TEACHING PERSONAL PRONOUNS BY USING POSTER AT THE EIGHTH YEAR STUDENTS OF MTs. AL-MAWASIR PADANG KALUA

A THESIS

Submitted to the English Language Studies Program of S1 Tarbiyah Department of State College for Islamic Studies of Palopo in Partial Fulfillment of Requirement for Degree of Sarjana Pendidikan (S.Pd.) in English Education

By

RISDAMAYANTI
NIM 09.16.3.0039

ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT
THE STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) PALOPO
2014

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IAIN PALOPO

CONSULTANT APPROVAL

Thesis Entitled *: Teaching Personal Pronouns By Using Poster at The Eighth Year Students of MTs. Al-Mawasir Padang Kalua.*

Written by : Name : Risdamayanti

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Palopo, 12 Desember 2013

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Finally, the writer dedicates this thesis may ALLAH SWT, bless them. Amin.

The Writer,

NOTA DINAS PEMBIMBING

Palopo, 13 November 2013

Hal   : Skripsi
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Kepada Yth,
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Menyatakan bahwa skripsi tersebut sudah layak untuk diujikan.
Demikian untuk diproses selanjutnya.

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Menyatakan bahwa skripsi tersebut sudah layak untuk diujikan.
Demikian untuk diproses selanjutnya.

Wasalamu Alaikum Wr.Wb.

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LIST OF TABLE

ABSTRACT

Risdamayanti, 2014. Teaching Personal Pronouns By Using Poster at the Eighth Year of MTs. Al-Mawasir Padang Kalua. Thesis. English Study Program of Tarbiyah Departement STAIN Palopo. Consultans (1) Dr. Dahlan., M.Hum (2) Jufriadi., S.S., M.Pd.

Key Words: Personal Pronouns and Poster

This thesis deals with teaching personal pronouns by using poster at the eighth year students of MTs. Al-Mawasir Padang Kalua. The problem statement of this thesis are: What are the appropriate ways in teaching personal pronouns by using poster and how is the students' interest in learning personal pronouns by using poster at the eighth year students of MTs. Al-Mawasir Padang Kalua? ".

This research focused on the eighth year students of MTs. Al-Mawasir Padang Kalua and the total numbers of the students were 20 students. This research used the classroom action research (CAR) method. The instruments of this research were test, observation list, interview list, and questionnaire.

Based on the description above, the researcher answer the objective of the research is to find out the appropriate ways in teaching personal pronouns by using poster at the eighth year students of MTs. Al-Mawasir Padang Kalua. The appropriate ways in using poster in teaching personal pronouns are: 1) the teacher should use the poster which is not too small because it makes the students difficult to look it and then not to big because made the researcher difficulties in preparing and putting the place. The good size are 87x61 cm, 2) the color of the poster should be sharp and has no too many colors, 3) The sentences used should be simple and explicit, 4) The poster which is used should be able to interest the students to learn, 5) Placement of the poster is in front of the students, before that the teacher arrange the position of the students that can be easy to look it. In the learning process the students supported by the classroom situation, the students' bench position, and the instrument that will be used in the class. Furthermore, by using poster can increase the students' interest learn teaching personal pronouns.

The result of the students' score is developed as showed by their score in cycle 1 and cycle 2. Their mean score in cycle 1 only 61.3, the students' participation showed that 60 % and cycle 2 the score develop to be 78.4, the students' participation showed that 85 %. It means that using poster is appropriate way in teaching personal Pronouns at the eighth year students of MTs. Al-Mawasir Padang Kalua.

CHAPTER I

INTRODUCTION

A.   Background

Nowadays, development of information technology has been increasing. The children like to watch film, play game and internet. Therefore, teacher should do establishing to the students' interest learning especially English Language. In a learning process, there are three essential elements. These elements are teachers, students and materials. In addition, there is equipment that can help the teacher in teaching English, one of them are media. We should be able to integrate the media in the process in delivering the material to the students so that, they are able to get the material easily.

Generally teaching is not only transferring knowledge to the student, but it guides the students in order that, they are able to be success. Teaching is the unique way to create the good situation in teaching learning process; teacher will keep students' attention about what teacher is conveyed. Teaching also one of the efforts of teacher in guiding the students in learning and also facilitating everything which has related to the material. Thus, the material can be easier obtained by the students. As H. Douglas Brown states in his book "Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning.[1]

English is an international language that people use all over the world. Human and language are two things that cannot be separated people to use

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[1]H. Douglas Brown, *Principles Of Language Learning and Teaching,* (University Of Illinois: 1987), p. 8.

language to communicate and share ideas, issue and also get information. In Indonesia, English language is very important thing in language learning. It is difficult to communicate accurately and understandably if we do not have the knowledge about the grammatical aspects as well as how to use this knowledge in our actual speech. Without language we cannot understand what a speaker wants and needs. Many students cannot speak or make the sentence with the rules of grammars; especially in personal pronouns. The students do not understand to make differentiate among subject, object, adjective, possessive and reflexive.

Pronoun is word using for pronominal the noun in the sentences. No matter how simple this seems, getting students to understand and be able to apply this knowledge is not always so easy. Personal pronouns are pronouns that refer to people or things. These pronouns can be further categorized into singular or plural; first, second, or third person; and subjective or objective case.[2]

Media is word from Latin Language and from of plural from word medium in a word for word is meaning of mediator or agent. Arief states that the Media is mediator or agent, message from the sender to receiver message.[3] A media can facilitate students understanding through poster, student can see the object that teacher deliver. This poster is used to explain conceptual problems and discuss the use of the particular grammatical structure. And a fundamental purpose of the teaching the target language through Poster is to be able to read literature written

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[2]Person. City University of New York. Retrieved May 22, 2008, from The CUNY WriteSite: *http://writesite.cuny.edu/grammar/general/person/*.2000.

[3]Arief Sardiman, *Media Pendidkan*, (Jakarta: Rajawali Press: 2003), p. 6.

in the target language poster are commonly used to present information particular on conference and are also increasing being used an educational tool.

Poster can be an alternative to assessment. Also, with poster assessment it is relatively easy to incorporate self and peer assessment. [4] Sri Anita in her book said that poster is a picture which combination visual elements such as line, picture and words that can intend to attract the attention and communicate the short message.[5]

Based on the assumption above, the researcher thinks that it's necessary to do research about "**Teaching Personal Pronouns By Using Poster at the Eighth Year Students of MTs. Al-Mawasir Padang Kalua'.**

B. *Problem Statements*

Based on the background above, the problems that are being formulated in the research as follows:

1. What are the appropriate ways in teaching personal pronouns by using poster to the eighth year students of MTs Al-Mawasir Padang Kalua"?

2. How is the students' interest in learning personal pronouns by using poster at the eight year students of MTs. Al-Mawasir Padang Kalua?

C. *Objectives of the Research*

The objectives of the research are:

1. To find out the appropriate ways of teaching personal pronouns by using Poster.

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[4] http://www4.ncsu.edu/~grhess/papers/posterpaper.html. Accessed on Augustus 12nd 2013.

[5] Sri Anitah. *Teknologi Pembelajaran.* (Surakarta: Yuma Pustaka, 2009).p.29.

2. To know the students' interest in learning personal pronouns by using poster.

D. *Significances of the Research*

1. Practically

The result of the research was expected to be useful information and reference for all teachers, learners and readers of English as foreign Language in generally and especially for those who want to upgrade their English grammar by using media.

2. Theoretically

The purposes of this research were to know the appropriate ways in teaching personal pronouns by using poster and to know the students' interest in learning personal pronouns by using poster. Furthermore, the writer hopes that this work would be useful for the English teachers in developing their teaching media.

E. *Scope of Research*

This research focuses on teaching personal pronoun by using poster. They were subject pronoun, objective pronoun, adjective pronoun, possessive pronoun and reflexive pronoun. The posters that used in this research were comic poster and commerce poster.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

In writing this proposal, the researcher finds some researchers related which make the writer eager to hold the research, those are :

1. Adhi Anggara, Usada, and Sularmi in their thesis under the title of Improving the Result of Writing Description Skill Through Media Poster to the Fourth Grade Students of SD Negeri Borongan 02 Polanharjo Klaten. Based on the researchers, it can be concluded that poster media can improve the result of writing description skill in SD Negeri Borongan 02 Polanharjo Klaten.[1]

2. Abdul Samad, in his thesis under the title of Using Poster in Teaching Affixation in SMAN 1 Baebunta. He had concludes that using poster is effective in teaching affixation and the poster can motivate the students to improve their ability in grammar. In addition, poster is an effective media in learning English especially in affixation. The students are interested and enjoyed to follows the learning process because the situational is fun and they are not feared or worry follows the material so that can received it and understand easily.[2]

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[1]Adhi Anggara, et.al., *Improving the Result of Writing Description Skill Through Poster Media to the Fourth Grade Students of SD Negeri Borongan 02 Polanharjo Klaten,* (PGSD FKIP Universitas Surakarta: 2011), p. 6.

[2]Abdul Samad*, Using Poster in Teaching Affixation in SMAN 1 Baebunta, (*English Department Cokroaminoto University Palopo: 2012), p. 52

3. Amelia Arifin in her thesis under the title of Improving Students' Vocabulary by Using Word Wall as a Media in the Seventh Year of SMP Negeri 2 Suli. Teaching vocabulary by using word wall can improve the students' vocabulary achievement. These students fell enjoyable to follow the learning process because the situational is fun and they are not feared or worry follows the material so that can received it and understand easily. By using word wall the students can memorize the vocabularies very easy because they can always see the words that have sticker in the class wall when they are in the classroom or when are take a rest.[3]

4. Risnawati in her thesis under the title of The Effectiveness of Using Caricature in Teaching present Continuous Tense to the first year Students of SMP Nusantara Mancani. She had conclude that the use of caricature is effective in teaching present continuous tense in the first year students of SMP Nusantara Mancani and the picture can motivate the students to improve their ability in simple present tense in addition, picture is an effective media in learning English at vocation high school especially in present continuous tense.[4]

Based on the previous of findings above, the researcher assumes that to improve students' personal pronouns skill, the English teachers have to find out the appropriate teaching method in teaching material in the classroom that can be useful

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[3]Amelia Arifin, *Improving Students' Vocabulary by Using Word Wall as a Media in the Seventh year of SMP Negeri 2 Suli,* (STAIN Palopo: 2011), p. 64.

[4]Risnawati, *The Effectiveness of Using Caricature in Teaching Present Continous of SMP Nusantara Mancani,* (STAIN Palopo: 2011), p. 54.

and interested for students'. The teacher can use poster in teaching personal pronouns to improve the students' comprehension and gave them motivation in learning.

B. Grammar: (Definition, principle, and component).

1.Definition

Grammar is the structural foundation of our ability to express ourselves. The Longman dictionary of applied Linguistics defines it as "a description of the structure of a language and the way in which units such as words and phrases are combined to produce sentences in the language. According to Michael Swam Grammar is the rule that says how words are combined arranged and changed to show different meanings.[5]

Sentences are acceptable if they follow the rules set out by the grammar of the language. For example, in English, one rule states that" a subject followed by a verb followed by an object" is grammatical. The sequence of words" the bit dog man the" is ungrammatical because it violates this rule.[6]

The more we are aware of how it works, the more we can monitor the meaning and effectiveness of the way we and others use language. It can help foster precision, detect ambiguity, and exploit the richness of expression available in English. And it

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[5]Michael Swam, *Practical English Usage* (New York : Oxford Univercity Press,1995), p.10.

[6]Susanti, *Teaching Noun Phrase Through Comic to the Eleventh Year Students of SMA Al-Muhajirien Mangkutana.* (STAIN Palopo: 2011), p. 8-9.

can help everyone--not only teachers of English, but teachers of anything, for all teaching is ultimately a matter of getting to grips with meaning.[7]

Grammar is the rules in language for changing the form of words and joining them in to the sentence.[8]

2.Principles for Teaching Grammar

Before conducting a grammar class, there must be some principles have to be noticed by the teachers in order they can commit it successfully. According to Nunan, there are at least there principles in teaching the grammar to the students, there are:

a) Integrate both inductive and deductive methods into your teaching

In the deductive classroom, the teacher gives a grammatical explanation or rule followed by a set of exercise designed to clarify the grammatical point and help the learners master the point. In the deductive teaching, you work from principles to example. In inductive procedures reverse this process. In inductive teaching, you present the learners with samples of language and through a process of guided discovery, get them to work out the principle or rule for themselves.

b) Use tasks that make clear the relationship between grammatical form and communicative function.

Grammar-based courses are relatively in effective because the teach grammar as an abstract system, present the language is isolated sentences and fail to give learners

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[7]*http://grammar.about.com/od/basicsentencegrammar/a/tengrammartypes.htm*. Accessed on april 28th 2013.

