

Improving Students' Ability In Using Personal Pronouns In Writing Narrative Text At Ninth Grade Of SMP PAB 19 Manunggal

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ABSTRACT

The objective of this research is to investigate whether the use of personal pronouns and narrative text can improve students' writing abilities. This research was carried out through a Classroom Action Research (PTK) design. The subjects of this research were class IX students at SMP PAB 19 Manunggal, consisting of 32 students and carried out in two cycles. The data collection instruments are quantitative data on personal pronouns and narrative text. Qualitative data are from observation sheets and interviews with English teachers. Based on data analysis, the scores obtained by students increased with each test. The student test results show that the average pre-test score is 70.46. The average post-test value for cycle I was 79.37. The average post-test value for cycle II was 82.5. Based on observation sheets and interviews, it was found that the teaching and learning process went smoothly and students were enthusiastic in carrying out the assignments given by the researcher. Can conclude that the use of personal pronouns and narrative text can improve students' ability to write English sentences.

Key Word: Writing, Personal Pronouns, Narrative Text

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1. INTRODUCTION

Grammar is a description of a language's structure and how linguistic units such as words and phrases are combined to produce sentences in a language (Hodgson, 2020). According to Jones & Quinn (2014), there are eight parts of speech in English grammar: noun, pronoun, verb, adverb, adjective, conjunction, preposition and interjection.

Personal pronouns are simple pronouns that used to substitute proper names. Some examples of personal pronouns are: I, you, he, she, we, they, him, her, he, she, us and them. Septari (2015: 2) defines that personal pronoun as a part of pronouns are used to replace a person or thing by using a word that takes place of a noun and it is aimed to avoid the repetition word.

Junior high school students often experience difficulties in writing English, as they tend to be passive, bored, and lack mastery of writing skills and grammar. This affects their learning outcomes. Therefore, a solution is needed to improve students' mastery of writing skills. One of them is using personal pronouns and narrative texts in students' writing exercises.

Writing is one of important aspects that must be mastered by the students. Every student must be able to write down his or her ideas. By having good English proficiency, the students can be developed his or her English proficiency. By knowing new information, the students are able to write

down what they have read before. In writing, mastering grammar is essential. There are six types of writing that is usually used, they are; recount, procedure, report, explanation, argument, and narrative text (Rakhmi, 2012).

As Setiadi et. Al (2008) stated "a narrative is a piece of writing that tells a story. The story can be imaginary or based on a real event. A narrative always deals with some problems which lead to the climax and then turn into a solution to the problem".

Based on the background above, the researcher wants to try to develop students' creativity in writing a story and also being able to compose a sentence correctly. The researcher uses personal pronouns and narrative text as materials and to hone their skills in learning English.

2. LITERATURE REVIEW

- *Theoretical Description*

Improving is an innovative deep learning model learning mathematics that is designed to help students in develop their mathematical skills optimally as well increase student activity in learning. Improve stands for Introducing the New Concept, Metacognitive Questions, Practicing, Reviewing and Reducing Difficulty, Obtaining Mastery, Verification and Enrichment. In short, is a presentation of questions to deliver concepts, students practice and ask, feedback- improvement-enrichment-interaction (Suyatno, 2009: 75). The improving learning model was developed by Zemira R. Mevarech and Bracha Kramarski, improving is developed in Indonesia aims to make the learning process efficient, effective, and fun, or in society is often known as more active learning (Surya, 2004: 59). Improving tends to lead to student activity. And on the essence is that improving is learning with using an emphasis on the process of forming a concept and provide opportunities for students to play an active role in process. So that students are involved in mental processes where students assimilate a concept or principle, which is in a mental process students who observe, classify, make conjectures, explain and draw conclusions.

According to Kreitner (2014: 135) argues that ability is a broad and stable feature responsibility for a person's maximal performance on physical and mental tasks. Another opinion too explained by Subkhi (2013:30) that what is meant by the term ability is a person's capacity to carry out some activities in a job. In the opinion of Robbins in Badeni (2013: 13) defines ability refers to an individual's capacity to perform various tasks in a job. Capability includes a broad meaning, namely all the potential possessed someone to do a variety of work. Various abilities possessed by humans can basically be classified into intellectual abilities and physical abilities.

