

STUDENTS' PERCEPTION OF USING PHRASE STRUCTURE IN UNDERSTANDING OF SENTENCE CONSTRUCTION

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Abstract: Understanding sentence construction is important for students when learning English. However, students usually have difficulties constructing various types of sentences. This study tried to investigate the students' perceptions of the use of phrase structure in understanding sentence construction. The instrument used to get the data in this research are questionnaires and interviews. 29 students participated in filling out the questionnaire and 7 students participated in an interview. The student's perceptions are focused on 3 aspects, such as students' comprehension, students' advantages, and students' satisfaction. For students' comprehension, 35,8% agree, 13,5% are neutral, and 7% disagree. For student satisfaction, 31,3% agree, 16,0% are neutral and 2,6% disagree. For students' advantages, 31,3% agree, 9,0% are neutral, and 6% disagree. The results of the questionnaire showed that students positively perceived the benefit of phrase structure in constructing sentences. The interview related to the student's comprehension; it showed that using phrase structure can help students understand the concept of sentences. Finally, it can be concluded that using phrase structure can increase students' understanding of various types of sentence construction.

Keywords: *Students' Perception, Phrase Structure, Sentence Construction*

INTRODUCTION

Writing is one of the most complex skills for students in a Foreign Language (EFL) (Kurniawati, 2022). As a reason, in the writing process, students must master the through structural levels such as overall text structure, paragraph structure, sentence structure or syntax, and word structure (Bereiter & Scardamalia, 1987; Hayes & Flower, 1986). In addition, to create good writing, students need to understand the grammar, sentence structure, goal, process, and cause-and-effect sentences of a writing context (Abbas & Herdi, 2018; Imaniah, 2022). Therefore, students can analyse the context of each academic writing easily. As a matter of fact, students often experience problems with the complexity of writing which causes their writing skills to not be optimal. In this case, using the right learning strategies is very important to improve students' writing skills (Kurniawati, 2022)

Learning strategies are an important part of learning English as a second language because it can be implemented effectively for second-language learners (Baker & Boonkit, 2004). This has been proven in some research from Chamot et al. (1996), Dadour and Robbins (1996), Oxford and Leaver (1996) and Oxford (1996) that learning strategies are able to accelerate the process of learning a second language if their implementation is in accordance with the needs of students. In addition, the application of learning strategies is specific thoughts or behaviours in processing information that individuals use to help them understand, learn, or retain new information (O'Malley et al., 1985). Thus, learning strategies have an important role as a solution in overcoming students' difficulties in learning.

According to the theory from O'Malley et al. (1985) in Murat Hismanoglu (2000), there are three classifications of language learning strategies: metacognitive, cognitive, and socio-affective. One of the strategies that will be used in this research is cognitive strategy. Learners with cognitive strategies are considered to be able to implement specific techniques for a given task such as repeating, reasoning and analysing. Cognitive strategies include the activity of students practicing or using the language they are learning, receiving and conveying messages/information, analysing and reasoning, and creating structures for input and output (Rachman, 2020). One of the writing sub-process strategies developed by Guzel-Ozmen & Hoover (2006) is the organizing worksheet designed to help students organize their ideas into text structure categories and use text structure mapping in planning their writing. Text structure mapping is used to help students organize their explanations. The organizing worksheet is intended to guide students in the use of text structures to organize their ideas in the pre-writing stage.

Furthermore, these are related to the phrase structure. An essential component of syntax is the rules governing phrase structure. The rules can be written or displayed as a tree. This is merely a method of presenting one of the fundamental laws of phrase structure, which states that a sentence is made up of a noun phrase and a verb phrase (Fitri Rayani Siregar, 2016). Linguistically, a tree diagram, also known as a "syntactic tree", is the application of sentence structure analysis. The tree diagram is proven to have phrases that are divided into two branches, namely verbs and nouns. Tree diagrams help students to analyse the structure of sentences with the visualization of tree diagrams making it easier for students to understand the structure and meaning of sentences (VEIT, 1986) in Fitri Rayani Siregar (2016). Thus, phrase structure using tree diagram can help students to understand sentence structure.

