LEARNING SPEAKING SKILL THROUGH DUOLINGO APPLICATION AT SECOND GRADE STUDENTS OF MTS AL FATAH SRAGI BANYUWANGI IN ACADEMIC YEAR 2020/2021

THESIS

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JULY, 2021

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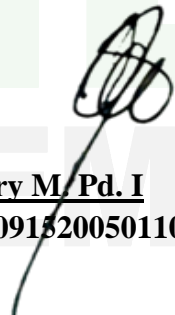
THESIS

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THESIS

Has been examined and approved as requirement to obtain
a bachelor's degree of *Sarjana Pendidikan* (S. Pd)
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The board of examiners

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MOTTO

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اقْرَأْ بِاسْمِ رَبِّكَ الَّذِى خَلَقَ ﴿١﴾ خَلَقَ الْإِنسَنَ مِنْ عَلَقٍ ﴿٢﴾ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ ﴿٣﴾ الَّذِى عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنسَنَ مَالَمْ يَعْلَمْ ﴿٥﴾

</div>

1. *Recite with the name of your Lord Who created (all the universe)*
2. *Who "also" created human being from a clot (;germinating-cell)*
3. *Proclaim for your Lord is The Most Benignant;*
4. *Who thought knowledge by means of the pen*
5. *He taught human being what he did not know.*
   (Q.S Al Alaq 1-5)[1]

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[1] https://quran.com/96 Dr. Muhammad Taqi-ud-Din Al-Hilali

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DEDICATION

I proudly dedicated this thesis for:

1. I want to say thank to Mr. Budianto as my beloved father and Mrs. Muni'ah as my beloved mother for their support, motivation, love, and prayer for me to finish my thesis.

2. My best partner, Moh. Imron Al Hadi S.E, thank you for being my best supporter.

3. My younger sister and younger brother, Wardatul Khasanah and M. Nizam Al Farisi who always give support, attention, and prayer for me.

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5. Last but not least, for all my big family, thank you for your love.

By all those, I have been built as who I am today. Thanks without any limit for all them. May Allah give all of you more than what I have got to be.

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بسم الله الرحمن الرحيم

Firstly, thanks and all praises due to Allah SWT for giving me blessing, mercy, health, opportunity and inspiration to finish my thesis. Secondly, praise and salutation are always delivered to our prophet Muhammad SAW, who has guided us from the darkness to the lightness and brought us from the stupidity era to the lightness era.

The researcher realized that this thesis would not finish without help and guidance from other people. Therefore, I would like to express the greatest gratitude to the following people:

1. The Excellency, Prof. Dr. H. Babun Soeharto, SE., MM, as a Rector of State Institute of Islamic Studies of Jember who has given opportunity for me to study in this institute.

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4. My advisor, Mr. As'ari M.Pd.I, who helped, guided, and supported me during the writing of the thesis.

5. The lecturers of English Department who have given me knowledge.

I really realize that this thesis is far from being perfect. Therefore, I welcome all the criticism and suggestions. The researcher hopes this thesis will be useful for readers and other researchers who need it.

Jember, 4th of July 2021

Fiqi Khotimah

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ABSTRACT

Fiqi Khotimah, 2021. *Learning Speaking Skill through Duolingo Application at Second Grade students of MTs Al Fatah Sragi Banyuwangi in Academic Year 2020/2021.*

Learning speaking skill is a process to make students speak English in an appropriate context by using some kind of technique and media. Speaking is one of the most difficult aspects to learn in English. For this reason teachers must be creative teaching in speaking. Using media to attract students interest in speaking skills.

Research questions in this research, it was, 1.) What are the goals of learning speaking skill through Duolingo application at second-grade students of MTs Al Fatah Sragi Banyuwangi in Academic Year 2020/2021?, 2.) What material does the teacher use in learning speaking skill through Duolingo application at second-grade students of MTs Al Fatah Sragi Banyuwangi in Academic year 2020/2021?, 3.)How is the procedure of learning speaking skill through Duolingo application at second-grade students of MTs Al Fatah Sragi Banyuwangi in Academic year 2020/2021?, 4.) How is the evaluation of learning speaking skill through Duolingo appication at second-grade students of MTs Al Fatah Sragi Banyuwangi in academic year 2020/2021?. The research objective of this research the goals, material, procedure and evaluation of using Duolingo application. The research methode that was used in this thesis is qualitative research. The data collection used interview, observation, and document review.

The results of this research are, encouraged students' motivation to speak English, made students be able to speak and translate sentences orally and allowed students to speak English. The material from the textbook owned by the students and also the Internet (Handphone/Duolingo application). The evaluation of learning speaking skill through Duolingo application at second grade students of MTs Al Fatah Sragi Banyuwangi was a formative assessment by giving feedback and correction to the students and asking students to present what they had spoke and translated.

Keywords: *speaking skil, Duolingo application.*

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CHAPTER I

INTRODUCTION

A. Background of the Research

In this era, English is one of the languages which are often used in communication, as an international language and as a second language in some countries. Almost places in the world use English to describe something there. In Indonesia, it is considered a foreign language, and it is supported by the Act 32 of 2013 concerning the national education standard article 77I first paragraph "*Bahasa asing terutama bahasa Inggris merupakan bahasa internasional yang sangat penting kegunaannya dalam pergaulan global*".[1] Besides important, English is also considered as beneficial because it can help people to communicate with people arround the world, get better access of technology and have better education and job.

There are four skills that people need to acquire when they are learning English, they are listerning, speaking, reading and writing. One of the English skills that plays in important role is speaking, since someone is considered a master in English when he can speak in English.[2] It becomes a skill that is stressed most since the goal of language learning is to make the language learners can use the target language to communicate orally.

Moreover, Allah states that we have to use a good sentence when we speak to avoid misunderstanding among others in surah Al-Ahzab :

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[1] Peraturan Pemerintah Republik Indonesia Nomor 32 Tahun 2013 Tentang Standar Nasional Pendidikan, Pasal 77I.

[2] Sofyan A. Gani, et al, "Students' Learning Strategies for Developing Speaking Ability", http://jurnal.unsyiah.ac.id/SiELE/article/view/2232 (19 Desember 2020).

يَـٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُوا۟ ٱتَّقُوا۟ ٱللَّهَ وَقُولُوا۟ قَوْلاً سَدِيدًا ۞

verse 70:

"O you who have believed, fear Allah and speak words of appropriate justice"

From the verse above, the researcher can conclude that in speaking we have to use a good sentence, so the listener will not misunderstand. Someone is considered to be a good person based on she/he is speaking.

Based on the curriculum 2013, students are expected to be able to express either transactional or interpersonal communication in their daily life.[3] For example, asking and giving feedback, agreeing and disagreeing, and so on. It means that the curriculum objective of teaching speaking is to enable students to use and understand the language appropriately. Ironically, the students were still unfamiliar with the use of it outside the class. It was because the speaking skill was not the main point to learn during their time at schools. The teacher focused on teaching reading, writing, and grammar. It made students had no time to practice using their English and no motivation to use their target language orally.

Being able to comunicate in English fluently is the concern of every individual in this world because it gives some advantages in this life. For example, a fluent English speaker can get more opportunities to study or work overseas. The importance of being fluent in English influences in second grade of MTs Al Fatah Sragi Banyuwangi, to improve their speaking

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[3] Siti Wachidah, et al, *Buku Guru Bahasa Inggris; When English Rings a Bell* (Jakarta: Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud, 2014), 4.

fluency. In order to be able to communicate in English fluently, the students should practice it frequently. However they have limited English exposures and opportunity to use English in the classroom, the opportunity to use English is limited because of the limited time. In addition, the students rarely have changes to use English outside to the school because the environment has limited English exposure.

There are four components are important for English learners, they are grammatical competence, sociolinguistic competence, discourse competence and strategic competence.[4] But in fact people difficulties to learn those component and practice their English. Moreover they have limited English exposure in their environment because Indonesia is not English speaking country. From that stated problem, it can be seen that limited English exposure make students rarely practice their English.

To overcome the problem the researcher need to facilitate students to practice their English in the school or the home because of covid-19 the goverment requires us to study and work from home.

In this case technology help the researcher to teach English easily and practically by using the mobile. Mobile learning is a educational activity makes sense only when the technology in use in fully mobile and when the users of the technology are also use mobile when they learn.[5] It means that mobile learning enables sudents to have a mobile learning process which can

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[4] Brinton, Donna, *The CATESOL journal* https://files.eric.ed.gov/fulltext/ED474366.pdf#page=200 (22 Januari 2021)

[5] Setyantoko, Mirantikha, *Pengembangan Media Pembelajaran Mobile Learning Berbasis Android dalam Pembelajaran Atletik untuk Siswa SMP Kelas VII.* Universitas Negri Jogjakarta. 2016. 4.

be accessed anytime and anyway. The use of technology in English languange learning also enables English learners to have an enjoyable learning becaus it provides the learners with some interesting features which will make the learners become more motivated and become independent learners.

Therefore, the writer is interested to use application that can be used as the supplementary materials for the students to practice their English both in their school or in their home.

Based on the reason above, the researcher decided to conduct research under the title "*Learning Speaking Skill through Duolingo Application at Second Grade students of MTs Al Fatah Sragi Banyuwangi in Academic Year 2020/2021*"

B. Research Problem

The problem formulation in qualitative research is called the research focus. This section lists all the focus of the problem the answers sought through the research process.[6] Based on this background, the focus of the research in this study are:

1. What are the goals of learning speaking skill through Duolingo application at second-grade students of MTs Al Fatah Sragi Banyuwangi in Academic Year 2020/2021?

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[6] Tim Penyusun, *Pedoman Penulisan Karya Ilmiah,* (Jember: IAIN Jember Press, 2018), 44

2. What material does the teacher use in learning speaking skill through Duolingo application at second-grade students of MTs Al Fatah Sragi Banyuwangi in Academic year 2020/2021?

3. How is the procedure of learning speaking skill through Duolingo application at second-grade students of MTs Al Fatah Sragi Banyuwangi in Academic year 2020/2021?

4. How is the evaluation of learning speaking skill through Duolingo appication at second-grade students of MTs Al Fatah Sragi Banyuwangi in academic year 2020/2021?

C. **The Objectives of the Research**

Based on the research questions above, the aims of the research were as follow:

1. To identify the goals of learning speaking skill through Duolingo application at second-grade students of MTs Al Fatah Sragi Banyuwangi in academic year 2020/2021.

2. To describe the material of learning speaking skill through Duolingo application at second-grade students of MTs Al Fatah Sragi Banyuwangi in academic year 2020/2021.

3. To describe the procedure of learning speaking skill through Duolingo application at second-grade students of MTs Al Fatah Sragi Banyuwangi in academic year 2020/2021.

4. To identify the evaluation of learning speaking skill through Duolingo application at second-grade students of MTs Al Fatah Sragi Banyuwangi in academic year 2020/2021.

D. The Significance of the Research

1. English teachers

   The result of the research was expected to be useful for the English teacher of MTs Al Fatah Sragi Banyuwangi especially in teaching speaking, where the teacher could manage classroom activities communicatively by using Duolingo application.

2. Other Researchers

   This research is expected to be able to provide knowledge about teaching speaking. The results of the research were useful for readers. The findings of this research might be used as a reference to understand more about the technique of teaching English

E. Definition of the Key-term

To avoid misunderstanding in this research, several terms would be explained by the researcher. The terms were as follows:

1. Learning Speaking Skill

   Learning speaking skill is a process to make students speak English in an appropriate context by using some kind of technique and media. Improve students' speaking skills by media.\

2. Duolingo application

Duolingo application is one of application that use in English learning proccess. The application android application are created by Luis Von Ahn and Severin Hacker with model that will provide the students with various kins of learning materials such as vocabulary, grammatical rules, conversation practice and also there is a reminder notification for students to take the time to learn English.

What the researcher means by the title "*Learning Speaking Skill through Duolingo Application at Second Grade students of MTs Al Fatah Sragi Banyuwangi in Academic Year 2020/2021*" is the teaching and learning English process using application in the classroom to make the students use their target language in English.

CHAPTER II

LITERATURE REVIEW

A. Previous Research

Previous research is important to investigate that the research which will be done by the researcher has the differences and similarities with previous researches.

a. The first research was conducted by David Sulistiawan Aditya in 2016 entitled "*Speak app, android application model to improve the midwivery students' speaking competence* ". The result of David's research showed that there was an improvement in midwivery students' speaking achievement, it could be seen from the expert's opinion about the material contents showed by the questios that answered by the expert, and almost the questions got score 2 (two) and 2(two) means very good. It means that Speak app can improve midwivery students' speaking skills.

Category	Score Interval
Very good	1.2-2
Good	0.4-1.1
Fair	(-0.4)-0.3
Low	(-1.2)-(-0.3)
Very Low	(-2)-(-1.1)

The difference between David's research and this research was he used quasi-experimental study as the method of his research and the

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researcher used qualitative method. The similarity is both of the researchers talked about speaking skills.[7]

b. The second research was conducted by Reza Ardiyan in 2016 entitled " *Pengembangan aplikasi mobile learning "let's learn" menggunakan android terhadap kecakapan berbahasa Inggris materi Descriptive text pada siswa kelas X di SMA Negeri 1 Bawang*". The result of Reza's research showed that there was a significant influence of using "let's learn" in X grade of SMA Negeri 1 Bawang. It could be proved by the data collected by Reza. The mean score of the post-test better than pre-test. From the results of the calculation of the significansce test, it is obtained that the Tcount is 10, 63648 and the Ttable is 1,70, means that Tcount > Ttable. Based on the result, it could be concluded that using "let's learn" gave a better result in students' speaking skills. The difference between Reza's research and this researcher was that Reza used a quantitative method, the design of the research was experimental, the instrument to get the data was tested, and the technique of data analysis was independent test, while this researcher used qualitative method. The similarity was both of the researchers talked about speaking skills.[8]

c. The third research was conducted by Cecep Abdul Fatah in 2019 entitled "*The effectt of using Duolingo application to develop students' vocabulary*

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[7] David Sulistiawan Aditya, *"Speak App, Android Application Model to Improve The Midwivery Students' Speaking Competence"* (Thesis of teacher training and education faculty State Institute of Sanata Dharma University Jogjakarta, 2016)

[8] Reza Ardian, *Pengembangan aplikasi mobile learning "let's learn" menggunakan android terhadap kecakapan berbahasa Inggris materi Descriptive text pada siswa kelas X di SMA Negeri 1 Bawang* (Thesis of teacher training and education faculty State University Semarang, 2016)

knowledge". The result of Cecep's research was indicated that the use of Duolingo application can gives a positive effect to develop students vocabulary knowledge at the seventh grade students of SMP Islam Taman Quraniyah Jakarta Selatan in academic year 2018/2019 . based on the stastitical calculation with the significance level 5%, showed that $t_0 =$ 2.881 higher that tt =1.672 . The differences between Cecep's research and this researcher were she used Quasi-experimental study as the method of her research and the researcher used qualitative method. The similarity is both of the researchers talked about speaking skills.[9]

Table 1.1
The Differences and Similarities Research

No	Name/title of Research	Similarities	Differences
1.	David Sulistiawan Aditya in 2016 entitled "*Speak app, android application model to improve the midwivery students' speaking competence* ".	The similarity is both of the researchers talked about speaking skills	David's research used quasi-experimental study as the method of his research and the researcher used qualitative method.
2.	Reza Ardiyan in 2016 entitled " *Pengembangan aplikasi mobile learning "let's learn" menggunakan android terhadap kecakapan berbahasa Inggris materi Descriptive textpada siswa kelas X di SMA Negeri 1 Bawang*".	The similarity was both of the researchers talked about speaking skills.qualitative research method.	Reza used a quantitative method, the design of the research was experimental, the instrument to get the data was tested, and the technique of data

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[9] Cecep Abdul Fatah, "*The effectt of using Duolingo application to develop students' vocabulary knowledge*". (Thesis of Faculty of Teacher Training and Education of Syarif Hidayatullah State Islamic University Jakarta, 2017).

			analysis was independent test, while this researcher used qualitative method
3.	Cecep Abdul Fatah in 2019 entitled "*The effectt of using Duolingo application to develop students' vocabulary knowledge*".	The similarity is both of the researchers talked about speaking skills.	The differences between Cecep's research and this researcher were she used Quasi-experimental study as the method of her research and the researcher used qualitative method.

