THE EFFECTIVENESS OF DUOLINGO APPLICATION TOWARDS THE STUDENTS' SPEAKING SKILL IN MONOLOGUE TEXT AT THE EIGHTH GRADE OF SMPN 1 GENDING

THESIS

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JUNE 2023**

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Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember in partial fulfillment of the requirements for Undergraduate Degree (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Education Program

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THESIS

has been examined and approved as the requirement to obtain a bachelor degree of
Sarjana Pendidikan (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Education Department

Day: Monday
Date: June 26th, 2023

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MOTTO

العِلْمُ قَبْلَ القَوْلِ وَالعَمَلِ

Meaning: *"The knowledge is before speaking and working." (HR. Bukhari).*[1]

[1] Kitab Shahih Al-Bukhari. Hadits. Nomor 68 dan 69, BAB 10

DEDICATION

This undergraduate thesis is dedicated to some following people:

1. My beloved parents Mr. Muhammad and Mrs. Santi Rosita who always give me everlasting love, guidance, motivation, support, blessing and praying all best things for me especially to finish this undergraduate thesis. May Allah always bless, protect, keep you well and happiness accompany you. I do love you and thank you very much.

2. My beloved younger sister Bela Sulbi Iga Rosita and My beloved younger brother Iqbal Ilham Adib Muhammad and my big family who fill my life with love and affection.

3. My honorable advisor Mrs. Dr. Khoiriyah, M.Pd. who had given the best guidance to finish this undergraduate thesis.

4. My beloved friends especially members of TBI 2 who had given best moment, experience, memories, support, and motivate me to finish this undergraduate thesis.

5. Last but not least, thanks to my beloved partner or to student id number S20191091 who had helped with patience and given me tireless support to finish this undergraduate thesis.

ACKNOWLEDGEMENTS

بِسْــــــمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

First, the writer would thank Allah who always blesses and guides her to finish this thesis. Planning, doing, and compiling this thesis can be smoothly finished. May happiness and salaam be given to the Prophet Muhammad. The writer realizes that this thesis will not be realized without assistance from various sides. Therefore, on this occasion the writer would express thanks to:

1. Prof. Dr. H. Babun Suharto, S.E., M.M. as the Rector of UIN KHAS Jember who has given facilities and services to the writer.

2. Prof. Dr. H. Mukni'ah, M.Pd.I. as the Dean of Faculty of Education and Teacher Training of UIN KHAS Jember who has approved this thesis.

3. Dr. Rif'an Humaidi, M.Pd.I. as the Head of Islamic Study and Language Education Program.

4. As'ari, M.Pd.I. as the Head of English Education Program.

5. Dr. Khoiriyah, M.Pd. as the Advisor. I thank you for patience, guidance, precious advice, correction, and for giving countless time to the writer to finish this undergraduate thesis well.

6. Dra. Nur Saidah, M.M. as the headmistress of SMPN 1 Gending and Muhammad, S.Pd., M.Pd. as the English teacher for their opportunity given to the writer. Similarly, the students in VIII C, VIII D, and VIII E who have sacrificed their time and activities for being the subjects of this research.

7. All teachers and lecturers who have taught precious knowledge and shared a lot of experience. May Allah bless them and give all best things in their life.

       The writer can finish this research successfully. In addition, the writer hopes that this undergraduate thesis will be useful for the readers. Meanwhile, the writer realizes that this undergraduate thesis is far from perfection. The writer realizes that this thesis is still far from being perfect.

Hence, I accept every suggestion and criticism. I hope this thesis can give contribution and can be useful for the improvement of English teaching and learning

Jember, June 26th, 2023

The Writer

ABSTRACT

Riska Bela Adinda Rosita, 2023: *The Effectiveness of Duolingo Application towards the Students' Speaking Skill in Monologue Text at the Eighth Grade of SMPN 1 Gending.*

Key word: Duolingo Application, Speaking Skill, and Monologue Text

Speaking appears to be considered the most important and it is concluded in reality that most people need express their idea and feeling through spoken language. Having spoken language is to maintain social relationship. Speaking skill is very important to allow students to communicate effectively and efficiently through spoken language. When the students cannot speak, it may result in their inability to express their idea and feeling though in a simple conversation. Although English is taught effectively and efficiently in SMPN 1 Gending, in fact it is still far from what an English teacher expects. The following are the reasons why the students face a difficulty in speaking. First, they have limited vocabulary and low grammar. They also have a problem in pronunciation. Pronunciation, for instance, is the sound made while speaking. Second, they have low self-confidence in speaking English. It happens because they are not encouraged in using spoken English. Similarly, they are not interested in spoken English.

This research attempted to examine: "Is Duolingo application effective towards the students' speaking skill in monologue text at the eighth grade of SMPN 1 Gending?" This research was conducted to find out whether or not there is a significant effect of Duolingo application towards the students' speaking skill in monologue text at the eighth grade of SMPN 1 Gending.

Research methodology of this research was used quantitative research by using experimental research: Non-equivalent control group design. The researcher applied two classes to be studied as experimental class that consisted of 33 students and control class that consisted of 29 students. There were six meetings for both classes. The first meeting was for normality and homogeneity test, the second meeting was pre-test, the third, fourth, and fifth meetings were treatments, and the sixth meeting was post-test. The data collection of this research was obtained by using pre-test and post-test.

It can be stated that the result analysis is from the formula of Independent Sample T-test. Independent Sample T-test with *SPSS 29 for Windows* shows the Sig. (2-tailed) is <,001 which is lower than 0.05. It means that H_a (Alternative Hypothesis) is accepted while H_o (Null Hypothesis) is rejected and there is significant effect of Duolingo application towards the students' speaking skill in monologue text at the eighth grade of SMPN 1 Gending.

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CHAPTER I

INTRODUCTION

This chapter consisted of Research Background, Research Question, Research Objectives, Research Significance, Research Scope, Operational Definition, Research Assumption, Research Hypothesis, and Systematic Discussion.

A. Research Background

Learn about politeness in communication is one of kind of knowledge. Speaking appears to be considered the most important and it is concluded in reality that most people need express their idea and feeling through spoken language. Having spoken language is to maintain social relationship. Speaking skill is very important to allow students to communicate effectively and efficiently through spoken language. When the students cannot speak, it may result in their inability to express their idea and feeling though in a simple conversation. Teaching speaking is very important in second language learning. Their ability to communicate in a second language is the key to success in their life. Therefore, an English teacher should pay attention to the teaching of speaking in the classroom.

Speaking and writing refers to productive. Reading and listening refers to receptive. Speaking is the productive skill whether it is aural or oral.[2] From this idea, it can be stated that speaking and writing are included in productive skills.

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[2] Nunan, David (Ed.) *Practical English Language Teaching.* First Edition. (New York: McGraw-Hill, 2003).

Reading and listening are included in receptive skills. Speaking is the productive skill whether it is aural or oral. Through speaking a human being can communicate and interact in a daily activity. Speaking functions as a means of communication in daily life. It means that speaking enables someone to inform and express an idea to other people. Therefore, speaking fluently and accurately is a great challenge for a language learner.

Many previous studies have investigated speaking skills. According to Parupalli stated that the speaking skill is the most important skill to acquire foreign or second language learning. Among the four key language skills, speaking is deemed to be the most important skill in learning a foreign or second language. Speaking is to convey message and information to the others.[3] In addition, Kusnierek states that speaking will build social interaction in society.[4] Other research, Laisouw indicated that speaking is a talent that necessitates not just linguistic but also sociolinguistic abilities, such as knowing when, why, and how language might be created to transmit ideas. Speaking is a social communication tool, and the researcher may draw from the description above that it is one of the most significant talents to develop and improve.[5] Even though speaking skill has been researched by many researchers, but rarely discussed in depth regarding speaking specifically, namely monologe text.

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[3] Parupali Srinivas Rao. *"The Importance of Speaking Skill in English Classroom,"* Alford council of International English & Literature Journal: ACIELJ, Vol. 2, No. 2 (2019): p. 9.

[4] Kusnierek, Anna, *"Developing Students' Speaking Skill Through Role-play,"* Journal of World Scientific News, 2016.

[5] Laisouw Fatmawati, *The Effect of Debate Technique to students' Speaking Ability.* (Lingua, 2019), 2, 22.