One of the topics of English learning that must be mastered by students of English Education at Muhammadiyah Prof. University is the ability to understand the meaning of sentences by analysing sentence structure. A sentence is a group of connected words that includes a subject and a verb. A sentence also has elements that include a subject (S), verb (V), object (O), or complement (C). Complements can be adverbs (Adv) or adjectives (Adj). According to Walter Schweiker (2005) he claimed that there are two parts of elements, namely lexical elements such as: nouns, adjectives, and prepositions and functional elements such as determiners, complements, and others. Students are required to be able to distinguish each element in the sentence to make it easier for them to understand the meaning of the sentence. Generally, most students are able to analyse a sentence into a visual form such as using a tree diagram. In line with VEIT (1986) statement that students in learning grammar, especially understanding sentence structure, they will be more interested in visualizing their sentence structure using diagrams. That way, students will easily understand the meaning of the sentence.

Based on the explanations above, the researcher found several studies that related with the current research. The first, research from Nair et al (2012) shows that the use of tree diagrams not only improves students' writing and grammar skills but also increases students' motivation in learning. Therefore, students will not feel bored in learning writing

and experience an increasing in their writing scores. In her research suggestion, he also emphasized that there should be a wider implementation of tree diagrams especially in teaching writing. In other words, the use of tree diagrams is quite effective in teaching students writing. This is strengthened by the second research from Asnita & Lingga (2021) entitled "Applying Tree Diagram Programs in Teaching Syntax During Online Learning". This research is a little inspiring because in their study the researchers use a supporting application called Syntax Tree Editor to draw tree diagrams. Two reasons why the researchers using Syntax Tree Editor in their research are because first, the application is easy to access both for offline and online learning, has adequate features, and is able to produce neat products and often used by lecturers. Second, the results of this study prove that the use of a tree diagram editor is an effective method that can be used in learning syntax. The third study was researched by Novitasari & Candraloka (2022) who used the tree diagram technique to improve vocabulary mastery in seventh grade students. The results of her research prove that the use of tree diagrams has a positive impact and is an effective learning technique, especially in vocabulary acquisition.

Based on those previous studies, it turns out that there is still no research that discusses about students' perception of using phrase structure in understanding of sentence construction. Then, to address the gaps, in this study the researcher will frame a research question: How is the students' perception of using phrase structure in understanding sentence construction? So, based on the research question, the purpose of the current study is to describe the students' perception of using phrase structure in understanding sentence construction.

LITERATURE REVIEW

Phrase Structure

According to Richard (2019), a phrase is a group of words that functions as a single unit within a sentence. The phrase structure refers to the hierarchical arrangement of words and phrases in a sentence, based on their syntactic relationships and the grammatical rules of a particular language. While there may be slight variations across languages, the general principles of phrase structure are widely applicable. Phrases can be categorized into different types based on their grammatical role, such as:

1. Noun Phrase (NP): A noun phrase consists of a noun (or pronoun) and words that modify or further describe it, such as articles (e.g., "the," "a"), adjectives, or other nouns. Example: "The big blue house."
2. Verb Phrase (VP): A verb phrase consists of a verb and its associated components, such as adverbs, direct objects, or complements. Example: "She sings beautifully."
3. Adjective Phrase (AdjP): An adjective phrase consists of an adjective and any words that modify or intensify it. Example: "Extremely happy."
4. Adverb Phrase (AdvP): An adverb phrase consists of an adverb and any words that modify or describe it. Example: "Very slowly."

5. Prepositional Phrase (PP): A prepositional phrase consists of a preposition, its object, and any modifiers. Example: "In the park."

