

**THE IMPLEMENTATION OF COURSE REVIEW HORAY (CRH) METHOD IN
TEACHING PERSONAL PRONOUN AT MTs AL- JAM'İYATUL
WASHLIYAH 18 TEMBUNG SECOND YEAR 2013**

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***Abstract:** This study was aimed to know the improvement of students' ability at understanding Personal Pronoun. The subjects were the second year students of MTs. Al-Jam'iyatul Washliyah 18 Tembung in 2013/2014 academic year. It consisted of one class with in 40 female students as respondents. The study was conducted on 2nd September until 19th September 2013.*

This study used classroom action research. The techniques for data analysis used qualitative and quantitative approach. The qualitative data were taken from observation sheet, diary notes, interview and documentation. The quantitative data were taken from the tests which were carried out in two cycles and the two cycles conducted in six meetings. The tests were given to the students in the form of pre-test, post test I in the first cycle, and post test II in the second cycle.

The result of data analysis showed that there was an improvement on students' ability at understanding personal pronoun from the first cycle to the second cycle. It was showed the mean of pre-test which was 33,25. After implementing CRH method in the first cycle, there was an improvement of the result of the students' mean which was 68,5 and in the second, there was an improvement of students' mean it was 81,75. Moreover, in pre-test session which was 0% (no student) who got score ≥ 70 . In post test I for the first cycle which was 67,5% (27 students) who got score ≥ 70 . In post test II for the second cycle which was 92,5% (37 students) who got score ≥ 70 . So, the total percentage of the improvement from the pre-test to post test II was 92,5%.

For the testing the hypothesis, the writer used t_{test} formula. From the computation, it could be seen that the coefficient of t_{count} was 4,27 with the fact level $\alpha = 0,05$ which the real level of t_{table} 2,02. In the coefficient of t_{count} (4,27) $>$ t_{table} (2,02). Thus, alternative hypothesis could be received.

Abstract: penelitian ini bertujuan untuk mengetahui peningkatan kemampuan siswa memahami Personal Pronoun. Subjek penelitian ini adalah kelas dua Mts. Al-jam'iyatul Washliyah Tembung tahun akademik 2013/2014. Kelas tersebut berisikan 40 siswi sebagai respondennya. Penelitian tersebut dilaksanakan pada tanggal 2 s/d 19 September 2013.

Penelitian ini menggunakan penelitian tindakan kelas. Teknik analisis data yang digunakan pada penelitian ini adalah pendekatan kualitatif dan kuantitatif. Kualitatif data diambil dari lembar observasi, catatan harian, wawancara dan dokumentasi. Kuantitatif data diambil dari tes yang dilakukan dalam dua siklus dan dua siklus tersebut dilakukan pada enam kali pertemuan. Tes yang diberikan kepada siswa dalam bentuk pre-tes, pos 1 di siklus pertama dan pos tes II di siklus kedua.

Hasul dari data analisis menunjukkan bahwa adanya sebuah peningkatan kemampuan siswa dalam memahami personal pronoun dari siklus pertama hingga kedua. Ini ditunjukkan dari rata-rata nilai pre tes 33,25. Setelah diterapkannya metode CRH di siklus pertama, adanya peningkatan dari hasil rata-rata siswa 6,58 dan siklus kedua 81,75. Selanjutnya pada pre tes bahwa 0% (tidak ada siswa) yang mendapatkan nilai ≥ 70 . Di siklus I sekitar 67,5% (27 siswa) yang lulus dan di siklus ke II sekitar 92,5% (37 siswa) yang lulus. Jadi, persentasi keseluruhan dimulai dari siklus pre tes hingga pos tes II di siklus kedua adalah 92,5%. Kesimpulannya, kemampuan siswa dalam memahami personal pronoun adalah meningkat.

Untuk hipotesis tes, penulis menggunakan rumus t_{test} . Dari komputasi dapat dilihat bahwa koefisien dari t_{count} 4,27 dengan $\alpha = 0,05$ yang t_{table} nya 2,02. Pada koefisien tersebut $t_{count}(4,27) > t_{table}(2,02)$. Sehingga hipotesis alternatif dapat diterima.

