

## **The Effect of Kahoot Online Media on Students' Scores in Learning Personal Pronoun at Tenth Grade of SMAN 9 Kota Jambi**

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### **ABSTRACT**

This research was done to find the effect of Kahoot online media on students' scores in learning personal pronoun at tenth grade of SMA N 9 Kota Jambi Academic Year 2020/2021. The researcher used a quantitative method and experimental design as the research methodology with random sampling. The purpose of this research was to find out whether there was any significant effect of kahoot online media on students' scores in learning personal pronoun. The sample of this research was at tenth grade of SMA N 9 Kota Jambi. This study involved 60 students, there was consist of 30 students of control class (X IPS 2) and 30 students of experimental class ( X IPS 4) at tenth grade of SMA N 9 Kota Jambi academic year of 2020/2021 as the object of the study and divided into two classes. Students' scores in learning personal pronoun is effect after treatment Kahoot online media which is proven with students' score higher than before treatment. 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 ( $26,11 > 2,001$ ). Based on the finding above, it can be concluded that Kahoot online media has a significant effect of students' scores in learning personal pronoun at tenth grade of SMA N 9 Kota Jambi.

**Key Words :** *Kahoot, Online Media, Personal Pronoun*

### **INTRODUCTION**

The trend of 21<sup>st</sup> century in teaching learning is truly widespread in all over the world. Indonesian society has become inseparable by the digital age. It should be fit with the presence of a new era which is digital era. Garba (2015) stated that 21<sup>st</sup> century is characterized with amazing developments in information technology.

The use of technology in education as a multimedia in teaching and learning process is very important. Multimedia can be an effective tool to increase the activity of students in the teaching and learning process and provide many benefits not only for students. According to Petel (2013), technology has changed the dynamics of educational institutions and has also influenced the educational system.

However, 21<sup>st</sup> century has led teachers to hold new outlook in their teaching learning process. Especially in teaching English. English in Indonesia is

as foreign language. The use of technology in education is very beneficial for teachers and for those who are learning a foreign language. Aziz (2018), in learning English, there are many things that must be mastered by students to be able to write English with the correct structure or speak English with the right arrangement. Such as mastery of vocabulary, pronunciation, and grammar.

According to Dykes (2007), grammar is a language to talk about language. So it means that grammar is important in producing language. Most of Senior High School students think that grammar is the most difficult subject to learn. It is because they are asked to recognize many tenses and rules of English language. Teachers have to know how to make students interested in grammar. To take a part in learning and activities well, the students certainly must have their own interests in the lesson, either by the latest

methods, interesting techniques or by using media that they like.

Furthermore Crow(1993), interest may be used to refer to motivating force which force someone to give attention to other people, thing or an activity. Which can be interpreted that someone's interest is not only to others but also to the activities carried out. So that the activities carried out will feel good if done with high interests.

## **PRONOUN**

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.

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.

### **1. 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.

### **2. 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.

### **3. 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. 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.

### **4. 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

### **5. 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 emphasize the noun, or the fact that one person, and not another, performs an action”.

### **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. 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. There are three features of Kahoot. (Play 2004)

#### **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. The way we encourage them to draft, reflect, and revise.

#### **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.

#### **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.

There are the steps of using Kahoot, as follows: 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 questions interestingly. 3) Open the question there will be a pin number to enter the game. 4) Choose option individual or group (freely). 5) Students should have an application on their phone and copy the pin number to enter the game. 6) After all students input the pin and enter the game, the teacher might start. 7) Students will start the game, after they pass one question the score and rank will appear. 8) The teacher is able to assess the students with their score and rank that appeared in the scoreboard. 9) The teacher is able to share students' scores to another account.

### **TEACHING PERSONAL PRONOUN BY USING KAHOOT ONLINE MEDIA**

This media includes 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). 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. Kahoot 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.

#### **RESEARCH 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.al*, 2015:266).

According ( Kultar singh, 2007). In quantitative research, the primary aims 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

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. 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.

Further, sample is part of the number and characteristics possessed by a population (Sugiyono, 2010 :81). 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.

The researcher collected the data by test as research instrument. 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.

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.

#### 1. 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.

#### 2. 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).

#### 3. 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. The data used analyze by students score, normality test, and the t-test.

