

## **USING IMAGE TO ENHANCE PERSONAL AND POSSESSIVE PRONOUNS AMONG TENTH GRADE STUDENTS**

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### **ABSTRACT**

The objective of this research was to investigate whether the using image effective to enhance personal and possessive pronouns among tenth grade students. This research employed experimental method with one group pre-test and post-test design. To collect the data, the writer used written test in form of multiple choice as the instrument. The data was then analyzed by SPSS 16 application. The population of this research was the tenth grade students of SMA Frater Makassar in academic year 2017/2018. The researcher used purposive sampling in which 29 students was taken as sample. The data was collected by using written test. The result of this research showed that using image is effective to enhance personal and possessive pronouns among tenth grade students. T-test is higher than T-table ( $9.663 > 2.048$ ). T-test is improved 7.615 than T-table.

**KEYWORDS:** Image, Pronoun, Personal Pronoun, Possessive Pronoun

### **INTRODUCTION**

English is regarded as one of the most important languages of the world. Most of countries in the world use English in some level whether as the official language (53 countries), as second language or as foreign language as Indonesia does. Why do the people want to study English? According to Harmer (1991) there are a number of different reasons for language study. One of them is school curriculum. Probably the greatest number of language students in the world does it because it is on the school curriculum whether they like or not.

Learning English need to be supported by language components. Grammar is one of language components which is taught intensively in learning process. It is because grammar shows some rules that describe how words and group of words can we arranged to sentences in a particular language. Savage, Bitterlin &

Price (2010) also stated that mastering grammar empowers a person to develop competence in the aspects of listening, speaking, reading, and writing. Therefore, it is vital for pupils to start improving and have a good knowledge of grammar from young to help them communicate effectively when using English language. The students should understand the grammatical structure in learning English because grammar will influence understanding and communication in English. In short, the understanding of grammar can help the students in learning English and also communicating because the students will use English properly if they know how to construct correctly. Grammar involves a lot of language elements, personal and possessive pronoun is one of students should be master.

Based on the writer experienced when did the observation about the subject TEFL in SMA Frater Makassar, the writer found the problem of the students in tenth Grade Social Program. There are some students showed very little interest in learning grammar and they did not pay attention in class. As a result, the students were not able to complete their grammar exercises and homework as they did not even understand what they had learn. This had also led them in doing their grammar exercises just for the sake of doing it for the teacher which resulted in making plenty of errors and wrong answers.

In addition, the students often made mistakes in using pronouns too and this has caused a distortion of meaning in the students' sentences. For instance, the students often used the possessive pronouns 'ours' and 'yours' wrongly and this had led to a lot of confusions in the classroom. Misunderstandings often occur during communication when using English language in class as students often used the wrong pronouns. It truly saddens me to see that the students could not even use the correct pronouns and they were unwilling to learn and rarely try to improve their grammar. Next, when the writer asked to the English Teacher "what is the difficulties of students when study about the personal pronoun?" his answered "sometimes the students have a problem to differentiate the personal pronoun because their knowledge about personal pronoun is less, must to made the new treatment for them".

Referring to the case above, the researcher will try the method in teaching English especially teaching personal and possessive pronouns by using image. Hopefully, this method can give positive impact on students in learning personal and possessive pronoun. Given this background, the purpose of the research is to know whether using image effective to enhance personal and possessive pronouns among tenth grade students.

### **PREVIOUS RELATED FINDINGS**

Previous studies have tried to examine if the integration of visual aids can help EFL learners improve their writing skill more effectively. For example Stokes (2002: 10) reviewed a number of studies about the using of visual aids in teaching and learning, and maintained that “using visuals in teaching results in a greater degree of learning”.

In another study, Mathew and Alidmat (2013) investigated EFL university students’ perception about the use of audio-visual activities in the classroom. Using a questionnaire, they asked students’ ideas in this regard in the context of Saudi Arabia. The results indicated that the students acknowledged the beneficial effects of using audio-visual aids in the classroom. The authors further concluded that using audio-visuals in the classrooms can enrich the learning environment and promote students’ thinking.