David and Reza talked about speaking skill but they used another aplication which was different from this research. Cecep used same application with the reseacher but he focused on increasing students' mastery in vocabulary knowledge while this research focused on speaking skill learning through Duolingo application.

The specialty of this research compared with the previous researches above is focused on analyzing the implementation of application in speaking skill learning using Duolingo application. This application is using to learn English, especially in speaking skills. This application uses modern media that is simpler and more efficient than conventional media that is difficult to learn English.

B. Theoretical Framework

1. Duolingo Application

Duolingo is a browser-based mobile application launched in 2012 that allow users to "learn a language for free forever."[10] This application designs so that as users progress through the lessons, they simultaneously offer assistance to interpret diverse site and other. It was created to translate the web and as the side impact there are millions of people learning a foreign language.

Duolingo is an online language learning site that can be used for free. This application has an aim to help users to learn a language while they are did the learning exercises simultaneously by translating the web. Language is learned through translation with concurring to the Duolingo creators. Duolingo application being as effective as any previous language learning software. "Launched in June 2012, Duolingo boasts already at the time of writing 300,000 active language learners ready for the task. Duolingo, at its current stage of development, meets those expectations."[11]

According to Vasellinov and Grego Duolingo application claims as the more efficient program for language learning than a university course, estimating that 34 hours using Duolingo is equivalent to the instruction provided in a 16-week university semester.[12] It means if someone learn a

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[10] Nushi, Musa & Eqbali M. Hosein., *"Duolingo: A Mobile Application to Assist Second Language Learning"* Education Resources Information Center, Vol. 89-98.

[11] Mauricio, Natanael & Gioanni, Bayron., *"Duolingo: An Useful Complementary Mobile Tool to Improve English as a Foreign Language Learning and Teaching"* Thesis (Universidad Nacional Abierta y a Distancia, Colombia, 2017).

[12] Tika Intan Pamuji, The Use Of Duolingo Application to Increase 8th Grade Student Of Kyai

language using this application they would mastering the language they learn equally like a university student do and the good point of using this application is they can set by themselves how long they want to finish the course because they can set the learning time per day as they wish. Means they can decide whether they want to learn a language 15 minutes a day, 30 minutes a day or more by them self and do the exercise whenever they have a free time.

Duolingo also stated that this application is a popular language learning app with over 60 million users (Dec 2014). This applications can also access by android or personal computer and it is providing many languages to learn. According to the user that downloading , using the application, and some review of the application, researcher conclude that this application is recommended to download as a learning media in language learning because the application is easily access for free, have a fun game design, included four skills of language learning and provide many languages.

a. The goals of using Duolingo application

The essential of Duolingo development is exceptionally profound. This application unifies human and computer power to solve problems that could not solve by people or computer. Human computation is a study that have a focus to learn how to harness this unifies power. This study purposed to bring out online education as a

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Hasyim Junior High School Motivation In Learning English Thesis (Sunan Ampel State Islamic University Surabaya 2019) ,9.

new change and inovation echanism for human. The main hypothesis is troublesome issues for computer can be changed into educational assignment, so that the students could solve the issues whereas they learn. According to millions of people learning online, education could provide a powerful motivator for participation in distributed human. This project will appear that education permits essentially more complex issues to be assaulted with human computation than has been conceivable with past world view for human computation. Moreover, the project will investigate whether human computation can be a motivator for education.[13] Duolingo application makes it easier for students to learn English. This media uses fun and efficient media, compared to conventional media which is quite difficult to learn English. besides that the duolingo application can also be used according to student schedules. so students can use this application easily and efficiently.

b. The Procedures of Using Duolingo Application

1) Download Duolingo from app store

The first step is to head to the app store and download Duolingo if you haven't already.

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[13] Laila Mahmudah (113411023) "An Analysis of Pronunciation Exercises in Duolingo Application and Its Contribution as English Learning Media. A final project, Semarang: Bachelor Program of English Language Education of Education and Teacher Traning Faculty (FITK), Walisongo State Islamic University Semarang, 2015.

2) "Get started" on Duolingo

After the students download Duolingo, they can open the app and you will have the option "Get Started". If they've never created an account before on Duolingo, that's the option they would choose.

3) Choose the language that want to learn

After the students click "Get Started" the students will choose which language they want to learn on Duolingo. Right now, they will only choose one, but I will show how to add more later on.

4) Course overview

The next slide shows you a little course overview of the language course that you chose. You don't have to do anything here, you just continue to the next steps.

5) Choose why you are learning a languange

Here the students will choose why they are choosing to learn a language on Duolingo.

6) Pick your daily goal (the students can change this later)

Now the students will choose their daily goal on Duolingo.

7) Accept notofications from Duolingo

If the students want to be reminded to use Duolingo everyday, they are going to way to choose to accept notifications from Duolingo in their settings. Just click "allow" and Dolingo will let you know every day that they need to complete their lessons.

8) Choose the students language level

Next step, the students will choose whether they want to start as a complete beginner or whether they think they know a bit mkore. If they choose the placement test, it will give they questions that will test how much they know.

9) Take the students first Duolingo lesson or placement test.

After they choose, they will immediately start their firdt Duolingo lesson or your placement test.

10) Create your Duolingo profile

Now, the students get to the part where they create Dolingo profile.

11) Complete 9 lessons to unlock leagues

Now, that the students have created their acoount. They will need complete 9 lesoons in order to complete in Duolingo leagues. Duolingo leagues are basically a competition against other users who are at the same level as they.

12) Earn 10 crowns to unlock stories

Duolingo stories are short stories that get progressively harder and test your listening comprehension and help you learn vocabulary.

13) Upload a profile picture to your Duolingo Profile.

14) Add Duolingo courses or change the language that you are learning.

If the students would like to add another Duolingo course or change their Duolingo course, they can do that by click on the flag icon in the top right corner of the app. From there they can click the plus icon and you can see all the courses available.

2. **Learning Speaking Skill**

a. Learning

1) The components of Learning

a) Learning Goals

The real learning goal is to acquire knowledge in a way that can train students' intellectual abilities and stimulate their curiosity and motivate their ability.[14] It should be stated in terms of what students will understand and what they will able to do as a result of the lesson.

Speaking skill learning needs some goals to make the learning process running well and has satisfying results. Through Duolingo application, it is hoped to motivate the students to speak English, make students be able to describe things around them orally in English, and give the students more opportunity to speak English.

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[14] R. W. Dahar, *Teori-Teori Belajar* (Jakarta: Erlangga, 1996), 106.

b) Learning Material

The material can be everything that is used by the teachers or students to facilitate language learning.[15] It refers to educational materials that the teachers used in the classroom to support learning activities and it is used by the students to facilitate them in learning. Richard and Renandya added that the learning materials could be in the form of printed materials, non-printed materials, and materials that compromise both print and non-printed sources.[16] It could be textbooks, videos, the internet, podcasts, etc.

Mr. D Hall in Shravan Kumar said that most people who learn communicate fluently in English which is not their first language by spending a lot of time in situations where they have to use the language for their real communication purposes.[17] It can be concluded that materials should stimulate interactions and it can be achieved by providing activities that involve the situation and their real-time conversation. It means that the teacher should choose the suitable material related to the students' real life.

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[15] Brian Tomlinson, *Materials Development in Language Teaching* (Cambridge: Cambridge University Press, 1998), 2.

[16] Jack C. Richards and Willy A. Renandya, Methodology in Language Teaching (Cambridge: Cambridge University Press, 2002), 65-66.

[17] Shravan Kumar, "Teaching Materials and Teaching Aids-1", *English Language Teaching*, 12 (May, 2017), 7.

Tomlinson argued that materials are effective to help learners to notice features of the authentic language as they are exposed to facilitate and accelerate language acquisition.[18] Hence, materials should provide experience in using English through spoken and written text with the potential to engage the students effectively.

c) Learning Procedure

The basic steps of learning were planning, implementation, and evaluation.

1) Planning

In this section, the teacher defined the learning objective that should be achieved by the students, prepared the material that would be taught, and determined the method that would be used. This preparation was carefully planned by the teachers referring to the lesson curriculum.[19]

The planning of the learning process is namely lesson plan. It is the most operational plan before the teacher carried out the learning process.[20] it can be concluded that the lesson plan described the procedure and learning management in doing learning activities.

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[18] Brian Tomlinson, *English Language Learning Materials* (London: Continuum, 2008), 15.
[19] Syaiful Sigala, *Konsep dan Metode Pembelajaran* (Bandung: Alfabeta), 136.
[20] Sugeng Listyo Prabowo and Faridah Nurmaliyah, *Perencanaan Pembelajaran* (Malang: UIN Maliki Press, 2010), 133.

2) Implementation

There are three steps in this section, such as pre-activity, main activity, and closing activity.[21]

(a) Pre-Activity

Pre-activity is an activity carried out by the teacher at the beginning to make students' mentality and attention are focused on what they learn so that it will have a positive effect on teaching and learning activities.[22] It is intended to give simulation and motivation to the students about the material that will be learned.

This pre-activity could be conducted in several ways, such as:

(1) Open the class by praying together

(2) Checking the students' attendance list

(3) Giving some illustration of the material that would be learned

(4) Apperception or assessing the basic skill/knowledge

(5) Creating the initial conditions of learning through efforts to create enthusiasm and readiness for learning through teacher's guidance to the students.

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[21] Abdul Majid, *Perencanaan Pembelajaran* (Bandung; PT Remaja Rosdakarya), 104.
[22] B. Suryosubroto, Proses Belajar Mengajar di Sekolah (Jakarta: Rineka Cipta, 2002), 39.

(b) Main Activity

In this section, the teachers implement teaching-learning strategies and methods that should be under the approach in the 2013 Curriculum that is scientific. The scientific approach is a science process-based approach that is done through the process of observing, questioning, exploring/experimenting, associating, and communicating.

(1) Observing is a fundamental way of finding out about the world around us. It means that the students observe the material that was given by the teacher.

(2) Questioning is one of the ways to develop knowledge in the form of concept, principle, procedure, theory and law, and meta-cognitive thinking. It this term, the students could ask something they didn't know to their teacher and friends about the material.

(3) Exploring is a kind of activity that aims to internalize or explore the knowledge and skill that just learned.

(4) Associating is the process of thinking logically and systematically over the empirical facts that can be observed to obtain a conclusion.

(5)Communicating means point out the result of the study or present all knowledge and skill that understood by the students. the students usually present their work or show their result of the study.[23]

(c) Closing Activity

The closing activity is an activity that provides confirmation or conclusion and an assessment of the mastery of learning material given in the main activity. Activities that must be carried out in the closing activity, such as:

(1) Carry out the final assessment and review the results of the assessment

(2) Carry out follow up activities with alternative activities. It includes providing assignments related to the learning material and giving motivation.

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[23] Hilwanah IMasai Irokhyandi and Puji Sumarsono, "Scientific Approach in Teaching Speaking Used by the English Teacher at SMA Islam Batu", http://ejournal.umm.ac.id/index.php/celtic/aticle.com, accessed on 18th of March 2020.

(3) Ending the learning activity by explaining or telling the subject matter that will be discussed in the next lesson.[24]

d) Learning Evaluation

Evaluation is fixing the process of decision about some object that will be evaluated.[25] A teacher certainly had hope that what had been taught can be successfully understood by the students. So, it was to determine whether learning activities that had been carried out are successful or not. The Evaluation could be categorized into two, namely formative and summative.[26] Yet, the researcher tended to focus on formative evaluation.

Formative evaluation is an evaluation conducted at the end of each discussion of the subject or topic and intended to determine the extent to which the learning process has proceeded as planned. The use of tests during the learning process takes place or in the form of giving students comment or a suggestion, or call attention to an error, that feedback was offered to improve the learner's language ability.[27] The formative evaluation aimed to repair the teaching/learning process.

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[24] Abdul Majid, *Perencanaan*, 105-106.
[25] Mansyur,, et al, *Asesmen Pembelajaran di Sekolah: Panduan bagi Guru dan Calon Guru* (Yogyakarta: Pustaka Belajar, 2015), 9.
[26] Ibid., 12.
[27] Douglas Brown, *Language AAssessment*, 6

One of the tests which could be used in the formative evaluation and suitable for evaluating the students' speaking skill was the picture-cued task. It required description from the test taker/students.[28] Pictures may be very simple and the test taker should tell or describe the picture.

b. Speaking Skill

As social creatures, we need to socialize with others in our daily life. One of the ways to socialize is communication. There are some ways to communicate with each other. Yet, there is a way to communicate which is used frequently by people in their daily life, it is speaking. We can communicate our feelings, ideas, and information that we have through speaking. Therefore speaking skill is very important in our daily life.

Nunan defined speaking is an ability to do conversation through language.[29] It means that speaking is used to make and join a conversation with other people. While Woods said that speaking can be effective depend on the speaker's ability to interact with other people.[30] To make a good interaction trough speaking, it also needs a good listener. The listener should pay attention to the speaker so there will be no miscommunication between them. Therefore speaking

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[28] Ibid., 151

[29] David Nunan, *Languange Teaching Methodology; A Textbook for Teachers* (Cambridge: Cambridge University Press, 2001), 40.

[30] Caroline Woods, *Teaching and Assessing Skills in Foreign Language* (Cambridge: Cambridge University Press, 2002), 41.

skills can't be apart from listening skills. A speaker can't ignore the presence of the listener and vice versa.

From the definitions above, the researcher can conclude that speaking is a skill to express our feelings, opinions, and thoughts orally in the form of conversation. It is also to share the information that we have and get the information that we need. Therefore speaking is an important skill in our daily life because we need it to communicate with other people.

1) Accuracy

Accuracy is the ability to produce grammatically and lexically accurate English sentences. It refers to how to correct learners' use of the language system is. It includes their use of grammar, vocabulary, and pronunciation.

a) Grammar

Grammar is one of the language aspects that must be mastered by students to produce and arrange words into correct sentences especially when they speak. Michel and Catherine stated that grammar is not the most important thing to be learned in the world but if you make mistakes in grammar, your words may be more difficult to be understood and some people may look down on you.[31]

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[31] Michel Swan and Catherine Walter, *How English Works A Grammar: Practice Book with Answer* (China: Oxford University Press, 2002), 2.

Linda and Peter defined grammar as the theory of how language puts together and how it works. More particularly, it is the study of wording.[32] It is used not only in writing but also in oral communication. To make the listeners understand what the speakers say easily, they must use correct grammar.

b) Vocabulary

Vocabulary is one of the English sub-skill that should be mastered also by the students. It is used to make a sentence, paragraph, or even a text. Vocabulary is a list of words that are known and collected by someone.[33] It can be concluded that when people want to say or write something, they have to have a vocabulary in their minds.

Vocabulary has an important role in communication in the form of spoken or written. People will do nothing in communication if they don't master the vocabulary. It's supported by Thornbury's statement that without grammar very little can be conveyed, without vocabulary nothing can be conveyed.[34] Nunan also said that vocabulary is essential for successful second language use.[35] It can be concluded that

[32] Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar* (Australia: Antipodeaan Educational Enterprises, 1995). 2.

[33] David Nunan, *Practical English Language Teaching Young Learners* (New York: Mc-Graw-Hill ESL/ELT, 2006), 121.

