

**USING SONG IN TEACHING PERSONAL PRONOUN  
AT THE EIGHT YEAR STUDENTS OF  
SMPN 3 WALENRANG**



**A THESIS**

*Submitted to the English Language of S1 Tarbiyah Department of  
State College for Islamic Studies of Palopo in Partial Fulfillment  
of Requirement for S.Pd Degree in English  
Education study program*

**IAIN PALOPO**

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

**2013**

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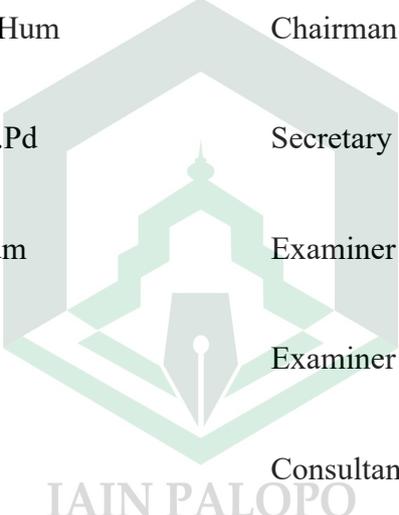
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## THESIS APPROVAL

This thesis entitled "Using Song In Teaching Personal Pronoun At The Eight Year Students of SMPN 3 Walenrang" which is written by Rini Arsyad, students ID 09.16.3.0158, English SI Study Program of Tarbiyah Department of State College For Islamic Studies and has been examined and defended on Friday, November 22<sup>nd</sup> 2013 coincided with 18 Muharram 1435 H. It is authorized and acceptable as partial fulfillment of requirement for S.Pd degree in English language teaching.

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menyatakan bahwa skripsi tersebut layak diujikan. Demikian untuk proses selanjutnya.

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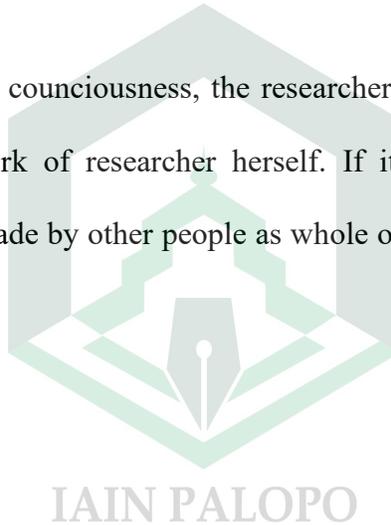
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## ABSTRACT

Rini Arsyad, Writer 2014, "Using Song In Teaching Personal Pronoun At The Eight Year Students of SMPN 3 Walenrang", Thesis, English Study Program Tarbiyah Department In State College For Islamic Studies (STAIN) Palopo..

Consultant : Dr.Abdul Pirol, M.Ag and Amir Faqihuddin, S.Ag., M.Pd.I.

Key words : Personal Pronoun, Media, Song.

This thesis focused on teaching personal pronoun by using song. The problem statement of the research: First, what is the appropriate way in teaching personal pronoun at the eight year students of SMPN 3 Walenrang? Second, How is the students response in learning personal pronoun by using song? The objective of the research: first, to know the appropriate way in teaching personal pronoun at the eight year students of SMPN 3 Walenrang. Second, To find out the students response in learning personal pronoun by using song.

This thesis used classroom action research. The target of this research are all of the students at class eight year students of SMPN 3 Walenrang in academic 2013/2014. The researcher took 20 students of class VIII b as a subject. The procedure of this research used two cycles namely cycle I and cycle II to find out the ability of the students in personal pronoun. And then the researcher analyzed their score by using multiple choice test to know the mean score of the students, observation and questionnaire were applied to know activities of students during learning process in teaching personal pronoun.

The result of this research find that the appropriate way in teaching personal pronoun at class VIIIb. At the beginning, the teacher open the class as usual greetings students and asked their condition. Next, the teacher change the students position and then make group, every group had 3 members. After that, the teacher give students text song. And then the teacher asked the students to make blank table, each table were subject, object, adjective, possessive and reflexive. Next, the teacher asked students to seek personal pronoun in the text song and the students put it on the table that they made and then make a sentence. And the last, the teacher discussion with students to make it clear if there were not clear and after that the teacher give students motivation and stimulated the students to made them more active and spirit. Their mean score in cyle I only 64 and in cycle 2 the score develop to be 83.75. It means that the students ability in teaching personal pronoun at the eight year students of SMPN 3 Walenrang developed.

## CHAPTER I

### INTRODUCTION

#### **A. Background**

English is an international language. Every person learns it, because it is very important in all affair in this globalization era. Most of the countries have relation to others like in economical relations and so on. So without English automatically the relation will not running well. Language is a tool and medium to develop the communicate, we can talk everything such as culture, social and politic.

According to H. Douglas Brown, grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence.<sup>1</sup> Grammar is the structural foundation of our ability to express ourselves. English language is concerned to the grammar which has greater importance, significance and partial life. We have to master grammar in order to use english language correctly especially in speaking and writing. When we master grammar, the other people can understand our speaking or read the message.

Personal pronoun is one of part in grammar. In order to reduce the problems and difficulties in teaching grammar personal pronoun, the student must be taught one or two of grammar method or media. Therefore, the writer tries to use one of media at SMPN 3 Walenrang in order easing to guide learners in the enhancement of grammatical rule. The effectiveness in learning process is very important to increase

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<sup>1</sup>H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (Third Edition: San Fransisco State University, 2007), p. 420.

the quality of teaching. Teaching process can be said succeed if the students activate in the classroom.

In this research, the researcher is going to employ songs as a media. Song is a composition for voice performed by singing.<sup>2</sup> Song is one of appropriate ways to create a good atmosphere to make teaching and learning process interesting. The writer interested to conduct a research about teaching personal pronoun because there are many students do not understand about the grammar at SMPN 3 Walenrang especially using personal pronoun.

The researcher found out the problem of SMPN 3 Walenrang in mastering english. There are some factors, one of them is the student do not understand about the grammar especially personal pronoun. So that, the researcher has initiative to apply a media in teaching grammar by using songs. The reseracher interested in conducting a research about "USING SONG IN TEACHING PERSONAL PRONOUN AT THE EIGHT YEAR STUDENTS OF SMPN 3 WALENRANG".

### **B. *Problem Statement***

Based on the explanation on background the researcher formulates the research question namely :

1. What are the appropriate way in teaching personal pronoun at the eight year students of SMPN 3 Walenrang?
2. How is the students' response in learning personal pronoun by using song?

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<sup>2</sup> [Http://en.wikipedia.org/wiki/song](http://en.wikipedia.org/wiki/song), Accessed on Decembe 25<sup>th</sup>2012

### ***C. Objective of the Research***

Based on problem statements, the objective of the research is :

1. To find out the appropriate way in teaching personal pronoun at the eight year students of SMPN 3 Walenrang.
2. To find out the students response in learning personal pronoun by using song.

### ***D. Significance of the Research***

Significance of the research is expected to be useful information for students especially to the students of SMPN 3 Walenrang and for all of the people who want to improve their personal pronoun and giving information about the students attitude toward song in teaching personal pronoun.

### ***E. Scope of the Research***

This research focused on using English song in teaching students about personal pronoun. The researcher focused in teaching about subject, object, adjective, possessive and reflexive. In this research, the researcher also make small group in the cycle II and every group have 3 members. The purpose making group to make students focus in learning process. The researcher focused in teaching personal pronoun through song at the eight year students of SMPN 3 Walenrang.

## ***F. Definition of Terms***

The research would like to define the title to avoid any misunderstanding:

1. Song is poem set to music, intended to be song.<sup>3</sup> Song is a relatively short musical composition for humans voice which features word or lyric.
2. Personal pronoun is a word in place of noun or phrase, that take the place of noun.<sup>4</sup>
3. Technique is a particular way or doing something to learn special skills.



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<sup>3</sup>Oxford University, *Oxford Learner's Pocket Dictionary*, (2<sup>nd</sup>, Berlin: Oxford University Press), p. 395.

<sup>4</sup> Nurhadisa, *The Effectiveness of Using Table in Teaching Personal Pronoun at The Second Year Students of SMPN 7 Palopo*, (Thesis SI Palopo: Cokroaminoto University, 2010), p. 26.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Studies

There are some previous research that relevant to my research. Those are:

1. Samsinar in her thesis in title "Using Picture In Teaching Personal Pronoun At The Second Year Students of SMP PMDS Putri Palopo". The writer concludes that the second year students of SMP PMDS Putri Palopo have good ability in teaching personal pronoun by using picture. The mean score is 7.11 proves it. Picture can help students because picture is media that is very easy and available to use in teaching process especially teaching personal pronoun.<sup>1</sup> So that using picture is effective to increase ability students of SMP PMDS Putri Palopo.

