

ENHANCING ACTIVE-PASSIVE SENTENCES SKILLS OF 1ST SEMESTER STUDENTS BY IMPLEMENTING REED-KELLOGG SYSTEM

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ABSTRACT

This study aims to investigate the impact of the Reed-Kellogg System of sentence diagramming on the enhancement of understanding active and passive sentences in English among first-semester students in the Bachelor's program of Management and the Diploma program in Accounting. The research employs a quantitative experimental design, where data is collected from an experimental group that receives instruction through the Reed-Kellogg sentence diagramming method and a control group that is taught using conventional methods. The sample consists of 16 students in the experimental group and 16 students in the control group. Statistical analysis, including Paired-Sample t-tests, Independent-Sample t-tests, and N-Gain Scores, is conducted using SPSS version 22. The research findings indicate that the significance values (2-tailed) obtained from both the Paired-Sample t-Test and the Independent Sample t-Test are 0.000. This value is less than the threshold of 0.05, leading to the acceptance of the hypothesis that the Reed-Kellogg sentence diagramming method has an effect on the mastery of active and passive sentences in English among first-semester Management and Accounting students. However, the N-Gain Score percentage of 34.15 suggests that the Reed-Kellogg sentence diagramming method may not be effective for teaching active and passive sentences in English to first-semester Management and Accounting students.

Keywords: *Reed-Kellogg system, sentence diagramming, active-passive sentences*

1. Introduction

Grammar consistently emerges as a significant challenge for non-English major students, particularly those in Management and Accounting fields who are enrolled in English courses. These students often find English grammar to be complex and challenging to grasp, leading to frustrations as they struggle to apply the rules in their writing. The intricacies of grammar in the English language can be overwhelming for students who are not native speakers, making it difficult for them to convey their thoughts effectively through writing. As a result, many of these students experience a decline in motivation to actively participate in English classes, which can ultimately have a negative impact on their overall academic performance (Erlina et al., 2020).

Students in Management and Accounting programs who struggle with English grammar may face additional obstacles when trying to communicate effectively in written assignments and class discussions. The nuances of grammar, including proper sentence structure, punctuation, and tense usage, can be particularly challenging for non-native English speakers to master. Without a solid foundation in grammar, these students may find it difficult to express their ideas clearly and cohesively, leading to misunderstandings and misinterpretations in their written work. Furthermore, these challenges contribute to a reluctance among students to utilize English in both spoken and written forms. Pabro-Maquidato (2021) stated that the apprehension surrounding grammar not only hampers their learning experience but also diminishes their confidence in using the language

effectively. As a result, this situation creates a cycle of disengagement that can hinder their academic progress and proficiency in English.

In order to help non-English major students in Management and Accounting fields overcome their challenges with grammar, educators and instructors must provide additional support and resources to enhance their language skills. This may include offering extra tutoring sessions, providing grammar workshops, or assigning specific exercises to help students practice and improve their grammar proficiency. By addressing these difficulties head-on and offering assistance where needed, educators can help students build confidence in their writing abilities and empower them to succeed in their academic endeavors. With the right support and guidance, non-English major students can overcome the obstacles they face with grammar and thrive in their English courses.

According to Sorohiti et al. (2024), an effective teaching method is essential to address the challenges students face in learning and comprehending English grammar. The students' fundamental lack of understanding in this area serves as a key indicator for identifying a suitable, straightforward, and clear instructional approach that can enhance their grasp of English grammar. The researcher also observes that students tend to achieve a better understanding when the material is presented in a structured visual format. Consequently, the researcher has chosen to implement sentence diagramming as a pedagogical tool for teaching grammar, specifically focusing on active and passive sentences in English. This approach is targeted at first-semester students in the Bachelor of Management and Diploma in Accounting programs, aiming to facilitate a deeper comprehension of grammatical structures through visual representation.

In the realm of English grammar, the distinction between active and passive sentences plays a crucial role in determining how information is conveyed within a sentence. An active sentence is defined by a subject who is performing the action, whereas a passive sentence is characterized by a subject who is receiving the action. This fundamental contrast highlights the dynamic relationship between the subject and the verb, shedding light on the specific roles that they play within a sentence. By understanding the differences between active and passive constructions, writers can effectively manipulate the structure of their sentences to convey information in a clear and concise manner (Banerjee & Bhowmick, 2024).

