

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the research finding and discussion of the research. In this chapter the researcher classifies it in two sections. The first section presents the data collected from observation filed notes and frequency of questionnaire. The second section presents the discussion on the data to investigate whether the researcher finding was relevant to the theories of teaching writing possessive pronoun by using song of eleventh grade students at SMK PGRI 2 Sidoarjo.

4.1. Findings

In this chapter the researcher would like to describe and analyzed all the data collected through observation, the observation field note and questionnaire as the answer of the research question mentioned in chapter one. To answer the questions the researcher described process and students' responses of teaching writing possessive pronoun by using song of eleventh grade students at SMK PGRI 2 Sidoarjo.

4.1.1 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 :

4.1.1.1 . 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.

Teacher : “Assalamualaikum. Wr.Wb.”

Students : “Waalikumsalam. Wr. Wb.”

Teacher : “Good afternoon, students?”

Student : “Good afternoon, mom.”

Teacher : “How are you today?”

Students : “I’m fine mom, thank you, and you?”

Teacher : “I’m very well, thank you. Ok, leader of the class please lead to pray.”

Leader : “Before we start our study, lets pray together. Pray begins!.....Finish”

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.



Figure 4.1 Greet the class.

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.

Teacher : “oke, now I will give you a simple song as a warming up.(the teacher opened slide power point contained lyrics of song)

Students : “Yes mom”(all of the students answered)

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.

Teacher : “ Oke now, please discuss with your friend besides you. What types of pronoun whatever is in the lyrics.

Student : “Yes, of course mom”.

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.



Figure 4.2 The teacher explaining material.

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.

Teacher : *“Karena jam pelajaran sudah habis, i will close this class. Assalamualaikum Wr.Wb.”* (Because the time it’s over, I will close this class. Assalamualaikum Wr.Wb.)

Student : *“Wassalamualaikum Wr.Wb.”*

4.1.1.2 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.

Teacher : *“Assalamualaikum. Wr.Wb.”*

Students : *“Walaikumsalam. Wr. Wb.”*

Teacher : *“Good afternoon, students?”*

Student : *“Good afternoon, mom.”*

Teacher : *“How are you today?”*

Students : *“I’m fine mom, thank you, and you?”*

Teacher : *“Alhamdulillah everyone I’m good today, thank you. Ok, before we start our study, leader of the class please lead to pray.”*

Leader : *“Yes mom, before we start our study, lets pray together. Pray begins!.....Finish)”*

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.

Teacher : “ Ok students, I have a song video from Taylor Swift entitled “ Ours”. can you see this Lcd?”

Student : “Yes mom, I want to singing with this lyrics of song”

Teacher : “ That’s good, *sekarang bu guru akan memutarakan videonya tolong dengarkan dan perhatikan.* Repeat after me!” (That’s good, now the teacher will play the video please 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.

Teacher : “Ok students, who is lost? Please forward in front of the class.” (one of the students came forward and singing in front of the class)

Student : “Hello my friends, my name is Anindya, i will singing for all of you”. (She started singing taylor swift song entitled “Ours”)

Teacher : “ Ok, give applause.”

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.



Figure 4.3 The writing possessive pronoun.

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.

Teacher : *“Karena jam pelajaran sudah habis, i will close this class. Assalamualaikum Wr.Wb.”* (Because the time it’s over, I will close this class. Assalamualaikum Wr.Wb.)

Student : *“Wassalamualaikum Wr.Wb.”*

4.1.1.3 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.

4.1.2 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 4.1. The Result of Questionnaires

Question's Number	Student's answer YES	Student's answer NO	Total
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 YES NO	246	104	350

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 4.5. 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 :