Personal pronouns are words used to replace nouns and can be divided into three forms, namely referring to the speaker, the one being spoken to, or the one being talked about. The presence of personal pronouns is very important in a text, because without using personal pronouns, we have to repeat the same person's name or noun in a sentence. Therefore, the correct use of personal pronouns is necessary to clarify and simplify a sentence.

According Carey (2015) and Mpiranya (2020) personal pronouns are indicated by three forms, i.e. do they refer to the speaker, who was spoken to, or is being discussed. Personal pronouns mean the words used in place of nouns, like as: I, you, we, they, him, her, his, it, etc. It is vital to know. If you ignore the personal pronouns in the text, you have to repeat the same person's name or nouns in a sentence this is why we have to change their pronouns because we don't know what should put in a sentence. Personal pronouns are words that used to replace a person or thing.

There are four forms of personal pronoun case that serve to indicate different sentence functions, namely subjective, objective, possessive, and reflexive cases. Subjective pronouns are used as the subject of verbs, such as I, You, We, They, She, He, and It. Examples of their use: "He is lucky", "We are coming". Meanwhile, object pronouns are used as the object of verbs and prepositions, for example: "My friends understand me", "We saw him last night".

Possessive adjectives are used to describe nouns by preceding them, such as My, Your, His, Her, Its, Our, and their. For example: "My bike is new", "He is our friend", "The tree has lost two of its branches". Whereas possessive pronouns are used instead of nouns, such as Mine, Yours, His, Hers, Ours, and Theirs. For example: "The book is mine", "The red bicycle is his".

By using the right personal pronouns, we can more effectively communicate our ideas and avoid unnecessary repetition of words in a sentence. Therefore, it is important for us to understand and use the various forms and functions of personal pronouns in Indonesian.

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problem. Narrative text is also a kind of text which can give a morale lesson and amuse the reader, it is always has problems which be solved at the end of the story. As Setiadi et. Al (2008) stated "a narrative is a piece of writing that tells a story. The story can be imaginary or based on a real event.

In narrative texts, the language features have the use of noun phrases, the use of connectives that aim to move the narrative and influence the reader, phrasal adverbs that indicate time and place, the use of simple past tense, action verbs that indicate activities that can be seen, verbs to say that are used as an alternative to the word "said" in direct speech, and the presence of mental processes such as feeling, thinking, and using reason.

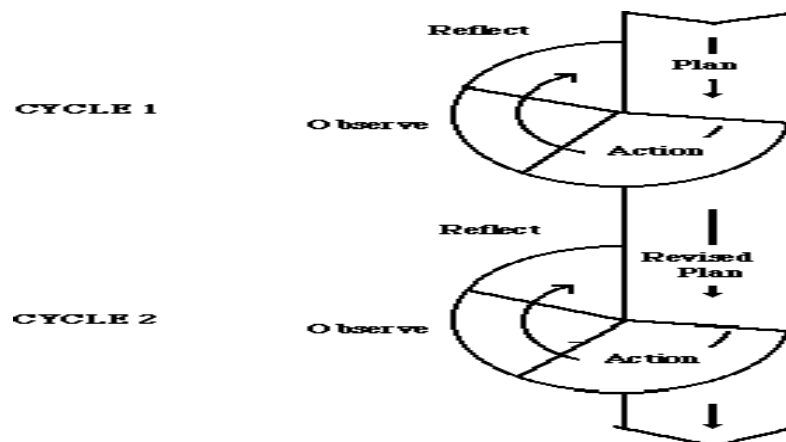
According Joyce and Feez (2000): Narrative texts have social functions as entertainment, different actual or imaginary experiences, and problem solving in various forms of crisis or turning points. Narrative texts are also divided into two types, namely nonfiction and fiction. Nonfiction is a type of narrative that tells a true story, such as biography, history, or news. Meanwhile, fiction is a type of narrative that tells stories that are not true, such as short stories, novels, or comics. Fiction has the main purpose of entertaining readers, but sometimes it also has the purpose of teaching moral lessons.

