

## The Effectiveness of Kahoot Online Media in Learning Personal Pronoun at a State Senior High School in Jambi City

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### Abstract

This study is aimed at finding the effectiveness of Kahoot online media in learning personal pronoun for senior high school students. There were 30 social sciences students taken as participants in control class, and 30 natural sciences students were taken as experimental participants. There were five (5) topics given to the students; objective, subjective, possessive pronoun, possessive adjective, and reflexive as mains materials in English subject. The results of the research were proven effective by using t-test. Students' scores in learning personal pronoun were significant after implementing Kahoot online media. The average pre-test control class 37,1 and post-test control class 48,7. Average pre-test experimental class 41,5 and post-test experimental class 83,5. Kahoot online media makes learning process more interesting. The value of t-test higher than the value of t-table ( $26,11 > 2,001$ ).

**Keywords :** kahoot, online media, personal pronoun

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### Introduction

Garba (2015) stated that 21<sup>st</sup> century is characterized with amazing developments in information technology which spread over on almost all sides of modern life. Teaching and learning process is also affected to media of teaching and learning using in the classroom. Online media is available in many educational sites to help teachers applying media for teaching and learning. It has relation to what Petel (2013) said that information technology has changed the dynamics of educational institutions including in educational system. Especially in teaching and learning English in Indonesia significantly is grown up fast to lead teachers holding a new outlook in classroom activity. In Indonesia, an incredibly diverse and multicultural country, English is regarded as one of the most popular foreign languages (Abrar, Mukminin, Habibi, Asyafi, Makmur, Marzulina, 2018). The Teaching grammar for students learn English as a

foreign language has its own challenges. As Dykes (2007) stated that grammar is a language to talk about language that needs more attention to impress students in learning it. To motivate Senior High School students in learning grammar needs a specific media that could help students easy to understand the lesson. One of teaching media is kahoot online media which is built by Johan Brand, Jamie Brooker, and Morten Versvik from Norway. This game learning application is in kinds of quizzes and tests. Students can play it with or without download the application itself. Goodman (2003) explained that multimedia is an important thing related trends in education that have flowed through and around the factory system, causes some changing in teaching approaches. Furthermore Crow (1993), explains that interest refers to motivation force which forces someone to pay attention to other people, thing or an activity.

It is found in the school the students motivation in learning personal pronoun was low, and the result of the pronoun test in the traditional classroom setting was still under the expectation of the school, the researcher's want to apply online media to the students with good knowledge and to enhance the score in learning personal pronoun. The researcher found some problems of students in learning process, Such as the students have low motivation in learning English, and the teacher uses monotonous and inappropriate teaching technique. So, probably, it was caused by lack of students' interest in lesson, because there is no variation in teaching English from teacher and makes the students bored monotonously in teaches English.

In this research, the researcher is interest in using kahoot as the media of teaching and learning personal pronoun that can be used to achieve the learning objective. Related to kahoot, Kahoot is one of the well known game-based learning platform that is very user friendly for both teachers and students. It is an innovation of Johan Brand, Jamie Brooker and Morten Versvik in collaboration with the Norwegian University of Technology & Science. This game-based application is especially designed and aimed to repeat and review the knoweledge of the learners and to assess in form of light quizz in a fun way. Kahootcurrently owns four kinds of form which are : Quiz, Jumble, Survey and Discussion.

## Literature Review

A pronoun is used to substitute a person, place, and thing. Pronoun is often used to refer to a noun that has already been mentioned. According to William (2005:61) states "There are several other types of pronouns: personal, demonstrative, reciprocal, possessive, indefinite, reflexive, and relative". Another opinion about a pronoun is stated by Alsagoff (2008:89) who argues "A pronoun stands in place of a noun phrase, or part of a noun phrase, when the reference to that noun phrase is clear from the context". He divides pronouns into eight types. There are personal, possessive, reflexive, reciprocal, demonstrative, indefinite, relative, and interrogative. According to Alsagoff (2008:89) there are eight types of pronouns.1. Personal pronoun : I, you, they, we, she, he, it, me, us, him, her, them. Example: The two hungry teenage boys are eating apples. They are eating some apples. Word "they" replaces a noun phrase "the two hungry teenage boys.2. Possessive pronoun as premodifier of noun phrase: my, our, your, her, its, their as head of noun phrase: mine, ours, his, hers, theirs, yours Example: This pen is mine. "Mine" is ownership of "this pen". I wash my car everyday. "My" must be accompanied by a noun "car" because it cannot stand alone.3. Reflexive pronouns: myself, ourselves, yourself, himself, herself, itself, themselves. Example: The boy blamed himself. "Himself" refers to subject "the boy".

4. Reciprocal pronouns: each other, one another. Example: They kept looking at each other and smiling. They give one another presents when they met at the airport.5. Demonstrative pronouns: this, that, these, those. Example: Some new historical fossil books have been in the library. Those books often are inquired by students and lecturers. A blue small pen was left out

of the class. This pen is mine.6. Indefinite pronouns: someone, something, somebody, anyone, anything, everyone. Example: I must do something. She smiles to everyone.7. Relative pronouns: who, whom, whose, which, that. Example: The man who lives next door is a dentist. I feel sad for the boy whose dog ran away.8. Interrogative pronouns: who, whom, whose, which, what. Example: What would you like to have for lunch? Which do you pick?, Which chair did you pick?

### **Personal pronoun**

Personal pronoun is a pronoun to be replaced a noun or a noun phrase that makes that noun or noun phrase is clear from the context. Williams (2005:61) state that, Pronouns that replace a duplicated noun are referred to as personal or common pronouns. Using the personal pronoun makes a sentence clearly because it can differ whether somebody is first or third speakers. Harman (1931:46) suggests “A personal pronoun is one which distinguishes the speaker, the person or thing spoken to, and the person or thing spoken of”. Moreover, using this pronoun can refer to something. It means that it makes our writing cohesive. Evans (2003:188) states “We use personal pronouns to refer to people, things, or animals. We don’t use a noun and a personal pronoun together”.