Ifadah et al. (2024) stated that the concept of tense exerts a significant influence on the formation of active and passive sentences in English grammar. Each tense carries with it a distinct set of rules and guidelines that govern the construction of both active and passive constructions. For example, the present continuous tense in an active sentence might take the form of "She is writing a letter," whereas in a passive sentence, it would be transformed into "A letter is being written by her." By adhering to the structural rules associated with each tense, writers can ensure that their sentences are grammatically correct and effectively convey the intended meaning to the reader.

Quackenbos (2020) emphasized that the nuances of active and passive constructions are essential elements of English grammar that contribute to the overall clarity and coherence of written communication. By recognizing the distinct roles of the subject and the verb within a sentence, writers can create sentences that are both grammatically correct and easy to understand. Furthermore, an awareness of tense-specific rules enables writers to manipulate the structure of their sentences to convey information in a precise and effective manner. Therefore, a thorough understanding of active and passive constructions is crucial for anyone seeking to communicate effectively in the English language.

Sentence diagramming serves as a visual teaching model that illustrates the intricate structure of a sentence in detail (Bauer & Rebne, 2022). This method delineates various components, including the subject, predicate, object, nouns, verbs, adjectives, adverbs, and more. By employing a diagrammatic approach, this instructional model clearly demonstrates to learners the positional relationships of these elements through the use of separating lines that resemble a diagram. Furthermore, this technique allows learners to comprehensively visualize the interconnections among the different parts of a sentence (Müller et al., 2024). Such a grammar learning model is particularly beneficial for those who prefer visual learning strategies, as it

enhances their understanding of sentence structure and the relationships between its components (Paquette Jenifer & Mita, 2022).

The sentence diagramming method employed in this research is the Reed-Kellogg system. This system, developed by Alonzo Reed and Brainerd Kellogg in the late 19th century, serves as a pedagogical approach to grammar. The creators believed that visual representations of grammar would facilitate learners' comprehension of sentence structure (Bauer & Otto, 2019). This method emphasizes the importance of visual learning in understanding grammatical constructs, thereby enhancing the educational experience for students engaged in the study of language (Zvirzdin, 2023). An illustration of sentence diagramming using the Reed-Kellogg system is provided below.

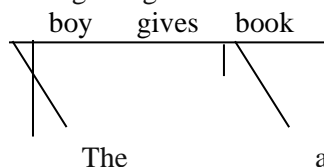


Fig 1. Sentence Diagramming by Reed-Kellogg System

In Figure 1, a sentence is illustrated with lines that indicate the interconnections among its components. The primary subject is represented by a long vertical line intersecting a horizontal line, while the separation between the predicate and the object is denoted by a short vertical line. The subject is further enhanced by the addition of the article "the," indicated by a diagonal vertical line slanting to the right, and similarly, the object is augmented by the article "a," also marked by a diagonal vertical line slanting to the right.

Numerous studies have investigated the impact of sentence diagramming on English grammar learning. One notable study conducted by Hafiz & Maroof (2019) involved 14 female students at Yanbu University in Saudi Arabia, utilizing a pre-test and post-test methodology. The findings indicated that the sentence diagramming instructional model positively influenced the grammar proficiency of these students. A similar investigation was carried out by Erlindawaty & Adinda (2020) with third-semester students at Muhammadiyah University of North Sumatra. This research employed both control and experimental classes to analyze the effect of sentence diagramming on students' ability to identify adjectives and adverbs within sentences. The results revealed a significant improvement in the students' capacity to recognize these grammatical elements. Additionally, Aryanti (2019) conducted research on 11th-grade students at SMA Pembina Palembang, which demonstrated that sentence diagramming enhanced students' skills in understanding elliptical sentences.

