

Teaching Writing Possessive Pronoun By Using Song

Vivi Avinah¹, Dina Meris Mayasari², Siti Aisyah³

STKIP PGRI Sidoarjo

viviavinah2@gmail.com

Abstract

Writing is one of the most important skills which should be achieved by students and considered as the most difficult skills that students should be mastered not only for vocabulary but also for grammar. Considering it, the objective of this research is to describe the process of teaching writing possessive pronoun by using song and students' responses. The researcher used descriptive qualitative. The subject was the eleventh grade students at SMK PGRI 2 Sidoarjo, there were 35 students. The instruments of this research are field note, observation checklist and questionnaires. In data analysis there are four procedures, namely identification of data, data reduction, data display, verification. The result showed that the process of teaching writing possessive pronoun by using media song can make students interested, fun in learning process. For the students' responses based on the count percentage from each number about all of yes no questions. There were 70% students answer yes and 30% students answer no. For suggestion, the teacher could use media song for teaching possessive pronoun and the students should learn more about English grammar and should be confident. For further researcher, the researcher suggested that this research can be reference in writing the other research.

Keywords: *Teaching, Writing, Possessive Pronoun, Song.*

Abstrak

Menulis adalah salah satu keterampilan paling penting yang harus dicapai oleh siswa dan dianggap sebagai keterampilan paling sulit yang harus dikuasai siswa tidak hanya untuk kosa kata tetapi juga untuk tata bahasa. Menimbang hal tersebut, tujuan dari penelitian ini adalah untuk mendeskripsikan proses pengajaran menulis kata ganti posesif dengan menggunakan lagu dan respon siswa. Peneliti menggunakan deskriptif kualitatif. Subjek penelitian adalah siswa kelas XI SMK PGRI 2 Sidoarjo, ada 35 siswa. Instrumen penelitian ini adalah observasi lapangan, observasi cek list dan kuesioner. Dalam analisis data ada empat prosedur, yaitu identifikasi data, reduksi data, tampilan data, verifikasi. Hasil penelitian menunjukkan bahwa proses pembelajaran menulis kata ganti posesif dengan menggunakan media lagu dapat membuat siswa tertarik, senang dalam proses pembelajaran. Untuk tanggapan siswa berdasarkan persentase penghitungan dari setiap nomor tentang semua pertanyaan ya tidak. Ada 70% siswa menjawab ya dan 30% siswa menjawab tidak. Untuk saran, guru dapat menggunakan lagu media untuk mengajar kata ganti posesif dan siswa harus belajar lebih banyak tentang tata bahasa Inggris dan harus percaya diri. Untuk peneliti selanjutnya, peneliti menyarankan agar penelitian ini dapat menjadi rujukan dalam penulisan penelitian lain.

Kata kunci: *Mengajar, Menulis, Kata Ganti Posesif, Lagu.*

Introduction

In Indonesia, English teaching aims at mastering four basic skills of language, which are included listening, speaking, reading and writing. Writing in learning English a foreign language is one of the most important skills which should be achieved by students. Writing is the mental work of inventing ideas, thinking about how to express them and organizing them into statements and paragraphs that will be clear to a reader (Nunan, 2003, p. 88). Writing is an activity in which people use their mind to produce and explore any idea then deliver it in the form of written opinion or statement, which consist of additional information for the reader. Writing as a continuous process of thinking and organizing rethinking and recognizing (Boardman & Frydenburg, 2002, p. 11). It has been generally believed that writing in English means the ability to express idea, feeling, opinion, imagination and knowledge into written form more freely.

Writing is considered as the most difficult skills that students should be mastered not only in vocabulary but also in grammar. Furthermore, the researcher focuses on teaching writing grammar because grammar is viewed as the most complex and hardest language element among the others (Altenberg, 2010, p.84).

Grammar has many parts such as article, tenses, pronouns, etc. Furthermore, the researcher find some students usually feel difficult to organize their pronouns and make some mistakes especially in writing possessive pronoun. A possessive pronoun is used to show possession or to point out the person who owns the object. In addition, possessive personal pronoun can be used before a gerund or verb-ing that functions as noun (Kolby, 2010, p. 509). Another factor that can be influenced the student's difficulties in writing possessive pronoun is method given by teacher. In this case, the problems comes from technique of teaching used by the teacher. Sometimes, the teacher used one technique, the teacher must be creative in choosing the teaching writing technique or media to help the students overcome their problems. The teacher can use technique, media or digital technology to support teaching and learning process and make students more interesting. There are many kind media such as Song.