**Table 1.** Types of personal pronouns

Subject	Object	Possessive Adjective	Possessive Pronoun	Reflexive
I	Me	My	Mine	Myself
You	You	Your	Yours	Yourself
He	Him	His	His	Himself
She	Her	Her	Hers	Herself
It	It	Its	Its	Itself
We	Us	Our	Ours	Ourselves
They	Them	Their	Mine	Themselves

### **Subjective Pronoun**

A Subjective pronoun performs the action of the verb. It acts as the subject of a sentence. Williams (2005:62) argues “When a noun or pronoun is functioning as a subject, it is in the subject or nominative”. It is a pronoun form to substitute a noun or a noun phrase as a subject in a sentence. It can be place, person, thing, event, substance, or quality. There are seven types of subjective pronouns. They are I, you, we, they, she, he, and it. I, you, she, he, and it are included in singular form. They are used to replace name’s person, or a noun. Especially, she and he are used to specific appearance. She is used for a feminine appearance, for example, mother, sister, aunt and names” female. He is applied to a masculine appearance. For example, father, brother, uncle, and names” male. Example: A. Feminine appearance: Luna is a good athlete. She is a good athlete. (The pronoun she replaces Luna) The tall young lady is making so noisy. She is making so noisy. (The pronouns she replaces the tall young lady) B. masculine appearance: Your brother was sick. He did not come to class. (The pronoun he replaces your brother) John invites watching movie tonight. He has a good new movie. (The pronoun he replaces John) They and we are included in plural form that used to replace nouns or noun phrases as a subject in a sentence. Example: They: The beans and tomatoes are fresh picked. They are healthy food. (The

pronoun they replaces the beans and tomatoes) The smart young children win the science competition. They win the science competition. (The pronoun they replaces the smart young children) We: My friends and I want to go to the beach next week. We want to spend our time there. (The pronoun we replaces my friends and I) My families go to the restaurant once a week. We go to the restaurant once a week. (The pronoun we replaces my families) Especially for pronoun „you“, it can be included in singular or plural form. It is included in singular form when „you“ is used to substitute in singular noun or noun phrase, and „you“ is included as plural form when it is placed in plural noun or noun phrase. Therefore, we can use subjective pronouns as a subject in a sentence in order to make it clearly. Example: I am asked to meet Ms. Rina, Rani says that you should come to Ms. Rina’s room. The pronoun you in the indirect sentences is a singular form because you refers to I. Both of the children were asked to be silent because there was a special guest coming. Mother said that you asked to study hard tonight. The pronoun you in the indirect sentence which replaces. Both of the children is a plural form.

### ***Objective pronouns***

An objective pronoun acts as the object of a sentence. Williams (2005:62) states “When functioning as an object, it is in the objective case”. It receives the actions of the verb. Objective pronoun is used to replace a pronoun of a noun or noun phrase as an object. It can be a plant, thing, living animal, or a person. There are some kinds of objective pronoun. They are me, you, him, her, it, them, and us. Me, you, him, her, and it belong to singular form while them and us are counted on plural form. All of them are placed as an object in a sentence because they are affected by an action. Besides, the existences always are affected by verb so that an object relates to the verb.

The function of objective pronouns can be as a direct object and indirect object.

Example:

- A. A direct object: They invited me last week.  
John speaks to you.  
The money was given to us.
- B. An indirect object: My mother gives me the money.  
Marcel talked them all to the circus.  
They tell her a horror story.

From the examples, we can say that a direct object is an object which receives the action of verb directly. Moreover, an indirect object is an object which receives the action of verb indirectly.

### ***Possessive pronoun***

A possessive pronoun tells you who owns something. Personal pronouns have double possessive constructions, possessive pronoun and possessive adjective pronoun that barely resemble. The similarity of them is used to show who or what something belongs to. However, the difference is placed in the form. The possessive adjective pronoun cannot stand alone, but the possessive pronoun can stand alone because it is not allowed immediately by a noun. According to Frank (1972:19) states “The possessive forms are written without an apostrophe”. There are six kinds of possessive pronoun. These are mine, yours, theirs, ours, his, and hers.

Example:

- The red ball is mine.
- Can you tell me which house is theirs?
- Every nation has its own special problems.

### ***Possessive adjective pronoun***

Possessive adjective pronoun is a pronoun form that used to show who or what something belongs to. The kind of possessive adjective pronoun is seven forms. They are my, your, our, their, his, her, and its. They are used to show the possessive noun that similar to the function of adjective. Alsagoff (2008:90) states “Calling these possessive adjectives is not quite right because my, our, your resemble determiners in their distribution as well as rather than adjectives”. It can say that the function between possessive adjective and adjective barely resemble but they are different. Moreover, possessive adjective pronouns cannot stand alone because they is followed immediately by a noun. In addition, they do not take apostrophes that used on possessive nouns.

Example:

He washes his car every morning.

I put my books on the bag.

She will give your toys after ending the class.

Their mobile phones were stolen.

### ***Reflexive pronoun***

Reflexive pronoun usually refers to the subject of a sentence because it relates to the verb. Using pronoun can also be emphasis a noun. Evans (2003:192) states “Emphatic pronouns have the same form as reflexive pronoun but a different meaning. They emphasis the noun, or the fact that one person, and not another, performs an action”. For example, he himself conducted the interview. The pronoun “himself” in the sentence indicates he who conducted the interview not the other one. The following of reflexive pronouns are myself, yourself, himself, herself, itself, ourselves, yourselves, and themselves. All of them can be used as an object because it is effected by an action or state. The object is tied to predicator in term of meaning. The object can be as an indirect object and a direct object

Example:

A. An indirect object:

They built themselves a beautiful home.

B. A direct object: They are talking about himself.

Try not to make a fool of yourself.