I. INTROUCTION

a. Background of Study

In globalization era nowadays, English language is not weird to our ears. English has been considered as one of the important subjects in schools especially at junior and senior high school. Said that English grammar is different from Indonesia grammar, for an example the use of personal pronoun. In English there are many types of personal pronoun and they also have different position and function, as the first person in English used as a subject (I), object (me), possessive adjective (my), possessive pronoun (mine) and reflexive (myself). In Indonesia, first person "saya" is used in any position in sentences and does not change, and it makes student confuse to use English grammar.

For example:

- *Saya mendapatkan sebuah hadiah* - *Ini tas saya*

Possible response

- *I got a reward* - This is bag I (correct answer: *this is my bag*)

Personal pronoun is part of pronoun. The function of pronoun is described as being shorthand expressions that express only presupposed material (Martin, 2009:27). Personal pronoun is one of interesting grammar to be presented. The reason is caused by the existence of the students who often misplaced in forming sentences by good personal pronoun both in written English and spoken English.

In teaching grammar, a teacher can use some methods and strategies. One of the approaches which are intended to be applied in the classroom is course review horay. Course Review horay (CRH) is one of active learning method that fun and can improve students' ability to compete positively in learning, develop students' critical thinking skills, and helps students to remember concepts learned easily. In this learning method, the students who can answer correctly then the student is required to shout the word "hooray".

The writer chose this learning model in this study because it's suitable for junior high school level. Students can understand the material that has been taught easily, Students' understanding of the material evaluated in a fun way. Based on the background above, the writer interested in conducting a study on the title "The Implementation Of

Course Review Hooray (CRH) Method In Teaching Personal Pronoun At MTs Al-Jam'iyatul Washliyah 18 Tembung Second Years 2013”

Based on the problem of this study, the objective of this study is:

1. To know the implementation of Course Review Horay in teaching personal pronoun for second year student of MTs al-jam'iyatul washliyah tembung?
2. To identify the improvement of students' ability at understanding personal pronoun topic after being taught through implementing Course Review Horay.

II. DISCUSSION

A. THEORETICAL REVIEW

1. Essential of Learning

Learning as a characteristic that differentiate man from other creatures, is an activity that always done by human life. It is the acquiring or getting knowledge of a subject or a skill by study, experience or instruction or learning relatively permanent change in a behavioural tendency and is the result of reinforced practice. That's why learning process can be happened every time and everywhere. And of course each of learning process expected led the people to the better change.

According to Sardiman (2008:62), learning is a complex process that occurs in all people and lasts a lifetime, since he was a baby up to the grave later. In a hadith said:

أَطْلُبُوا الْعِلْمَ مِنَ الْمَهْدِ إِلَى اللَّهْدِ

“Seek knowledge from the cradle to the grave”

A new born baby had experienced a period of learning, a mother of a baby in order to stimulate her baby, gave her senses stimulation. Efforts in teaching her baby, a mother can be seen when the mother plays with her senses, for example blinked and moved her limbs. And it is one way a mother teaches the baby to let them know and get to know the environment around them (Dimiyati, 2007:14).

Modern cognitive psychology tells us that learning is constructive, not receptive or process. This theory of learning (constructivism) holds that understanding comes through experiences and interaction with the environment, and that the learner uses a foundation of previous knowledge to construct new understanding. Consequently, the

learner has primary responsibility for constructing knowledge and understanding (Wirth, 2008:11).

Based on explanation above, then learning activities can defined as an effort or work that done by human to achieve a chance in behaviour, where this chances lead to a better one. Allah said in the holy Qor'an Al-Mujadillah verse 11 that He will raise those who have believed among you and those who were given knowledge, by degrees.

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا

قِيلَ انشُزُوا فَانشُزُوا يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا

تَعْمَلُونَ خَبِيرٌ ﴿١١﴾

O you who believed! When you are told to make room in the assemblies, (spread out and) make room. Allah will give you (ample) room (from His mercy). And when you are told to rise up (for prayers, Jihad, or for any other good deed), rise up. Allah will exalt in degree those of you who believed, and those who have been granted knowledge. And Allah is Well-Acquainted with what you do (Mukhsin Khan, 1993:854).