[8]Hornby, *Oxford Advanced Learner's dictionary*, (Ed.; 6th, geat Clarendon Street, Oxford OX$_2$6OP, Oxford University press. 2003), p. 586.

as proper context for the grammar point. Teaching was largely limited to the form of the new grammatical item. For example, when the passive voice was introduced, typically students were given a list of sentence in the active voice ("the boy broke the window"), ("the dog bit the man"), along with the model of how to from the passive. ("the window was broken"), the task for the students was to turn the active voice sentences in to the passive. Such a procedure does not give students any insights in to the communicate contexts in which they should use the passive rather than active voice. However, the solution proposed by some do away with teaching grammar altogether is not solution. The solution is to present the grammar in a context that makes clear the relationship between the grammatical form and the communicative function.

c) Focus on the development of procedural rather than declarative knowledge.

In the field of language learning, declarative knowledge knows language rules. Procedural knowledge is being able to use the knowledge for communicative.

Most of us who have been teaching for any time at all know learners who can give a more-or-less standard text book explanation of a grammatical rule or principle, but who violate the rule when using language communicative knowledge. In fact, the fast majority of native speakers fall in to this category. Unless, they have studied grammar formally, few native speakers can state the rule for third person.

While declarative knowledge can facilitate the development of procedural knowledge, it is not necessary and sufficient condition for the development of such knowledge. Students need to develop mastery of target language item, not by

memorizing rules, but by using the target items in communicative context. This learning by doing principle is one that has come to us through the approach to education known as experimentalism.[9]

   3.Component of Grammar

   According Richard Norquist in his article, the most important parts of grammar are:

a. Nouns

These are words that are used to name persons, places or things. Noun is derived from a Latin word and these are the only expressions that tell us about a person, place, animal or thing. These can be of various types such as common nouns, proper nouns, collective nouns, concrete nouns, abstract nouns etc. Examples of nouns are Ram, Bobby, Mumbai, Car, Sky, Moon, Mahatma Gandhi, Lamp, Cow, Buffalo, Computer, Boys, and Girls etc.

b. Pronouns

   A pronoun is a word that takes the place of a noun.[10] The meaning they have depends on the noun they replace, called the antecedent. They have case (different forms according to their function in the sentence), number (singular), and person inclusion of the speaker and the person addressed. In addition, the third person singular pronouns have gender (different forms according to certain categories of

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[9]David Nunan, *Practical English Language Teaching,* (New york: Cambridge University Press), p. 158-160.

[10]Howard Sargeant, *Basic English Grammar*, (United States of America 2007), p. 25.

meaning expressed by antecedents: male vs. female, animate vs. inanimate, etc.) There are various types of pronouns like personal pronouns, subjective pronouns, objective, and prepositional. Examples are: he, she, they, them, these, their, her, him etc.

Table1. Types of Personal Pronouns

Person	Singular				Plural			
	Subj.	Obj.	Possessive 1st and 2nd		Subj.	Obj.	Possessive	
1st	I	Me	My	Mine	We	Us	Our	Ours
2nd	You		Your	Yours	(same as singular)			
3rd-M.	He	Him	His					
3rd-F	She	Her		Hers	They	Them	Their	Theirs
3rd-N	It		Its[11]					

(Subj,= subject; obj.= object; m.= masculine; f= feminine; n.= neuter)

Notes:

a) The first person singular refers to the speaker; first person plural refers to a group that includes the speaker.

b) The second person refers to the person (s) addressed, or to a group that includes the person pronouns have the same form for singular and plural.

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[11]Muh. Takdir, *Improving Speaking Skill By Explaining Word At The Second Year Students English Study Program Of STAIN Palopo,* (STAIN Palopo:2011), p. 26.

c) The third person includes all other persons of things referred to. The rulers for the replacement of nouns by these pronouns are rather complicated; but, in general, male beings are referred to be masculine, pronouns, female beings the feminine and inanimate object by the neuter.

d) The first possessive is the form use before nouns: my book, my friend; the second possessive is use alone: mine, theirs.

c. Verbs

These are doing words. They convey an action, occurrence or state of being. These words explain and tell about the action which is being performed in the sentence. These are further divided into finite verbs and non-finite verbs. Examples are playing, singing, throwing, riding, washing, enjoying, watching etc.

d. Adverbs

These are words which modifies the meaning of verb, adverb or another adverb. It provides information about the time, place, manner and frequency about the action words in the sentences. Examples are quickly, quietly, never, tomorrow, today, sadly, often, incredibly, briefly etc.

e. Adjectives

These are words that are used to describe a noun. These can be further divided into attributive, predicative, absolute and nominal. Examples are angry, fast, beautiful, busy, shy, caring, little, huge, good, bad etc.

f. Conjunctions

These are words that join two sentences together. These are further divided into coordinating, correlative, and subordinating conjunctions. Examples are so, and, but, before, since, which etc.

g. Interjection

These are words that express sudden expressions or feelings. These words are usually followed by a punctuation mark. These can be phrases or simple sentences. Examples are Alas, Hurray, Bravo etc.[12]

C. Conceptual of Personal Pronouns

Personal pronouns are pronouns that refer to people or things. These pronouns can be further categorized into singular or plural; first, second, or third person; and subjective or objective case.[13] Pronoun is word using for pronominal the noun in the sentences. There are some of pronouns in English: subject pronouns, complement-pronouns (object pronoun), possessive pronouns, possessive adjectives, reflexive pronouns, demonstrative pronouns, indefinite pronoun, interrogative pronoun, and relative pronoun. Personal pronouns represent specific people or things. We use them depending on:

Number: singular (e.g. I) or plural (e.g. we)

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[12]*http://www.articlesalley.com/article.detail.php/334564/53/College-University/Reference-and-Education/6/Components_of_Grammar. Accessed* on April 27th 2013.

[13]Scharton, M., & Neuleib, J., *Things your grammar never told you*, (New York: Longman, 2001), p. 1.

Person: 1st person (e.g. I), 2nd person (e.g. you) or 3rd person (e.g. he)

Gender: male (e.g. he), female (e.g. she) or thing (e.g. it)

Case: subject (e.g. we) or object (e.g. us)

We use personal pronouns in place of the person or people that we are talking about. My name is Josef but when I am talking about myself, I almost always use "I" or "me", not "Josef". When I am talking direct to you, I almost always use "you", not your name. When I am talking about another person, says John, I may start with "John" but then use "he" or "him". And so on.

Subject (English)	Indonesia	Object (English)	Indonesia
I	Saya	Me	Saya
You	Kamu	You	Kamu
He	Dia (laki-laki)	Him	Dia (laki-laki)
She	Dia (perempuan)	Her	Dia (perrempuan)
We	Kita/kami	Us	Kita/kami
They	Mereka	Them	Mereka
It	Benda (tunggal)	It	(benda (tunggal)

1) Subject Pronouns

Subject pronouns occur in the subject position of a sentence or after the verb be. Study the following list of subject pronouns.

I You He She We They It

eg: - **Kate** is married. **She** has two children.

(**she** as a **subject** of the sentence)

- **I** am hungry and **she** is too.

- **They** are students.

- **It** was late to help **him** now.

2) Object Pronouns

Complement pronouns occur in complement posistion, whether they comlement a verb or proposition

Me You Him Her Us Them It

eg: - Marry is going to class with **me**

- She will help **you.**

- Mariza gives *him* a book.

-Kate is my friend. I know *her* well.

- He gives *her* a pen.

Examples: (in each case, the first example shows a subject pronoun, the second an object pronoun)

- *I* like coffee.
- John helped *me*.
- Do *you* like coffee?
- John loves *you.*

- John and Mary beat *them*.
- *They* played doubles.
- *It* doesn't work.
- Can the engineer repair *it*?

- *He* runs fast.   - *We* went home.

- Did Rani beat *him*?   - Do *you* need a table for three?

- *She* is clever.   - Does Mary know *her*?

3) Adjectives pronoun

These pronouns usually precede a noun. They are pronouns and thus replace before the noun.

My
Your
Our
Their
His
Her
its

E.g: - Those are *your* pens

- This is not *my* dictionary

- The boy broke *his* arm yesterday.

- That is *her* book.

- Those are *our* books.

NOTE: A possesive adjective is used only with a noun following it
Incorrect: I have mine pen or I have my

4) Possessive Pronoun

These pronoun is cannot precede a noun. They are pronouns and suddenly after "of" than the noun.

Mine
Yours
Ours
Theirs
His
Hers
its

E.g.: - That house is beautiful. That is *mine.*

- Your teacher as the same as his teacher. *Yours* as the same as *his.*
- Her dress is green and my dress is red. *Hers* is green and *mine* is red.
- Those are our books. Those are *ours.*[14]

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[14]Rudy Hariyono, *Complete English Grammar*, (Surabaya: Gitamedia Press, 2002), p. 112-114.

5) Reflexive Pronoun

The reflexive pronoun is a combination of-self with one of the personal pronouns or with the impersonal pronoun one. This pronoun generally refers to an animate being, usually a person. The most common use is as an object that "reflects back" to the subject; in other words, it has the same identity as the subject. Usually follow the verb and indicate that the subject is both giving and receiving the action.

Myself
Yourself
Himself
Herself
Ourselves
Themselves
Itself

e.g. -I see *myself* on the picture.

- The bear hurt *itself.*

-You *yourself* must do this homework.

-She *herself* must finish this work today.

-He prepared the nine course meal *by himself.*

-Do we have to do it all by *ourselves*? [15]

There are three function of reflexive pronoun:

a. To explain about self (reflexive use)

eg: -I look at *myself* in the mirror.

-You must know *yourself*.

b. Give emphatic meaning

eg: -I *myself* must go to your house.

-You *yourself* do not know about me.

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[15]Azhar Arsyad, *Dasar-Dasar Penguasaan Bahasa Inggris*, (Yogyakarta: Pustaka pelajar, 2003), p. 18.

c. Followed of preposition "by"

eg: -She cannot go there **by herself.**

-I have to write the letter **by myself**.[16]

6) Demonstrative Pronoun

These pronouns point out someone or something. The most common demonstrative pronouns are this (plural these) and that (plural those). This generally refers to what is near at hand, that to what is farther away. This distinction in space is related to distinction between the adverbs here and there.

This These That Those	E.g.- **This** is my car. -**Those** are her pens. - **This** is my house. - **Those** are their chairs. - **That** is your car. - **These** are his books. - **These** are our computers.

Note: This and that used if noun is singular, countable and uncountable. These/ Those used for plural and Countable Noun

7) Indefinite Pronoun

Such pronouns refer to indefinite (usually unknown) person's things, or to indefinite quantities. These pronouns are all singular in form and are use without noun antecedents. This pronoun usually precede specific pronoun.

Each	Either /neither	Each- other/one another
One/ones	Another	Other
Someone	The- other/others	Some/any
Something	All/ most	Anything

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[16]Rudy Hariyono, *loc. cit.*

E.g.

a. ***Each*** is wearing white shirt

b. Those cars are expensive, but those ***ones*** are cheap

c. I don't want to buy ***anything*** here

d. ***Nobody*** comes here again

e. I don't like this book, I want ***another***

f. We don't have ***any*** money

g. ***All*** fish in here is fresh

8) Interrogative Pronoun

These pronoun uses indict a question.

Who	E.g.- Who teaches you English?
Whom	- Whom can you invite to the meeting?
Whose	- Whose is that?
What	
Which	- What is your name?
Where	- Which is your book?
When	- Where are you going now?
How	- When you visit your uncle?
Why	- Why she is crying now?

Note: interrogative pronoun cannot precede a noun. Different with interrogative adjective who is precede a noun.

9) Relative Pronoun

These pronouns are used to connect two sentences into one by removing parts of the same. Relative pronouns refer to noun antecedents which immediately precede them. The Introduce adjective clauses in which they serve as subjects or objects. *The man who answered the phone was rude.* (*Who* is the subject of the verb answered in the adjective clauses who answer *the phone*). The most common relative pronouns are who (for person), that (for persons or things), which (for things), as sometimes also serves as a relative pronoun. E.g. she like the same things as (that) her husband does.[17]

D. *Teaching English Language*

The development of the technology in this era has been giving influence to the human life in all aspects includes at education. It means that the teachers should use the technology as an interesting media in teaching process.

English as foreign language is an international medium language. It is global language which uses to communicate with the other people from other country. In Indonesia English have taught for a long time at school, it started from the elementary school until the university. Nevertheless, English is still difficult to make the students to be master in English.

Language is skill which should be used in the real life. It is the key to be successful in mastering a language. English is the same as with Indonesian language,

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[17]Marcella Frank, *Modern English*, (New York University: United States of America, 1972), p. 20-22.