Song is one of the interesting media for teaching writing possessive pronoun to senior high school students. According to Beatriz, et al, (2013. p. 24) Song creates a pleasant atmosphere in class, it is enhance between their classmate and it is relaxed activities in which learners felt enjoy and learning without oppression. Learning English uses song activity provides fun

situation for students and hopefully the students will comprehend the writing possessive better. One of the advantages of using song lyric in teaching language is develops all the language skills (Nellija, 2011, p. 20). Due of this fact, the researcher is interested in analyzing teaching writing possessive pronoun by using song of eleventh grade students at SMK PGRI 2 sidoarjo.

Research Method

Research design was the set of methods and procedures used in collecting and analyzing measurements of the specific variables in the research problem. This type of research was descriptive qualitative research. The researcher applied this type in her paper because it was the appropriate approach to describe the result of research in the form of written words. According Gay & Airasian (2000, p. 275) a descriptive study determines and explain the way things are. According to (Sonia, 2004, p. 1) qualitative research is a systematic observed inquiry into meaning. Based on this view, the descriptive research was chosen because the researcher wanted to describe about teaching writing possessive pronoun by using song of eleventh grade students at SMK PGRI 2 Sidoarjo.

The descriptive qualitative research was used in this research because the

researcher wanted to describe teaching writing possessive pronoun by using song. Those teaching writing possessive pronoun by using song was described in details in this research based on the result of the student's writing and responses students. It was the application of descriptive qualitative research.

Finding and Dicusssion

A.Finding

The Process of Teaching Writing Possessive Pronoun by Using Song

The researcher took the data of the research by observation field note to know the process of teaching writing possessive pronoun by using song. In this observation the researcher doing three meetings of the research. The research observation as follows :

a. The First Meeting of Observation Filed note

The first meeting was conducted on Monday 14th January 2019. It took 1x45 minutes. There were 35 students in the XI Ak-1 class with the teacher namely Miss Fitriah Agustini S.Pd, MM.Pd. The English teacher entered the class to start the lesson on 01.10 pm. The researcher set back of the class for observed the teaching learning process. First, the teacher prepared the media that would be used in teaching learning process. Before teaching learning

process started the teacher open the class. The teacher used bilingual language in teaching the students.

Such activity purposed to make the students familiar with English daily language which could be practiced by the students not only inside class but also outside the class. In the observation researcher, when they met the teacher somewhere, the greeted the teacher in English, by saying “Good morning, teacher!”, “Good afternoon, teacher!”, etc. It showed that by doing greeting in every meeting in the class and making it as a habitual action. By doing so, the students are accustomed to speaking English.

After opened the class the teacher checked attendance list of XI-Ak-1. There were 32 students in the class on that day. Then at 01.15 pm the teacher started teaching learning process using power point that contains of simple song as a warming up. The teacher opened slide power point contained lyrics of song.

The teacher opened the first slide in power point contained some lyrics of song and the teacher gives stimulus for students to find the types of pronoun in this lyrics. After that the teacher directs students to discuss with friends of moment to know what types of pronoun lyrics song.

After the students have finished discussing, the teacher ask students to show their result of their discussion. The

teacher explains the types of pronoun contained in the lyrics song but the teacher just focuses explaining possessive pronoun in lyrics of song. The second slide the teacher explaining about possessive pronoun.

The third slide the teacher explained the seven function types in possessive pronoun such as mine, yours, hers, his, ours, theirs, its. The students slowly understood about possessive pronoun. Furthermore, the last slide in power point the teacher give some example about possessive pronoun in simple sentence and so on to the student to make sure that they were remembered about what is possessive pronoun. The students listened carefully and there are some students wrote on their book. After the teacher explained all of the material in slide power point, the teacher give some question about the possessive pronoun in blackboard and students must be answer this question for student understanding. After the students answered this question it turn out there were still many students who cannot use possessive pronoun correctly. The teacher give clarifier and summarizer. Because the time was over the teacher close the class. She want on the next meeting class will be used technique by song for writing possessive pronoun.

b. The Second Meeting of Observation
Filed note.