A monologue is a speaking activity done by a person having no partners in speaking turn and uninterrupted by other peoples. As state by Harmer that a monologue is defined as the individual oral work of students with the aim of practicing all the areas of the language system, which enhances both the language skills and the student's self-confidence. They require a clear task and time for preparation, which is followed by the performance.[6] According to Pavlikova such activities as a monologue speaking task develop thinking and improve the practical use of the language in communicative situations.[7] Furthermore in line with idea, Fleming states that monologues are more challenging for pupils but they are a useful focus for speaking and listening assessment purposes because by definition they are delivered by one individual.[8] Thus, monologue is useful for students when dealing with a theme that is difficult to enact directly, the theme of war, for example, is addressed through one monologue from a soldier, and an account of a riot is given by one eyewitness.

Lately, technology has become an inseparable part of life, including in the world of Education. Technology can change the way people work, learn, communicate and spend the spare time. It also helps to lead the way in improving the teaching and learning process in school. It is an essential part to support the teaching and learning process in order to make it more enjoyable

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[6] Harmer, Jeremy. *Essential Teacher Knowledge: Core Concepts in English Language Teaching.* 1st ed. (Pearson Longman: London, UK, 2012)

[7] Pavlikova, K, *"Use of Monologues, Games and Problem Solving Activities For Development of Speaking Skills"* Educational Role of Language Journal, 2019.

[8] Fleming, Mike and David Stevens. *English Teaching in the Secondary School.* Second Edition. (Great Britain: David Fulton Publishers, 2004)

and interesting. In addition, it will be one of the teaching and learning instructional that was used either in the class or in the outside class.

According to the National Research Council state that the use of technology can facilitate the learner's achievement since it provides interesting media to learn English to become more fun and more effective. Technology has a crucial role in teaching and learning process. Bajcsy also said that technology in teaching and learning is more various. Technology can try to help organize and provide the material for students, help students, teachers, and parents interact anytime and anywhere. For instance, the students are able to find the additional materials from the internet.[9]

The research result conducted by Dudeney and Hockly state that younger learners are growing in technology era, and English as an international language is being used in technological context. Therefore, it is substantial to employ the technology as the media to support the teaching and learning materials without the limitation of time.[10] That's mean that technology has become an integral part of education. Teachers must use technology in their teaching practice in order to adapt to the digital revolution of society. With the new technologies can raise new explosion of learning and information, especially on mobile device and one of the new technologies that have been frequently used recently is Duolingo application.

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[9] Bajcsy, R. (2002). *Teaching and learning.* In Visions 2020: Transforming education and training through advanced technologies. Washington, DC: U.S. Department of Commerce. 81

[10] Dudeney, G. & Hockly, N. (2007). *How to Teach English with Technology.* Edinburgh Gate: Pearson Education Limited.

As stated by the founder of Duolingo application, Luis Von Ahn and Severin Hacker in November 2011 its slogan is "Free language education for the world." According to its website, it has more than 30 million registered users. It offers several languages for English speakers as well as others for non-English speakers. It means that Duolingo application as media are in great demand by Indonesian people and become an opportunity to be used in education.

In Duolingo guide book stated that Duolingo have a lot of language which language learners can choose the language what we want to learn, such as English, Arabic, Spanish, French, Dutch, and other languages. It also have educators forum that the users can exchange lesson ideas and experiences with each other such as teacher or student to them easier in leaning. It can measure students' achievement and dedication with perfect ways. It provides data such as point earned, of course overview tree, the streak, and the time spent.

Addal Muddin state that Duolingo is one of the effective media in teaching learning for beginner level students. It is considerably interesting for students as they showed excellent responses toward this media, they are easy to understand the material, having an opportunity to all students to get a fair turn in practicing material, Duolingo can eliminate boredom in learning and also encourage them of new idea in learning.[11] Munday also said that Duolingo is prefered than regular assignment and media because of the convenience it provides, it based on this research. It means that Duolingo is easy to use and

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[11] Addal Muddin, *"The Use of Duolingo to Improve Students' Vocabulary"* Thesis, 46. 2018.

more interesting so it will be comfortable to be one of the media that we use in teaching in classroom.[12]

Other previous researchers related to Duolingo application are: The first research has been researched by Muhammad Faiq Zamzami and the title is "The Effect of Using Duolingo Application through Students' Vocabulary Mastery at the Eighth Grade Students of MTs Negeri 3 Jakarta". The result of the research in this thesis proves that Duolingo Application is very effective for vocabulary mastery. The vocabulary mastery of the experiment class increases more significantly after using Duolingo compared to the control class that does not use it. It indicates that Duolingo gives an effective impact to the vocabulary mastery.[13] Second, Suwandi and the title is "The Effect of Duolingo Application on Students' Vocabulary Mastery at MTs Darul Ilmi Batang Kuis". The result of the research indicates that there is a more effective and more interesting influence than the conventional teaching in teaching vocabulary in English.[14]

Third, Zizi Nurhikmah and the title is "The Effectiveness of Media Instagram toward the Students' Speaking Skill at Islamic University of Malang". The researcher concludes that this research has fulfilled the criteria of the success and the students give positive responses towards applying

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[12] Munday, P. (2016). The case for using Duolingo as part of the language classroom experience. RIED: Revista Ibero Americana de Educacion A Distancia

[13] Muhammad Faiq Zamzami. (2019). *The Effect of Using Duolingo Application through Students' Vocabulary Mastery at the Eighth Grade Students of MTs Negeri 3 Jakarta.* Jakarta. Syarif Hidayatullah State Islamic University of Jakarta.

[14] Suwandi. (2020). *The Effect of Duolingo Application on Students' Vocabulary Mastery at MTs Darul Ilmi Batang Kuis.* Medan. Faculty of Tarbiyah and Teachers Training State Islamic University of North Sumatera Medan.

Instagram.[15] Even though many studies have successfully examined that Duolingo application can improve students' vocabulary mastery, but there are no researchers who specifically discuss the Duolingo application towards the students' speaking skill in monologue text.

Although English is taught effectively and efficiently in SMPN 1 Gending, in fact it is still far from what an English teacher expects. The following are the reasons why the students face a difficulty in speaking. First, they have limited vocabulary and low grammar. They also have a problem in pronunciation. Pronunciation, for instance, is the sound made while speaking. Being able to understand each other with relative ease is necessary for the speakers of a language. It is acknowledged that variation is a central feature of English pronunciation because there are many legitimate varieties of English in a large number of English-speaking countries around the world. Second, they have low self-confidence in speaking English. It happens because they are not encouraged in using spoken English. Similarly, they are not interested in spoken English.

Based on the fact above, it is important for an English teacher to improve their speaking ability and self-confidence. Duolingo Application towards the Students' Speaking Skill in Monologue Text functions as a way to solve the problems faced by the students of SMPN 1 Gending. In this research there are differences and novelties to the previous research. They lie in using variables, namely Duolingo Application and Students' Speaking Skill in Monologue Text

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[15] Zizi Nurhikmah. (2021). *The Effectiveness of Media Instagram toward the Students' Speaking Skill at Islamic University of Malang.* Malang. University of Islam Malang.

and the research subject, i.e. the students at the Eighth Grade of SMPN 1 Gending. In accordance with the description and explanation, to find out the effectiveness of Duolingo Application towards the students' speaking skill, the researcher is interested in conducting the research that is entitled **"The Effectiveness of Duolingo Application towards the Students' Speaking Skill in Monologue Text at the Eighth Grade of SMPN 1 Gending".**

B. **Research Question**

Based on the background of the problem above, it is necessary to analyze the Duolingo application towards the students' speaking skill at the eighth grade students. The writer formulates the research question as follows: Is Duolingo application effective towards the students' speaking skill in monologue text at the eighth grade of SMPN 1 Gending?

C. **Research Objective**

The objective of this research is to identify to know whether there is or not of Duolingo application effective towards the students' speaking skill in monologue text. Besides, it is expected to know the empirical evidence of the cause and effect between those two variables.

D. **Research Significance**

There are two benefits of this research, namely theoretical and practical benefits. The expected results of both theoretically and practically are:

1. Theoretically

The results of the study are expected to contribute to the knowledge of English, especially on speaking skill through Duolingo application. They

are also expected to contribute as a solution to the problem of learning speaking in the class.

2. Practically

   a. For the researcher herself

   This research is written to fulfill the prerequisite of achieving an undergraduate degree.

   b. For a teacher

   It gives more information to the teacher about a new type of educational media application that can be applied or used in teaching speaking skill and to improve the teacher's quality in English teaching.

   c. For students

   Since Duolingo application is a new and rather fun way of learning, it is expected to give an input to the students to improve their interest in learning speaking and also their knowledge about it.

   d. For future researchers

   This research can be used as one of the resources about the new type of media for teaching and the cause of students' speaking skill through it, and as the basic information for further studies by other researchers who are interested in teaching English.