English also must be practiced in our daily life so what we have learnt at school will easy to be mastering and memorable. For example there is a student who has many vocabularies, it is not guarantee that he or she is able to speak in English fluently or understand, a student who memorizes tenses or grammar does not know how to write well, and a student who knows many expressions in English is not certain that they can use it. [18]

E. Teaching English through Media

English is an international language would be better if it taught from an early age and start in a basic thing in life. In learning English, the students prefer and need an interesting and interactive media, the media interesting in learning is the right solution. In Indonesia most of the teacher still use book as guidance in teaching English whereas it is difficult to be understood and received by the students as the learning tools.[19]

There are some definitions of media according to some researcher. Gagne puts of media as source. Definition of media as component of learning source that can stimulated student to learn. Media is word from Latin Language and from of plural from word medium in a word for word is meaning of mediator or agent. Arief states that the media is mediator or agent, message from the sender to receiver

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[18]Nanang Kc, *Mengapa Pembelajaran Bahasa Inggris Kita Gagal?,* 05 January 2012, Online,http://www.padepokan guru.org. Accessed on 27th September 2012.

[19]Pipit Suci Anggriani, *Teaching Pronunciation Through English Movie at The Second Year Students of STAIN Palopo*, (STAIN Palopo: 2013), p. 26.

message.[20]Media is component of learning or physical resource containing instructional material the students who can stimulate students to learn.[21]

AECT (Associate for Education and Communication Technology) define media that is all the is from of utilized to process of information channeling (Rohani:2:1997).[22]

Based on the definitions above, the researcher concludes that, in learning process there are two important elements, they are methodology and media of learning process. The use of media in learning process will increase the students' interest, attention, motivation, and stimulate them in learning process. A good learning media is a media which deal with the goal and stimulate the students in learning process.[23]

a. The Important of Using Media

Media in learning process has urgencies as follows:

1) Media can overcome the limited of experience have by the learners.

2) Media can get students interest.

3) Media can overcome the classroom.

4) Media can give direct interaction between learner and their surroundings.

5) Media can result the homogeny observation.

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[20]Arief Sardiman, *loc. cit.*

[21]Azhar Arsyad, *Media Pembelajaran*, (Cet, V; Jakarta: Pt. Raja Grafindo Persada, 2004), p.4.

[22]Susanti, *Teaching Noun Phrase Through Comic to the Eleventh Year Students of SMA Al-Muhajirien Mangkutana, op. cit.,* p. 42.

[23]Pipit Suci Anggriani, *Teaching Pronounciation through Movie at The Second Year Students Of English Department STAIN Palopo, op. cit.*, p. 27.

6) Media can give right base concepts, concrete, and real.

7) Media can improve new interest and desire.

8) Can give the integral experience from the concrete the abstract. [24]

b. The Function of Media

The function of media to facilitated the teachers to communicate appropriately and efficiently to students. While the learning theory is known that interaction between students who is learning with source can influence learning process, by factors, internal factors. The internal factors are like attitude, life style and feeling, like dislike, ability and experience. If the students are not interested in learning automatically it is difficult to follow learning process. While the external factors are stimulate from outside of students.[25]

As an external factor, media can be used to increase learning efficiency of the students because it has potency and capability to stimulate learning process. While external facto, media can increase desire and the interest of students in learning. So, their perception and understand more exactly. And it will increase to desiring and new motivation in learning.[26]

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[24] Amelia Arifin, *Improving Students' Vocabulary by Using Word Wall as a Media in the Seventh year of SMP Negeri 2 Suli, op. cit.,* p. 11.

[25] *Ibid.*

[26]Rachman Bulan, *The Effectiveness of Using Picture in Teaching Vocabulary*, (STAIN Palopo: 2007), p. 6.

Hamalik argues that the use of instructional media in teaching and learning can awaken the desire and ask for a new, motivational and stimulating learning activity, and even bring the psychological effects on students.[27]

There are four classifications of media, they are:

1) Attention function of visual media is a score, namely lead and draws students' attention to concentrate to the Contain of subject matter which related with the meaning that has been showed.

2) Affective function of visual media can be showing from the level of student enjoy when they learn or read a text that have picture, example picture or symbol visual can aroused emotional and behavior student.

3) Cognitive function of visual media can be showing from the research impervious explanation that visual symbol or picture speed to gain a goal in or to understand and remember an information or message that contain in the picture.

4) Compensatory function of media can be showing from the result of the researcher that visual aid or media that give a context to understand the text help students in reading to organize the information in the text and remember any more.[28]

c. Kinds of Media

In generally, human and media are two things that cannot to separate each other. Media is one of the important things in human life especially in learning process. We

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[27] Azhar Arsyad, op.cit, p. 32.

[28] Azhar Arsyad, *Media Pembelajaran*, *op*. cit., p. 33.

need media to make the learning process to be more interesting and make easily the students to understand the material. There are many media that always we see around us. In basically we can classify media into four kinds namely:

1. Visual

    Visual aids are thing that can be seen. For example film strip, photograph, transparencies, micro projection, bill board, picture, chart, poster and globe.

2. Audio

    Audio aids just can be listened. For example: radio, tape recorder, electronic, and headphone.

3. Audio –visual

    Audio—visual aids can be listened and seen, example: film, television and video.

4. Dramatize, example: Role play, socio drama, pantomime, etc.[29]

F. Concept of Poster

    Poster is a placard or advertisements in places usually accompanied by a picture. According the free dictionary online:

a. A large, usually printed placard, bill, or announcement, often illustrated, that is posted to advertise something.

b. An artistic work, often a reproduction of an original painting or photograph, printed on a large sheet of paper.

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[29]Arief S. Sardiman, et.al., *Media Pendidikan*, (Jakarta: PT Raja Grafindo Persada, 2002), p. 49.

According oxford dictionary online:

Pronunciation: /ˈpəustə/

Noun

a. A large printed picture, notice, or advertisement displayed in a public place: (as modifier); a poster campaign.

b. A large printed picture used for decoration.

Poster is colorful and inspiring works of art that draw student's attention to the subject being taught. Poster doesn't have to be just decoration. Poster can be used to highlight vocabulary being taught, visually organize student's work or be turned in to learning games that help to teach and reinforce skills being taught in the classroom.[30]

Now the poster began to frequently use by educators to present lesson. The static nature of the poster actually has its advantages compared to the electronic media that presents a moving picture. Because static properties, poster taped to the wall will allow children to see it as often as possible without having to turn on the computer or television.[31]

The first poster session at a major meeting in the United States was held during the Biochemistry / Biophysics 1974 meeting in Minneapolis (Maugh 1974). Poster sessions are becoming larger and more common at scientific meetings a trend that has continued unabated through the past three decades. Despite this trend, few graduate

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[30]Abdul Samad, *Using Poster in Teaching Affixation in SMAN 1 Baebunta, op. cit.*, p. 16-17.

[31]Baird Brian N, *Teaching of Psychology in Class Poster*, Sessions: 1991, p. 27-28.

students receive instruction, guidance, or experience preparing and presenting posters, perhaps explaining in part the large number of ineffective posters presented at professional meetings. [32]

The first concern was conceived to be addressable in part, by introducing and additional element of assessment, poster Assessment, where all posters can be offered to each and every student.

Poster are commonly used to present information particular on conference and are also increasing being used an educational tool. Poster can be an alternative to assessment. Also, with poster assessment it is relatively easy to incorporate self and peer assessment. A well-executed class poster conference fosters the development of important professional communications skills. The sheer novelty of creating a poster can also increase interest and motivation among the students. An effective poster is designed around visual presentation and uses a minimum of text. A poster conference forces students to articulate both the big picture and the details of their projects. Because of space limitations, poster presenters must edit ruthlessly and communicate their main points clearly and concisely they must address the "So what?" question. Yet, in order to succeed, the presenter must also be well prepared to discuss details in response to questions from a diverse set of viewers.[33]

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[32]*Ibid.*

[33]*http://www4.ncsu.edu/~grhess/papers/posterpaper.html*. Accessed on Augustus 12nd 2013.

Kinds of poster

a. Educational poster	g. Poster wanted
b. Propaganda poster	h. Poster cheescake
c. Political poster	i. Affirmation poster
d. Movie poster	j. Research poster/ scientific
e. Comic poster	k. Poster in room class
f. Event poster	l. Commerce poster[34]

However, the writer only focuses on four kinds of poster. Such us four posters are commonly found in the media, therefore the writer will introduce those poster and exemplify them.

a. Political poster, this poster is used as a tool to seek sympathy from leaders in the general election.
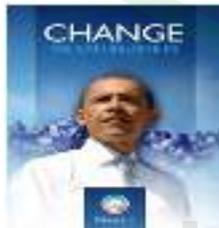
b. Comic poster, this poster is funny and as a generally used in magazine, journal and books.

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[34]*http://hildalailarachmawati.blogspot.com/2012/04/macam-macam poster.html*. Accessed on September 10th 2013.

c. Research poster/scientific, this poster is a type of poster that often used among academics to promote scientific activities to be carried out.

d. Commerce poster, this poster that we can encounter at anywhere. This is type of poster which is designed and manufactured as a means to promote a product and manufactured accordance to promotion budget. The emergence of posters advertising creative was able to capture the attention of readers.

Posters made by students to help explain a given research topic are among the most effective teaching tools available to those of us who teach classes in which

content is a major component. A poster, by our definition, should include graphics and text in about equal proportions, and should be large, colorful and simple. Basically we use posters in our content classes because:

1. They are fun to make and interesting to look at.

2. They provide a comfortable environment for students to practice some of the skills needed in making a class presentation.[35]

Posters are tools that can be used in a number of ways to overcome challenges and problems in EFL Classroom; the particular way they are used will depend on the teachers' experience and the students' needs. The benefit in applying poster in teaching English, are:

1. Posters facilitate oral practice.

2. Posters encourage authentic communication. It means that the posters act as a way of getting the learners to express that content in their own way.

3. Posters help minimize incorrect language.

4. Posters allow teachers to monitor students' speech.[36]

IAIN PALOPO

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[35]Michael Furmanovsky (Ryukoku University) furm [at] gol.com and Marc Sheffner (Tezukayama University)sheffner [at] tezukayama-u.ac.jp, *Using Posters in Content Courses*. http://www2.gol.com/users/furm/. Accessed on January 1st 2014

[36]Adam Simpson's, *Using Posters To Motivate Students In The Language Classroom.* (Blog). http://www.teachthemenglish.com/tag/using-posters-to-motivate-students-in-the-langauge-classroom/. Accessed on September 3rd 2013

According to Thomas Nelson and Sons Ltd the poster can be used:

1. To facilitate whole -class teaching and can be used to introduce a particular concept before the children work individually, as well as for reinforcement or revision

2. Posters, which can be used facilitate lively whole class teaching and shared writing activities at key. The poster which may be also be used for classroom reference, reinforcement or revision, cover the following gramatical points:

a) Nouns.

b) Adjective.

c) Verbs.

d) Conjunction.

e) Pronouns.

f) Preposition.

g) Sentences.

h) Adverb.

i) Direct and indirect speech.

j) Singular and plural.[37]

G. *Classroom Action Research*

1. Definition of Classroom Action Research (CAR)

Action research is the systematic collection of information that is designed to bring about social change. Action research is a type of applied research in with the research is actively involved in the cause for which the research is conducted. Both qualitative and quantitative methods can be used in action research.[38] According to

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[37]Thomas Nelson, *Poster Pack Teachers Resource Book* (Nelson Grammar: United Kingdom, 1999).(Blog),http**:**//books.google.co.id/books?id=5jdyEeaiAqcC&printsec=frontcover&source=gbs_ge _summary_r&cad=0#v=onepage&q&f=false. Accessed on January 9th 2014.

[38]Gnony Djunaidi, *PenelitianTindakanKelas*, (UIN-Malang Press: 2008), p. 7.

Stephen Kemmisasquoted D.Hopkinsin his book entitled A Teacher's Guide to Classroom Research, stated that action research is: a form of self-reflective inquiry undertaken by participants in a social (including education) situation in order to improve the rationality and of (a) their own social or educational practices justice (b) their understanding of these practices, and (c) the situations in which practices are carried out.[39] To achieve these objectives perform the PTK review process cyclical, which comprises four stages as follows
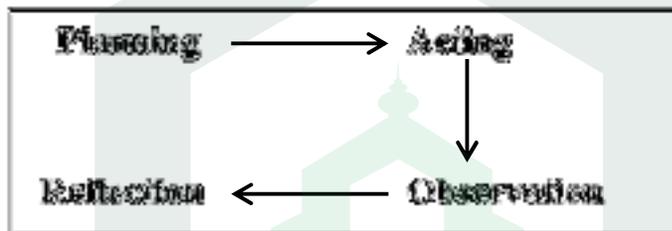
2. Procedure of Classroom Action Research

It is the assessment process through the system cycle of various learning activities, according to **Raka Joni** there are five stages, namely:

a. The development focus of the research problem

b. Planning corrective actions

c. Implementation of corrective action, observation and interpretation

d. Analysis and reflection

e. Planning follow-up (see Figure 1 and 2). [40]

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[39]Rusdiansyah, *Teaching Reading Comprehension Through Note-Taking Technique to the Third Semester Students of English Departement STAIN Palopo,* (STAIN Palopo: 2013), p. 21.

[40]Iskandar, *Penelitian Tindakan Kelas*, (GP. Press: Ciputat, 2009), p. 27-28.