Based on the verse above, described that “ Allah will raise those who have believed among you and those who were given knowledge, by degrees ”. in Quraish Shihab (2002:79) said that Those who believe and have the knowledge will show wise attitude and prudent. Faith and knowledge are going to make steady and noble people. it means that in the verse divides the faithful into two major types, the first one just believe and pious charity, and the second one believe, pious charity, and having knowledge. The degree of the second types to be higher, not only having the knowledge, but also charity and his attitude to others by example.

2. Course Review Horay

a. Definition of Course Review Horay

Hamid (2011) stated that Course Review Horay is a fun model, because students are invited to play while learning to answer the questions from the teacher attractively. In the application of Course Review Horay (CRH) method, not only want the students to

learn skills and academic content. Course Review Horay as one of the learning to know, learning to do, learning to be and learning to live together in order to realize the significance of learning for learners (Suprijono, 2010:2). Through Course Review Horay expected the students can solve the problems in small groups.

b. The Syntax of Course Review Horay:

- Teacher divide student into several groups.
- Teacher convey the competence will be achieved
- Teacher convey the material
- Provide the opportunities for students to discussion
- To test comprehension, students ordered to take the paper and each of paper filled with the number, whatever they want (between 1-10)
- The Paper put into a box and teacher take the paper randomly then mentions the number out.
- The number out is number of questions that will be read by the teacher.
- Students who get marks (√) must scream horay.
- The value of students counted the number of correct answers and give rewards to the winner (Suprijono, 2013:129).

c. Advantages :

- Learning become more attractive so encourage students to engage in learning activities, and students can be more relaxed in learning
- Can increase good teamwork among students

d. Disadvantages:

- Students are active and passive has same value, therefore don't know the level of understanding of each material from the students.
- May cause atmosphere in the class is not conducive. This situation caused by a strong voice of students scream horay.

3. Personal Pronoun

Personal pronoun is part of pronoun which refers to a specific person or thing. It's stands to the three persons, they are: first person (I and we), second person (you) and the third person (she, he, it). In personal pronoun in present day English (Katie, 1996:13), the pronoun paradigm listing the different person and case of personal pronoun in modern English, such as the following table:

	<i>Personal Pronouns</i>		<i>Possessive Pronouns</i>		<i>Reflexive Pronoun</i>
	Subjective case	Objective case	Determiner function	Nominal function	
1p sg.	I	me	my	mine	myself
pl.	we	us	our	ours	ourselves
2p sg.	you		your	yours	yourself
pl.					yourselves
3p sg. masc.	he	him	his		himself
fem.	she	her		hers	herself
non- personal	it		its		itself
pl.	they	them	their	theirs	themselves

Table.1 Prototypical pronoun paradigm (Standard English)

B. Conceptual Framework

The exposure that has been elaborated on the theoretical review can put four concepts in this study, they are:

1. Learning is the acquiring or getting knowledge of a subject or a skill by study, experience or instruction or learning relatively permanent change in a behavioural tendency and is the result of reinforced practice.
2. Constructivism learning theory is the basic theories of course review horay. In course review horay student will be involved and practiced to be active learning, so student able to construct their knowledge, not only rote their knowledge but

also interact with their environment either existing tools or with peers to construct new knowledge.

3. Course Review Horay is one of active learning that can be used in teaching learning process, where through Course Review Horay expected the students can solve the problems in small groups.
4. Personal pronoun is part of pronoun which refers to a specific person or thing. It's stands to the three persons, they are: first person (I and we), second person (you) and the third person (she, he, it).

C. Hypothesis

Based on the theoretical and conceptual framework above, the hypothesis of this study is “the students’ ability at understanding Personal Pronoun can be improved by using Course Review Horay (CRH) method”.

III. METHOD OF RESERACH

This study applied classroom action research. Hopskin (1993) stated that classroom action research is a research that combines research procedures with substantive action, an action taken in the discipline of inquiry, or an effort of person to understand what is going on, as well as engage in a process of improvement and change.

This study was conducted at MTs Al-Jami’atul Washliyah Tembung which located at Jl. Besar Tembung Lingkungan IV No. 78 Percut Sei Tuan. The subject of study was eight grades in academic year 2013/2014. This class consisted of 40 female students.

The study was conducted more than one cycle. The writer explained two cycles in this, and each of cycle consisted of three meeting (2 x 45 minutes/ meeting). Each cycle was ended by a final test, but before conducting the first cycle she conducted a pre-test. And completion test is kind of test which used the writer in this study. The completion items or test is the test items which can be answered by aword, phrase, number or symbol (Wilmar, 1988:61).

