly disagree

No	Sub Variabel	Questions	Answer Choices				
			5	4	3	2	1
Part of Speech Mastery (X)							
1.	Mastery Noun	I am able to give examples of a common noun					
2.		I am able to give examples of proper noun					
3.		I am able to give examples of collective noun					
4.		I am able to give examples of compound noun					
5.		I am able to give examples of Abstract Noun					

6.		I am able to give examples of countable noun					
7.		I am able to give examples of uncountable Noun					
8		I am able to give examples of Regular Noun					
9		I am able to give examples of Irregular Noun					
10	Mastery Pronoun	I am able to give examples of reflexive pronoun					
11.		I am able to give examples of interrogative pronoun					
12.		I am able to give examples of demonstrative pronoun					

13.		I am able to give examples of Indefinite pronouns					
14.		I am able to give examples of Relative Pronoun					
15.		I am able to give examples of Intensive pronoun					
16.		I am able to give examples of Reciprocal pronoun					
17.		I am able to give examples of Expletive pronoun					
18.		I am able to give examples of Pronoun antecedent agreement					
19.	Mastery Verb	I am able to give examples of simple verb					

20.		I am able to give examples of interrogative adverb					
21.		I am able to give examples of relative adverb					
22.	Mastery Adverb	I am able to give examples of simple adverb					
23.		I am able to give examples of simple Interrogative adverb					
24.		I am able to give examples of relative adverb					
25.	Mastery Preposition	I am able to give examples of preposition of time					
26..		I am able to give examples of preposition of place					
27.		I am able to give examples of					

		preposition ofmovement					
28.		I am able to give examples of preposition of manner					
29.		I am able to give examples of preposition ofpurpose					
30.		I am able to give examples ofpreposition of quantity					
31.	Mastery Interjection	I am able to give example of interjection					
32.	Mastery adjective	I am able to give examples of adjective of quality					
33.		I am able to give examples of adjective of quantity					

34.		I am able to give examples of adjective of numeral					
35.		I am able to give examples of interrogative adjective					
36.		I am able to give examples of demonstrative adjective					
37.		I am able to give examples of distributive adjective					
38.	Mastery Adjective	I am able to give examples of degree of comparison in adjective					
39.		I am able to give examples of possessive adjective					
40.		I am able to give examples of proper					

		noun					
41.		I am able to give examples of adjective exclamations					
42.		I am able to give examples of relative adjective					
43.	Mastery Conjunction	I am able to give examples of coordinating conjunction					
44.		I am able to give examples of correlative conjunction					
45.	Mastery Article	I am able to give examples of The article					
46.		I am able to give examples of A article					

47.		I am able to give examples of An article					
	Sub Variabel	Questions	Answer Choices				
			5	4	3	2	1
1.	Analysis of noun sentences using tree diagrams	I am able of classifying derivatives of noun sentences					
2.		I am able to analyze sentences in noun using tree diagram					
3.	Analysis of pronoun sentences using tree diagrams	I am able of classifying derivatives of pronoun sentences					
4.		I am able to analyze sentences in pronoun using tree diagram					

5.	Analysis of verb sentences using tree diagrams	I am able of classifying derivatives of verb sentences					
6.		I am able to analyze sentences in verb using tree diagram					
7.	Analysis of adverb sentences using tree diagrams	I am able of classifying derivatives of adverb sentences					
8.		I am able to analyze sentences in adverb using tree diagram					
9.	Analysis of preposition sentences using tree diagrams.	I am able of classifying derivatives of preposition sentences					
10.		I am able to analyze sentences in preposition using tree diagram					

11.	Analysis of interjection sentences using tree diagrams.	I am able of classifying derivatives of interjection sentences					
12.		I am able to analyze sentences in interjection using tree diagram					
13.	Analysis of adjective sentences using tree diagrams	I am able of classifying derivatives of adjective sentences					
14.		I am able to analyze sentences in adjective using tree diagram					
15.	Analysis of conjunction sentences using tree diagrams	I am able of classifying derivatives of conjunction sentences					
16.		I am able to analyze sentences in					

		conjunction using tree diagram					
17.	Analysis of article sentences using tree diagrams	I am able of classifying derivatives of article sentences					
18.		I am able to analyze sentences in article using tree diagram					

Sinjai, January 26, 2022

Supervisor I,



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TEST SHEET

The Influence of Part of Speech Mastery towards the Students
Ability In Analyzing Sentences By Using Tree Diagram Class
of 2019

A. PERSONAL DATA

NAME :

NIM :

PRODI :

SEMESTER :

CAMPUS :

Sub variabel	Indicator	Type of test	Tets item	Number of item
Mastery Noun	Capable of giving examples of common	Completion Test	1,9	9

	noun • Capable of giving examples of proper noun • Capable of giving examples of collective noun • Capable of giving examples of compound noun • Capable of giving examples of Abstract Noun • Capable of giving examples of countable Noun • Capable of giving examples of Uncountable			
--	--	--	--	--

	Noun • Capable of giving examples of Regular Noun • Capable of giving examples of Irregular Noun			
Mastery Pronoun	• Capable of giving examples of reflexive pronoun • Capable of giving examples of interrogative pronoun • Capable of giving examples of demonstrative pronoun • Capable of giving examples of Indefinite	Completion Test	10,18	9

	pronouns • Capable of giving examples of Relative Pronoun • Capable of giving examples of Intensive pronoun • Capable of giving examples of Reciprocal pronoun • Capable of giving examples of Expletive pronoun • Capable of giving examples of Pronoun antecedent agreement			
Mastery Verb	• Capable of giving examples of	Completion Test	19,21	3

	- action verb - Capable of giving examples of linking verb - Capable of giving examples of auxiliary verb			
Mastery Adverb	- Capable of giving examples of simple adverb - Capable of giving examples of simple Interrogative adverb - Capable of giving examples of relative adverb	Completion Test	22,24	3
Mastery Preposition	Capable of giving examples of preposition of time	Essay Test	25,30	5

	• Capable of giving examples of place • Capable of giving examples of movement • Capable of giving examples of manner • Capable of giving examples of purpose • Capable of giving examples of quantity			
Mastery Interjection	• Capable of giving examples of interjection.	Completion Test	31	1
Mastery Adjective	• Capable of giving examples of adjective of quality • Capable of	Completion Test	32,42	11

	giving examples of adjective of quantity • Capable of giving examples of adjective of numeral • Capable of giving examples of interrogative adjective • Capable of giving examples of demonstrative adjective • Capable of giving examples of distributive adjective • Capable of giving examples of degree of comparison in adjective			
--	---	--	--	--

	• Capable of giving examples of possessive adjective • Capable of giving examples of proper noun • Capable of giving examples of adjective exclamations • Capable of giving examples of relative adjective			
Mastery Conjunction	• Capable of giving examples of coordinating conjunction • Capable of giving examples of correlative conjunction	Completion Test	43,44	2

Mastery Article	• Capable of giving examples of The article • Capable of giving examples of A article • Capable of giving examples of An article	Completion Test	45,46,47	3
-----------------	--	--------------------	----------	---

B. Test Assessment Part of Speech:

1. Noun

Identify the following sentences based on noun category by underlying the words!