### ***Gamification***

The process of using video games to engage audiences, solve problems, or elicit game-like thinking and mechanics is called gamification. This is a relatively new term that was created from the use of interactive games for teaching in the classroom. Video games can be used for instruction, review, and formative assessment in schools. Using games in class can promote independent learning, collaborative learning, and problem solving. While the use of video games to teach part of speech especially personal pronoun is new, there is research to support that it is a useful instrument to increase students grammar. One of the way to improve students' grammar is using multimedia especially in learning personal pronoun. The multimedia is used kahoot online media. Those are kinds of online quizzes and tests.

### ***Kahoot***

Kahoot is an online game that tests student's knowledge of course content. The game is free for both teachers and students, and simply requires a multimedia tool to participate (Siegle, 2015). A cellphone, laptop, or Chromebook works for running the Kahoot website. Teachers can create quizzes using multiple choice questions presented in a game-based format to students. The quizzes contain questions that have up to four possible choices, and questions can contain

various multimedia contents such as pictures or videos. On top of the number of answer choices, Kahoot also provides teachers with the ability to select the amount of time that the students have to respond to each question. The students join the game via a specific generated game code and are able to create their own nicknames to be displayed on the game screen. If a name is inappropriate for school use the teacher can simply click on the name and the student is kicked out of the game.

According to Fathan & Syafii (2018) says that, Kahoot is a free game-based learning platform for teachers of awesome, classroom superheroes and all learners. Kahoot has two different addresses, for students Kahoot.it and for teachers Kahoot.com. With Kahoot teachers and students will learn and play the game. Kahoot is a tool that delivers and presents questions to students. It is set up as a game that students can play either individually or in groups. Instructors provide students with multiple choice questions, which are projected on a classroom screen. Each question has a limit of 95 characters, is displayed anywhere from 5 seconds to 2 minutes, and is restricted to four response options. Students, who will need to create a unique username that can be used throughout a semester, answer these questions with their own personal electronic devices for example laptop, smartphone, or tablet.

Furthermore, Kahoot is easy to use in its game-like format and is gaining popularity across the country (Singer, 2016). Kahoot uses educational trends to capitalize on their popularity. These educational trends include gamification and student engagement. The makers of the video game rely on student engagement and interest to keep the popularity of the game spreading. One possible drawback of the popularity of Kahoot is the concern that students will begin to get bored of playing the game (Wang, 2015). Based on the definition above, the researcher concluded that Kahoot is an online game. The game is free for teachers and students. Teachers can create quizzes using multiple choice questions presented in a game-based format to students. The students can join the game via Cellphones, Laptop, Chrome works for running Kahoot website. Kahoot has two different websites addressed for students Kahoot.it and for teachers Kahoot.com. Each question has a limit of 95 characters, is displayed anywhere from 5 seconds to 2 minutes, and is restricted to four response options.

### ***Features of Kahoot***

According to (Play 2004) There are three features of Kahoot.

1. **Quiz** : This is the most common type of Kahoot, epitomizing our game-based approach to blended learning. There is no limit to the number of questions in a quiz. Each question can have an associated picture or video, and 2 - 4 multiple choice answers. There must be at least one correct answer (but more can be chosen), and the time-limit for each question can be individually set from 5 seconds to 2 minutes. Aside from being a great way to engage and focus a whole room of people, quizzes can be used to formatively assess the knowledge of each individual in the room, and adapt their learning accordingly. They can be used to track progress of individuals over time, and inspire learners to enquire further by creating their own quizzes. Players answer questions displayed at the front of the room on their personal device, motivated to answer correctly and score the most points. The faster someone answers a question correctly, the more points they get. The top 5 highest points scorers are displayed on the leaderboard at the front in-between each question, and the ultimate winner is shown at the end. Results, including who answered what for each question, can be downloaded afterwards.
2. **Discussion**: Discussions are designed to do exactly what they say - facilitate a conversation. They are simply one quick question with no right or wrong answer, which can have an associated picture or video and 2 - 4 alternative answers. They should be used to gather

opinions on current affairs, divisive topics, or even ask “what shall we do today?” Once again, players answer the question on their personal device. There is still a time-limit to answer within, however no points are involved. The collective results of the question are displayed at the front, acting as the basis for the discussion.

3. Survey: There are no limits to the number of questions in a survey. Each question can have an associated picture or video, and 2 - 4 multiple choice answers - however there are no right or wrong answers. They are just like traditional surveys except questions are asked in real-time to those present who answer on their personal devices. The results of each question can be debated there-and-then, and all survey results can be downloaded at the end.

### ***How kahoot applied***

1. We have to register our account in kahoot and sign in
2. We could create our own question with media that provided in kahoot or we just follow some account to play question interestingly.
3. Open the question there will be pin number to enter the game.
4. Choose option individual or group (freely)
5. Students should have application in their phone and copied pin number to enter the game
6. After all students input the pin and enter the game teacher might start
7. Students will start the game, after they pass one question the score and rank will appear.
8. Teacher is able to assess the students with their score and rank that appeared in scoreboard
9. Teacher is able to share students score to another account.

### ***Teaching personal pronoun by using kahoot online media***

This media include motion pictures, video gaming, recorded music and adaptations of the internet for any of this media. In order to get students' attention in learning which have so many words but only several pictures, the teachers must have a media to encourage them this fact is then supported by a study conducted by Wells (2011) saying that games, in the process of teaching and learning of the language subject especially, can affect dramatic change in on-task behavior as well as word acquisition and content understanding. As a media of learning, games can also be completed online as it can also use the multiple formats for presentation of information, including text, motionless or animated, pictures movie segments, video clips, and audio information with Kahoot, teachers and students can create multiple-choice quizzes as well as polls and surveys that populate on-the-spot data (although this data isn't saved over time). Other than their own scores, students only see the top achievers, so low-performing students won't feel put on display. Quiz questions and polls stimulate quick instructional decisions as well as whole-class discussion, but an openended response feature and/or the ability to string together a quiz and a poll in one game would be welcome to aid learning. Tech savvy-students can connect with students from across the globe to play or connect to their peers after-hours to compete for new scores. Data can be downloaded by teachers (or student creators) and viewed in Excel. These reports can be helpful, but data can't be compared over time for classes or individual students since accounts are not required for students (even though they can, if they choose, create them). For teachers, this means it can be time-intensive to analyze students' growth patterns or individual problem areas using Kahootquizzes. Kahootis suitable for teaching English the three features (quiz, survey and discussion) could be used as assessment, ice breaker and tool to stimulate students' discussion in any specific subjects in English. Teachers are free to select the mode of Kahoot that they desire to use in the classroom. For instance in teaching speaking, discussion and survey can be used. Quiz can be used in teaching theoretical subjects such as: linguistics, grammar, reading, and so on.

