

LEARNING ELLIPTICAL SENTENCES THROUGH DIAGRAMMING
BY THE ELEVENTH GRADE STUDENTS OF PEMBINA SENIOR HIGH
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Abstract: The objective of this research was to find out it is effective learning elliptical sentences through diagramming by the eleventh grade students of the Pembina Senior High School of Palembang. The population of this investigation was all of the eleventh grades students of the Pembina Senior High School of Palembang, in the academic year of 2017/2018. It consisted of 147 students for 4 classes. In this research, the sample was two classes chosen through the cluster random sampling. One was treated as the experimental group and the other as the control group. After getting the two classes, the researcher did the individual random sampling by give a pretest to the students from the two classes as pretested and then matched based on their similar scores and got 25 pairs as sample. In research the researcher used the quasi experimental method with the randomized posttest-only control group design; the data were collected through the written test and were analyzed by using the percentage formula and t-test. Based on the result of the data analysis, it shows that the t-obtained was 4.547 and the t-critical value was 1.711 from degree of freedom (df) = 24. It means that the t-obtained was greater than the critical value or $4,547 > 1.711$. It means the null hyporesearch was rejected and alternative hyporesearch was accepted. In conclusion, in was effective learning elliptical sentences through diagramming by the eleventh grade students of Pembina Senior High School of Palembang was effective.

Keywords: Ellpitical sentence, Diagramming, and Learning.

INTRODUCTION

The objective of teaching English to Indonesian students is that the students are able to communicate

in English both orally and in writing (Saleh, 1997:21). To achieve this objective, the students should have four language skills, namely

listening, speaking, reading and writing. Besides, the students should learn the language components, such as pronunciation, grammar and vocabulary, to support their language skills.

There are many factors that cause the students' difficulties in learning. One of them is the method given by the teacher. Teaching English as a foreign language requires the use of effective learning method. According to Richards and Rodgers (in Brown, 1994:48), "Method is an umbrella term for the specification and interrelation of theory and practice." Furthermore they state that virtually all language teaching methods make the oversimplified assumption that what teachers do in the classroom can be conventionalized into a set of procedures that fits all contexts. It

means that a set of procedures or the techniques in teaching have an influence to the student's learning result.

Mastering English is not easy for Indonesian students. Many students learn English, but it does not mean they have mastered it well. The students should also master the four language components: spelling, pronunciation, vocabulary and grammar. Furthermore, Saleh (1997:27) states learning a language means getting a good mastery of the language for the purposes of the communication. Dealing with the vocabulary and grammar, the students need to research morphology, especially about elliptical sentences. Elliptical sentences are those in which 'a piece has gone missing'. Still, we appear to

find these elliptical sentences just as easy to understand (Kobele, 2007:1).

In learning elliptical sentences, the students often face some difficulties that make it unwise to depend entirely on word analysis, missing the word into elliptical and many students are still confused to relate sentences into the elliptical sentences. For example : “(1) *John wants to play doctor, but Mary doesn't*, (2) *John wants to play doctor, but Mary doesn't want to play doctor*”. The parsing problem posed by such sentences is that of recovering the meaning of the ‘missing piece’. In the case above, we would want the parser to provide us with a representation of 1 from which we would be in a position to compute the meaning of 2 as one of its possible meanings. Whatever the range of possible meanings returned

by the parser might be, it must be constrained enough to rule out a reconstruction synonymous with change to elliptical sentence to “*John wants to play doctor, but Mary doesn't have a fever*”.

When the researcher did teaching practice namely *the program of experience field* the researcher found that many reasons why the students faced the difficulties in learning elliptical sentence, firstly the students confused to make elliptical sentences. Secondly, meaning of the elliptical sentences sometimes are different in context. So, that's why the researchers should be done this topic at Pembina Senior High School of Palembang.