Vanichvasin (2013) conducted a research study on the effectiveness of using infographics as a communication tool with undergraduate business students. The results showed that the use of infographics has a positive impact on the quality of learning due to their potential to enhance students’ comprehension and memory retention. As indicated in Islamoglu, Ay, Ilic, Mercimek, Donmez, Kuzu, and Odabasi (2015), it is obvious that using infographics in classrooms can lead to the enhancement of students’ comprehension and memory retention.

Likewise, in their quasi-experimental study, Tang and Intai (2017) examined the potential influence of using audio-visual aids in teaching science topics to secondary school students in Malaysia. They divided 30 students into experimental and control groups. For teaching in the experimental group audio-

visual aids were used while for the control group the chalk and talk method was applied. The findings indicated that the students in the experimental group who were taught by the use of audio-visual aids outperformed those in the control group. Furthermore, the results indicated that the students in the experiential group believed that integrating visual aids in teaching positively influenced their motivation and interest to learn the subject.

In addition, Sadiyah (2011) conducted a study to examine the effectiveness of using pictures as an aid to improve high school students' writing performance of descriptive texts. The findings indicated that the use of pictures could improve the students' participation, interaction, and concentration during the learning activity. Also students' writing of descriptive texts was improved by using pictures.

## **DEFINITION OF PRONOUNS**

### **Personal Pronoun**

According to (Langan, 2003:197) 'pronouns are words that take the place of noun (words for person, place or things)'. In fact the word pronoun means for a noun. Personal pronouns are shortcuts that keep you from unnecessary repeating words in writing. Personal pronoun can be the subject of a clause or sentence. They are: *I, he, she, it, they, we, and you*. Example: "They went to the store." Personal pronoun can also be objective, where they are the object of a verb, preposition, or infinitive phrase. They are: *me, her, him, it, you, them, and us*. Example: "David gave the gift to her."

### **Possessive pronoun**

The possessive pronoun *mine, yours, hers, his, ours, and theirs* are known as possessive pronoun: they refer to something owned by the speaker or by someone or something previously mentioned.

Example:     - That book is *mine*.  
                  - John's eyes met *hers*.

## **Image**

Image like picture is really important in teaching and learning process. Picture is a description of something that enables one to form a mental picture or impression of it (Hornby, 2005: 322). Picture can play an important role in motivating students, contextualizing the language they are using, giving them a reference and in helping to discipline the activity (Wright, 1989 : 10).

## **Hypothesis**

Hypothesis is based on the research is:

H<sub>0</sub> : The use of image is not effective to enhance personal and possessive Pronouns among tenth grade students.

H<sub>1</sub> : The use of image is effective to enhance personal and possessive Pronouns among tenth grade students

In this research the writer use the criteria as follow:

H<sub>0</sub> : if T-test < T-table. It means hypothesis is rejected.

H<sub>1</sub> : if T-test > T-table. It means hypothesis is accepted.

## **RESEARCH METHOD**

### **Design and Samples**

The population in this research was the tenth-grade students of SMA Frater Makassar in academic year 2017 – 2018. The researcher used purposive sampling in which 29 students was taken as sample. According to Black (2110), purposive sampling is a non-probability sampling method and it occurs when the elements selected for the sample are chosen by the judgment of the researcher. Researchers often believe that they can obtain a representative sample by using a sound judgment. It means the sample was chosen based on the criteria the researcher wanted. So, those students had English Score less than 80. Besides, they were the students of Social Class Program. In this research the writer used experimental research with one group pre-test and post-test design.

The written test was given to the students with worksheet to be done based on the writer's instruction.