2. Nurhadisa "The Effectiveness of Using Tables in Teaching Personal Pronoun AT The Second Year Students of SMPN 7 Palopo". The writer concludes that the students have understood to using tables in teaching personal pronoun. The students respons of using tables in teaching personal pronoun is positive. It means that the students like to learn personal pronoun by using tables and easier defferentiating

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<sup>1</sup>Samsinar, *Using Picture In Teaching Personal Pronoun At The Second Year Students of SMP PMDS Putri Palopo*, (Palopo: Thesis SI Cokroaminoto University, 2010), p. 37.

when using personal pronoun.<sup>2</sup> So that using tables is effective in teaching personal pronoun.

3. Achmad Robetu Sasmiko in his thesis in title "The Use of Collaborative Language Learning Method In Teaching Personal Pronoun At The Second Year students of SMAN 3 Palopo". The writer concludes that the use of collaborative language learning method in teaching personal pronoun. It is supported by achieving of the ideal score.<sup>3</sup> In this case the mean score was higher. Meanwhile, the students participation is more active.

4. Irmawati "Improving Students Pronunciation Through English Song At The Eleventh Years Students of SMAN 2 Palopo". The writer concludes that the use of english song as a teaching media able to improve students pronunciation at the eleventh year in academic year 2010/2011.<sup>4</sup> She suggested that use english song in teaching students pronunciation as one alternative teaching media among other teaching media to stimulate the students interest and improve students pronunciation.

All these researcher have similarities and differences. The similarities are using media for teaching and developing the students grammar skill. And the

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<sup>2</sup> Nurhadisa, *The Effectiveness of Using Tables in Teaching Personal Pronoun AT The Second Year Students of SMPN 7 Palopo*, (Thesis SI Palopo: Cokroaminoto University, 2010), p. 50.

<sup>3</sup> Achmad Robetu Sasmiko, *The Use of Collaborative Language Learning Method In Teaching Personal Pronoun At The Second Year of SMA Neg 2 Palopo*, (Thesis SI Cokroaminoto University, 2012), p. 43.

<sup>4</sup> Irmawati, *Improving Students Pronunciation Through English Song at The Eleventh Year Students of SMA Neg 2 Palopo*, (Thesis SI STAIN Palopo, 2011), p.57.

differences are all researcher using different method or media in their research. This research the researcher using song media for teaching personal pronoun to make students understand about grammar especially personal pronoun.

## **B. Teaching Personal Pronoun in Grammatical Perspective**

### **1. The Definition of Personal Pronoun**

According to Sharpe in Nurhadisa thesis, pronoun is a word in place of noun or phrase, that take the place of noun.<sup>5</sup> Pronoun is word to replace noun in order not to take word repeat continually.<sup>6</sup> Personal pronoun is a pronoun that refer people. If in terms of its position in the sentence, the personal pronoun can change form according to its use.<sup>7</sup>

Personal pronoun is used in the same ways as a noun, as a subject or as an object or a verb. They are pronouns that are associated primarily with a particular grammatical person, first person, second person or third person.<sup>8</sup> Personal pronouns may also take different forms depending on number (usually singular or plural), grammatical or natural gender, case, and formality. The term "personal" is used here purely to signify the grammatical sense, personal pronouns are not limited to people and can also refer to animals and objects.

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<sup>5</sup> Nurhadisa, *Op. Cit.*

<sup>6</sup> Nina A.R, *English Grammar*, (Cet 1; Yogyakarta: Pustaka Widyatama, 2010), p.55.

<sup>7</sup> Rudi Hariyono, *Complete English Grammar*, (Cet 1; Surabaya: Gramedia Press. 2002), p.112.

<sup>8</sup>Wikipedia - The Free Encyclopedia,online:Http://En.Wikipedia.Org/Wiki/Personal Pronoun, Accessed On Decembe 25<sup>th</sup> 2012.

Based some theories above, the writer can conclude that personal pronoun replace noun in the sentence.

## 2. Types of Personal Pronoun

There some kinds of personal pronoun according to change form in the sentence can see in the table below :

Table 1

Subject	Object	Adjective	Possesive	Reflexive
I	Me	My	Mine	Myself
You	You	Your	Yours	Yourself
We	Us	Our	Ours	Ourselves
They	Them	Their	Theirs	Themselves
He	Him	His	His	Himself
She	Her	Her	Hers	Herself
It	It	Its	Its	Itself

The personal pronouns are :

### a. Subject

Personal pronoun can be applied as a subject. Subject represents the person or thing that performs the action of the verb.<sup>9</sup> Subject of personal pronoun are I, you,

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<sup>9</sup> Idi Supono, *English Grammar*, (Cet 1; Jakarta: Permata Press. 2007), p. 63.

we, they, she, he, it. Examples: **We** are reading Harry Potter at the moment, **They** want to see a doctor, **She** loves me.

### b. Object

Personal pronoun can be applied as a object. Object is toward which the action of the verb direct. Object of personal pronoun are me, you, us, them, her, him, it. Used as the object of a verb or a preposition (see also Case usage below). The same forms are also used as disjunctive pronouns. Examples: I want to vote **her** for the school President, They give **him** candies.<sup>10</sup>

Personal pronoun as object can be applied as : (a) We use object pronouns as the object of verbs and preposition. Examples: Help **me** ( verb + object ), Look at **them** ( prepositin + object ). (b) We can use object pronouns as indirect objects. Example: Can you lend **me** some money?. (c) We can use object pronouns after than and as in comparison. Example: I am older than **him** ( use than ), She is not as tall as **me** ( use as ). (d) We can use object pronouns after the verb be. Example: Who is there? It is **me**.

### c. Possessive Pronoun

There are two possessive pronoun, they are :

1) Possessive adjective. We use possessive adjective before a noun to say who the noun belongs to. Possessive adjective are my, your, his, her, its, our, their, your. The possessive pronoun use in front of noun. Examples: This is **my** hat, **Its** head is small.

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<sup>10</sup> Digby Beaumont & Colin Granger, *The Heinemann English Grammar*, (Halley Court: 1992), p. 120.

2) Possessive Pronoun. We use possessive pronoun without a noun. When the noun is understood. Possessive pronoun are mine, yours, his, hers, its, ours, yours, theirs. Examples: This ribbon is *hers*, The shoes of *theirs* are old.

#### **d. Reflexive Pronoun**

Reflexive pronoun is a pronoun that shows actions directed at yourself. Reflexive pronoun are myself, yourself, himself, herself, itself, ourselves, yourselves, themselves. Example: He hates *himself*.

Usefull of reflexive pronoun are :

- 1) To express something about myself. Examples: I look *myself* in the mirror, I take care of *myself*.
- 2) Pronouns to make it become more assertive. Examples: You *yourself* must go there, She *herself* trains me.
- 3) When preceded by the word *by*, then the reflexive pronoun has its own meaning. Example: We dont't like to go by *ourselves*.

### **3. Forms of Personal Pronoun**

Languages typically have personal pronouns for each of the three grammatical persons:

- a) First person is always yourself. First person pronouns normally refer to the speaker, in the case of the singular (as the English *I*), or to the speaker and others, in the case of the plural (as the English *we*).
- b) Second person is the one or ones you are speaking too. Second person pronouns normally refer to the person or persons being addressed (as the English *you*); in the

plural they may also refer to the person or persons being addressed together with third parties.

c) Third person is who we are speaking about. Third person pronouns normally refer to third parties other than the speaker or the person being addressed (as the English *he, she, it, they*).

Table 2

Number	person	Gender	personal pronouns	
			Subject	Object
Singular	1st	male/female	I	Me
	2nd	male/female	You	You
	3rd	Male	He	Him
		Female	She	Her
		Neuter	It	It
Plural	1st	male/female	We	Us
	2nd	male/female	You	You
	3rd	male/female/neuter	They	Them

#### 4. Grammatical Perspective

##### a. Principle for Teaching Grammar

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

1) 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 deductive teaching, you work from principle example. Inductive procedures reverse this process. In inductive teaching, you present the learners with samples of language and through a process of guided dicoverly, get them to work out the principle or rule for themselves.

2) Use tasks that make clear the relationship between grammatical form and communicative function. Grammar-based courses are relatively ineffective because they teach grammar as and abstract system, present the language as sentences and fail to give learners as proper context for the grammar point. Teaching was largely limited to the form of the new grammatical item.

3) Focus on the development of procedural rather than declarative knowledge. In the field of language learning, declarative knowledge knows language rules. Prosedural knowledge able to use the knowledge for comunicative. Give a more Or less standard text book explanation of a grammatical rule or principle, but who

violate the rule when using language communicatively. There are also learners who have procedural but not declarative knowledge. In fact, the vast majority of native speakers fall into 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. Students need to develop mastery of target language item, not by memorizing rules, but by using the target items in communicative context. This learning through use or learning by doing principle is one that has come to us through the approach to education known as experientialism<sup>11</sup>.