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                    ┌──────────────────────────────────────────────────┐
                    │  Problem ──────▶ plan of acting  ──────▶  acting   │
Siklus 1            │                                             │      │
                    │                                             ▼      │
Finished            │  Reflection 1 ◀──── data analysis ◀──── observation│
                    └──────────────────────────────────────────────────┘


                    ┌──────────────────────────────────────────────────┐
Siklus 2            │  Problem ──────▶ plan of acting ──────▶  acting    │
                    │                                             │      │
Finished            │                                             ▼      │
                    │  Reflection 2 ◀──── data analysis2 ◀──── observation│
                    └──────────────────────────────────────────────────┘
                                      │
                                      ▼
                         Unfinished  ──────▶   next siklus
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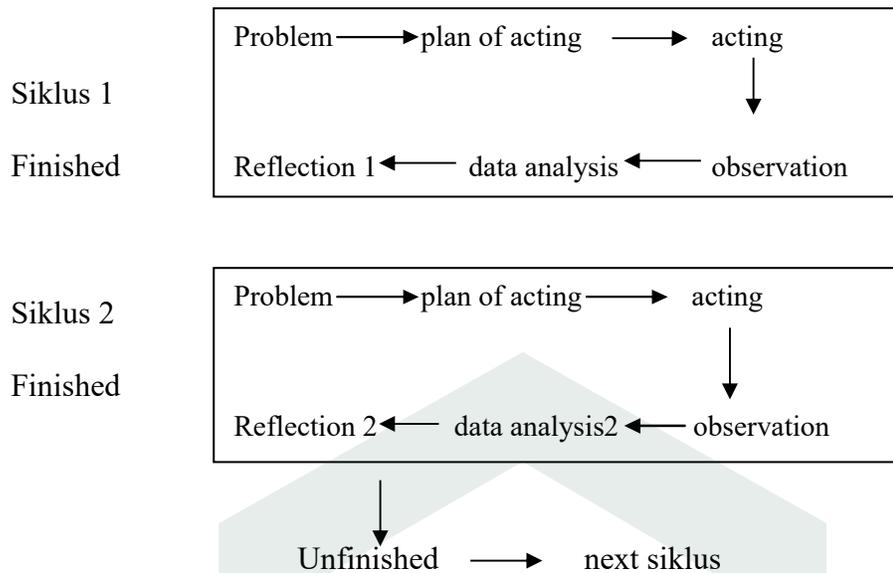
In practice, CAR begins with an awareness of the problems which disturb perceived, which is considered hinder the achievement of educational objectives that have been identified unfavorable impact on the process and / or learning outcomes audiences students, and school programs or implementation of something. Starting from the awareness of the existence of these problems, which still reflected the possibility of a blur, teachers - either alone or in collaboration with faculty LPTK who became his partner and then define the problem in a more sharply focused if necessary to collect additional field data in a more systematic and / or conduct studies relevant literature.

In turn, with a sharper formulation of the problems that can be made diagnosis possible cause of the problem more closely, so there are opportunities to explore alternatives to the necessary remedial action. An alternative to overcome the problem which was considered the best, then translated into the corrective action program will

be tested. The experimental results are assessed and corrective action is reflected by reference to criteria-criteria that the desired improvements, which have been set previously.

a. Determination Focus / Issues Research, which includes:

   1) Sensing a problem

   2) PTK Problem Identification

   3) Problem Analysis

   4) Formulation of the problem

b. Action Plan, which includes:

   1) Formulation of a solution in the form of hypothetical action.

   2) Eligibility Analysis Hypothesis Actions

   3) Preparation Action

c. Implementation of Action and Observation-Interpretation

   1) Implementation Actions

   2) Observation and Interpretation

   3) Discussion of feedback (reviews discussions)

d. Analysis and Reflection

   1) Data Analysis

   2) Reflection

e. Follow-up Planning

   1) Observation Procedures

   2) Some Action

3. Type of Classroom Action Research

This research applied Classroom Action Research (CAR) method with using four stages, such as; Planning, Implementation of Action, Observation, and Reflection.

For more details, here presented in brief about the four types of CAR. They are:

a. CAR Diagnostic; is meant by CAR diagnostic research is designed to guide researchers toward an action. In this case researchers to diagnosis and into situations that are in the background research. As an example is when researchers attempt to deal with disputes, quarrels, conflicts between students who have performed at a school or classroom.

b. CAR participants; a study participant was described as CAR if the person who will carry out study presented should be directly involved in the research process from the beginning until the results of the research are reported. Thus, since research planning researchers always involved, subsequent researchers to monitor, criticize, and collect data, then analyze the data and ended with the reported results their research. CAR participation can also be done at school as well as examples in item a above. Only, here the researchers claimed involvement directly and continuously since the beginning to the end of the study.

Empirical CAR; is meant by empirical CAR is when researchers attempt to perform any act or action and opened what it does and what happens

c. During the action. In principle, the researcher is pleased with the record keeping and collection researcher experience in their daily work.[41]

CHAPTER III
RESEARCH METHOD

A. Research Type

This research applied the Classroom Action Research (CAR) method which consist of four stages, they were: Planning, Implementation of Action, Observation, and Reflection.

There were two cycles that would be held by the researcher. Each cycle was the series of activities which have close relation. The realization of the next cycle was be continued and repairred from the previous cycle.

B. Research Design

The researcher continued in two cycles, in order to find out the appropriate way in teaching personal pronouns by using poster at the eighth year students of MTs. Al-Mawasir Padang Kalua. In this research, she explained classroom action research where there are four stages in the procedure of Classroom Action Research (CAR), they are planning, action, observation, and reflection.[1] Classroom Action Research (CAR) is action research where a teacher with his/her partner do collaboration to make plan, action and reflection which is done to upgrade learning process in the class.[2] She presents the action research model Hopkins where he states that the action research is doing by form the spiral which started from felt that there was a problem by arranging the planning,

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[1]Suharsimi Arikunto, et.al., *Penelitian Tindakan Kelas,* (Jakarta: PT. Bumi Aksara. 2007), p.16.

[2]Kunandar, *Penelitian Tindakan Kelas,* (Edisi Revisi: Rajawali Pers, 2011), p. 4.

implementation of action, do the observation, and reflection, do the re-planning, re-action, and so on. The basic competence which was focused in this classroom action research is the competence in mastering grammar especially personal pronouns by using poster.

Table 3. The Procedure of Action Research Model Hopkins[3]
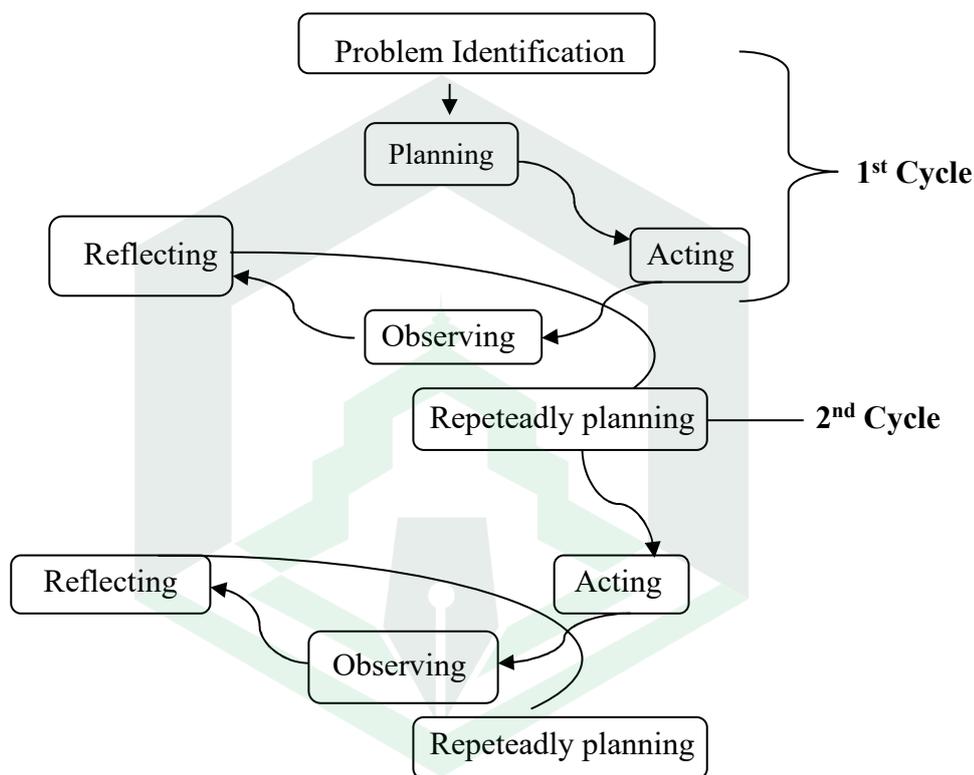
C. Setting

1. The writers conducted this research at the eighth year students of MTs Al-Mawasir Padang Kalua'. This research was done in two cycles, in order to found out the appropriate ways in teaching personal pronouns by using poster and to know the students' interest in learning personal pronouns by using poster.

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[3]Wina Sanjaya, *Penelitian Tindakan Kelas (First Edition).* Jakarta : Kencana, 2009, p. 53.

D. Research Participants

1. The English teacher was a researcher in this research, where the English teacher can teaching personal pronouns by using poster.

2. Students, the position of the students in this research as subject of the research where the total numbers of students in a class are 20 students. The researcher hopes after doing this research, the students are able to improve their ability in learning personal pronouns by using poster.

3. Collaborator, the position of collaborator in this research as observer, the collaborator helps the researcher to observe the students. So the researcher can be able to know the students condition in learning process and give suggestion for the problem in each cycle.

E. Techniques and Instruments in Collecting Data

There were some data collection technique in classroom action research : test, observation, interview, and discussion from observer.

1. Test, is used to get data about students' studying result in personal pronouns.

2. Observation, is used as technique to collect data about students' activities in learning poster.

3. Interview, to get data about result of poster in students' learning about personal pronouns.

4. Discussion between teacher, observer to reflection result of classroom action research cycles.

The instruments would use in collecting data in this classroom action are:

1. Test   : used question or question instrument to see result of students' learning personal pronouns.

2. Observation list: To find out the students participation during teaching personal pronoun by using poster.

3. Interview list: used some direction of interview to know opinion about poster.

4. Questionnaire: was used that consisted of list of statements than were given to the students. It gave data about students perception toward poster that applied in the class.

 In this case the researcher use five alternative choices as follows:

a. Strongly agree (5)

b. Agree (4)

c. Uncertain (3)

d. Disagree (2)

e. Strongly disagree (1)[4].

F. Data analysis

The data which was collected in every observation in each cycle was analyzed descriptively through percentage technique.

a. Grammar test result: Students' score of test grammar (Personal Pronoun) was counted by using the formula, as follow:

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[4]Sugiono, *Metode Penelitian Pendidikan, Pendekatan Kuantitatif Kualitatif, R & D,* (Alfabeta: Bandung, 2013), p. 135.

$$Score = \frac{Total\ correct\ answer}{Total\ test\ items} X\ 100$$

The formula:

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

X : Mean Score

∑x : Total Row Score

N : Total Sample[5]

Classifying the score of the students into the following criteria:

81 – 100 Very good.

61 – 80 Classified as good.

41 – 60 Classified fair .

21 – 40 Poor .

1 – 20 Classified very poor.[6]

Calculating the rate percentage of students score by using the following data:

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

Where: P = Rate Percentage

F = Cumulative Frequency

N = The total number of the students[7]

b. Activities of students during the learning process: This was analyzed by considering the students' participation and classified into passive and active classification.

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[5]Anas Sudijono, *Pengantar Statistik Pendidikan*, (PT Radjawali Persada: 2009), p.13.

[6]Piet A Sahertian, *Konsep Dasar dan Tehknik supervisi Pendidikan*, (Isrediwon: Rineka Cipta, 2000), p. 60.

[7] Kunandar, *Langkah Mudah Penelitian Tindakan Kelas Sebagai Pengembangan Profesi Guru,* (Jakarta: Rajagrafindo Persada, 2008), p. 26.

c. Implementation of learning by using poster in teaching personal pronouns by analyzing the successful level of implementation, then it categorized into success, less success and not success.

To analysis the results of this research what the research success or not, the researcher gave some criteria to know it. These are:

a. The mean scoring of oral test must be exceeded 75. 75 is the standard which was determined by school (KKM).

b. Students have 75% positive response of teaching and learning process by using Poster

c. The quality of teaching and learning process is increased from the 1st cycle to 2nd cycle. The quality can be seen from the students' behavior emerge during learning and teaching process.

G. Procedures of the research
Cycle I
1. **Planning**

Before doing the action research, the researcher needs a preparation like:

a. Analyzing the curriculum especially the basic competence after doing the need analysis of the eighth year students of MTs. Al-Mawasir Padang Kalua'.

b. Made a lesson plan about the use of poster in teaching personal pronouns

c. Classroom management numbers of students were 20 students.

d. Prepare the test.

e. Made the instruments which were used in cycle of classroom action research.