Sentence Construction

Sentence construction refers to the process of forming grammatically correct and meaningful sentences in a language (Thomas Hoffmann, 2022). It involves combining words, phrases, and clauses according to the rules and patterns of the particular language. Here are some key aspects of sentence construction:

1. **Word Order:** Different languages have different word order patterns. The word order determines the arrangement of subject, verb, and object within a sentence. For example, English typically follows a subject-verb-object (SVO) word order, while other languages like Japanese follow a subject-object-verb (SOV) order.
2. **Parts of Speech:** Words in a sentence are classified into different parts of speech, such as nouns, verbs, adjectives, adverbs, pronouns, prepositions, and conjunctions. Each part of speech has specific grammatical functions and can play different roles within a sentence.
3. **Sentence Structure:** Sentences are composed of phrases and clauses. Phrases are groups of words that function as a single unit within a sentence, such as noun phrases, verb phrases, or prepositional phrases. Clauses, on the other hand, contain a subject and a predicate and can function as independent or dependent units within a sentence.
4. **Grammatical Rules:** Every language has a set of grammatical rules that dictate how words and phrases should be combined to form well-formed sentences. These rules include subject-verb agreement, verb tense, pronoun reference, and agreement between different parts of a sentence.
5. **Punctuation:** Punctuation marks, such as periods, commas, question marks, and quotation marks, play an important role in sentence construction. They indicate the boundaries of different sentence elements and help convey meaning and clarity.
6. **Sentence Types:** Sentences can be classified into different types based on their functions, such as declarative (making statements), interrogative (asking questions), imperative (giving commands), and exclamatory (expressing strong emotions). Each sentence type has its own syntactic features and punctuation conventions.
7. **Sentence Complexity:** Sentence construction involves constructing both simple and complex sentences. Complex sentences can be formed through the use of subordination (embedding subordinate clauses) or coordination (combining independent clauses).

METHOD

In order to address the objectives of this study, a mixed-method approach is used in this research. The reason is that this research requires both qualitative and quantitative data to explore and elaborate on students' perceptions regarding the use of tree diagrams in sentence structure comprehension. Mixed methods research is defined as "research in which the investigator gathers and analyses data, integrates the findings, and draws conclusions using both quantitative and qualitative approaches (Abbas Tashakkori & John W. Creswell, 2007).

Surveys are conducted online because they are economical, short in time, and able to spread quickly to all respondents (Alharbi & Drew, 2014). In addition, interviews have also been conducted directly with respondents by recording the interview process to facilitate the transcription process. The recording process in the interview is also carried out to obtain more detailed and clear information.

This study adopted 3 aspects from Guri-rozenblit (2014) research: student comprehension, student advantages, and student satisfaction. The questionnaire was distributed via Google Forms and contains 15 items that has been developed from those aspects and the interview was developed to dig deeper the information from the questionnaire.

The research condition is the opinion of the participants about the use of phrase structure that they have learned in class with their lecturer. This study was conducted at Muhammadiyah University of Prof. Dr HAMKA. There were 29 students who filling out the questionnaire and 7 students were interviewed. The purposive sampling technique was conducted to categorize the 3 students who got bad scores in the range of 22-27, and 4 students who got best scores in the range of 73-88.

FINDINGS AND DISCUSSION

Findings

The following describes the findings of this study from both questionnaires and interviews.

I. The results of the questionnaire data can be seen as follows:

Table I. The Result of the Questionnaire

No	Aspects	Statement	Alternative Answer					Total
			SD	D	N	A	SA	
1	Students' Comprehension	I can analyse the sentence structure effectively based on the function of Noun Phrase (NP), Verb Phrase (VP), Adjective Phrase (Adj.P), and Adverbial Phrase (Adv.P) by using tree diagram.	0%	0%	28%	62%	10%	100%
			0%		28%	72%		
2		I can recognize the position of Noun Phrase (NP), Verb Phrase (VP), Adjective Phrase (Adj.P), and Adverbial Phrase (Adv.P) in sentence construction by using tree diagram.	0%	0%	28%	62%	10%	100%
			0%		28%	72%		
3		I can understand well the meaning of phrases in a sentence with tree diagram.	0%	0%	24%	66%	10%	100%
			0%		24%	76%		
4			0%	0%	21%	62%	17%	100%