In the second meeting was conducted on Monday 21th January 2019. It took 1x45 minutes, in this section the class start at 01.10 pm. When the teacher entered the class, the students sit at their chair and already prepared they book, the students look ready to get the continued lesson using song. The teacher prepared the LCD, ask all students to tidy up the table, chair and take the rubbish under them until clean and then the teacher greeting in the class.

After the class pray opened the class the teacher checked attendance list of XI Ak-1. There were 35 students in the class on that day and there are not students absent. Furthermore, the class started at 01.15 pm. The teacher started teaching learning process, the teacher reviewed about what they learned on the last meeting, then turned on the laptop and start teaching. Furthermore, the teacher opened laptop and present a song video from Taylor Swift entitled “ Ours” and the teacher will play the video, the students listen and pay attention.

Furthermore, the teacher exposes the lyrics of song and the students identify the possessive pronoun that exist in the lyrics. Forward steps, the teacher singing this song, the students start singing songs together. In this moment the researcher can see the student feel relaxing enjoy

movement and relaxing in process learning. There were some students who find it difficult to sing this song lyrics because they are not familiar with the song they are singing, but the teacher repeats this song three times and the students repeat together after teacher until some of the students can singing well. After the teacher repeats this song and the student can singing well, the teacher makes a simple game which is one of the losing students will sing the song in front of the class and the game begin.

The teacher does this for up to two consecutive students. The game finished and the teacher so proud with the students because they could speak English very well and can singing well. Furthermore, for the last material for check understanding students about possessive pronoun using song. The teacher give some questions in paper and the students answer this questions, for ten minutes the students finished answer this question and student task is collected. The teacher opens the power point slide containing questions of possessive pronoun before and students are asked to answer number one until number ten alternately and then the teacher justify the answers taught by students.

In the end of the study in class the teacher give feedback and some motivation to student's. Because the time was over the

teacher close the class. She want on the next meeting class.

c. The Third Meeting of Observation Filed note

In the last meeting the researcher shared some questionnaires of XI- Ak 1 in order to find out the student's responses in teaching writing possessive pronoun by using song. The teacher entered the class, the students sit at their chair. After that the teacher ask all students to tidy up the table, chair and take the rubbish under them until clean and then the teacher greeting in the class.

There were 35 students in the class on that day and there are not students absent. The researcher explained the purpose of distributing questionnaire and then the researcher shared questionnaire to students. After the students fills the questionnaires, they submitted their questionnaires to the researcher. In the end of the study the teacher and the researcher close the class.

Students' Responses

After teaching learning process was implemented in the class, the researcher gave 35 questionnaire students of teaching writing possessive pronoun by using song. Then, the researcher calculating the questionnaire using yes no question. The result of questionnaires could be seen in the following table.

Table 1. The Result of Questionnaires

Question's Number	Student's answer	Student's answer	Total
	YES	NO	
1	16	19	35
2	18	17	35
3	28	7	35
4	31	4	35
5	31	4	35
6	34	1	35
7	28	7	35
8	28	7	35
9	28	7	35
10	4	31	35
Total Answer	246	104	350
YES NO			

Based on the result of questionnaire above the researcher change the result into percent to make the reader easily to understand the data. The researcher using formula as follows:

Figure 1. Formula of Students' Responses

$\frac{\text{The Sum of The Student's Response of one Question}}{\text{The Number of The students}} \times 100$

(Arikunto, 2005)

Based on the table of result questionnaires above, the researcher count percentage of students' responses in the following formula :

a. Question number 1 :

$$\text{Answer Yes : } \frac{16}{35} \times 100\% = 46\%$$

$$\text{Answer No : } \frac{19}{35} \times 100\% = 54\%$$

b. Question number 2 :

$$\text{Answer Yes : } \frac{18}{35} \times 100\% = 51\%$$

$$\text{Answer No : } \frac{17}{35} \times 100\% = 49\%$$

c. Question number 3:

$$\text{Answer Yes : } \frac{28}{35} \times 100\% = 80\%$$

$$\text{Answer No : } \frac{7}{35} \times 100\% = 20\%$$

d. Question number 4 :