E. Research Scope

1. Independent Variable

   Independent variable is a variable that is assumed to cause a change to occur in another variable.[16] Independent variable of Independent variable of this research is Duolingo application will be used to measure the improvisation of student's speaking skill.

2. Dependent Variable

   Dependent variable is a variable that is influenced by one or more independent variables.[17] Dependent variable cannot stand alone without independent variable. Dependent variable of this research is speaking skill in monologue text.

F. Definition of Key Term

   In order to make the readers get easier in understanding this study, the researcher will give the definition of some key terms that is important to be understood as follows.

1. Duolingo Application

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

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[16] Burke, Johnson and Christensen, Larry. 2014. Educational Research: Quantitative, Qualitative, and Mixed Approaches 5th Edition. America: Sage Publication. 50

[17] Burke, Johnson and Christensen, Larry: *Educational Research: Quantitative, Qualitative, and Mixed Approaches 5th Edition.* (America: Sage Publication, 2014), 50.

2. Speaking skill

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

3. Monologue Text

     Monologue is more challenging for pupils in speaking and listening assessment purposes because of being delivered by one individual to convey subtle nuances of meaning.

G. Research Assumption

     In this research, the researcher assumed that there was effectiveness of Duolingo application towards the students' speaking skill in monologue text at the eighth grade of SMPN 1 Gending.

H. Research Hypothesis

     This study has two hypotheses known as the alternative hypotheses (H_a) and the null hypothesis (H_0). They will be described as follows.

1. Alternative Hypotheses (H_a): There is any significant different of mean score between experimental and control class.[18] The result of this probability showed that there is a significant effect of Duolingo application towards the students' speaking skill in monologue text at the eighth grade of SMPN 1 Gending.

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[18] Burke, Johnson and Christensen, Larry: *Educational Research: Quantitative, Qualitative, and Mixed Approaches 5th Edition.* (America: Sage Publication, 2014), 739.

2. Null Hypotheses (H_0): There is no significant different of mean score between experimental and control class.[19] The result of this probability showed that there is no a significant effect of Duolingo application towards the students' speaking skill in monologue text at the eighth grade of SMPN 1 Gending.

I. Systematic Discussion

This undergraduate thesis which is structured in five chapters with systematic as follows:

Chapter I was introduction. This chapter consisted of research background, research question, research objective, research significant, research scope with contained independent variable and dependent variable, definition of key term, research assumption, research hypothesis, and systematic discussion.

Chapter II was literature review. This chapter consisted of previous research and theoretical framework which is explains about definition of Duolingo application, characteristics of Duolingo application, the step to use Duolingo application, common exercises in Duolingo application, the strengths and weaknesses of Duolingo application, definition of speaking, principles for teaching speaking, classroom techniques and tasks, speaking in the classroom, types of classroom speaking performance, and definition of monologue.

Chapter III was research methodology. This chapter consisted of research design approach and type, population and sample, technique and instrument data collection, data analysis.

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[19] Burke, Johnson and Christensen, Larry: *Educational Research: Quantitative, Qualitative, and Mixed Approaches 5th Edition.* (America: Sage Publication, 2014), 739.

Chapter IV was findings and discussion. This chapter consisted of description of research object, data presentation, analysis and hypothesis testing, and discussion.

Chapter V was closing. This chapter consisted of conclusion and suggestion. It explained the conclusion of the result of this research and suggestion for teacher and further research.
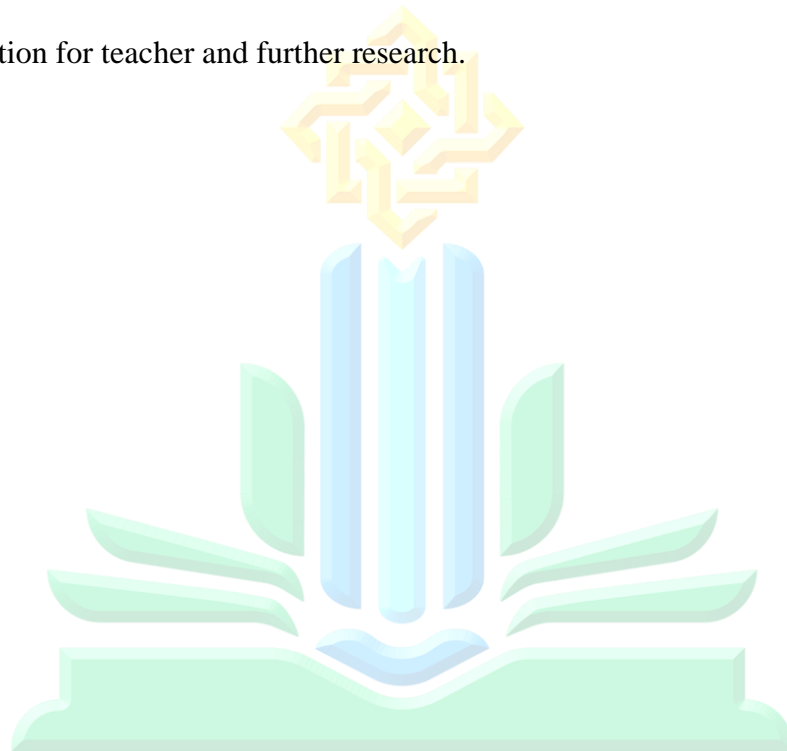
CHAPTER II

LITERATURE REVIEW

A. Previous Research

This research is not the first research in the effectiveness of Duolingo application towards the students' speaking skill. The researcher found some researches related to this study as follows:

1. The first research was conducted by Muhammad Faiq Zamzami, Syarif Hidayatullah State Islamic University of Jakarta, 2019, entitled "The Effect of Using Duolingo Application through Students' Vocabulary Mastery (A Quasi-experimental Study at the Eighth Grade Students of MTs Negeri 3 Jakarta in the Academic Year 2018/2019)". This research used quantitative approach and the research design was a quasi-experimental. The objective of this research is to identify whether the using of Duolingo application is effective on students' vocabulary mastery. From the differences in students' scores of this research, it has seen that there is positive improvement of the students' score in learning English. However, the result of post-test of control class showed that some of the scores were still below of the minimum mastery criterion at MTsN 3 Jakarta.[20]

2. The second research was conducted by Suwandi, State Islamic University of North Sumatera Medan, 2019, entitled "The Effect of Duolingo Application on Students' Vocabulary Mastery at MTs Darul Ilmi Batang

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[20] Muhammad Faiq Zamzami, "The Effect of Using Duolingo Application through Students' Vocabulary Mastery at the Eighth Grade Students of MTs Negeri 3 Jakarta" (Jakarta: Syarif Hidayatullah State Islamic University of Jakarta, 2019).

Kuis". This research used quantitative approach. The objective of this research to identify the difficulties faced by the seventh grade students at MTs Darul Ilmi Batang Kuis and to identify factors of causing the students difficulties in memorizing the vocabulary at the eleventh grade students at MTs Darul Ilmi Batang Kuis in academic year 2020/2021. The result shows that the Duolinggo Application has a significant effect on the students' vocabulary mastery at the seventh grade of MTs Darul Ilmi Batang Kuis. From the result of the data analysis above, it can be concluded that there are some significant differences in the achievement of the students before and after being taught by using Duolingo application. Moreover, it is more effective and interesting than the conventional teaching in teaching English about vocabulary to the students, especially for junior high school.[21]

3. The third research was conducted by Zizi Nurhikmah, 2021, entitled "The Effectiveness of Media Instagram toward the Students' Speaking Skill at Islamic University of Malang". This study used Classroom Action Research (CAR). The objectives of this study are to enhance the students' speaking skill by using Instagram video as media learning and to know the responses the Islamic University of Malang students during the use of Instagram. The result use Instagram in teaching learning improved students' speaking skills and motivation in online learning. Students were being able to practice English speaking skills out of the class. In other words, the use of Instagram brought higher motivation to students. Students

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[21] Suwandi, "The Effect of Duolingo Application on Students'Vocabulary Mastery at MTs Darul Ilmi Batang Kuis" (Medan: State Islamic University of North Sumatera Medan, 2019).

were more self-confident to speak English in front of their friends and class.[22]

4. The fourth research conducted by Ira Maya, 2022, entitled "Bridging Students' Speaking Skill through Spinning Wheel Media at SMP Negeri 1 Bontomarannu". This study used quantitative approach and the research design was a pre-experimental. The objectives of this study are to see if the usage is appropriate of Spinning Wheel media can bridge students' speaking pronunciation at the first grade students' of SMP Negeri 1 Bontomarannu and to find out whether the use of Spinning Wheel media can bridge students' speaking vocabulary at the first grade students' of SMP Negeri 1 Bontomarannu. Based on the findings that there is a significant difference between the results of pre-test and post-test. In other words, using Spinning Wheel Media is very good in enhance the students speaking skill in terms of pronunciation and vocabulary.[23]

5. The fifth research was conducted by Andi Rizki Rahmadani A.M, 2022, entitled "The Effectiveness of Cake Application on Students' Speaking Skill in English Classroom". This study used quantitative approach and the research design was a pre-experimental. The objective of this study is to find out whether or not the use of Cake Application is effective in improving students' speaking skills in English classroom. This shows that

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[22] Zizi Nurhikmah, "The Effectiveness of Media Instagram toward the Students'Speaking Skill at Islamic University of Malang" (Malang: Islamic University of Malang, 2021).