- a. The Marroons were transported from Jamaica and forced to build the fortifications in Halifax. Many people dread Monday mornings. Beltane is celebrated on the first of May. Abraham appears in the Talmud and in the Koran. Last year, I had a Baptist, a Buddhist, and a Gardnerian Witch as roommates.

- b. We painted the table red and the chairs blue.
Since he inherited his aunt's library, Jerome spends every weekend indexing his books.
Miriam found six silver dollars in the toe of a sock. The oak tree lost three branches in the hurricane. Over the course of twenty-seven years, Martha Ballard delivered just over eight hundred babies.

2. Pronoun

Identify the following sentences based on pronoun category by underlying the words!

- a. I was glad to find the bus pass in the bottom of the green knapsack.
- b. You are surely the strangest child I have ever met.
- c. He stole the selkie's skin and forced her to live with him.
- d. When she was a young woman, she earned her living as a coal miner.
- e. After many years, they returned to their homeland.
- f. We will meet at the library at 3:30 p.m.

- g. It is on the counter.
- h. Are you the delegates from Malaga watch?
- i. Diabetics give themselves insulin shots several times a day.
- j. The Dean often does the photocopying herself so that the secretaries can do more important work.
- k. After the party, I asked myself why I had faxed invitations to everyone in my office building.
- l. Richard usually remembered to send a copy of his e-mail to himself.
- m. Although the land lord promised to paint the apartment, we ended up doing it ourselves.

3. Verb

Identify the following sentences based on verb category by underlying the words!

- a. Dracula bites his victims on the neck.
- b. In early October, Giselle will plant twenty tulip bulbs.
- c. My first teacher was Miss Crawford, but I remember the janitor Mr. Weatherbee more vividly.

- d. Karl Creelman bicycled around the world in 1899, but his diaries and his bicycle were destroyed.

4. Adverb

Identify the following sentences based on adverb category by underlining the words!

- a. It's hard to wake up early if you sleep late
- b. I haven't seen him since yesterday
- c. My goal is to speak English fluently
- d. I store nothing under my bed
- e. I haven't seen him since yesterday

5. Preposition

Identify the following sentences based on preposition category by underlining the words!

- a. The book is on the table.
- b. The book is beneath the table.
- c. The book is leaning against the table.
- d. The book is beside the table.
- e. She held the book over the table.
- f. She read the book during class.

6. Interjection

Identify the following sentences based on interjection category by underlining the words!

- a. Ouch, that hurt!
- b. Oh no, I forgot that the exam was today.
- c. Hey! Put that down!
- d. I heard one guy say to another guy, "He has a new car, eh?"
- e. I don't know about you but, good lord, I think taxes are too high!

7. Adjective

Identify the following sentences based on adjective category by underlining the words!

- a. The truck-shaped balloon floated over the treetops.
- b. Mrs. Morrison papered her kitchen walls with hideous wall paper.
- c. The small boat foundered on the wine dark sea.
- d. The coal mines are dark and dank.
- e. Many stores have already begun to play irritating Christmas music.
- f. A battered music box sat on the mahogany sideboard.
- g. The back room was filled with large, yellow rain boots.

8. Conjunction

Identify the following sentences based on conjunction category by underlining the words!

- a. Lilacs and violets are usually purple.
- b. I ate the pizza and the pasta.
- c. Call the movers when you are ready.
- d. After she had learned to drive, Alice felt more independent.
- e. Gerald had to begin his thesis over again when his computer crashed.
- f. Both my grandfather and my father worked in the steel plant.
- g. Bring either a Jello salad or a potato scallop.
- h. The explosion destroyed not only the school but also the neighbouring pub.

9. Article

Identify the following sentences based on article category by underlining the words!

- a. He goes to the swimming pool twice a week
- b. There's a girl in front of the bookstore
- c. He studied at a reputable university in town
- d. I am going to bring an apple pie
- e. I ate an egg yesterday.

Scoring Guide

Answer	Score
Correct answer	10
An almost correct answer	8
Half-correct answer	6
Answer is only marginally correct	2
There is an answer, but it is wrong.	1
No answer	0

Sub variabel	Indicator	Type of test	Tets item	Number of item
Analysis of noun sentences using tree diagram	- Capable of classifying derivatives of noun sentences - Capable to analyze sentences in	Completion Test	1,2	2

	noun using tree diagram			
Analysis of pronoun sentences using tree diagram	• Capable of classifying derivatives of pronoun sentences • Capable to analyze sentences in pronoun using tree diagram	Completion Test	3,4	2
Analysis of verb sentences using tree diagram	• Capable of classifying derivatives of verb sentences • Capable to analyze sentences in pronoun	Completion Test	5,6	2

	using tree diagram			
Analysis of adverb sentences using tree diagrams	• Capable of classifying derivatives of adverb sentences • Capable to analyze sentences in adverb using tree diagram	Completion Test	7,8	2
Analysis of prepoaiton sentences using tree diagrams.	• Capable of classifying derivatives of preposition sentences • Capable to analyze sentences in preposition using tree	Essay Test	9,10	2

	diagram			
Analysis of interjection sentences using tree diagrams.	• Capable of classifying derivatives of interjection sentences • Capable to analyze sentences in interjection using tree diagram	Completion Test	11,12	2
Analysis of adjective sentences using tree diagrams.	• Capable of classifying derivatives of adjective sentences • Capable to analyze sentences in adjective using tree diagram	Completion Test	13,14	2

Analysis of conjunction sentences using tree diagram	• Capable of classifying derivatives of conjunction sentences • Capable to analyze sentences in conjunction using tree diagram	Completion Test	15,16	2
Analysis of article sentences using tree diagram	• Capable of classifying derivatives of article sentences • Capable to analyze sentences in article	Completion Test	17,18	2

	using tree diagram			
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C. Test Assessment Tree Diagram:

Analysis the following sentences by using tree diagram!

1. The dog ate the bone
2. The child can kick a ball
3. A child can kick a football
4. The pretty girl is my friend
5. The girl bought a new car
6. The president may blame himself
7. They ran to the grassy field
8. He went to the theatre last night
9. Her uncle put the gifts in the car
10. Mary gave Bob an apple
11. John and Bill like English
12. Joyce drives a car or she rides her bike to school
13. Can you answer my question
14. Does he go to school
15. They will (won't) visit us next Saturday
16. The doctor believed that the patient should receive a refund
17. Father is the reading the newspaper and the children are playing chess
18. John will drive to California if he has a car next summer

Scoring Guide

Answer	Score
Correct answer	5
An almost correct answer	4
Half-correct answer	3
Answer is only marginally correct	2
There is an answer, but it is wrong.	1
No answer	0

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DOCUMENTATION GUIDELINES

The Influence of Part of Speech Mastery towards the Students Ability In Analyzing Sentences By Using Tree Diagram Class of 2019

How to Fill in

1. Put a check mark (√) in the available column according to the events in the field.
2. Write down the information that is considered necessary in the provided column.