After knowing the principle of the teaching grammar, the teachers are expected to be able to manage the classroom situation and their teaching strategy or method, so teachers have to make good preparation before teaching

#### **b. Classroom Technique and Tasks in Teaching Grammar**

According to Nunan in Siti Ningsih Soel thesis said that there are four techniques in teaching grammar, they are :

1) Input Enhancement is a technique for getting students to notice the grammar item that the teacher wants to introduce. With this technique, teacher draw students attention to items that are meant to be noticed "flagging" them in some way such as through highlighting, underlining, or coloring. Such awareness-raising techniques are at the accuracy end of your accuracy-fluency continuum.

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<sup>11</sup>Siti Ningsih Soel, *Improving Grammar Through Reordering Words at the Eight Year Students of SMPN 8 Palopo*, (Thesis SI Palopo: STAIN Palopo, 2009), p.15.

2) Consciosness-raising activities are designed to get learners to notice particular grammatical feature or principle has ever learners are not requered to use or practice the target item.

3) Grammar dictation involves learners collaboration in small group actively using their language, and reflecting of the way the grammar works in context. It also encorages students to reflect on Their own output. The technique is a relatively simple one. The teacher dictates a passage containing target forms at normal speed. Students take notes and then work in small groups to reconstruct the original passage.<sup>12</sup>

4) Garden Path, this technique could be considered rather cruel. In order to encourage students to process the target structure somewhat more deeply than they might otherwise do, the task is set up to get students to over generalize. It thus, leads them into error. This is a technique based on inductive learning. Students study example of the language and come to a hypothesis or generalizatoin. The generalization is too broad. They are given disconfirming evidence and then have to modify their hypothesis.

### **c. Method of Teaching Grammar**

There are several methods which based of grammar, they are communication, structural and functional. Communication is defined as a process by which we assign and convey meaning in an attempt to create shared understanding. This process

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<sup>12</sup> *Ibid.*

requires a vast repertoire of skills in intrapersonal and interpersonal processing, listening, observing, speaking, questioning, analyzing, and evaluating. Use of these processes is developmental and transfers to all areas of life: home, school, community, work, and beyond. It is through communication that collaboration and cooperation occurred. Structural is a fundamental, tangible or intangible notion referring to recognition, observation, nature, and permanence of pattern and relationship of entities. Whereas, functional is a property or relation that can only hold a single value for a given individual.

The goal of grammar instruction is to enable students to carry out their communications purposes.<sup>13</sup> This goal has three implications :

- 1) Students need over instruction that connects grammar points with larger communication contexts.
- 2) Students do not need to master every aspect of each grammar point, only those that are relevant to the immediate communication task
- 3) Error correction is not always the instructor first responsibility.

## C. Song

### 1. The Definition of Song

Based on Oxford Learners in Abdul Sitoni thesis said that song is poem set to music, intended to be song. Song can be described as a compilation or some words

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<sup>13</sup>*Teaching grammar*, online, <http://esl-programs-lessons.suite101.com>, Accessed on December 26<sup>th</sup> 2012.

are said by tone.<sup>14</sup> In music, a song is a composition for voice or voices, performed by singing. A choral or vocal song may be accompanied by musical instruments, or it may be unaccompanied, as in the case of a cappella songs. The lyrics (words) of songs are typically of a poetic, rhyming nature, though they may be religious verses or free prose.

A song may be for a solo singer, a duet, trio, or larger ensemble involving more voices. Songs with more than one voice to a part are considered choral works. Songs can be broadly divided into many different forms, depending on the criteria used. One division is between "art songs", "pop songs", and "folk songs". Other common methods of classification are by purpose (sacred vs secular), by style (dance, ballad, Lied, etc.), or by time of origin (Renaissance, Contemporary, etc.).

A song is a piece of music for accompanied or unaccompanied voice/voices or, the act or art of singing, but the term is generally not used for large vocal forms including opera and oratorio. However, the term is, often found in various figurative and transferred sense (e.g. for the lyrical second subject of a sonata). The noun song has the same etymological root as the verb "to sing" and the Oxford English Dictionary (*OED*) defines the word to mean "that which is sung" or "a musical composition suggestive of song." The *OED* also defines the word to mean "a poem" or "the musical phrases uttered by some birds, whales, and insects, typically forming

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<sup>14</sup>Oxford University, *Oxford Learner's Pocket Dictionary*, (Ed II, Berlin: Oxford University Press, 1995), p. 395.

a recognizable and repeated sequence and used chiefly for territorial defence or for attracting mates.

## 2. Songs as a Teaching Media

Media is the all something which of the sense the function as medium or instrument of communication process or English teaching process. According to Azhar Arsyad in Sitoni thesis said that, the definition of media as the component of learning source that can stimulate student in learning.<sup>15</sup> According to Danin Sudarman in Sitoni thesis said that media is a set or helping tool or object which can be used to communicate with the students.<sup>16</sup>

Media is divided from the latin word “ medium “ that means “ between”. The term refers to anything that carries information between a source and receiver. In general it is a means of communication. Media is also considered as instructional system of teaching learning process. So instructional media is called teaching aid. It is used in order to facilitate the teacher to achieve the goal teaching learning process. Teacher can select media from the traditional ones up to modern ones. In doing the study, the writer uses songs as the media in teaching grammar.

In the teaching learning process is required media or tools to support the learning process in order to attract the attention of students. One of the media who are supposed to attract the attention of students is an audio media such as a song. Songs

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<sup>15</sup>Abd.Sitoni, *The Comparison of Song and Movie Dealing with the Effectiveness in Improving Listening Skill At The Second Year of English Program STAIN Palopo*, (Thesis SI Palopo: STAIN Palopo, 2010), p. 34.

<sup>16</sup> *Ibid.*

included in the audio media as a song or something that is related to the sense of hearing.

Media song is one tool in conveying a message or teaching materials to students in the audio. Media song can be used as a tool for a wide range of disciplines because the song is very effective to attract the attention and interest of students in the learning process.

Media song is very good to used to practice skills related to aspects of language, one of which is to train grammar skills. The song can be used to train students analysis of what they see. Besides the song can stimulate brain development, so that if in the process of learning to use the media song, the learner can easily understand the material presented.<sup>17</sup>

In our daily life, we are surrounded by songs. A song is like a magic that can hypnotize us, therefore when we hear the songs we could be brought into the story of the lyric and the melody will play his emotion or feelings.

Sometimes we do not realize that we could sing the song without learning how to sing the song in a certain way. From the song we can learn many things, for example we can get some more new words. As songs are having magical effect, we can use song in learning process. Music is a powerfull stimulus for student engagement precisely because its speak. Directly to our emotions, while still allow us to use our brains to analyze it and its effect if we so wish. Songs are good resource for english teaching. First, they are funny. Second, they promote mimics,gestures,etc

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<sup>17</sup> <http://chan97best.wordpress.com>, Accessed on Juli 1<sup>st</sup> 2013

associated to the meaning. Third, they are good to introduce suprasegmental phonetics (stress, rhythm, and intonation). Fourth, students play a participative role. Fifth, there are songs for all levels and ages. Sixth, students learn English very easily through echoic memory.

### **3. Elements of Song**

When a song is played, the listeners will not only listen to its lyrics but also its melody. They enjoy the harmony, the expression and the rhythm. It means that a song is a unity of some music element. The elements of music are divided into two categories, there are main element and expression element.

The first category is the main element. It consists of rhythm, melody, harmony and lyrics. Rhythm is the stretch of movement of the sounds. It becomes the base element in music. It is like how to sound a word, there will be letters read long and short and there can be a pause too. It means that rhythm is how to step the music. Melody is the arrangement of stretch sound. And harmony is the unity of two or more tones that have different levels played together. The last is lyric, it can be said as musical sentence.

The second category is the expression element. It is the way of the musicians express their mind and feeling that consists of tempo, dynamic, and voice color. All about elements above are needed when someone creates a song.

#### 4. Principle Song Selection Criteria

According to Lynch in Abd.Sitoni thesis<sup>18</sup> mentioned that there are three principal song selection criteria :

- a) Use song that are popular with the students whenever possible. Unfortunately, students frequently select songs for classroom use which are objectionable in some way making the song unusable.
- b) Songs must have clear and understandable lyrics.
- c) Songs should have an appropriate theme. Nothing is worse than a song almost nobody can understand. If you have trouble in understanding the lyrics by listening, then another song needs to be selected.

#### 5. Songs in Language Teaching Process

Fun learning process is one of the factors supporting the success of a learning. Because when learning is done in a fun way, the materials to be studied would be very easy to be accepted and understood. for it is a faculty (teachers) are required to have the creativity to seek learning techniques to create a conducive atmosphere and fun that ultimately get the expected results.