[23] Ira Maya, "Bridging Students'Speaking Skill through Spinning Wheel Media at SMP Negeri 1 Bontomarannu" (Makassar: Muhammadiyah University of Makassar, 2022).

the Cake Application material has a significant effect on enhancing abilities

speak students in proper pronunciation.[24]

Table 2.1
The Similarities and Differences between
Previous Research and this Research

No	Research Title	Similarities	Differences
1	Muhammad Faiq Zamzami, 2019, "THE EFFECT OF USING DUOLINGO APPLICATION THROUGH STUDENTS' VOCABULARY MASTERY" (A Quasi-experimental Study at the Eighth Grade Students of MTs Negeri 3 Jakarta in the Academic Year 2018/2019)	a. Quantitative Approach b. One of the variables is Duolingo application. c. Using an instrument in the form of test. d. The subjects of the previous research are the eighth grade students.	a. In the previous research the variables used vocabulary mastery while this research uses speaking skill in monologue text. b. The previous research area is MTs Negeri 3 Jakarta, while this research area is SMPN 1 Gending.
2	Suwandi, 2020, "THE EFFECT OF DUOLINGO APPLICATION ON STUDENTS' VOCABULARY MASTERY AT MTS DARUL ILMI BATANG KUIS"	a. Quantitative Approach b. One of the variables is the Duolingo application.	a. In the previous research the variables used vocabulary mastery, while this research uses speaking skill in monologue text. b. The previous research area is MTS DARUL ILMI BATANG KUIS, while this research area is SMPN 1 Gending. c. The subjects of the previous research are the seventh grade students, while the subjects of this research are the eighth grade students.

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[24] Andi Rizki Rahmadani, "The Effectiveness of Cake Application on Students'Speaking Skill in English Classroom" (Makassar: Muhammadiyah University of Makassar, 2020).

			d. The previous research used an instrument in the form of multiple choices, while this research uses an instrument in the form of test.
3	Zizi Nurhikmah, 2021, "THE EFFECTIVENESS OF MEDIA INSTAGRAM TOWARD THE STUDENTS' SPEAKING SKILL AT ISLAMIC UNIVERSITY OF MALANG"	-	a. In the previous research one of the variables is speaking skill, while this research uses speaking skill in monologue text.
			b. In the previous research the variables used media instagram, while this research uses Duolingo application.
			c. The previous research used classroom action research (CAR), while this research uses quantitative research.
			d. The previous research area was Islamic University of Malang, while this research area is SMPN 1 Gending.
			e. The subjects of the previous research are 27 students of Dakwah Department, while the subjects of this research are the eighth grade students.
			f. The previous research used an instrument in the forms of speaking test and field note, while this research uses an instrument in the form of test.
4	Ira Maya, 2022,	a. Quantitative	a. In the previous

	"BRIDGING STUDENTS' SPEAKING SKILL THROUGH SPINNING WHEEL MEDIA AT SMP NEGERI 1 BONTOMARANNU"	Approach b. Using an instrument in the form of test.	research one of the variables is speaking skill, while this research uses speaking skill in monologue text. b. In the previous research the variables used spinning wheel media, while this research uses Duolingo application. c. The subjects of the previous research are the seventh grade students, while the subjects of this research are the eighth grade students. d. The previous research area is SMP Negeri 1 Bontomarannu, while this research area is SMPN 1 Gending.
5	Andi Rizki Rahmadani A.M, 2022, "THE EFFECTIVENESS OF CAKE APPLICATION ON STUDENTS' SPEAKING SKILL IN ENGLISH CLASSROOM"	a. Quantitative Approach b. Using an instrument in the form of test.	a. In the previous research one of the variables is speaking skill, while this research uses speaking skill in monologue text. b. In the previous research the variables used cake application, while this research uses Duolingo application. c. The subjects of the previous research are the eleventh grade students, while the subjects of this research are the eighth grade students. d. The previous research area was MAN 4 Bone, while this research area is SMPN 1 Gending.

Based on the previous research that has been described above, there are differences between the previous studies and this research. This research variables use Duolingo application and speaking skill in monologue text. The research subjects are the eighth grade students. The research area is SMPN 1 Gending. It can be stated that the Duolingo application helps to increase students' motivation and speaking skill in monologue text. This research is focused of Duolingo application is effective towards the students' speaking skill in monologue text in order to determine whether the Duolingo application is effective towards the students' speaking skill in monologue in terms of students' initial knowledge (Pre-test). This research uses quantitative research as an approach and quasi experimental with comparison group as research design. The collecting data will be done by test namely pre-test and post-test. So the researcher is interested in conducting the research that is entitled "The Effectiveness of Duolingo application towards the Students' Speaking Skill in Monologue Text at the Eighth Grade of SMPN 1 Gending".

B. Theoretical Framework

1. **English Learning Media**

   a. **Definition of Learning Media**

      Media can be said to be one of the important factors in achieving success. Through learning media, learning activities become interesting and fun. Students will more easily absorb teaching material if it is

accompanied by tools that are familiar to them, with an attractive appearance, and suitable with their age. Along with technology growing at this time, one of media that can be developed for learning is an application connected to the internet.

According to Heinich in Sugiharto, learning media are intermediaries that carry messages or information for instructional purposes or contain teaching purposes between the source and the recipient.[25] Meanwhile, Schramm in Kurniawati and Nita (2018: 69) said that learning media is a message-carrying technology that can be used for learning purposes.[26] From the above understanding, it can be concluded that learning media is an educational tool that can be used as an intermediary in the learning process to increase effectiveness and efficiency in achieving teaching goals. In a broader Learning media are tools, methods, and techniques used in order to make communication and interaction between teachers and students more effective in learning that can stimulate students to learn in printed media, audio, visual, and audio-visual.

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[25] Sugiharto, T, *"Rancang Bangun Pengembangan Aplikasi Pembelajaran Bahasa Inggris Berbasis Multimedia Interaktif,"* Jurnal Teknologi dan Manajemen Informatika, Volume 1 Nomor 1, 2016: Fakultas Ilmu Komputer Universitas Kuningan, P-ISSN: 2527-3930 E-ISSN: 2614-5448.

[26] Kurniawati, I.D.,Nita, S, *"Media Pembelajaran Berbasis Multimedia Interaktif untuk Meningkatkan Pemahaman Konsep Mahasisa,"* Jurnal of Computer and Information Technology, Volume 1 Nomor 2, 2018: Universitas PGRI Madiun P-ISSN: 2685- 2152 E-ISSN: 2579- 5317.

In addition, preparing and implementing media are very important especially in learning pronunciation as a part of speaking skills. The students' speaking skill especially in pronunciation is poor and needed to be improved and the teacher teaches pronunciation only by applying reactive teaching which responses to the students' errors in the classroom reactively such as when knowing a student wrong in pronouncing a word then the teacher corrects it rather than state it in lesson plan. Meanwhile some of the students have problems in understanding and remembering how to pronounce those words in another time they must speak. The teacher also teaches pronunciation by drilling technique all the time without any other methods and media, so that the students' will be bored and do not have interesting in learning English especially pronunciation in speaking. Therefore, the researcher applied a different media in teaching pronunciation which is using Duolingo application. In this research there are six meeting.[27]

In teaching speaking skill especially in pronunciation, the teacher must not rely on the Duolingo application as model but must be a good model on how to pronounce English words correctly for the students. The teacher also should often use English in the class to make the students more familiar with English sound.[28] That's mean that

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[27] Maufiratul Hasanah & Suparwoto Sapto Wahono, *"Watching English Native Speakers' Youtube Channel to Improve Students' Pronunciation Ability."* (English Review: Journal of English Education, 2022), 15-30.