Based on previous research, the investigator noted that all studies employed pre-test and post-test methodologies with both control and experimental groups. However, the analysis techniques utilized were primarily manual calculations, lacking the support of statistical software, and were descriptive in nature. Consequently, the researcher opted to use SPSS 22 to achieve more accurate and comprehensive results regarding the impact of the sentence diagramming teaching method on the enhancement of English grammar skills among students. Additionally, the researcher observed a gap in the literature, as no studies have specifically addressed the effects of sentence diagramming on the ability to construct active and passive sentences in English. The focus on active and passive sentences is particularly relevant, as students require proficiency in these structures for effective academic writing in English. Furthermore, the sample size in this study is larger than that of the research conducted by Hafiz & Maroof (2019) and includes participants from both genders, comprising male and female students. This research specifically targets first-semester students, distinguishing it from the study by Erlindawaty & Adinda (2020), which involved third-semester students. Another notable difference is that this study examines a sample from a higher education population, contrasting with Aryanti's (2019) research, which focused on a sample from a high school population.

The researcher delineates the problem addressed in this study by investigating the influence of the Reed-Kellogg System of sentence diagramming on first-semester students' capacity to formulate both active and passive sentences in English. Additionally, the researcher aims to assess the degree to which the Reed-Kellogg System effectively improves these students' proficiency in utilizing active and passive voice in the English language.

2. Method

This research is categorized as quantitative due to its dependence on statistical data. It utilizes an experimental design that includes both a control group and an experimental group, with each group participating in pre-tests and post-tests. The study was carried out during the odd semester of the 2023/2024 academic year at the Faculty of Economics and Business, Universitas Kristen Immanuel. The target population comprises undergraduate students majoring in Management and Diploma students in Accounting. The researcher applied purposive sampling methods, resulting in a sample of 32 participants, all of whom are first-semester students enrolled in an English language course.

The research implemented a testing approach where a pre-test was given before the introduction of the Reed-Kellogg sentence diagramming teaching method, which was conducted over 14 sessions with 16 students in the experimental group. In contrast, a traditional teaching method was employed for another group of 16 students in the control group. Following the instructional period, a post-test was administered to both groups. This assessment included five items that required the transformation of active sentences into passive voice and five items for converting passive sentences back into active voice, all conducted in English. The scoring system ranged from a maximum of 100 to a minimum of 0.

Data analysis was performed using the SPSS 22 software to process the numerical data obtained from the pre-test and post-test results of both groups. The researcher conducted various statistical analyses, including normality tests, paired-sample t-tests, homogeneity tests, independent sample t-tests, and N-Gain score evaluations on the collected data. The results of these analyses are subsequently presented and discussed in a detailed narrative format.

3. Result/s and Discussion

Normality testing is conducted on the data to determine whether it can be analyzed using parametric or non-parametric methods (Sintia et al., 2022). The Shapiro-Wilk normality test is employed due to the sample size being less than 50. The following presents the results of the normality test conducted on the data obtained from both the control and experimental groups.

Table 1. Result of Normality Test Shapiro-Wilk

Class	Statistic	Shapiro-Wilk	
		df	Sig.
PreTest (Control)	.957	16	.615
PostTest (Control)	.916	16	.148
PreTest (Experiment)	.964	16	.740
PostTest (Experiment)	.859	16	.019

Source: processed data by SPSS 22 (2024)

According to Table 1, the significance values (Sig.) for both the Pre-Test (Control and Experimental groups) and the Post-Test (Control and Experimental groups) exceed 0.05. This indicates that all data are normally distributed. Consequently, the subsequent parametric test, namely the Paired-Sample t-test, can be conducted.

The Paired-Sample t-test is conducted to ascertain whether there is a significant difference in the means of two related samples (Mishra et al., 2019). The following presents the results of the Paired-Sample t-test applied to data from both the control and experimental groups. Prior to executing the Paired-Sample t-test, the researcher formulated a hypothesis.

H₀: There is no significant difference in the average results between the Pre-Test and Post-Test, indicating that the Reed Kellogg system of instruction does not have an impact on the enhancement of students' abilities in constructing active and passive sentences in English among first-semester students.

H_a: There is a significant difference in the average results between the Pre-Test and Post-Test, indicating that the Reed Kellogg system of instruction has an impact on the enhancement of students' abilities in constructing active and passive sentences in English among first-semester students.