IV. DATA ANALYSIS AND RESEARCH FINDINGS

The data was analyzed by qualitative and quantitative approach. For qualitative data were taken from interview, observation sheet and documentation. While the quantitative data were taken from the mean of students score in taking test. The total number of students as the research subject was 40 students, they are female. This study was accomplished in two cycles. In the first cycle, the pre-test and post test I were conducted. The pre-test was conducted before the writer did treatment and the post-test I was conducted after the writer taught the students in three meetings. In the second cycle, the writer post-test II after she taught the students in three meetings.

1. The Quantitative Data

The quantitative data were taken from the result of pre-test, post-test I in cycle I and post-test II in cycle II. The students' ability showed the improvement continuously. The result of quantitative data could be seen in the following subtopic:

1.1 Students' Ability at Understanding Personal Pronoun By Using Course Review Horay Method

The writer gave a completion test to the students in each of cycle to know the students' ability at understanding personal pronoun by using course review horay. There were six meetings had conducted. The test was given to the students in pre-test, post-test I in cycle I and post-test II in cycle II. The result of students' score could be seen in the following table:

Table.2

The Students' Score of Pre-Test, Post-Test I in Cycle I, and Post-Test II in Cycle II

No.	Students' Initial Name	Pre-Test	Post Test I	Post Test II
1.	AM	50	80	90
2.	AH	10	70	100
3.	AF	10	70	80

4.	DS	20	70	90
5.	ET	30	60	90
6.	FN	40	50	80
7.	GR	0	90	0
8.	JH	20	40	80
9.	JL	40	80	70
10.	LJ	10	50	60
11.	MK	60	80	100
12.	MM	30	70	80
13.	MD	20	50	70
14.	NR	60	80	100
15.	NA	60	80	100
16.	NH	30	50	70
17.	NJ	10	70	80
18.	NF	50	80	90
19.	PN	30	60	80
20.	PM	40	70	80
21.	PA	30	70	80
22.	PH	20	70	80
23.	PP	60	90	100
24.	RL	30	50	100
25.	RA	60	80	90

26.	RS	60	80	100
27.	RF	10	70	100
28.	RR	40	80	90
29.	SS	10	50	60
30.	SP	50	80	90
31.	SA	30	60	80
32.	SI	40	60	90
33.	SZ	40	80	70
34.	SM	40	40	70
35.	SN	30	50	70
36.	SSS	30	80	80
37.	SC	30	70	80
38.	SH	30	80	90
39.	TD	40	70	80
40.	YA	30	80	80
Total		$\sum x = 1330$	$\sum x = 2740$	$\sum x = 3270$
Mean		$\bar{x} = 33,25$	$\bar{x} = 68,5$	$\bar{x} = 81,75$

The result of research indicated that there was improvement of students' ability at understanding personal pronoun which taught by using Course Review Horay method. It was proved by the data which showed that the mean of the students' score for the first test as a pre-test which was 33,25, the second test as post test I which was 68,5 and the third test as post test II which was 81,75. The total percentage of the students who passed the passing grade significantly improved, in the pre-test which was 0%, in the post test I which was 67,5% and in the post test II which was 92,5%.

1.2 The Hypothesis Test

The testing of Course Review Horay method was done by using the mean on cycle I and cycle II. The complete analysis can be follow:

Table.3

The Statistics Analysis of the Result of Students' Score Cycle I and Cycle II

No	The Result of Cycle I	The Result of Cycle II	<i>D</i>	<i>D</i> ²
	Score	Score		
1	80	90	10	100
2	70	100	30	900
3	70	80	10	100
4	70	90	30	900
5	60	90	30	900
6	50	80	30	900
7	90	0	-90	8100
8	40	80	40	1600
9	80	70	-10	100
10	50	60	10	100
11	80	100	20	400
12	70	80	10	100
13	50	70	20	400
14	80	100	20	400
15	80	100	20	400
16	50	70	20	400