[28] Maufiratul Hasanah & Suparwoto Sapto Wahono, *"Watching English Native Speakers' Youtube Channel to Improve Students' Pronunciation Ability."* (English Review: Journal of English Education, 2022), 15-30.

technology has become an integral part of education. Teachers must use technology in their teaching practice in order to adapt to the digital revolution of society. With the new technologies can raise new explosion of learning and information, especially on mobile device and one of the new technologies that have been frequently used recently is Duolingo application.

2. **Duolingo Application**

   a. **Definition of Duolingo Application**

   Nowadays, the development of technology is increasing significantly. The inventions of it are inevitable and give a huge change in our life, such as in industrial, communicational, and also educational aspects. In education, the tradition of teaching is changing drastically because of the entry of technology. It helps the teacher in their teaching, assessing, evaluating, and many other activities. Technology such as computer and smartphone can also put a role in education as a media. Media is anything that carries on information to ease the communication between the source and the receiver in learning.[29] Media is divided into three, text, audio, and visual. Those are used as the tools in learning in order to make it easier, not boring, and become more active.

   The technology which is used as a media is called digital media, the newest media today. According to Shelly, what it means by digital

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[29] Sharon E. Smaldino. Lowther, Deborah L. Russel, James D. 2011. *Instructional Technology and Media for Learning.* New Jersey: Person Education, Inc. *Loc. Cit.* p. 7.

media is any computer-based presentation or application software that uses multimedia element.[30] He also argued that the best strategy for curriculum integration is to put technology into the hands of trained teachers, make it easily accessible, and let them decide how best to use it at the point of instruction in their classroom. The point of Shelly's statement is that using technology in teaching should be handled well by the teacher, and more importantly, the use of it should be under the guidance of the teachers' instruction.

In the teaching of speaking, to increase the amount of speaking and its knowledge for the students, we as a teacher can take the advantages from using media. There are many media that teacher can use. One of them is Duolingo application. Duolingo is a free app created by Luis Von Ahn and Severin Hacker in November 2011. Its slogan is "Free language education for the world." According to its website, it has more than 30 million registered users. It offers several languages for English speakers as well as others for non-English speakers.

Arguably this application is a game, but certainly not an entertainment game in general, games on Duolingo very closely linked with education, especially in learning a foreign language. On operational the user will be given 5 hearts that functions as the life of other user. Every wrong answer then user loses 1 point of lives, and so on. Based on the explanation above, the researcher can conclude that

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[30] Gary G. Shelly, Randolph E. Gunter, & Glenda A. Gunter. *Teachers Discovering Computers: Integrating Technology and Digital Media in the Classroom (Sixth Ed.).* (Boston: Course Technology Cengage Learning, 2010). p.271.

Duolingo is an online platform and mobile application that offers users a free and innovative way to learn new languages.
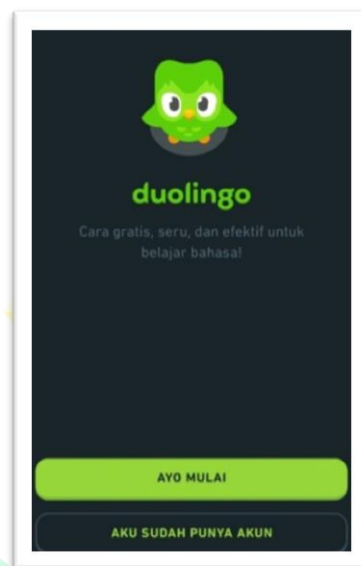
Figure 2.1 Duolingo Application

b. **Characteristics of Duolingo Application**

Duolingo is available with two versions, one for the teacher and one for the student. For the student, it shows some exercises and quizzes for grammar and speaking grouped by various contexts. As for the teacher version (Duolingo classroom), consists of students' management and English curriculum management, constructing assignment, monitoring the class activities, and also giving the tests, assessment, and feedback online. These features give the teacher many advantages. First, we can reduce the time we spent on assessment activities. Compared to common paper-based assessment, operating Duolingo is pretty faster and the students can get their feedback directly on the phone screen or monitor after the students finished the test.

Second is about the content limitation. By using Duolingo we can handle the materials we give to the students because there is curriculum page which contains of what will be given as a test for the students. It shows what the goal of the material is, and it needs our approval in order to get posted. Then as for the efficiency of time managing the students, we can give the exact time of when the test will be done and the duration of it.

c. **The Steps to Use Duolingo Application**

There are some steps you must do when you want to use Duolingo application, they are:[31]

1) Download the Duolingo app in Google Play Store

Figure 2.2 Duolingo App in Google Play Store

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[31] Yuliasti Dewi Kartika Karuna Hadi, *Using Duolingo Application to Improve Student Vocabulary for First Grade at MA At-Thohiriyah Ngantru Tulungagung.* (Tulungagung: State Islamic of Tulungagung, 2020).

2) Select the language you want to learn and speak

Figure 2.3 Some Language will be Learned and Spoken

3) You must set your pick a daily goal

Figure 2.4 Pick a Daily Goal

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

Figure 2.5 The First Option When We Join Duolingo Application

5) Then, you must finish some short exercises in this app. After that, create a new account. You can sign-up with e-mail, Google or Facebook account (for Android users) and Twitter or Facebook account (for iOS users).
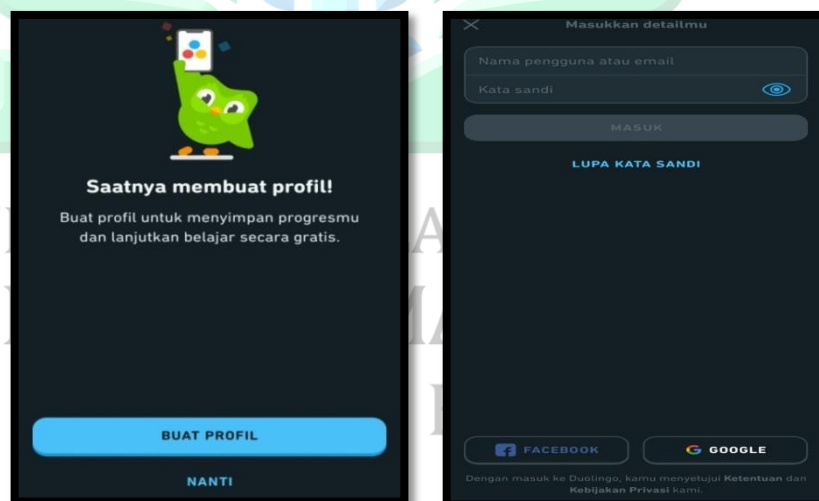
Figure 2.6 Making a profile in Duolingo App

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

d. Common Exercises in Duolingo Application

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

1) speaking exercises, in which learners have to say what they hear

2) listening exercises, in which learners listen to a short phrase in the second language and have to type it correctly

3) translation exercises, in which the learners translate from the language they know to the language they want to learn or the other way around

4) matching exercises, in which learners see a photo and match it with the words given or the other way around

5) pairing exercises, in which learners are given an even number of equivalent words from both languages and are asked to pair them

Based on the explanation, how to deal the students' face a difficulty in speaking. First, they have limited vocabulary and low grammar. They also have a problem in pronunciation. Pronunciation, for instance, is the sound made while speaking. Second, they have low self-confidence in speaking English. It happens because they are not

encouraged in using spoken English. Similarly, they are not interested in spoken English. The researcher found out how the students had unlimited vocabularies, the students can do all assignments in the Duolingo application from speaking exercise, listening exercise, translation exercise, pairing exercise, and matching exercise.

Second, the researcher found out how the students are not low on grammar, the students should do assignments in the Duolingo application in part of translation exercise. Third, the researcher found out how the students do not have a problem in pronunciation, the students should do assignments in the Duolingo application in part of speaking exercise. The result of the exercise that students study in the Duolingo application, students are more confident and interested in speaking English because students have been trained in vocabularies, grammar, pronunciation, etc.

Each lesson contains 10 to 15 exercises, a few from each of the categories mentioned above, and learners have a progress bar on the top of their screens. Every time they get an answer right, the bar moves a little bit forward. Every time they get it wrong, the bar does not progress, Duolingo points out the mistake and repeats the question at the end of the exercises until the progress bar is completed. Duolingo also allows the learners to go back to whichever lesson they want, whenever they want, even if they have gotten all the answers right.

Figure 2.7 Speaking Exercise

Figure 2.8 Listening Exercise

Figure 2.9 Translation Exercise

Figure 2.10 Pairing Exercise

Figure 2.11 Matching Exercise

e. The Strengths and Weaknesses of Duolingo Application

According to Latief Duolingo as a learning media have some strength, there are:[32]

1) The application is user friendly, with free, simple, and informative lessons.