		I can determine the types of sentences by using a tree diagram.	0%	21%	79%			
5		I can understand well the structure of each type of sentences by using a tree diagram.	0%	7%	34%	45%	14%	100%
			7%	34%	59%			
6		By understanding the concept of tree diagram, I am able to develop one word (head) into a phrase meaningfully.	0%	3%	14%	62%	21%	100%
			3%	14%	83%			
7		By understanding the concept of phrase using tree diagram, I am able to construct sentences.	0%	3%	28%	59%	10%	100%
			3%	28%	69%			
8	Students' Advantages	After understanding the concept of sentences using tree diagram, I am able to combine two or more simple sentences into compound and complex sentences.	0%	3%	28%	66%	3%	100%
			3%	28%	69%			
9		After understanding the concept of all sentences using tree diagram, I am able to develop any kinds of sentences into paragraph.	0%	10%	38%	48%	3%	100%
			10%	38%	51%			
10		After understanding the concept of phrases and sentences using tree diagram, I am able to implement phrases, sentences into paragraphs or essays.	0%	7%	52%	41%	0%	100%
			7%	52%	41%			
11		I feel more skilful in constructing sentences by using tree diagrams.	0%	3%	28%	55%	14%	100%
			3%	28%	69%			
12		My understanding of sentence analysis is improved by using tree diagram.	0%	3%	10%	59%	28%	100%
			3%	10%	87%			
13	Students' Satisfaction	I am satisfied when analysing sentences well using tree diagram.	0%	0%	17%	59%	24%	100%
			0%	17%	83%			
14		I feel motivated to analyse sentences by using tree diagrams.	0%	0%	21%	48%	31%	100%
			0%	21%	79%			
15		I will continue to use tree diagrams as a learning strategy for analysing sentence	0%	0%	14%	59%	28%	100%
			0%	14%	87%			

		structure because it is easy to use.				
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Referring to the results of the questionnaire related to the 3 aspects of student perceptions can be clarified as follows:

- **Statement Number 1:** It can be concluded that there are 72% of students who can analyse sentence structure using tree diagrams effectively based on the function of Noun Phrase (NP), Verb phrase (VP), Adjective Phrase (Adj. P), and Adverbial Phrase (Adv. P). However, there are also students who feel hesitant in understanding the sentence structure using tree diagrams, as many as 28%. In addition, there were no students who answered that they did not understand the sentence structure by using tree diagram.
- **Statement Number 2:** The second questionnaire statement shows that there are 72% of students able in placing the position of Noun Phrase (NP), Verb Phrase (VP), Adjective Phrase (Adj. P), Adverbial Phrase (Adv. P) in constructing sentence structures. Meanwhile, 28% of students answered neutral and 0% of students answered disagree and strongly disagree.
- **Statement Number 3:** There were 76% of students who answered both agree and strongly disagree. This means that students are able to understand the meaning of phrases in a sentence well using tree diagrams. However, there are still students who doubt their understanding of the phrases in a sentence using tree diagrams, which is around 24% and 0% of students who answer disagree or strongly disagree.
- **Statement Number 4:** Moving on to the fourth statement, there are 79% of students who are able to determine the types of sentences after understanding the concept of tree diagrams. On the other hand, there are 21% of students who still experience doubts in determining the types of sentences. Fortunately, there were no students who answered disagree or strongly disagree. That means students can be said to be able to determine the types of sentences and need to be maximized in their learning.
- **Statement Number 5:** Whereas in the fifth statement, 7% of students disagreed that they could understand the structure of each type of sentence. Elsewhere, 59% of students agreed that they could understand the structure of each type of sentence using tree diagrams well. In addition, about 34% of students had doubts about their ability to understand the structure of each sentence type using tree diagrams.
- **Statement Number 6:** As we can see from the sixth statement, 83% of students can develop a single word (head) into a meaningful phrase. However, 14% of students answered neutral and only 3% of students answered disagree. This means that almost all students have mastered the basic skills in writing, namely forming phrases that only come from one word (head).
- **Statement Number 7:** In the seventh statement, 69% of students answered agree and strongly agree that they were able to construct sentences after understanding the

concept of a tree diagram. While there are 28% of students still have doubts about constructing sentences after understanding the concept of tree diagrams. The students who disagree were only about 3%.