[34] Scoot Thornbury, *How To Teach Vocabulary* (London: Pearson Education Limited, 2002), 13.

[35] David Nunan, *Langauge Teaching Methodology: A Text Book for Teacher* (London: Phoenix, 1995), 117.

vocabulary has an important function in making up communication.

c) Pronunciation

Pronunciation is required not merely for talking, but for communicating and making sense to another person. That is, for making meaning in both an audible and understandable.[36] Pronunciation is the crucial starting point for all spoken language since words must be articulated correctly. It is to avoid misunderstanding in communication.

In speaking, pronunciation is the way for speakers to produce clearer sounds when they speak. It will be nice to speak by the proper pronunciation of words so that no misunderstanding will occur in the transmission of meaning. Besides, it is needed for the understanding of learning a foreign language.

2) Fluency

Fluency is the ability to produce language coherently and effortlessly. It refers to how well the learner communicates meaning rather than how many mistakes they make in grammar, vocabulary, pronunciation. In speaking, fluency is the aim of many language learners

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[36] Martha C. Pennington and Pamela Rogerson Revell, *English Pronunciation Teaching Contemporary Perspectives* (United Kingdom: Palgrave Macmillan, 2019), 1.

a) Smoothly

If the students can speak fluently means they can speak smoothly. In this term, they learn how to effectively use 'fillers' when they speak and how to use synonyms, opposites, and related vocabulary that gives continuity to the speech. Fillers are used to telling the listeners that we haven't finished, but we are thinking of what to say next. If the students can't manage their fillers, it won't make their speaking fluent.

b) Confidently

In oral performance, self-confidence can be showed by using eye contact or looking at someone when the speakers are talking to them, having a good posture, using gestures and body language, keeping conversation go on without too much hesitation like using 'eeemmm….', and keeping a smile.

When the speaker can speak confidently means they have good self-confidence. Self-confidence is a crucial part of speaking skills because that can give enthusiasm, brave, and stimulation to the speakers.[37] Therefore, if the speakers have high self-confidence, they will achieve the best performance in speaking skill and they will speak fluently.

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[37] Roysmanto, "A Correlation Between Self-Confidence and The Students' Speaking Skill", *Research and Innovation in Language Learning*, (January, 2018), 2.

CHAPTER III

RESEARCH METHODS

A. Research Design

This research used a qualitative method. According to J. Cresswell "Qualitative research is an approach for exploring and understanding the meaning individual or group ascribe to a social or human problem".[38] Further, Donal Ary stated that "qualitative research is research that seeks to understand a phenomenon by focusing on the total picture rather than breaking it down into variable. The goal of qualitative research is a holistic picture and depth of understanding rather than a numeric analysis of data''.[39] It means that the data in this research was analyzed in the form of description and identification or analysis of the text.

The researcher used descriptive as a kind of research. Cresswell stated that qualitative research is descriptive in that the researcher is interested in the process, meaning, and understanding gained through words or pictures.[40] It means that the researcher should be interested in the process, meaning, and understanding then described it in the form of words or pictures. The researcher chose qualitative descriptive because the researcher described the data taken. It described the goals, material, procedure, and evaluation of

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[38] John W. Cresswell, *Research Design: Qualitative and Quantitative Mix Methods Approaches* (Jogjakarta: Pustaka Pelajar, 2016), 4.

[39] Donal Ary, et. al, *Introduction to Research in Education, 8th Edition* (Belmont USA: Wadsworth, 2010), 29.

[40] John W. Cresswell, *Research Design: Qualitative and Quantitative Approaches* (California: SAGE Publicitatitons, Inc, 1994), 162.

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speaking skill learning through Duolingo application at second-grade students of MTs Al Fatah Sragi Banyuwangi in Academic year 2020/2021.

B. The setting of the Research

Place of the research is where the research was conducted and where the problem has occurred. This research was conducted at second-grade students of MTs 2 Al Fatah Sragi Banyuwangi which is located at Jl. K.H Hasyim Asyari No.8, Sragi, Songgon, Banyuwangi. The reason why the researcher chose MTs Al Fatah Sragi Banyuwangi as the place of the research was that the English teacher there applied Duolingo apllication. The research was conducted in the VIII-A class because the class consists of the students with equal capability in English and it was based on the teacher's recommendation.

C. The subject of the Research

In qualitative research, the researcher did observations and interview with the people who knew well about the situation related to the title of the research. The researcher determined the informants by using a purposive way. Arikunto defined purposive sampling as the process of selecting a sample based on a specific purpose.[41] It means that the researcher chose the informants of the research based on the exact considerations. It is believed to be appropriate to provide a maximum un derstanding of what the researcher is researching.[42] The researcher used her experience and knowledge to select a

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[41] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta), 183.

[42] Donal, *Introduction to Research*, 428.

sample of participants that was believed could provide relevant information about the topic.

The informants of the research were:

1. The English teacher is Mrs. Nur Laili Maksumah who applied Duolingo application in speaking skill learning and knew well about the technique.

2. The students of VIII-A because it consists of students with equal capability. The researcher chose two students. They were Septiyani and Syahputra.

D. Data Collection Technique

To obtain the data of the research, the data collection technique used in this research were:

1. Interview

The interview is a meeting of two persons to exchange information and idea through questions and responses, resulting in communication and join the construction of meaning about a particular topic.[43] It is also one of the data collection methods which required direct communication between the researcher and the subject or informant.

In this research, the researcher used a semi-structured interview. It is the area of interest is chosen and questions are formulated but the interviewer may modify the format or questions during the interview process.[44] the researcuyher arranged questions list before doing an interview and it could be changed or added with other questions during

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[43] Kristin G Esterberg, *Qualitative Methods in Social Research* (New York: Mc Graw Hill, 2002), 212.

[44] Donal, *Introduction to Research*, 438.

the interview process. Applying this kind of interview was to create a relaxed and flexible situation so the subjects or informants would feel comfortable sharing the information they have.

The data which was gotten from the interview were:

a. The goals of speaking skill learning through Duolingo application

b. Teaching material used in speaking skill learning through Duolingo application

c. The procedure for speaking skill learning through Duolingo application

d. The evaluation of speaking skill learning through Duolingo application

2. Observation

Observation is the activity of giving total concern to the research object of the sense. Observation is a part of data collection. Observation means collecting data directly from the field. There is one technique that can be used to find or investigate nonverbal behavior by using observation techniques. The method of observation is a human daily activity. The key to successful in observation as a technique data collection is very much determined by the observer himself, because observers see, hear, smell, or listen to a research object and then it deduce from what he observed. The observer is the key to success and accuracy research results (Yusuf, 2014).[45] The researcher took a note about how the teacher implemented

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[45] Yusuf, A. M. *Metode Penelitian : Kuantitatif, Kualitatif & Penelitian Gabungan*. (Jakarta :

the information gap activity technique in speaking skill learning, the location of the research, and the situation in the classroom. The purpose of the observation was to explain the situation in classroom activities, figure out how the teacher implemented speaking skill learning through Duolingo application, and the relation between situation, activity, and application.

The data which was gotten from the observation was:

a. The setting of the research

b. Situation and condition of the classroom. It included how the teacher facilitated speaking skill learning through Duolingo application and the students' reactions.

3. Document Review

Document review means the effort to collect data by investigating written objects.[46] It is also taken from the record, transcript, books, inscriptions, agendas, and so on. Besides, the document review helped the researcher to attach evidence supporting the research. With the method of document review, data obtained were:

a. Profile of MTs Al Fatah Sragi, Banyuwangi

b. Teacher and employe data of MTs Al Fatah Sragi Banyuwangi

c. VIII A grade students data of MTs Al Fatah Sragi

d. Lesson plan

Prenadamedia Group, 2014) 23.

[46] Mundir, *Metode Penelitian Kualitatif dan Kuantitatif* (Jember: STAIN Jember Press, 2013), 186.

E. Data Analysis

After doing the observation and interview, the researcher analyzed the data based on observation's note and interview guide. All of the data that had been collected will be analyzed in several steps. As mentioned by Miles, Huberman, and Saldana, there are three steps in conducting the data analysis process in qualitative research. Those steps were explained as follow:

1. Data Condensation

Data condensation is an activity that leads the researcher to summarize, choose, and focus on the data that had been taken from participants. According to Miles et al, "data condensation refers to the process of selecting, focusing, simplifying, abstracting, and or transforming the data into the writer text (observation's note, interview transcript, and documents)".[47] Moreover, the researcher used data condensation by sifting through, categorizing, and making abstractions from field notes, interviews, and document review to identify the similar phrases in this research.

2. Display Data

In qualitative research, the data display was done in form of description. Description of the data directed to data condensation results are organized and arranged in relationship patterns, so that more easily understood and planned further research. In this step, the researcher tried to arrange the relevant data so the information can be concluded and have

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[47] Mathew B, Michael, Huberman, *Analisis Data Kualitatif.*

a certain meaning. The process can be done by displaying the data, making the relationship between phenomenon to interpret what happened and what needed to be followed up to catch the research purposes.

3. Conclusion Drawing

The final step in qualitative data analysis is drawn and verified conclusion. In this step, the researcher identified the results of the interview that had been obtained and identified. The conclusion would be still temporary and it would be changed if there was no strong evidence to support the next data collection. Therefore, the conclusion obtained was a credible conclusion.

F. **Data Validity**

In qualitative research, some techniques could be used to increase researcher data validity. The validity of the research was very important in research. The researcher could use triangulation as one of the data validity techniques.[48] Moleong explained that "triangulation is a technique to check the trustworthiness of data which uses something else to be compared toward that data".[49]

In this research, the researcher used source triangulation and technique triangulation. Source triangulation used different sources to get the same data. It used to check the information which was taken from different times. The emphasis was on the source of data not in the data collecting method or others.

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[48] Nusa Putra, *Metode Penelitian Kualitatif Pendidikan* (Jakarta: Raja Grafindo Persada, 2012), 103.

[49] Lexy J Moleong, *Metodologi Penelitian Kualitatif* (Bandung: PT Remaja Rosdakarya, 2008), 303.

Technique triangulation was done by collecting the same data by using different techniques or methods of collecting data. The emphasis was on the use of different data collecting methods to indicate the same source to test data validity.

The steps were four, namely:

1. Comparing observational data with the results of interviews

2. Comparing observational data with the contents of related document

3. Comparing what the English teacher says about the classroom activity with what students say

4. Comparing the results of interviews with the contents of the related document.

G. Research Procedures

In this section, the research implementation plan carried out by researchers, starting from preliminary research, design development, actual research, and report writing. The research stages consisted of pre-field research, fieldwork stages, and data analysis stages.

1. Pre-field stage

There were several stages of activities that the researcher must do. There was research ethics that should be understood. It would be mentioned as follow:

a. Arrange a research design

b. Select research location

c. Take care of licensing

    d.   Explore and assess the research location

    e.   Select and use informants

    f.   Prepare the research instrument

2. Field-work stage

    a.   Apprehend background and objective of the research

    b.   Enter to the research location

    c.   Look for the data source

    d.   Participate while collecting the data

    e.   Complete the data

3. Data analysis phase

The data analysis phase was the last stage of the research process that was discussed in the previous chapter. The activities as follow:

    a.   Analyze data

    b.   Take care of licensing complete research

    c.   Arrange or serve the data which formed in report

    d.   Conclusion withdrawal

    e.   Revise the refined report

H. Research Outline

The result of this research will be divided into five chapters. Here will be explained what every chapter consists of:

Chapter I is introductory. This chapter consists of the background of the research, research question, objective of the research, the significance of the research, definition of key-term.

Chapter II is a review of related literature. This chapter consists of previous research and theoretical framework.

Chapter III is a research methodology. This chapter consists of a research design, place of the research, source of data, data collection technique, data analysis, instrument validity, research procedure, and research outline.

Chapter IV is a research finding. This chapter consists of the research objective description, data display, data analysis, finding, and discussion.

Chapter IV is the conclusion and suggestion. It consists of a conclusion and suggestions.

CHAPTER IV

RESEARCH FINDINGS

A. The Research Object Description

1. History of MTs Al Fatah Sragi Banyuwangi

MTs Al Fatah Sragi Banyuwangi is located in KH. Hasyim Asy'ari street No. 08 Sragi, Songgon, Banyuwangi. It stood in 1976. As mandated by the constitution 1945 and all its changes, MTs Al Fatah Sragi was more engaged in the efforts to increase the teachers' competency and the ability of the administrator in the framework of the implementation of Curriculum 2006/KTSP and Curriculum 2013. In 2018, MTs Al Fatah Sragi followed accreditation conducted by Kemenag Banyuwangi and get rank B.

2. School Identity

School name	:	MTs Al Fatah Sragi Banyuwangi
Telephone Number	:	0333-631974
Website	:	mtsalfatahsragi.com
Address	:	KH. Hasyim Asy'ari Street No.8 Sragi
Sub-district	:	Songgon
District	:	Banyuwangi
Province	:	East Java

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3. **Vision and Missions of MTs Al Fatah Sragi**

   a. Vision

   The realization of Islamic school which has Islamic generation, professional, competitiveness, and environmentally enlightened and created the students that have goodness in IMTAQ and IPTEK.

   b. Mission

   Increase student interest in learning to foster a learning culture to support increased student achievement.

B. **Data Analysis**

The researcher collected the data using interview, observation and document review techniques. Based on the results of interviews, observation and document review, the researcher found the data about learning speaking skill through Duolingo application at the second grade students of MTs Al Fatah Sragi Banyuwangi.

The data were displayed and analyzed based on research questions, such as; 1) What are the goals of learning speaking skill through Duolingo application at second-grade students of MTs Al Fatah Sragi, Banyuwangi, 2) What material does the teacher use in learning speaking skill through Duolingo application at second-grade students of MTs Al Fatah Sragi Banyuwangi, 3) How is the procedure in learning speaking skill through Duolingo application at second-grade students of MTs Al Fatah Sragi Banyuwangi, and 4) How is the evaluation in learning speaking skill through

Duolingo application at second-grade students of MTs Al Fatah Sragi Banyuwangi, were obtained the data as follow:

1. **The Goals of Learning Speaking Skill through Duolingo Application at Second-Grade Students of MTs Al Fatah Sragi Banyuwangi**

   The goals of Learning speaking skill through Duolingo application at second grade students according to Mrs. Lail as English teacher said:

   > "*goals nya itu mbak bisa mengincrease students' motivation to learn English especially in speaking, memdorong siswa untuk menggukan bahasa Inggris di dalam pembelajaran dan siswa dapat menirukan kata dan kalimat pada aplikasi Duolingo tersebut*". (The goals are to increase students' motivation to learn English Especially in speaking, encourage students to use English in the learning activity, and students can imitate words and sentences on Duolingo application).[50]

   Mrs Lail said that the goals of learning speaking skill through Duolingo application are 1) to increase students' motivation to speak in English and 2) to imitate words and sentences on Duolingo application.

   It was also supported by Syahputra as one of the students in the class. He said:

   > "*Saya dan teman-teman jadi lebih seru buat belajar ngomong pakai bahasa Inggris karena kita bisa menggunakan hp buat belajar, menirukan kosakata dan kalimat di aplikasi Duolingo, bisa milih tema juga, bisa atur waktu belajar, terus gambarnya lucu-lucu.* (I and my friends were enjoyed to learn in English because we use our smartphone to study, we repeat the vocabularies and sentences after Duolingo application said, we choose themes also, we can set the time management to learn English, and the pictures on the application are so cutes.)".[51]

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[50] Mrs. Lail, *Interview*, Banyuwangi, 11th of February 2021.
[51] Syahputra, *Interview*, Banyuwangi, 11th of February 2021.

Syahputra said that he and his classmates became motivated to speak in English and happier when they using Duolingo application because they use smartphone, repeat the vocabularies and sentences, choose themes, set the time and the pictures also cutes.

