

THE USE OF DUOLINGO APPLICATION TO IMPROVE STUDENTS' SPEAKING SKILL

THESIS

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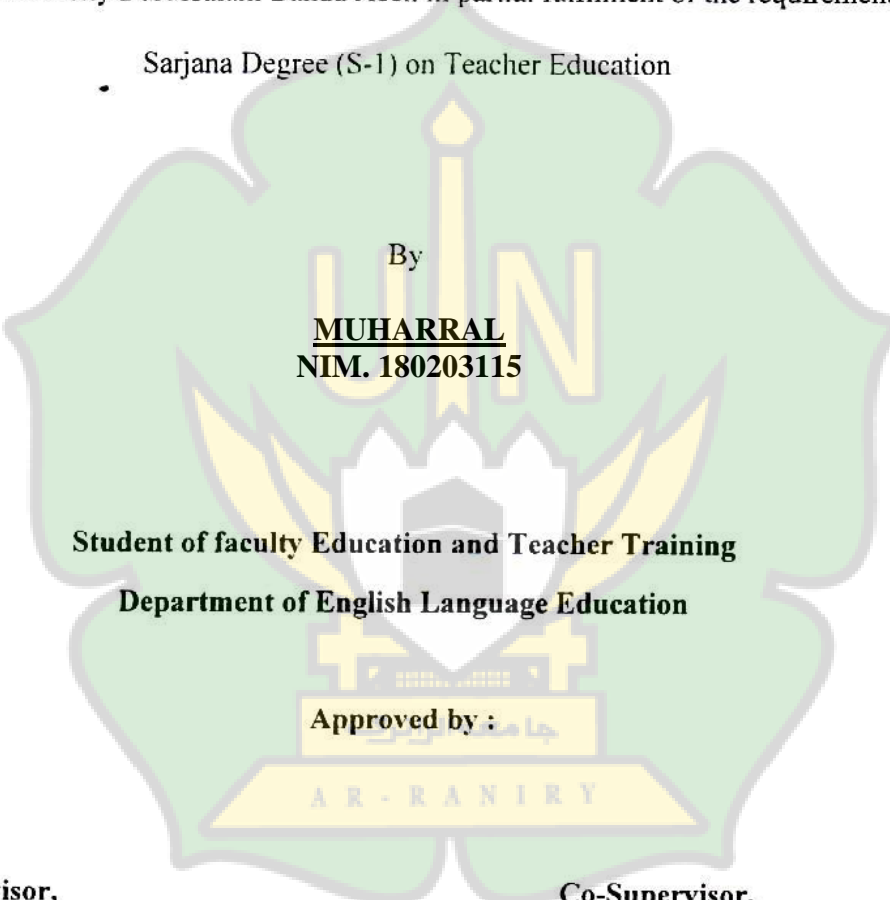
THESIS

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Sarjana Degree (S-1) on Teacher Education

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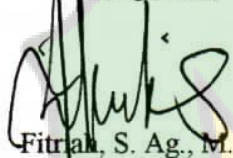
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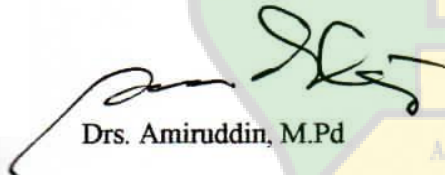
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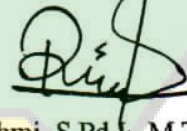
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SURAT PERNYATAAN KEASLIAN

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The Use Of Duolingo Application To Improve Students' Speaking Skill

Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, Februari 2023

Saya yang membuat surat pernyataan,



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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

I would like to convey my deepest gratitude for Allah SWT's presence and the abundance of grace and gifts He has given to me so that I can complete this thesis. Second, to the great prophet Muhammad SAW who patiently guided his ummah out of the depths of the Jahiliyah era into this wonderful and glorious era so that people could experience the pleasure of knowing.

On this occasion, I would like to express my gratitude to all who have played a role in encouraging and also helped me in the process of my thesis writing until it is finished at this time. I would like to thank my supervisors, Ms. Fitriah, S. Ag., M. Pd as the main supervisor, and Ms. Rahmi Fhonna, M.A. as the co-supervisor who has encouraged and always directed me in completed the thesis. Also, I would like to thank Ms. Rahmi Fhonna, M.A. as an academic advisor who always directs me from the beginning of the semester and also from the beginning of the selection of the title for my thesis to completion. Then thank you to all English Department lecturers and all English Department staff who have helped and directed me during my study period.

Special thanks to myself who have tried and fought so far to get through the first chapter in life. Thank you for being strong, cheerful, and never giving up. And to my beloved parents, my mother Suriani and my father Tarmizi who always give their love, mental support, material support, and attention to me.

Finally, I realize that, given my limited expertise, my thesis is still far from

perfect. In order to develop this research, I respectfully welcome comments and helpful criticism from all parties.



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ABSTRACT

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Main Supervisor : Fitriah, S.Ag., M.Pd
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This study aims to find out the use of the Duolingo application in improving the speaking ability of students at SMP 8 Banda Aceh. This study used a pre-experimental research design to obtain accurate research results. The sample was selected using a purposive sampling technique which is part of non-random sampling, and they were 34 students. Research instruments is the form of pre-test and post-test to see the results before and after treatment. Based on data analysis, it is known that there is an improvement in students' speaking outcomes and the result of the hypothesis is that the value of the t score is higher than the t table ($0.967 > 0.678$). This means that the hypothesis is accepted. It can be concluded that the use of the Duolingo application can improve the students' speaking skill at SMP 8 Banda Aceh. Therefore, the use of the Duolingo application in the learning process and in improving students' speaking is highly recommended to be applied at all levels.