3. METHOD

A. Research Design

The design of the study was Classroom Action Research (CAR). CAR aims to find out students' abilities in using personal pronouns in narrative text at Ninth grade of SMP PAB 19 Manunggal. According to Anne Burns, Class Action Research (CAR) is part of a broad movement that has been going on in education generally for sometimes. It is related to the ideas of 'reflective practice' and 'the teacher as researcher'. CAR involves taking a self-reflective, critical, and systematic approach to exploring your own teaching contexts.

In action research, there was a reflection stage from every cycle. "The illustration of the cycle of the research could be seen in the following figure;



B. Research Subjects

The subjects of this study were IX 2 grade students of SMP PABManunggal 19 Medan in the academic year 2022/2023. The researcher choose ninth grade because this research was very suitable to increase their knowledge in using personal pronouns and their creativity in making a narrative text.

C. Research Stages

This study used an action research model from Kemmis and Taggart, which is a spiral from one cycle to the next. According to Burns (1999), there are several phases of an action research;

1. Planning
2. Action
3. Observation
4. Reflection

This research was conducted in two cycles. The cycle is stopped when the data displayed in the field is saturated; meaning that if there has been an increase in students' ability in using personal pronoun in writing narrative text.

D. Data Collecting Technique

The researcher was prepared and collect the data were as follows:

1. Test

Researcher was collected data based on the process of giving the treatment. Arikunto in Aini (2015) states that test is used to measure the students' skill and knowledge this test quantity of questions. To obtain data which includes pre-test and post-test, the purpose of the pre-test was to find out to what extent students were able to make sentences using personal pronouns and also introduce students to narrative texts. The purpose of the post-test was to measure how many students' writing skills have improving after using that lesson. There were 2 kind of test:

a. Pre-test

In the pre-test, the researcher was gave several tests about personal pronouns in the form of sentences so that the researcher can find out how many students already have prior knowledge about the material given and the researcher was explained about narrative texts.

b. Post-test

Post-test was the result after being given treatment in the pre- test. the researcher was asked the students to write legends, fairy tales and other past stories to hone their imagination in making a story and the researcher can find out the progress of the students from pre-test to post-test.

2. Documentation

Documentation was a process that carried out by combining a collection of data sources together. Documentation was obtained by researcher through observation, interview, field noted and photo, it was strengthen the data both observation and interview so that the data become clearer and completed.

3. Observation

In this observation, the aspects that were considered consist of positive aspects and negative aspects. Researcher analyze whether activities in the learning process increased students' willingness to write well. Student activities were observed and noticed by the observer. Observations were made from the beginning to the end of the lesson by carrying out actions while providing an assessment by providing a list of names on the observation sheet provided.

4. Interview

The purpose of this interview was to collect data related to students' difficulties in writing, especially in narrative text. The researcher has interviewed the English teacher by asking several questions. Researchers usually analyze problems and research results. Next, the researcher developed questions and icebreakers to draw information from the interviewees. Depending on how the candidate answers, the researcher may ask follow-up questions to gain deeper understanding.

5. Field Noted

In the research process using field notes, researchers can make observations that were being studied. Field notes were also used to show students' description of the actual conditions in the learning process.

E. Research Instruments

In this study the instruments used were:

Pre-test instrument

Fill in the blanks

Subject pronouns

1. Diana is a teacher. She is very beautiful
2. The table is broken and it is dirty
3. Doni and dani are going to school. They are students
4. Deni is playing football. He is football player
5. I and tina are watching the cinema. But we come late

Object pronouns

1. Bobby likes devi and he loves her
2. The book is very good. I want to read it
3. He is beginner. Give him the second chance
4. We want to say sorry. So please, forgive us
5. Fany likes black pink. She really admired them

Post-test I instrument:

Writing story

1. Narrative text (legend story)

Post-test II instrument:

Writing story

1. Narrative text (their past story)

F. Data Analysis Technique

The data was collected from test results were analyzed and interpreted by using qualitative scores to get summary (Creswell, 2014; Silverman, 2004). In this case, the researcher's use 5 categories: very good, good, enough, less and bad. Then the data from interviews were transcribed and interpreted using Huberman theory (Matthew B.M., A.M Huberman, Saldana, 2014). The formula used to describe the data quantitatively as follows;

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

P = Percentage

F = number of frequency

N = number of respondents

In order to find out the categories of students' ability by using personal pronouns in narrative, the researcher's present class friction of the scores are as follow:

Very good (A) : 80-100
 Good (B) : 70-79
 Enough (C) : 60-69
 Less (D) : 50-59
 Bad (E) : 0- 49

4. RESEARCH FINDINGS AND DISCUSSIONS

A. The Preliminary Study

The preliminary study was conducted on Monday, 17 July 2023 at SMP PAB 19 Manunggal to obtain data about the factual conditions of the problems faced by teachers and students in the process of teaching and learning English, especially for writing. This action was carried out in class IX 2 of SMP PAB 19 Manunggal.

The researcher gave blackboard exercises related to personal pronouns as a pre-test. Then, the researcher asked students to answer the questions that have been given. At this stage, the researcher collected the results in table form, the results of which were used to see the students' ability to understand the material.

Table 1 the result of students' score in Personal Pronouns on Pre-test

No	Respondents	Pre-test	No	Respondents	Pre-test
1	Ast	70	17	Mgl	65
2	Adp	90	18	Mmh	60
3	Adh	65	19	Mfd	80
4	Ags	65	20	Mab	70
5	Asz	65	21	Mbg	70
6	Dev	65	22	Mfa	60
7	Dfi	90	23	Mfh	60
8	Dva	80	24	Nts	70
9	Fhw	80	25	Nzp	80
10	Ftr	80	26	Pnr	70
11	Faf	60	27	Rpt	65
12	Gag	70	28	Rad	60
13	Ids	65	29	Saq	70
14	Iqm	70	30	Sal	85
15	Jah	80	31	Tha	80
16	Msd	60	32	Ybp	70
Total		Mean score			
2270		70,46			

Researchers have provided questions about personal pronouns. Researchers also provide sufficient time to answer the practice questions that have been given. Based on the results of observations that have been made by researchers to students, it can be seen that students' English skills were quite good. However, there are 6 students got 60 scores, 7 students got 65 scores, 9 students got 70 score, 7 students got 80 scores, 1 student got 85 scores and 2 students got 90 scores.

Seeing the results of these preliminary observations, it is deemed necessary to follow up in Cycle I, making an effort to improving students' ability in using personal pronouns in writing narrative text

B. The First Cycle of CAR

At this stage, the researcher explained the importance of learning English, the researcher used narrative text to improve students' writing skills. Then the researcher asked the students to write down legends story. Some of students didn't know about legend story, many of them forgot the story.

Table 2 the results of students' score in writing narrative text on Post test I

No	Respondents	Post-test I	No	Respondents	Post-test I
1	Ast	80	17	Mgl	70
2	Adp	90	18	Mmh	80
3	Adh	70	19	Mfd	80
4	Ags	70	20	Mab	80
5	Asz	70	21	Mbg	80
6	Dev	70	22	Mfa	80
7	Dfi	90	23	Mfh	80
8	Dva	90	24	Nts	90
9	Fhw	80	25	Nzp	80
10	Ftr	80	26	Pnr	90
11	Faf	70	27	Rpt	70
12	Gag	90	28	Rad	70
13	Ids	70	29	Saq	80
14	Iqm	80	30	Sal	90
15	Jah	80	31	Tha	80
16	Msd	70	32	Ybp	90
Total	Mean score				
2540	79,37				

Based on these calculations, it can be seen that the students' writing mastery was better than the previous pre-test activity even though it took up to 3 meetings to complete it. However, there are 10 students got 70 scores, 14 students got 80 scores and 8 students got 90 scores.