### ***Previous studies***

In order to support this research, the researcher discussed three related studies. Dimas Wibisono (2019) from graduated school of Widya Mandala Catholic University Surabaya : with the title “ The Effect of Kahoot In Teaching Reading to Tenth Grade Students. The purposes of this study were to identify the effect of Kahoot in reading comprehension test scores. This study was carried out among 50 students from a senior high school in Surabaya. Data were analyzed presented using descriptive statistics in the form of frequency, means, standard deviation and independent t – test. From this study, it was found that the students’ reading comprehension test scores were higher when they were taught using Kahoot on the learning process. Besides, their learning attitudes on cognitive, psychomotor and affective showed some significant positive effects. From these findings, it can be suggested that online media like Kahoot is strongly recommended to be used in the teaching and learning process of English reading. It is expected that the finding of this study would enlighten the relevant literature of the area.

The second is a journal has been conducted by Joseph Pede (2017) from Rowan University with the title “The Effect of the Online Game Kahoot on Science Vocabulary Acquisition. The purpose of this study was to investigate the effect of the online game Kahoot on science vocabulary acquisition of students with learning disabilities in a middle school inclusion physical science classroom. Specifically, this study investigated, student science vocabulary acquisition, student focus and on task behavior, and student satisfaction using the online game Kahoot. Vocabulary acquisition was measured in terms of weekly vocabulary assessments. Six middle school students, three males and three females, participated in this study. A single subject design with ABAB phases was utilized. Results show that all students increased their vocabulary assessment scores when Kahoot was played twice weekly. The use of Kahoot also increased student focus and on task behavior. The results of the student satisfaction survey indicated that students enjoyed playing Kahoot and found it easy to use.

The last journal has been conducted by Halise Sibel ( 2018) from International Technology The purpose of this study was to investigate the usability of the Kahoot, the digital assessment tool, in elementary schools. With this respect, the participants were selected by using the simple random sampling method. 23 students and teacher in state elementary school in Mugla in Turkey participated in the study in the spring term of the 2017-2018 academic year. The Kahoot was implemented in the social studies class for 4 weeks. It was a qualitative and quantitative study. The survey technique was used to collect data and the data were analyzed by using the descriptive analysis technique. The results of the study indicated that the students thought the Kahoot as enjoyable, informative, useful, perfect and fine. The students also rated the difficulty level in using the Kahoot application as ‘Not difficult’, ‘A Little Difficult’ and ‘Difficult’. These challenges were the difficulties in reaching the Kahoot website, the problems about the internet connection, the difficulties in reading the board, the difficulties in selecting the answers and the application’s disconnections because of the connection timeouts. The teacher, however, displayed positive opinions about the Kahoot application.

Based on the previous above, the researcher can conclude teachers used Kahoot in learning pronoun especially personal pronoun in Tenth Grade, in this case, the researcher conducted SMA N 9 Kota Jambi. Those previous studies gave much input in conducted in research about teacher’s using kahoot in learning pronoun especially personal pronoun in Tenth Grade. In this research using two methods are experimental group by using kahoot and control without kahoot. The objective of this research is to find out whether is significant of using kahoot in learning personal pronoun.

## Methodology

Research method that the researcher that use is a quantitative method. Quantitative method is officially about collecting numerical data to explain particular phenomenon. (Daniel Muijs, 2004 :1). Besides, the researcher uses experimental study for this research help the researcher to know the cause and effect independent variables and dependent variables John W (Creswell, 2012:295). The experimental research enables researchers to go beyond description and prediction, beyond the identification of relationship, to at least a partial determination of what causes them (Fraenkel *et.at*, 2015:266).

According (Kultar singh, 2007). In quantitative research, the primary aimis to determine the relationship between an independent variable and another set of dependent or outcome variables in a population. Research design according to Kerlinger is the plan, structure and strategy of investigation conceived to obtain answers to research question and to control variance.

**Table 2.** Experimental research design

	Pre-test	Treatment	Post-test
<b>Experimental Group</b>	X1	X	X2
<b>Control Group</b>	X3		X4

**Source:** Muijs, Daniel (2004,p.31)

### Explanation

X1 : The score pre-test of experimental group

X : Treatment of experimental group

X2 : The score post-test of experimental group

X3 : The score pre-test of control group

X4 : The score post-test of control group

This research was conducted at SMA N 9 Kota Jambi in the second semester academic year 2019/2020 using kahoot online media. According to Ary (2010). Population is the larger group to which a researchwishes to generalize , it includes all members of a defined class of people, events, or objects. The population on this study used all students at tenth grade of SMA N 9 Kota Jambi in Academic Year 2019/2020. The number of students is 132 which were divided into 4 classes. The total number of students can be seen from the table below:

**Table 3.** The population of the research

CLASS	TOTAL OF STUDENTS
X IPS 1	36
X IPS 2	30
X IPS 3	36
X IPS 4	30
TOTAL OF ALL STUDENTS	132

**Source:** Administration of SMA N 9

Bordens (2008:158) states that a sample is a small subgroup chosen from the larger population. So, the sample was the students from the population who were chosen to participate in this study. In this research researcher used *Random Sampling*. According to Ary (2010:648) states that random sampling is sample selected by a chance procedure so that every member of the population has an equal probability of being selected.