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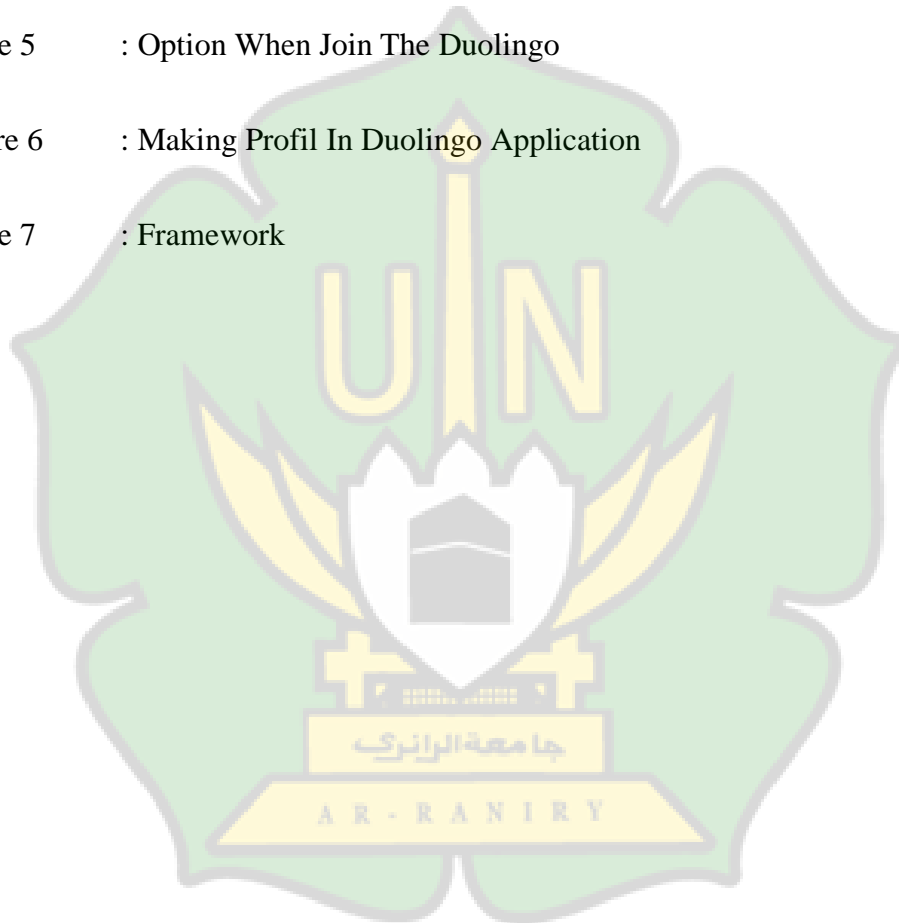
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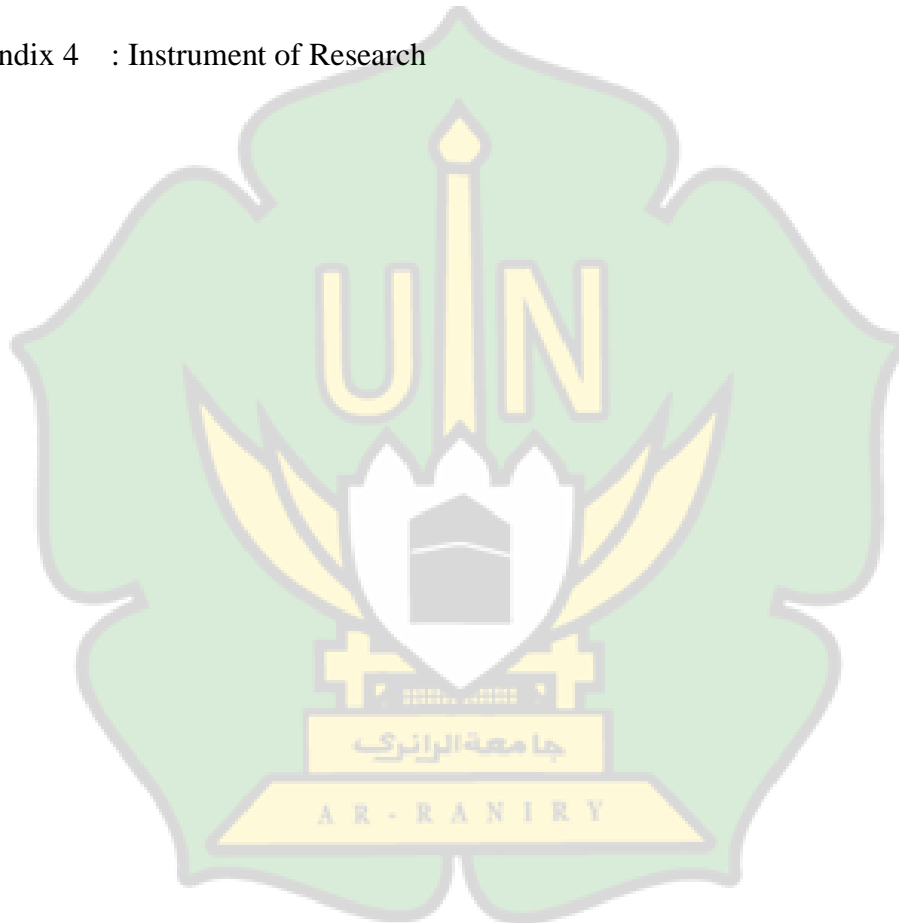
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CHAPTER I

INTRODUCTION

This chapter consists of background of study, research question, aims of the study, significance of the study and terminologies.

A. Background of the Study

The ability to speak English is a basic skill needed by someone in the information and globalization era, because the introduction and mastery of science and technology are mostly written and delivered in English. Starting from the world of education, work, to everyday life, English is increasingly being used. There are so many advantages if students are able to speak English, such as higher opportunities to study or work abroad. Currently, even though studying or working in the country, it also required to include a certificate of English proficiency. The aim is to prove that language skills have been mastered because the learning or communication process in the workplace often involves language.

In this modern era there are many applications that can help students to improve their English skills, but here the researcher only focuses on one application, namely Duolingo which provides 66 different language courses available in 23 languages, there are 22 more courses that are still being developed (Teske, 2017). About 120 million users from all over the world have registered on this application. Duolingo is one of the most popular English learning applications for beginners today, because it has been downloaded by more than 200 million users and has around 30 translator languages. Uniquely, users will not feel bored learning

foreign languages through this application, because Duolingo is designed to resemble a game display that can be adapted to your activities and learning style. Another advantage of Duolingo is that it provides daily reports on learning progress and materials that can be saved offline.

In learning, the use of media is an effort to create quality and support the learning process. So that students can enjoy participating in learning activities. It is very helpful in conveying information and can help simplify the teaching process, as well as enable teachers to practice the principles of illustration teaching and learning objects (Matra, 2020). Media is one thing that can convey information between the source and the recipient (Indrasari, Novita, & Megawati, 2018).

Duolingo has a very motivating learning system that it uses strategy game mechanics to create learners in learning. It is built very much like a computer game where the participants have to pass certain levels. Students must complete the tasks provided by the Duolingo application. For example, in speaking, students must be able to pronounce the sentences that have been provided correctly to proceed to the next more complicated sentence stage. Users can complete various types of exercises including multiple choices, writing and also speaking through the microphone. Duolingo mainly uses practice and repetitive practice in lessons.

Finally, based on the explanation above about the students' ability to speak English, the researcher will use the Duolingo application for two different classes. The research will be conducted at SMP 8 Negeri Banda Aceh which is located on street Hamzah Fansuri No.1, Kopelma Darussalam, Syiah Kuala District, Banda

Aceh City, Aceh province, by using a quasi-experimental with the population at the junior high school level. This research is conducted to show that the Duolingo application can be a new alternative for students to improve their speaking skills.

B. Research Questions

Based on the background described above, the researcher formulated the research question as follow: Does the use of Duolingo application improve students' speaking skill?

C. Aims of The Study

The aim of this study is: To find out whether use of Duolingo application can improve the students' speaking skill.

D. Significance of Study

The results of this study are expected to be beneficial both theoretically and practically elaborated in the following section.

1. Theoretically

The results of the research are expected to support theories dealing with Duolingo application to help students in improve their speaking skill.

2. Practically

- a. The results of this research are expected to give information to the English teachers, especially in guiding students to improve speaking skill effective way.
- b. It is also expected to encourage students' awareness for using the useful application like Duolingo in learning especially in improve speaking ability.

E. Terminologies

This section provides the meaning of some term that are frequently used in this study briefly to avoid misunderstanding for the readers.

1. Speaking skill

Speaking skill is one of four language skills that should be mastered by the students as means for communication. So, the teachers should always explore and examine the student' ability in speaking. In this study, speaking means that the teacher will record all students' action (performance of conversation).

2. Technology

“Technology in teaching and learning as an enabler and suggests that technology can work to help organize and provide structure for material to students; help student, teachers, and parents interact, anytime and anywhere” (Bajcsy, 2002, p. 81).

In this research, technology means an application that can be used as English learning medium. It can be installed in PC, laptop, and smartphone. It is free language-learning application that called Duolingo Application.

3. Duolingo

Duolingo is a free language-learning application. To ease the process of learning English language, and supported by a very advanced technology currently, the young learners who want to learn English with practical and fun applications might use Duolingo to practice English.

F. Hypothesis

Based on the research questions and the objectives of this study, there are two hypotheses. Namely the Null hypothesis (H_0) and the Alternative hypothesis (H_a) as follows:

H_0 : There is no significant difference in students' speaking skills after they learn speaking with Duolingo application.

H_a : There is a significant difference in students' speaking skills after they learn speaking with Duolingo application.

CHAPTER II

LITERATURE REVIEW

This chapter covers some theories as the basis of the discussion. It is aimed toward more understandings about the topic of the research study. This chapter presents definition of speaking, the difficulties of speaking, teaching speaking through Duolingo application and definition of Duolingo application.

A. Speaking

Speaking is one of the skills that must be mastered by English learners because language is used to communicate with others in everyday life. In communicating, the speaker often conveys ideas and feelings towards the other person (Ardiani, Wiranti, 2013). In this delivery, the speaker uses verbal and non-verbal symbols in various situations (Thornbury, 2005). Speaking is not only about delivering ideas with the right intonation, but also related to how to deliver the contents of the conversation. Furthermore, speaking skill requires the speaker to know how to interact as about speaking turn (Jondeya & Rania, 2011). Speaking requires productive and receptive skills that involve the speaker and the listener.