Table 2. Result of Paired-Sample t-test

		Paired Differences			t	df	Sig. (2-tailed)
Mean	SD	Std. Error Mean	95% Confidence Interval of the Difference				
			Lower	Upper			

Pair 1	PreTestControl – PostTestControl	-17.313	15.585	3.896	-25.617	-9.008	-4.443	15	.000
Pair 2	PreTestExperiment – PostTestExperiment	-10.000	7.899	1.975	-14.209	-5.791	-5.064	15	.000

Source: processed data by SPSS 22 (2024)

Based on the data presented in Table 2, the significance value (2-tailed) is 0.000, which is less than 0.05. Consequently, the null hypothesis (H0) is rejected, and the alternative hypothesis (Ha) is accepted, indicating that there is a statistically significant difference in the mean scores between the pre-test and post-test. This finding further suggests that the Reed-Kellogg teaching method has a positive impact on enhancing first-semester students' ability to understand active and passive sentences in English.

Homogeneity Test is conducted to ascertain whether there are similarities or differences among various population variances (Zhou et al., 2023). This test serves as a prerequisite for the independent sample t-test.

Table 3. Result of Homogeneity Test

	Levene Statistic	df1	df2	Sig.
Based on Mean	.410	3	60	.747
Based on Median	.298	3	60	.827
Based on Median and with adjusted df	.298	3	57.236	.827
Based on trimmed mean	.424	3	60	.736

Source: processed data by SPSS 22 (2024)

According to the data presented in Table 3, the significance values (Sig.) are all greater than 0.05. Consequently, the data can be considered homogeneous. Given the homogeneity of the data, it is appropriate to conduct an independent sample t-test.

An independent sample t-test was conducted to ascertain whether there is a significant difference in the means between two unpaired samples (Al-Kassab & Majeed, 2022). The samples under examination consist of the post-test results from the control group and the post-test results from the experimental group. The following presents the outcomes of the independent sample t-test.

Table 4. Result of Independent Sample t-test

Result		Levene's Test for Equality of Variances				t-test for Equality of Means				
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper	
Equal variances assumed	Equal variances assumed	1.353	.254	.026	30	.000	.125	4.736	-9.547	9.797
	Equal variances not assumed			.026	29.450	.000	.125	4.736	-9.555	9.805

Source: processed data by SPSS 22 (2024)

Based on the data presented in Table 4, the significance value (2-tailed) exceeds 0.05, indicating a statistically significant difference in the average scores between the Post-Test of the control class and the Post-Test of the experimental class. This finding suggests that the Reed-Kellogg teaching method has a notable impact on enhancing students' abilities in active-passive sentence construction in English among first-semester students.

N-Gain Score Test is conducted to assess the effectiveness of a specific method or treatment within the context of research (Liana et al., 2022). The following criteria for evaluation are based on the percentage of the N-Gain value.

Table 5. Criteria of Effectiveness N-Gain Score

Percentage (%)	Criteria
< 40	Not Effective
40-55	Less Effective
56-75	Quite Effective
>76	Effective

Source: (Faisal et al., 2022)

The following presents the results of the N-Gain Score analysis based on the pre-test and post-test outcomes in both the control and experimental groups.

Table 6. Result of N-Gain Score

				Statistic	Std. Error
NgainScorePercent	Experiment	Mean		34.1574	6.97336
		95% Confidence Interval for	Lower Bound	19.2940	
		Mean	Upper Bound	49.0207	
		5% Trimmed Mean		34.1569	
		Median		29.2857	
		Variance		778.045	
		Std. Deviation		27.89345	
		Minimum		-14.29	
		Maximum		82.61	
		Range		96.89	
	Interquartile Range		46.04		
	Skewness		.070	.564	
	Kurtosis		-.990	1.091	
	Control	Mean		40.4119	7.69341
		95% Confidence Interval for	Lower Bound	24.0138	
		Mean	Upper Bound	56.8100	
		5% Trimmed Mean		41.3235	
		Median		37.5969	
		Variance		947.017	
		Std. Deviation		30.77364	
Minimum			-22.86		
Maximum			87.27		
Range			110.13		
Interquartile Range		54.30			
Skewness		-.196	.564		
Kurtosis		-.435	1.091		

Source: processed data by SPSS 22 (2024)

Based on the data presented in Table 6, it can be observed that the average percentage for the experimental class is 34.15%, categorizing it as ineffective. This indicates that the Reed Kellogg system of teaching, while having some influence, is not effective in enhancing the ability to understand active and passive sentences in English among first-semester students in the experimental class. Conversely, the average percentage for the control class is 40.41%, which falls into the category of less effective. This suggests that the conventional teaching method is also deemed insufficient in improving the understanding of active and passive sentences in English among first-semester students in the control class.