### **Instruments and Procedure**

In this research, the writer used the written test. The written test was given to the students with worksheet to be done based on the writer's instructions. After they finish and collect the worksheet, the writer would check their worksheet. There are 3 steps of the research that gave for the students, they are :

1. The writer gave the pre-test for the students. The writer intends to see students in teaching personal and possessive pronouns before the writer gave the treatment. The form of question is multiple choice, there are 25 numbers.
2. The writer used the treatment to 4 times by using image in the class to teaching personal pronouns become better than before. All procedures of four meetings were shown in lesson plan.
3. After the researcher gave pre-test and treatment about personal and possessive pronouns by using image. The post-test intends to see the effectiveness of image after give the treatment. Their score of the post-test is compare with their score that they get in pre-test. The form of question is multiple choice, there are 25 numbers.

### **DATA ANALYSIS**

In this research the writer analyzed the test by using the formula as below :

1. Students score

$$\text{Score} = \frac{\text{Number of correct answer}}{\text{Number of item}} \times 100$$

2. Mean score

The students' mean score to count by the formula as follow:

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

Where:

$\bar{x}$  = mean score

$\sum x$  = total score

N = the number of respondent

(Gay, 2006: 255)

### 3. Standard Deviation

After got the students' score, the writer found mean score pre-test and post-test and standard deviation of post-test by using Statistika Package for Social Scientist (SPSS) application.

$T_{table}$  (in testing hypothesis)

After got the mean score of pre-test and post-test and also standard deviation of post-test, the writer find the degrees of freedom to get the  $t_{table}$  value (the value use to appeal with  $t_{table}$  to prove hypothesis). Then the writer find  $t_{table}$  use the test formula.  $T_{test}$  is used to differentiate if the students' result by using image before and after treatment is effective or not.

The formula as follow:

$$t = \frac{\bar{x} - \mu^{\circ}}{\frac{s}{\sqrt{n}}}$$

Where:

t = t-test

$\bar{x}$  = mean score of post-test

$\mu^{\circ}$  = mean score of pre-test

S = standard deviation

n = total sample

Sugiyono (2013)

To know the students ability in writing test before and after treatment, it would be classified into five categories as follow:

- a. Score 85 – 100 classify as very good
- b. Score 70 – 84 classify as good
- c. Score 56 – 69 classify as fair
- d. Score 40 – 55 classify as poor
- e. Score 0 – 39 classify as very poor

(Jabu, 2008: 109)

## **RESULT AND DISCUSSIONS**

### **Result**

The data collected through the pre-test and the post-test were analyzed quantitatively. The score of pre-test took before the treatment. Then, the score post-test took after the treatment.

1. Students' Score of Pre-test

**Table 4.1**

The data of the pre-test scores can be seen in the table below:

<b>Numbers of Students (n)</b>	<b>Total Items</b>	<b>Correct Answer</b>	<b>Score</b>	<b>Classification</b>
1	25	14	56	Fair
2	25	14	56	Fair
3	25	15	60	Fair
4	25	13	52	Poor
5	25	12	48	Poor
6	25	13	52	Poor
7	25	17	68	Fair
8	25	11	44	Poor
9	25	10	40	Poor
10	25	10	40	Poor



11	25	10	40	Poor
12	25	7	28	Very poor
13	25	10	40	Poor
14	25	8	32	Very poor
15	25	11	44	Poor
16	25	16	64	Fair
17	25	18	72	Good
18	25	9	36	Very poor
19	25	10	40	Poor
20	25	11	44	Poor
21	25	17	68	Fair
22	25	12	48	Poor
23	25	13	52	Poor
24	25	14	56	Fair
25	25	13	52	Poor
26	25	13	52	Poor
27	25	13	52	Poor
28	25	6	24	Very poor
29	25	17	68	Fair
<b>Total Score ( <math>\Sigma x</math> )</b>			<b>1.428</b>	

The table above shows the data of students score of the pre-test. The total score of students of pre-test is 1.428. There are 29 students. The highest score is 72 and the lowest score is 24.

The mean score of pre-test is calculated as follow :

$$\bar{X} = \frac{\sum X}{n}$$

Where:

$$\bar{X} = \text{Mean score}$$

$$\sum X = \text{Total score}$$

$$n = \text{Number of students}$$

$$\bar{X} = \frac{1.428}{29} = 49.24$$

The mean score of pre-test is 49.24 that classified as poor and classification of pre-test is presented in the following table.