**Table 4.** The sample of the research

No	Group	Classes	Number of Students
1	Experimental Group	XI IPS 4	30
2	Control Group	XI IPS 2	30
	<b>Total</b>		60

**Source:** Administration of Senior High School 9 Kota Jambi.

The sampling method in this research was done *Random Sampling* for 4 class of population. First, researcher prepare paper, pen, and glass then researcher cut into 4 pieces of paper, next write all the class on 4 pieces of paper, roll it and out into glass, after that removed 2 rolls from the glass, so 2 rolls of paper are class X IPS 2 and X IPS 4 that the researcher made a sample in this research.

### ***Instruments of the research***

The researcher collected the data by test as research instrument.

#### 1. Test

The text type that is chose personal pronoun they are subjective pronoun, objective pronoun, possessive adjective, possessive pronoun and reflexive pronoun. The students give personal pronoun. With some exercise is multiple choices. There also a test. The test was divided into two, they were pre-test and post-test. The researcher give the same test for experimental and control group. The researcher gave items tested to 35 subjects to measure validity and reliability in pre-test and post-test.

**Table 5.** Personal pronoun area and each item

No	Personal Pronoun Area	Items number	Percentage
1	Subject Pronoun	1,7,15,16,20,22,31	20 %
2	Object Pronoun	2,8,13,17,21,24,32	20%
3	Possessive Adjective	4,9,12,18,25,28,33	20%
4	Possessive Pronoun	3,10,19,23,26,29,34	20%
5	Reflexive	5,6,11,14,27,30,35	20%
	<b>Total</b>	35 items	100%

Source: Nursahadah (2014:29)

### ***Validity of the test***

Validity of the test is the extent to which a test measures what it is intended to measure. According Field (2005) validity basically means measure what is intended to be measure. In this research the researcher used content validity. Content validity was done to see the content of

instrument in learning material given by the teacher. it had been counted index difficulty and index discrimination. (The result of validity test can be seen on appendix page 62)

### 1. Index Difficulty

Difficult index is the ability of the test to filter the total number of participant who answers correctly. The categories of 0,00-1,0 referred to difficulty index and it indicated the level of test difficulty.

The difficult index formula as follows:

$$P = \frac{B}{JS}$$

Where:

P = Items difficulties.

B = Sum of the students who answered correctly.

JS = Sum of all students who followed the test.

The classification of item difficulty is as follow:

P 0.00 – 0.30           difficult

P 0.31 – 0.70           moderate

P 0.71 – 1.00           easy

### 2. Index Discrimination

Index discrimination is the test ability to separate the students who have high ability students and low ability.

The index discrimination formula:

$$D = \frac{BA}{JA} - \frac{BB}{JB} = P_A - P_B$$

Where:

D : Discrimination index

J : Number of participant

JA : Number of top group participants

JB : Number of bottom group participants

BA : Number of the top group participants who answer correctly

BB : Number of the bottom group participants who answer correctly

PA : Propotion of top group participants who answer correctly

PB : Propotion of bottom group participants who answer correctly

Discrimination index categories:

D : 0,00-0,20 : Poor

D : 0,20-0,40 : Satisfactory

D : 0,40-0,70 : Good

D : 0,70-1,00 : Excellent

D : Negative, all is poor.

### ***Reliability of the test***

Reliability is the degree to which an assessment tool produces stable and consistent result. Similarly, Hughes adds that to be valid a test must provide consistently accurate measurement. It must therefore be reliable. It means that reliability was necessary in the research to assess the good instrument or not.

In order to get the reliability of the test, the researcher used product moment formula to measure the reliability of instrument.

$$r_{xy} = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{\left\{N\sum x^2 - (\sum x)^2\right\}\left\{N\sum y^2 - (\sum y)^2\right\}}}$$

Where:

$r_{xy}$  : Coefficient correlation between x and y variables

N : Numbers of students

$\sum x$  : Sum of x

$\sum y$  : Sum of y

$\sum x^2$  : Square of x

$\sum y^2$  : Square of y

$\sum_{xy}$  : Total scores of cross product x and y

The test results of this research instrument are interpreted using the following guidelines

**Table 6.** Interpretation guide

No	Level of Reliability	Description
1	0,800-1,000	Very high
2	0,600-0,799	High
3	0,400-0,599	Fair
4	0,200-0,399	Low
5	0,000-0,199	very low

(Arikunto, 2013: 19)

After the instrument reliability figure is known, then the number is interpreted with the level of reliability of the correlation coefficient. The instrument is said to be reliable if it has a cronbach's alpha coefficient of more than or equal 0,7 then the instrument is said to be reliable.

**Table 6.** The result of reliability

Variable	Cronbach Alpha	Requirement	Description
Kahoot Online Media (X)	0,758	> 0,7	Reliable

Based on the reliable test results above Kahoot Online Media (X) ( $0,758 > 0,7$ ) is reliable.

### **Technique of data collection**

This research needed the data to support the investigation and researcher used quantitative research to collect data, so collected was one of the most important step when doing research. In this research, Cresswell (2009:4) states that quantitative research is a mean for testing objective theories by examining the relationship among variables, in turn, can be measured typically on instruments, so that numbered data can be analyzed using statistical procedures. The final written report has a set structure consisting of introduction (literature and theory), methods (result), and discussion.

**Pre-test**, the pre-test conducted both of the groups, experimental and control group in order to know students' scores in learning personal pronoun before treatment given.

**Treatment**, the next steps, the researcher giving treatment to the students. There are different treatment given to experimental class and control class. In experimental class, the researcher treat in learning personal pronoun using kahoot online media and to control class the researcher treat them without kahoot online media. Both of the treatment the researcher focus to teach about pronoun especially personal pronoun (subjective pronoun, objective pronoun, possessive pronoun, possessive adjective and reflexive). **Post-test**, the last, the test will giving to the students after the treatment. The type of the pre-test is text, and the result effect of the treatment will be seen.