- **Statement Number 8:** Whereas in the eighth sentence statement, after understanding the concept of sentences using tree diagrams, 69% of students answered agree and strongly agree that they were able to combine 2 or more simple sentences into compound sentences or complex sentences. However, 28% of students are neutral. This means that they still need more practice. In addition, only 3% of students were unable to combine several simple sentences into new sentence types.
- **Statement Number 9:** In the ninth statement, 51% of students agreed that after they understood the concept of sentences using tree diagrams, they were able to develop several types of sentences into a paragraph. Then, 10% of students disagreed that they were able to develop several types of sentences into paragraphs. However, there are still 38% of students answered neutral. This means that they must improve their understanding of the structure of each type of sentence. So that they will easily develop sentences.
- **Statement Number 10:** Going to the tenth statement, it shows that there are only 41% of students who agree that after they understand the concept of tree diagram, they are able to implement phrases and sentences into paraphrases and essays. In addition, more students answered neutral, as many as 52% and 7% could not at all. This means that they still have to maximize their learning by doing exercises together.
- **Statement Number 11:** Entering the eleventh statement, 69% of students felt that they were more proficient in constructing sentences after understanding the concept of tree diagram. However, 28% are still not maximized in constructing sentences and 3% of students who do not feel proficient at all in constructing sentences.
- **Statement Number 12:** Meanwhile, in the twelfth sentence there are 87% of students who feel that after understanding the concept of tree diagram their understanding in analysing sentences has increased. Other side, only 10% students who had doubts about their improved understanding. However, around 3% there are still students who do not feel that their understanding has improved after using tree diagrams.
- **Statement Number 13:** The statement shows that 83% of students agreed that they were satisfied with learning sentence analysis using tree diagrams. Meanwhile, only 17% of students answered disagree. This means that almost all students are highly satisfied that a tree diagram is a good learning method to analyse sentence structure. Then, there were no students who disagree about the statement.
- **Statement Number 14:** Fortunately, the fourteenth sentence shows that there are no students who feel demotivated. But, 79% of students felt motivated in analysing sentences using tree diagrams and only 21% felt neutral.
- **Statement Number 15:** At the last statement, 87% answered agree that they would continue to use tree diagrams as a learning strategy in analysing sentence structure.

This means that almost all students agree that tree diagrams are an easy-to-use learning strategy for analysing sentences. Fortunately, only 14% of students felt neutral to continue using tree diagrams in analysing sentences.

From the description of the results of the questionnaire analysis above, the following are the recapitulation results based on 3 aspects.

Table 2. The Recapitulation of The Questionnaire

Aspect	Number	Percentage		
		SD + D	N	A + SA
Students' Comprehension	1, 2, 3, 4, 5	7%	13,5%	35,8%
Students' Advantages	6, 7, 8, 9, 10	2,6%	16,0%	31,3%
Students' Satisfaction	11, 12, 13, 14, 15	6%	9,0%	40,5%

Based on the recapitulation table above, the percentage of data based on its aspects is clearly visible. The table shows that 35,8% of students gave a positive response to their understanding in analysing sentence structure using tree diagrams. However, 13,5% of students felt that they were neutral and only 7% of students had not mastered their understanding in sentence analysis. In the second aspect, students also gave positive responses. 31,3% of students have student advantages after understanding the concept of tree diagram in analysing sentence structure. However, 16,0% of students responded neutral and 2,6% of students gave negative responses to their ability to analyse sentences using tree diagrams. As for the last aspect, 40,5% of students gave a positive response to their feelings after understanding the concept of tree diagrams in analysing sentence structure. On the other hand, 9,0% of students felt neutral and only 6% of students answered negative responses to their feelings in using tree diagrams.