It is undeniable thing that students should practice their English frequently. Therefore, the obligation of teachers is to foster the students' self-confidence so that they are brave to use English. (Niah, 2019).

B. The difficulties of speaking

1. Low confidence

Because they are often exposed to traditional learning methods that use one-way communication patterns, usually students at school will have low self-confidence, especially in terms of speaking. This is a big scourge for the Indonesian people to be able to become a competitive society in the world of global competition. There are students who understand English very well but do not have self-confidence, thus closing the opportunity or opportunity for them to develop. There are also students who previously did not have self-confidence, but after they mastered English, it made them more confident and not afraid of obstacles in every opportunity that they will take in the future (Fitriani & Apriliaswati, 2015)

2. Pronunciation and various dialects of the language

Since English has been used in many countries as their primary language of instruction, there have been differences in the pronunciation and accent of the language used. For example, the most widely known is the difference between British English and American English. In general, it is not very important which type of English we will use because the most important thing is that the message is conveyed between us and the other person. However, the preference for various languages sometimes becomes a trend among teenagers who are learning English. For example, there are

teenagers who like American English because it seems practical and simple (Devita, 2015).

3. Irrelevant way of learning

Irrelevant means not important to or connected with a situation. Learners also have to pay attention to the method of learning English, otherwise they will have difficulties in learning English. People's learning types are different, so try to find a method that makes comfortable and easy to understand when learning English (Boileau, 1985).

There are many fun English learning methods, such as:

- a. Listening to English songs while interpreting the lyrics for the lyrics of the song.
- b. Read books or novels and even comics that you like
- c. Watch movies in English without subtitles.

C. Teaching Speaking Through Duolingo Application

The use of Duolingo App can improve students' speaking skills in terms of pronunciation, and fluency. Duolingo App offers speaking practices that simulate conversations with native speakers, students can check their pronunciation with the speech recognition on the Duolingo App. Simply students also get to record their voice and get immediate feedback. Soon students will learn to sound like a native speaker. The Collins dictionary defines it as: “Someone who speaks that language as their first language, rather than having learned it as a foreign language” So,

technically, anyone with English as a first language from birth is a 'native English speaker'. Teachers can use the Duolingo App in many techniques or activities in order to meet the goal of speaking class (Hafifah, 2021).

D. Duolingo Application

Duolingo is a free language learning app created by Luis von Ahn and Severin Hacker. This application is not only available in web version but also available in Android, iOS and Windows Phone versions. Today, many students use mobile applications (apps) to support their language learning both inside and outside the classroom (Klimova, 2020). Media in learning is very important in helping convey information. Because teaching vocabulary without using any media will not give good results. Duolingo can be a medium in learning a second language, especially vocabulary. Duolingo offers "gamification" learning, for users. The games in this application provide benefits for users to learn the target language (Nushi & Eqbali, 2017).

Now that technology has taken part in education, the role of technology in education is fourfold: including as part of the curriculum, as an instructional delivery system, as a means to assist instruction and also as a tool to improve the entire learning process. Stated that Game-based learning is a very popular technology trend that uses game elements (Raja, & Nagasubramani. (2018).

Mahmudah (2015) and Mendez Bermudez (2017) have conducted a study on the Duolingo application. The similarity between these two studies is using

qualitative descriptive in Duolingo's research. In the research conducted by Mahmudah, the field of research is pronunciation while Bermudez's research is about the possible effects of applying Duolingo for learning English. Another study previously conducted by Vasselinov from Queen College University and Grego from the University of South Carolina (2012) entitled "Duolingo Effectiveness Study" shows that using Duolingo is effective for language tests because it can measure hourly study time to improve language. The results of this study indicate that Duolingo can be used as a language test medium that can measure students' ability in language competencies, namely listening, reading, writing, and speaking.

Research conducted by Khan & Ali (2010) show other problems that occur in the field which certainly affect the students' speaking abilities. Research shows that many students do not dare to use English in class because they are afraid of the teacher, and many students are reluctant to practice both inside and outside the classroom for fear of being laughed at by friends.

Fauzi (2018) in his thesis states that Duolingo application was able to improve the students' vocabulary ability. The design of this research was experimental research which belongs to quantitative method. The population of this research was the entire sixth grade of Madrasah Ibtidaiyah Darul Ilmi Banjarbaru. There were two classes, they were VIB consisted of 25 students who got treatment using Duolingo application and VIA consisted of 26 students who got treatment using conventional teaching. The instrument of the research was vocabulary test consisted of multiple choices. Before treatment, pre-test was conducted to both groups. Meanwhile, post-test was conducted after the treatment. Then, the data were

analyzed by using SPSS (Statistical Product and Service Solutions) for Windows version 22.0. The result of this thesis shows that at the sixth grade using Duolingo application score is 7.279 (t-count is higher than t- table), while at the sixth grade without using Duolingo application score 2.021 (t-count is lower than t-table). The t-test calculation showed that there was a significant difference who used Duolingo application and who did not use Duolingo application. It means that H_0 was rejected and H_a was accepted. So, Duolingo application was effective to improve English vocabulary at the sixth grade of Madrasah Ibtidaiyah Darul Ilmi.

Kusumadewi (2018) in her thesis “The Effect of Using Duolingo towards Students’ Vocabulary Mastery (an Experiment of Junior high School Students at Omega Sains Institute)” concludes that Duolingo app as a media in learning English has a positive effect compared to conventional student approaches.

The researcher conducted this research on seventh grade students of junior high school. In addition, the researcher used the topic of self-introduction as an instrument in conducting this research. The purpose of this study was to study the effectiveness of using the Duolingo application in improving students' speaking skills by conducting experimental research.

Based on the explanation above, the researcher can conclude that Duolingo is an online platform and mobile application that offers users a free and innovative way to learn speaking.

Figure 2.1 *Duolingo Application*



The free, fun, and effective way to learn a language!

GET STARTED

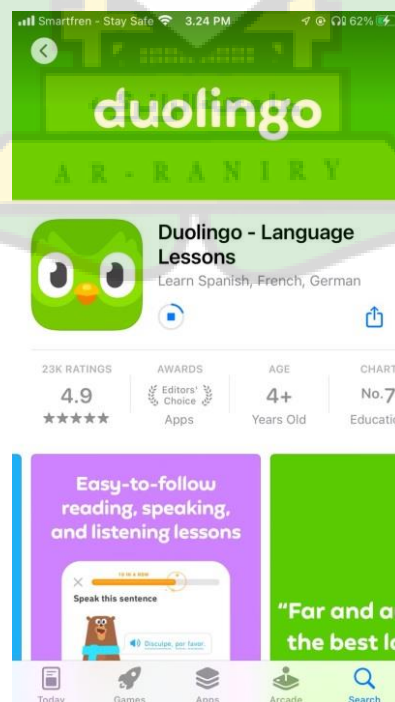
I ALREADY HAVE AN ACCOUNT

a. The steps to use Duolingo

There are some steps you must do when you want to use Duolingo application, they are:

- 1) Download the Duolingo app in Google Play Store or app store.

Figure 2.2 *Duolingo App in App Store*



2) Select the language you want to learn and speak

Figure 2.3 *Some languages will be learned and spoken*



3) You must set your pick a daily goal.