No	Aspects	Description	
		Yes	No
1.	Attendance list of students in each class		
2.	Photos of students in the process of learning English		
3.	Handphone for take picture		
4.	The score of Part of Speech and Tree Diagram		

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Tabel r untuk df = 1 - 50

df = (N-2)	Tingkat signifikansi untuk uji satu arah				
	0.05	0.025	0.01	0.005	0.0005
	Tingkat signifikansi untuk uji dua arah				
	0.1	0.05	0.02	0.01	0.001
1	0.9877	0.9969	0.9995	0.9999	1.0000
2	0.9000	0.9500	0.9800	0.9900	0.9990
3	0.8044	0.8783	0.9343	0.9587	0.9911
4	0.7253	0.8114	0.8822	0.9172	0.9741
5	0.6644	0.7545	0.8329	0.8745	0.9509
6	0.6215	0.7067	0.7887	0.8343	0.9249
7	0.5882	0.6664	0.7498	0.7977	0.8983
8	0.5594	0.6319	0.7155	0.7646	0.8721
9	0.5344	0.6021	0.6851	0.7348	0.8470
10	0.4973	0.5760	0.6581	0.7079	0.8233
11	0.4762	0.5529	0.6339	0.6835	0.8010
12	0.4555	0.5324	0.6120	0.6614	0.7800
13	0.4409	0.5140	0.5923	0.6411	0.7604
14	0.4239	0.4973	0.5742	0.6226	0.7419
15	0.4114	0.4821	0.5577	0.6055	0.7247
16	0.4000	0.4683	0.5425	0.5897	0.7084
17	0.3887	0.4553	0.5283	0.5751	0.6932
18	0.3785	0.4438	0.5155	0.5614	0.6788
19	0.3687	0.4329	0.5034	0.5487	0.6652
20	0.3598	0.4227	0.4921	0.5368	0.6524
21	0.3515	0.4132	0.4815	0.5256	0.6402
22	0.3438	0.4044	0.4716	0.5151	0.6287
23	0.3365	0.3961	0.4622	0.5052	0.6178
24	0.3297	0.3882	0.4534	0.4958	0.6074
25	0.3233	0.3809	0.4451	0.4869	0.5974

The Results of Validation Questionnaire

No	Responden	VARIABLE QUESTIONNAIRE (X)																											
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
1	A1	4	4	4	4	4	3	4	4	4	4	4	3	4	3	4	4	4	3	4	4								
2	A2	4	4	4	3	4	4	4	3	4	4	4	4	4	4	4	3	4	4	4	4								
3	A3	4	4	4	4	4	4	4	4	4	4	4	3	3	3	4	4	4	3	4	4								
4	A4	4	4	4	4	4	5	4	4	4	4	3	4	4	5	4	4	4	4	3	4								
5	A5	3	4	3	3	3	3	3	3	4	3	3	4	3	3	3	3	3	3	3	3								
6	A6	3	4	3	3	3	2	3	3	4	3	3	1	3	3	3	3	3	2	3	3								
7	A7	4	4	4	3	4	4	4	3	4	4	4	3	4	5	4	3	4	2	4	4								
8	A8	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3								
9	A9	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3								
10	A10	4	3	3	3	4	4	3	3	3	3	3	3	3	4	3	3	4	3	3	3								
11	A11	3	3	3	3	3	3	3	3	3	3	3	3	4	4	3	3	3	2	3	3								
12	A12	4	3	3	2	4	4	3	2	3	3	3	3	3	3	3	2	4	2	3	3								
13	A13	4	4	4	4	4	4	4	4	4	4	3	2	3	3	4	4	4	3	3	4								

14	A14	4	4	4	4	4	3	4	4	4	4	3	2	3	3	4	4	3	4	4	3
15	A15	3	4	3	4	3	4	3	4	4	3	4	3	3	3	4	3	3	4	4	4
16	A16	4	4	4	3	4	3	4	3	4	4	4	3	3	4	3	4	3	4	4	4
17	A17	4	4	3	4	4	3	3	4	4	3	3	3	3	3	4	4	4	3	4	3
18	A18	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	5	4
19	A19	4	4	3	3	4	3	3	3	4	3	2	2	3	3	3	4	3	4	3	3

		25	26	27	28	29	30	31	32	33	34	36	37	38	39	40	41	42	43	44	45	46	47	TOTAL
1	A1	4	5	4	4	4	4	5	4	4	4	4	4	3	4	4	5	4	4	4	4	5	4	188
2	A2	3	5	4	4	5	4	5	4	4	5	4	4	4	3	3	4	4	3	3	3	3	4	182
3	A3	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	183
4	A4	4	4	5	4	4	4	4	4	4	4	5	4	5	4	4	4	4	5	4	5	5	4	195
5	A5	3	4	3	3	3	3	2	3	4	4	4	4	3	3	3	3	3	3	3	3	4	3	149
6	A6	3	5	3	3	4	3	3	3	4	3	1	3	2	3	2	1	3	2	4	2	1	3	135
7	A7	3	4	5	4	4	4	3	4	4	4	5	4	4	3	4	4	4	5	5	5	4	4	186
8	A8	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	143
9	A9	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	141
10	A10	3	4	4	3	4	3	4	3	3	3	3	3	3	3	3	3	3	3	4	4	4	3	156
11	A11	3	3	3	3	3	4	3	3	3	2	2	3	4	3	2	3	3	2	3	3	3	3	141
12	A12	2	3	3	3	2	3	3	3	3	3	5	3	3	2	3	3	3	2	3	2	5	3	139
13	A13	4	4	3	4	3	3	4	4	4	4	3	2	2	4	3	4	4	4	4	3	4	4	169
14	A14	4	4	4	4	3	3	4	4	4	2	4	2	2	4	3	2	4	4	4	3	5	4	167
15	A15	4	4	4	3	4	3	4	3	4	4	3	2	3	4	4	4	3	3	4	4	5	3	165
16	A16	3	4	4	4	4	3	3	4	4	3	2	3	4	3	4	3	4	3	3	3	3	4	166

17	A17	4	3	4	3	4	3	3	3	4	4	4	4	4	4	3	4	4	4	3	167
18	A18	4	5	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	190
19	A19	3	3	4	3	2	3	2	3	4	3	3	3	3	3	4	3	3	2	3	144

]



VARIABLE QUESTIONNAIRE (Y)

NO	Responden	VARIABEL QUESTIONAIRE (Y)																		
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	TOTAL
1	A1	4	5	4	4	3	4	5	5	5	4	5	4	4	3	4	5	5	5	78
2	A2	3	4	4	3	4	2	3	3	2	3	4	4	3	4	2	3	3	2	56
3	A3	3	3	4	4	4	4	4	4	4	3	3	4	4	4	4	4	4	4	68
4	A4	4	4	4	5	5	5	5	4	5	4	4	4	5	5	5	5	4	5	82
5	A5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	54
6	A6	4	2	4	3	2	1	2	2	2	4	2	4	3	2	1	2	2	2	44
7	A7	5	4	5	3	1	3	4	5	5	5	4	5	3	1	3	4	5	5	70
8	A8	3	3	3	3	3	4	3	3	3	3	3	3	3	3	3	4	3	3	56
9	A9	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	54
10	A10	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	72
11	A11	3	3	3	3	3	4	3	4	3	3	3	3	3	3	4	3	4	3	58
12	A12	4	3	3	3	3	3	2	2	2	4	3	3	3	3	3	2	2	2	50
13	A13	3	4	4	3	4	5	3	4	4	3	4	4	3	4	5	3	4	4	68
14	A14	5	4	4	3	3	4	3	4	5	5	4	4	3	3	4	3	4	5	70
15	A15	5	4	4	3	4	5	3	5	5	5	4	4	3	4	5	3	5	5	76