2. The results of the interview data can be seen as follows:

Students' Comprehension

The 2 low-scoring students interviewed said that they understood the concept of a tree diagram because they could categorize the sentence structure easily. The third student with a low score also admitted that he understood the concept of tree diagrams every time the lecturer taught. However, he often experienced forgetfulness and did not record the material when taught by the lecturer. So, he had difficulty when working on exam questions. Meanwhile, the high-scoring students said that after they understood the concept of tree diagrams taught by the lecturer, they were able to analyse the sentence structure. They can categorize sentence structures such as the location of Noun Phrases (NP) and the location of Verb Phrases (VP). So that they know what type of sentence is being analysed.

Students' Advantages in making Sentences, Phrases, and Essays

Regarding the second question, both low-scoring and high-scoring students admitted that they could make sentences after understanding the concept of tree diagrams. One of the low-scoring students said he was able to make simple sentences because they were easy to analyse. In addition, one of the other low-scoring students also said that they still often experience doubts in writing sentences because they are worried that the tenses used are incorrect. Thus, it affected their thinking in finding ideas. Then, both low-scoring and high-scoring students still said that they had not mastered sufficient skills in creating paragraphs and essays. The reasons varied, low-scoring students said that they struggled to find ideas for writing. For example, one student said that he was only able to explain a topic about its meaning but was not used to finding other supporting sentences to complete the meaning of the topic. Another reason was that they felt confused about how to organize coherent sentences in a paragraph or essay.

Students' Advantages in Explaining Sentence Structure to Others

Entering the third question, which is about students' ability to explain sentence structure to friends and lecturers. After understanding the tree diagram structure, there are several responses that students said. Students with low scores said they could not explain because they still doubted the structure, they analysed using the tree diagram. This means that students with low scores still have not mastered well the understanding of sentence analysis using tree diagrams. This happened because at the beginning they said that they rarely reviewed the material so that what had been taught by the lecturer was forgotten. Other students with low scores claimed to be a bit able to explain the sentence structure to the lecturer and their friends. The way he explained it was by mentioning the position of Noun Phrase (NP) and Verb Phrase (VP) of the sentence being analysed. The same thing happened to the students with high scores that 2 students still experienced confusion in explaining sentence structure to lecturers and their friends. The reason is that they still don't really understand sentence structure analysis. For example, in determining the Noun Phrase (NP) and Verb Phrase (VP) of a sentence. However, 2 other high-scoring students said they were able to explain the structure of a sentence. This is evidenced by the interview results that when they review the material together with friends then they ask each other. Without realizing it, this activity is a positive thing to increase their knowledge of sentence analysis. That way, they feel that their sentence analysis learning process is trained. So that if there are friends or lecturers who ask about sentence structure, they will easily answer them.

Students' Suggestions

The last discussion from this interview is related to students' suggestions related to an application or website that can help them in learning sentence structure analysis using tree diagrams. This study recommended to the interviewed students about a website for syntax analysis. This website is called Syntax Tree Generator from M Shang (2011) which is used in this study. This website is a website that serves to create syntax trees. Students

can draw trees for sentence analysis as taught by the lecturer. Based on the interview results, students with low scores prefer to do the assignment in the traditional way or hand-drawing method rather than using Syntax Tree Generator. Their reasons for choosing the traditional way vary.

First, they are not satisfied if their work is assessed through online-based because the results of the assignment corrected directly by the lecturer will show the point of error so that students can learn clearly about their mistakes. Second, they still doubt the accuracy of the website. Third, they are not focused when analysing sentences using the Syntax Tree generator because they will be trapped by using the code from the website to form an analysis tree. This means that low-scoring students still cannot escape the traditional way of using notebooks and pencils to do syntax analysis tasks.

Meanwhile, students with high scores said that an application or website to help analyse tree diagrams is very necessary. The reason is that they often experience hassle if doing assignments through notebooks. Examples of problems are notebooks that are used up, pens are often lost. Another problem is when they are asked to work on sentence analysis tasks with tree diagrams through Ms. Word. They were overwhelmed in forming the tree because they had to insert several separate symbols and even had to organize the sentence and the symbols to fit the form of analysis taught. They thought it was very ineffective and takes time.