One way to create a fun atmosphere, the teacher presents the material by using the media to promote the spirit and passion of the participants. One of suitable in generating media interest in learning is a "song". Through song became more relaxed learning atmosphere and make learning fun so it does not become bored and tired in the following teaching and learning in the classroom.

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<sup>18</sup> Abd. Sitoni, *Op.Cit.*

There are two kind of human's mind, rational and emotional mind. The rational mind works by analyzing fact logically., while emotional mind works based on intuition. Even though both of them difference in their ways, they work harmony and influence each other.

It based on the function of two hemisphere of the brain. The right hemisphere specialized for music and recognition of complex visual patterns. The left hemisphere specialized for music and recognition of complex visual patterns. The left hemisphere specialized for analytical ability and some aspect of language.

In accordance to this phenomenon in the educational area, educators call it as motivation. Classroom motivation affects both learning and behavior of students. Students who are motivated to learn, who are interested in what they are doing learn more. Therefore, it is important to active the right hemisphere of brain (emotional mind) to arise motivation in learning. Music the expression of human can be used for this purpose :

- a) For many reason students feel insecure in receiving a new language. Therefore, song and music can help students relax and create an enjoyable classroom atmospher.
- b) Music and song are reflection of the time and place that produced it. Thus, helps to give a cultural input to the students.
- c) Song can provide language input. We can expose students to the rhythm of language.<sup>19</sup>

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<sup>19</sup>Irmawati, *Improving Students Pronunciation Through English Songs*, (Thesis SI Palopo: Thesis STAIN Palopo, 2010), p.30.

- d) Song can be used as a supplement to the text book or can serve of the text itself in a variety of teaching swituation such as using song after a regular lesson, singing a song for chance of face
- e) Song can be used astudent as atext in the same way as passage, short story or poetry or other of piece of authentic material.
- f) Song can arise students interest.

### **6. The Advantages of Song**

Using song in language learning has many advantages as follows :

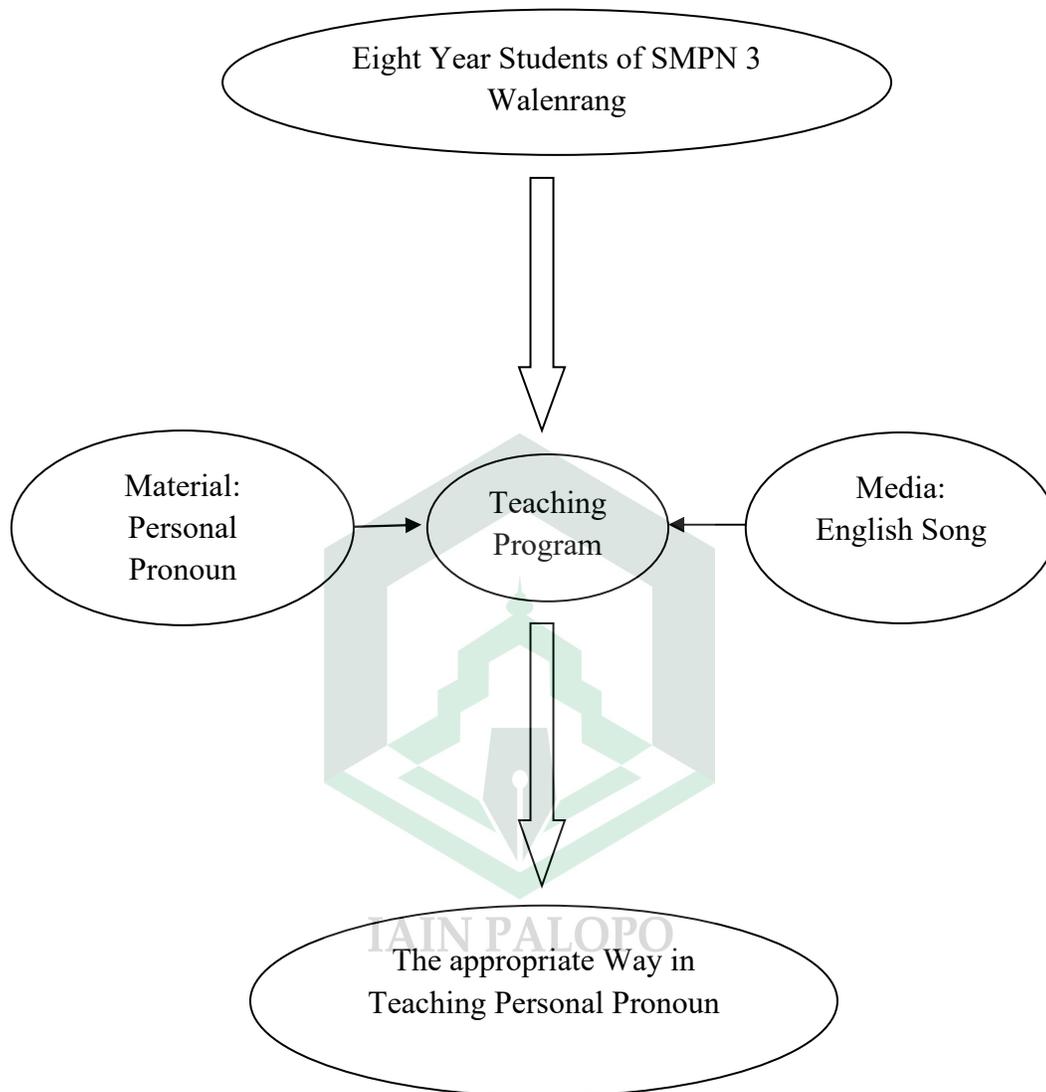
- a) Song can provide as excellent means for introducing and receiving information<sup>20</sup>
- b) Song can be a way of introducing various aspect of culture or stimulating a conversation on cultural contrast and similarities
- c) Through English song the student can improve their ability
- d) English song is a new interesting in serving material.

### **E. The Conceptual Framework**

The diagram above showed that in this research, the researcher took eight year students of SMPN 3 Walenrang. In teaching program, the researcher using media English song in teaching personal pronoun to improve the students ability. This media can make students enjoyable in learning process to improve their ability.

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<sup>20</sup>Arifah Majid, *The Using of English Song in Improving Students Ability in Writing At The Second Year Students of SMA Neg. 6 Palopo*, (Palopo: Thesis SI STAIN Palopo, 2011), p. 28.



## CHAPTER III

### METHODOLOGY OF THE RESEARCH

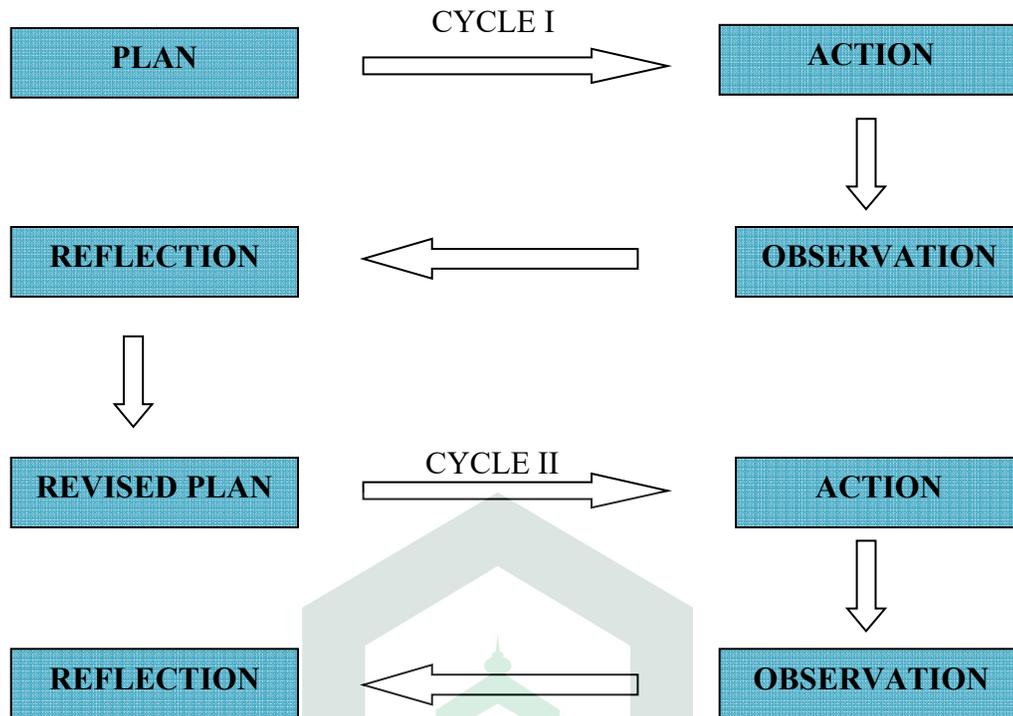
#### A. Research Method

This research applied Classroom Action Research method. Using method of a research is very necessary, because it will be able to help a researcher to get data easily. There are some methods that can be used to do research. But in this time, I use Classroom Action Research. According to Stephen Kemmis in susilawati thesis stated that action research is a form of self reflective inquiry undertaken by participants in social (including educational) situation in order to improve the rationality and justice of (a) their own social or educational practice, (b) their understanding of these practices, (c) the situation in which the practices are carried out. In education, action research has been employed in school based curriculum development, profesional development, school improvement programs, and systems planning and policy development.<sup>1</sup> The method can help me to do research which have purpose to make improvements in various aspects of learning. So that eventually can achieve the learning objectives of national. There is common illustration according to Arikunto.<sup>2</sup> This research applied classroom action research method with using four stages such as planning, action, observation and reflection.