16	A16	3	4	4	4	3	4	4	5	4	3	4	4	4	4	3	4	4	5	4	70
17	A17	3	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	70
18	A18	4	4	4	4	4	4	4	4	5	4	4	4	4	4	4	4	4	4	5	74
19	A19	2	3	4	4	3	2	2	2	3	3	2	3	4	3	2	2	2	3	3	48



[illegible]

16	A16	10	8	8	8	8	8	8	6	10	74
17	A17	10	10	8	8	10	8	8	10	80	
18	A18	10	8	8	10	10	8	8	6	10	84
19	A19	10	10	10	10	8	10	8	8	10	84

□



No	Responden	VARIABLE TEST (Y)																		
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	TOTAL
1	A1	5	3	3	3	3	3	3	3	3	3	3	3	3	3	2	2	2	2	56
2	A2	4	4	4	4	4	4	4	4	4	4	4	4	4	5	2	4	2	2	69
3	A3	5	5	4	5	4	4	4	4	4	4	5	5	5	5	4	4	4	4	80
4	A4	5	4	5	5	5	5	5	5	5	5	4	4	4	4	4	4	5	5	84
5	A5	4	4	4	4	4	4	4	4	4	4	4	5	5	5	4	2	2	2	71
6	A6	3	2	3	3	3	3	2	3	3	2	3	2	3	3	3	2	2	2	54
7	A7	5	5	5	5	5	3	3	3	5	3	4	3	3	3	3	2	2	2	64
8	A8	5	5	4	5	5	4	5	4	4	4	4	3	3	3	3	2	2	2	69
9	A9	5	4	3	5	5	4	4	4	4	4	5	5	5	5	4	4	4	4	80
10	A10	5	5	4	5	5	4	4	3	3	5	4	5	5	3	3	4	4	4	76
11	A11	5	5	5	5	5	3	5	3	4	5	5	3	5	5	4	4	4	4	79
12	A12	5	5	3	5	5	4	4	4	5	5	5	4	5	5	4	4	5	5	84
13	A13	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	2	2	2	58
14	A14	5	4	5	5	5	5	5	5	5	4	5	5	5	5	4	4	5	5	87
15	A15	5	5	5	5	5	5	3	4	5	5	4	5	5	5	4	2	2	2	76

16	A16	5	4	5	5	5	4	4	4	5	4	4	4	4	4	80
17	A17	5	5	4	5	5	5	5	4	5	5	4	5	4	5	85
18	A18	5	5	4	5	5	5	5	4	5	5	4	5	4	5	85
19	A19	5	5	5	5	5	5	5	5	5	5	4	5	5	5	88

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DATA AND ANALYSIS DATA OF THE RESEARCH

1. Validity Test

a. Questionnaire

Indicators	r_{hitung}	r_{tabel}	Description
X.1	0.627	0.4555	Valid
X.2	0.603	0.4555	Valid
X.3	0.845	0.4555	Valid
X.4	0.660	0.4555	Valid
X.5	0.627	0.4555	Valid
X.6	0.618	0.4555	Valid
X.7	0. 845	0.4555	Valid
X.8	0. 660	0.4555	Valid
X.9	0. 603	0.4555	Valid
X.10	0. 845	0.4555	Valid
X.11	0. 650	0.4555	Valid

X.12	0. 465	0.4555	Valid
X.13	0. 593	0.4555	Valid
X.14	0. 506	0.4555	Valid
X.15	0. 845	0.4555	Valid
X.16	0. 660	0.4555	Valid
X.17	0. 627	0.4555	Valid
X.18	0. 559	0.4555	Valid
X.19	0. 650	0.4555	Valid
X.20	0. 845	0.4555	Valid
X.21	0. 501	0.4555	Valid
X.22	0.921	0.4555	Valid
X.23	0.559	0.4555	Valid
X.24	0. 845	0.4555	Valid
X.25	0. 660	0.4555	Valid
X.26	0.558	0.4555	Valid

X.27	0.778	0.4555	Valid
X.28	0.845	0.4555	Valid
X.29	0.643	0.4555	Valid
X.30	0.593	0.4555	Valid
X.31	0.583	0.4555	Valid
X.32	0.845	0.4555	Valid
X.33	0.603	0.4555	Valid
X.34	0.641	0.4555	Valid
X.35	0.568	0.4555	Valid
X.36	0.465	0.4555	Valid
X.37	0.523	0.4555	Valid
X.38	0.660	0.4555	Valid
X.39	0.765	0.4555	Valid
X.40	0.606	0.4555	Valid
X.41	0.845	0.4555	Valid

X.42	0.835	0.4555	Valid
X.43	0.588	0.4555	Valid
X.44	0.767	0.4555	Valid
X.45	0.524	0.4555	Valid
X.46	0.845	0.4555	Valid
X.47	0.660	0.4555	Valid

Indicators	r_{hitung}	r_{tabel}	Description
Y.1	0.463	0.4555	Valid
Y.2	0.833	0.4555	Valid
Y.3	0.509	0.4555	Valid
Y.4	0.508	0.4555	Valid
Y.5	0.683	0.4555	Valid
Y.6	0.511	0.4555	Valid
Y.7	0.807	0.4555	Valid

Y.8	0.857	0.4555	Valid
Y.9	0.908	0.4555	Valid
Y.10	0.463	0.4555	Valid
Y.11	0.833	0.4555	Valid
Y.12	0.508	0.4555	Valid
Y.13	0.683	0.4555	Valid
Y.14	0.511	0.4555	Valid
Y.15	0.834	0.4555	Valid
Y.16	0.807	0.4555	Valid
Y.17	0.857	0.4555	Valid
Y.18	0.889	0.4555	Valid

b. Test

Indicators	r_{hitung}	r_{tabel}	Description
X.1	0.745	0.4555	Valid

X.2	0.783	0.4555	Valid
X.3	0.805	0.4555	Valid
X.4	0.813	0.4555	Valid
X.5	0.791	0.4555	Valid
X.6	0.840	0.4555	Valid
X.7	0.855	0.4555	Valid
X.8	0.855	0.4555	Valid
X.9	0.755	0.4555	Valid

Indicators	r_{hitung}	r_{tabel}	Description
Y.1	0.664	0.4555	Valid
Y.2	0.667	0.4555	Valid
Y.3	0.487	0.4555	Valid
Y.4	0.836	0.4555	Valid
Y.5	0.799	0.4555	Valid