Discussion

Students can understand the concept of using tree diagrams easily so that they can analyse sentence structure well. This finding is confirmed by the findings from Qudsiyah (2020), who claimed that tree diagrams can help students in writing meaningful sentences in writing easily and well organized. In addition, students with low scores often experience doubts and difficulties in analysing sentences. Based on the interview results, they admitted that they never reviewed material about phrase structure and rarely practiced so they had difficulty when given tasks about analysing sentences using tree diagrams. Furthermore, based on the results of the questionnaire there are still students who experience limitations in mastering sentence analysis using tree diagrams. According to the interview results, students rarely review the material and never practice. One of the low-scoring students said "Actually, every time the lecturer explains sentence structure analysis using tree diagrams, I understand. However, I rarely write down the material, so when given the task I forget and have difficulty". According to Willingham (2004) he said that the more one practices the better one becomes. This means, students who often experience doubts in analysing sentences, must increase their practice on sentence analysis using phrase structure so that their analytical skills are more skilled. Thus, students have a positive perception of tree diagrams. It's just that they have to practice often so that their understanding continues to improve.

In this aspect, students also provide positive responses. Based on the interview results summarized in the form of mapping above, there are several advantages that students get after understanding the concept of tree diagrams, namely students are able to analyse by

categorizing sentence structures and can also develop sentences. In addition, based on the questionnaire results, students are also able to develop a one word (head) into a meaningful phrase. With these advantages, students are able to develop sentences. This finding is in line with the results of research from Eddisetia (2022) which claims that the implementation of phrase structure grammar (PSG) theory with tree diagram analysis is an effective tool for categorizing the internal structure of natural language. In addition, teaching syntax using a minimalist approach (drawing a tree diagram) is needed because students can analyse sentence structure in detail (Wachyudi, 2018). That way, students can understand the meaning of sentences and construct sentences easily.

Based on the questionnaire results, students also gave positive responses on the last aspect. The highest percentage is 87% of students feel that their understanding of sentence analysis has improved so they feel satisfied and motivated to analyse sentences using tree diagrams. This finding is supported by Novitasari & Candraloka (2022) that first, tree diagrams are effective tactics that help students be more active and interested in writing. Second, tree diagrams are an easy way for students to remember sentence structures. This can be proven in the results of the interview above. That way, students got a positive experience of sentence analysis using tree diagrams.

CONCLUSION AND SUGGESTION

In conclusion, based on the aspects that researchers investigated through the results of questionnaires and interviews, in general, students gave a positive response. This statement is proven based on the highest presentation result in the questionnaire, which is 35.8% of students can understand the sentence structure by using a tree diagram. In other words, students are able to place sentence structures such as Noun Phrase (NP), Verb Phrase (VP), Adjective Phrase (Adj. P), and Adverbial Phrase (Adv. P), students are also able to understand the meaning of sentences, students are able to determine sentence types, and understand sentence structures based on sentence types well. However, some students with low scores still need more practice so that their understanding does not decline. In addition, students also have a positive response to their strengths, namely 31.3% of students are able to develop sentences according to their types well. In fact, students with high scores tend to be able to explain the sentence structure to others. Finally, the aspect that has the highest percentage is related to student satisfaction. Most students were satisfied with the use of tree diagrams in analysing sentence structure. Students felt that their understanding in analysing sentences improved so they were motivated to use tree diagrams as a technique to analyse sentences.

Furthermore, the researcher also provides some suggestions for the readers. For lecturers: lecturers should give students more exercises and then the work results are corrected together so that students can learn from it. For students: Students should take notes on the material and often review the material so that their knowledge of sentence analysis continues to increase. In addition, to get more effective learning, students and lecturers can utilize digital tools/software such as Syntax Tree Generator from Shang to ease students in drawing tree diagrams.

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