Based on the description above, the researcher would conduct a research entitled “**Learning**

**Elliptical Sentences through
Diagramming by the Eleventh
Grade Students of Pembina Senior
High School of Palembang”.**

Formulation of the Problems

The main problem of this research was “Is it effective learning elliptical sentences through diagramming by the eleventh grade students of the Pembina Senior High School of Palembang?”

Objective of the Research

Based on the problem above, the objective of this research was to find out whether or not it is effective learning elliptical sentences through diagramming by the eleventh grade students of the Pembina Senior High School of Palembang.

LITERATURE REVIEW

The Concept of Elliptical Sentence

According to Kobele (2007:2), ellipsis or elliptical

construction refers to the omission from a clause of one or more words that would otherwise be required by the remaining elements. There are numerous distinct types of ellipsis acknowledged in theoretical syntax. This article provides an overview of them. Theoretical accounts of ellipsis can vary greatly depending in part upon whether a constituency-based or a dependency-based theory of syntactic structure is pursued.

An elliptical sentence is one which is ‘missing’ a piece, and an ellipsis site is the position in an elliptical sentence where the piece is missing (written here with an italicized e).

(1) John likes Mary, even though Bill doesn't ex : 1 is easily understood to mean the same as example 2.

(2) John likes Mary, even though Bill doesn't like Mary.

Crucially, example 1 is not understood to mean the same as example 3.

(3) John likes Mary, even though Bill doesn't like John.

The missing information in 1 is, at least intuitively, present in this case in the broader context. The puzzle is to specify exactly what contextual information is relevant for the resolution of the meaning of an elliptical sentence, and in such a way that all and only possible meanings are associated with elliptical sentences. A straightforward idea is that the hearer reasons about what the speaker might have intended, and interprets the elliptical sentence as meaning that. One difficulty with this view is given by ill-formed sentences like 4 (inspired by Hankamer and Sag 2), where a clever hearer can nevertheless reason that the thirsty

man promised not to drink the speaker's precious water. This is to be contrasted with the well-formed example in 5. (4) *I do not hesitate to leave my precious water in front of the thirsty man because he said that he didn't want to e. (5) I do not hesitate to drink my precious water in front of the thirsty man because he said that he didn't want to e.

These examples suggest that even if we had the correct theory of how we actually reason about the intentions of others, that theory would make incorrect (i.e. overgenerous) predictions about what elliptical sentences can mean. The idea we will explore here is that the difference between 4 and 5 is that 5 (but not 4) contains a part which the hearer can use to reconstruct the meaning of the sentence. While there could in principle be any number of

ways to do this, it appears that, crucially, the work necessary is often recastable in terms of simply finding an antecedent part of the context, and identifying the ellipsis site (the *e*) with this. There are two, superficially quite different, main approaches to this problem. On a semantic approach, the material which gets filled in is a meaning representation, while on a syntactic approach, it is syntactic structure which is being reconstructed.

Most theories can be grouped into one or a combination of these two approaches. This paper is structured in the following manner. In the next section (2), we describe some of the basic elliptical phenomena which have given rise to the current state of elliptical theorizing. In 3, we present the syntactic and semantic approaches in

a uniform way using the lambda calculus. Section 4 discusses the issues surrounding the algorithmic realization of these approaches in a parser. Finally, 5 is the conclusion.

An elliptical sentence does not mean a sentence with an ellipsis in it. An ellipsis is three prongs, symbolizing missing information. This form most often appears when using only part of a direct quote. An elliptical sentence refers to sentence with information missing. This form does not required an ellipsis. These sentences are grammatically correct only if the necessary information to understand the sentence has been supplied previously or is clear from the context of the sentence.

The Concept of Diagramming

A diagram is a two-dimensional geometric symbolic representation of information

according to some visualization technique. Sometimes, the technique uses a three-dimensional visualization which is then projected onto the two-dimensional surface. The word graph is sometimes used as a synonym for diagram.