Y.6	0.791	0.4555	Valid
Y.7	0.796	0.4555	Valid
Y.8	0.778	0.4555	Valid
Y.9	0.637	0.4555	Valid
Y.10	0.842	0.4555	Valid
Y.11	0.855	0.4555	Valid
Y.12	0.604	0.4555	Valid
Y.13	0.858	0.4555	Valid
Y.14	0.733	0.4555	Valid
Y.15	0.651	0.4555	Valid
Y.16	0.829	0.4555	Valid
Y.17	0.862	0.4555	Valid
Y.18	0.888	0.4555	Valid

2. Realibility Test

a. Variabel X

Reliability Statistics	
Cronbach's Alpha	N of Items
.969	47

Reliability Statistics	
Cronbach's Alpha	N of Items
.928	9

b. Variabel Y

Reliability Statistics	
Cronbach's Alpha	N of Items
.942	18

Reliability Statistics

Cronbach's Alpha	N of Items
.956	18

14	A14	4	5	4	5	4	4	5	4	4	5	4	4	5	4	4	5	4	4
15	A15	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
16	A16	4	4	5	5	3	4	5	4	5	4	5	4	5	4	5	4	5	4
17	A17	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
18	A18	5	4	3	4	4	5	3	3	4	3	3	3	4	4	3	3	3	4
19	A19	5	4	4	5	4	5	5	5	5	4	5	5	4	4	5	5	4	5

4	4	4	4	3	4	3	2	3	4	5	3	4	3	4	5	4	5	4	181
5	4	4	4	4	4	5	2	5	4	4	4	5	3	4	5	5	5	5	245

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The Data of Questionnaire

No	Responden	Variable Y																		TOTAL
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
1	A1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	54
2	A2	3	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	70
3	A3	5	5	4	4	4	4	4	3	4	5	5	4	4	4	4	4	3	4	74
4	A4	5	5	5	5	5	3	5	5	5	5	5	5	5	5	3	5	5	5	86
5	A5	3	3	3	4	4	4	4	4	3	3	3	4	4	4	4	4	4	4	66
6	A6	3	3	3	3	3	3	4	4	3	3	3	3	3	3	3	4	4	4	60
7	A7	4	4	4	4	4	4	5	5	4	4	4	4	4	4	4	5	5	4	76
8	A8	5	2	4	4	4	4	4	4	4	5	2	4	4	4	4	4	4	4	70
9	A9	4	4	4	4	4	5	4	4	4	4	4	4	4	4	5	4	4	4	74
10	A10	5	5	3	4	4	4	4	3	4	5	5	3	4	4	4	4	3	4	72
11	A11	4	5	4	4	4	5	4	4	4	5	4	4	4	4	5	4	4	4	76
12	A12	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	90
13	A13	3	3	3	3	3	4	3	3	3	3	3	3	3	3	4	3	3	3	56
14	A14	5	4	4	4	3	5	4	4	4	5	4	4	4	3	5	4	4	4	74

15	A15	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
16	A16	5	3	3	4	4	4	2	3	4	5	3	3	4	4	3	4	6
17	A17	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	5
18	A18	5	4	5	4	5	3	4	3	5	5	4	5	4	5	4	5	7
19	A19	3	5	5	4	5	4	5	5	5	3	5	5	4	5	4	5	8

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16	A16	10	10	8	10	10	8	10	10	10	86
17	A17	10	8	8	10	10	10	8	10	10	84
18	A18	10	10	10	8	8	10	10	10	10	86
19	A19	10	10	10	10	10	10	8	10	10	88

[illegible]

16	A16	5	5	5	5	5	4	4	4	5	5	5	4	4	4	4	82
17	A17	5	5	5	5	5	4	4	4	5	4	5	4	4	4	4	80
18	A18	5	5	4	5	5	4	5	5	4	5	5	4	5	4	5	84
19	A19	5	5	5	5	5	5	5	5	5	5	5	4	5	5	5	88



No	Name	The Influence of Part of Speech	The Student Ability in Analyzing Sentence By Using Tree Diagram	Category of Outcomes
1.	A1	188	54	Low
2.	A2	182	70	High
3.	A3	183	74	High
4.	A4	195	86	Very High
5.	A5	149	66	High
6.	A6	135	60	Currently
7.	A7	186	76	High
8.	A8	143	70	High
9.	A9	141	74	High
10	A10	156	72	High

11	A11	141	76	High
12	A12	139	90	Very High
13	A13	169	56	Currently
14	A14	167	74	High
15	A15	165	54	Low
16	A16	166	64	Currently
17	A17	167	54	Low
18	A18	190	76	High
19	A19	144	82	High
TOTAL		3106	1328	

No	Name	The Influence of Part of Speech	The Student Ability in Analyzing Sentence By Using Tree Diagram	Category of Outcomes
1.	A1	56	58	Currently
2.	A2	56	57	Currently
3.	A3	86	82	High
4.	A4	82	82	High
5.	A5	58	62	Currently
6.	A6	88	85	Very High
7.	A7	52	55	Currently
8.	A8	56	59	Currently
9.	A9	78	79	High
10	A10	66	66	High
11	A11	80	78	High

12	A12	78	79	High
13	A13	82	83	High
14	A14	58	57	Currently
15	A15	90	89	Very High
16	A16	86	82	High
17	A17	84	80	High
18	A18	86	84	High
19	A19	88	88	Very High
TOTAL		1410	1405	

Tabel 1.1 The score of the Test

Score (%)	Category of Outcomes
0 – 34	Very low
35 – 54	Low
55 – 64	Currently
65 – 84	High
85 –100	Very high

[illegible]

X15	Pearson Correlation	.260	.614 [*]	.107	.494 [*]	.630 [*]	1.000 ^{**}	.562 [*]	.700 ^{**}	.737 ^{**}	.260	.614 ^{**}	.107	.494 [*]	.630 [*]	1	.562 [*]	.700 ^{**}	.737 ^{**}	.834 ^{**}
	Sig. (2-tailed)		*			*													*	
N		.262	.005	.663	.032	.004	.000	.012	.001	.000	.262	.005	.663	.032	.004		.012	.001	.000	.000
		19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19
X16	Pearson Correlation	.174	.656 [*]	.309	.775 [*]	.399	.562 [*]	1.000 ^{**}	.667 ^{**}	.680 ^{**}	.174	.656 ^{**}	.309	.775 [*]	.399	.562 [*]	1	.667 ^{**}	.680 ^{**}	.805 ^{**}
	Sig. (2-tailed)		*		*															*
N		.476	.002	.198	.000	.100	.012	.000	.002	.001	.476	.002	.198	.000	.100	.012		.002	.001	.000
		19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19
X17	Pearson Correlation	.348	.764 ^{**}	.550 [*]	.403	.148	.700 ^{**}	.687 ^{**}	1.000 ^{**}	.850 ^{**}	.348	.764 ^{**}	.550 [*]	.403	.148	.700 ^{**}	.687 ^{**}	1	.850 ^{**}	.850 ^{**}
	Sig. (2-tailed)		*															*		*
N		.145	.000	.015	.088	.546	.001	.002	.000	.000	.145	.000	.015	.088	.546	.001	.002		.000	.000
		19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19
X18	Pearson Correlation	.537 [*]	.723 ^{**}	.562 [*]	.509 [*]	.234	.737 ^{**}	.680 ^{**}	.850 ^{**}	1.000 ^{**}	.537 [*]	.723 ^{**}	.562 [*]	.509 [*]	.234	.737 ^{**}	.680 ^{**}	.850 ^{**}	1	.914 ^{**}
	Sig. (2-tailed)		*																*	
N		.018	.000	.012	.026	.335	.000	.001	.000	.000	.018	.000	.012	.026	.335	.000	.001	.000		.000
		19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19
TOT	Pearson Correlation	.471 [*]	.830 ^{**}	.509 [*]	.685 ^{**}	.512 [*]	.834 ^{**}	.805 ^{**}	.850 ^{**}	.914 ^{**}	.471 [*]	.830 ^{**}	.509 [*]	.685 ^{**}	.512 [*]	.834 ^{**}	.805 ^{**}	.850 ^{**}	.914 ^{**}	1
	Sig. (2-tailed)		*		*														*	
AL		.042	.000	.026	.001	.025	.000	.000	.000	.000	.042	.000	.026	.001	.025	.000	.000	.000	.000	.000
		19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Correlations (TEST X VARIABLE)