Figure 2.4 *Pick a daily goal*



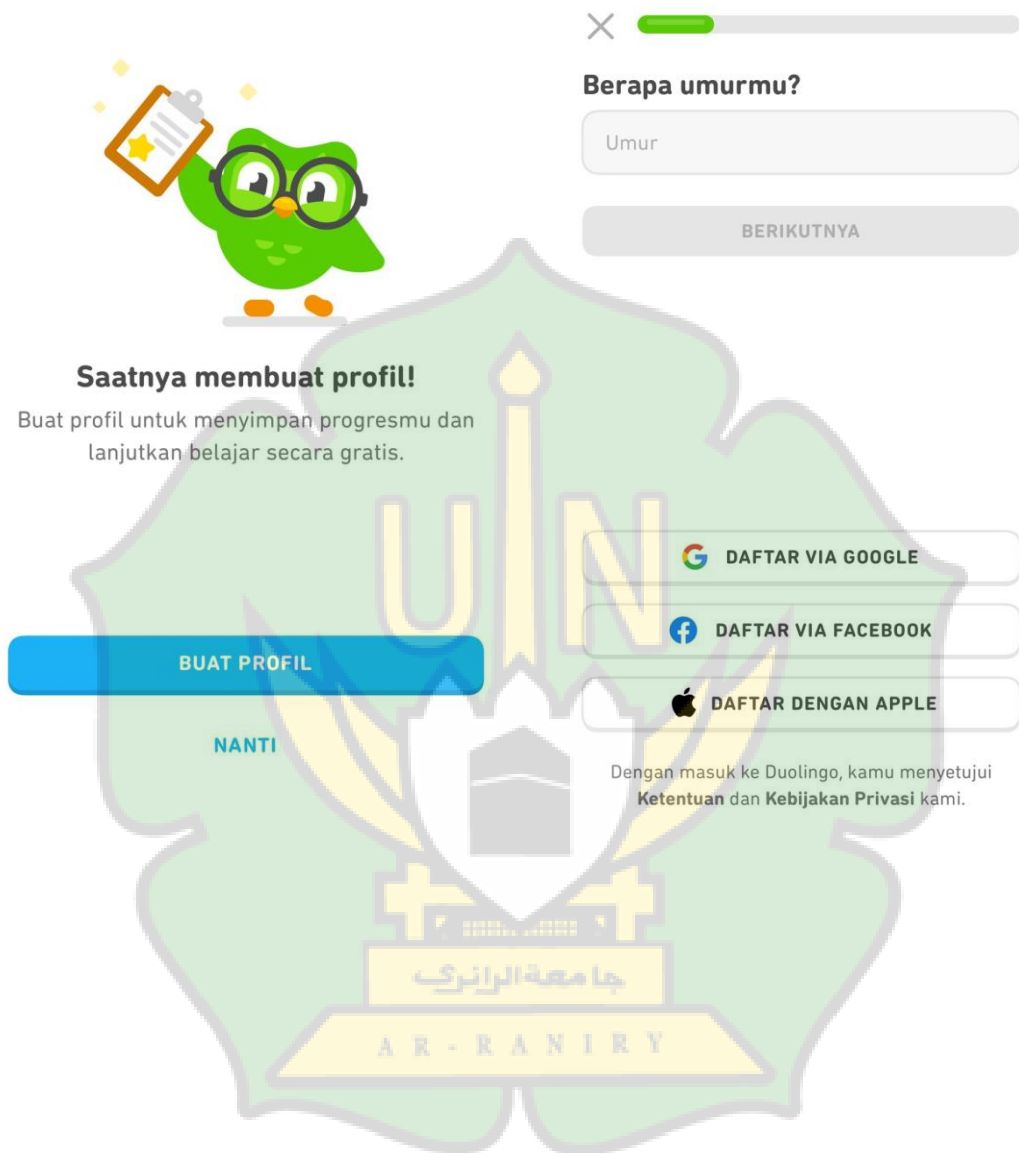
4) The app will ask you to choose one of them below.

Figure 2.5 Option when join the Duolingo



5) Then, you must finish some short exercises in this app. After that, create a new account. You can sign-up with e-mail, Google or Facebook account (for iOS users).

Figure 2.6 Making a profil in Duolingo application



6) After that, you can start to take lessons in Duolingo application

a. Common exercises in Duolingo application

The app then inquires whether the learner already knows anything about the language, and if so, it provides the learner with a placement test. If the learner is new to the language, they start with the basics. It is safe to say that Duolingo is a very straightforward app and very simple to use. Without any more questions or even registration for the course, the learner can go right into their first lesson by tapping Start. The exercises are of many types:

1) **Translation exercises**, in which the learners translate from the language they know to the language they want to learn or the other way around.

2) **Matching exercises**, in which learners see a photo and match it with the words given or the other way around.

3) **Pairing exercises**, in which learners are given an even number of equivalent words from both languages and are asked to pair them.

4) **Listening exercises**, in which learners listen to a short phrase in the second language and have to type it correctly.

5) **Speaking exercises**, in which learners have to say what they hear.

Each lesson contains 10 to 15 exercises, a few from each of the categories mentioned above, and learners have a progress bar on the top of their screens. Every time they get an answer right, the bar moves a little bit forward. Every time they get it wrong, the bar does

not progress, Duolingo points out the mistake and repeats the question at the end of the exercises until the progress bar is completed. Duolingo also allows the learners to go back to whichever lesson they want, whenever they want, even if they have gotten all the answers right.

b. The strengths and weaknesses of Duolingo application

According to Latief (2019:33-34) Duolingo as a learning media have some strength, there are:

- 1) The application is user friendly, with free, simple, and informative lessons.
- 2) Learning is based around subjects.
- 3) Teaches grammatical rules.
- 4) Tips and notes about grammar at bottom of each lesson.
- 5) Can be accessed on various electronic devices like mobile phone or PC, so learners can keep a detailed record of progress.
- 6) Can set daily goals for motivation.
- 7) Virtual shop with rewards for progress.
- 8) Courses offered and taught in multiple languages.

Furthermore, this app also has some weaknesses as follows:

- 1) Requires internet access.
- 2) Not much about culture is taught.
- 3) Duolingo's class as a teacher only can accessed with web address not available at menus' in Duolingo application.

b. Particular lessons in Duolingo

Furthermore, in improving our skill, Duolingo make available lessons as follows:

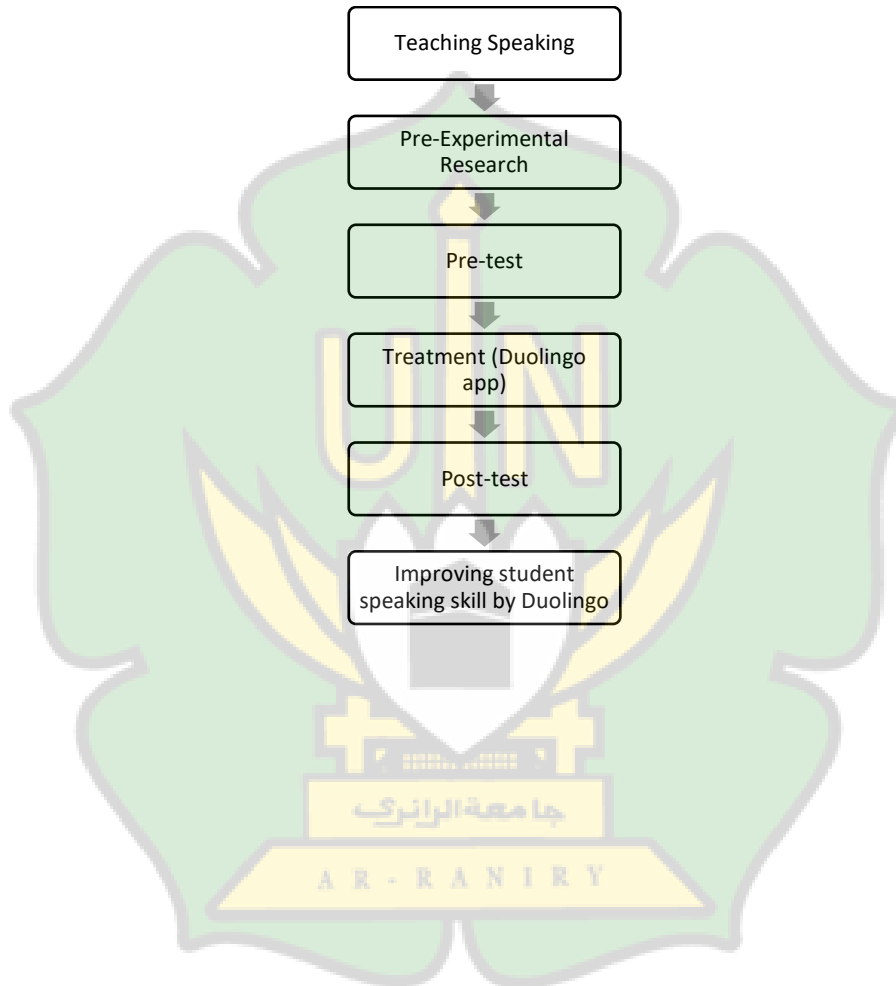
- 1) At the first level there are: Basic 1, Basic 2 – these are requirements for the lessons
- 2) second, which are: Common Phrases, Food, and Animals.
- 3) third level are Plurals
- 4) fourth: Adjectives – Predicative
- 5) fifth : Clothing – Present 1 after these five lessons there is a shortcut (illustrated by a key), where a learner can take three attempts to unlock the following lessons without passing these five previous in case he/she is more advanced
- 6) sixth : Nominative pronouns, Accusative Pronouns
- 7) seventh : Family
- 8) eighth : Household, Conjunctions
- 9) ninth : Dative Case, Numbers
- 10) tenth : Dative Pronouns, Travel, Negatives again after the tenth lesson there is a shortcut
- 11) eleventh : People
- 12) twelfth : Colors, Formal You, Occupations
- 13) thirteenth : Comparisons, Qualifiers
- 14) fourteenth : Adjectives – Predicative 2, Prepositions
- 15) fifteenth : Medical, Verbs – Present 2