$$\text{Answer Yes : } \frac{31}{35} \times 100\% = 89\%$$

$$\text{Answer No : } \frac{4}{35} \times 100\% = 11\%$$

e. Question number 5 :

$$\text{Answer Yes : } \frac{31}{35} \times 100\% = 89\%$$

$$\text{Answer No : } \frac{4}{35} \times 100\% = 11\%$$

f. Question number 6 :

$$\text{Answer Yes : } \frac{34}{35} \times 100\% = 97\%$$

$$\text{Answer No : } \frac{1}{35} \times 100\% = 3\%$$

g. Question number 7 :

$$\text{Answer Yes : } \frac{28}{35} \times 100\% = 80\%$$

$$\text{Answer No : } \frac{7}{35} \times 100\% = 20\%$$

h. Question number 8 :

$$\text{Answer Yes : } \frac{28}{35} \times 100\% = 80\%$$

$$\text{Answer No : } \frac{7}{35} \times 100\% = 20\%$$

i. Question number 9 :

$$\text{Answer Yes : } \frac{28}{35} \times 100\% = 80\%$$

$$\text{Answer No : } \frac{7}{35} \times 100\% = 20\%$$

j. Question number 10 :

$$\text{Answer Yes : } \frac{4}{35} \times 100\% = 11\%$$

$$\text{Answer No : } \frac{31}{35} \times 100\% = 89\%$$

Based on the count percentage of students' responses, the count percentage students' responses YES NO questions in the following formula :

- a. Question number 1-10 students answer YES :

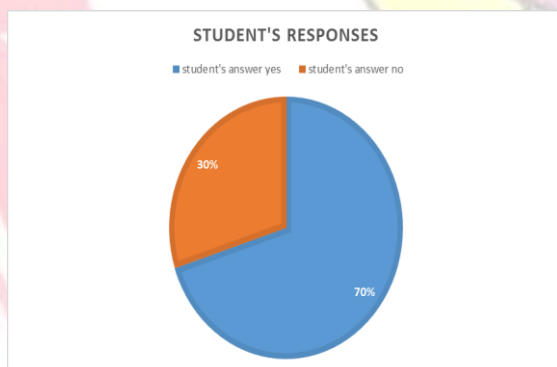
$$\frac{246}{350} \times 100\% = 70\%$$

- b. Question number 1-10 students answer NO :

$$\frac{104}{350} \times 100\% = 30\%$$

The percentage of the recapitulation of student's responses were converted into a pie chart can be describe in following figure :

Figure 1. Frequency chart of students responses



Discussion

This part purposed to analyze the finding result. The analysis would be based on the statement of the problem: the process of teaching writing possessive pronoun by using song and students' responses of teaching writing possessive

pronoun by using song of eleventh grade students at SMK PGRI 2 Sidoarjo.

Discussion of the Process of Teaching Writing

In the first meeting, based on the result of the field notes the researcher found that the process of teaching writing possessive pronoun made the students confused. There were many questions from students, they don't understand about writing possessive pronoun in a sentence, after that the teacher explained and give some example about possessive pronoun. Then, the teacher give some questions for the students in the whiteboard for writing possessive pronoun but the students feel afraid to write theirs answer. It means the students still find difficult to write a sentence containing a possessive pronoun.

In the second meeting, the process of teaching writing possessive pronoun by using song was ran well because the students focused on their writing possessive pronoun with media song lyric contained possessive pronoun. The students could express their idea in their mind very well than the first meeting. The class situation was very happy, because the students can singing together with song lyric of possessive pronoun. Especially, when the teacher asked for one of the students singing in front of the class. They looked enjoy and confidence to singing.

Songs create a pleasant atmosphere in class, they enhance relationships between classmates and it is a relaxed activity in which learners feel they can enjoy and are learning without pressure (Beatriz, et al, 2013. p. 70). For those case, after the song media is implemented on the third meeting the researcher gives a some questionnaire about possessive pronoun and the students answer correctly, it means the students can write a possessive pronoun in a sentence.