	X01	X02	X03	X04	X05	X06	X07	X08	X09	TOTAL
X01										
Pearson Correlation	1	.342	.448	.511 ⁺	.664 ⁺⁺	.524 ⁺	.713 ⁺⁺	.655 ⁺⁺	.525 ⁺	.738 ⁺⁺
Sig. (2-tailed)		.165	.062	.030	.003	.026	.001	.003	.025	.000
N	18	18	18	18	18	18	18	18	18	18
X02										
Pearson Correlation	.342	1	.569 ⁺⁺	.517 ⁺	.500 ⁺	.646 ⁺⁺	.569 ⁺⁺	.731 ⁺⁺	.465	.747 ⁺⁺
Sig. (2-tailed)	.165		.014	.028	.035	.004	.014	.001	.052	.000
N	18	18	18	18	18	18	18	18	18	18
X03										
Pearson Correlation	.448	.569 ⁺⁺	1	.843 ⁺⁺	.630 ⁺⁺	.713 ⁺⁺	.435	.532 ⁺	.528 ⁺	.772 ⁺⁺
Sig. (2-tailed)	.062	.014		.000	.005	.001	.072	.023	.024	.000
N	18	18	18	18	18	18	18	18	18	18
X04										
Pearson Correlation	.511 ⁺	.517 ⁺	.843 ⁺⁺	1	.660 ⁺⁺	.648 ⁺⁺	.510 ⁺	.531 ⁺	.584 ⁺	.821 ⁺⁺
Sig. (2-tailed)	.030	.028	.000		.003	.004	.031	.023	.011	.000
N	18	18	18	18	18	18	18	18	18	18
X05										
Pearson Correlation	.664 ⁺⁺	.500 ⁺	.630 ⁺⁺	.660 ⁺⁺	1	.516 ⁺	.690 ⁺⁺	.642 ⁺⁺	.723 ⁺⁺	.842 ⁺⁺
Sig. (2-tailed)	.003	.035	.005	.003		.028	.002	.004	.001	.000
N	18	18	18	18	18	18	18	18	18	18
X06										
Pearson Correlation	.524 ⁺	.646 ⁺⁺	.713 ⁺⁺	.648 ⁺⁺	.516 ⁺	1	.713 ⁺⁺	.655 ⁺⁺	.408	.804 ⁺⁺
Sig. (2-tailed)	.026	.004	.001	.004	.028		.001	.003	.093	.000
N	18	18	18	18	18	18	18	18	18	18
X07										
Pearson Correlation	.713 ⁺⁺	.569 ⁺⁺	.435	.510 ⁺	.690 ⁺⁺	.713 ⁺⁺	1	.816 ⁺⁺	.709 ⁺⁺	.851 ⁺⁺
Sig. (2-tailed)	.001	.014	.072	.031	.002	.001		.000	.001	.000
N	18	18	18	18	18	18	18	18	18	18
X08										
Pearson Correlation	.655 ⁺⁺	.731 ⁺⁺	.532 ⁺	.531 ⁺	.642 ⁺⁺	.655 ⁺⁺	.816 ⁺⁺	1	.748 ⁺⁺	.846 ⁺⁺
Sig. (2-tailed)	.003	.001	.023	.023	.004	.003	.000		.000	.000
N	18	18	18	18	18	18	18	18	18	18
X09										
Pearson Correlation	.525 ⁺	.465	.528 ⁺	.584 ⁺	.723 ⁺⁺	.408	.709 ⁺⁺	.748 ⁺⁺	1	.751 ⁺⁺
Sig. (2-tailed)	.025	.052	.024	.011	.001	.093	.001	.000		.000

N	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18
TOTAL																			
Pearson Correlation	.738**	.747**	.772**	.621**	.842**	.804**	.851**	.848**	.751**	1									
Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000										
N	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18

*, Correlation is significant at the 0.05 level (2-tailed).

**, Correlation is significant at the 0.01 level (2-tailed).

Correlations (TEST Y VARIABLE)

Correlations (Table 1 - Pearson)																				TOTAL						
	X01	X02	X03	X04	X05	X06	X07	X08	X09	X10	X11	X12	X13	X14	X15	X16	X17	X18	L							
X01	Pearson Correlation	1	.738 [*]	.474 [*]	.805 [*]	.767 [*]	.456 [*]	.574 [*]	.391	.536 [*]	.640 ^{**}	.630 [*]	.444	.569 [*]	.317	.176	.462 [*]	.541 [*]	.543 [*]	.664 ^{**}						
	Sig. (2-tailed)		.000	.040	.000	.000	.049	.010	.096	.016	.003	.004	.057	.011	.185	.471	.046	.017	.016	.002						
	N	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19						
X02	Pearson Correlation		.738 ^{**}	1	.494 [*]	.860 [*]	.800 [*]	.457 [*]	.596 [*]	.347	.497 [*]	.772 ^{**}	.806 [*]	.337	.632 [*]	.432	.320	.455	.389	.426	.667 ^{**}					
	Sig. (2-tailed)		.000	.032	.000	.000	.049	.007	.145	.031	.000	.000	.159	.004	.065	.182	.051	.100	.069	.002						
	N	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19						
X03	Pearson Correlation			.474 [*]	.494 [*]	1	.611 [*]	.617 [*]	.431	.444	.361	.690 [*]	.434	.512 [*]	.184	.367	.255	.282	.244	.288	.257	.487 [*]				
	Sig. (2-tailed)			.040	.032	.005	.005	.066	.057	.126	.001	.063	.025	.450	.122	.291	.243	.314	.233	.288	.035					
	N	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19					
X04	Pearson Correlation				.805 ^{**}	.860 ^{**}	.611 [*]	1	.956 ^{**}	.595 [*]	.666 [*]	.517 [*]	.687 [*]	.745 ^{**}	.799 [*]	.582 [*]	.687 [*]	.473 [*]	.483 [*]	.579 [*]	.630 [*]	.632 [*]	.836 ^{**}			
	Sig. (2-tailed)				.000	.000	.005	.000	.007	.002	.023	.001	.000	.000	.009	.001	.041	.036	.009	.004	.004	.000				
	N	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19				
X05	Pearson Correlation					.767 ^{**}	.860 ^{**}	.617 [*]	.956 [*]	1	.597 [*]	.669 [*]	.510 [*]	.696 [*]	.754 ^{**}	.723 [*]	.483 [*]	.634 [*]	.414	.437	.540 [*]	.591 [*]	.601 [*]	.799 ^{**}		
	Sig. (2-tailed)					.000	.000	.005	.000	.000	.007	.002	.026	.001	.000	.000	.036	.004	.078	.061	.017	.008	.007	.000		
	N	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19		
X06	Pearson Correlation						.456 [*]	.457 [*]	.431	.595 [*]	.597 [*]	1	.621 [*]	.918 ^{**}	.544 [*]	.701 ^{**}	.654 [*]	.573 [*]	.617 [*]	.590 [*]	.455	.583 [*]	.546 [*]	.609 [*]	.791 [*]	
	Sig. (2-tailed)						.049	.049	.066	.007	.007	.005	.005	.000	.016	.001	.002	.010	.005	.008	.050	.009	.016	.006	.000	
	N	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	
X07	Pearson Correlation							.574 [*]	.596 [*]	.444	.666 [*]	.669 [*]	.621 [*]	1	.708 ^{**}	.386	.736 ^{**}	.643 [*]	.409	.589 [*]	.505 [*]	.389	.706 ^{**}	.661 [*]	.702 [*]	.796 ^{**}