- 16) sixteenth : Dates and Time, Feelings
- 17) seventeenth : Adverbs 1
- 18) eighteenth : Frequency, Verbs – Modal
- 19) nineteenth : Nature, Genitive Case
- 20) twentieth: Adjectives – Nominative 1, Adjectives-Accusative
- 21) twenty-first : Adjectives – Dative – shortcut
- 22) twenty-second : Adjectives – Nominative 2, Places, Adverbs 2
- 23) twenty-third : Verbs – Preterits, Verbs – Present Perfect, Verbs
Past Perfect
- 24) twenty-fourth : Objects, Communication
- 25) twenty-fifth : Verbs - Future 1
- 26) twenty-sixth : Education, Science, Verbs - Future Perfect
- 27) twenty-seventh : Verbs Reflexive – shortcut
- 28) twenty-eighth: Business 1, Language
- 29) twenty-ninth : Abstract Objects 1, Verbs - Present 3
- 30) thirtieth : Verbs – Future 2, Verbs – Conditional
- 31) thirty-first : Abstract Objects 2, Verbs – Conditional Perfect
- 32) thirty-second : Business 2
- 33) thirty-third : Sports, Spiritual, Arts
- 34) thirty-fourth : Passive Voice, Verbs – Imperative, Politics
- 35) thirty-fifth : Abstract Objects 3
- 36) thirty-sixth : Abstract Objects 4, Verbs – Conditional 2, Verbs
– Present 4.

c. Conceptual framework

The theory which supports this research can be shown in logical and clear relationship in the following framework as follow:

Figure 2.7 *Framework*



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research is about the using of Duolingo application to improve students' speaking skill. The researcher used a quantitative approach to examine the problems that arise. The purpose of using quantitative methods is to calculate how effective the Duolingo application is when used on students to improve speaking ability. Quantitative methods have three structures, namely experimental, correlation and survey (Creswell, 2012). Here the researcher used experimental research to get the results of the research, experimental research is suitable for this research because of the using of Duolingo application for students speaking skill. According to Sugiyono (2012) experimental design is divided into three, namely, pre-experimental design, true experimental and quasi-experimental. Here the researcher used a pre-experimental design with the type of one-group pre-test and post-test design. So in this design there is a pre and post test to see more accurately the data obtained between the two, after the pre-test there be treatment and after that a posttest is given.

B. Population

According to Best and Kahn (2006) population is a group of individuals who make researcher interested in them with the same or different characteristics and traits. The population in this study was first grade students at the junior high school level at SMP 8 Negeri Banda Aceh. The population consisted of five classes. The total of the population of this research was 170 students. Here the researcher took 34 people.

C. Samples

Quantitative sampling techniques are divided into two types, namely random sampling/probability sampling and non-random sampling/non-probability sampling (Darmawan, 2014). In this study, the researcher used a non-random sampling/non- probability sample, namely purposive sampling, namely the participant who was selected to become a member on the basis of the researcher's own considerations. The samples that used is one class of students from junior high school level.

According to Arikunto (2002) the sample is part or representative of the population studied. Here the researcher took 34 people as a sample from a population of 34 people, at the Junior High School level. So, the researcher took the entire population as a sample, namely 34 people. As stated by Arikunto (2002) that if the number of participants is less than 100, all samples are taken and the research is a population study; whereas if the number of participants is more than 100, then the sampling is 10% - 15% or 20% - 25% and more.

D. Method of Data Collection

1. Test

A test is a tool or set of methods used with rules to measure student work results by using them (Arikunto, 2010). Here the researcher conducted research to use a test that was given to students with two tests to measure students' speaking ability. The researcher taught self-introduction four times in a row using the Duolingo application.

Researcher gave a pre-test during the first meeting with students, the pre-test contains how to pronunciation in self-introduction and several questions related to the speaking. At the second meeting the researcher introduced the Duolingo application to the students, how to uses the application and introduce the features provided, the researcher would also teach about what elements should be in it. After introducing the Duolingo application and how it works, the researcher divided the students into several groups with their friends and start teaching self-introduction to the students. At the third meeting the researcher repeated the discussion about the important elements that students must pronounce correctly. Then direct them by discussing with their group members. Directing and pronounce the sentences that have been provided in the Duolingo application. At the last or fourth meeting, the researcher gave a post-test to the students to see if there was a significant change after they were taught by using Duolingo application and increased their ability to speaking.

2. Experimental Teaching

1. First meeting

A few days before, the researcher gave a pre-test to the students, this test contained questions related to the important elements of speaking. After all, students finished filling in the pre-test questions, the researcher took each of the collected papers.

And then at the first meeting, the researcher entered the class to take attendance first and invited students to pray together before starting the test. The researcher introduced himself and warmed up with the students to start the meeting.

2. Second meeting

At the second meeting and the opening of the class, the researcher checked the attendance of students and also prayed with students, then continued with a warm-up before treatment. After that the researcher introduced the Duolingo application to students, how to use the Duolingo application, the researcher also taught about what elements provided in it.

3. Third meeting

At the third meeting, the researcher started the class with greeted, praying, and warming up the students, followed by checking the attendance of students. In this meeting, the researcher gave the blank boxes in the Duolingo application of the speaking and directed the students to filled the blank boxes with their answers.

4. Fourth meeting

At the fourth meeting, the researcher started with greeted, praying, and warming up the students, followed by checking the attendance of students. In this meeting, the researcher repeated the discussion about the important elements that must be identified by the students. Then divided the students into several groups which contain one to three students in one group and directed them by discussing with their group members. The researcher also gave them the text of self introduction and then directed them to filled some information in the text.

5. Fifth meeting

At the last meeting, the researcher entered the class greeted, and prayed, followed by checking the attendance fee of students. At this meeting, the researcher gave a post-test that contained a questions about vocabulary and pronunciation elements in the Duolingo application to see if there was a improvement change after they were taught by using the Duolingo application and increased their ability to speaking.