According to the interview above, the goals of using Duolingo application were to raise students' motivation to speak in English and make them interest in English because use Duolingo application. Sometimes, students were shy to speak English and Duolingo application can make students interest and make their target language or English because they use smartphone and they could manage their time to learn English because Duolingo application have alarm to learn.

The interview above was also confirmed on lesson plan point C about the learning objectives that the students were able to:

> "a. *Siswa* dapat menanyakan dan menyatakan deskripsi tentang sesuatu secara lisan, b. Siswa dapat mendeskripsikan sesuatu dalam kehidupan sehari-hari"[52]

When I did my observation in the class, Mrs Lail who taught did not tell about the learning objectives. Yet, students could do what Mrs Lail said in the interview. Besides, the researcher also found that Duolingo application could give more opportunities for students to speak English. The students had many opportunities to speak English because they repeat vocabularies and sentences on the application.[53]

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[52] Lesson Plan, *Document Review*, Banyuwangi, 11th of February 2021.
[53] Observation, 11th of February 2021.

Based on the interview, observation and document review (lesson plan) above, it could be concluded that the goals of using Duolingo application as follow: first, it encouraged students' motivation to speak English because the students used a fun application to learn English. Second, it gave students' opportunity to speak English.

2. **The material of Learning Speaking Skill through Duolingo application at Second-Grade Students of MTs Al Fatah.**

The material of learning speaking skill through Duolingo application at second grade students according to Mrs. Lail said was:

> "*Material dari pembelajaran menggunakan aplikasi Duolingo ini handphone dan buku lks. Materi di dalam aplikasi ini bisa menirukan atau mempelajari vocabulary,bertanya dan kalimat tentang budaya, keluarga, teman, melatih otak, travelling, kosa kata pelajar dan lain-lain., di dalam materi juga meggunakan beberapa tenses jadi enak anak-anak juga bisa paham tenses juga. Pokok sesuai kebutuhan mereka sekalian biar mereka dapet juga skill bahasa Inggrisnya mbak*". (The learning material using Duolingo application is mobile phone and lks book. The material on Duolingo application is repeat or learn vocabularies, questions and sentences about culture, family, friends, brain training, traveling, student vocabulary, etc. The material also using several tenses to make it comfortable that children can understand tenses. The main thing is according to their needs so they can also get their English skills, sis.)".[54]

From the interview above, the researcher found that the material used was repeating vocabularies and sentences. The teacher took the material from the book and from Duolingo application. For repeating vocabularies and sentences, the teacher commanded to students to speak some sentences related to the material being discussed from the Duolingo

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[54] Mrs. Lail, *Interview*, Banyuwangi, 11th of Februari 2021

application. As a good teacher, it is better to choose the material based on what students needed and it could encourage students' English skills. The reason why the teacher chose that material was that it was suitable for the media that he implemented in the class.

It was also supported by Septiyani as one of the students in the class, she said:

> "*Tadi itu belajar tentang menirukan kalimat pendek. Pertamanya Mrs Lail menyuruh kita untuk log in ke aplikasi terus pilih mau menirukan kalimat tentang budaya, setelah itu kita klik lalu muncul kalimat-kalimat tentang budaya.*" (Earlier, we learned about imitating short sentences. At first, Mrs. Lail told us to log in to the app and then choose to imitate sentences about culture, clicked and, then sentences about culture appeared.)".[55]

Septiyani said that they learned to repeat vocabularies and sentences. For the first, log in to the app and then choose to imitate sentences about culture, clicked and, then sentences about culture appeared.

The interview above also confirmed by the lesson plan point D about the learning material as follows:

> "*Materi Pembelajaran: Mendeskripsikan sesuatu.* (The Learning material: Describing something)".[56]

Based on the observation, the material which was used repeating vocabularies and sentences such as culture, family, friends, brain training, traveling, student vocabulary, and many address. In the simulation, the teacher asked the students to speak and repeat the vocabularies and

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[55] Septiyani, *Interview*, Banyuwangi, 11th of February 2021
[56] Lesson Plan, *Document Review*, Banyuwangi, 11th of February 2021

sentences like "I eat an apple", "I'm Javaness", "I'm a man and she is a woman". The students answered or repeated the vocabularies and sentences and after thet they translate it to Indonesia. While, for group work, the teacher asked the students to speak dan repeat about foods and animals.[57]

Based on the interview, observation and document review above, the researcher concluded that the material used in Duolingo application in teaching speaking was repeat vocabularies and sentences, such as culture, family, friends, brain training, traveling, student vocabulary, etc.

3. **The Procedure of Learning Speaking Skill through Duolingo application at Second-Grade Students of MTs Al Fatah Sragi Banyuwangi.**

The procedure of Duolingo application in teaching speaking at second grade students according to the interview with the teacher as follow:

> *"First, we prayed before starting the material then I gave them a little stimulus about what we would learn. Like I given instruction to log in then speaked the vocabularies and sentences on Duolingo application. For example, I given instruction to the students to repeat the sentences about culture on Duolingo application and they repeated it together with their friends. Afterward, I divided them into some groups which were consisted of 3-4 students for each group. Two of them was a speaker. They came forward one by one to repeat the vocabularies or sentences from I, then they went to their friend who became a translater what they speaked. And then the translater repeated the vocabularies or sentences and in Indonesia language also in front of class . Then, I gave some*

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[57] Observation, 11th of February, 2021

feedback about their performance. The last, we concluded what we had learned together then prayed together."[58]

From the interview above, there were some steps used by the teacher. First, the teacher opened the class by praying together then gave the students a stimulus about what would be learned. Second, the teacher commanded the the students to log in on Duolingo application. Third, the teacher divided the class into some groups then explained to the students what they should do. Fourth, the students did their role in their group. Two of them were speakers and the rest of them became translater. Fifth, if they finished speaking the vocabularies and sentences, they came forward one by one to repeat the vocabularies or sentences from I, then they went to their friend who became a translater what they spoke. And then the translater repeated the vocabularies or sentences and in Indonesia language also in front of class. When the students came forward, the teacher gave some feedback. The last, the teacher asked the students to conclude what they had learned then prayed together. As a professional teacher, it is better to make teaching and learning procedures more effective.

It was also supported by the statement of one of the students of VIII A, he stated:

> "Awalnya *gurunya salam terus menjelaskan materi yang akan dipelajari dengan menunjukkan aplikasi Duolingo di Hp. Kita disuruh untuk mendengarkan tentang kalimat tentang buah. Setelah itu, dibentuk kelompok. Dalam satu kelompok itu ada yang jadi pendengar, lalu sisanya bertugas untuk mengartikan kata dari yang mendengarkan di depan tadi. Setelah waktunya habis, Mrs. Lail menyuruh kita untuk maju ke depan dan menjelaskan apa yang*

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[58] Mrs. Lail, *Interrview*, Banyuwangi, 12th of February 2021

di dengar tadi. Setelah maju semua, Msr. Lail menyuruh kita untuk menyimpulkan hasil belajar tadi terus doa terus pulang miss. (The teacher gave greeting then explained what we would learn by showing and repeating vocabularies and sentences. He asked us to speak sentences about fruits. Afterward, we were divided into some groups. In each group, there were two students as a speaker and the rest was translater. After the time was up, Mrs. Lail asked us to come forward and explained what we had speaked. After all the groups came forward, Mrs. Lail asked us to conclude what we had learnt. The last were prayed then went home)."[59]

He said that the teacher gave greeting then explained the material that would be learned by showing animal pictures. The students should speak the vocabularies or sentences. Afterward, the teacher divided the class into some groups. In each group, there were two students as a speakers and the rest was translaters. After the time was up, the teacher asked the students to come forward and explained what they had speaked. After all the groups came forward, the teacher asked us to conclude what they had learned. The last, they prayed then went home.

The interview above also supported by the lesson plan point F about the procedure of implementing Duolingo application as follows:

"*a. Guru memberikan ilustrasi tentang materi yang akan dipelajari, b. guru menunjukkan aplikasi di hp, c. Siswa diminta untuk menbuka aplikasi sesuai prosedur di hp masing-masing siswa, d. Guru meminta siswa memperhatikan kalimat kata dan kalimat yang ada di aplikasi, e. Guru meminta siswa untuk menyebutkan hal-hal yang ada di aplikasi seperti penjelasan tentang buah, family dan lain-lain, e. Guru memberikan pertanyaan seputar materi yang ada di aplikasi, f. Siswa merespon pertanyaan secara lisan, g. Guru membagi kelas menjadi beberapa kelompok, h. 1 siswa menunggu di bangku belakang dengan kertas kosong, sisanya bergantian memberikan informasi dengan mendeskripsikan tentang gambar yang mereka lihat kepada 'listener', i. Siswa di bangku belakang menulis apa yang*

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[59] Helmi, *Interview*, Banyuwangi, 11th of February, 2021

dideskripkan oleh teman mereka, j. Setelah selesai menulis, guru meminta siswa untuk mengartikan dan mendeskripsikan hasil kerja mereka ke depan kelas dan guru memberikan umpan balik, k. Siswa menyimpulkan materi yang telah dipelajari, l. Doa dan salam. (a. The teacher gave illustration about the material that would be learnt, b. The Teacher showed an application, c. students were asked to open the application showed, d. the teacher asked the students to mention things in the application such as describing fruit, family and so on, e. The teacher asked questions related to the application, f. The students answered the questions orally, g. The teacher divided the class into some groups, h. A student in each group waited in the backward with a blank paper, the rest of them gave information by describing what the saw by turns, i. A student in the backward listen and write as what his/her friends described, j. After they finished, the teacher asked them to come forward to describe and translate to Indonesia their work in front their friends in the class then the teacher gave feedbacks, k. The students concluded the material, k. Prayed and greeting)".[60]

There were some steps in learning speaking skill through the Duolingo application, as follows: 1) The teacher gave illustrations about the material that would be learned. 2) The Teacher showed a handphone. 3) The teacher commanded the students to log in on Duolingo application. 4) The teacher divided the class into some groups. 5) Two studenst in each group come forward and speaked the vocabularies or sentences, the rest of them gave information by writing and translating what the speak by turns. 6) After they finished, the teacher asked them to come forward to describe their work in front of their friends in the class then the teacher gave feedbacks. 7) The students concluded the material. 8) Prayed and greeting.

While from the observation, the procedure of learning speaking skill through the Duolingo application was as follows: Mrs. Lail showed and speaked about fruits sentences to the students then she asked the

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[60] Lesson Plan, *Document Review*, Banyuwangi, 5th of February 2021.

students to repeat the vocabularies and sentences. While students repeated it, Mrs. Lail tried to correct the student's pronunciation, grammar, and vocabulary. Afterward, he divided the students into 6 groups. Each group consisted of 3-4 students. Two students became a 'speaker' and the rest became 'translater'. The speakers should speak the vocabularies or sentences that they hear to the translater by turn. The translaters should translate what the speakerss said. Sometimes, the translaters asked about the word that they didn't clearly understand to the speakers. At that time, the class became crowded because they were so excited. Yet, Mrs. Lail could handle it. When they finished speaking and translating, Mrs. Lail asked the students to come forward to say and repeat what they had read. After the students present their answers, Mrs. Lail gave feedbacks about their performance. The last, she asked the students to conclude what they had learned that day then prayed and gave greeting.[61]

Based on the interview, observation and document review about the procedure of learning speaking skill through Duolingo application at the second grade students, the researcher could conclude it into four points. First, the teacher showed handphone and the application to stimulus the students and asked them to log in on application. Second, the teacher divided the students into some groups and asked them to be speakers and translaters. The speakers speaked sentences they hear to the translaters and the translaters translate it. Third, the teacher asked them to repeat what

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[61] Observation Data, 11th of February 2021

they had read in front of the class. The last, the teacher asked the students to conclude what they had learned.

4. **The Evaluation of Learning Speaking Skill through Duolingo application at Second-Grade Students of MTs Al Fatah Sragi Banyuwangi**

The evaluation of learning speaking skill through Duolingo application at second grade students of MTs Al Fatah Sragi Banyuwangi based on the interview with the English teacher as follows:

> "*Jadi anak-anak tadi waktu kegiatan kan ada yang belum paham bahasa Inggrisnya mereka bisa ngucapinnya tapi bingung nulisnya atau gak tahu artinya, salah grammarnya, kurang kosa kata, dan lain-lain saya benarkan, saya koreksi biar mereka bisa improve skill speaking. Terus mereka saya suruh untuk maju kedepan mempresentasikan hasil gambaran mereka.* (So, when students didn't know the English of the words because they didn't know the meaning or confused to write it, using uncorrect grammar, lack of vocabularies, etc I gave them feedback, suggestion, or comment so they could improve their speaking skill. Then, I asked them to come forward and present their speaking)".[62]

From the interview above, the evaluation used by the teacher was giving feedback and comment directly for the students could improve their speaking skills. Besides, the teacher also used oral test by asking the students to describe the picture they had drawn.

> It *was* also supported by Septiyani as one of the students, she said:
> "*Iyaa tadi kalau kita gatau bahasa Inggrisnya, terus kita salah ngomong, grammarnya salah dikasih tau sama Mrs. Lail. Kalau misal kita bener, Mrs. Lail bakal muji kita dengan bilang "waaah good job" gitu* terus kalau kita sudah selesai mendengar, Mrs. Lail nyuruh kita untuk presentasi hasil yang kita denagr dan diartikan di

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[62] Mrs. Lail, Interview, Banyuwangi, 12th of February 2021.

depan kelas. (When we didn't know the English/ vocabulary/sentence and using incorrect grammar Mrs. Lail would help us. If we were correct, she would praise us by saying "good job" then when we finished speaking and translating, Mrs. Lail asked us to present what we had read in front of the class)".[63]

When the students used incorrect grammar, Mrs. Lail would help them to correct it. If they were correct, Mrs. Lail would give compliments to the students such as good job. Then, if they finished drawing, Mrs. Lail asked them to present what they had read.

Based on the observation in the classroom, Mrs. Lail walked around the class to control the students, know their difficulties, and help them to face it. When the students didn't know the English of the words or lack of vocabulary, Mrs. Lail helped them. If the students did a great job, Mrs. Lail would say "very good!", "good job", etc. to boost students' motivation to speak in English. When the students come forward and presented their speakings, Mrs. Lail gave feedback and correction.[64]

Based on the interview and observation above the teacher assessed the students with formative assessments that were giving feedback andcorrection to the students and asked the students to translate the sentences they had read.

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[63] Septiyani, Interview, Banyuwangi, 12th of February 2021
[64] Observation, Banyuwangi, 11th of February, 2021

Based on the results of the data description presented above, the results and findings of the research could be concluded. The conclusion of the results or research findings would be explained in the following table :

Table 4.1
Results or Research Findings

No.	Research Focus	Research Findings
1	2	3
1.	What are the goals of learning speaking skill through Duolingo application at second grade students of MTs Al Fatah Sragi Banyuwangi in academic year 2020/2021?	There were three points: first, it encouraged students' motivation to speak English. Second, it made students be able to speak and translate sentences orally. And Third, it gave students' opportunity to speak English.
2.	What material does the teacher use in teaching speaking skill through Duolingo application at second grade students of MTs Al Fatah Sragi Banyuwangi in the academic year 2020/2021?	The material used in learning speaking skill through Duolingo application was owned book by students, and handphone.
3.	How is the procedure of learning speaking skill through Duolingo application at second grade students of MTs Al Fatah Sragi Banyuwangi in academic year 2020/2021?	First, the teacher showed handphone to stimulus the students and asked them to log in on Duolingo application. Second, the teacher divided the students into some groups and asked them to be a speakers and translaters. The speakers speaked some sentences they hear to the translaters and the translaters translate it in Indonesia language. Third, the teacher asked them to repeat sentences what they had read in front the class. The last, the teacher asked the students to conclude what they had learned.
4.	How is the assesment of learning speaking skill through Duolingo application at second grade students of MTs Al Fatah Sragi Banyuwangi in academic year 2020/2021?	The teacher assessed the students with a formative assessment that was giving feedback and correction to the students and asked the students to repeat the sentences they had read.