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<sup>1</sup>Hopkins,*ActionResearch*,1993,Online,Hysicsed.Buffalostate.edu/danowners/actionrsch.Htm l, Accessed on august 25<sup>th</sup> 2013.

<sup>2</sup> Arikunto, *Penelitian Tindakan Kelas*, (Jakarta : Bumi Aksara, 2006), p. 16.



Picture 1. General structure by Kemmis and Taggart<sup>3</sup>

## B. Setting and Subject of the Research

This research used a classroom action research. It covered research location, research time, and classroom action research as follows :

### 1. Research location

This classroom action research was conducted at SMPN 3 Walenrang for English subject. The subject of this research was in class VIIIb years at 2013. The class consist of 20 students, this consist of 7 men and 13 women.

<sup>3</sup> Mulyadi Hamid, *Metodologi Penelitian Tindakan Kelas*, (Jakarta: Bumi Aksara, 1998), p.13.

## 2. Research time

The planning of the research was begin on August 19<sup>th</sup> 2013 until September 31<sup>st</sup> august 2013.

## 3. Classroom Action Research Cycles

Classroom action research was consisted of two cycles, they are cycle I and cycle II. It aims to observe using song in teaching personal pronoun at the eight year students of SMPN 3 Walenrang.

### C. Data Sources :

- 1) Students
- 2) Teacher
- 3) Partner / collabolator

### D. Instrument of the Research

In this research, the researcher used some instrument for collecting data :

1. Observation sheet

This instrument was used to know the students activity in learning process and used by observer for monitoring the researcher activity in learning process.

2. Evaluation test

Evaluation test aimed to get information about students score of class eight year students of SMPN 3 Walenrang after teaching and learning process ended. In the cycle I, The researcher give them test multiple choice and the cycle II, the researcher also give them test multiple choice.

### 3. Questionnaire

Questionnaire was method that what used with made list question then gave to the respondent by letter and answered by letter too. The data of process teaching and learning are questionnaire to know the response of students, students' active sheets, and the sheets of the results studying of students. In this case writer used five alternative choices as follows :

- 1) Strongly agree
- 2) Agree
- 3) Uncertain
- 4) Disagree
- 5) Strongly disagree

### E. The Procedure of the research

The four phases of a cycle within a CAR such as the following:

#### 1. Cycle I

The first cycle of this classroom action research consist of planning, action, observation and reflection.

##### a. Planning

Before the implementation of Classroom Action Research (CAR), the researcher do the steps in following:

- 1) Analyzing the subject matter of the eight year students of SMPN 3 Walenrang
- 2) Making a lesson plan about the use of song in teaching personal pronoun

3) Making the test of teaching to optimization the process of teaching and learning to using songs.

4) Making the material to be presented, that is covering subjects matter. Besides song, delivery of course material is combined with some other methods such as demonstrations, lectures and question and answer.

5) Making the orientation of observation to give value of classroom teaching and learning process are: observation of interest, motivation and enthusiasm.

b. Action

In this step, the researcher starts with teaching them about personal pronoun, and then gives explanation about personal pronoun. The researcher give paper a song lyric. Then the researcher asks them to see song in the text. The students asked to see the song and find personal pronoun on the text song and then the students asked to make simple sentence according to the personal pronoun that they find.

c. Observation

In this step, the researcher observed what happened in the classroom, and the teacher (monitor) fills in the observation sheets, what the students do in the classroom. The researcher has to observe also the weakness of the learning process. In this step also the researcher interview some of the students. She does it for getting information about students' opinion about the media and the learning process. They like the media or not.

#### d. Reflection

The results of the analysis of the activities performed in this phase will be used as a reference for implementing the second cycle if there is still a shortage. The improvements made in the second cycle is the result of reflection on the cycle I. This classroom action research is success if some of the following requirements are fulfilled :

- 1) Most of the students ( 75%) have a good participation during the action.
- 2) Most of the students have a good score in evaluation ( 75 )
- 3) Most of the students active in the classroom.

#### 2. Cycle II

Like at the first cycle, in the second cycle also consisted of planning, action, observation and reflection.

##### a. Planning

The researcher made a lesson plan based on the result of reflection in the first cycle.

##### b. Action

In this step, before the researcher starts to teach the material about personal pronoun, the researcher change the students position. Reseacher made small group n every group had 3 members. After that, the researcher explain the material to the students. Before the researcher give them text song, the researcher asked to the students to make blank table. Each table were subject, object, adjective, possessive and reflexive. And then the researcether give them text song and the students ask to found

the personal pronoun on the text song and put it on the blank table that they make and then make a sentence.

c. Observation

The researcher and collaborator did the observation through the learning by using song.

d. Reflection

The researcher did the reflection toward the second cycle then made a plan for the third cycle.

**F. Data Collection Technique**

1. Data source : the sources of data from observation and interview of students.
2. Data Type : The types of data are quantitative and qualitative. The function of quantitative data to explain the results of research. In order that, we could get qualitative data.
3. Method of data collection : Data of this research got from observation and interview. Researcher used students' active sheets to get students active results from students. Students' active participation sheets were filled by collaborator. To get the score of students, researcher did test with students. And the last researcher gave questionnaire for students to know the response students with song. The function of this activity for observing the situation or condition in class as long as the teaching and learning process was going on.

## G. Data Analysis

The data which collected in every observation in each cycle was analyzed descriptively through percentage technique and by considering the tendency happened during the learning process :

1. The result test student score of correct answer test was counted by using formula :

$$\text{Score} : \frac{\text{Students' correct answer}}{\text{Total Number of item}} \times 100$$

2. The level of the students score the following classification was used :

- a) 81 - 100 is classified very good
- b) 61 - 80 is classified as good
- c) 41 - 60 is classified as fair
- d) 21 - 40 is classified as a poor
- e) 1 - 20 is classified as a very poor

3. Determining the mean score by formula :

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

Where :  $\bar{X}$  = Mean score

$\sum X$  = Total score

N = Total number of students

4. Students' active would be analyzed by students' active participation sheets. There many criteria that are lie in the sheets. In order that students could say very active, active, less active and not active. Whereas the response of students, researcher could analysis the data from the results of questionnaire.

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

- a) The mean scoring of evaluation test must be exceeded 60. 60 is the standard of KKM which was determined by school.
- b) Students have 75% positive response of teaching and learning process by using song
- c) The quality of teaching and learning process is increased from the 1<sup>st</sup> cycle to 2<sup>nd</sup> cycle. The quality can be seen from the students' behavior emerge during learning and teaching process.

#### **H. Working Indicators**

The using of song in teaching personal pronoun was success if students average score is 75 or more. The quality of learning and teaching process increased from first cycle to second cycle. This quality can be seen from the students behavior emerge during learning and teaching process.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter presents the research finding and discussion. Before proceeding to the findings, it is important to explain about the school where the researcher doing research. The reseacher did research in SMPN 3 Walenrang. SMPN 3 Walenrang is a school located in Beringin, Lamasi Timur. This school was founded in 1997. SMPN 3 Walenrang has a vision and mission. Its vision is to make SMPN 3 Walenrang superior in science and technology and imtaq to meet the bright future. And its mission is to carry out the teaching and tutoring optimally based on its potential. Teachers and staff in SMPN 3 Walenrang are 32 people consist of 19 teachers, 10 staff, and 3 employees. Teachers educational background consist of senior high school and S1. This school also has activities such as scouts, football and basketball. Moreover, the school also has a facility that can be used for activities such as classroom, office, lab computer, library, wc, prayer room. Here is a little overview about SMPN 3 Walenrang.

#### **A. Findings**

The results of action in cycle I are the results students' active participation, the score of test in cycle I, and students' response. The findings of the research explain the cycle of learning and teaching process during the current research. There are two cycles it can be seen in the following explanation.

### a. Findings Cycle 1

#### 1. Planning

In planning section, the research prepared to carry out the action research class that required different tools which have been created and developed previously namely lesson plan ( RPP ). To make the good management in the to be subject of the research.