### *Technique of data analysis*

The data used analyze by students score, normality test, and the t-test. **Students Score**, it is used to find the students individual scores in the test given. Most commonly percentage of scores in a specified distribution that fall below the point at which given scores lies. Sometimes the individual scores is defined to include score the fall at the points, sometimes the individual score is defined to include half of score at the point. The formula is a follows:

$$x = \frac{R}{N_1} \times 100$$

Where:

X : Score of individual result

R : Number of correct answer

**Table 7.** Classification of student's scores

Test Score	Classification
91-100	Excellent
81-90	Very good
71-80	Good
61-70	Fair
51-60	Poor
0-50	Very poor

(adapted from Subana, Rahadi,, and Sudrajat : 2015)

- To look for the mean score, the researcher uses formula is presented as follows:

$$M = \frac{\sum X}{N}$$

Explanations :

M = Mean score

$\sum X$  = The total score

N = The total number of sample

- Pre-test and post-test calculation by the following formula :

$$P = \frac{f}{n} \times 100$$

Explanations :

P = The percentage of score

F = The number of false score

N = The number of students

To collected data the research used pre-test, treatment, and post-test. After collecting the data by used test, it can to analyzed the data using t-test. T-test which formulated to know the significant

differences between pre-test and post-test. The formula T-test is taken from Arikunto (2006:349) as followed :

$$t = \frac{M_y - M_x}{\sqrt{\frac{[\sum X^2 + \sum Y^2]}{N_x + N_y - 2}}}$$

Explanation :

t = T-test Value

M<sub>x</sub> = (differences), between pre-test and post-test score

M<sub>y</sub> = (differences), between pre-test and post-test score

$\sum x^2$  = quadrate of deviation

N = The number of sample

d.b = N-1

## Findings

The research was conducted toward the Tenth Grade of SMA N 9 Kota Jambi. The researcher conducted this research for 3 weeks to prove the effect of kahoot online media on students' scores in learning personal pronoun. The researcher taken two class as sample, the sample of this research getof random sampling. The result of the random sampling is there are X IPS 3 and X IPS 4 one class consist (30 students) and other class consist (30 students) they are equal (60 students). The researcher did this research start from on February 18,2020 until March 12,2020. The researcher present the data from the test, test in this research are pre-test, treatment and the last post-test.

### *The result of pre-test in control class and experimental class*

In this section, the researchers explain the frequencies, percentages, and mean score. The first meeting the researcher was given pre-test in control and experimental class, the researcher gave multiple choice questions for students. The result of pre-test in control class and experimental class as a follows:

**Table 8.** The result of pre-test in control class

No	Name of Students	Score
1	Student 1	30
2	Student 2	35
3	Student 3	35
4	Student 4	30
5	Student 5	40
6	Student 6	40
7	Student 7	40
8	Student 8	40
9	Student 9	30
10	Student 10	30
11	Student 11	30
12	Student 12	40
13	Student 13	40
14	Student 14	45

15	Student 15	45
16	Student 16	45
17	Student 17	40
18	Student 18	35
19	Student 19	45
20	Student 20	45
21	Student 21	35
22	Student 22	30
23	Student 23	30
24	Student 24	40
25	Student 25	35
26	Student 26	45
27	Student 27	35
28	Student 28	45
29	Student 29	30
30	Student 30	30
	<b>Total</b>	<b>1.115</b>
	<b>Avarage</b>	<b>37,1</b>

Based on the results above, the result of pre-test in control class with the number of students were 30. Students' who got score of 45 were 7 students, 40 were 8 students, for 35 were 6 students, and the lowest students' got score 30 were 9 students. The total score was 1.115. Based on the calculated, it can be concluded that the means scores of pre-test in control class was 37,1. The table of means scores of pre-test in control class can be seen table 11.

**Table 9.** The means scores of pre-test in control class

No	Score (Mx)	Frequency (My)	Total (Mx My)
1	30	9	270
2	35	6	210
3	40	8	320
4	45	7	315
<b>Total</b>	$\sum M_x = 150$	$\sum M_y = 30$	$\sum (M_x M_y) = 1.115$

$$M = \frac{\sum X}{N}$$

$$M = \frac{1.115}{30}$$

$$M = 37,1$$

From the table 10, it can be seen that, the lowest score and the highest score in some score interval 0-45 with the total score was 150. The frequency of the means scores of students' who got score 30 were 9 students, 6 students got score 35, 40 were 8 students and for 45 were 7 students. So, the total frequency of the means scores was 30. Meanwhile, the total score was 1.115.

**Table 10.** The result of pre-test in experimental class

No	Name of Students	Score
1	Student 1	50
2	Student 2	50
3	Student 3	50
4	Student 4	50
5	Student 5	50
6	Student 6	50
7	Student 7	45
8	Student 8	45
9	Student 9	45
10	Student 10	45
11	Student 11	45
12	Student 12	45
13	Student 13	45
14	Student 14	45
15	Student 15	40
16	Student 16	40
17	Student 17	40
18	Student 18	40
19	Student 19	40
20	Student 20	40
21	Student 21	40
22	Student 22	35
23	Student 23	35
24	Student 24	35
25	Student 25	35
26	Student 26	35
27	Student 27	35
28	Student 28	35
29	Student 29	30
30	Student 30	30
	<b>Total</b>	<b>1.245</b>
	<b>Avarage</b>	<b>41,5</b>

Based on the results above, the result of pre-test in experimental class with the number of students' were 30. The researcher concluded students' who got the lowest score was 30. The highest score was 50. The rest of the students only got the score 30-50. The total score of pre-test in experimental class was 1.245. Based on calculated, it can be concluded that the mean of pre-test in experimental was 41,5. The researcher was given a treatment. The treatment is teaching personal pronoun and giving question with multiple choice by using kahoot. The table of means scores of pre-test in experimental class can be seen in table 13.