2) Learning is based around subjects.

3) Teaches grammatical rules. Example, masculine and feminine, plural.

4) Tips and notes about grammar at bottom of each lesson.

5) Can be accessed on various electronic devices like mobile phone or PC, so learners can keep a detailed record of progress.

6) Can set daily goals for motivation.

7) Virtual shop with rewards for progress.

8) Courses offered and taught in multiple languages.

Furthermore, this app also has some weaknesses as follows:

1) Requires internet access.

2) Not much about culture is taught.

3) Duolingo's class as a teacher only can accessed with web address not available at menus' in Duolingo application.

3. The Nature of Speaking

English has four language skills (listening, speaking, reading and writing), speaking seem intuitively the most important. People who knew a

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[32] Latief, J. A, *"The Implementation of Duolingo Android Application and Autonomous Learning to Enhance the Students' Writing Simple Sentence" (*A thesis, FKIP IAIN Salatiga, 2019), 33-34.

language were referred to as speakers' of that language, as if speaking

included all other kinds of knowing and many if not most foreign language

learners are primarily interested in learning to speak. By speaking the other

people more understood what they wanted to deliver was.[33]

a. **Definition of Speaking**

A lot of people think that speaking in a new language is more

difficult than reading, writing, and listening. There are two reasons why

people think so. Relating to these two reasons, Nunan states that first,

speaking happens in real time unlike reading or writing. Usually the

person you are talking to is waiting for you to speak right then. Second,

when you speak, you cannot edit and revise what you wish to say.[34]

From this idea, it can be stated that the first reason is that speaking

occurs in real time unlike reading or writing. It means that usually the

person you are talking to is waiting for you to speak right then. The

second reason is that when a speaker speaks, he or she cannot edit and

revise what he or she wants to say. It is different from what happens

when he or she is writing.

Nunan states that in the language teaching there are four skills that

must be mastered, namely listening, speaking, reading, and writing.

Speaking and writing refers to productive. Reading and listening refers

to receptive. Speaking is the productive skill whether it is aural or

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[33] Penny Ur, A Course in language Teaching (Practice and Theory) (New York: Cambridge University Press, 1996), 120.

[34] Nunan, David (Ed.), *Practical English Language Teaching,* First Edition (New York: McGraw-Hill, 2003), 48.

oral.[35] From this idea, it can be stated that speaking and writing are included in productive skills. Reading and listening are included in receptive skills. Speaking is the productive skill whether it is aural or oral. Through speaking a human being can communicate and interact in a daily activity. Speaking functions as a means of communication in daily life. It means that speaking enables someone to inform and express an idea to other people. Therefore, speaking fluently and accurately is a great challenge for a language learner.

Nunan states that spoken language and written language are different in many significant ways.[36] From this idea, it can be stated that speaking and listening are included in spoken language. Reading and writing are included in written language. The differences between spoken language and written language can be read as follows.

Table 2.2
Spoken Language and Written Language

Spoken Language	Written Language
1	2
Auditory	Visual
Temporary and Immediate Reception	Permanent and Delayed Reception
Prosody (Rhythm, Stress, and Intonation)	Punctuation
Immediate Feedback	Delayed Feedback or No Feedback
Limited Planning and Editing	Unlimited Planning, Editing, and Revision

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[35] Nunan, David (Ed.), *Practical English Language Teaching,* First Edition (New York: McGraw-Hill, 2003), 48.

[36] Nunan, David (Ed.), *Practical English Language Teaching,* First Edition (New York: McGraw-Hill, 2003), 48.

b. Principles for Teaching Speaking

Nunan states that there are five principles for teaching speaking that can be followed. The five principles are the differences between second language and foreign language, practice with both fluency and accuracy, the opportunities to talk by using group work or pair work, speaking tasks that involve negotiation for meaning, and classroom activities that involve guidance and practice in both transactional and interactional speaking.[37] The following are the explanations that can be read.

1) The Difference between Second Language and Foreign Language

Speaking is learned in foreign language context and second language context. The target language context determines the challenges faced by a teacher. Pay attention to the following explanations.

First, a foreign language context is one where the target language is not the language of communication in the society (e.g. learning English in Japan or studying French in Australia).[38] From this idea, it can be stated that learning a speaking skill is very challenging for students in Foreign Language contexts, because they have very few opportunities to use the target language outside the classroom. In line with this idea, Nunan narrates that there is an

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[37] Nunan, David (Ed.), *Practical English Language Teaching,* First Edition (New York: McGraw-Hill, 2003), 48.

[38] Nunan, David (Ed.), *Practical English Language Teaching,* First Edition (New York: McGraw-Hill, 2003), 54.

old story of the college freshman who struggled with introductory French and then intermediate French. When he passed that course, his parents sent him on a trip to Paris. When he got to Paris, he discovered that no one there speaks or understands intermediate French! From this story, it can be stated that foreign language learners travelling in the countries where their target languages are spoken, for example, find that they can neither understand native speakers nor be understood.

Second, a second language context is one where the target language is the language of communication in the society (such as English in the United Kingdom or Spain in Mexico). Second language learners include refugees, international students, and immigrants.[39] From this idea, it can be stated that some second language learners achieve a notable speaking skill.

2) Practice with both Fluency and Accuracy

Nunan states that accuracy is the extent to which students' speech matches what people actually say when they use the target language. Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc.[40] From this idea, it can be stated that accuracy refers to clear, accurate, and grammatically and

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[39] Nunan, David (Ed.), *Practical English Language Teaching,* First Edition (New York: McGraw-Hill, 2003), 54.

[40] Nunan, David (Ed.), *Practical English Language Teaching,* First Edition (New York: McGraw-Hill, 2003), 55.

phonologically correct. In the same way, fluency refers to flowing and natural. In line with this idea, the learners must be given opportunities to develop their fluency and their accuracy. It means that they cannot develop fluency if the teacher is constantly interrupting them to correct their oral errors. The teachers must realize that making mistakes is a natural part of learning a new language. In favour of the idea, Brown states that while fluency may in many communicative language courses be an initial goal in language teaching, accuracy is achieved to some extent by allowing students to focus on the elements of phonology, grammar, and discourse in their spoken output.[41] From this idea, it can be stated that fluency and accuracy are important in spoken language.

3) The Opportunities to Talk by Using Group Work or Pair Work

Nunan states that pair work and group work activities can be used to increase the amount of time that learners get to speak in the target language during lessons. One further interesting point is that when the teacher is removed from the conversation, the learners take on diverse speaking roles.[42] From this idea, it can be stated that the teachers should provide students opportunities to talk by using pair work and group work. It proves that the speaking roles that are normally filled by the teacher can be filled by the students when the

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[41] Brown, H. Douglas, *Teaching by Principles: An Interactive Approach to Language Pedagogy,* Second Edition (New York: Pearson Education Company, 2001), 268.

[42] Nunan, David (Ed.), *Practical English Language Teaching,* First Edition (New York: McGraw-Hill, 2003), 55.

teacher is removed from the conversation. It means that the students have opportunities to pose questions or offer clarification.

4) Speaking Tasks that Involve Negotiation for Meaning

Learners make progress by communicating in the target language because interaction necessarily involves trying to understand and make them understood. This process is called negotiating for meaning by Nunan.[43] From this idea, it can be stated that communicating in the target language is necessary for the students because they can check to see if they have understood what someone has said, clarify their understanding, and confirm that someone has understood their meaning. It means that by asking for clarification or repetition during the conversation, the learners order the people that they are speaking with to address them with language at a level they can learn from and understand. In other words, it can be stated that communicating in the target language enables interaction between a speaker and a listener in order to check if the speaker and the listener have understood each other.

5) The Classroom Activities that Involve Guidance and Practice in both Transactional and Interactional Speaking

Nunan states that interactional speech is communicating with someone for social purposes. It includes both establishing and maintaining social relationships. Transactional speech involves

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[43] Nunan, David (Ed.), *Practical English Language Teaching,* First Edition (New York: McGraw-Hill, 2003), 55.

communicating to get something done, including the exchange of goods or services.[44] From this idea, it can be stated that speaking activities inside the classroom need to cover both interactional and transactional purposes, because language learners have to speak the target language in both transactional and interactional settings. Transactional speech contains highly predictable patterns and interactional speech is rhelatively unpredictable. In short, talking with someone outside the classroom is usually done for interactional or transactional purposes.

c. **Classroom techniques and Tasks**

Nunan states that information gap is a useful activity in which one person has information that the other lacks. They must use the target language to share that information. For instance, one student has the directions to a party and must give them to a classmate.[45] From this idea, it can be stated that information gap is needed in the conversation inside the classroom in order that transaction and interaction happen vividly. It means that one student knows information, and the other does not know information. The student who knows the information will try to explain it to the other. Conversely, the other student who does not know the information will try to ask a question to the student

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[44] Nunan, David (Ed.), *Practical English Language Teaching,* First Edition (New York: McGraw-Hill, 2003), 55.