#### 2. Action

In this action, the researcher gave the students material personal pronoun. And explained song to the students. Before explaining how to use song media, the researcher gave the students chance to asked the material. The students begin to asked the material that they did not understand and researcher tried to answer and help them solved their problems. After that, the researcher gave them text song on a sheet of paper. The students were asked to find out the personal pronoun on the song text and after the students found it, the researcher asked them one by one make a simple sentence on the whiteboard according to the personal pronoun that they find in a text song.

#### 3. Observation

Based on observation activities made by researcher and collaborator in the first cycle, the researcher and observer, observed the learning activity about condition class and activity student in learning personal pronoun through song. Observation the students activities in the first cycle, many students confused with the song especially to apply personal pronoun through song. Condition in class was learning showed that:

- a) The condition of the class was noisy when the researcher gave explanation
- b) The student were not familiar with the using song in teaching personal pronoun because the students had never been learning English by using song in learning process.
- c) The students less active. The students pays attention and give response once in while.
- d) The students confused when the researcher explained the material. The students confused because mostly of them still did not understand the material and the students had never been learning this material before.

#### 4. Reflection

There were weakness in cycle 1 namely : many of students confuse about personal pronoun because mostly of them still did not understand about it. Evaluation test showed that students understanding still low.

To solve the problem above, the researcher tried to create the comfortable condition class, then for the problem, the researcher gave exercise to students. The researcher also asked to students to study at home. The researcher made reflection to decrease the lack in this cycle 1 to do the next cycle. In the next cycle, the researcher make a small group so they were not noisy in learning process and can understand about the material.

**Table 3**  
**The result of student understanding score in cycle 1**

No	Respondents	Score
1	001	60
2	002	50
3	003	60
4	004	70
5	005	60
6	006	65
7	007	40
8	008	60
9	009	65
10	010	65
11	011	70
12	012	65
13	013	55
14	014	65
15	015	75
16	016	55
17	017	80
18	018	65
19	019	80
20	020	75
	TOTAL	$\Sigma x = 1275$

Calculating the mean score of the students understanding score in cycle I:

$$\bar{x} = \frac{\Sigma x}{N} = \frac{1275}{20} = 64$$

**Table 4**  
**The result percentage of student score in cycle I**

Classification	Score	Frequency	Percentage
Very Good	81-100	-	-
Good	61-80	12	60 %
Fair	41-60	7	35 %
Poor	21-40	1	5 %
Very poor	1-20	-	-

The table above showed that the highest score was 61- 80 and the lowest score was 21 – 40. Students who received score 21- 40 were 1 students who got score 41- 60 there were 7 students, 12 students got good scored 61-80 and no one students got score 81-100 and 1-20.

The result of observation students activities during the teaching and learning process can be seen in the following table :

**Table 5**  
**The result of observation list on the students activities in cycle 1**

Respondents	Very active	Active	Less active	Not active
001	Very active			
002	Very active			
003		Active		
004		Active		
005		Active		
006		Active		
007		Active		
008		Active		
009			Less active	
010			Less active	
011			Less active	
012			Less active	
013				Not active
014				Not active
015				Not active
016				Not active
017			Less active	
018			Less active	
019			Less active	
020	Very active			

The table above showed that the students very active were 3 students, students active were 6, the students less active were 7 and the students got not active were 4.

Where:

1. Very Active: The students was responsive and participle fully in all activities in teaching process
2. Active: the students response the materials by using song activity in teaching process.
3. Less active: the student pays attention and give response once in while.
4. Not active: the student does not give response to the material, she looks confused, bored, and sometimes leaves the class

**Table 6**  
**The percentage of students' participation in cycle I**

Classification	Frequency	Percentage (%)
Very active	3	15 %
Active	6	30%
Less active	7	35 %
Not active	4	20%

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

Where :

P : Percentage

F : Frequency

N : Total of students.<sup>1</sup>

Some of the students did not really active in learning activities, only 3 students very active, 6 students active, 7 students less active and 4 students not active. It means that the students did not really active. The evaluation mean score was only 56.25. In the findings, there were only some students active in giving respons to talk about the topic that the given by researcher.

In the fact, after making observation the researcher concluded that the learnign process that occur in the classroom is relatively ineffective. Most of the students did not pay attention and followed the learning process optimally, there were only playing and disturb their friends.

#### **b. The Data Through The Questionnaire Cycle 1**

##### 1) Item No. 1

**Table 7**

**The use of song in learning personal pronoun is very helpful students in understanding the material**

<b>Classification</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	6	30 %
Agree	10	50 %
Uncertain	4	20 %
Disagree	-	-
Strongly disagree	-	-

<sup>1</sup> Sudjana, *Metode Statistika*, (Bandung: Tarsito Bandung, 1992), p.73.

Based on result of the researcher can be known that from 20 respondents. There were 6 students strongly agree and the percentage was 30 %, there were 10 students agree and the percentage was 50 %, there were 4 students uncertain and the percentage was 20 % and no students said disagree and strongly disagree. It means that the use of song in learning process, can make students understand about the material especially personal pronoun.

2) Item No. 2

**Table 8**  
**By using song, the students are easier to distinguish placement of personal pronoun**

<b>Classification</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	5	25 %
Agree	13	65 %
Uncertain	2	10 %
Disagree	-	-
Strongly disagree	-	-

Based on the table above, there were 5 students strongly agree and the percentage was 25 %, there were 13 students agree and the percentage was 65 %, there were 2 students uncertain and the percentage was 10 % and no students said disagree and strongly disagree. The researcher got data most of the students agree by using song can make students are easier to distinguish placement of personal pronoun.

## 3) Item No. 3

**Table 9**  
**Learning personal pronoun with song, the students can find out when using the first, second and the third person in the sentence**

Classification	Frequency	Percentage
Strongly agree	8	40 %
Agree	11	55 %
Uncertain	1	5 %
Disagree	-	-
Strongly disagree	-	-

Table above explain about learning personal pronoun with song, the students can find out when using the first, second and the third person in the sentence. Where : there were 8 students strongly agree and the percentage was 40%, there were 11 students agree and the percentage 55%, only 1 students uncertain and the percentage was 5% and for disagree and strongly disagree no students said it.

## 4) Item No. 4

**Table 10**  
**As long as learning personal pronoun, the students can find out which the first, second and third person ( plural and singular )**

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

Table above explain about as long as learning personal pronoun, the students can find out which the first, second and the third person. The result of the statement above, there were 2 students strongly agree and the percentage was 10%, there were 16 students agree and the percentage was 80%, there were 2 students uncertain and the percentage only 10% and no students said disagree and strongly disagree. It means that, the students agree if learning personal pronoun can make students find out which the first, second and the third person especially plural and singular

5) Item No.5

**Table 11**  
**The use of song is very easy for students to distinguish changes of personal pronoun in a sentence**

Classification	Frequency	Percentage
Strongly agree	5	25%
Agree	14	70 %
Uncertain	1	5 %
Disagree	-	-
Strongly disagree	-	-

Based on the table above, explain about the use of song is very easy for students to distinguish changes of personal pronoun in a sentence. There were 5 students strongly agree and the percentage was 25%, 14 students agree and the percentage was 70%, only 1 students uncertain and for the percentage was 5% and for the statement disagree and strongly disagree, no students said it.

## 6) Item No.6

**Table 12**  
**The students are interested in learning personal pronoun by using song**

<b>Classification</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	8	40 %
Agree	10	50 %
Uncertain	2	10 %
Disagree	-	-
Strongly disagree	-	-

Table 6 explain about the students are interested in learning personal pronoun by using song. Where ; there were 8 students strongly agree and the percentage was 40%, 10 students agree and the percentage was 50%, 2 students uncertain and the percentage was 10% and none students said disagree and strongly disagree. So that, the result of this statement most of the students agree with this statement.

## 7) Item No. 7

**Table 13**  
**Using song can make students more active in learning process**

<b>Classification</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	7	35 %
Agree	12	60 %
Uncertain	1	5 %
Disagree	-	-
Strongly disagree	-	-

Based on the table above, the researcher got data most of the students agree if using song can make students more active in learning process. There were 7 students strongly agree and the percentage was 35%, 12 students agree and the percentage was 60%, only 1 students uncertain and the percentage was only 5%. And for disagree and strongly disagree no students said it.

8) Item No.8

**Table 14**  
**Using song in teaching personal pronoun can make students feel enjoy and fun in learning English**

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

The result of the table were 2 students said strongly agree and the percentage was 10%, 17 students said agree and the percentage was 85%, only 1 students uncertain and the percentage was 5%. And none students said disagree and strongly disagree. Its mean that using song in teaching personal pronoun can make students feel enjoy and fun in learning english.