**Table 11.** The means scores of pre-test in experimental class

No	Score ( M x)	Frequency ( M y)	Total ( M x M y)
1	30	2	60
2	35	7	245
3	40	7	280
4	45	8	360
5	50	6	300
<b>Total</b>	$\sum M x = 200$	$\sum M y = 30$	$\sum ( M x M y) = 1.245$

$$M = \frac{\sum X}{N}$$

$$M = \frac{1.245}{30}$$

$$M = 41,5$$

From the table 13, it can be seen that the lowest and the highest score in some score interval 0-50 with the total score was 200. The frequency of the means score of students who got score 30 were 2 students, 35 were 7 students, 40 were 7 students, 45 were 8 students, and the last score 50 were 6 students. After giving the treatment in pre-test experimental class the researcher concluded the mean score of pre-test in experimental class is slightly increased compared the mean of score pre-test in control class because in control class the researcher did not given a treatment and teaching personal pronoun by using conventional method. So, the mean score of pre-test in experimental is 41,5.

### ***The result of post-test in control class and experimental class***

After giving the treatment researcher giving post-test, the researcher gave multiple choice questions for students. The result of post-test in control class and experimental class as a follows:

**Table 12.** The result of post-test in control class

No	Name of Students	Score
1	Student 1	55
2	Student 2	50
3	Student 3	55
4	Student 4	35
5	Student 5	55
6	Student 6	45
7	Student 7	50
8	Student 8	50
9	Student 9	50
10	Student 10	35
11	Student 11	30
12	Student 12	50
13	Student 13	55

14	Student 14	55
15	Student 15	55
16	Student 16	60
17	Student 17	55
18	Student 18	40
19	Student 19	55
20	Student 20	50
21	Student 21	40
22	Student 22	45
23	Student 23	40
24	Student 24	50
25	Student 25	50
26	Student 26	50
27	Student 27	50
28	Student 28	55
29	Student 29	50
30	Student 30	45
<b>Total</b>		<b>1.460</b>
<b>Average</b>		<b>48,7</b>

Based on the result of post-test in control class there is the highest score in the post test was 60 and the lowest score was 30. The total score of post-test in control class was 1.460. Based on calculated, it can be concluded that the mean score of pre-test in control class was 48,7. The table of mean score of post-test in control class can be seen in table 15.

**Table 13.** The means scores of post-test in control class

No	Score ( M x)	Frequency ( M y)	Total ( M x M Y)
1	30	1	30
2	35	2	70
3	40	3	120
4	45	3	135
5	50	11	550
6	55	9	495
7	60	1	60
<b>Total</b>	<b><math>\sum M x = 315</math></b>	<b><math>\sum M y = 30</math></b>	<b><math>\sum ( M x M y) = 1.460</math></b>

$$M = \frac{\sum X}{N}$$

$$M = \frac{1.460}{30}$$

$$M = 48,7$$

From the table 15, it can be seen that the lowest and the highest score in some interval 0-60 with the total score was 315. The frequency of the mean score of students who got score 30 only 1 students, 2 students got score 35, 3 students got score 40, 3 students got score 45, 11

students got score 50, 9 students got 55 and 1 students got score 60. The total frequency was 30. So, the mean score of post-test in control class was 48,7.

**Table 14.** The result of post-test in experimental class

No	Name of Students	Score
1	Student 1	100
2	Student 2	95
3	Student 3	90
4	Student 4	90
5	Student 5	90
6	Student 6	90
7	Student 7	90
8	Student 8	85
9	Student 9	85
10	Student 10	85
11	Student 11	85
12	Student 12	85
13	Student 13	85
14	Student 14	85
15	Student 15	85
16	Student 16	85
17	Student 17	85
18	Student 18	80
19	Student 19	80
20	Student 20	80
21	Student 21	80
22	Student 22	80
23	Student 23	80
24	Student 24	80
25	Student 25	75
26	Student 26	75
27	Student 27	75
28	Student 28	75
29	Student 29	75
30	Student 30	75
	<b>Total</b>	<b>2.505</b>
	<b>Avarage</b>	<b>83,5</b>

Based on the results above, the researcher concluded there are six students who got the lowest score was 75. The highest score was 100. It can be seen in post-test experimental class the total score was 2.505. The scores of students' increased after the researcher was given a treatment. The treatment is teaching personal pronoun and giving the students' question with multiple choice used kahoot. After that, based on calculated, it can be concluded the mean score of post-test in experimental was 83,5. The table of post-test in experimental class can be seen in table 17.

**Table 15.** The means scores of post-test in experimental class

No	Score ( M x)	Frequency ( M y)	Total ( M x M y)
1	75	6	450
2	80	7	560
3	85	10	850
4	90	5	450
5	95	1	95
6	100	1	100
<b>Total</b>	$\sum M x = 525$	$\sum M y = 30$	$\sum ( M x M y ) = 2.505$

$$M = \frac{\sum X}{N}$$

$$M = \frac{2.505}{30}$$

$$M = 83,5$$

From the table 17, it can be seen that the lowest score and the highest score in some score interval 0-100. The frequency of mean value of students' who got score 75 were 6 students, 7 students got score 80, 10 students got score 85, 5 student got score 90, 1 students got score 95 and 1 students got score 100. The total frequency was 30. The mean score of post-test in experimental class was 83,5.

#### ***The score distribution of pre-test and post-test in control class and experimental class***

The result of the test showed that the post test score were better than the pre-test score. It can be seen from the difference of both test means scores. There was significant effect of kahoot online media on students' scores in learning personal pronoun. It is very apparently proved that the students were able to remember personal pronoun very well. The score distribution in the control class and experimental class as a follows:

**Table 16.** The score distribution in the control class

Score Interval	Category	Pre-test		Post-test	
		Frequency	Percentage	Frequency	Percentage
91-100	Excellent	0	0%	0	0%
	Very				
81-90	Good	0	0%	0	0%
71-80	Good	0	0%	0	0%
61-70	Fair	0	0%	0	0%
51-50	Poor	0	0%	10	33,3%
0-50	Very Poor	30	100%	20	66,7%

From the table 18, it can be seen in pre-test no one students got excellent, very good, good, fair, poor and 30 students got very poor category. Meanwhile in post-test 10 students got poor category and 20 students got very poor category. No one students got excellent category, very

good, good and fair category. It is clearly proved students ability in learning personal pronoun that taught without kahoot online media not really improve.

