



THE EFFECT OF MAP LIBS TECHNIQUE ON STUDENTS' ENGLISH LEARNING ACHIEVEMENT IN LEARNING PERSONAL PRONOUN

Asti Veto Mortini¹, Aswadi Jaya², M. Ali Akbar Zam³

^{1,2,3}Universitas PGRI Palembang

E-mail: ¹astiveto.avm@gmail.com, ²aswadijaya@yahoo.com, ³alexzam1779@gmail.com

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Corresponding Author:

Aswadi Jaya

Email Corresponding :

aswadijaya@yahoo.com

ABSTRACT

The objectives of this study are to find out whether or not; (1) There is a significant effect of Mad Libs technique on Students' Learning Achievement in Learning Personal Pronouns (2) There is a significant contribution of the Mad Libs technique on Students' Learning Achievement in Learning Personal pronouns? This research used factorial experimental designs. These designs are essentially modifications of either the posttest-only control group or pretest-posttest control group designs. The sample was the students of PGRI University of Palembang. Two classes were chosen in which first class was experimental with male students was applied and the second was the second experimental group trained by Mad Libs with female students. The results showed that the First, Mad Libs technique affected the students' learning achievement in learning Personal Pronoun at PGRI University. The result of t independent test was the mean of the experimental group was higher than the mean of the control group. It could be concluded; the experimental group and control group were significantly different and the Mad Libs technique was effective to use in improving students' achievement in learning personal pronouns. Second, there was an interaction effect of the Mad Libs technique and students' learning achievement toward achievement in learning personal pronouns.

Keywords: *Mad Libs technique, Personal Pronoun, Students' English Achievement*

1. INTRODUCTION

In Teaching English as a Foreign Language (TEFL) grammar is one of the aspects of English that should be learned. The four aspects of language such as grammar, vocabulary, pronunciation, and spelling should be learned in order to reinforce the development of the four skills. In learning English as a foreign language, there are a lot of problems that might be faced by the students. The English language plays an essential role in life as it helps in communication. It is the main language for

studying any subject all over the world. English is important for students as it broadens their minds, develops emotional skills, and improves the quality of life by providing job opportunities. It is realized that teaching English in Indonesia is not easy.

There are many problems that may be happened when students study English, one of them is learning structure or grammar. English grammar is a set of rules and guidelines that ensure the correct and standard use of the English language. It helps preserve the accuracy of the language by

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guiding its new learners as well as current users towards standard language use (<https://www.learngrammar.net/english-grammar>)

Grammar is one of the subjects in English that had many rules and patterns. It was needed even in communicative ways as the rules of words to make meaning. The students had to understand grammar because it was important to communicate in English. Through grammar, the students could write sentences with good form to improve their abilities in English. The students could understand how to use and the meaning of a sentence that they wrote.

Learning English grammar needs a lot of motivation. Once students are ready to begin studying, stick by it until the end. Grammar is the way the learners arrange words to make proper sentences. English grammar is the set of structural rules of the English language. This includes the structure of words, phrases, clauses, sentences, and whole texts (Wikipedia, 2022). Grammar is a fundamental aspect of any language, as it provides the structure and rules necessary to understand and communicate effectively. While it is true that one does not need to be an expert in grammar rules in order to speak a language, having a basic understanding of grammar can greatly improve one's ability to communicate and be understood. Without grammar, communication can become confusing and difficult, leading to misunderstandings and misinterpretations. Moreover, having a solid understanding of grammar is essential for writing and reading

comprehension. Therefore, while being an expert in grammar may not be necessary for basic communication, having a good understanding of the rules and structure of the language can greatly enhance one's ability to use and understand it effectively.

Grammar covers various materials, one of them is using personal pronouns in a sentence. A personal pronoun is a short word we use as a simple substitute for the proper name of a person. Each of the English personal pronouns shows us the grammatical person, gender, number, and case of the noun it replaces. I, you, he, she, it, we they, me, him, her, us, and them are all personal pronouns.