## 9) Item No. 9

**Table 15**  
**Learning personal pronoun through song can't improve the ability of students to the grammar**

Classification	Frequency	Percentage
Strongly agree	-	-
Agree	-	-
Uncertain	6	30 %
Disagree	10	50 %
Strongly disagree	4	20 %

The table above explain about negative statement. This statement talking about learning personal pronoun through song can't increase the ability of the students to the grammar. And the result were 4 students said strongly disagree and percentage 20%, 10 students said disagree and percentage was 50%, 6 students uncertain and percentage was 30%. For agree and strongly agree no students said it. Its mean that no one students agree if learning personal pronoun through song can't increase the ability of the students to the grammar.

10) Item No. 10

**Table 16**  
**Learning personal pronoun by using song can't make students be easily to remember the material in learning process**

<b>Classification</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	-	-
Agree	-	-
Uncertain	3	15 %
Disagree	15	75 %
Strongly disagree	2	10 %

Table above talking about learning personal pronoun by using song can't make students be easy to remember the material in learning process. And the result of this statement most of the students disagree. There were 2 students strongly agree and percentage was 10%, 15 students said disagree and the percentage was 75%, 3 students uncertain and the percentage was 15%. None students said agree and strongly disagree.

**Table 17**  
**The results of students' response through questionnaire**

<b>Questionnaire</b>	<b>Strongly agree (SA)</b>	<b>Agree (R)</b>	<b>Uncertain (U)</b>	<b>Disagree (D)</b>	<b>Strongly Disagree (SD)</b>
1	6	10	4	-	-
2	5	13	2	-	-
3	8	11	1	-	-
4	2	16	2	-	-
5	5	14	1	-	-
6	8	10	2	-	-
7	7	12	1	-	-
8	2	17	1	-	-
9	-	-	6	10	4
10	-	-	3	15	2

Based on the table above, most of the students show positive response towards the every item which represented positive statement and negative statement. Positive statement represent up number 1 to 8. And negative statement represent up number 9 to 10.

### **c. Findings Cycle II**

#### 1. Planning

The content of this planning was the results from reflection of cycle I. The results of cycle I was used to plan the action in cycle II. The researcher hope in this cycle II can be success. The planning would be done in the cycle II were: (1) Researcher and collaborator did discussion about the results of reflection in cycle I. The goal of discussion was for solving the problem or weakness which was become in the cycle I as effort to increasing the participation of cycle II. (2) Researcher prepared the tools of learning. (3) Researcher prepared the material. Actually the plan of cycle II was closely same with cycle I. but the researcher made new strategy for increasing the cycle II. Such as changed their position, and making small group.

At the end of cycle II, researcher did not give questionnaire again for students. Because response of the students in 1<sup>st</sup> cycle was positive. So for cycle II we just focused in activity in class and results of students' score.

#### 2. Action

In the cycle II, material which was told same topic with the cycle I. The material was personal pronoun. At the beginning, the teacher open the class as usual greeting students and asked their condition. But before that, the teacher change the students position. The teacher make group and every group had 3 members. So the students with their group. The purpose of making group made students focus in learning process and they could share with their friends without disturb their friends. So students finished earlier than usual. After that, the teacher explained the material

to the students. After explained the material, The teacher give students text song. Before students work the text song, the teacher explained how to work the song text and what the students would do. The teacher asked students to make blank table. Each table were subject, object, adjective, possessive and reflexive. The teacher asked students to seek personal pronoun in the text song and the students put it on the table that they made and then make a sentence. The teacher discussion with students to make it clear if there were not clear. After the students understand, the teacher give students motivation and stimulated the students to made them more active and spirit. So process teaching and learning more effective than usual.

### 3. Observation

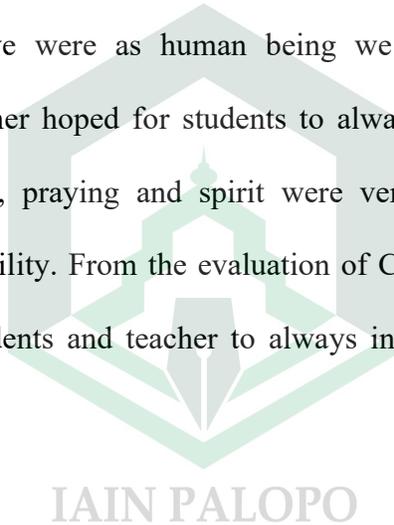
Based on the results of cycle II, the action of cycle II was said success. The data of cycle II was taken from students' active participation which had filled collaborator. The results of cycle II also was taken by test which was done by researcher. It was said success because the mean of score cycle II was 83.75 %. It exceeded value of KKM (Kriteria Ketuntasan Minimal) that only 60. And for students' active participation was for active 65% and 30% for very active. It also exceeded the value of target which had been determined in the chapter 3 about the factor of success was 75 %.

The new strategy and quality in learning and teaching process made enhancement in cycle II. full attention from researcher and my collaborator were one of success factor in this cycle. So I was as researcher and my friend supiyani was my collaborator were satisfying. And finally researcher said success for cycle II because

students were active and students got good score for their personal pronoun. So media song could be increase of students in the eight year of SMPN 3 Walenrang.

#### 4. Reflection

Based on the observation in the cycle II researcher did the reflection to see weakness and success in cycle II. It was commonly situation if there were next cycle. But in the research, researcher and collaborator had feel success. And We believed that media song could be improve the students' personal pronoun. We did not see weakness again but we were as human being we had to always upgrade our knowledge. So researcher hoped for students to always improve and upgrade their knowledge. Motivation, praying and spirit were very needed to improving their knowledge and their ability. From the evaluation of Cycle II there were Things that could be doing by students and teacher to always increasing their ability in every meeting.



**Table 18**  
**The result of students' scoring in cycle II**

No	Respondents	Score
1	001	90
2	002	95
3	003	85
4	004	90
5	005	80
6	006	95
7	007	75
8	008	80
9	009	90
10	010	70
11	011	75
12	012	70
13	013	80
14	014	75
15	015	95
16	016	95
17	017	85
18	018	85
19	019	85
20	020	80
	TOTAL	$\Sigma\chi = 1675$

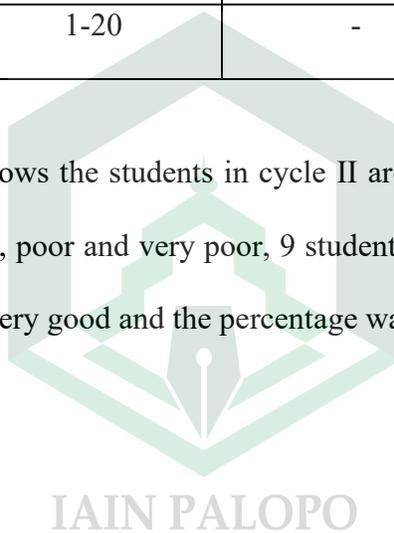
The mean of students' scoring in cycle II:

$$\bar{x} = \frac{1675}{20} = 83,75$$

**Table 19**  
**The rate percentage of students' score in cycle II**

Classification	Score	Frequency	Percentage
Very Good	81-100	11	55 %
Good	61-80	9	45 %
Fair	41-60	-	-
Poor	21-40	-	-
Very poor	1-20	-	-

The table above shows the students in cycle II are still varieties; in which there were no student got fair, poor and very poor, 9 student got good and percentage was 45 %, 11 students got very good and the percentage was 55 %.



**Table 20**  
**The result of students' active participation in cycle II**

Respondents	Very active	Active	Less active	Not active
001				
002				
003				
004				
005				
006				
007				
008				
009				
010				
011				
012				
013				
014				
015				
016				
017				
018				
019				
020				

Where:

1. Very Active: The students was responsive and participle fully in all activities in teaching process

2. Active: the students response the materials by using song activity in teaching process.

3. Less active: the student pays attention and give response once in while.

4. Not active: the student does not give response to the material, she looks confused, bored, and sometimes leaves the class.

**Table 21**  
**The percentage of students' active participation in cycle II**

Classification	Frequency	Percentage (%)
Very active	6	30%
Active	13	65%
Less active	1	5%
Not active	-	-

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

Where:

P: Percentage

F: Frequency

N: Total of students

Based on the table above can be explained that the percentage of students' active participation was become enhancement or improve from cycle I to Cycle II.

Where; 6 students were 'very active' and the percentage was 30 %. There were 13

students were 'active' and the percentage was 65 %. Only 1 students was less active and the percentage was 5 %, and no student was 'Not active'.

## **B. Discussion**

Looking at the data findings, the researcher discussion of data given to the students. In this case, discussion about data analysis which was intended to find out the improvement on the students personal pronoun through media song, it could be identified through the result of cycle I and cycle II.