Students score 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:

$$x = \frac{R}{N1} \times 100$$

Where:

X : Score of individual result

R : Number of correct answer

**Table 1. 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

- 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 :

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

Explanation :

t = T-test Value

Mx =(differences), between pre-test and post-test score

My = (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. In this section, the researcher 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 2. 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 3.

**Table 3. 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>	$\Sigma M x = 150$	$\Sigma M y = 30$	$\Sigma (M x M y) = 1.115$

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

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

$$M = 37,1$$

From the table 3, 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 4. 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 5.

**Table 5. 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 6, 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 6. 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>Avarage</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 7.

**Table 7. The Means Scores of Post-Test in Control Class**

No	Score (M <sub>x</sub> )	Frequency (M <sub>y</sub> )	Total (M <sub>x</sub> M <sub>y</sub> )
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>	$\sum M_x =$ <b>315</b>	$\sum M_y =$ <b>30</b>	$\sum (M_x M_y) =$ <b>1.460</b>

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

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

$$M = 48,7$$

From the table 7, 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 8. 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 9.

**Table 9. 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>	<b>Σ M x = 525</b>	<b>Σ M y = 30</b>	<b>Σ (M x M y) = 2.505</b>

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

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

$$M = 83,5$$

From the table 9, 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 10. 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%
81-90	Very 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 10, 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 11. 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%
81-90	Very 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 12, 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**

**Table 12. Different Between Control Class and Experimental Class**

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

The result of control class and experimental class is different. The result of control group was 11,5 and experimental group was 42.

$$Mx = \frac{345}{30} = 11,5$$

$$\sum x^2 = \sum x^2 - \frac{\sum x^2}{N} Y^2$$

$$= 4.925 - \frac{345^2}{30}$$

$$= 4.925 - 3.967,5 = 957,5$$

$$My = \frac{1.260}{30} = 42$$

$$\sum Y^2 = \sum Y^2 - \frac{\sum X^2}{N} Y^2$$

$$= 53.150 - 52.920$$

$$= 230$$

$$\frac{11,5 - 42}{\sqrt{\frac{[957,5 + 230]}{[30 + 30 - 2]} \left[ \frac{1}{30} + \frac{1}{30} \right]}}$$

$$= \frac{+30,5}{\sqrt{\frac{1.187,5}{58} \left[ \frac{2}{30} \right]}}$$

$$= \frac{+30,5}{\sqrt{\frac{2.375}{1740}}}$$

$$= \frac{+30,5}{1,3649}$$

$$= \frac{+30,5}{1,168}$$

$$= 26,11$$

Experimental group higher than control group. This result is significant. To know where is significant difference between experimental group score 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 t-test result calculation**

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

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

Finding t-table :

$$\begin{aligned} \text{Number of variable (k)} &= 2 \\ \text{Number of respondents (n)} &= 60 \\ \text{Taraf sig.} &= \\ 5\% \dots 0,025 \\ \text{Degree of freedom (df)} &= (N_1 + N_2) - \\ &2 \\ &= (60 + 60) \\ &- 2 \\ &= 58 \end{aligned}$$

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

## DISCUSSIONS

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 is kahoot they are very interested by used kahoot. 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 is 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

### **CONCLUSIONS AND SUGGESTIONS**

According to the result of the analysis of the research, it showed that in significance degree of freedom of 5%, the value of t-test ( $t_o$ ) > t-table ( $t$ ) (26,11 > 2,001). It means that value of " $t_o$ " is bigger than the value of " $t$ ". Therefore, the alternative hypothesis ( $H_a$ ) is accepted and null hypothesis ( $H_o$ ) is rejected, or it can be said that there is a significant influence of using kahoot online media on students' scores in learning personal pronoun.

Based on the result and the process of research, the researcher would like to give some suggestion to the English teacher, to students, and to researcher.

#### 1. For the teacher

For teacher are hoped to develop their creativity in teaching English, so that the student will not feel bored in learning English, especially in learning personal pronoun. Moreover, the teachers are suggested to use appropriate teaching aids and method. In this case, English teachers can use kahoot online media in learning personal pronoun.

#### 2. For the students

The students should be active in teaching and learning process and do more practice in class or out of class. The students have to enrich the writing

ability to understand what the content of the English context is. The researcher recommends to use kahoot online media in teaching English to make students attracted to the teaching activities in the classroom and create active condition in the class.

#### 3. For the researcher

In this research, the researcher recognizes that this research is still far from perfectness.

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