Seeing the results of these preliminary observations, it is deemed necessary to follow up in Cycle II, making an effort to improving students' ability in using personal pronouns in writing narrative.

C. The Second Cycle of CAR

The results of cycle 1 showed that there was a slight increase in students' writing ability, but no significant increase was seen. To get better improvements and to solve the problems found in the first cycle, cycle 2 was carried out. It was also carried out in two meetings with the same steps.

In the second cycle, the steps were the same as in the first cycle, namely the researcher explained narrative text, if in the first cycle the teacher used legend story, then in the second cycle the researcher used their past events so they can remember and be fluent in making sentences.

Table 3 the results of students' score in writing narrative text on Post-test II

No	Respondents	Post-test II	No	Respondents	Post-test II
1	Ast	85	17	Mgl	80

2	Adp	90	18	Mmh	80
3	Adh	75	19	Mfd	80
4	Ags	75	20	Mab	80
5	Asz	80	21	Mbg	80
6	Dev	85	22	Mfa	80
7	Dfi	90	23	Mfh	80
8	Dva	95	24	Nts	90
9	Fhw	80	25	Nzp	80
10	Ftr	95	26	Pnr	90
11	Faf	80	27	Rpt	75
12	Gag	85	28	Rad	75
13	Ids	75	29	Saq	80
14	Iqm	80	30	Sal	90
15	Jah	80	31	Tha	80
16	Msd	80	32	Ybp	95
Total	Mean score				
2640	82,5				

Based on these calculations, it can be seen that the students' writing mastery was better than the cycle 1 even though it took up to 2 meetings to complete it. However, there are 5 students got 75 scores, 16 students got 80 scores, 3 students got 85 scores, 5 students got 90 scores and 3 students got 95 scores. This study was declared successful using this approach and it can be said that the use of personal pronouns and narrative text can improve students' writing skills.

D. Data Analysis

Improving students' ability in using personal pronouns in narrative text. Students obtained a comparison of students' writing skills in the activities of pre-test, cycle I and cycle II as follows:

Table 4 the Comparison of Students' writing mastery in Pre-test, First Cycle, and Second Cycle

No	Research	Category	Frequency	%
1	Pre Test	Complete	10	35%
		Incomplete	22	65%
2	Cycle I	Complete	22	70%
		Incomplete	10	30%
3	Cycle II	Complete	27	90%
		Incomplete	5	10%

Based on the results of the students' writing scores, it was found that the students' writing scores had increased. This shows that the benefits of personal pronouns and narrative text can increase and motivate students to continue to improve their writing skills. Most students get good grades at the end of each cycle. The average score of students in preliminary learning on the pre-test was 35%, the average value in cycle I was 70%, and in cycle II was 90%.

E. Findings

In this finding, the researcher can conclude that there was an improvement in students' writing ability. This can be seen from the pre-test, in cycle I and cycle II, students' writing skills were complete and incomplete.

1. Pre-test

In the pre-test activity, it was shown that only 10 students (35%) were in the very good category in answering personal pronouns questions. ten of the thirty-two students showed that they really understood the material provided. However, there were 9 students (20%) who were in the good category and there were 13 students (45%) who were in the sufficient category. From the percentage of pre-test activities, there were 65% who had not completed the pre-test.

2. The First Cycle

In this cycle, the researcher asked students' difficulties in writing. In this case the teacher gave the opportunity for students to tell their difficulties to the teacher. Almost all students have difficulty in vocabularies and sentence placement in writing English. After knowing the problem, the researcher also helped students if there were those who did not know the vocabulary and placement in sentences. They also did not know and forget about legend stories. The results showed that there were 22 students (70%) who were very good and 10 students (30%) who were good. For this cycle, the researcher found that the students' writing ability experienced a slight increase from 35% in the pre-test activities to 70% in the first cycle activities.