The personal pronoun is the word that takes the place of nouns. According to Finegan (2004, p.43), the most familiar pronouns are personal pronouns, such as *I, you, we, they, he, she, it* and *etc.* The words *I, you, we, they, he, she, it, me, them, us, him, her,* are usually called personal pronouns. Personal pronouns may take on various forms depending on the number (singular or plural for the most part). They may also take different forms depending on the case, gender, or formality. It is important to note that personal pronouns may refer to objects, animals, or people (Ginger, 2022).

In order to achieve the goals of the teaching and learning process effectively, a teacher must apply appropriate techniques and media in the process of teaching English. This requires a great deal of creativity on the part of the teacher. They must be able to choose and use appropriate techniques and

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media that match the learning needs of the students. By doing so, the teacher can help the students understand the lessons better and more effectively.

Moreover, the teacher's creativity can play an important role in motivating the students to learn English. By using interesting and engaging media and techniques, the teacher can make the lessons more enjoyable and attractive to the students. This can help them become more interested in learning English and participate more actively in the learning process.

On the other hand, if the teacher is not creative in using appropriate techniques and media, the students may become bored and lose interest in the lessons. This can have a negative impact on their learning progress and overall performance. Therefore, it is important for the teacher to be creative and innovative in using different techniques and media to keep the students motivated and engaged in the learning process. The mad libs technique is a popular and effective way to reinforce personal pronoun skills. A story is written with all personal pronouns omitted the students must fill in the blanks with appropriate personal pronouns (Signal, 2022, p.2).

Every student in a classroom is unique. They have their own style of learning to study. In order to facilitate them with the effective teaching strategy teachers/lecturer should in fact be familiar with their student's learning styles. Dunn, et al. (2002, p.75) state that a number of studies during the last decade have found that students'

achievement increases when teaching methods/technique match their learning styles. In addition, Wilson, L. M. (2011) maintains that an understanding of the way how the students learn improves the selection of teaching strategies which is best suited to student learning. The things students do best in life are the things they enjoy doing. If they aren't having fun learning English, they are not studying the right way. A student can be a serious student who has fun at the same time. Study grammar books along with other activities. Having a strong grammar base will help you learn how to speak correctly.

Based on the background of the study, the formulation of the research problem is:

- (1) Is there any significant effect of the Mad Libs technique on Students' Learning Achievement in Learning Personal pronouns?
- (2). Is There any significant contribution of the Mad Libs technique on Students' Learning Achievement in Learning Personal Pronouns?

2. LITERATURE REVIEW

The Concept of Teaching

Teaching is a profession conducted by using a combination of art, science, and skill. It is an art because it relies on the "teacher's creative provision of the best possible learning environment and activities for his/her students." It is a science since it is a system, an ordered set of ideas and methods used by the teacher in doing his/her main jobs: plan a lesson, implement the plan in the classroom, and evaluate the outcome of the

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activities (Saleh, 2016, p.16). In the field of Teaching English as a Foreign Language (TEFL), evaluation is an essential component of teaching-learning activities. Its main purpose is to monitor the progress of the students, provide feedback, and grade their language proficiency. Therefore, evaluation and teaching are closely linked and almost indistinguishable. In fact, language testing is considered the heart and soul of language teaching (Brown, 2007, p.8). Teaching is a process of showing or helping someone to learn how to do something, which includes giving instructions, guiding students in their studies, providing knowledge, and causing them to understand.

The evaluation process provides information about the effectiveness of teaching by assessing the knowledge, skills, and abilities of the students. This information can then be used to improve the teaching and learning process and to provide feedback to the students, which can motivate them to improve their language skills.

In TEFL, evaluation can take different forms, such as formal tests, quizzes, essays, oral presentations, and classroom observations. The type of evaluation used depends on the purpose of the assessment, the learning objectives, and the students' needs and characteristics. For instance, formal tests are commonly used to assess the students' knowledge of grammar and vocabulary, while oral presentations and classroom observations are used to assess their speaking and listening skills. Regardless of the type of evaluation used, it is important

that it is valid, reliable, and fair, and that it provides useful information for both the teacher and the students..