E. Method of Data Analysis

1. Test

The test method was given to students as an instrument in data analysis with the aim of seeing how the students' speaking skill improved by using the Duolingo application. The research was aimed at junior high school students at SMP 8 Negeri Banda Aceh to increase their capacity and speaking ability. Then two tests were given, namely a pre-test to find out how far their speaking skills had reached, and a post-test given after the experiment to find out how effective the Duolingo application given by the researcher was to the students. As for how to analyze the data with a statistical formula, the formula is as follows:

a. The range of data

$$R = H - L$$

R : the range of the score

H : the higher score

L : the lowest score

b. The number of interval class

$$K = 1 + (3,3) \log n$$

K : the amount of interval class

N : the amount of sample

c. The length of interval

$$P = \frac{R}{K}$$

P : interval space

R : the range of scores

K : the amount of interval class

d. Table distribution of test

| Data/Score | Fi | Xi | FiXi |
|------------|----|----|------|
| Total | | | |

Fi : refers to frequency

Xi : refers to middle score interval class

FiXi : the amount of multiplication between the frequencies and the middle scores of interval class

e. Mean

$$\bar{x} = \frac{\sum fi}{N}$$

\bar{X} : mean

\bar{x} : the mean value of the set of given data.

fi : frequency of the individual data

N : sum of frequencies

f. Standard Deviation

Standard deviation is a formula to calculate the statistic that aims to show the total variation of the characteristics measured by the researcher. The formula is as follows:

$$SD^2 = \frac{\sum(X - \bar{X})^2}{N - 1}$$

SD : standard deviation

$\sum f$: the sum of the frequency

N : the number of student

g. T- Score

The T-score becomes a very important part of the analysis in this study, the T-score is used to see the difference between the pre-test and post-test, to compare the effectiveness results obtained from the study. Its formula is as follows:

$$t = \frac{\bar{X}^1 - \bar{X}^2}{\sqrt{\frac{SD_1^2}{n_1} + \frac{SD_2^2}{n_2} - 2r \frac{SD_1}{\sqrt{n_1}} + \frac{SD_2}{\sqrt{n_2}}}}$$

\bar{X}^1 : mean of the post-test

\bar{X}^2 : mean of the pre-test

\bar{X}^1 : mean of sample 1

\bar{X}^2 : mean of sample 2

SD1 : standard deviation of sample 1

SD2 : standard deviation of sample 2

SD_1^2 : variants of samples 1

SD_2^2 : variants of sample 2

r : correlation between two variables in the sample



CHAPTER IV
FINDINGS AND DISCUSSION

A. Research Findings

Research findings described the results of data analysis. To obtain the data, the researcher provided the pre-test and post-test.

1. Pre-Test

Before giving treatment, a pre-test was given to know the students' speaking skill. The frequency and percentage of the pre-test could be seen in the table 4.1 below:

Table 4.1 The Frequency and Percentage of Pre-test Score

| <u>Frequency</u> | <u>Percentage</u> |
|------------------|-------------------|
| 14 Students | 41,17% |
| 20 Students | 58,83% |
| 34 | 100% |

Table 4.1 showed 34 students as a sample in the pre-test. There were 14 students classified as successful with 41,17% and 20 students classified as unsuccessful with 58,83%. The percentage above is determined based on the results of the assessment of vocabulary and pronunciation with a predetermined score.

2. Post-Test

After treatment, a post-test was given to know the students' speaking after using the Duolingo application. The frequency and percentage of the post-test score could be seen in the table 4.2 below:

Table 4.2 *The Frequency and Percentage of Post-Test Score*

| No | Criteria | Frequency | Percentage |
|----|--------------|-----------|------------|
| 1 | Successful | 32 | 94,11% |
| 2 | Unsuccessful | 2 | 5,89% |
| | Total | 34 | 100% |

Table 4.2 showed 34 students as samples in the post-test. There were 32 students classified successful with 94,11% and 2 students classified unsuccessful with 5,89%. It could be concluded that there was an improvement from 41,17% to 94,11% of successful students in the pre-test to post-test.

The comparative of students' score at pre & post test speaking can be seen in table 4.3 below:

Table 4.3 *The comparative of Students' Speaking*

| | Mean | N | Std. Deviation | Std. Error Mean |
|-----------|-------|----|----------------|-----------------|
| PRE-Test | 64,70 | 34 | 11,00 | 1,88 |
| POST-Test | 79,70 | 34 | 9,53 | 1,63 |

Table 4.3 showed 34 students as samples in the pre-test and post-test, then the table also stated the mean score of students' speaking. The mean score of students' speaking was around 64.70 in the pre-test with a standard deviation was 11.00 and standard error 1.88 and the post-test was

79.70 with a standard deviation was 9,53 and a standard error mean was 1.63. It was provided by the pre-test and post-test average score where the post-test score was higher and had a improvement in the pre-test mean score after being given treatment.

The Scores were obtained from pre-test and post-test after treatment was given. The mean value become better from 64,70 in the pre-test up to 79.70 in the post-test. It proved that using the Duolingo application improved students' speaking with an improvement of 15.00%. After that, the writer also classified the frequency and percentage of the score of students speaking using the Duolingo application which could be seen in table 4.4 below:

Table 4.4 *The Frequency and Percentage of the Score of Students' Speaking skill Using Duolingo Application*

| No | Score | Category | Pre-test | | Post-test | |
|-------|--------|-------------|----------|-------|-----------|-------|
| | | | F | P | F | P |
| 1. | 96-100 | Excellent | 0 | 0% | 0 | 0% |
| 2. | 86-95 | Very good | 1 | 2,94 | 9 | 26,47 |
| 3. | 76-85 | Good | 4 | 11,76 | 10 | 29,41 |
| 4. | 66-75 | Fairly good | 7 | 20,58 | 12 | 35,29 |
| 5. | 56-65 | Fairly | 11 | 32,35 | 3 | 8,82 |
| 6. | 36-55 | Poor | 11 | 32,35 | 0 | 0% |
| 7. | 0-35 | Very poor | 0 | 0% | 0 | 0% |
| Total | | | 34 | 100% | 34 | 100% |

Table 4.4 showed about the frequency and percentage of pre-test and post-test scores of students speaking using the Duolingo application and

before it. In the pre-test, there were no students classified in the excellent and only 1 student classified as very good category, 4 students or 11,76% classified in the good category, 7 students or 20,58% classified in the fairly good category, 11 students or 32,35% classified in the fairly category and 11 students or 32,35% classified the poor category and also there was no student in the very poor category. Then, in the post-test, there were no students in the excellent category. 9 students or 26,47% classified in the very good category, 10 students or 29,41% classified as good category, 12 students or 35,29% classified as fairly good category, 3 students or 8,82% students classified fairly, and also there no student classified poor and very poor category. It meant that the students' speaking score on the post-test was better than on the pre-test.

3. Test of hypothesis

The formula from the T-Score was utilized by the researcher to analyze the hypothesis. A t-test is required, by Sudjana (2008), in order to locate the outcomes of the research hypotheses. The T-score played a significant role in this study's analysis. To compare data, scores, and the effectiveness findings from the study, the T-score sought to identify a significant difference between the Pre-test, which served as the first test, and the Post-Test, which served as the second test. The researcher compared the calculated t-test findings with the t-table value after determining the results of the calculation. In this case, the researcher could see if the value and outcomes of the t-test were higher than those of the t- table (alpha: 5%),

from which it could be stated that there are extremely noticeable and significant changes and differences in the outcomes attained by students while studying.

Table 4.5 *The Overall Deviation Scores of The Students' Pre-Test And Post-Test*

| Students | Pre-Test | Pre-Test ² | Post-Test | Post-Test ² |
|----------|----------|-----------------------|-----------|------------------------|
| 1 | 75 | 5625 | 80 | 6400 |
| 2 | 55 | 3025 | 75 | 5625 |
| 3 | 60 | 3600 | 90 | 8100 |
| 4 | 80 | 6400 | 95 | 9025 |
| 5 | 60 | 3600 | 75 | 5625 |
| 6 | 60 | 3600 | 75 | 5625 |
| 7 | 60 | 3600 | 80 | 6400 |
| 8 | 50 | 2500 | 85 | 7225 |
| 9 | 55 | 3025 | 90 | 8100 |
| 10 | 50 | 2500 | 75 | 5625 |
| 11 | 55 | 3025 | 60 | 3600 |
| 12 | 55 | 3025 | 75 | 5625 |
| 13 | 60 | 3600 | 90 | 8100 |
| 14 | 60 | 3600 | 95 | 9025 |
| 15 | 55 | 3025 | 80 | 6400 |
| 16 | 55 | 3025 | 65 | 4225 |
| 17 | 65 | 4225 | 70 | 4900 |
| 18 | 85 | 7225 | 90 | 8100 |
| 19 | 55 | 3025 | 60 | 3600 |
| 20 | 60 | 3600 | 75 | 5625 |
| 21 | 60 | 3600 | 80 | 6400 |
| 22 | 90 | 8100 | 95 | 6400 |
| 23 | 85 | 7225 | 90 | 9025 |
| 24 | 70 | 4900 | 80 | 8100 |