From the table above we got the result, 1) the goals of using Duolingo application there were three points: first, it encouraged students' motivation to speak English. Second, it made students be able to speak and translate sentences orally. And Third, it gave students' opportunity to speak English, 2) the material used in learning speaking skill through Duolingo application was owned book by students, and handphone, 3) the procedures of using Duolingo application are the first, the teacher showed handphone to stimulus the students and asked them to log in on Duolingo application. Second, the teacher divided the students into some groups and asked them to be a speakers and translaters, the speakers speaked some sentences they hear to the translaters and the translaters translate it in Indonesia language. Third, the teacher asked them to repeat sentences what they had read in front of the class. The last, the teacher asked the students to conclude what they had learned, 4) and the assesment of using Duolingo application is the teacher assessed the students with a formative assessment that was giving feedback and correction to the students and asked the students to repeat the sentences.

C. Findings and Discussion

In this discussion, the researcher described the data obtained by the researcher from the field and previously presented in the form of data presentation. The following data were:

1. **The Goals of Learning Speaking Skill through Duolingo application at Second-Grade Students of MTs Al Fatah Sragi Banyuwangi**

The goal of teaching is teachers' purpose to guide in the learning process, to facilitate the teacher when measures the students' ability to know where this direction will be taken. If the students can follow and understand what has become the goal of the teacher. The major goal of teaching is to ensure that students learn what has been taught. It, therefore, behaves the teacher to teach in such a way as to promote learning.[65]

The goal finding of learning speaking skill through Duolingo application at second grade students of MTs Al Fatah Sragi such as; it encouraged students' motivation to speak English, made students be able to speak and translate sentences orally and allowed students to speak English. This is in accordance with was stated by Lewis and Hill in Brogan that working in groups will increase the students' talking time and decrease that of the teacher. So it can give students the opportunity to speak.[66]

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[65] Bethel T. Abiano, "Nature of Teaching: What Teachers Need to Know and Do", *International Journal for Innovation Education and Research*, 1 (2013), 38.

[66] Martyn Borgan, "Using Two Way Information Gap Task to Encourage Equal Participation From the Students in Group Work Activities in an EFL Class at Nha Trang Teachers' Training College", *Innovation*, (September 2006), 10.

2. **The Material of Learning Speaking Skill through Duolingo application at Second-Grade Students of MTs Al Fatah Sragi Banyuwangi**

Teaching material is materials that could be used by the teacher to help students in the learning process.[67] It could be visual or audio materials. The teacher could choose the suitable material for the students. Yet, before choosing the material the teachers supposed to consider some factors related to the teaching and learning process especially for the suitability of the class. The material finding in learning speaking skill through Duolingo application at second grade students of MTs Al Fatah Sragi Banyuwangi was about speaking and translating things such as fruits and cultures. The students should ask and give descriptions to their friends who didn't have any information, so they had to build a conversation. This is in accordance with what stated by Shravan Kumar materials should stimulate interaction and it can be achieved by providing the activities which involve the situation and their real-time conversation.[68] The students could ask and give information about something in their daily life by translating it.

The teacher got the material from the textbook owned by the students and also the Internet (Handphone/Duolingo application). This is in accordance with what stated by Richard and Renandya that the learning materials could be in the form of printed materials, non-printed materials,

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[67] Brian, *Materials*, 2.
[68] Schravan Kumar, *Teaching Material*, 7.

and materials that compromise both print and non-printed sources.[69] The teacher used printed material and non printed materials in the teaching-learning process.

Thus, the material in learning speaking skills through Duolingo application at second grade students of MTs Al Fatah Sragi Banyuwangi from the finding and theory could be concluded that the material was about speaking and translating sentences that could be useful in their real life.

3. **The Procedure of Learning Speaking Skill through Duolingo application at Second-Grade Students of MTs Al Fatah Sragi Banyuwangi**

The procedure of learning speaking skill through Duolingo application at second grade students of MTs Al Fatah Sragi Banyuwangi, there were four steps. First, the teacher showed handphone to stimulus the students and asked them to log in on Duolingo application. Second, the teacher divided the students into some groups and asked them to be a speakers and translaters. The speakers spoke the sentences they saw to the translaters and the translaters translate it. Third, the teacher asked them to speak what they had saw in front of the class. The last, the teacher asked the students to conclude what they had learned.

The interview above also supported by the lesson plan point F about the procedure of implementing Duolingo application as follows:

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[69] Jack C, *Methodology in Language Teaching*, 6 5-66.

"*a. Guru memberikan ilustrasi tentang materi yang akan dipelajari, b. guru menunjukkan aplikasi di hp, c. Siswa diminta untuk menbuka aplikasi sesuai prosedur di hp masing-masing siswa, d. Guru meminta siswa memperhatikan kalimat kata dan kalimat yang ada di aplikasi, e. Guru meminta siswa untuk menyebutkan hal-hal yang ada di aplikasi seperti penjelasan tentang buah, family dan lain-lain, e. Guru memberikan pertanyaan seputar materi yang ada di aplikasi, f. Siswa merespon pertanyaan secara lisan, g. Guru membagi kelas menjadi beberapa kelompok, h. 1 siswa menunggu di bangku belakang dengan kertas kosong, sisanya bergantian memberikan informasi dengan mendeskripsikan tentang gambar yang mereka lihat kepada 'listener', i. Siswa di bangku belakang menulis apa yang dideskripkan oleh teman mereka, j. Setelah selesai menulis, guru meminta siswa untuk mengartikan dan mendeskripsikan hasil kerja mereka ke depan kelas dan guru memberikan umpan balik, k. Siswa menyimpulkan materi yang telah dipelajari, l. Doa dan salam.* (a. The teacher gave illustration about the material that would be learnt, b. The Teacher showed an application, c. students were asked to open the application showed, d. the teacher asked the students to mention things in the application such as describing fruit, family and so on, e. The teacher asked questions related to the application, f. The students answered the questions orally, g. The teacher divided the class into some groups, h. A student in each group waited in the backward with a blank paper, the rest of them gave information by describing what the saw by turns, i. A student in the backward listen and write as what his/her friends described, j. After they finished, the teacher asked them to come forward to describe and translate to Indonesia their work in front their friends in the class then the teacher gave feedbacks, k. The students concluded the material, k. Prayed and greeting)".[70]

4. **The Evaluation of Learning Speaking Skill through Duolingo application at Second-Grade Students of MTs Al Fatah Sragi Banyuwangi**

Evaluation, as the last component in learning, is to assess how far the goal has been achieved and the next action after it.[71] It was to know

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[70] Lesson Plan, *Document Review*, Banyuwangi, 5th of February 2021.
[71] Imas Kurniasih and Berlin Sani, *Sukses Mengajar Panduan Lengkap Menjadi Guru Kreatif dan Inovatif* (Pustaka Diantara, 2017), 126.

whether the material has been taught successfully understood by the students or not.

The evaluation of learning speaking skill through Duolingo application at second grade students of MTs Al Fatah Sragi Banyuwangi was a formative assessment by giving feedback and correction to the students and asking students to present what they had spoke and translated. This was in accordance with what was stated by Brown that formative assessment could be in the form of giving students comment or a suggestion or call attention to an error, that feedback was offered to improve the learner's language ability.[72] The teacher gave feedback, correction, help, etc. to the students to improve their speaking skills.

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[72] Douglas Brown, *Language AAssessment*, 6

CHAPTER V

CONCLUSION

A. Conclusions

1. The goals of learning speaking skill through Duolingo application at the second grade students at MTs Al Fatah Sragi Banyuwangi were three goals: First, it encouraged students' motivation to speak English. Second, it made students be able to speak and translate things orally. Third, it gave students' opportunity to speak English.

2. The material of learning speaking skill through Duolingo application at the second grade students at MTs Al Fatah Sragi Banyuwangi was speaking and translating sentences, such as cultures and fruits.

3. The procedures of learning speaking skill through Duolingo application at the second grade students at MTs Al Fatah Sragi Banyuwangi were as follows: First, the teacher showed handphone (Duolingo application)to stimulus the students and asked them to log in on their mobile. Second, the teacher divided the students into some groups and asked them to be a speakers and translaters. The speakers spoke some sentences they saw on taha application and the translaters translate it. Third, the teacher asked them to speak and translate what they had saw in front of the class. The last, the teacher asked the students to conclude what they had learned.

4. The evaluation of learning speaking skill Duolingo application at the second grade students at MTs Al Fatah Sragi Banyuwangi was the teacher assessed the students with a formative assessment that was giving

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feedback and correction to the students and ask the students to speak what they had saw.

B. Suggestion

1. For the Teacher

   Based on the results of the research, the important thing for the teacher was it was better to design teaching and learning properly and to fulfill what the students need in the teaching and learning process to make teaching and learning successful.

2. For Other Researchers

   Other researchers need to conduct further research on how to develop the students' learning speaking skills through Duolingo application or experimental research on the effectiveness of the use of Duoloingo application in teaching speaking.

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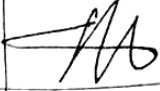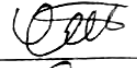
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Appendix 1

RESEARCH JOURNAL

No	Things to do	Time	Informant	TTD
1	Profit a letter of research to the head master	9th of February 2021	Head master of MTs Al Fatah Sragi Banyuwangi	
2	Observation and consulting media used	10th of February 2021	English teacher	
3	Asking about students, students' schedule and KKM	11th of February 2021	English teacher	
4	Consultant about the lesson plan and interview about teaching and learning process	13th of February 2021	English teacher	
5	Observation and preleminary study	14th of February 2021	Students	
6	Interview about learning and teaching process	15th of February 2021	Students	
7	Conducting in the classroom (VIII A), the first lesson plan	17th of February 2021	Students	
8	Conducting in the classroom (VIIIA), the second lesson plan	24th of February 2021	Students	
9	Conducting in the classroom (VIIIA), the third lesson plan	3rd of March 2021	Students	
10	Interview survey about the media was done	10th of March 2021	Students	

Appendix 2

Title	Variable	Indicator	Data Collection Technic	Research Method	Research Problem
Learning Speaking Skill through Duolingo Application at Second Grade students of MTs Al Fatah Sragi Banyuwangi in Academic Year 2020/2021	1. Learning speaking skill 2. Duolingo application	1. Learning speaking sill ➤ Learning goals, learningmaterial, learning procedure, learning evaluation ➤ Accuracy, fluency 2. Duolingo application ➤ The goals of using Duolingo ➤ The procedures of using Duolingo ➤ The evaluation of using Duolingo	Research subject: The eight A grade of MTs Al Fatah Sragi Banyuwangi 1. Interview 2. Observation 3. Document review	Research design: Qualitative research	1. What are the goals of learning speaking skill through Duolingo application at second-grade students of MTs Al Fatah Sragi Banyuwangi in Academic Year 2020/2021? 2. What material does the teacher use in learning speaking skill through Duolingo application at second-grade students of MTs Al Fatah Sragi Banyuwangi in Academic year 2020/2021? 3. How is the procedure of learning speaking skill through Duolingo application at second-grade students of MTs Al Fatah Sragi Banyuwangi in Academic year 2020/2021? 4. How is the evaluation of learning speaking skill through Duolingo appication at second-grade students of MTs Al Fatah Sragi Banyuwangi in academic year 2020/2021?

Appendix 3

INTERVIEW GUIDELINES

A. Interview guidelines for the English teacher

1. What do you think about Duolingo application for VIII A grade?

2. What are the sudents' difficulties in learning speaking?

3. What does the goals of using Duolingo application based on you?

4. Do students learning speaking skill by the procedure of using Duolingo application?

5. What does the material use in learning speaking skill?

6. What do you think about learning speaking skill through Duolingo application to improve speaking skill?\

B. Interview guidelines for the students

> Interview ini bertujuan untuk mengetahui keberhasilan penggunakan aplikais Duolingo dalam peningkatan speaking skill siswa. Hasil interview ini akan digunakan sebagai data pendukung dalam penganalisaan penelitian qualitatif yang sudah berlangsung. Untuk menjamin kerahasiaan data-data yang bersifat pribadi/bersifat umum akan dirahasiakan oleh peneliti.

Interview I

1. Apakah kamu menyukai pelajaran bahasa Inggris?

2. Bagaimana menurutmu mengenai pelajaran bahasa Inggris?

3. Apakah kamu ingin ahli dalam bahasa Inggris?

4. Apa media pembelajaran bahasa Inggris yang kamu inginkan?

Interview II

1. Bagaimana menurutmu pembelajaran menggunakan aplikasi Duolingo?

2. Bagaimana menurutmu material yang digunakan untuk meningkatkan speaking skill ini?

3. Apakah kamu meras kesulitan ketika mempraktekkan prosedur penggunaan aplikasi Duolingo?

4. Apakah menurutmu aplikasi Duolingo ini menarik untuk pembelajaran speaking?

5. Apakah kamu termotivasi menggukan Duolingo application untuk belajar speaking?

6. Bagaimana sebaiknya agar bisa lebih dipahami?

Appendix 4

NO	Observation list	Score			
		1	2	3	4
1	Enthusiastic students at apperception			√	
2	Students attention to the teacher when delivering the material			√	
3	Students activeness when asking questions			√	
4	Students activity when answering question			√	
5	Orderlines when participating in learning			√	
6	Work on learning evaluation		√		

Appendix 5

AUTHENTICITY STATEMENT OF WRITING

The undersigned below:

Name   : Fiqi Khotimah

NIM   : T20156061

Study Program/Major : Tadris Bahasa Inggris

Faculty   : English Education Department

Institution   : IAIN Jember

Hereby declares that the contecnt of the thesis entitled "Learning speaking skill through Duolingo application at eight grade of MTs Al Fatah Sragi Banyuwangi in academic year 2021-2022", is the result of my research/work, except in the part referred by the source.

Jember, 5 Juli 2021

Stated by

Fiqi Khotimah
NIM. T20156061

Appendik 6

<div align="center">

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

</div>

SMP/MTs	:	MTs Al Fatah
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	VIII/1
Materi Pokok	:	Something (family)
Alokasi Waktu	:	4 x40 menit pelajaran (Pertemuan Pertama)

A. Kompetensi inti

KI. 1 Menghargai dan menghayati ajaran agama yang dianutnya

KI. 2 Menghargai dan menghayati prilau jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaanya

KI. 3 Memahami dan menerapkan pengetahuan faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetauan, tekhnologi, seni, budaya terkait fenomena dan kejadian tampak mata

KI. 4 Mengolah, menyaji dan menalar dalam rana konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat) dan rana abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang /teori.

B. Kompetensi Dasar

Siswa mampu :

3.7 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis tentang deskripsi sesuatu, sesuai dengan konteks penggunaannya.