Discussion

The research findings underscore the importance of incorporating visual teaching models, such as those used in the Reed-Kellogg method, into language instruction to enhance students' comprehension and retention of complex grammatical structures. The positive outcomes observed in the experimental group highlight the effectiveness of visual learning strategies in facilitating language acquisition and mastery. By presenting information in a visual and tangible format, students are able to make clearer connections between abstract linguistic concepts and concrete examples, leading to improved understanding and application of grammar rules. The study's results affirm the value of utilizing innovative teaching approaches that cater to diverse learning styles and preferences, ultimately equipping students with the skills and knowledge needed to succeed in language learning and communication. This reinforces the notion that visual teaching methods, such as sentence diagramming, positively influence students' understanding of active and passive sentence structures in English (Qadha & Al-Wasy, 2022).

The emphasis on diagrammatic representations in the Reed-Kellogg teaching method appears to resonate with students in a meaningful way, as indicated by the findings of the study. By visually mapping out the structure of active and passive sentences, students are able to connect theoretical concepts with practical application, leading to a deeper understanding of grammar rules and sentence construction (Wibowo, 2020). The ability of students in the experimental group to differentiate between active and passive sentences and identify their respective components reflects a high level of engagement and comprehension facilitated by the visual teaching approach employed

in the study. This suggests that the Reed-Kellogg method offers a pedagogical framework that is easily accessible and digestible for students learning English as a second language.

Table 7. Result of Paired-Sample t-Test and Independent Sample t-Test

Statistical Test	Sig. (2-tailed)	Description
Paired-Sample t-Test	0.000 < 0.05	There is an influence
Independent Sample t-Test	0.000 < 0.05	There is an influence

Source: processed data by SPSS 22 (2024)

The results from both the paired-sample t-test and independent-sample t-test provide substantial evidence to support the effectiveness of the Reed-Kellogg teaching method in enhancing students' comprehension of active and passive sentences in English. This finding underscores the importance of utilizing visual learning techniques in language instruction, particularly when it comes to complex grammatical structures. By breaking down the components of sentences into visual representations, students are better able to grasp the nuances of grammar and apply this knowledge to their own writing and communication skills (Graham et al., 2019). The significant improvement observed in the experimental group suggests that the Reed-Kellogg method is not only well-received by students but also yields tangible results in terms of enhancing their linguistic abilities.

Additionally, the complexity of the Reed-Kellogg system may have presented challenges for some students in the experimental class, leading to difficulties in grasping active and passive sentence structures. Effective instruction requires clear and concise explanations, as well as ample opportunities for practice and reinforcement (Dunham et al., 2020). The lack of adequate scaffolding and support in implementing the Reed-Kellogg system may have hindered students' progress in mastering English sentence patterns. Educators should consider simplifying instruction, providing additional support, and incorporating a variety of teaching strategies to address the diverse needs of students and facilitate deeper understanding and retention of academic concepts. This observation suggests that each learner possesses distinct understanding processes and learning styles, with not all individuals fitting the visual learner profile (Yotta, 2023). Consequently, this finding underscores the necessity for instructional methods to accommodate the diverse learning styles of all students to facilitate effective improvement in their understanding of active and passive sentences in English.

Another factor that may have contributed to the ineffectiveness of the Reed-Kellogg system in improving students' abilities to comprehend active and passive sentences is the lack of engagement and participation among students. In order for instructional strategies to be successful, students must be actively engaged in the learning process (Ginting, 2021). The experimental class may have experienced low levels of engagement, resulting in limited improvements in their understanding of sentence structures. Educators should prioritize creating an interactive and engaging learning environment to foster student participation and enhance comprehension skills effectively.