| | | | | |
|----|----|------|----|------|
| 25 | 65 | 4225 | 75 | 6400 |
| 26 | 70 | 4900 | 75 | 5625 |
| 27 | 75 | 5625 | 85 | 7225 |
| 28 | 55 | 3025 | 70 | 4900 |
| 29 | 80 | 6400 | 95 | 9025 |
| 30 | 75 | 5625 | 80 | 6400 |
| 31 | 75 | 5625 | 80 | 6400 |
| 32 | 75 | 5625 | 80 | 6400 |
| 33 | 60 | 3600 | 75 | 5625 |
| 34 | 55 | 3025 | 70 | 4900 |

$$\begin{aligned} \sum &= 2110 & \sum &= 143,110 & \sum &= 2705 & \sum &= 218,995 \\ \sum^2 &= 4,452,100 & & & & & \sum^2 &= 7,317,025 \end{aligned}$$

a. Calculating The Standard Deviation of Pre-Test

$$\begin{aligned} \sum SD1 &= \sum x^2 - \frac{(\sum X)^2}{N} \\ &= 143.110 - \frac{4.452.100}{34} \\ &= 143.110 - 130.944 \\ &= 12.156 \end{aligned}$$

b. Calculating The Standard Deviation of Pos-Test

$$\begin{aligned}\sum SD2 &= \sum Y^2 - \frac{(\sum Y)^2}{N} \\ &= 218.995 - \frac{7.317.025}{34} \\ &= 218.995 - 215.206 \\ &= 3.789\end{aligned}$$

$$\begin{aligned}S_{X-Y} &= \sqrt{\frac{\sum SD1 + \sum SD2}{N + N - 2} - \left[\frac{1}{N} + \frac{1}{N}\right]} \\ &= \sqrt{\frac{12.156 + 3.789}{66} - \left[\frac{1}{34} + \frac{1}{34}\right]} \\ &= 15.15\end{aligned}$$

c. Calculating the T-Score

$$\begin{aligned}t - score &= \frac{\bar{X}^1 - \bar{X}^2}{\sqrt{\frac{\sum SD1 + \sum SD2}{N + N - 2} - \left[\frac{1}{34} + \frac{1}{34}\right]}} \\ &= \frac{79,70 - 64,70}{15.15} \\ &= 0,967\end{aligned}$$

d. Calculating T-Table used level 5% with df:

$$\begin{aligned}df &= N + N - 2 \\ &= 34 + 34 - 2 = 66 \longrightarrow 0,678\end{aligned}$$

This indicates that, based on the evidence of the comparison of t score and t table, hypothesis (Ha) There is difference in students' speaking skills after they learn speaking with the Duolingo application, was accepted. Naturally, Ho, which claimed that There is no significant difference in students' speaking skills after they learn speaking with Duolingo application, was rejected.

B. Discussion

The discussion discussed the interpretation of the research findings derived from the results of students' speaking. The results of this research indicated the students' improvement in speaking skill at the junior high school level at SMP 8 Negeri Banda Aceh in the academic year 2021/2022. Based on the results, In the pre-test, there were no students classified in the excellent category, 4 students or 11,76% classified in the good category, 7 students or 20,58% classified fairly good category, 11 students or 32,35% classified fairly category, and 11 students or 32,35% classified poor category. There was no student in the very poor category. Then, in the post-test there was no student in the excellent category, 9 students or 26,47% were classified very good category, 10 students or 29,41% classified good category, 12 students or 35,29% classified fairly good category, 3 students or 8,82% classified fairly, and also no students classified poor and very poor category.

This research used Duolingo Application to improve students' speaking because the Application is interesting and all the students want to use it while learning speaking. They become enthusiastic about their studies and make them serious to learn about speaking. They said that Duolingo Application was fun and interesting to learn speaking, that made the students in a good mood to learn how to speak English. They are actively involved while learning speaking and ask some questions about speaking material that be provided by Duolingo Application. It can be used everywhere and is almost easy to apply in teaching. These applications can be seen in the improvement in students' scores.

Fauzi (2018), In his research stated that Duolingo's application was effective to improve English vocabulary in the sixth grade of Madrasah Ibtidaiyah Darul Ilmi. His research was conducted at Madrasah Ibtidaiyah Darul Ilmi Banjarbaru School Year 2017/2018. There were two classes, they were VIB consisted of 25 students who got treatment using the Duolingo application and VIA consisted of 26 students who got treatment using conventional teaching. The instrument of the research was a vocabulary test consisting of multiple choices. In conclusion,

In addition, according to Munday (2016) Duolingo is an easy-to-use app that is useful and has potential, although its main lessons are not based on communicative competence and it is enjoyed by students using different elements, such as the accessibility on a mobile device, the gamification aspect, and the variety of tasks. The relation of this research with the previous study is that this research used Duolingo Application in learning speaking and the researcher take reference from the previous study to be used as a reference and the result of the study both show that using Duolingo Application in the teaching-learning process is effective and can improve students' speaking.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After the researcher conducted the research, it could be concluded that using the Duolingo Application can improve students' speaking skill. It is proven by the t-score which is higher than the t-table value ($0.967 > 0.678$). The improvements were visible after the treatment using this technique was carried out, this proves that using the Duolingo application can increase students' ability in speaking. Using Duolingo application also improves their understanding of useful application for learning speaking. This is also evidenced by the average pre-test score of 64,70 and the post-test score increasing to 79,70. Here there is an improvement that using the Duolingo application helpful for students in learning speaking at SMP 8 Negeri Banda Aceh.

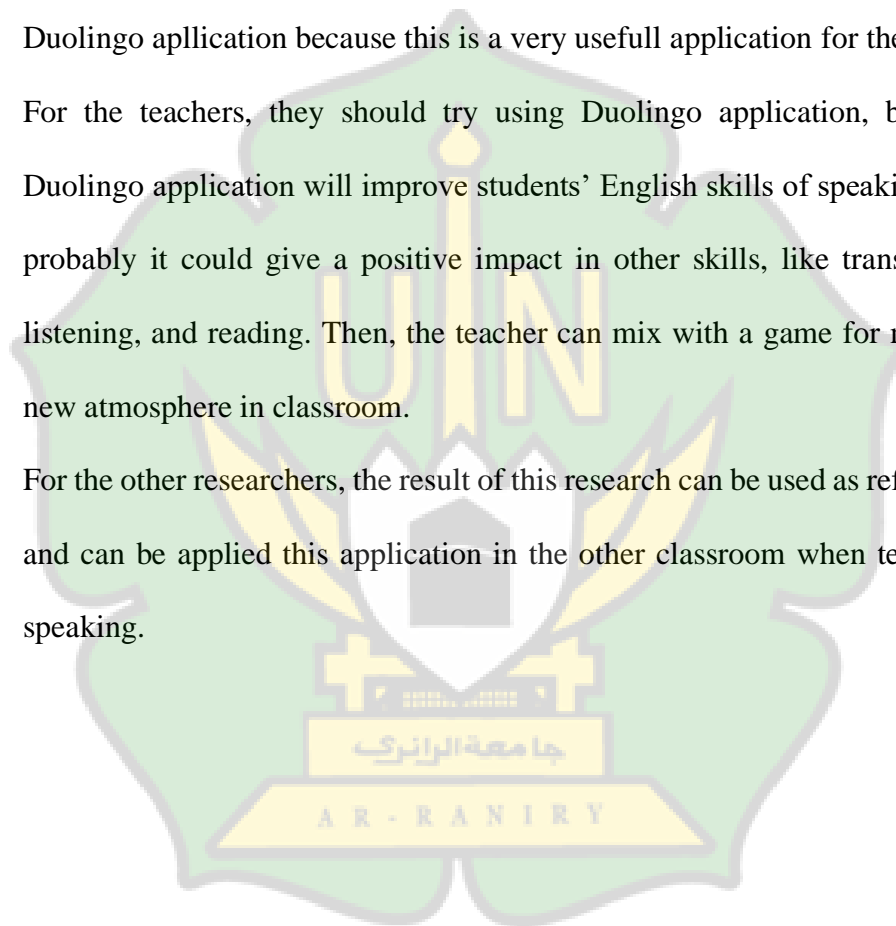
B. Suggestion

Based on the findings of the research, the researcher would like to propose the following suggestion:

1. For the school, Duolingo application can be applied in the teaching-learning process, especially in teaching speaking. Duolingo application also makes a different situation in the teaching and learning process. So, the students are interested in learning how to speak sentences in other languages by using the Duolingo application. But, students who use smartphones in the school

should be under supervision from the school in order for the positive effect of this application will be optimized.