In science the term is used in both ways. For example Anderson (1997:44) states more generally: "diagrams are pictorial, yet abstract, representations of information, and maps, line graphs, bar charts, engineering blueprints, and architects' sketches are all examples of diagrams, whereas photographs and video are not". On the other hand Lowe (1993:55) defines diagrams as specifically "abstract graphic portrayals of the subject matter they represent."

In the specific sense diagrams and charts contrast computer

graphics, technical illustrations, infographics, maps, and technical drawings, by show "abstract rather than literal representations of information". The essences of a diagram can be seen as:

- a *form* of visual formatting devices
- a *display* that do not show quantitative data, but rather relationships and abstract information
- with *building blocks* such as geometrical shapes connected by lines, arrows, or other visual links.

Or in Hall's (1996:76) words "Diagrams are simplified figures, caricatures in a way, intended to convey essential meaning." These simplified figures are often based on set of rules. The basic shape, according to White (1984:65), can be

characterized in terms of "elegance, clarity, ease, pattern, simplicity, and validity." The elegance for a start is determined by whether or not the diagram is "the simplest and most fitting solution to a problem."

The Tree Diagram

The tree diagram refers to a specific type of diagram that has a unique network topology. It can be seen as a specific type of network diagram, which in turn can be seen as a special kind of cluster diagram.

Tree diagram is a graphic organizer used to list all possibilities of a sequence of events in a systematic way. Tree diagrams are one method for calculating the total number of outcomes in a sample space (<http://usca.edu.com>). the sample of tree diagram .

The Procedure of Learning Elliptical Sentences through Diagramming

According to Kobele (2007:33), the procedure of learning elliptical sentence through diagramming based on the some activities below.

Step 1: Make a central diagramming in the centre of the paper.

Color and add something interesting.

Step 2: Draw some basic ordering ideas, spread out from the central image.

Step 3: Thinking of all something interesting as much as possible and funny for you and it can be connected with the central image to give you the inspiration in make elliptical sentence

Step 4: Add some branches to the basic ordering ideas using symbols, pictures, and colours as much as possible.

Step 5: Thinking of the details which are interesting and it can encourage your

curiosity. Add to your diagramming in make elliptical sentence

Step 6 : Continue it until you have adequate information for your mind.

Hypotheses

There were two hypotheses in this research, namely the null hyporesearch (Ho) and alternative hyporesearch (Ha).

Ho : It is not effective learning elliptical sentences through diagramming by the eleventh grade students of the Pembina Senior High School of Palembang

Ha : It is effective learning elliptical sentences through diagramming by the eleventh grade students of the Pembina Senior High School of Palembang

RESEARCH PROCEDURES

Method of the Research

The method of this research was the true experimental design with the randomized posttest-only control group design, using matched subjects (See Fraenkel and Wallen, 1993:241). Hatch and Farhady (1982:22) claims, "True experimental designs has three characteristics: (1) a control group (or groups) is present, (2) the students are randomly selected and assigned to the groups, and (3) a pre-test is administered to capture the initial differences between the group.

This research involved two groups: an experimental group which received the special treatment and a control group which did not. One group received a new, or unusual, treatment called as the experimental group and the other group as the control group which was taught without diagramming. Both groups were posttested. Posttest scores are compared to determine the effectiveness of the treatment. The design was called randomized posttest-only control group design, using matched subjects (Fraenkel and Wallen, 1993:250). The design would take the following form.

Experimental group

R M X₁ O

Control group

R M X₂ O

In which R :

Randomization

M : Matching

Process through a Pretest

X₁ : Teaching
with Diagramming

X₂ : Teaching
without Diagramming

O : Posttest

Population and Sample

Population

Population is the group to which the results of the research are intended to apply (Fraenkel and Wallen, 1993:80). The population may be all the individuals of a particular type or a more restricted part of that group. In this research, ~~the population was~~ all of the eleventh grades students of the Pembina Senior High School of Palembang, in the academic year of 2017/2018. It

consisted of 147 students for 4 classes as shown in Table 1 below.