17	70	80	10	100
18	80	90	10	100
19	60	80	20	400
20	70	80	10	100
21	70	80	10	100
22	70	80	10	100
23	90	100	10	100
24	50	100	50	2500
25	80	90	10	100
26	80	100	20	400
27	70	100	30	900
28	80	90	10	100
29	50	60	40	1600
30	80	90	10	100
31	60	80	20	400
32	60	90	30	900
33	80	70	-10	100
34	40	70	30	900
35	50	70	20	400
36	80	80	0	0
37	70	80	10	100
38	80	90	10	100

39	70	80	10	100
40	80	80	0	0
Total			570	25.500

From the table was known:

$$\begin{aligned} \text{Mean } (D) &= \frac{570}{40} \\ &= 14,25 \end{aligned}$$

The calculation was done as the formula:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{14,25}{\sqrt{\frac{25.500 - \frac{(570)^2}{40}}{40(39)}}$$

$$t = \frac{14,25}{\sqrt{\frac{25500 - \frac{324900}{40}}{40(39)}}$$

$$t = \frac{14,25}{\sqrt{\frac{25500 - 8122,5}{1560}}}$$

$$t = \frac{14,25}{\sqrt{11,14}}$$

$$t = \frac{14,25}{3,34}$$

$$t = 4,266$$

$$t = 4,27$$

From the analysis above, it could be seen that the coefficient of $t_{\text{count}} = 4,27$ with the fact level $\alpha = 0,05$ which the real level of $t_{\text{table}} = 2,02$. In the coefficient of $t_{\text{count}} (4,27) > t_{\text{table}} (2,02)$, so the hypothesis could be received. Based on the finding of statistics analysis denotes that Course Review Horay method can improve the students' ability at understanding personal pronoun is accepted.

2. Qualitative Data

The qualitative data were taken from interview, observation, document and diary note.

a. Interview

There are informants of interviews during this study, they're teacher and students. For the teacher, interview conducted in twice, before the writer implement CRH method in learning process and after implemented course review horay in teaching personal pronoun. In the first time, the writer asked the teacher's problem in teaching grammar and the strategy or method that ever used by teacher in teaching learning process. In the second time (had done cycle II), she asked her opinion about CRH method. She argued that CRH method made students more active in learning process. Then, the writer also interviewed several students, they argued that they enjoy and more pleasure with this method during learning process.

b. Observation

Observation sheet was used to measure the level of students' activities during teaching learning process. The observation was focused on the situation of teaching and learning process as long as implementing course review horay in teaching personal pronoun.

From the observation sheet, the writer was noted that students were active and enthusiastic in learning personal pronoun by using course review horay method. However,

in the first cycle when course review horay implemented, students seem a bit confused about this method.

c. Document

Documents were taken as instrument for data collection to know the students' activity and students' expressing, it's include documentation (photograph). It can be seen in apendix.

d. Diary Note

Diary notes wrote by the writer in every meeting during conducting the research. It used to write down the moments that occur as long learning process and also to describe the writer's thought and feeling during conducted the research. The writer recorded everything that happened during teaching learning process including reflection and evaluation of implementation course review horay in teaching personal pronoun.

The writer also analyzed qualitative data to support the research finding besides the quantitative data. The qualitative data were organized from, interview, observation, documentation sheet and diary notes. All the data indicated that the students given their attitude and response during teaching learning process. Based on the result of the quantitative and qualitative data, it was indicated that the implementation of Course Review Horay (CRH) as a method significantly can improved the students' understanding in learning Personal Pronoun topic.

V. CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the result of the research, it could be concluded that teaching Personal Pronoun by implementing course review horay method can improve students' ability and students' activity, especially for the second year (VIII⁴) students of MTs. Al-Jam'iyatul Washliyah Tembung. So, the conclusions are:

1. There is an improvement of students' ability at learning Personal Pronoun after being taught by implementing Course Review Horay (CRH) method. It can be seen from the mean of students' score in three tests; pre-test (32,25), post test I (68,5), and post test II (81,75).
2. The result of qualitative and quantitative data showed that the implementaion of Course Review Horay could improve the students' ability at learning personal pronoun.

B. Suggestions

Having seen the result of study, the writer offered the following suggestions to be considered:

1. For teacher suggested to use active learning method in teaching and learning process, and one of them is the implementaion of CRH, so that the classroom atmosphere is more alive and not bored.
2. The other readers, it is suggested to conduct futher research related to the topic of study.

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