X09	Sig. (2-tailed)	.010	.007	.057	.002	.002	.005		.001	.103	.000	.003	.082	.008	.027	.100	.001	.002	.001	.000		
	N	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19		
X08	Pearson Correlation	.391	.347	.361	.517*	.510*	.918*	.708*	1	.574*	.568*	.608*	.478*	.520*	.631*	.471*	.635*	.588*	.659*	.778**		
	Sig. (2-tailed)	.098	.145	.128	.023	.026	.000	.001		.010	.011	.006	.039	.023	.004	.042	.004	.008	.002	.000		
X09	N	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19		
	Pearson Correlation	.536*	.487*	.690*	.687*	.698*	.544*	.386	.574*	1	.447*	.615*	.292	.438	.483*	.447*	.294	.456*	.408	.637**		
X10	Sig. (2-tailed)	.018	.031	.001	.001	.001	.016	.103	.010		.055	.005	.224	.060	.036	.055	.222	.049	.083	.003		
	N	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19		
X10	Pearson Correlation	.640*	.772*	.434	.745*	.754*	.701*	.736*	.568*	.447*	1	.777*	.415	.805*	.610*	.470*	.673*	.635*	.669*	.842**		
	Sig. (2-tailed)	.003	.000	.063	.000	.000	.001	.000	.011	.000	.011	.055		.000	.077	.000	.006	.042	.002	.004	.002	.000
X11	N	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	
	Pearson Correlation	.630*	.806*	.512*	.799*	.723*	.654*	.643*	.608*	.615*	.777**	1	.408	.787*	.786*	.558*	.641*	.612*	.653*	.855**		
X11	Sig. (2-tailed)	.004	.000	.025	.000	.000	.002	.003	.006	.005	.000		.084	.000	.000	.013	.003	.005	.002	.000	.000	.000
	N	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	
X12	Pearson Correlation	.444	.337	.184	.582*	.483*	.573*	.409	.478*	.292	.415	.406	1	.669*	.389	.323	.510*	.534*	.497*	.640**		
	Sig. (2-tailed)	.057	.159	.450	.009	.036	.010	.082	.039	.224	.077	.084		.002	.090	.178	.026	.019	.030	.003	.003	.003
X13	N	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	
	Pearson Correlation	.569*	.632*	.367	.687*	.634*	.617*	.589*	.520*	.438	.805**	.787*	.669*	1	.796*	.602*	.685*	.652*	.664*	.858**		
X14	Sig. (2-tailed)	.011	.004	.122	.001	.004	.005	.008	.023	.060	.000	.000	.002		.000	.006	.001	.002	.002	.000	.000	.000
	N	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	
X14	Pearson Correlation	.317	.432	.255	.473*	.414	.590*	.505*	.631**	.483*	.610**	.786*	.389	.796*	1	.525*	.805*	.481*	.513*	.733**		
	Sig. (2-tailed)	.185	.065	.291	.041	.078	.008	.027	.004	.036	.006	.000	.080	.000		.021	.006	.037	.025	.000	.000	.000

The Output of SPSS

a. Descriptive Statistics

Descriptive Statistics of Questionnaire

	N	Minimum	Maximum	Mean	Std. Deviation
PART_OF_SPEECH	19	140.00	245.00	183.6316	31.75813
TREE_DIAGRAM	19	54.00	90.00	69.8947	10.73879
Valid N (listwise)	19				

Descriptive Statistics of Test

	N	Minimum	Maximum	Mean	Std. Deviation
Part_of_speech	19	52	90	74.21	13.758
Tree_Diagram	19	55	89	73.95	12.122
Valid N (listwise)	19				

b. Shapiro Wilk

Normality test of Questionnaire						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Unstandardized Residual	.117	19	.200*	.982	19	.961

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Normality Test of Testing						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Unstandardized Residual	.156	19	.200*	.917	19	.101

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

c. Linearty Test

Table ANOVA of Questionnaire							
			Sum of Squares	df	Mean Square	F	Sig.
Tree_Diagram	Between Groups	(Combined)	2047.789	15	136.519	14.62	.024
* Part_Of_Speec h		Linearity	1593.908	1	1593.908	170.776	.001

ANOVA ^a (Test)						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2592.787	1	2592.787	845.039	.000 ^b
	Residual	52.160	17	3.068		
	Total	2644.947	18			

a. Dependent Variable: Tree_Diagram

b. Predictors: (Constant), Part_of_Speech

e. T-Test

Coefficients ^a (Questionnaire)						
		Unstandardized		Standardized	t	Sig.
		Coefficients		Coefficients		
Model		B	Std. Error	Beta		
1	(Constant)	15.484	7.358		2.104	.051
	Part_of_Speech	.296	.040	.876	7.499	.000

a. Dependent Variable: Tree_Diagram

Coefficients ^a (Test)						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	9.210	2.263		4.070	.001
	Part_of_Speech	.872	.030	.990	29.070	.000
a. Dependent Variable: Tree_Diagram						

f. Coefficient Determination

Model Summary ^b (Questionnaire)				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.876 ^a	.768	.754	5.324
a. Predictors: (Constant), Part_Of_Speech				
b. Dependent Variable: Tree_Diagram				

Model Summary (Test)				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.990 ^a	.980	.979	1.752
a. Predictors: (Constant), Part_of_Speech				

Documentation of the Research

Observation



Filling in the Questionnaire and Test



Group photo with respondents





SURAT KEPUTUSAN
NOMOR: 927.DI/III.3.AU/F/KEP/2021

TENTANG
DOSEN PEMBIMBING PENULISAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN T.A 2021/2022