Based on the statement above teaching is an interactive process to give instruction from the teacher to the students to make students know or be able to do something.

The Concept of Pronoun

According to Nordquist (2020), In English grammar, a personal pronoun is a pronoun that refers to a particular person, group, or thing. Like all pronouns, personal pronouns can take the place of nouns and noun phrases.

These are the personal pronouns in English:

First-person singular: I (subject); me (object)

First-person plural: we (subject); us (object)

Second-person singular and plural: you (subject and object)

Third-person singular: he, she, it (subject); him, her, it (object)

Third-person plural: they (subject); them (object)

According to Sihombing and Burton (2017, p. 18), a pronoun is a type of word in language that serves to replace a noun or a noun phrase. Pronouns are used to avoid repetition of the same noun, making language use more concise and efficient. The use of pronouns also helps to clarify meaning by referring to a specific person or thing that has already been mentioned or is understood from the context. Pronouns can refer to people, animals, things, or concepts, and they can be classified into different types, such as personal pronouns, possessive pronouns,

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demonstrative pronouns, interrogative pronouns, and relative pronouns. Understanding how to use pronouns effectively is important for clear and effective communication in both spoken and written languages.

Finegan (2014, p.43-44) states that there are 5 types of pronouns. They are Personal Pronouns, Demonstrative Pronouns, Interrogative Pronouns, Relative Pronouns, and Indefinite Pronouns.

1) Personal Pronouns

The most familiar of pronouns are personal pronouns, such as I, you, we, they, he, she, it and etc.

2) Demonstrative Pronouns

Refer to things relatively near (this, these) or, by contrast, relatively far away (that, those)

3) Interrogative Pronouns

Interrogative pronouns are used to ask a question. "Who" in "Who played the role of Emma?" Is interrogative pronouns.

4) Relative Pronouns

Have the same forms as other kinds of pronouns, but they are used differently. Relative pronouns are related to a preceding noun phrase. In the example, the relative pronoun and the noun phrase are italicized, with the relative pronoun underlined.

- a. Ellen's a doctor who specializes in gerontology.
- b. The show that won must awards is "60 minutes".
- c. She's a licensed masseur, which I am not

5) Indefinite Pronouns

Is the name used for a set of pronouns whose referents are not specific: *someone, anyone, everyone, no one, somebody, anybody, everybody, nobody, something, anything, everything, nothing.*

Finegan (2014, p.43) states that the most familiar pronouns are personal pronouns, such as *I, you, we, they, he, she, it* and *etc.* The words *I, you, we, they, he, she, it, me, them, us, him, her,* are usually called personal pronouns. (this is a misleading name: it, they, and them refer to things as well as people.)

Subjects of Personal Pronouns

According to Sihombing and Buston S (2017, p.18) subject personal pronoun is a pronoun that can be used as a subject of a sentence. (*I, you, we, they, he, she, it.*)

For examples:

1. **I** gave Imelda money.
2. **He** called me.
3. **She** is coming to school with her friend.
4. **They** let him go.
5. **We** thank them.
6. **You** will be invited to the party.
7. **It** is my cat

Objects of Personal Pronouns

Object personal pronouns is a pronouns that can be used as an object of a sentence.

For examples:

1. She doesn't know **me**.
2. Audiences give **him** applause.
3. Antoni gave **her** a flower.
4. I have a flower vase. I want to put **it** on.
5. She is going to invite **us** to the party.
6. She hurt **you**.

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7. I told **them** about my leaving.

Concept of Mad Libs Technique

The mad libs technique is a popular and effective way to reinforce personal pronouns skills. A story is written with all personal pronouns omitted, the students must fill in the blanks with appropriate personal pronouns (Signal, 2020, p.2).

The students were asked to fill in the blanks with part of speech, like a noun, verb, adjective, adverb, pronoun, interjection (exclamation), and more. According to Price, Roger and Stern (2000, p.1) mad libs are fun to do with friends, but you can also do it by yourself, you must fill in the blanks in the short story with appropriate words.