4.7 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait deskripsi tentang sesuatu, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator pencapaian kompetensi

3. 7. 1 *Siswa* dapat menanyakan dan menyatakan deskripsi tentang sesuatu secara lisan, b. Siswa dapat mendeskripsikan sesuatu dalam kehidupan sehari-hari

3. 7. 2 Mengemukakan keberadaan orang, benda, binatang,buah dll

4. 7. 1 Menyusun kalimat lisan dan tulis sangat pendek dan sederhana terkait *describing something*

4. 7. 2 Menyimpulkan tentang proses dan hasil belajar *describing something*

D. Tujuan Pembelajaran

1. Siswa mampu mendeskripsikan tentang orang, benda, dan lain sebagainya

2. Siswa mampu mengemukakan deskripsi tentang sesuatu

3. Siswa mampu menyusun kalimat lisan dan tulis sangat pendek dan sederhana terkait *describing something*

4. Siswa mampu menyimpulkan tentang proses dan hasil belajar *describing something*

E. Materi pembelajaran

- Mengetahui dan mengidentifikasi dari *describing something*

F. Metode pembelajaran

Communicative learning

G. Media Pembelajaran

Hp, Lks, lembar, tugas

H. Langkah-langkah Kegiatan Pembelajaran

No.	Kegiatan Guru	Kegiatan Siswa
1.	**Pembukaan** • Membuka pembelajaran dengan salam/greeting dan berdo'a bersama dipimpin oleh guru*;* • Melihat kesiapan siswa dengan memanggil nama siswa melalui presensi dan memeriksa kerapihan pakaian, posisi dan tempat duduk	• Siswa menjawab salam/greeting dan membaca doa bersama dipimpin oleh guru. • Siswa menjawab presensi dari guru dan merapikan diri dan menyusun tempat duduk disesuaikan dengan tujuan pembelajaran

No.	Kegiatan Guru	Kegiatan Siswa
	disesuaikan dengan kegiatan pembelajaran; • Guru memberikan pertanyaan terhadap siswa terkait proses pembelajaran sebelumnya. Dengan tujuan agar murid tidak lupa akan materi yang telah diajarkan dalam pertemuan sebelumnya.	• Siswa menjawab pertanyaan yang diajukan guru, dan juga siswa mendengarkan dengan seksama penjelasan kegiatan yang disampaikan oleh guru.
2.	**Kegiatan inti** **a. Mengamati** • Guru menjelaskan tentang prosedure penggunaan aplikasi Duolingo	• Siswa menyimak dan mempelajari prosedur penggunaan aplikasi Duolingo
	b. Menanya • Guru memotivasi siswa mengajukan pertanyaan tentang hal-hal yang belum dipahami oleh siswa	• Menanyakan tentang sesuatu yang belum dipahami terkait aplikasi Duolingo
3.	**c. Mengeksplorasi** • Guru meminta salah satu siswa untuk mempraktekkan prosedur aplikasi Duolingo	• Siswa mempraktekkan prosedur dari aplikasi Duolingo

No.	Kegiatan Guru	Kegiatan Siswa
4.	**Penutup** • Guru memberikan refleksi pembelajaran • Guru menyebutkan kegiatan rencana pembelajaran untuk pertemuan berikutnya • Guru menyampaikan pesan serta tugas pembelajaran berikutnya • Guru mengajak siswa untuk menutup pembelajaran dengan do'a, yang dipimpin oleh guru. • Guru mengucapkan salam/parting.	• Siswa mendengarkan dan memahami refleksi dan kesimpulan tersebut • Siswa mendengarkan dan mempelajarinya di rumah sebelum pembelajaran dilakukan • Siswa mencatat tugas yang diberikan guru. • Siswa membaca doa bersama dipimpin oleh guru. • Siswa menjawab salam/parting.

I. Penilaian Proses dan Hasil Belajar

1. Sikap spiritual

   a. Teknik Penilaian   : Observasi

   b. Bentuk Instrumen : Lembar Observasi

   c. Instrumen   : Non Test

   d. Kisi - kisi

No	Sikap/nilai	Butir Instrumen
1	Berdoa sebelum melakukan sesuatu	1
2	Memberi dan menjawab salam	2

Instrumen : lihat *lampiran 1*

2. Sikap sosial

   a. Teknik penilaian   : Observasi

   b. Bentuk Instrumen : Lembar Observasi

   c. Instrumen   : Non Test

   d. Indikator   :

No	Sikap/nilai	Butir Instrumen
1	Menunjukkan sikap bertanggung jawab saat dalam menyelesaikan tugas dari guru terkait dengan materi operasi pembagian bentuk aljabar	1
2	Menunjukkan sikap aktif bertanya kepada guru atau teman (*rasa ingin tahu*) selama proses pembelajaran	2
3	Menghargai pendapat orang lain (*toleran*) selama proses remedial	3

Instrumen : lihat *lampiran 2*

3. Pengetahuan
   a. Teknik penilaian   : Tes tertulis dan keaktifan menjawab pertanyaan
   b. Bentuk Instrumen   : Uraian
   c. Instrumen   : Test
   d. Indikator   :

No	Kegiatan	Butir instrument
1	Mengerjakan SOAL	1

Instrumen : lihat *lampiran 3*

Lampiran 1

INSTRUMEN PENILAIAN ASPEK SPIRITUAL DALAM PROSES PEMBELAJARAN

A. Petunjuk Umum

1. Instrumen penilaian sikap spiritual berupa *Lembar Observasi*
2. Instrumen diisi oleh guru yang mengajar peserta didik

B. Petunjuk Pengisian

Pemberian penilaian dengan memberikan tanda centang (√) pada kolom skor 4,3,2 atau 1 pada *Lembar Observasi* dengan ketentuan sebagai berikut :

1. Berdoa sebelum melakukan sesuatu

    4 = apabila SELALU melakukan perilaku yang diamati

    3 = apabila SERING melakukan perilaku yang diamati

    2 = apabila KADANG – KADANG melakukan perilaku yang diamati

    1 = apabila TIDAK PERNAH melakukan perilaku yang diamati

2. Memberi dan menjawab salam

    4 = apabila SELALU melakukan perilaku yang diamati

    3 = apabila SERING melakukan perilaku yang diamati

    2 = apabila KADANG – KADANG melakukan perilaku yang diamati

    1 = apabila TIDAK PERNAH melakukan perilaku yang diamati

C. Lembar Observasi

LEMBAR OBSERVASI
PENILAIAN ASPEK SPIRITUAL

Mata pelajaran : Bahasa Inggris

Kelas / Semester   : VIII / satu (1)

Tahun   : 2020/2021

Tanggal Observasi   : 12 Februari 2020

Berikan tanda (√) pada kolom – kolom sesuai hasil pengamatan

No	Nama peserta didik	Berdoa sebelum melakukan sesuatu				Memberi dan menjawab salam				Total skor	Nilai
		1	2	3	4	1	2	3	4		
1	Agus Saputra				√				√	8	A
2	Ahmad Faizal R.T				√				√	8	A
3	Ahmad Lukman A.R				√				√	8	A
4	Anggita Aurelia K				√				√	8	A
5	Diana Safitri				√				√	8	A
6	Dina Nur Laeli				√				√	8	A
7	Elok Wardatul J				√				√	8	A
8	Feri Budiawan				√				√	8	A
9	Fitri Eka Novanda				√				√	8	A
10	Iwan			√					√	7	A
11	Khasanatul M				√				√	8	A
12	M. Zamzam B				√				√	8	A

No	Nama									Total	Kriteria
13	Moch Samhari			√				√		6	B
14	Muhammad Rivo S			√					√	7	A
15	Nabila				√				√	8	A
16	Nur Halimah				√				√	8	A
17	Riska Kamil A				√				√	8	A
18	Septiyani Ramadani				√				√	8	A
19	Sofia Amalia				√				√	8	A
20	Syahputra				√				√	8	A
21	Wildatul M				√				√	8	A
22	Yuliana Marselia				√				√	8	A
23	Yunita Rahmawati			√					√	7	A
24	M. Yusron A			√				√		6	B
25	Deni			√				√		6	B
26	Ifa Datul Jannah				√				√	8	A
27	Ifa Darur Rohmah				√				√	8	A
28	Nabila				√				√	8	A
29	Safriadi Arisona			√				√		6	B

Petunjuk Perhitungan Skor Sikap Spiritual

Kreteria :

A = Total Skor 8-7

B = Total Skor 6-5

C = Total Skor 4-3

D = Total Skor 2

PENILAIAN SIKAP

Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

Indikator

1. Menunjukkan sikap mau bertanya dan menyampaikan pendapat dalam interaksi di kelas.
2. Menunjukkan rasa percaya diri saat melakukan presentasi di depan kelas.
3. Menghargai pendapat teman saat berdiskusi.

Petunjuk pengisian : berikan tanda (√) pada kolom yang sesuai!

No.	Nama	Aspek yang Dinilai / Aspek Pengamatan														
		1				2				3				4			
		A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D
1.	Agus Saputra																
2.	A. Faizal R.T																
3.	A. Lukman A.R																
4.	Anggita A. K																
5.	Diana Safitri																
6.	Dina Nur Laeli																
7.	Elok Wardatul J																
8.	Feri Budiawan																

No.	Nama																	
9.	Fitri Eka N																	
10.	Iwan																	
11.	Khasanatul M																	
12.	M. Zamzam B																	
13.	Moch Samhari																	
14.	Muh. Rivo S																	
15.	Nabila																	
16.	Nur Halimah																	
17.	Riska Kamil A																	
18.	Septiyani R																	
19.	Sofia Amalia U																	
20.	Syahputra																	
21.	Wildatul M																	
22.	Yuliana M																	
23.	Yunita R																	
24.	M. Yusron A																	
25.	Deni																	
26.	Ifa Datul Jannah																	
27.	Ifa Darur R																	
28.	Nabila																	
29.	Safriadi Arisona																	

Keterangan/ penjelasan:

No. pada Tabel	Aspek yang dinilai / Aspek Pengamatan	
1	Menunjukkan sikap teliti dalam mengerjakan buku panduan	
2	Menunjukkan sikap mau bertanya dan menyampaikan pendapat dalam interaksi di kelas	
3	Menghargai pendapat teman saat berdiskusi	
4	Berani presentasi di depan kelas dengan percaya diri	

KRITERIA PENSKORAN :

No	Aspek yang dinilai/ aspek pengamatan	Rentang Skor
1.	Menunjukkan sikap teliti dalam mengerjakan LKS	A. Benar dalam menyatakan bentuk *simple present tense* B. Benar dalam menyebutkan unsur – unsurnya. C. Benar dalam menjelaskan *simple present tense* D. Benar dalam menyatakan bentuk *simple present tense* , menyebutkan unsur – unsurnya.
2.	Menunjukkan sikap mau bertanya dan menyampaikan pendapat dalam interaksi di kelas	A. Tidak mau mengutarakan pendapat atau pertanyaan B. Hanya satu sampai dua kali mengutarakan pendapat atau

			pertanyaan
		C.	Tiga sampai empat kali mengutarakan pendapat atau pertanyaan
		D.	Lebih dari lima kali mengutarakan pendapat atau pertanyaan
3.	Menghargai pendapat teman saat berdiskusi kelompok	A.	Tidak mendengarkan dan tidak memberi masukan
		B.	Tidak mendengarkan namun mengutarakan pendapatnya
		C.	Mendengarkan pendapat teman namun diabaikan
		D.	Mendengarkan pendapat teman, jika tidak sepakat maka didiskusikan lebih lanjut
4.	Berani presentasi di depan kelas dengan percaya diri	A.	Tidak mau maju ke depan meskipun sudah ditunjuk
		B.	Mau maju jika dipaksa oleh guru atau teman
		C.	Maju jika ditunjuk oleh guru
		D.	Maju dengan inisiatif sendiri

Lampiran 3

PENILAIAN ASPEK PENGETAHUAN

Mata pelajaran   : Bahasa Inggris

Kelas / Semester   : VIII / satu (1)

Tahun   : 2021/2022

Tanggal Observasi   : 13 Februari 2020

No.	Nama Siswa	Nilai
1	Agus Saputra	
2	Ahmad Faizal R.T	
3	Ahmad Lukman A.R	
4	Anggita Aurelia K	
5	Diana Safitri	
6	Dina Nur Laeli	
7	Elok Wardatul J	
8	Feri Budiawan	
9	Fitri Eka Novanda	
10	Iwan	
11	Khasanatul M	
12	M. Zamzam B	
13	Moch Samhari	
14	Muhammad Rivo S	
15	Nabila	

16	Nur Halimah	
17	Riska Kamil A	
18	Septiyani Ramadani	
19	Sofia Amalia U	
20	Syahputra	
21	Wildatul M	
22	Yuliana Marselia	
23	Yunita Rahmawati	
24	M. Yusron A	
25	Deni	
26	Ifa Datul Jannah	
27	Ifa Darur Rohmah	
28	Nabila	
29	Safriadi Arisona	

Sragi, 16 February 2021

Mengetahui,
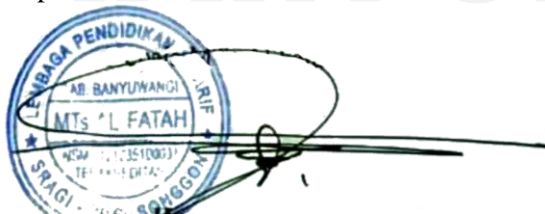
Kepala Madrasah   Guru Mata Pelajaran

MOH HASAN FADLI S, Sy S.Pd   **NUR LAILI MA'SUMAH S. Pd**

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

SMP/MTs	**:**	MTs Al Fatah
Mata Pelajaran	**:**	Bahasa Inggris
Kelas/Semester	**:**	VIII/1
Materi Pokok	**:**	Something (family)
Alokasi Waktu	**:**	4 x40 menit pelajaran (Pertemuan Pertama)

J. Kompetensi inti

KI. 1 Menghargai dan menghayati ajaran agama yang dianutnya

KI. 2 Menghargai dan menghayati prilau jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaanya

KI. 3 Memahami dan menerapkan pengetahuan faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetauan, tekhnologi, seni, budaya terkait fenomena dan kejadian tampak mata

KI. 4 Mengolah, menyaji dan menalar dalam rana konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat) dan rana abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang /teori.

K. Kompetensi Dasar

Siswa mampu :

3.7 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis tentang deskripsi sesuatu, sesuai dengan konteks penggunaannya.

4.7 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait deskripsi tentang sesuatu, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.