Table 8. Result of N-Gain Score

N-Gain Score (Percentage)	Description
34.15%	Ineffective

Source: processed data by SPSS 22 (2024)

The analysis of the N-Gain scores derived from the pre-test and post-test results of the experimental class indicates that the Reed-Kellogg system of instruction is deemed ineffective, despite its influence, in enhancing students' abilities to comprehend active and passive sentences in English. This ineffectiveness may stem from various factors. One significant factor is that not all students in the experimental class are visual learners, which may have hindered their ability to achieve score improvements from the pre-test to the post-test. It is essential for educators to consider the diverse learning styles of their students and tailor their instructional methods accordingly to maximize learning outcomes (Madhu & Bhattachryya, 2023).

Consequently, the researchers assert that this study aligns broadly with the three previous studies conducted by Hafiz & Maroof (2019), Erlindawaty & Adinda (2020), and Aryanti (2019) regarding the impact of sentence diagramming on enhancing English grammar skills among learners. However, this research reveals a novel finding that the sentence diagramming teaching method is not effective in improving grammar proficiency, particularly in understanding active and passive sentences in English.

In light of these findings, it is clear that further research is needed to better understand the limitations of the sentence diagramming teaching method and to identify alternative strategies for

improving grammar proficiency. While this study focused specifically on the understanding of active and passive sentences in English, the implications may extend to other areas of grammar instruction as well. By critically examining the effectiveness of traditional teaching methods like sentence diagramming, educators can work towards developing more innovative and evidence-based approaches to teaching grammar. Ultimately, this research serves as a reminder of the importance of continually evaluating and refining teaching practices to ensure that students are receiving the most effective instruction possible.

The implications of this research are significant for both educators and students alike. If sentence diagramming is not an effective means of improving grammar proficiency, particularly in the context of active and passive sentences, then it begs the question of what other teaching methods might be more beneficial. This finding underscores the importance of continually evaluating and adapting teaching practices to ensure that students are receiving the best possible instruction. Moving forward, educators may need to reconsider the role of sentence diagramming in the classroom and explore alternative approaches that have been shown to be more effective in promoting grammar proficiency.

The findings of this research challenge the commonly held belief that sentence diagramming is an effective method for improving grammar proficiency. While some educators have long touted the benefits of this traditional teaching approach, the results of this study suggest that it may not be as effective as previously thought, particularly when it comes to understanding active and passive sentences in English. This unexpected outcome raises questions about the efficacy of using sentence diagramming as a primary tool for teaching grammar, and highlights the need for further research to explore alternative methods that may be more successful in achieving this goal.

4. Conclusion

Based on the results and discussions presented above, it can be concluded that the Reed-Kellogg System of sentence diagramming has an impact on the ability to construct active and passive sentences in English among first-semester students. This influence is evidenced by the increase in scores from the pre-test to the post-test in the experimental class. Additionally, statistical analysis through the Paired-Sample t-test and Independent-Sample t-test supports this finding, as the Sig. (2-tailed) value for the experimental class data (Pre-Test and Post-Test) exceeds 0.05, leading to the rejection of the null hypothesis (H_0) in favor of the alternative hypothesis (H_a). However, the effectiveness of the Reed-Kellogg System in enhancing the ability to form active and passive sentences in English is deemed insufficient. This conclusion is further substantiated by the N-Gain Score test, which indicates a percentage value of 34.15%, categorizing the method as ineffective.

The limitations of this study include the exclusion of the learning styles of first-semester students, which was primarily due to time constraints. It is essential to incorporate the variable of learning styles, as the Reed-Kellogg System's sentence diagramming method emphasizes visual learning, a modality that may not align with the preferences of all learners. While learning styles could be assessed through interviews with research participants, this study did not conduct such interviews for this purpose.

This study aims to serve as a reference for educators, including both teachers and university lecturers of English, in identifying teaching methods that accommodate diverse learning styles beyond just visual preferences. The Reed-Kellogg system of teaching may be integrated with other instructional approaches to effectively enhance students' grammar skills, particularly in the use of active and passive voice in English. Future research could incorporate additional learning aspects, such as different learning styles or alternative teaching methods. Furthermore, other researchers are encouraged to expand the scope of English grammar content, moving beyond the focus on active and passive sentences.

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