2. Acting

a. The researcher prepared the poster which used in cycle 1

b. Greetings and opening class.

c. The researcher gave material about personal pronouns and gave more examples while showed the poster.

d. The researcher asked the students to looking lively the poster and can follow the action of poster in front of class.

e. In the last meeting, the researcher gave multiple choice test.

f. Closed the class

3. Observation

In this step, a researcher observed all events or activities during the research. During the learning process going on, the researcher with her collaborator observed about the situation of learning and teaching process, and also the students' participation and evaluation.

4. Reflecting

This steep is conducted to know how far the students understand the materials which would be given. What the strength and the weakness of this cycle. This classroom action research will success if some of the following requirement was fulfilled:

a. Most of the students have good participation during the acting (75%)

b. Most of the students have a good score in evaluation (75).

Cycle II

Like at the first cycle, in the second cycle also consisted of planning, acting, observation, and reflecting.

1. **Planning**

a. Analysis the curriculum, especially the basic competence after doing the need analysis of the students at the eighth year students of MTs Al-Mawasir Padang Kalua'.

b. The research team, made a lesson plan based on the result of reflection in the first cycle.

c. Prepared the poster which used in the cycle 2.

c. Classroom management numbers of students were 20 students.

d. Made the instrument which used in each cycle of the classroom action research.

e. Did the cycle 2 in the class.

2. **Acting**

a. Greetings and opening class

b. The researcher (teacher) would review of material in the first cycle.

c. The researcher teaches the students personal pronouns by using poster based on the planning in the second cycle.

d. In the last meeting the researcher gave test

e. Close the class.

3. Observation

There are some important things that would observe they are:

a. Personal pronouns test.

b. Students' participant during the learning process.

4. Reflecting

This classroom action research would be success if some of the following requirement is fulfilled:

a. Most of the students have a good participation during the acting (75%).

b. Most of the students have a good score in evaluation (75).
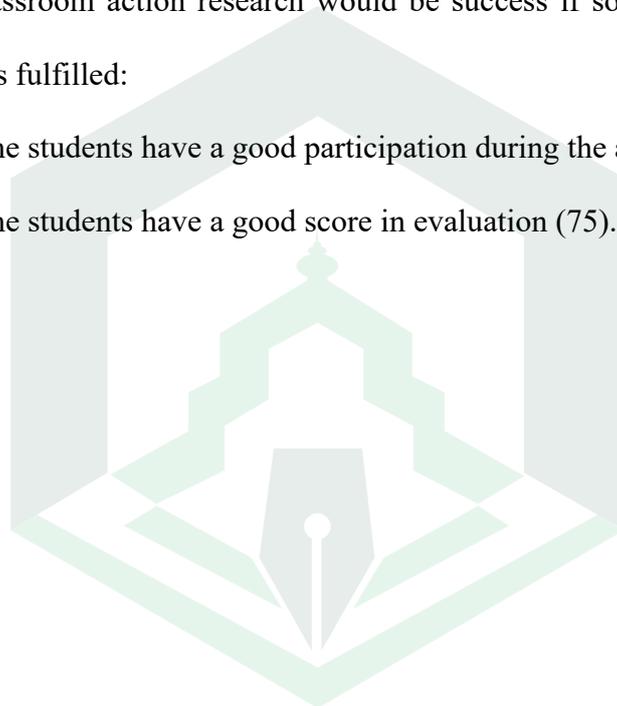
CHAPTER IV
FINDINGS AND DISSCUSSIONS

A. Findings

The findings of the research explain the cycles of learning and teaching process of this current research. In this case, there were two cycles.

1. The explanation of cycle 1

a. Planning

In this section, the preparations which were prepared by the researcher before acting in the cycle 1 are:

1. Arranging the action that had done. In this case, the researcher decided to do three actions in every cycle,

2. Preparing lesson plan with saw in treatment who would be done in classroom action research,

3. Preparing the material of personal pronouns (subject, object, adjective, possessive and reflexive) that would be given in learning process,

4. Preparing the poster would use in cycle 1 was comic poster by the size are 87x 61 centimeters,

5. Preparing the instruments that be used in cycle of classroom action research, the instruments were used such as test, observation list, interview list and questioner.

6. The researcher and collaborator discussed about the students' problem and activity since they teach in the Classroom.

b. Acting

Action based on the schedule of the students' regular days, they are Monday, and Tuesdays in MTs Al-Mawasir Padang Kalua. The material that had been presented in the cycle 1 was talking about subject, object, adjective, possessive, and reflexive pronouns.

It was on October, 01st, 2011. The cycle 1 was done. The researcher started the class by greeting to the students then asked their condition and introduced herself. Before explaining the material, she commanded them praying to the God and telling the importance of learn personal pronouns in English. In this cycle, she used comic poster with the size was 87x61 cm. The poster showed on the whiteboard, so that the students can be easy to see it.

The poster was used made them easier to understand the material because it showed many pictures that related to personal pronouns. She gave hand out to the students to make them did not write again the chart of personal pronouns, but she asked them to memories it to make them easier distinguish part of personal pronouns. Next she explained the material of personal pronouns, but in the first meeting, she focuses in teaching subject and object pronoun to made the students easy and understanding the material quickly. And then, she explained the examples of the sentences subject and an object pronoun on hand out that was she gave them. After that, she allowed the students to ask if they were still confused. Furthermore, she pointed out some of the students to made other examples on whiteboard.

At the end of the class, she closed the class by giving conclusion and asking them that had done great in learning process. Besides she gave some motivations so they always kept spirit and study hard.

The second meeting was continued by the researcher, the activity in this section was the same as the previous action where the researcher started the class by greeting and commanded the students praying to the God. In this action, she was focused in teaching adjective and possessive pronoun. Before she continued the material, she was review the material in the first meeting. She gave them simple sentences in Indonesia than translated to English used personal pronouns, examples:

1. Shinta pergi ke pasar. Dia membeli sapu.
   *Shinta goes to market. **She** buys a broom.*
2. Andi, Ulfa, dan Dilla sahabat karib. Mereka tinggal di Palopo.
   *Andi, Ulfa and Dilla are best friends. **They** live in Palopo.*
3. Andi adalah seorang siswa. Dia adalah siswa yang sangat pintar dikelasnya.
   *Andi is a student. **He** is a smartest student in **his** class.*

Next the researcher continuous to explained the definition of adjective pronoun, and reflexive pronoun. She gave them more explanation with examples. After that, she ask the students one by one to made example according the poster on the whiteboard while explain the position of adjective and possessive pronoun. To make the students active, she gave them point if they can made example and explained it in front of class.

The third action was continued where she started the class by greeting to the students and asked their condition then she recalled their mind about the material last

meeting to know how far they understand it by giving some questions like in the previous meeting. After that, she explained the material of reflexive pronoun while gave examples and explain how to used reflexive pronoun in a sentences. After gave examples, she allowed them to ask if did not understand about the material. In addition, she gave them three minutes to write down the example of personal pronouns that was explained by her. After three minutes, she gave them test to see result of students' learning personal pronouns.

c. Observation

The researcher observation in this cycle was find out the condition of the class was noisy when she gave the explanation about the material. The students were busy with their activity, and not focus in learning process.

There is student looked sleepy because the class was narrow. They were not familiar with teaching personal pronouns by using poster. Some of them were active during the class but, some of them were still did not understand and confused about the material because she gave more explanation and just gave a little practice, and also the poster needed more correction and the appropriate way or creative idea or ways to use it. After finished this research, the observer concluded that, she had to more understand about personal pronouns itself, and had to use more drilled, so the students can have more practice than just listened to the researcher's explanation.

From 20 of students, in the first meeting there are 1 until 2 students active in ask a question, there are some students were shy and other students active in learning process. In the next meeting, there are 3 until 5 students were active in ask a question,

3 students less active (go in and out class), 1 student was not active (sleepy) and other students active in learning process. And the last meeting noting the students had sleepy, go in and out class.

There are several arguments of the students about poster:

"I like learn by using poster, but I seldom used it in learning process. Miss, Your poster is nice. I like it".

"I like English language. Your poster is funny and I like it, but can you change your poster image with another poster such as Korean artist, Indian or other artist".

"Miss, I like Korean poster. Can you change it for the next meeting"?

"Miss.. I like too, but can you give us more examples on the poster"?

The observer gave suggestion to the reseacher that, in the next meeting the reseacher tried to give a new poster and made spesific material, so that the students could focused and consentrated with the subject.

Evaluation the student's personal pronouns ability showed that students were mostly in low scores. The mean score was only **61.3.**

d. Reflection

The reflection was done by the researcher and observer caused by there were still weakness in implementing or using poster in teaching personal pronouns and this was needed to revised in the next cycle.

There were still significant weaknesses in the Cycle 1 namely:

1. Most of the students were still not familiar with the using poster in teaching personal pronouns because the students never learn personal pronouns before by using poster.

2. The researcher used less drill technique, so the students did not get more practice.

3. The students were difficult to make a sentence with used personal pronouns according to poster. When the researcher ask them what are their problem in make a sentences. They admitted that they were confused, because the poster did not show example of personal pronouns in the sentences.

4. The voice of the researcher is slow, so the students less spirit in learning process. In the next cycle, she should raise the voice.

5. The students' bench position was too near each other made the students did not focus and were sleepy in learning process.

The following was the explanation of the students' score in personal pronouns in cycle 1.

Table 4.The scoring of student's personal pronouns in Cycle 1

NO	RESPONDENTS	SCORE
1.	R1	73
2.	R2	66
3.	R3	20
4.	R4	53
5.	R5	73
6.	R6	60
7.	R7	66
8.	R8	60
9	R9	60
10.	R10	53

11.	R11	66
12.	R12	66
13.	R13	46
14.	R14	66
15.	R15	60
16.	R16	73
17.	R17	73
18.	R18	60
19.	R19	66
20.	R20	66
TOTAL		$\sum X=1.226$

Calculating the mean score of the students' test of cycle 1:

$$X = \frac{\sum x}{N} = \frac{1.226}{20} = 61.3$$

Where:

X = Mean Score

∑X= Total Score

N = Total of the respondents

The table 4 above showed that the highest score was 73 and the lowest score was 20. And only four students got score 93 and one student got score 60.

Table 5.The Rate Percentage Of Students' Score
In Cycle 1

NO.	Classifications	Score	Frequency	Percentage
1.	Very Good	81 – 100	-	
2.	Good	61 – 80	11	55%
3.	Fair	41 – 60	8	40%
4.	Poor	21 – 40	-	-
5.	Very Poor	1 – 20	1	5%

Where:

X = Mean Score

∑X= Total Score

N = Total of the respondents

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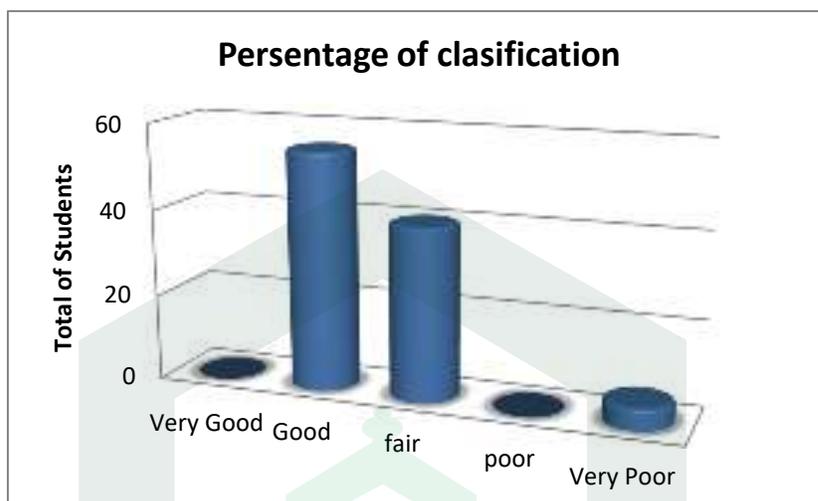
Table 6. Bar Chart of Students' Score Percentage in Cycle 1

The table 6 above shows that the Eight Year students of MTs Al-Mawasir Padang Kalua in personal pronouns test in cycles 1; there was not students very good, 11 students (55 %) got good , 8 students (40%) got fair, not students got poor, and 1 student (5%) got very poor classification.

It can be concluded that there were 55% students in this cycle had ability in personal pronouns test and they had known to personal pronouns the target through media poster.

The result of observation students' activities during the teaching and learning process. It can be seen in the table below:

Table 7
The result of observation on student's activities in Cycle 1

No	Respondents	Very Active	Active	Less Active	Not Active
1	001	■			
2	002			■	
3	003			■	
4	004				■
5	005		■		
6	006			■	
7	007		■		
8	008		■		
9	009	■			
10	010		■		
11	011		■		
12	012	■			
13	013			■	
14	014			■	
15	015			■	
16	016		■		
17	017		■		
18	018		■		
19	019			■	
20	020		■		
	Total	**3**	**9**	**7**	**1**

Based on the table 7, there are 3 students got very active, 9 students got active, 7 students got less active, and 1 student got not active.