L. Indikator pencapaian kompetensi

3. 7. 1 *Siswa* dapat menanyakan dan menyatakan deskripsi tentang sesuatu secara lisan, b. Siswa dapat mendeskripsikan sesuatu dalam kehidupan sehari-hari

3. 7. 2 Mengemukakan keberadaan orang, benda, binatang,buah dll

4. 7. 1 Menyusun kalimat lisan dan tulis sangat pendek dan sederhana terkait *describing something*

4. 7. 2 Menyimpulkan tentang proses dan hasil belajar *describing something*

M. Tujuan Pembelajaran

1. Siswa mampu mendeskripsikan tentang orang, benda, dan lain sebagainya

2. Siswa mampu mengemukakan deskripsi tentang sesuatu

3. Siswa mampu menyusun kalimat lisan dan tulis sangat pendek dan sederhana terkait *describing something*

4. Siswa mampu menyimpulkan tentang proses dan hasil belajar *describing something*

N. Materi pembelajaran

- Mengetahui dan mengidentifikasi dari *describing something*

O. Metode pembelajaran

Communicative learning

P. Media Pembelajaran

Hp, Lks, lembar tugas

Q. Langkah-langkah Kegiatan Pembelajaran

No.	Kegiatan Guru	Kegiatan Siswa
1.	**Pembukaan** • Membuka pembelajaran dengan salam/greeting dan berdo'a bersama dipimpin oleh guru*;* • Melihat kesiapan siswa dengan memanggil nama siswa melalui presensi dan memeriksa kerapihan pakaian, posisi dan	• Siswa menjawab salam/greeting dan membaca doa bersama dipimpin oleh guru. • Siswa menjawab presensi dari guru dan merapikan diri dan menyusun tempat duduk disesuaikan dengan tujuan pembelajaran

No.	Kegiatan Guru	Kegiatan Siswa
	tempat duduk disesuaikan dengan kegiatan pembelajaran; • Guru memberikan pertanyaan terhadap siswa terkait proses pembelajaran sebelumnya. Dengan tujuan agar murid tidak lupa akan materi yang telah diajarkan dalam pertemuan sebelumnya.	• Siswa menjawab pertanyaan yang diajukan guru, dan juga siswa mendengarkan dengan seksama penjelasan kegiatan yang disampaikan oleh guru.
2.	**Kegiatan inti** **d. Mengamati** • Guru menjelaskan materi (My Family)pada aplikasi Duolingo	• Siswa menyimak dan mempelajari materi
	e. Menanya • Guru memotivasi siswa mengajukan pertanyaan tentang hal-hal yang belum dipahami oleh siswa	• Menanyakan tentang sesuatu yang belum dipahami terkait materi
	f. Mengeksplorasi • Guru meminta salah satu siswa untuk mempraktekkan menirukan speaking terkait my family	• Siswa mempraktekkan menirukan speaking
	g. Mengasosiasi • Guru meminta siswa menulis apa yang mereka dengar dari aplikasi Duolingo tanpa melihat layar Hp **h. Mengkomunikasi**	• Siswa menulis apa yang mereka dengar dari aplikasi Duolingo

No.	Kegiatan Guru	Kegiatan Siswa
	• Guru meminta siswa maju dan menjelaskan dan mengartikan dalam bahasa Indonesia • Guru meminta siswa saling menyimak dan memperhatikan dengan jelas apa yang sedang dijelaskan oleh siswa lain	• Siswa maju ke depan untuk menjelaskan dan mengartikan • Siswa saling menyimak penjelasan dari siswa
3.	**Penutup** • Guru memberikan refleksi pembelajaran • Guru memberi game sebagai penutup • Guru menyebutkan kegiatan rencana pembelajaran untuk pertemuan berikutnya • Guru menyampaikan pesan serta tugas pembelajaran berikutnya • Guru mengajak siswa untuk menutup pembelajaran dengan do'a, yang dipimpin oleh guru. • Guru mengucapkan salam/parting.	• Siswa mendengarkan dan memahami refleksi dan kesimpulan tersebut • Siswa melakukan game bersama-sama • Siswa mendengarkan dan mempelajarinya di rumah sebelum pembelajaran dilakukan • Siswa mencatat tugas yang diberikan guru. • Siswa membaca doa bersama dipimpin oleh guru. • Siswa menjawab salam/parting.

R. Penilaian Proses dan Hasil Belajar

    4. Sikap spiritual

        e. Teknik Penilaian   : Observasi

        f. Bentuk Instrumen   : Lembar Observasi

        g. Instrumen   : Non Test

        h. Kisi - kisi

No	Sikap/nilai	Butir Instrumen
1	Berdoa sebelum melakukan sesuatu	1
2	Memberi dan menjawab salam	2

Instrumen : lihat *lampiran 1*

5. Sikap sosial

    e. Teknik penilaian   : Observasi

    f. Bentuk Instrumen   : Lembar Observasi

    g. Instrumen   : Non Test

    h. Indikator   :

No	Sikap/nilai	Butir Instrumen
1	Menunjukkan sikap bertanggung jawab saat dalam menyelesaikan tugas dari guru terkait dengan materi operasi pembagian bentuk aljabar	1
2	Menunjukkan sikap aktif bertanya kepada guru atau teman (*rasa ingin tahu*) selama proses pembelajaran	2
3	Menghargai pendapat orang lain (*toleran*) selama proses remedial	3

Instrumen : lihat *lampiran 2*

6. Pengetahuan

    e. Teknik penilaian   : Tes tertulis dan keaktifan menjawab pertanyaan

    f. Bentuk Instrumen   : Uraian

    g. Instrumen   : Test

    h. Indikator   :

No	Kegiatan	Butir instrument
1	Mengerjakan SOAL	1

Instrumen : lihat *lampiran 3*

Lampiran 1

INSTRUMEN PENILAIAN ASPEK SPIRITUAL DALAM PROSES

PEMBELAJARAN

D. Petunjuk Umum

3. Instrumen penilaian sikap spiritual berupa *Lembar Observasi*

4. Instrumen diisi oleh guru yang mengajar peserta didik

E. Petunjuk Pengisian

Pemberian penilaian dengan memberikan tanda centang (√) pada kolom skor 4,3,2 atau

1 pada *Lembar Observasi* dengan ketentuan sebagai berikut :

3. Berdoa sebelum melakukan sesuatu

    4 = apabila SELALU melakukan perilaku yang diamati

    3 = apabila SERING melakukan perilaku yang diamati

    2 = apabila KADANG – KADANG melakukan perilaku yang diamati

    1 = apabila TIDAK PERNAH melakukan perilaku yang diamati

4. Memberi dan menjawab salam

    4 = apabila SELALU melakukan perilaku yang diamati

    3 = apabila SERING melakukan perilaku yang diamati

    2 = apabila KADANG – KADANG melakukan perilaku yang diamati

    1 = apabila TIDAK PERNAH melakukan perilaku yang diamati

A. Lembar Observasi

LEMBAR OBSERVASI

PENILAIAN ASPEK SPIRITUAL

Mata pelajaran : Bahasa Inggris

Kelas / Semester   : VIII / satu (1)

Tahun   : 2021/2021

Tanggal Observasi   : 14 Februari 2020

Berikan tanda (√) pada kolom – kolom sesuai hasil pengamatan

No	Nama peserta didik	Berdoa sebelum melakukan sesuatu				Memberi dan menjawab salam				Total skor	Nilai
		1	2	3	4	1	2	3	4		
1	Agus Saputra				√				√	8	A
2	Ahmad Faizal R.T				√				√	8	A
3	Ahmad Lukman A.R				√				√	8	A
4	Anggita Aurelia K				√				√	8	A
5	Diana Safitri				√				√	8	A
6	Dina Nur Laeli				√				√	8	A
7	Elok Wardatul J				√				√	8	A
8	Feri Budiawan				√				√	8	A
9	Fitri Eka Novanda				√				√	8	A
10	Iwan			√					√	7	A
11	Khasanatul M				√				√	8	A
12	M. Zamzam B				√				√	8	A
13	Moch Samhari			√				√		6	B
14	Muhammad Rivo S			√					√	7	A
15	Nabila				√				√	8	A
16	Nur Halimah				√				√	8	A
17	Riska Kamil A				√				√	8	A
18	Septiyani Ramadani				√				√	8	A

No	Nama									Skor	Ket
19	Siti Maryam				√				√	8	A
20	Syahputra				√				√	8	A
21	Wildatul M				√				√	8	A
22	Yuliana Marselia				√				√	8	A
23	Yunita Rahmawati			√					√	7	A
24	M. Yusron A			√				√		6	B
25	Deni			√				√		6	B
26	Ifa Datul Jannah				√				√	8	A
27	Ifa Darur Rohmah				√				√	8	A
28	Nabila				√				√	8	A
29	Safriadi Arisona			√				√		6	B

Petunjuk Perhitungan Skor Sikap Spiritual

Kreteria :

A = Total Skor 8-7

B = Total Skor 6-5

C = Total Skor 4-3

D = Total Skor 2

Lampiran 2

PENILAIAN SIKAP

Kompetensi Inti

3. Menghargai dan menghayati ajaran agama yang dianutnya.
4. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

Indikator

4. Menunjukkan sikap mau bertanya dan menyampaikan pendapat dalam interaksi di kelas.
5. Menunjukkan rasa percaya diri saat melakukan presentasi di depan kelas.
6. Menghargai pendapat teman saat berdiskusi.

Petunjuk pengisian : berikan tanda (√) pada kolom yang sesuai!

No.	Nama	Aspek yang Dinilai / Aspek Pengamatan															
		1				2				3				4			
		A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D
1.	Agus Saputra																
2.	A. Faizal R.T																
3.	A. Lukman A.R																
4.	Anggita A. K																
5.	Diana Safitri																
6.	Dina Nur Laeli																
7.	Elok Wardatul J																
8.	Feri Budiawan																
9.	Fitri Eka N																
10.	Iwan																
11.	Khasanatul M																

No.	Nama																				
12.	M. Zamzam B																				
13.	Moch Samhari																				
14.	Muh. Rivo S																				
15.	Nabila																				
16.	Nur Halimah																				
17.	Riska Kamil A																				
18.	Septiyani R																				
19.	Siti Maryam																				
20.	Syahputra																				
21.	Wildatul M																				
22.	Yuliana M																				
23.	Yunita R																				
24.	M. Yusron A																				
25.	Deni																				
26.	Ifa Datul Jannah																				
27.	Ifa Darur R																				
28.	Nabila																				
29.	Safriadi Arisona																				

Keterangan/ penjelasan:

No pada Tabel	Aspek yang dinilai / Aspek Pengamatan
1	Menunjukkan sikap teliti dalam mengerjakan buku panduan
2	Menunjukkan sikap mau bertanya dan menyampaikan pendapat dalam interaksi di kelas
3	Menghargai pendapat teman saat berdiskusi
4	Berani presentasi di depan kelas dengan percaya diri

KRITERIA PENSKORAN :

No	Aspek yang dinilai/ aspek pengamatan	Rentang Skor
1.	Menunjukkan sikap teliti dalam mengerjakan LKS	E. Benar dalam menyatakan bentuk *simple present tense* F. Benar dalam menyebutkan unsur – unsurnya. G. Benar dalam menjelaskan *simple present tense* H. Benar dalam menyatakan bentuk *simple present tense* , menyebutkan unsur – unsurnya.
2.	Menunjukkan sikap mau bertanya dan menyampaikan pendapat dalam interaksi di kelas	E. Tidak mau mengutarakan pendapat atau pertanyaan F. Hanya satu sampai dua kali mengutarakan pendapat atau pertanyaan G. Tiga sampai empat kali mengutarakan pendapat atau pertanyaan H. Lebih dari lima kali mengutarakan pendapat atau pertanyaan
3.	Menghargai pendapat teman saat berdiskusi kelompok	E. Tidak mendengarkan dan tidak memberi masukan F. Tidak mendengarkan namun mengutarakan pendapatnya G. Mendengarkan pendapat teman namun diabaikan H. Mendengarkan pendapat teman, jika tidak sepakat maka didiskusikan lebih lanjut
4.	Berani presentasi di depan kelas dengan percaya	E. Tidak mau maju ke depan

	diri	meskipun sudah ditunjuk
		F. Mau maju jika dipaksa oleh guru atau teman
		G. Maju jika ditunjuk oleh guru
		H. Maju dengan inisiatif sendiri

Lampiran 3

PENILAIAN ASPEK PENGETAHUAN

Mata pelajaran : Bahasa Inggris

Kelas / Semester   : VIII / satu (1)

Tahun   : 2021/2022

Tanggal Observasi   : 15 Februari 2020

No.	Nama Siswa	Nilai
1	Agus Saputra	
2	Ahmad Faizal R.T	
3	Ahmad Lukman A.R	
4	Anggita Aurelia K	
5	Diana Safitri	
6	Dina Nur Laeli	
7	Elok Wardatul J	
8	Feri Budiawan	
9	Fitri Eka Novanda	
10	Iwan	
11	Khasanatul M	
12	M. Zamzam B	
13	Moch Samhari	
14	Muhammad Rivo S	
15	Nabila	
16	Nur Halimah	
17	Riska Kamil A	
18	Septiyani R	
19	Siti Maryam	
20	Syahputra	
21	Wildatul M	

22	Yuliana Marselia	
23	Yunita Rahmawati	
24	M. Yusron A	
25	Deni	
26	Ifa Datul Jannah	
27	Ifa Darur Rohmah	
28	Nabila	
29	Safriadi Arisona	

Sragi, 12 February 2021

Mengetahui,
Kepala Madrasah

Guru Mata Pelajaran

MOH HASAN FADLI S, Sy S.Pd

NUR LAILI MA'SUMAH S. Pd

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

SMP/MTs	:	MTs Al Fatah
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	VIII/1
Materi Pokok	:	Something (benda di sekitar kita)
Alokasi Waktu	:	4 x40 menit pelajaran (Pertemuan Pertama)

S. Kompetensi inti

KI. 1 Menghargai dan menghayati ajaran agama yang dianutnya

KI. 2 Menghargai dan menghayati prilau jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaanya

KI. 3 Memahami dan menerapkan pengetahuan faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetauan, tekhnologi, seni, budaya terkait fenomena dan kejadian tampak mata

KI. 4 Mengolah, menyaji dan menalar dalam rana konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat) dan rana abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang /teori.

T. Kompetensi Dasar

Siswa mampu :

3.7 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis tentang deskripsi sesuatu, sesuai dengan konteks penggunaannya.

4.7 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait deskripsi tentang sesuatu,

dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.

U. Indikator pencapaian kompetensi

3. 7. 1 *Siswa* dapat menanyakan dan menyatakan deskripsi tentang sesuatu secara lisan, b. Siswa dapat mendeskripsikan sesuatu dalam kehidupan sehari-hari

3. 7. 2 Mengemukakan keberadaan orang, benda, binatang,buah dll

4. 7. 1 Menyusun kalimat lisan dan tulis sangat pendek dan sederhana terkait *describing something*

4. 7. 2 Menyimpulkan tentang proses dan hasil belajar *describing something*

V. Tujuan Pembelajaran

1. Siswa mampu mendeskripsikan tentang orang, benda, dan lain sebagainya

2. Siswa mampu mengemukakan deskripsi tentang sesuatu

3. Siswa mampu menyusun kalimat lisan dan tulis sangat pendek dan sederhana terkait *describing something*

4. Siswa mampu menyimpulkan tentang proses dan hasil belajar *describing something*

W. Materi pembelajaran

- Mengetahui dan mengidentifikasi dari *describing something*

X. Metode pembelajaran

Communicative learning

Y. Media Pembelajaran

Hp, Lks, lembar tugas.

Z. Langkah-langkah Kegiatan Pembelajaran

No.	Kegiatan Guru	Kegiatan Siswa
1.	**Pembukaan** • Membuka pembelajaran dengan salam/greeting dan berdo'a bersama dipimpin oleh guru;	• Siswa menjawab salam/greeting dan membaca doa bersama dipimpin oleh guru. • Siswa menjawab presensi dari guru dan

No.	Kegiatan Guru	Kegiatan Siswa
	• Melihat kesiapan siswa dengan memanggil nama siswa melalui presensi dan memeriksa kerapihan pakaian, posisi dan tempat duduk disesuaikan dengan kegiatan pembelajaran; • Guru memberikan pertanyaan terhadap siswa terkait proses pembelajaran sebelumnya. Dengan tujuan agar murid tidak lupa akan materi yang telah diajarkan dalam pertemuan sebelumnya.	merapikan diri dan menyusun tempat duduk disesuaikan dengan tujuan pembelajaran • Siswa menjawab pertanyaan yang diajukan guru, dan juga siswa mendengarkan dengan seksama penjelasan kegiatan yang disampaikan oleh guru.
2.	**Kegiatan inti** **i. Mengamati** • Guru menjelaskan materi (benda disekitar kita)pada aplikasi Duolingo	• Siswa menyimak dan mempelajari materi
	j. Menanya • Guru memotivasi siswa mengajukan pertanyaan tentang hal-hal yang belum dipahami oleh siswa	• Menanyakan tentang sesuatu yang belum dipahami terkait materi
	k. Mengeksplorasi • Guru meminta salah satu siswa untuk mempraktekkan menirukan speaking terkait benda disekitar kita	• Siswa mempraktekkan menirukan speaking

No.	Kegiatan Guru	Kegiatan Siswa
	l. Mengasosiasi • Guru meminta siswa menulis apa yang mereka dengar dari aplikasi Duolingo tanpa melihat layar Hp **m. Mengkomunikasi** • Guru meminta siswa maju dan menjelaskan dan mengartikan dalam bahasa Indonesia • Guru meminta siswa saling menyimak dan memperhatikan dengan jelas apa yang sedang dijelaskan oleh siswa lain	• Siswa menulis apa yang mereka dengar dari aplikasi Duolingo • Siswa maju ke depan untuk menjelaskan dan mengartikan • Siswa saling menyimak penjelasan dari siswa

No.	Kegiatan Guru	Kegiatan Siswa
3.	**Penutup** • Guru memberikan refleksi pembelajaran • Guru memberi game sebagai penutup • Guru menyebutkan kegiatan rencana pembelajaran untuk pertemuan berikutnya • Guru menyampaikan pesan serta tugas pembelajaran berikutnya • Guru mengajak siswa untuk menutup pembelajaran dengan do'a, yang dipimpin oleh guru. • Guru mengucapkan salam/parting.	• Siswa mendengarkan dan memahami refleksi dan kesimpulan tersebut • Siswa melakukan game bersama-sama • Siswa mendengarkan dan mempelajarinya di rumah sebelum pembelajaran dilakukan • Siswa mencatat tugas yang diberikan guru. • Siswa membaca doa bersama dipimpin oleh guru. • Siswa menjawab salam/parting.