Discussion of Students' Responses

Based on the questionnaire, for question number 1 there were 46% students answer yes that students like to study English and 54% students answer no that students didn't like to study English. It means that most of the students of XI-Ak 1 SMK PGRI 2 Sidoarjo didn't like to study English. The students' answer for question number 2 there were 51% students answer yes that students feeling bored with the media that teacher use to teach English every day and 49% students answered no that students didn't feeling bored with the media that teacher use to teach English every day. It means that most of the student feeling bored with the media that teacher use to teach English every day. The students' answer for question number 3 there were 80% of the students answer yes for agree if song based learning is applied at school and 20% students answer no. It

means that most of the students agree if song based learning is applied at school.

The students' answer for question number 4 there were 89% of the students answer yes that students like learning English using song media. Then, 11% students answer no that students didn't like learning English using song media. It means that most of them like learning English using song media. The students' answer for question number 5 there were 89% of the students answer yes that students more like learning English using song media then 11% students answer no. It means that most of the students were more like learning English using song media. The students' answer for question number 6 there were 97% of the students answer yes that media songs make learning English interesting and 3% of the students answered no. It means that media songs make learning English interesting. The students' answer for question number 7 there were 80% of the students answer yes that students are easier to write possessive pronoun with song media and 20% of the students answered no. It means that most of them easier to write possessive pronoun with song media.

The students' answer for question number 8 there were 80% of the students answer yes that students are more confident to write possessive pronoun with

song media and 20% of the students answered no. It means that most of the students more confident to write possessive pronoun with song media. The students' answer for question number 9 there were 80% of the students answer yes that students are more motivated to write possessive pronoun by using song media and 20% of the students were answered no that students were not more motivated to write possessive pronoun by using song media. It means that most of the students more motivated to write possessive pronoun by using song media. The students' answer for question number 10 there were 11% of the students answer yes that students felt difficult using song media in learning English and 89% of them were answered no that students didn't feel difficult using song media in learning English. It means that most of the students not difficulty using song media in learning English. Based on the count percentage of students' responses from each number, the researcher count percentage students' responses from all of yes no questions. There were 70% students answer yes and 30% students answer no.

Conclusion

After conducting the research, the researcher comes to the conclusion, as follows :

a. The Process of Teaching Writing Possessive Pronoun by Using Song

Based on the analysis of findings and discussion, the researcher concluded that the research of teaching writing possessive pronoun by using song of eleventh grade students at SMK PGRI 2 Sidoarjo at was effective to teach writing. In this observation the researcher doing three meetings of the research. The researcher presented the conclusion based on the observation and students' responses on questionnaires. From the result of observation, the researcher said that teaching writing possessive pronoun by using song make the students could express their idea in their mind very well than the first meeting. The class situation was very happy, they looked enjoy and confidence to singing possessive pronoun. It means this technique can applied in eight grade students although there are some difficulties in the first process.

b. The Students' Responses of Teaching Writing Possessive Pronoun by Using Song

Based on the student's response on questionnaires, the process of teaching writing possessive pronoun by using song make students interest to learn English. It could be proved from questionnaire that they are ascension of students interest in amount of 97% and 89% of them didn't

feel difficult using song media in learning English. Based on the count percentage of students' responses from each number, the researcher count percentage students' responses from all of yes no questions. There are 70% students answer yes and 30% students answer no.

Nunan, D. (2003). *Practical English Language Teaching*. Avenue of America: McGraw-Hill Companies, Inc.

Sonia, O. (2004). *Qualitative Research . Encyclopedia of leadership, Vol.1.*

Daftar Pustaka

Altenberg, Evelyn & Robert M. Vago. (2010). *English Grammar Understanding the Basics*. New York : Cambridge University Press.

Arikunto, S. (2002). *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta:Rineke Cipta.

Becerra Vera, B and Rosa Munoz. (2013). *Teaching English through Music: A Proposal of Multimodal Learning Activities for Primary School Children*. Encuentro 22, 2013, ISSN 1989-0796, pp. 61-28.

Boardman, & Frydenburg. (2002). *Writing to Communicate: Paragraph and Essay*. University of California, San Fransisco: Longman.

Gay, L., & Airasian, P. (2000). *Educational Research: Competenceies for Analysis and Application*. New Jersey: Prentice-Hall, Inc.

Kolby, J. (2010). *GMAT Prep Course*. Mayfield Avenue: Nova Press.

Nelliya, Z. (2011). *Using Songs, Music and Lyrics in English Teaching : A Reference Book*. Rogovka : Nautreni Secondary School.