[45] Nunan, David (Ed.), *Practical English Language Teaching,* First Edition (New York: McGraw-Hill, 2003), 56.

who knows the information. Thus, transaction and interaction will happen between both of them.

1) Jigsaw Activity

Jigsaw activity is a bidirectional or multidirectional information gap. Each person in a pair or group has some information the other persons need.[46] From this idea, it can be stated that jigsaw activity is one of information gaps in which a person in a group has information that is needed by another person in another group. One student, for example, could have a timetable for train travel in Canada. Another could have a map of Canada. Without showing one another the visual information, they must speak English to plan a one-week trip.

2) Tango Seating

In tango seating one student's right shoulder is next to the other student's right shoulder and they are facing opposite directions. This arrangement allows them to hear one another but not see what is being drawn or constructed on their partner's desk.[47] From this idea, it can be stated that the teacher can get the students to use tango seating in which they are facing opposite directions.

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[46] Nunan, David (Ed.), *Practical English Language Teaching,* First Edition (New York: McGraw-Hill, 2003), 56.

[47] Nunan, David (Ed.), *Practical English Language Teaching,* First Edition (New York: McGraw-Hill, 2003), 57.

3) Role Play

In a role play, students are given particular roles in the target language. One student plays a tourist telephoning the police to report his wallet stolen. The other plays the role of a police officer trying to help the tourist to file a report.[48] From this idea, it can be stated that role play is an excellent activity for speaking in the relatively safe environment of the classroom. A role play allows learners practice speaking the target language before they must do so in a real environment.

4) Simulation

In a simulation, a document provides a somewhat realistic environment for language practice. So for instance, in a language lesson about the grocery store, a teacher might bring in products for the students to buy (a jar of jam) and even play money for making their purchases.[49] From this idea, it can be stated that a simulation is more elaborate and more realistic than a role play.

5) Contact Assignment

Contact Assignment involves sending students out of the classroom with a stated purpose to talk to people in the target language. In a second language environment, you can send students

[48] Nunan, David (Ed.), *Practical English Language Teaching,* First Edition (New York: McGraw-Hill, 2003), 57.
[49] Nunan, David (Ed.), *Practical English Language Teaching,* First Edition (New York: McGraw-Hill, 2003), 57.

on an information treasure hunt in a nearby business district.[50] From this idea, it can be stated that sending students out of the classroom to talk to people in the target language can be done in a second language environment.

In the same way, Nunan states that you can also use contact assignment in a foreign language context if there are tourists, exchange students, or international businesspersons for your students to talk to in the target language.[51] From this idea, it can be stated that sending students out of the classroom to talk to people in the target language can be done in a foreign language environment if there are tourists, exchange students, or international businesspersons. In a train station or at a ferry terminal, for instance, students can interview tourists. The teacher should be sure that the required information cannot be obtained by reading available written information. In short, the teacher can get the students to speak with people by using the target language.

d. **Speaking in the Classroom**

Nunan states that research has demonstrated that teacher-dominated classroom talk is one type of unequal power discourse. That is, the teacher usually has the power to determine the topics, distribute the turns, give feedback, and ask most of the questions, among other

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[50] Nunan, David (Ed.), *Practical English Language Teaching,* First Edition (New York: McGraw-Hill, 2003), 58.

[51] Nunan, David (Ed.), *Practical English Language Teaching,* First Edition (New York: McGraw-Hill, 2003), 58.

things.[52] From this idea, it can be stated that the teacher should not dominate the classroom talk, but he should provide students opportunities to talk.

Nunan states that speaking includes the oral production of many different genres. Reciting poetry, participating in debates, engaging in class discussions, and leaving messages on answering machines are all different types of speaking. Perhaps the most common type of speaking is conversing.[53] From this idea, it can be stated that speaking covers poetry recitation, participation in a debate, being active in a class discussion, and leaving a message on an answering machine. Conversing, however, is the most common type of speaking.

Nunan states that in conversations among equals, people are normally free to take turns, ask questions, and change topics. If you are teaching speaking, it is important to plan activities for small groups or pairs in language classrooms so the learners have a chance to practice these conversational skills.[54] From this idea, it can be stated that it is important for a teacher to plan an activity for a small group in a language classroom in order that the students have a chance to practice speaking without the domination of the teacher in the discussion. Relating to classroom speaking activities, acting from a script,

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[52] Nunan, David (Ed.), *Practical English Language Teaching,* First Edition (New York: McGraw-Hill, 2003), 58.

[53] Nunan, David (Ed.), *Practical English Language Teaching,* First Edition (New York: McGraw-Hill, 2003), 62.

[54] Nunan, David (Ed.), *Practical English Language Teaching,* First Edition (New York: McGraw-Hill, 2003), 64.

communication games, discussion, and prepared talks can be done. The following explanations can be read.

1) Acting from a Script

Harmer states that students will often act out dialogues they have written themselves. This frequently involves them in coming out to the front of the class.[55] From this idea, it can be stated that the language teacher can ask the students to act out the dialogue they have written. This often involves them in coming to the front of the class.

Harmer states that when choosing who should come out to the front of the class we need to be careful not to choose shyest students first, and we need to work to create the right kind of supportive atmosphere in the class.[56] From this idea, it can be stated that the language teacher needs to be careful not to choose shyest students first when choosing who should come out to the front of the class. Moreover, Harmer states that we need to give students time to rehearse their dialogues. Where the whole class is working on the same dialogue, we can go through the script as if we were theatre directors, drawing attention to appropriate stress, intonation, and speed.[57] From this idea, it can be stated that the language

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[55] Harmer, Jeremy, *The Practice of English Language Teaching,* Third Edition (England: Longman, 2007). 271.

[56] Harmer, Jeremy, *The Practice of English Language Teaching,* Third Edition (England: Longman, 2007). 271.

[57] Harmer, Jeremy, *The Practice of English Language Teaching,* Third Edition (England: Longman, 2007). 271.

teacher needs to give students time to rehearse their dialogue. When the whole class is working on the same dialogue, the language teacher can go through the script as a theatre director to draw attention to appropriate stress, intonation, and speed.

2) Communication Games

Games which are designed to provoke communication between students frequently depend on an information gap so that one student has to talk to a partner in order to solve a puzzle, put things in the right order, or find similarities and differences between pictures.[58] From this idea, it can be stated that a game is designed to provoke communication between students. This enables them to talk to a partner in order to solve a puzzle. Moreover, Harmer states that television and radio games, imported into the classroom, often provide good fluency activities.[59] From this idea, it can be stated that television and radio games can provide good fluency activities.

3) Discussion

One of the reasons that discussions fail is that students are reluctant to give an opinion in front of the whole class, particularly if they cannot think of anything to say and are not confident of the language they might use. Many students feel extremely exposed in

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[58] Harmer, Jeremy, *The Practice of English Language Teaching,* Third Edition (England: Longman, 2007). 272.
[59] Harmer, Jeremy, *The Practice of English Language Teaching,* Third Edition (England: Longman, 2007). 272.

discussion situations.[60] From this idea, it can be stated that students are reluctant to give an opinion in front of the whole class in the discussion. However, they feel extremely exposed in a discussion situation.

Harmer states that the buzz group is one way in which a teacher can avoid such difficulties. The students have a chance for quick discussions in small groups before any of them are asked to speak in public.[61] From this idea, it can be stated that the buzz group is one way in which a teacher can avoid the failure. The students have a chance for a quick discussion in a small group before they are asked to speak in public.

4) Prepared Talks

Harmer states that a popular kind of activity is the prepared talk where a student (or students) makes a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversation; because they are prepared.[62] From this idea, it can be stated that a talk is prepared to enable the students to make a presentation on a topic of their own choice.

Harmer states that prepared talks represent a defined and useful speaking genre, and if properly organized, can be extremely

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[60] Harmer, Jeremy, *The Practice of English Language Teaching,* Third Edition (England: Longman, 2007). 272.

[61] Harmer, Jeremy, *The Practice of English Language Teaching,* Third Edition (England: Longman, 2007). 272.