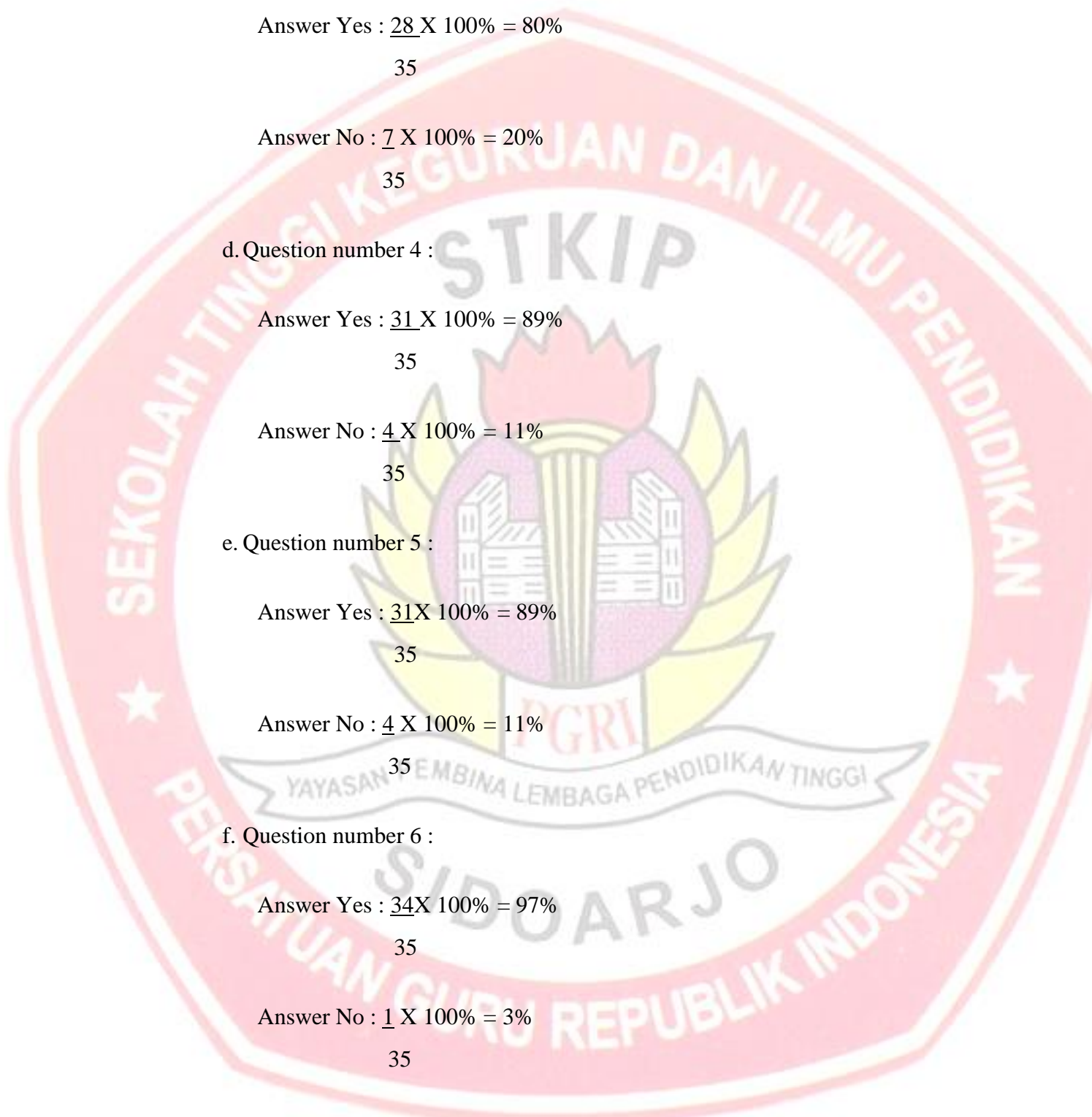
$$\text{Answer Yes : } \frac{31}{35} \times 100\% = 89\%$$

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

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 :

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

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

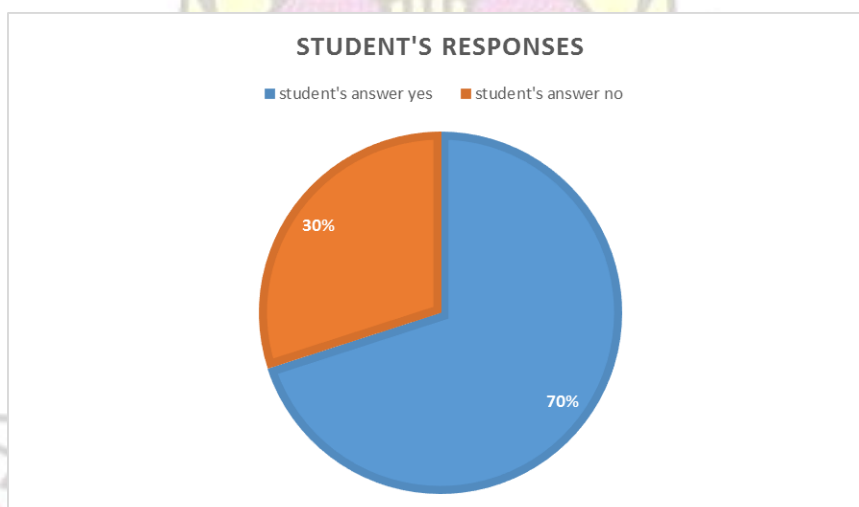
Based on the count percentage of students' responses, the count percentage students' responses YES NO questions in the following formula :

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 4.6. Frequency chart of students responses



4.2 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.

4.2.1. 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 all, 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.

4.2.2. 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.