**Table 4.2**

The classification, frequency, and percentage of the students' score obtained through pre-test.

No	Classification	The students' score	Frequency	Percentage
1	Very good	85-100		
2	Good	70-84	1	3.46
3	Fair	56-69	8	27.58
4	Poor	40-55	16	55.17
5	Very poor	0-39	4	13.79
<b>Total</b>			<b>29</b>	<b>100 %</b>

The table above shows that before giving treatment, out of 29 students none of them got very good. There were one students got good (3.46 %), eight students got fair (27.58 %), sixteen students got poor (55.17 %), and four students got very poor (13.79 %).

## 2. Students' Score of Post-test

**Table 4.3**

The data of the post-test scores can be seen in the following table:

<b>Numbers of Students (n)</b>	<b>Total items</b>	<b>Correct Answer</b>	<b>Score</b>	<b>Classification</b>
1	25	19	76	Good
2	25	24	96	Very good
3	25	16	64	Fair
4	25	15	60	Fair
5	25	19	76	Good
6	25	20	80	Very good
7	25	21	84	Good
8	25	21	84	Good
9	25	13	52	Poor
10	25	22	88	Very good
11	25	18	72	Good
12	25	19	76	Good
13	25	14	56	Fair
14	25	18	72	Good
15	25	13	52	Poor
16	25	22	88	Very good
17	25	19	76	Good
18	25	22	88	Very good
19	25	12	48	Very poor
20	25	14	56	Fair
21	25	24	96	Very good
22	25	16	64	Fair
23	25	23	92	Very good
24	25	22	88	Very good
25	25	20	80	Good
26	25	24	96	Very good
27	25	23	92	Very good
28	25	20	80	Good
29	25	23	92	Very good
<b>Total Score ( <math>\Sigma x</math> )</b>			<b>2.224</b>	

The table above shows the data of students score of the post-test. The total score of students of post-test is 2.224. The highest score is 96 and the lowest score is 48.

The mean score of pre-test is calculated and is shown in the following table as follow:

$$\bar{X} = \frac{\sum X}{n}$$

Where:

$\bar{X}$  = Mean score

$\sum X$  = Total score

n = Number of students

$$\bar{X} = \frac{2.224}{29} = 76.69$$

The mean score of post-test is 76.69 that classified as good and classification of post-test is presented in the following table.

**Table 4.4**

The classification, frequency, and percentage of the students' score obtained through post-test.

No	Classification	The students' score	Frequency	Percentage
1	Very good	85-100	9	31.03
2	Good	70-84	12	41.38
3	Fair	56-69	3	10.35
4	Poor	40-55	5	17.24
5	Very poor	0-39		
<b>Total</b>			<b>29</b>	<b>100 %</b>

The table above shows that after giving treatment, out of 29 students nine of them got very good (31.03 %), twelve students got good (41.38 %). Three students got fair (10.35 %), five students got poor (17.24 %), and none students got very poor.

Based on the mean score and percentage of pre-test between the mean score of post-test, there is the difference of the result, where the mean score of pre-test is 49.24 that classified as poor (55.17 %). The mean score of post-test is 76.69 that classified as good (41.38 %).

**Table 4.5**  
**Paired Sample Statistics**

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre	49.2414	29	12.19384	2.26434
Post	76.6897	29	14.66069	2.72242

The table above shows that the mean score of pre-test (x) 49.2414 from 29 students, standard deviation is 12. 19384 and standard error mean 2.26434. The mean score of post-test (y) 76.6897 from 29 students, standard deviation is 14.66069 and standard-error mean 2.72242.