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM MUHAMMADIYAH SINJAI

- Menimbang : 1. Bahwa untuk penulisan Skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Muhammadiyah Sinjai Tahun Akademik 2021/2022, maka dipandang perlu ditetapkan Dosen Pembimbing penulisan Skripsi dalam Surat Keputusan
2. Bahwa nama-nama yang tercantum dalam Surat Keputusan ini dipandang cakap dan memenuhi syarat untuk melaksanakan tugas yang diamanahkan kepadanya
- Mengingat : a. Anggaran Dasar dan Anggaran Rumah Tangga Muhammadiyah
b. Undang-undang No 20 tahun 2003 tentang Sistem Pendidikan
c. Undang-Undang RI No. 12 Tahun 2012, tentang Pendidikan Tinggi
d. Keputusan Menteri Agama RI No. 6722 Tahun 2018, tentang perubahan nama STAI Muhammadiyah Sinjai menjadi Institut Agama Islam Muhammadiyah Sinjai
e. Surat Keputusan Rektor IAIM Nomor 1216/13/AT/D/KEP/2016 tentang Pendirian Fakultas Tarbiyah dan Ilmu Keguruan (FIK)
f. Pedoman PP Muhammadiyah No. 02/FED/10 B 2012 tentang Perguruan Tinggi Muhammadiyah
g. Statuta Institut Agama Islam Muhammadiyah Sinjai
- Memperhatikan : Kalender Akademik Institut Agama Islam Muhammadiyah Sinjai Tahun Akademik 2021/2022

MEMUTUSKAN

- Menetapkan : Keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Muhammadiyah Sinjai tentang Dosen Pembimbing penulisan skripsi mahasiswa
- Pertama : Mengangkat dan menetapkan saudara :

Pembimbing I	Pembimbing II
Harmilawati, S.S., S.Pd., M.Pd	Syanfuddin, S.Pd., M.Pd

untuk penulisan skripsi mahasiswa:

Nama : **KHAERUNNISA**
NIM : 180110024
Prodi : Prodi Tadris Bahasa Inggris (TBI)
Judul Skripsi : **The Influence of Students Proximity towards Students Activeness in Learning English of Seventh Grade at Mts Darul Ihsan Saloh**

- Kedua : Hal-hal yang menyangkut pendapatan/nafkah karena tugas dan tanggung jawabnya diberikan sesuai peraturan yang berlaku di Institut Agama Islam Muhammadiyah Sinjai



TERAKHIR DIHIMPUN: 15 JANUARI 2020

بسم الله الرحمن الرحيم

- Ketiga : Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagai amanat dengan penuh rasa tanggung jawab
- Keempat : Keputusan ini berlaku sejak tanggal ditetapkan apabila dikemudian hari terdapat kekeliruan dalam keputusan ini akan diadakan perbaikan sebagaimana mestinya.

Diterapkan di : Sinjai
Pada Tanggal : 09 November 2021 M
: 04 Rabiul Akhir 1443 H



1. BPH IAIM Sinjai di Sinjai
2. Rektor IAIM Sinjai di Sinjai
3. Ketua Prodi PAI, PGMI, PBA, TBI & TM IAIM Sinjai di Sinjai.



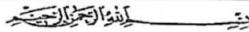
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN

KAMPUS : JL. SULTAN HASANUDDIN NO. 20 KAB. SINJAI, TLP. 085299899166, KODE POS 92612

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Nomor : 021.D1/I /III.3.AU/F/2022
Lamp : Satu Rangkap
Hal : Permohonan Izin Penelitian

Sinjai, 28 Jumadil Akhir 1443 H
31 Januari 2022 M

Kepada Yang Terhormat
Rektor IAIM Sinjai

Di -

Sinjai

Assalamu 'alaikum Warahmatullahi Wabarakatuh.

Dalam rangka penulisan skripsi mahasiswa program Strata Satu (S1) Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) IAIM Sinjai, dengan ini disampaikan bahwa mahasiswa yang tersebut namanya di bawah ini :

Nama : Yunitasari
NIM : 180110010
Program Studi : Tadris bahasa Inggris (TBI)
Semester : VIII (Delapan)

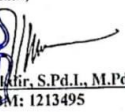
Akan melaksanakan penelitian dengan judul:

"The Influence Of Part Of Speech Mastery Towards The Students Ability In Analizing Sentences By Using Three Diagram At English Education Study Program Class Of 2019"

Sehubungan dengan hal tersebut di atas dimohon kiranya yang bersangkutan dapat diberikan izin melaksanakan penelitian di *IAIM Sinjai*.

Atas perhatian dan kerjasama yang baik diucapkan terima kasih.

Wassalamu 'alaikum Warahmatullahi Wabarakatuh.

Dekan,

Dekan, S.Pd.L., M.Pd.I
NPM: 1213495



INSTITUT AGAMA ISLAM MUHAMMADIYAH SINJAI

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Website : <http://www.iainsinjai.ac.id>

TERAKREDITASI INSTITUSI BAN-PT SK NOMOR : 1088/SK/BAN-PT/Akred/PT/XII/2020

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT IZIN PENELITIAN

Nomor : 138.R/III.3.AU/D/KET/2022

Assalamu'alaikum Warahmatullahi Wabarakatuh.

Yang bertanda tangan dibawah ini Rektor Institut Agama Islam Muhammadiyah Sinjai menerangkan bahwa:

Nama	: Yunitasari
NIM	: 180110010
Program Studi	: Tadris Bahasa Inggris (TBI)
Semester	: VIII (Delapan)

Yang bersangkutan diatas diberikan izin untuk melakukan Penelitian di Institut Agama Islam Muhammadiyah (IAIM) Sinjai dalam rangka penyusunan Skripsi dengan judul : **The Influence Of Part Of Speech Mastery Towards The Students Ability In Analyzing Sentences By Using Three Diagram At English Education Study Program Class Of 2019.**

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.

Sinjai, 3 Rajab 1443 H
4 Februari 2022 M

Rektor ,

Rektor ,



Dr. Firdaus, M.Ag.

NBM/ 886 069

Islami, Progresif dan Kompetitif



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TERAKREDITASI INSTITUSI BAN-PT SK NOMOR : 1088/SK/BAN-PT/Akred/PT/XII/2020

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN

Nomor : 473.R/III.3.AU/D/KET/2022

Assalamu'alaikum Warahmatullahi Wabarakatuh.

Yang bertanda tangan dibawah ini Rektor Institut Agama Islam Muhammadiyah Sinjai menerangkan bahwa:

Nama	: Yunitasari
NIM	: 180110010
Program Studi	: Tadris Bahasa Inggris (TBI)
Semester	: VIII (Delapan)

Yang bersangkutan diatas benar telah melakukan penelitian di Institut Agama Islam Muhammadiyah (IAIM) Sinjai dalam rangka penyusunan Skripsi dengan judul : **The Influence Of Part Of Speech Mastery Towards The Students Ability In Analyzing Sentences By Using Three Diagram At English Education Study Program Class Of 2019.**

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.

Sinjai, 20 Dzulkaedah 1443 H
20 Juni 2022 M

Rektor,

Dr. Firdaus, M.Ag.
NBM: 886 069

Islami, Progresif dan Kompetitif

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180110010

AUTHOR

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