3. The Second Cycle

In this cycle students felt better at writing sentences using their past events, the result was that students have no difficulty in composing a sentence. This shows that 27 students (90%) were in the very good category in writing and 5 students (10%) were in the good category. In cycle II it was seen that students improved their writing skills by using narrative text. This can be seen from the analysis of the percentage of students' writing skills in cycle II, namely 90% of students complete in writing. It was agreed that there was a good improvement in students' writing skills in cycle II by using narrative text.

F. Discussion

There were several students' weaknesses in this process such as the value of accuracy, fluency and understanding as well as the suitability of the topic with the contents of the student's description. At this stage, most students have low scores. This was evidenced by looking at their scores in the pre-test activities. Some of them were confused to understand how to answer the questions given by the teacher. They were also confused in distinguishing subject and object. Improvement of students' abilities can be seen in the table for each cycle. In the pre-test activities students were very confused in understanding pronouns. Students often make mistakes in the placement of subject and object pronouns.

After carrying out the pre-test activities, the researcher conducted cycle I activities for students. In the first cycle the researcher explained again about narrative text, then the researcher gave examples of narrative text, then the researcher asked students to write narrative text using legends.

In cycle I activities, many students seemed confused in writing a narrative text sentence. Most of them forgot the legend story and their vocabulary was very limited. Also the condition of the class was not conducive because there were those who disturbed friends and made noise in class until cycle I was carried out up to 3 meetings. And this can be seen by looking at their activity score before the cycle. After carrying out cycle I activities, the researcher continued carrying out cycle II activities with the same method as in cycle I activities. However, the teacher changed the topic that students would write about, namely writing down past events they had been through. This cycle shows a good increase in

students' writing abilities. They were also more focused and cooperative and try to write down all the ideas they know about a particular topic.

From the results of learning personal pronouns and narrative text, it can be seen that the average score of students in the pre-test activities was 70,46 and the average score of students in cycle I was 79,37 and the average score of students in cycle II was 82,5. Based on these data, the researcher found that personal pronouns and narrative text were very effective in improving the writing skills of class IX students of SMP PAB 19 Manunggal. This means that using personal pronouns and narrative text can improve students' achievement in writing. Learning personal pronouns and narrative text can make it easier for students to have high imagination and be creative in making up stories.

5. CONCLUSION

Based on the research that the researcher had done before, the results showed an increase in students' writing skills using personal pronouns and narrative text, there was 80% completion. These results were derived from data on the pretest, cycle I and cycle II. In the pre-test cycle, there were 10 students who succeeded with a percentage of 35% and 22 students who did not succeed with a percentage of 65%, and in cycle I there were 22 students who succeeded with a percentage of 70% and students who did not succeed as many as 10 people with a percentage of 30% then Cycle II had 27 students who were successful with a percentage of 90% and students who were not successful as many as 5 people with a percentage of 10% in post-test II. Qualitative data were also obtained by conducting interviews and observing English teachers. Classes became more interesting and students were very active in learning English, especially to improve students' writing skills by using narrative text.

It can be concluded that personal pronouns and narrative text were used to improve the writing skills of class IX 2 SMP PAB 19 Manunggal. The results showed a significant increase. Evidenced by the difference in the average score of students in the pre-test and post-test cycles I and II.

Based on the above conclusions, the improving of students' writing skills by using personal pronouns and narrative text for students IX-2 SMP PAB 19 Manunggal. Researcher also provided some suggestions for:

1. For Students

It was expected to apply personal pronouns and narrative text learning, because this lesson can improve students' skills in constructing a sentence and making a sentence. This lesson was very useful in sharpening writing skills and very interesting, because the material used legend stories.

2. For English Teachers

It was suggested to English teachers to used narrative texts that interest students. There were many types of narrative text that can be used, such as folk tales, legends and other past stories.

3. For other researchers

There were still many unresolved issues. This research can be used as a source of reading before other researchers conduct classroom action research related to the development of students' English writing skills.

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Finally he hopes this scientific papers can give a bit contribution to the language education especially English major and further pedagogical research and also she hopes it can be useful for researcher, readers and the next researchers.

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