**Table 4.6**  
**Paired Samples Test**

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

Pa Pair 1									
ir pre –	2.744831	15.29609	2.84041	33.26660	21.62995	9.663	28	.000	
1 post									

The table shows that the mean score of pre-test in less with post-test got the mean score is 2.744831, standard deviation is 15.29609, standard error mean is 2.84041, confidence interval of the difference lower is 33.26660 and upper is 21.62995, and t-test is 9.663. So, T-test is higher than T-table is 2.048.

### 3. The Testing of Hypothesis

After found the data of pre-test and post-test, the writer concluded the data to the produce of the calculation. The formulation as follow:

Determining t-table to significant level with degree of freedom (df), the writer calculated the data of pre-test (p.20 table 4.1) and post-test (p.23 table 4.3) into t-test formula to test the hypothesis that had been mentioned before. To see the effectiveness of using image to enhance personal and possessive pronouns among tenth grade students, the writer used formula :

$$t = \frac{\bar{x} - \mu^{\circ}}{\frac{s}{\sqrt{n}}}$$

Where:

t = t-test

$\bar{x}$  = mean score of post-test

$\mu^{\circ}$  = mean score of pre-test

S = standard deviation

n = total sample

Standard deviation was found with used SPSS application. After standard deviation was found, the next step was to measure t-test.

$$\begin{aligned}t &= \frac{76.6897 - 49.2414}{\frac{15.29609}{\sqrt{29}}} \\&= \frac{27.4483}{\frac{15.29609}{5.3851}} \\&= \frac{27.4483}{2.840} \\&= 9.663\end{aligned}$$

After getting t-test result then it would be consulted to the critical score of  $t_{table}$  to check whether the difference is significant or not,  $\alpha = 5\%$  with  $df = 29 - 1 = 28$ , it was found  $t_{table} (0.05) (28) = 2.048$ , because of score  $t_{test} > t_{table}$  so it could be concluded that there was significant of difference between post-test and pre-test. It means that the post-test was better than pre-test after got treatment.

Hypothesis:

$H_0$  : T-test < T-table

$H_1$  : T-test > T-table

The score of t-test is 9.663 and t-table is 2.048. It means that  $H_1$  accepted. So, the hypothesis that said the use of image is effective to enhance personal and possessive pronouns among tenth grade students is accepted.

## **Discussion**

Based on previous study, the writer has conducted using image to enhance personal and possessive pronoun is effective. In this section the writer presents the discussion of result of the data analysis. The discussion of the data analysis got through the writing test which using Image to enhance personal and possessive pronoun among tenth grade students.

From the findings above, it showed that the result of the students' pre-test is lower than the post-test. In the pre-test percentage, sixteen students got the poor

(55.17%) and four students got the very poor (13.79%) totally the percentage in the pre-test is 68.96 % . In the post-test percentage, twelve students got the good (41.38%) and nine students got very good (31.03%) totally the percentage in the post-test 72.41%.

The main score of difference (Y-X) is 2.744831, standard deviation is 15.29609, standard error mean is 2.84041, confidence interval of the difference lower is 33.26660, upper is 21.62995, t-test is 9.663, and significant is 0.000. T-test is higher than T-table ( $9.663 > 2.048$ ).

## **CONCLUSION AND SUGGESTION**

The using image as a media in teaching was effective to enhance personal and possessive pronouns among tenth grade students. It is proved by the mean score of the students' posttest was higher than the mean score of students' pretest. It can be seen from the students' mean score of posttest was 76,69 while the students' mean score of pretest was 49,24. T-test is improved 7.615 than T-table.

Based on the conclusion above, the researcher put some suggestions and recommendation. In teaching English especially in teaching personal and possessive pronouns, the teacher should be more creative for preparing their teaching material. They can use image as a media to improve the students' ability in learning English. The teacher should give some enough opportunity and more chance for the students to practice their ability in learning English by using some media like picture because it is easier to practice and enjoyable for students. The researcher also recommend that the teacher should give the various method in teaching English especially in learning grammar like personal and possessive pronouns based on the students' interest and need. To attract the students' attention, the teacher should be more creative in managing the class, so the students are fun and enjoyable in learning and teaching process.



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