Mad libs is a story with many keywords replaced. There are some categories, such as noun, pronouns, adverbs, verb, or parts of the body. Someone asked the other one to fill in some word for each blank (Leonard B, 2018, p.1).

Concept of Short Story

The short story is a piece of prose fiction that can be read in a single sitting. There is often little action, and hardly any character development, but we get a snapshot of life (slice of life). Its plot is not very complex, but it creates a unified impression and leaves us with a vivid sensation rather than a number of remembered facts. There is a limited set of characters, one single action, and simple plot (Husin, 2020, p.2).

A short story should be read in one sitting, anywhere from a half hour to two hours. In contemporary fiction, a short story can range from 1.000 to 20.000 words. A

short story usually focuses on one play, one main character (with a few additional minor characters), and a central theme. Shulman (2019, p.117) states that the short story is the most democratic of all arts, anyone may tell a story, and if it is an absorbing one someone will listen.

3. METHODS

This writer applied experimental research on the process of the study. According to Sugiyono (2019, p.72) experimental research is research which has the purpose to find the cause-effect relationship among variables in a controlled condition there are some types of experimental are: experimental design, true experimental design, factorial design, and quasi-experimental design. In this study, the writers used experimental groups and control groups. The students in the experimental group get the Mad Libs treatment while the control group gets the treatment in the conventional strategy.

The writers applied factorial experimental designs. These designs are essentially modifications of either the posttest-only control group or pretest-posttest control group designs. According to Mac, Schumacher (2017, p. 283) factorial designs are used when there are two or more independent variables involved. The purpose of this design are, (1) to see if the effect of an intervention is consistent across the characteristics of the subjects, (2) to examine the unique effect of the independent variables together. In addition, London, K. & Wright,

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D. B, (2008) confirm that factorial design enables the researchers to examine the main effects of two or more individual independent variables simultaneously, and to detect interactions among variables.

In brief, factorial designs can have more than two independent variables and more than two conditions of each variable.

4. RESULTS AND DISCUSSION**Interpretation**

1. The first finding of this study in the lower semester students of PGRI University of Palembang was the classification of students' achievers used the Likert Scale. It was found that, 10 students had high achievement, 8 students had medium achievement, and 7 students had low achievement on grammar for the experimental group or the treatment class using Mad Libs technique, while there were 6 students who had low achievement, 9 students had medium achievement, and 10 students had high achievement in the control group.
2. Secondly, based on the data computation of normality test used kolmogorop smirnov type two and type three, it was found that the output of the data normality used kolmorov smirnov type two statistic parametric showed the result of the test, where it informed, if the sig value or the probability score was higher than 0.05, it means the data was normal. From the description the data computation, it showed the result of the probability score of experiment group

was 0.135, it means the test was distributed normally. Meanwhile, the probability value data of the control group was 0.165. Meanwhile, if it was check from the test normality kolmogorove smirnov type 3, The Asym sig. value of experimental group pretest was 0.594, while the sig. value of control group pretest was 0.636. both of the score in experiment and control group symbolized that the data was normal, because, based on the criteria test value in significant level, if two-tailed ($0.05 : 2 = 0.025$) was higher than Sig value meaning that the data was normal. Based on the computation, the sig. value of the two-type test (experimental group and control group) was higher than 0.025, it could be stated that the data was normal. For the second normality discussion, it would present the result of post-test normality kolmogorov smirnov. The description was the output of the data normality used kolmogorov smirnov type two statistics parametric. It showed the result of the probability score of the experiment group was 0.038 and for the control group was 0.135, it means the test was distributed normally. Meanwhile, the probability value data of the control group was 0.594, meaning that the data was also distributed normally. Then, the data obtained used kolmogorove smirnov type three the sig.value of experiment was 0.393 and 0.594 for the control group. Both scores were higher than 0.05, it was proved that the data