2. The researcher suggests that students can increase their speaking skill and enthusiasm for learning, especially in speaking. The researcher also suggests that students can pay attention to the teacher in delivering this Duolingo application because this is a very useful application for them.
3. For the teachers, they should try using Duolingo application, because Duolingo application will improve students' English skills of speaking and probably it could give a positive impact in other skills, like translating, listening, and reading. Then, the teacher can mix with a game for making new atmosphere in classroom.
4. For the other researchers, the result of this research can be used as reference and can be applied this application in the other classroom when teaching speaking.



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SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B - 4420/Un.08/FTK/KP.07.6/03/2023

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-
RANIRY

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: **B-3105/Un.08/FTK/KP.07.6/2/2022** tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang Undang Nomor 20 tahun 2003, Tentang Sistem Pendidikan Nasional;
2. Undang Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen;
3. Undang Undang Nomor 12 Tahun 2012, Tentang Pendidikan Tinggi;
4. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Insitut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
5. Peraturan Menteri Keuangan RI. Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;
6. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
7. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI
8. Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
10. Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
11. Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.
- Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 02 Februari 2022
- Menetapkan :
PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: Nomor: **B-3105/Un.08/FTK/KP.07.6/2/2022** tanggal 25 Februari 2022
- KEDUA : Menunjuk Saudara:
1. Fitriah, M.Pd Sebagai Pembimbing Pertama
2. Rahmi Fhonna, M.A. Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :
Nama : **Muharral**
NIM : **180203115**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **The Use of Duolingo Application to Improve Students' Speaking Skill**
- KETIGA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2021 dengan Nomor: 025.04.2.423925/2022 tanggal 17 November 2021;
- KEEMPAT : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2022/2023
- KELIMA : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

MEMUTUSKAN

Ditetapkan di: Banda Aceh
Pada tanggal: 02 Maret 2023
Dekan,

Saiful Huluk

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;

PRE-TEST

Name :

Class :

Hello, my name is.....

I am..... years old.

I am a student of.....

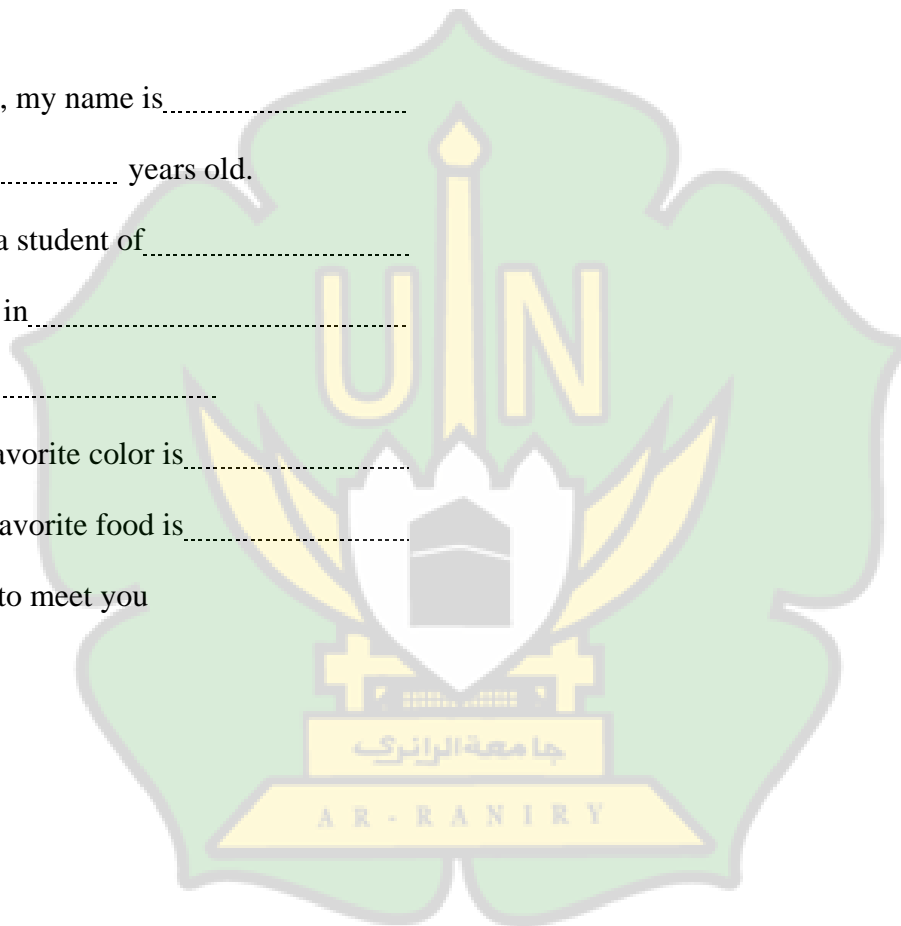
I live in.....

I like.....

My favorite color is.....

My Favorite food is.....

Nice to meet you



Experimental Using Duolingo

✕ **Buku Panduan Unit 2**

Buku Panduan Unit 2

Pelajari tips tata bahasa dan frasa kunci untuk unit ini

FRASA KUNCI

Mengungkapkan frasa umum

- ▶ Hello, Taro.
Halo, Taro.
- ▶ Good morning, how are you?
Selamat pagi, apa kabar?
- ▶ I am fine, thanks.
Saya baik-baik saja, terima kasih.
- ▶ Thanks and good night!
Terima kasih dan selamat malam!
- ▶ Bye!
Selamat tinggal!
- ▶ I am sorry!
Saya minta maaf!

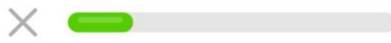
✕ **Buku Panduan Unit 1**

Memahami frasa dasar

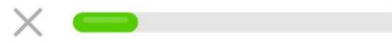
- ▶ She is a girl and I am a boy.
Dia seorang anak perempuan dan saya seorang anak laki-laki.
- ▶ I am a man and she is a woman.
Saya seorang pria dan dia seorang wanita.
- ▶ The boy eats an apple.
Anak laki-laki itu makan sebuah apel.
- ▶ The woman drinks water.
Wanita itu minum air.
- ▶ I eat bread.
Saya makan roti.
- ▶ She speaks English.
Dia berbicara bahasa Inggris.



جامعة الرانيري
A R - R A N I R Y



Ketuk pasangan yang cocok



Ketuk pasangan yang cocok

| | | | |
|--|------|--|------|
| | susu | | susu |
| | kami | | kami |
| | saya | | saya |
| | dan | | dan |

LANJUTKAN

LANJUTKAN





Ucapkan kalimat ini



▶ The girl speaks English.



▶ **Good Morning!**

🗣️ KETUK UNTUK BICARA



▶ Good morning, Priti!



▶ Good morning, honey.



▶ Where are my keys?



▶ Your keys?

LANJUTKAN

LANJUTKAN



POST-TEST

Part 1:

WORKSHEET

THIS IS ME

Instruction: Fill in the blanks with your own identities!

1. Hallo. My name is.....
2. I amyears old
3. I live.....
4. My hobby is
5. I have brothers andsister
6. I study
7. My..... is English

Part 2:

Instruction: Please make a short conversation with your friends at school.

Do Know Me?

Instruction:

- Write a short passage about you and present it
 - Please use the questions below as the guidance for you in writing it.
1. What is your complete name?
 2. What is your nickname?
 3. Where do you come from?
 4. Where do you live?

5. Do you have any brother or sister?
6. What is your favorite food and drinks?
7. What is your hobby?
8. What is your dream for the future? (Becoming a writer, a painter, a doctor, a scientist, etc.)

Hello, friends! Let me introduce myself.

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.....

.....

.....

.....

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.....

.....