Were:

a**. Not active**: the student does not give responses to the material, she/he looks confused, bored, and sometimes leaves the class.

b. **Less active**: the student pays attention and gives responses once in a while.

c. **Active**: the students responses the material by listening, speaking and interacting with others, whether to the teacher or his/her friends.

d. **Very active**: the student is responsive and participated fully in all activities in the learning and teaching process.

Table 8 .The Percentage of Students' Activeness Participation during the Class

No	Classification	Frequency	Percentage (%)
1.	Very Active	3	15%
2.	Active	9	45%
3.	Less Active	7	35%
4.	Not Active	1	5%

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

Where:
P = percentage

F = Frequency

N = total of students
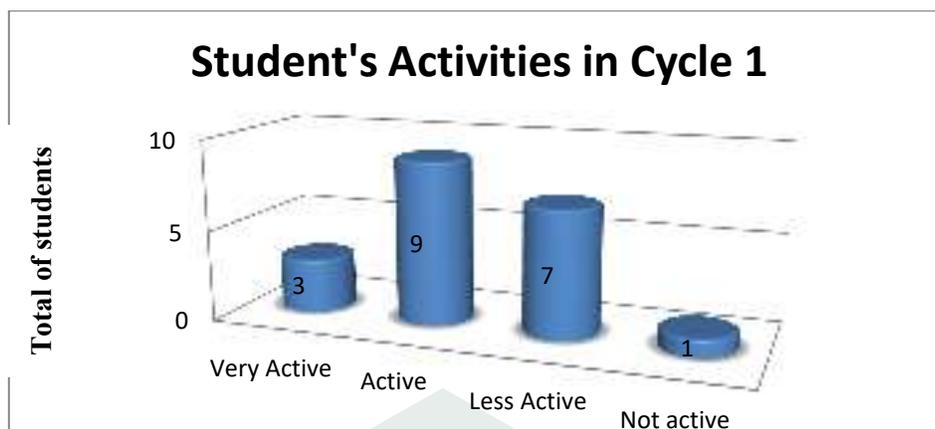
Table 9.Bar Chart of Students' Activeness Participation Percentage in Cycle 1

The table above shown that, the Eighth Year students of MTs Al-Mawasir Padang Kalua Palopo in personal pronouns' test in cycles 1 : Only 3 students very active, 9 students active, 7 students less active and 1 students not active. It meant that the students' active in class were 60% and this cycle less success because this cycle would be said success if the students' activeness was 75 %.The evaluation means score was only: 61.3. For the next cycle, the researcher moved to another class because the first class was narrow and she used different poster to made learning process more interest. In addition the she would raise the voice and gave the students a reward to be active and interest.

2. The explanation of cycle 2

a. Planning

In order to improve the weaknesses and to keep the successful the first cycle, then the second cycle was planned as follows:

1. The researcher revised planning who would be done in classroom action research,

2. Preparing the new poster in cycle 2. The poster was used is commerce poster.

3. The researcher divided the position of students' chair into fourth groups. She did it so that he explained about the material easily. Besides, he was more fun if taught in group because the position of students' chair was good if in groups.

4. Preparing the test would be given in the last meeting.

5. Closed the class.

b. Acting

In the cycle 2, the researcher used different posters from that used in cycle 1. It were used in cycle 2 is a commerce about the images of Korean artist, and the size of the posters were the same as in cycle 1 that was 87x61cm. The reasons of her to replace the posters because based on the observation in cycle 1, it showed that the students were more interested if the researcher used the Korea artist posters. They were interest because while they like the picture of Korea artist, they also more understood because there were some examples in the picture, it can be seen in appendix 7.

At the first meeting of cycle 2, the researcher opened the learning process by saying greetings and then prayed to the God before the learning process began. After that, the researcher explained the matter of personal pronouns again in a way that was easier to understand by the students with louder and loud voice, and the class that used was larger than in cycle 1. Posters were used in cycle 2 were the commerce poster. The picture was used Korea artist.

Poster commerce is a type of poster that promotes a particular product or item. Directly, the students would be more creative in making sentences using personal pronouns. The first poster was a beautiful image of the artist with a camera, for example:

I love Nicon

Use Nicon like *me*

Nicon is *my* camera

It is *mine*

I buy Nicon camera by *myself*

The second poster was a handsome man with impressive mobile, for example:

You must have style like *me*

I will give you one solution

Get any *your* style here

It is *your* Lumia 730. It is *yours*

Enjoy *yourself*

The third poster was a handsome men with luxurious car, for example:

He likes collecting a car

Do you want like *him*?

His favorite car is red

The red car is ***his***

He buys car by ***himself***

The fourth poster was cute and funny dog, an example:

The dog is one of animals that human pet

It has cute face

I like ***it***

Its fur is finer

The cute face is ***its***

The dog is cleaning ***its*** body by ***itself***

The fifth poster was Korean girls' band with Samsung mobile, example:

We are girls' band from Korea

Do you want join with ***us***

This is ***our*** style

Samsung is the best mobile in Korea

The poster that was shown the researcher contained five examples of personal pronouns in sentences. After showing the poster, she translated the examples in Indonesia Language while explaining how to the position of personal pronouns in a sentence, such as it how to use it as a subject, object, adjective, possessive, and reflexive. After that, the researcher asked 1-5 students to explain the sentence that

was in the poster such as the explaining that was done by her. To make the students more active in learning process, she gave point or good score for them that were able to do the command of hers.

At the second meeting of cycle 2, the researcher opened the learning process by saying greetings and then prayed to the God before the learning process began. Furthermore, to enable the students were active in learning process, firstly the researchers divided the students into four groups. Each group is fifth students. After that, make the students' bench position to form the letter U. Furthermore she asked the students to join with a group that has determined and will be active in the group.

Every student in the group has responsible to memorize parts of the objects, adjective, possessive, and reflexive pronouns. The destination were can active the students in their groups in learning process.

Furthermore, to more active the students in learning proses, she gave motivation as reward (pen) and price, for example, word of the price "good " good , while clapping hands together and then gave the usual point for the students were can answer and explain the question or test. During the learning process, there are some groups that are very active in answering questions and making sentences using personal pronouns for examples:

Teacher   : sebutkan apa saja kata ganti dari "dia laki-laki"?
Group II   : he,him, his, his, himself
Teacher   : berikan contoh kalimat dalam bentuk reflexive?
Group II   : he *himself* bought these gifts.
Teacher   : ok, good.

Teacher   : sebutkan apa saja kata ganti dari "kami"?

Group IV   : we, us, our, ours, ourselves.

Teacher   : berikan satu contoh kalimat dalam bentuk adjactive?

Group   : these are ***our cars***.

Teacher   : good.

And the last meeting of cycle 2, before the students were given assignments or final test, the researcher repeats the material that had learned so that they were would be easier to answer the test is given. And then she gave a good method and fast to answer the test. The times of the final test are 45 minutes. Before answer the test, she also asked them to silent and discipline in classroom were answered a test.

c. Observation

Based on the observation activity made by researcher and observer in the cycle 3, the researcher and observer observed that some of the students were very active during the class, although there some students are less active. But nothing the students were sleepy. Evaluation on student's personal pronouns showed that the students got better score than in the first cycle. The mean score was **78.4**

The quality of learning and teaching process increased from first cycle to second cycle could be seen from students' questionnaires and tested which did in classroom after they are break.

d. Reflection

Based on the both explanation cycle 1 and cycle 2 above, in this reseach the data collected by questionnaire, observation, test and discussion among the researcher and collaborator. There was the weakness that the researcher and the collaborator

found in the cycle 2 was the researcher should be creative to choose the poster. The poster should be familiar with the students.

Most of the students were familiar with teaching personal pronouns by using poster. The condition of the class was little noisy. In discussion, some students active in giving responds to talk about the material that the researcher given.

Table 10.The scoring of student's personal pronouns in Cycle 2

NO	RESPONDENTS	SCORE
1.	R1	86
2.	R2	93
3.	R3	60
4.	R4	73
5.	R5	93
6.	R6	73
7.	R7	80
8.	R8	73
9	R9	73
10.	R10	66
11.	R11	73
12.	R12	86
13.	R13	60
14.	R14	80
15.	R15	73
16.	R16	93
17.	R17	93
18.	R18	80
19.	R19	80
20.	R20	80
TOTAL		$\sum X=1.568$

The mean score of all components in cycle 2 :

$$X = \frac{\sum x}{N} = \frac{1568}{20} = 78.4$$

Where:

X = Mean Score

∑X= Total Score

N = Total of the respondents

The table 10 above showed that the highest score was 93 and the lowest score was 60. And only four students got score 93 and two student also got score 60.

Table 11.The Rate Percentage Of Students' Score
In Cycle 2

NO.	Classifications	Score	Frequency	Percentage
1.	Very Good	81 – 100	6	30%
2.	Good	61 – 80	12	60%
3.	Fair	41 – 60	2	10%
4.	Poor	21 – 40	-	-
5.	Very Poor	1 – 20	-	-
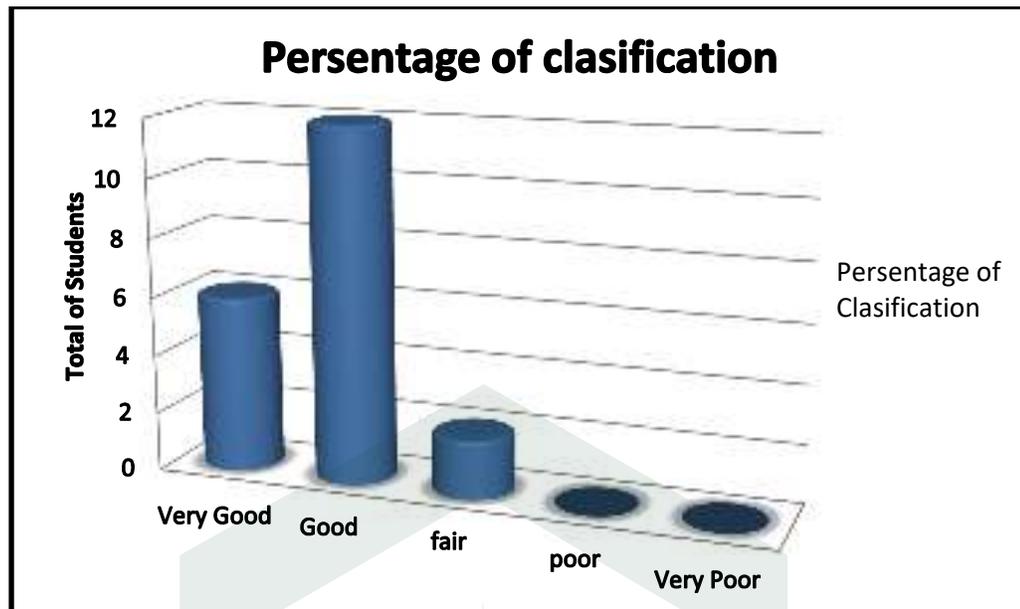
Table 12. Bar Chart of Students' Score Percentage Cycle 2

The table 12 above shows that the Eight Year students of MTs Al-Mawasir Padang Kalua in personal pronouns test in cycles I; there was 6 students (30%) got very good, 12 students (60 %) got good, 2 students (10%) got fair, not students got poor, and very poor classification.

It can be concluding that there were 90% students in this cycle had ability in personal pronouns test and they had known to personal pronouns the target through media poster.

The result of observation was student's activities during the teaching and learning process. It can be seen in the table below:

Table 13.The result of observation on student's activities in Cycle 2

No	Respondents	Very Active	Active	Less Active	Not Active
1	001	■			
2	002		■		
3	003			■	
4	004		■		
5	005		■		
6	006		■		
7	007		■		
8	008	■			
9	009	■			
10	010			■	
11	011		■		
12	012	■			
13	013			■	
14	014		■		
15	015	■			
16	016		■		
17	017		■		
18	018	■			
19	019		■		
20	020		■		
	Total	**6**	**11**	**3**	**0**

Based on the table 13, there are 6 students got very active, 11 students got active, 3 students got less active and none student not active.
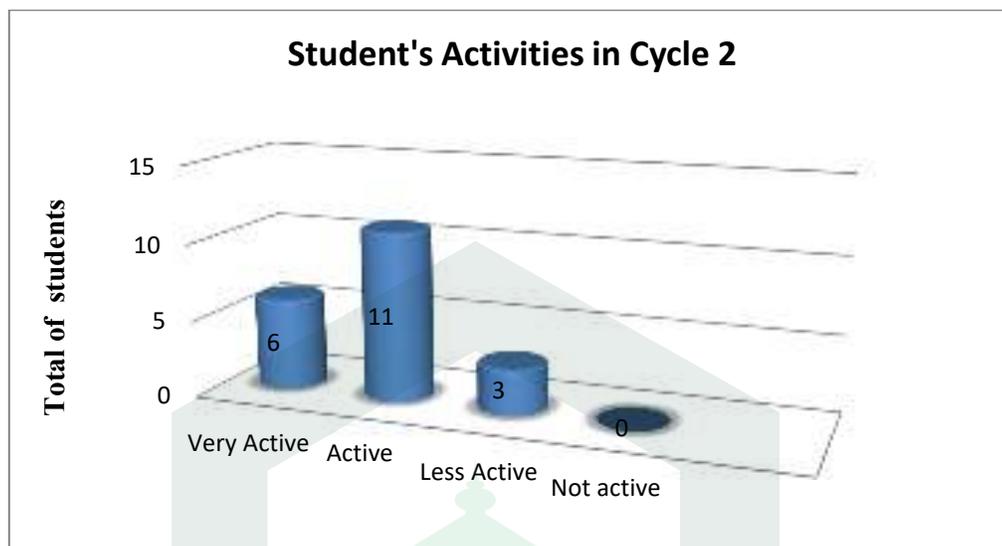
Table14. Bar Chart of the Students' Activities in Cycle 2

More of the students were active in learning activities, 6 students were very active, 11 students were active, 3 students were less active, and 0 students were not active. It means that the students' active in class were 85% and this cycle was success because this cycle would be said success if the students' activeness was 75 %. The evaluations mean score was 78.4.