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- taken in experiment and control of the post-test were normal too.
3. The third interpretation was the homogeneity of the data. It found all the data in Levene's test were higher than 0.05, meaning that all the data homogeneity.
 4. Paired test is used to know the significant difference among the variable, where at the first paired table was the difference pre-test and post-test of experimental group taught using Mad Libs technique. It was found that the mean in the pre-test of the experimental group taught using Mad Libs technique was 60.85, while in the post-test, the mean was 67.60. It can be interpreted that the different mean between pre-test and post-test was 6.75 or in other words, there is an increasing average score after the students got the treatment and it was 6.75. Based on the explanation, meaning that, the students post-test achievement that were taught using Mad Libs technique got the difference achievement from the pre-test. Further description is, it was shown that the value of sig was 0, 00 at the significance level < 0.05 in two tailed, it means the critical of t-table was 0.025. Since the value of t-obtained was lower than the critical value of t-table, it meant that there was a significant difference in achievement before and after the treatment in the experimental group. Because the sig. value (0.00) $<$ than 0.025, it meant the students' achievement significantly increased.
 5. Independent t test was commonly used to know the difference between two groups. In this investigation, it found that t that the students who were taught by Mad Libs technique got a higher mean score than those who were taught by using conventional technique. The students who were taught by using Mad Libs technique got 67.6, while those who were taught by conventional technique got 61.18. Furthermore, it also showed the statistics calculation using independent sample test was found the Levene test 0.69 higher than 0,05, meaning the variance of the two groups were approximately equal. Then, the p-output Sig was 0.072. When the p-output was lower than α (.05). Therefore, it could be predicted that the strategy (Mad Libs technique) was applied to increase students' achievement in learning personal pronoun was effective.
 6. For the last interpretation was the result of two-way ANOVA where it purposed to know the interaction among the independence variable, moderator and student's dependent variable (achievement in learning personal pronoun). The descriptive statistics in two-way ANOVA indicate that 10 students who had high achievement and taught using Mad Libs technique got the mean score of 81.10 with the standard deviation 3.66, while 8 students who had medium reading achievement and taught Mad Libs technique got the mean score of 69.95 with the standard deviation 5.7,

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while 7 students who had low achievement and taught using Mad Libs technique got 51.75 with the standard deviation 3.91. Meanwhile 10 students who had high reading achievement and were taught using conventional technique got 73.81 with a standard deviation 6.85, while 9 students who had medium achievement got a mean of 63.10 with a standard deviation 5.42, and 6 students who had low reading achievement got a mean 43.61 with a standard deviation 7.08. Therefore, it could be seen that the students who had low achievement in learning personal pronoun and were taught by using Mad Libs technique, achieved the mean of score 51.75, while the students who had medium reading achievement had 69.95 mean of score, and the students who had high achievement achieved 81.10 mean of score. It meant that Mad Libs technique was mostly effectively used in teaching and learning personal pronoun both in high, medium and low interest. Meanwhile, it was also found the reading achievement score was 0.936, with the criteria test if the probability (sig) > 0.05 meaning that there was a significant interaction. Because the sig was 0.936 was higher than 0.05, it meant there was no a significant interaction between the technique and student's interest. Meanwhile, interaction between techniques the student achievement could be decided from the achievement sig of technique was $0.000 < 0.05$ meaning that

there was an interaction between the two techniques to students' interest. Furthermore, the interaction between students' achievement, high, medium and low achievement in learning grammar, was shown from the sig $0.000 > 0.05$ which means, there was a significant interaction between high, medium, and low reading achievement to the students reading achievement, meaning that, the visual scaffolding and intensive learning strategy technique was influenced by the student's interest. In other words, the teaching using the Mad Libs technique was effective for students with high, medium, and low achievers.

5. CONCLUSION

The conclusion from the study would be decided based on data finding and the data processed in this investigation, it would be concluded as the following description.

- First, Mad Libs technique affected the students' achievement in learning personal pronoun at PGRI University of Palembang. The result of t independent test was the mean of experiment group higher than mean of control group. It could be concluded; experiment group and control group were significantly difference and Mad Libs technique was effectively to use in improving students' achievement in learning personal pronoun.
- Second, there was an interaction effect of Mad Libs technique and students' learning achievement toward students

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achievement in learning personal pronouns.

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