THE POPULATION OF THE RESEARCH

No	Classes	Number of the Students
1	XI.1	36
2	XI.2	36
3	XI.3	35
4	XI.4	40
Total		147

Sample

Sample is group in research research on which information is obtained (Fraenkel and Wallen, 1990:140). Arikunto (2010:69) states that sample is half of population. Furthermore, he says the size of sample that will be taken depends on

the total subject in (1995: 404). The researcher took the sample from the population through the two-stage random sampling

through the cluster random sampling and the individual random sampling (See Fraenkel and Wallen, 1990:73). Cluster random sampling is selection of groups or clusters of subjects rather than individual (Fraenkel and Wallen, 1990:72). In this research, there were two classes chosen through the cluster random sampling. One treated as the experimental group and the other as the control group. After getting the two classes, the researcher do the individual random sampling by give a pretest to the students from the two classes as pretested and then matched based on their similar scores.

THE SAMPLE OF THE RESEARCH

No	Class	Groups	Number of Students	Number of Matched I
1	XI.1	Experimental	36	25
2	XI.2	Control	36	
Total			72	

The Result of the Matched t-test

The students' average scores in the experimental group and control group were 84.52 and 76.88 then calculated to know whether learning elliptical sentences through diagramming was effective or not. In other words, to know whether there was a significant difference between elliptical sentences achievements of the students who were taught by using diagramming and those who are not. To get the t-obtained, the researcher took the students' scores of the matched pairs in the posttest.

Interpretation

Based on the data analysis in the previous section, it was found out that the average score that the students got was 67 of 25 pairs in the pretest of the matched pairs. The highest score was 90 reached by three students. The lowest score was

40 reached by five students in the matched pairs. In the posttest, the students' average score in the experimental group was 84.52. The highest score was 100 reached by eight students and the lowest score was 60 reached by three students. In the control group, the students' average score was 76.88. The highest score was 100 reached by five students and the lowest score was 50 reached by four students. It means that the total score of the students who were taught by using diagramming was greater than the total scores of the students who were taught without diagramming.

Meanwhile, the value of the matched t-test calculation should exceed 1.711, to accept the alternative hyporesearch with 5% significance level in one-tailed testing with degree of freedom 24, so

the value of t-obtained must be higher than the value t-table. Based on the result of the data analysis, it showed that the t-obtained was 4.547. It was more than 1.711. It means that the null hyporesearch was rejected and the alternative hyporesearch was accepted. It can be interpreted that it was effective to learn elliptical sentences through diagramming. In other words, there was a significant difference between elliptical sentences achievement of students who were taught by using diagramming and those who were not to the eleventh grade students of Pembina Senior High School of Palembang.

CONCLUSIONS

Based on the results of the data analysis in the previous chapter, some conclusions are drawn and

some suggestions are offered as described below.

In the pretest, the average scores that the students got of both groups were 67 of 25 matched pairs. The highest score was 90 reached by two students. The lowest score was 40 reached by three students.

In the posttest, after the researcher gave the treatment with the diagramming to the experimental group and without diagramming to the control group, the average score was 84.52 in the experimental group. The highest score was 100 reached by six students and the lowest score was 60 reached by two students. While, in the control group, the average score was 76.88. The highest score was 100 reached by three students and the lowest score was 50 reached by four students. It means that the total score of the students

who were taught by using the diagramming was greater than the total score of the students who were taught without the diagramming.

Based on the result of the data analysis, it shows that the t-obtained was 4.547 and the t-critical value was 1.711 from degree of freedom (df) = 24. It means that the

t-obtained was greater than the critical value or $4,547 > 1.711$. It means the null hyporesearch was rejected and alternative hyporesearch was accepted. In conclusion, learning elliptical sentences through diagramming by the eleventh grade students of Pembina Senior High School of Palembang was effective.

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