A. Penilaian Proses dan Hasil Belajar

7. Sikap spiritual

    i.   Teknik Penilaian   : Observasi

    j.   Bentuk Instrumen   : Lembar Observasi

    k.   Instrumen   : Non Test

    l.   Kisi - kisi

No	Sikap/nilai	Butir Instrumen
1	Berdoa sebelum melakukan sesuatu	1
2	Memberi dan menjawab salam	2

Instrumen : lihat *lampiran 1*

8. Sikap sosial

    i.   Teknik penilaian   : Observasi

    j.   Bentuk Instrumen   : Lembar Observasi

    k.   Instrumen   : Non Test

    l.   Indikator   :

No	Sikap/nilai	Butir Instrumen
1	Menunjukkan sikap bertanggung jawab saat dalam menyelesaikan tugas dari guru terkait dengan materi operasi pembagian bentuk aljabar	1
2	Menunjukkan sikap aktif bertanya kepada guru atau teman (*rasa ingin tahu*) selama proses pembelajaran	2
3	Menghargai pendapat orang lain (*toleran)* selama proses remedial	3

Instrumen : lihat *lampiran 2*

9. Pengetahuan

    i.   Teknik penilaian   : Tes tertulis dan keaktifan menjawab pertanyaan

    j.   Bentuk Instrumen   : Uraian

    k.   Instrumen   : Test

    l.   Indikator   :

No	Kegiatan	Butir instrument
1	Mengerjakan SOAL	1

Instrumen : lihat *lampiran 3*

Lampiran 1

INSTRUMEN PENILAIAN ASPEK SPIRITUAL DALAM PROSES
PEMBELAJARAN

F. Petunjuk Umum

5. Instrumen penilaian sikap spiritual berupa *Lembar Observasi*

6. Instrumen diisi oleh guru yang mengajar peserta didik

G. Petunjuk Pengisian

Pemberian penilaian dengan memberikan tanda centang (√) pada kolom skor 4,3,2 atau

1 pada *Lembar Observasi* dengan ketentuan sebagai berikut :

5. Berdoa sebelum melakukan sesuatu

    4 = apabila SELALU melakukan perilaku yang diamati

    3 = apabila SERING melakukan perilaku yang diamati

    2 = apabila KADANG – KADANG melakukan perilaku yang diamati

    1 = apabila TIDAK PERNAH melakukan perilaku yang diamati

6. Memberi dan menjawab salam

    4 = apabila SELALU melakukan perilaku yang diamati

    3 = apabila SERING melakukan perilaku yang diamati

    2 = apabila KADANG – KADANG melakukan perilaku yang diamati

    1 = apabila TIDAK PERNAH melakukan perilaku yang diamati

H. Lembar Observasi

LEMBAR OBSERVASI

PENILAIAN ASPEK SPIRITUAL

Mata pelajaran   : Bahasa Inggris

Kelas / Semester   : VIII / satu (1)

Tahun   : 2021/2021

Tanggal Observasi   : 16 Februari 2020

Berikan tanda (√) pada kolom – kolom sesuai hasil pengamatan

No	Nama peserta didik	Berdoa sebelum melakukan sesuatu				Memberi dan menjawab salam				Total skor	Nilai
		1	2	3	4	1	2	3	4		
1	Agus Saputra				√				√	8	A
2	Ahmad Faizal R.T				√				√	8	A
3	Ahmad Lukman A.R				√				√	8	A
4	Anggita Aurelia K				√				√	8	A
5	Diana Safitri				√				√	8	A
6	Dina Nur Laeli				√				√	8	A
7	Elok Wardatul J				√				√	8	A
8	Feri Budiawan				√				√	8	A
9	Fitri Eka Novanda				√				√	8	A
10	Iwan			√					√	7	A
11	Khasanatul M				√				√	8	A
12	M. Zamzam B				√				√	8	A
13	Moch Samhari			√				√		6	B

No	Nama									Total Skor	Kriteria
14	Muhammad Rivo S			√					√	7	A
15	Nabila				√				√	8	A
16	Nur Halimah				√				√	8	A
17	Riska Kamil A				√				√	8	A
18	Septiyani Ramadani				√				√	8	A
19	Siti Maryam				√				√	8	A
20	Syahputra				√				√	8	A
21	Wildatul M				√				√	8	A
22	Yuliana Marselia				√				√	8	A
23	Yunita Rahmawati			√					√	7	A
24	M. Yusron A			√				√		6	B
25	Deni			√				√		6	B
26	Ifa Datul Jannah				√				√	8	A
27	Ifa Darur Rohmah				√				√	8	A
28	Nabila				√				√	8	A
29	Safriadi Arisona			√				√		6	B

Petunjuk Perhitungan Skor Sikap Spiritual

Kreteria :

A = Total Skor 8-7

B = Total Skor 6-5

C = Total Skor 4-3

D = Total Skor 2

Lampiran 2

PENILAIAN SIKAP

Kompetensi Inti

5. Menghargai dan menghayati ajaran agama yang dianutnya.
6. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

Indikator

7. Menunjukkan sikap mau bertanya dan menyampaikan pendapat dalam interaksi di kelas.
8. Menunjukkan rasa percaya diri saat melakukan presentasi di depan kelas.
9. Menghargai pendapat teman saat berdiskusi.

Petunjuk pengisian : berikan tanda (√) pada kolom yang sesuai!

No.	Nama	Aspek yang Dinilai / Aspek Pengamatan															
		1				2				3				4			
		A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D
1.	Agus Saputra																
2.	A. Faizal R.T																
3.	A. Lukman A.R																
4.	Anggita A. K																
5.	Diana Safitri																
6.	Dina Nur Laeli																
7.	Elok Wardatul J																

No.	Nama																
8.	Feri Budiawan																
9.	Fitri Eka N																
10.	Iwan																
11.	Khasanatul M																
12.	M. Zamzam B																
13.	Moch Samhari																
14.	Muh. Rivo S																
15.	Nabila																
16.	Nur Halimah																
17.	Riska Kamil A																
18.	Septiyani R																
19.	Siti Maryam																
20.	Syahputra																
21.	Wildatul M																
22.	Yuliana M																
23.	Yunita R																
24.	M. Yusron A																
25.	Deni																
26.	Ifa Datul Jannah																
27.	Ifa Darur R																
28.	Nabila																

29.	Safriadi Arisona																

Keterangan/ penjelasan:

No pada Tabel	Aspek yang dinilai / Aspek Pengamatan	
1	Menunjukkan sikap teliti dalam mengerjakan buku panduan	
2	Menunjukkan sikap mau bertanya dan menyampaikan pendapat dalam interaksi di kelas	
3	Menghargai pendapat teman saat berdiskusi	
4	Berani presentasi di depan kelas dengan percaya diri	

KRITERIA PENSKORAN :

No	Aspek yang dinilai/ aspek pengamatan	Rentang Skor
1.	Menunjukkan sikap teliti dalam mengerjakan LKS	I. Benar dalam menyatakan bentuk *simple present tense* J. Benar dalam menyebutkan unsur – unsurnya. K. Benar dalam menjelaskan *simple present tense* L. Benar dalam menyatakan bentuk *simple present tense* , menyebutkan unsur – unsurnya.
2.	Menunjukkan sikap mau bertanya dan menyampaikan pendapat dalam interaksi di kelas	I. Tidak mau mengutarakan pendapat atau pertanyaan J. Hanya satu sampai dua kali mengutarakan pendapat atau

		pertanyaan
		K. Tiga sampai empat kali mengutarakan pendapat atau pertanyaan
		L. Lebih dari lima kali mengutarakan pendapat atau pertanyaan
3.	Menghargai pendapat teman saat berdiskusi kelompok	I. Tidak mendengarkan dan tidak memberi masukan
		J. Tidak mendengarkan namun mengutarakan pendapatnya
		K. Mendengarkan pendapat teman namun diabaikan
		L. Mendengarkan pendapat teman, jika tidak sepakat maka didiskusikan lebih lanjut
4.	Berani presentasi di depan kelas dengan percaya diri	I. Tidak mau maju ke depan meskipun sudah ditunjuk
		J. Mau maju jika dipaksa oleh guru atau teman
		K. Maju jika ditunjuk oleh guru
		L. Maju dengan inisiatif sendiri

Lampiran 3

PENILAIAN ASPEK PENGETAHUAN

Mata pelajaran   : Bahasa Inggris

Kelas / Semester   : VIII / satu (1)

Tahun   : 2021/2022

Tanggal Observasi   : 17 Februari 2020

No.	Nama Siswa	Nilai
1	Agus Saputra	
2	Ahmad Faizal R.T	
3	Ahmad Lukman A.R	
4	Anggita Aurelia K	
5	Diana Safitri	
6	Dina Nur Laeli	
7	Elok Wardatul J	
8	Feri Budiawan	
9	Fitri Eka Novanda	
10	Iwan	
11	Khasanatul M	
12	M. Zamzam B	
13	Moch Samhari	
14	Muhammad Rivo S	
15	Nabila	

16	Nur Halimah	
17	Riska Kamil A	
18	Septiyani R	
19	Siti Maryam	
20	Syahputra	
21	Wildatul M	
22	Yuliana Marselia	
23	Yunita Rahmawati	
24	M. Yusron A	
25	Deni	
26	Ifa Datul Jannah	
27	Ifa Darur Rohmah	
28	Nabila	
29	Safriadi Arisona	

Sragi, 12 February 2021

Mengetahui,
Kepala Madrasah
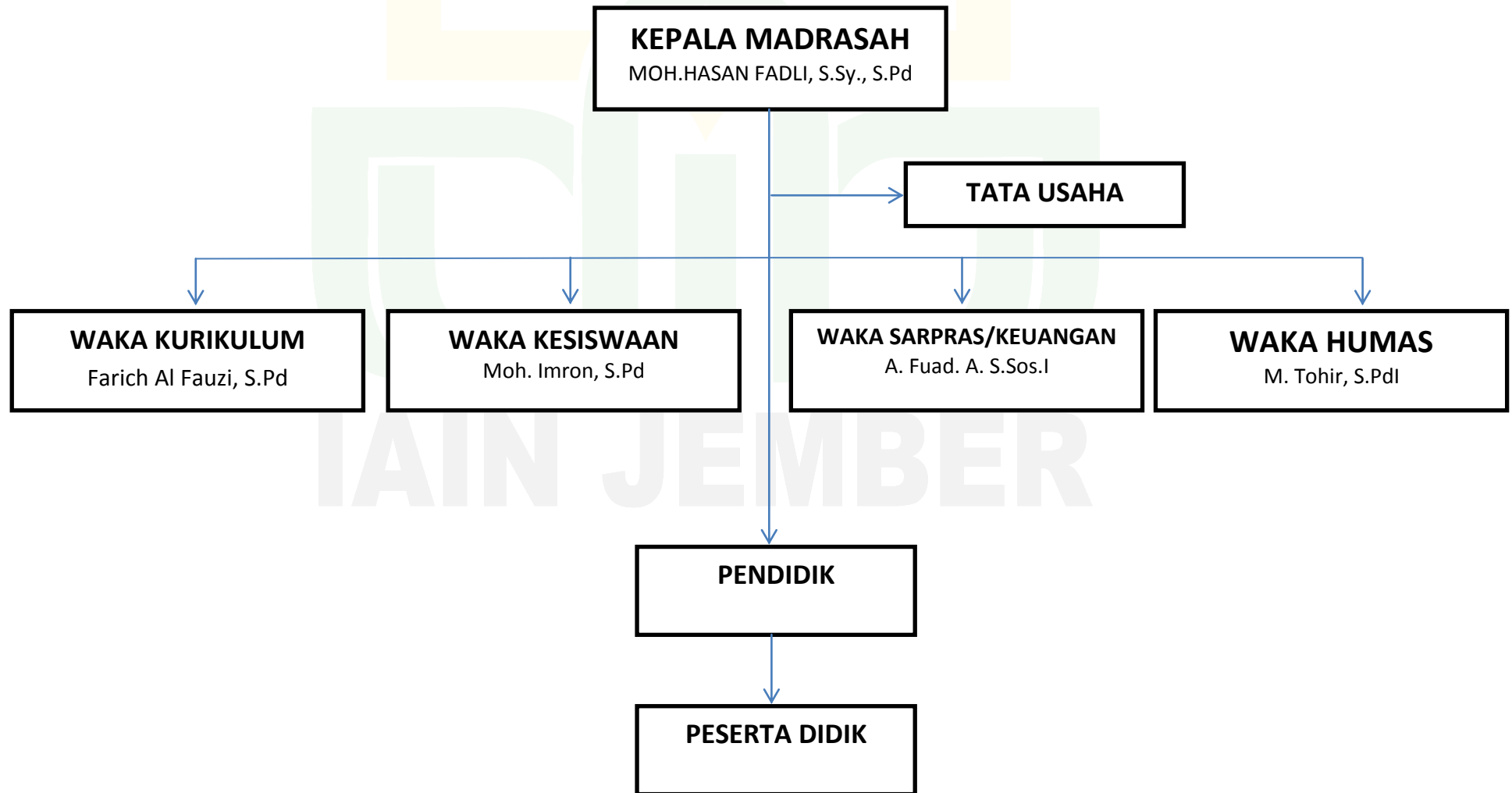
Guru Mata Pelajaran

MOH HASAN FADLI S, Sy S.Pd
NIP.

NUR LAILI MA'SUMAH S. Pd

Appendik 7

SUSUNAN STRUKTUR MADRASAH TSANAWIYAH AL FATAH SRAGI

PERIODE 2021-2022

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┌─────────────────────────────┐
│      KEPALA MADRASAH         │
│   MOH.HASAN FADLI, S.Sy., S.Pd │
└─────────────────────────────┘
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┌──────────────┐
│  TATA USAHA  │
└──────────────┘
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WAKA KURIKULUM	WAKA KESISWAAN	WAKA SARPRAS/KEUANGAN	WAKA HUMAS
Farich Al Fauzi, S.Pd	Moh. Imron, S.Pd	A. Fuad. A. S.Sos.I	M. Tohir, S.PdI

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┌──────────────┐
│   PENDIDIK   │
└──────────────┘
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┌──────────────┐
│ PESERTA DIDIK │
└──────────────┘
```

Apendik 8

DOCUMENT REVIEW

Appendix 9

RESEARCHER' BIODATA

Personal Information

Full name   : Fiqi Khotimah

NIM   : T20156061

Gender   : Female

Place, Date of birth   : Banyuwangi   February 14 th 1998

Address   : Sragi, Songgon, Banyuwangi

Religion   : Islam

Department/Major Course   : English Department

Email   : fiqikhotimah855@gmail.com

Educational background:

2003-2009   : SDN 3 SUMBERARUM

2009-2012   : MTs Al Fatah Sragi

2012-2015   : MA Al Fatah Sragi