**Table 17.** The score distribution in the experimental class

Score Interval	Category	Pre-test		Post-test	
		Frequency	Percentage	Frequency	Percentage
91-100	Excellent	0	0%	2	7%
	Very				
81-90	Good	0	0%	15	50%
71-80	Good	0	0%	13	43%
61-70	Fair	0	0%	0	0%
51-50	Poor	0	0%	0	0%
0-50	Very Poor	30	100%	0	0%

From the table 19, it can be seen that, in the pre-test no one students got excellent, no students got very good, no students got good, no students got fair, no students got poor and 30 students get very poor category. In post-test, it can be seen that is improvement in students score which mean improvement in students ability, 2 students got excellent category, 15 students got very good, and 13 students got good category.

#### *Data Analysis of Control Class and Experimental Class*

The result of control class and experimental class is different. The result of control group was 11,5 and experimental group was 42. Experimental group higher than control group. This result is significant. To know where significant difference between experimental group score is and control group score, t-test was higher than t-table. In order to see significance between pre-test and post-test before and after treatment of experimental group, the formula would be used analyze the data, the researcher was compared between the score of pre-test and post-test. The table comparison between control class and experimental class

**Table 18.** Different between control class and experimental class

Variable		Mean	The Improvement
Control Class	Pre-test	37,1	11,5
	Post-test	48,6	
Experiment Class	Pre-test	41,5	42
	Post-test	83,5	

#### The t-test result calculation

$$t = \frac{Mx - My}{\sqrt{\left[ \frac{\sum x^2 + \sum y^2}{Nx + Ny - 2} \right] \left[ \frac{1}{Nx} + \frac{1}{ny} \right]}}$$

$$\begin{aligned}
 Mx &= \frac{345}{30} = 11,5 \\
 \sum x^2 &= \sum x^2 - \frac{\sum X^2}{N} Y^2 \\
 &= 4.925 - \frac{345^2}{30} \\
 &= 4.925 - 3.967,5 = 957,5 \\
 My &= \frac{1.260}{30} = 42 \\
 \sum Y^2 &= \sum Y^2 - \frac{\sum X^2}{N} Y^2 \\
 &= 53.150 - 52.920 \\
 &= 230 \\
 t &= \frac{11,5 - 42}{\sqrt{\left[ \frac{957,5 + 230}{30 + 30 - 2} \right] \left[ \frac{1}{30} + \frac{1}{30} \right]}} \\
 &= \frac{-30,5}{\sqrt{\frac{1.187,5 \left[ \frac{2}{30} \right]}{58}}} \\
 &= \frac{-30,5}{\sqrt{\frac{2.375}{1740}}} \\
 &= \frac{-30,5}{1,3649} \\
 &= \frac{-30,5}{1,168} \\
 &= 26,11
 \end{aligned}$$

Based on the calculation of the statistical analysis, it is found that the value of t-test is 26,11

Finding t-table :

Number of variable (k) = 2

Number of respondents (n) = 60

Taraf sig. = 5%...0,025

Degree of freedom (df) = (N1+N2) - 2  
= (60+60) - 2  
= 58

From the result of the distribution table, it was found that the t- table is 2,001 so, it can be concluded that  $t(58) = 2,001$ .

## Discussion

The discussion of this research is based on the research, which was to know the effect of kahoot online media on students' scores in learning personal pronoun at tenth grade of SMA N 9 Kota Jambi. At the beginning, the researcher gave pre-test in experimental class and control class. In the control class, there is not a new treatment in a teaching learning process. They were given treatment. They were learning pronoun especially personal pronoun with procedures using conventional method as they have got, that it answer the questions of multiple choice. By using conventional method in the teaching learning process, teacher had used a monotonous method that could not increase students' scores. Students could not enjoy in learning process, because they have to answer and remember what they had knew to the teacher explanation. Such treatment is carried out for 3 meetings using conventional method.

In the experimental class, there is a treatment in teaching learning process the researcher used kahoot online media as media. At the beginning, the researcher explained about the personal pronoun. Next, in the first meeting the researcher used kahoot. The teacher asks students, do they know what is kahoot. After that the researcher explained about kahoot, asked to the students how to played and joined with kahoot. The students are very excited because they have never played the game and don't know what kahoot they are very interested by used kahoot is. The researcher gave questions personal pronoun of multiple choice and asked to the students answer the questions after they joined with kahoot. Although students have a little difficulty to answer in kahoot but are repeated 1 times the students feel more excited to answer questions.

Such treatment is carried out 3 meetings. In the last activity, the researcher gave post-test in the control class and experimental class. In control class the students had to answer the question based on the text that was given by researcher used the paper. Meanwhile, in experimental class the students had to answer the question from kahoot after gave the pin of kahoot the students open the application in their phones. After that, enter the pin that was given and the last the students can joined with kahoot and answer the questions. After the researcher got pre-test and post-test result, the researcher found the significant difference of their score in the experimental class and control class. It was influenced by the treatment, so the ability of the students improved. It can be seen from the result of their test.

Based on the post test result, it was known that the students' scores in learning personal pronoun showed the differences in both experimental and controlled class. The mean of pre-test score in experimental class was 41,5. The mean score of pre-test score in controlled class was 37,1. Then, comparing with the mean score of post-test in experimental class was 83,5 and in controlled class was 48,6. In this research, source of data that was became as control class was class X IPS 2 with 30 students, and experimental class was X IPS 4 with 30 students. There were 30 students in experimental group and also 30 students in controlled group. From those results, it can be interpreted that post-test score of the experimental and controlled class increased better than the pre-test. Although the mean of post test score from both class increased, the experimental class has more improvement than controlled class

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