The process of evaluation that used observation checklist done by researcher and collaborator proved that at the last cycle (cycle 2), the students were totally involved in the learning process. They were also motivated and encouraged.

Based on the both explanation of cycle 1 and 2 above, in this research the data collected by questionnaire, observation, interview and discussion among the teacher, partner and collaborator. The data were presented which covered two fields, namely

the findings about students' active participation to personal pronouns through poster which the descriptions were explained by the result of observation checklist, and the next one is to know the students' perceptions which were explained by the result of questionnaire.

The Questionnaire Result of the Students' Perception

To get more valid data to know the students' perception, the researcher used questionnaire to know whether the students were appropriate or not teaching by using poster. The results are as follows:

Table 15.The result of students' perception through questionnaire

Questionnaire	Strongly agree (SA)	Agree (R)	Uncertain (U)	Disagree (D)	Strongly disagree (SD)
1.	15	5	-	-	-
2.	13	7	-	-	-
3.	16	2	1	1	-
4.	17	2	1	-	-
5.	15	3	1	1	-
6.	-	1	1	2	16
7.	12	2	3	2	1
8.	4	10	3	3	-

Based on the table 15, most of the respondents show positive perception towards the every item which gives or display positive statements. The statements which give positive statements are from number 1 to 5 and, 7 to 8. And the statements

which show the negative perception are number 6, and only some of the statements got the uncertain, disagree and strong disagree perception.

The following tables are the detail description or explanation of the data that were used to know the students' perception about poster as the media to appropriate way them to learning personal pronouns.

Table 15.1
The students are interested learning English by using poster

Classification	Frequency	Percentage
Strongly agree	15	75 %
Agree	5	25 %
Uncertain	-	-
Disagree	-	-
Strongly disagree	-	-

The table 15.1 above indicated that most of the respondents said strongly agree that by using poster, they most interesting in study English. There were 15 (75%) respondents said strongly agree, 5 (25%) respondents said agree, and none of the respondent said uncertain, disagree, and strongly disagree. It meant that by using poster the students are interested learning English.

Table 15.2
Poster can increase the students' spirit in learning process

Classification	Frequency	Percentage
Strongly agree	13	65 %
Agree	7	35 %
Uncertain	-	-

Disagree	-	-
Strongly disagree	-	-

The table 15.2 above indicates that most of the respondents said strongly agree that by using poster, can increase the students' spirit in learning process. There were 13 (65%) respondents said strongly agree, 7 (35%) respondents said agree, and none of the respondent said uncertain, disagree, and strongly disagree. It meant that by using poster in teaching class, can increase the students' spirit in learning process.

Table 15.3
Learning English by using poster can promote the students' interest in learning personal pronouns

Classification	Frequency	Percentage
Strongly agree	16	80 %
Agree	2	10 %
Uncertain	1	5%
Disagree	1	5%
Strongly disagree	-	-

The table 15.3 above indicates that most of the respondents said strongly agree that by using poster, can promote the students' interest in learning personal pronouns. There were 16 (80%) respondents said strongly agree, 2 (10%) respondents said agree, 1 (5%) of the respondents said uncertain, 1 (5%) disagree, and none of respondent said strongly disagree. It meant that by using poster in teaching class, can promote the students' interest in learning personal pronouns.

Table 15.4
Learning English by using poster can accelerate the students' understanding personal pronouns quickly

Classification	Frequency	Percentage
Strongly agree	17	85 %
Agree	2	10 %
Uncertain	1	5%
Disagree	-	-
Strongly disagree	-	-

The table 15.4 above indicates that most of the respondents said strongly agree that through poster, can accelerate the students' understanding personal pronouns quickly. There were 17 (85%) respondents said strongly agree, 2 (10%) respondents said agree, 1 (5%) respondents said uncertain, and none of respond said disagree, and strongly disagree. It means that by using poster in teaching class, can accelerate the students' understanding personal pronouns quickly.

Table 15.5
Using poster can help students' imagination in learning personal pronouns

Classification	Frequency	Percentage
Strongly agree	15	75 %
Agree	3	15 %
Uncertain	1	5%
Disagree	1	5%
Strongly disagree	-	-

The table 15.5 above indicates that most of the respondents said strongly agree that using poster can help students' imagination in learning personal pronouns. There

were 15(75%) respondents said strongly agree, 3(15%) respondents said agree, 1(5%) respondents said uncertain, 1(5%) disagree, and none of respondent said strongly disagree. It meant that by using poster in teaching class, it would help students' imagination in learning personal pronouns.

Table 15.6
Using poster cannot help the students in learning personal pronouns maximally

Classification	Frequency	Percentage
Strongly agree	-	-
Agree	1	5 %
Uncertain	1	5%
Disagree	2	10%
Strongly disagree	16	80%

The table 15.6 above indicates that most of the respondents said strongly disagree that using poster cannot help the students in learning personal pronouns maximally. There were 16 (80%) respondents said strongly disagree, 2 (10%) respondents said disagree, 1(5%) respondents said uncertain, 1(5%) respondent said agree and none of respondent said strongly agree. It meant that by using poster, it helps greatly the students in learning personal pronouns.

Table 15.7
The students are more interested to learn personal pronouns by using poster.

Classification	Frequency	Percentage
Strongly agree	12	60 %
Agree	2	10 %
Uncertain	3	15%
Disagree	2	10%
Strongly disagree	1	5%

The table 15.7 above indicates that most of the respondents said strongly agree that the students are more interested to learn personal pronouns by using poster. There were 12 (60%) respondents said strongly agree, 2(10%) respondents said agree, 2(10%) respondents said uncertain, 3(15%) disagree, and 1(5%) strongly disagree. It meant that the students are more interested to learn personal pronouns by using poster.

Table 15.8
The students are more interested in learning personal pronouns by using poster than other media.

Classification	Frequency	Percentage
Strongly agree	4	20%
Agree	10	50%
Uncertain	3	15%
Disagree	3	15%
Strongly disagree	-	

The table 15.8 above indicates that most of the respondents said agree that the students are more interesting learning personal pronouns by using poster than other media. There were 4(20%) respondents said strongly agree, 10(50%) respondents said agree, 3(15%) respondents said uncertain, 3(15%) respondents said disagree and none of respondents said strongly disagree. It meant that the students are more interested in learning personal pronouns by using poster than other media.

B. Discussion

Looking at the finding, the researcher presented the discussion of data of the students. The section presents the result of data analysis. It aims describing the student's development in teaching personal pronouns through poster.

1. **The first cycle**

In the first cycle the students got difficulties to differentiate personal pronouns, they were confused how to determine the personal pronouns position if they were sentences.

The activities in the cycle 1 in the learning process, she used comic posters by the size are 87x61 cm. This poster that was shown on the whiteboard after would start learning process. She asked the students to look at the poster, and then explained the material. In addition, she also did the action which is related that material. And then asked the students to come forward did the action based on the researcher's command. And the last, the researcher gave the students multiple choice test.

Based on the analysis from the student's test in cycle 1, the mean score in the first cycle was only 61.3. Based on observation activities in first cycle, the researcher was found some weakness in teaching process. They are: a) Most of the students were still not familiar with the using poster in personal pronouns. b) Some of the students were not really active in learning activities, only 9 students were active, 3 students were very active, 10 students were less active, and 1 student was not active. Only 60% active and 40% were not really active. c) The condition of the class was little bit

noisy when the researcher gave explanation. d) There was student bored so that the student looked sleepy.

In addition the students gave the suggestion to the researcher when they met the researcher out of the class that when she gave the material, it should given more detail explanation and to be clearer again to give the example of personal pronouns in sentences. And in the next meeting she should give more practice in used personal pronouns in the sentences. And the observer also gave the same as suggestion to the researcher. So the researcher continued to the cycle 2.

2. **The second cycle**

In the cycle 2, the researcher revised planning to make the learning process did well. Before learning process, she arranged the students' position and then divided in four groups. Furthermore, she gave the students more practice. To make the students more interested and active, and then she gave the students motivation and reward when the group that had high point. In addition the researcher changed poster in the cycle 1. In the cycle 2, she used commerce poster where Korean artist became a picture, because the result of the interview showed that the students more like the poster about the images of Korean artist. The sizes of the poster were the same as poster in cycle 1 that was 87x61cm. Because by referring to the observation, this size was better in learning process and it could be easy for the researcher to be used. In the poster is completed by the sentences examples which are related to the material and the colors were sharp and had not too many colors.

The students more knew personal pronouns in using poster. It meant that, teaching by using poster especially commerce poster is appropriate ways in teaching personal pronouns. In addition the condition of the class was little noisy. In discussion, some students were active in giving responds to talk about the material that the researcher given.

Based on the analysis from the students' participation in the cycle I, The mean score in the second cycle increased to be 78.4. The criteria success in this research was 75% of the students were active in the all activities and the percentage of students participation during the class in the cycle 2 was 85% it meant that, the learning process in this cycle was success, it showed by the students' activities during the class.

According to explanation of cycle 1 and 2, the researcher concluded that media poster could improve the students' understanding about personal pronouns at the eighth year students of MTs Al-Mawasir Padang Kalua. In other hand , the researcher believes that teaching personal pronouns by using poster was effective to improve the students' personal pronouns and increased the students' comprehend in learning English. interest, attention, motivation and stimulates them in learning process at the eighth year students of MTS Al-Mawasir Padang Kalua.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusions and suggestions based on the data analysis and the findings in the previous chapter.

A. *Conclusions*

Based on the findings and discussion of the data analysis which presented in the chapter four, the researcher would like to describe the conclusion as follow:

Poster is an effective media in teaching personal pronouns at the Eighth year students of MTs. Al-Mawasir Padang Kalua. It improved the students' understanding personal pronouns. Poster is an interesting media in teaching personal pronouns because based on the observation all of the students interested to learn personal pronouns and more active during the class, and the appropriate ways in using poster in teaching personal pronouns are: 1) The teacher should use the poster which is not too small because it makes the students difficult to look it and then not to big because made the researcher difficulties in preparing and putting the place, 2) The good size are 87x61 cm, the color of the poster should be sharp and has no too many colors and the sentences used should be simple, 3) The poster which is used should be able to interest the students to learn. The effective ways teaching personal pronouns by using poster were placement of the poster was in front of the students, before that the teacher divided the students in to some groups and then arrange the students' bench position to form the letter U that can be easy to look it.

Based on students' perception about the using of poster in teaching personal pronouns, the researcher concluded that by using poster can increase the students' interest learning personal pronouns. The learning process supported by the classroom situation, the motivation when the researcher gave, the students' condition, and the instruments which will be used in the class. Above all the researcher and collaborator got the better result. The total accumulation of *Very active* and *Active* classification. Most of the eighth year students of MTs. Al-Mawasir Padang Kalua in the cycle 1 or cycle 2 were active and even very active when the students studied personal pronouns by using poster.

B. *Suggestions*

Based on the conclusions above the researcher put some suggestions as follows:

1. It is suggested to the English teachers to use poster in teaching personal pronouns because this research has proved that this media is effective to be used.

2. It is suggested to English teachers to be more creative in using the poster for example they can also make poster or modeled things, events and any kinds of objects.

3. For the next researcher who is interested to conduct a research with the same title or different to know whether using the poster can or cannot be function to increase students' comprehend about personal pronouns.