In the first section, the researcher want to discuss about students active participation. In the cycle I, the researcher got data that there were 3 students very active in learning and teaching personal pronoun by using song and the percentage was 15%, there were 6 students active and the percentage was 30%, there were 7 students less active and the percentage was 35% and 4 students not active in learning process and the percentage was 20%. To reach the criteria of success which was determined 75% and accumulation from very active students and active students reached 45%. It did not reach the criteria that had been determined 75%. In this case, the researcher found the problems of the class, why students not active and less active because part of students still depended on their friends. It caused Some of them were lazy and not focus. They just always disturb their friends.

So, to solve the problem, the researcher determined to made small group. Each group have 3 member. The purpose to making the small group in learning process, so that they focus to follow the material and then they serious to work the test of the song. So, the students could not noisy and disturb their friend again. If

the students did not know or confused with the question on the text song, They did not need again to ask another friend, they just asked the member of its group. So, the students did not annoy their friend when they answered the question and still focus with their job. This was result from the cycle I.

In the cycle II, the researcher got data students active participation was become increasing from cycle I to cycle II. Where, there were 6 students very active in learning process and the percentage was 30%, 13 students active and the percentage was 65%, only 1 students less active and the percentage was only 5% and no one students not active. The increasing was became very active and active. Where the increase reached 10% for very active and reached 15% for active. Where less active reached 5%. It means that the action for cycle II success to make the students active in learning process because in the cycle II , the students studied and worked the question of song in the small group so they felt easier than cycle I. they work the question of song by their selves.

In the second section, the researcher discuss about result score of students. The score got by test multiple choice. In the cycle I, the researcher got data that 12 students have good score and the percentage was 60%, 7 students have fair score and the percentage was 35%, only 1 students have poor score and the percentage was 5% and no one students have very good and very poor score. The mean score in cycle I only 64 And the mean score of cycle I had exceeded the value of KKM was 60. So, for the first cycle researcher can say success to increase the students' personal pronoun.

Although, in the cycle I experienced enhancement but in the cycle II researcher still did test multiple choice to know the last score of students. And the score for the cycle II, there were no student got 'poor, very poor' and fair, 9 students got 'good' and the percentage was 45 %. And 11 students got 'very good' and percentage was 55 %. For mean score was 83.75. It also experienced the enhancement.

The third section, the researcher discuss about students respons toward using song as media in teaching and learning process. The researcher used questionnaire to get the data.

The first statement explain about the use of song in learning personal pronoun is very helpful students in understanding the material. Where There were 6 students strongly agree and the percentage was 30 %, there were 10 students agree and the percentage was 50 %, there were 4 students uncertain and the percentage was 20 % and no students said disagree and strongly disagree. It means that the use of song in learning process, can make students understand about the material especially personal pronoun.

The second statement explain about by using song, the students are easy to distinguish placement of personal pronoun. There were 5 students strongly agree and the percentage was 25 %, there were 13 students agree and the percentage was 65 %, there were 2 students uncertain and the percentage was 10 % and no students said disagree and strongly disagree. The researcher got data most of the students agree by

using song can make students are easier to distinguish placement of personal pronoun.

The third statement explain about learning personal pronoun with song, the students can find out when using the first, second and the third person in the sentence. Where : there were 8 students strongly agree and the percentage was 40%, there were 11 students agree and the percentage 55%, only 1 students uncertain and the percentage was 5% and for disagree and strongly disagree no students said it.

The fourth statement, The researcher talk about as long as learning personal pronoun, the students can find out which the first, second and the third person. The result of the statement, there were 2 students strongly agree and the percentage was 10%, there were 16 students agree and the percentage was 80%, there were 2 students uncertain and the percentage only 10% and no students said disagree and strongly disagree. It means that, the students agree if learning personal pronoun can make students find out which the first, second and the third person especially plural and singular.

The fifth statement, the researcher explain about the use of song is very easy for students to distinguish changes of personal pronoun in a sentence. There were 5 students strongly agree and the percentage was 25%, 14 students agree and the percentage was 70%, only 1 students uncertain and for the percentage was 5% and for the statement disagree and strongly disagree, no students said it.

The sixth statement, the researcher talk about the students are interested in learning personal pronoun by using song. Where ; there were 8 students strongly

agree and the percentage was 40%, 10 students agree and the percentage was 50%, 2 students uncertain and the percentage was 10% and none students said disagree and strongly disagree. So that, the result of this statement most of the students agree with this statement.

The seventh statement, the researcher got data most of the students agree if using song can make students more active in learning process. There were 7 students strongly agree and the percentage was 35%, 12 students agree and the percentage was 60%, only 1 students uncertain and the percentage was only 5%. And for disagree and strongly disagree no students said it.

The eighth statement, The result of the data that 2 students said strongly agree and the percentage was 10%, 17 students said agree and the percentage was 85%, only 1 students uncertain and the percentage was 5%. And none students said disagree and strongly disagree. Its mean that using song in teaching personal pronoun can make students feel enjoy and fun in learning English.

The ninth statement explain about negative statement. This statement talking about learning personal pronoun through song can't increase the ability of the students to the grammar. And the result were 4 students said strongly disagree and percentage 20%, 10 students said disagree and percentage was 50%, 6 students uncertain and percentage was 30%. For agree and strongly agree no students said it. Its mean that no one students agree if learning personal pronoun through song can't increase the ability of the students to the grammar.

And the last statement talking about learning personal pronoun by using song can't make students be easy to remember the material in learning process. And the result of this statement most of the students disagree. There were 2 students strongly agree and percentage was 10%, 15 students said disagree and the percentage was 75%, 3 students uncertain and the percentage was 15%. None students said agree and strongly disagree.

Based on the explanation above researcher got the data that most of students have positive response by using song. It was proven that researcher had found the appropriate method to increase the students personal pronoun. It was song as media of teaching and learning. The successful of applying song in teaching process in SMPN 3 Walenrang. This statement was supported in thesis Irmawati, she conclude that the use of English song as a teaching media able to improve the students pronunciation at the eleventh year students of SMAN 2 Palopo and media song is effective in learning process to increase the enhancement of the students.<sup>2</sup>

Based on the all explanation Researcher could say that research success to apply in eight year students of SMPN 3 Walenrang, because the result of all the activity gave the positive response and experienced enhancement of observation. So that, the researcher can apply media song in teaching English especially in teaching grammar personal pronoun.

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<sup>2</sup>Irmawati, *Improving Students Pronunciation Through English Song At The Eleventh Year of SMA Neg. 2 Palopo*, (Theis SI STAIN Palopo, 2010), p. 57.

## **BAB V**

### **CONCLUSIONS AND SUGGESTIONS**

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

#### **A. Conclusion**

Based on the analysis and the findings above, There are some conclusions from this research:

1. The researcher can conclude that the way to teach personal pronoun by using song. At the beginning, the teacher open the class as usual greetings students and asked their condition. Next, the teacher change the students position and then make group, every group had 3 members. After that, the teacher give students text song. And then the teacher asked the students to make blank table, each table were subject, object, adjective, possessive and reflexive. Next, the teacher asked students to seek personal pronoun in the text song and the students put it on the table that they made and then make a sentence. And the last, the teacher discussion with students to make it clear if there were not clear and after that the teacher give students motivation and stimulated the students to made them more active and spirit.

2. Students response to song was also indicates that this media contributes highly impact to the students skill on English personal pronoun usage. The implementation of song can help students in learning about personal pronoun to improve their ability. Based on the result of questionnaire, most of the students had

positive response toward song as a learning media. Positive response that was given by students toward song also influenced the results of teaching and learning process. The score result of teaching and learning process enhancement in cycle I was 64 and in cycle II was 83.75

### **B. Suggestion**

Based on the conclusion above, the researcher give some suggestion as follows :

1. Suggestion for teacher, teachers are hoped to use this effective procedure of teaching and learning process that had done by researcher. And teacher are hoped to use song in teaching and learning process so that can improve the students' grammar especially personal pronoun.

2. Use english song in teaching students personal pronoun as one alternative teaching media among other teaching media to stimulate the students respons and improve students personal pronoun.

3. Suggestion for other researcher to find out another media in improve students' grammar especially in personal pronoun. Teacher and other researcher can use Classroom Action Research as research method, so they can find the new way of effective procedure in teaching and learning process.

## CURICULUM VITAE



Rini Arsyad was born on August 28<sup>th</sup> 1991 in Lengkong, South Sulawesi. She is the last child from the four brother and sisters. My parents name is Arsyad and Nasiah. She started her study at SDN 546 Sinangkala in her village and graduated in 2005. Then she continued her study at SMPN 3 Walenrang and graduated in

2007. Then she continued her study at SMKN 1 Rantepao and graduated in 2009. She was always active in organization in her school, called OSIS. She continued again for her first degree (SI) in state college for islamic ( STAIN) of Palopo. She took English Department study program in Tarbiyah Department. She has been joining some organization since the first semester namely pergerakan mahasiswa islam indonesia (PMII).

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