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APPENDIX I
LESSON PLAN CYCLE I

Subject   : English
School   : MTs Al-Mawasir Padang Kalua
Skill   : Personal Pronoun
Class/ Semester : VIII
Times   : 90 menit

No	Materi/ Subject	Interaction	Procedure	Time
1.	Introduction	T ⟶ S	• The teacher says greeting to the students and ask about the students' condition.	5 min
2.	Teaching Students' Personal Pronoun By Using Poster	T ⟶ S	• Give explanation about Personal Pronouns and Poster to the students.	25 min
3.	Personal Pronoun Test	T ⟶ S	• Teacher distributes the Personal Pronouns for the students. • The students answer the questions.	45 min
4.	Closing	T ⟶ S	• Students will be given chance to ask unsolved questions which are not answered yet. • Teacher explains the answers of unsolved questions	15 min

APPENDIX IV
TEST IN CYCLE 1

I.   **Instructions**
1. **Write your identity**

2. **Your time (55 minutes) to write down this test and do it carefully and well**

II. Test

Complete the blanks with suitable pronouns
1. I have a grammar book. _____is black.
    a. It   b.It's   c. He   d.She
2. I am a student. _____ school on Jl. Mawar
    a. I   b.me   c.My   d.mine
3. Kate is my friend. I know _____well
    a. She   b.He   c.His   d.Her
4. I want to see her, but _____doesn't want to see_____
    a. She, her   b.She, me   c.Her, me   d.Her, my
5. Nick takes _____dinner with _____.
    a. Him, me   b.His, mine   c.His, me   d.me, mine
6. I want to see him, but _____doesn't want to see _____
    a. He, my   b.His, my   c.Me, my   d.He, me
7. Does _____ know that _____ was absent?
    a. Her, me   b.She, I   c.She, me   d.Her, I
8. Please tell _____. _____ have obtained a degree in Chemistry.
    a. Him, me   b.Me, I   c.I, my   d.Me, him
9. I remember that _____ bought the fruits from _____ .
    a.They, them   b.They, we   c.They, Us   d.Them, Us

10. Please don't tell _____ about _____ .
    a.She, her   b.She, me   c.Her, me   d.She, He

11. Ms. Lee wrote a note on my test paper. _____ wants to talk to _____after class
    a. She, her   b.She, I   c.She, me   d.I, she
12. It's _____problem, not _____.
    a. Their, ours b.Theirs, ours   c.Our, our   d.Ours, ours
13. Maya is wearing some new earrings. _____Look good on _____
    a. His, he   b.He, it   c.She, he   d.She, it
14. That is not_____umbrella, but_____ is black.
    a. My, mine   b.Mine, me   c.Mine, mine   d.My, me
15. He look at____at the mirror.
    a. Himself   b.Herself   c.Itself   d.Their selves

APPENDIX VI
LESSON PLAN CYCLE 2

Subject   : English
School   : MA Al-Mawasir Padang Kalua
Skill   : Personal Pronoun
Class/ Semester   : VIII
Times   : 90 menit

No	Materi/ Subject	Interaction	Procedure	Time
1.	Introduction	T ⟶ S	• The teacher says greeting to the students and ask about the students' condition.	5 min
2.	Teaching Students' Personal Pronoun By Using Poster	T ⟶ S	• Give explanation about Personal Pronoun and Poster to the students.	25 min
3.	Personal Pronoun Test	T ⟶ S	• Teacher distributes the Personal Pronoun for student. • The students answer the questions accord with the text.	45 min
4.	Closing	T ⟶ S	• Students will be given chance to ask unsolved questions which are not answered yet. • Teacher explains the answers of unsolved questions	15 min

Task 2

APPENDIX VIII

TEST IN CYCLE 2

I.   Instructions

1. Write your identity

2. Your time (45 minutes) to write down this test and do it carefully and well

II.   Test

Fill in the blanks with personal pronouns (subject, object, adjactive, possesive and reflexive)

Hi, ….. (1)am Lina, …..(2)full name is Lina Andriani. This is my father, …..(3)name is Hadi. …..(4)is a teacher. This is my mother, …..(6)name is Sari. …..(7)are my beloved parents. I love…..(8). This is my brother, …..(9)name is Dedi and that is Beni …..(10)is my brothers' friend. Beni and my brother are SMK students. …..(11)are classmates. Their hobby is the same as my fathers' hobby. Football is ……(12) Beni lives in Solo by …..(13), because …..(14)parents' live in Madura and he …..(15) does everything.

1.P: Apakah anda mempunyai ketertarikan dalam belajar bahasa inggris?

  J:

2.P: Apakah anda tertarik belajar bahasa inggris dengan menggunakan media poster?

  J:

3.P: Apakah anda mengalami kesulitan ketika belajar bahasa inggris khususnya personal pronouns dengan menggunakan media poster?

  J:

5.P: Apakah sangat membantu menggunakan media poster dalam belajar Personal Pronouns?

  J:

6.P: Bisakah anda menyebutkan kendala apa saja yang anda hadapi dalam belajar bahasa inggris, terutama dalam penggunaan Personal Pronouns!

  J:

7.P: Apakah anda mempunyai saran-saran dalam hal belajar Personal Pronouns melalui media poster?

  J:

APPENDIX X

The result of observation on student's actvities in Cycle 1

No	Respondents	VA	A	LA	NA
1.	001				
2.	002				
3.	003				
4.	004				
5.	005				
6.	006				
7.	007				
8.	008				
9.	009				
10.	010				
11.	011				
12.	012				
13.	013				
14.	014				
15.	015				
16.	016				
17.	017				
18.	018				
19.	019				
20.	020				

APPENDIXES

Personal Pronouns (kata-kata ganti)

	Subject	Object	Adjective	Possessive	Reflexive
Saya	I	Me	My	Mine	Myself
Anda	You	You	Your	Yours	Yourself
Kami	We	Us	Our	Ours	Ourselves
Mereka	They	Them	Their	Theirs	Themselves
Dia(lk)	He	Him	His	His	Himself
Dia(pr)	She	Her	Her	Hers	Herself
It (bd)	It	It	Its	Its	Itself

Ket:

Subject = letaknya sebelum kata kerja bantu.

- ➤ *I* gave him a book
- ➤ *You* are a student
- ➤ *They* are nurses

Object = letaknya tidak didepan, berfungsi sebagai penderita, sesudah kata kerja atau kata depan

- ➤ He gave *me* a book
- ➤ Jhon told *her* a story
- ➤ The teacher gave *him* a bad grade

Adjective = letaknya sebelum kata benda.

- ➤ This is *my* book
- ➤ Those are *your* books
- ➤ This is *his* bag

Possessive (kepunyaan) = tidak diikuti oleh kata benda. Kadang-kadang pula setelah "of" yang menyertai noun (kata benda)''.

- ➤ This book is my book. This book is *mine*

- ➢ That is her bag. That bag is *hers*
- ➢ These are their cars. These cars are *theirs*

Reflexive = sebagai kata ganti diri yang artinya "…sendiri/ diri sendiri…"

- ➢ I must defend *myself*
- ➢ I *myself* believe that the proposal is good
- ➢ John washed the dishes *by himself*

Their car

APPENDIX IV

Picture 1

Picture 2

Most of the students more active and also there was student was sleepy were the researcher explain the material

Picture 3

The students were serious in answer test in the cycle I

Picture 1

Picture 2

The students looked more comfortable and active during the teacher teaching using poster

Picture 3

The students were ready to finish the test in the cycle II

POSSESSIVE PRONOUN

1.Apakah anda tertarik belajar bahasa inggris dengan menggunakan media poster?

Answer:

R1:…………………………………

R2:…………………………………

R3:……………………………........

R4:…………………………………

R5:…………………………………

R6:…………………………………

R7:…………………………………

R8:…………………………………

R9:…………………………………

R10:………………………………..

R11:………………………………..

R12:………………………………..

R13:………………………………..

R14:………………………………..

R15:………………………………..

R16:………………………………..

R17:………………………………....

R18:………………………………..

R19:………………………………..

R20:………………………………..

2. Apakah anda tertarik denga media poster yang menggunakan gambar kartun seperti yang kita gunakan sekarang?

Answer:

R1:…………………………………

R2:…………………………………

R3:………………………………........

R4:…………………………………

R5:…………………………………

R6:…………………………………

R7:…………………………………

R8:…………………………………

R9:…………………………………

R10:………………………………....

R11:………………………………..

R12:………………………………..

R13:………………………………..

R14:………………………………..

R15:………………………………..

R16:………………………………..

R17:………………………………....

R18:………………………………..

R19:………………………………..

R20:………………………………..
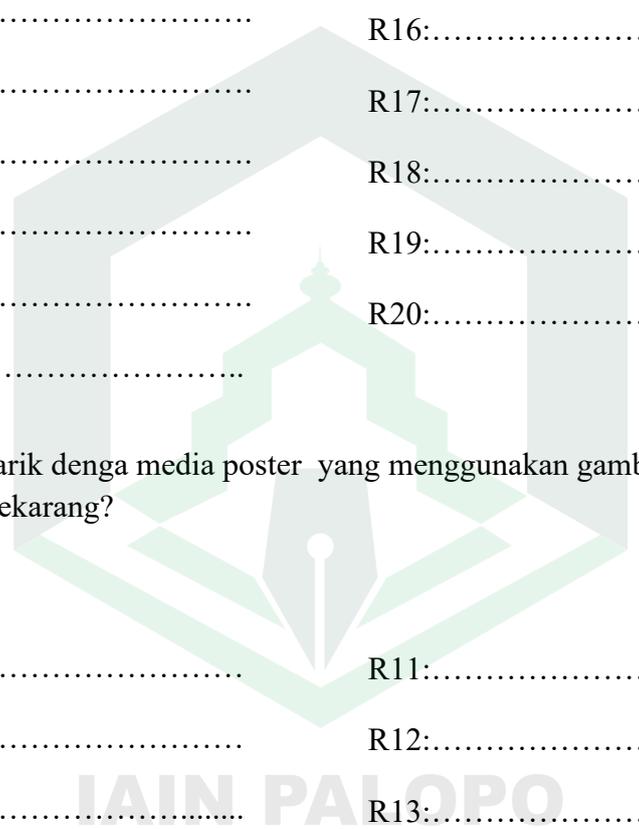
3. Selain poster gambar kartun, menurut anda poster gambar apa yang lebih menarik digunakan dalam proses pembelajaran personal pronouns?

Answer:

R1:……………………………………

R2:……………………………………

R3:…………………………………........

R4:………………………………….

R5:………………………………….

R6:………………………………….

R7:………………………………….

R8:………………………………….

R9:………………………………….

R10:………………………………...

R11:………………………………….

R12:………………………………….

R13:………………………………….

R14:………………………………….

R15:………………………………….

R16:………………………………….

R17:………………………………….....

R18:………………………………….

R19:………………………………….

R20:………………………………….
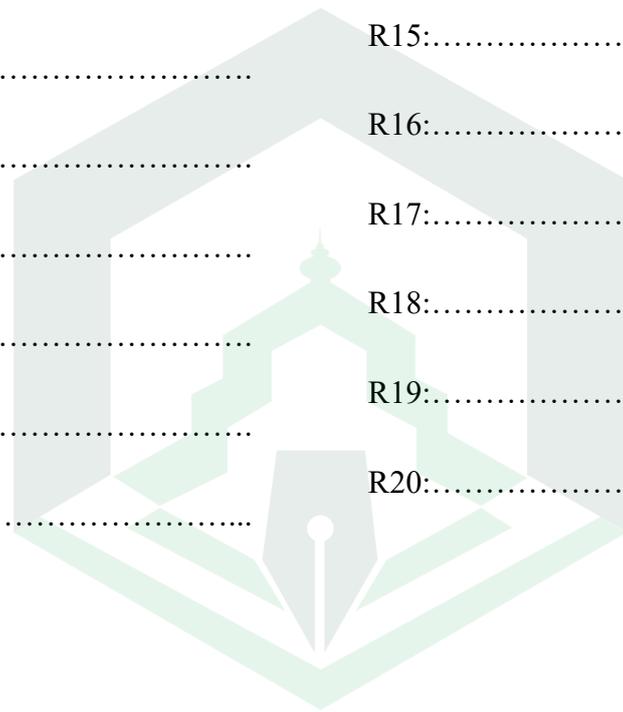
AUTOBIOGRAPHY OF THE WRITER

The researcher, Risdamayanti was born on September 5th 1989 in Padang Kalua (Lamasi). She is the third child from two brothers (Darsin and Dahrianto). Her parents names are Darra. R and Sadaria. She started her school at Elementary School number 377 Padang Kalua in 1997 and graduated in 2003. In the same year, she continued her study at Junior High School Number 2 Lamasi and graduated in 2006. She continued her study at Senior High School 1 Walenrang and graduated in 2009. In the same year he took English Study Program of Tarbiyah Department STAIN Palopo. During her study at STAIN Palopo, she had ever joined some of training such as OSCAR in 2009, Freshmen Training Camp (FTC) in 2009, Quantum English Training (QET), and Fun With English. Beside that she also joined in extra organization, IMWAL, PMII, and (Himpunan Mahasiswa Islam) HMI.

In the end of her study at STAIN Palopo she writes a thesis which entitled of "Teaching Personal Pronouns by using Poster at the Eighth Year Students of MTs. Al-Mawasir Padang Kalua (a Claaroom Action Research)".