[62] Harmer, Jeremy, *The Practice of English Language Teaching,* Third Edition (England: Longman, 2007). 273.

interesting for both speaker and listeners.[63] From this idea, it can be stated that the prepared talk represents useful speaking skill. If it is properly organized, it can be very interesting for both speaker and listeners.

e. **Types of Classroom Speaking Performance**

There are six types of the classroom speaking performance. They are imitative, intensive, responsive, transactional, interpersonal, and extensive. The following elaborations can be read.

1) Imitative

A very limited portion of classroom speaking time may legitimately be spent generating human tape recorder speech, where, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound.[64] In the same way, Brown explains that imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form. From this idea, it can be stated that the kind of this imitation is carried out to focus on a particular element of language form. It is not for enabling meaningful interaction.

Furthermore, Brown states that drills offer students an opportunity to listen and to orally repeat certain strings of language that may pose some linguistic difficulty--either phonological or

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[63] Harmer, Jeremy, *The Practice of English Language Teaching,* Third Edition (England: Longman, 2007). 273.

[64] Brown, H. Douglas, *Teaching by Principles: An Interactive Approach to Language Pedagogy,* Second Edition (New York: Pearson Education Company, 2001), 271.

grammatical. They offer limited practice through repetition.[65] Similarly, Brown explains that they allow one to focus on one element of language in a controlled activity. They can help to establish certain psychomotor patterns (to loosen the tongue) and to associate selected grammatical forms with their appropriate context.[66] From this idea, it can be stated that drilling provides students an opportunity to listen and repeat. It means that students practice through repetition. Similarly, drilling can help to establish a certain psychomotor pattern (to loosen the tongue).

2) Intensive

Brown states that intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of pair work activity.[67] From this idea, it can be stated that intensive speaking exceeds imitative and is designed to practice a phonological or grammatical aspect of language. Intensive speaking can be self-initiated or begun as pair work activity.

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[65] Brown, H. Douglas, *Teaching by Principles: An Interactive Approach to Language Pedagogy,* Second Edition (New York: Pearson Education Company, 2001), 272.

[66] Brown, H. Douglas, *Teaching by Principles: An Interactive Approach to Language Pedagogy,* Second Edition (New York: Pearson Education Company, 2001), 272.

[67] Brown, H. Douglas, *Teaching by Principles: An Interactive Approach to Language Pedagogy,* Second Edition (New York: Pearson Education Company, 2001), 273.

3) Responsive

Brown states that a good deal of student speech in the classroom is responsive: short replies to teacher or student-initiated students or comments. These replies are usually sufficient and do not extend into dialogues. Such speech can be meaningful and authentic.[68] From this idea, it can be stated that the student speech is responsive when a short reply to the teacher is sufficient, meaningful, and authentic. The following speech can be an example.

Teacher : How are you today?

Student : Pretty good, thanks, and you?

4) Transactional (dialogue)

Brown states that transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language. Conversations, for example, may have more of a negotiable nature to them than does responsive speech.[69] From this idea, it can be stated that transactional language is an extended form of responsive language. Transactional language is carried out for the purpose of conveying or exchanging specific information. The following dialogue can be an example.

Teacher : What is the main idea in this essay?

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[68] Brown, H. Douglas, *Teaching by Principles: An Interactive Approach to Language Pedagogy,* Second Edition (New York: Pearson Education Company, 2001), 273.

[69] Brown, H. Douglas, *Teaching by Principles: An Interactive Approach to Language Pedagogy,* Second Edition (New York: Pearson Education Company, 2001), 273-274.

Student :   The United Nations should have more authority.

Teacher :   More authority than what?

Student :   Than it does right now.

Teacher :   What do you mean?

Student :   Well, for example, the UN should have the power to force a country like Iraq to destroy its nuclear weapons.

Teacher :   You do not think the UN has that power now?

Student :   Obviously not. Iraq is still manufacturing nuclear bombs.

Brown states that such conversations could readily be part of group work activity as well.[70] From this idea, it can be stated that the dialogue can also be an example of group work activity.

5) Interpersonal (dialogue)

Brown states that the other form of conversation mentioned was interpersonal dialogue, carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.[71] From this idea, it can be stated that interpersonal dialogue as another form of conversation is carried out more for the purpose of maintaining social relationships than for the purpose of transmitting facts and information. Similarly, Brown states that these conversations are a little trickier for learners because they can

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[70] Brown, H. Douglas, *Teaching by Principles: An Interactive Approach to Language Pedagogy,* Second Edition (New York: Pearson Education Company, 2001), 274.
[71] Brown, H. Douglas, *Teaching by Principles: An Interactive Approach to Language Pedagogy,* Second Edition (New York: Pearson Education Company, 2001), 274.

involve some or all of the following factors. They are a casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm, and a covert agenda.[72] From this idea, it can be stated that a conversation is trickier for a learner because it involves a casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm, and a covert agenda. The following dialogue can be an example.

Amy : Hi, Bob, how's it going?

Bob : Oh, so-so.

Amy : Not a great weekend, huh?

Bob : Well, far be it from me to criticize, but I'm pretty miffed about last week.

Amy : What are you talking about?

Bob : I think you know perfectly well what I'm talking about.

6) Extensive (monologue)

Brown states that finally, students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberative. These monologues can be planned or impromptu.[73] From this idea, it can be stated that students from intermediate level to advanced level should give

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[72] Brown, H. Douglas, *Teaching by Principles: An Interactive Approach to Language Pedagogy,* Second Edition (New York: Pearson Education Company, 2001), 274.
[73] Brown, H. Douglas, *Teaching by Principles: An Interactive Approach to Language Pedagogy,* Second Edition (New York: Pearson Education Company, 2001), 274.

extended monologues in the form of an oral report, summary, or short speech.

4. **Monologue**

   a. **Definition of Monologue**

   Moreover, Hornby states that monologue is a long speech by one person during a conversation that stops other people from speaking or expressing an opinion.[74] In the same way, monologue is a long speech made by one person that prevents anyone else from talking.[75] From this idea, it can be stated that monologue is a long speech that is made by one person during a conversation that stops or prevents other people from speaking or expressing an opinion.

   In line with idea, Fleming states that monologues are more challenging for pupils but they are a useful focus for speaking and listening assessment purposes because by definition they are delivered by one individual. Furthermore, Fleming states that it helps for pupils to read and study examples of monologues to understand the potential for monologues to convey subtle nuances of meaning.[76]

   In the same way, Fleming states that it is worth pointing out that the term monologue is often used within dramas whenever a character has an extended speech or when they are alone on stage (as in the

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[74] Hornby, A. S, *Oxford Advanced Learner's Dictionary of Current English*, Sixth Edition (Oxford: Oxford University Press, 2000), 823.

[75] Webster, Merriam, *Advanced Learner's English Dictionary,* (USA: Merriam-Webster, Incorporated, 2008), 1051.

[76] Fleming, Mike and David Stevens: *English Teaching in the Secondary School,* Second Edition (Great Britain: David Fulton Publishers, 2004), 142.

delivery of soliloquy).[77] From the idea, it can be stated that monologue is more challenging for pupils in speaking and listening assessment purposes because of being delivered by one individual to convey subtle nuances of meaning. It is also stated that monologue is used in drama whenever a character has an extended speech or he is alone on stage (as in the delivery of soliloquy).

In addition, Fleming states that here I am confining the term monologue to refer to moments when the drama is delivered by just one person. It is easier for monologues to be scripted in advance because improvising an extended piece is difficult. Moreover, Fleming states that however, the monologue should not be seen as just a matter of reading aloud.[78] From the idea, it can be stated that monologue refers to a moment when the drama is delivered by just one person. It is easier for a monologue to be written before it is read or performed because it is difficult to improvise an extended piece. The monologue should not be seen as just a matter of reading aloud.

Furthermore, Fleming states that the monologue can gain more dramatic impact in the following ways.

1) Actions are included (e.g. teenager packing her case to leave home; prisoner in a cell reflecting on the events which got him there; old person in a home).

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[77] Fleming, Mike and David Stevens: *English Teaching in the Secondary School,* Second Edition (Great Britain: David Fulton Publishers, 2004), 142.

[78] Fleming, Mike and David Stevens: *English Teaching in the Secondary School,* Second Edition (Great Britain: David Fulton Publishers, 2004), 142.

2) Attempts are made to convey the emotional content through tone and volume.

3) Direct speech by other characters is enacted.

4) The monologue is embedded in a context (e.g. the diary of a bully's victim).[79]

From the idea, it can be stated that in a monologue there should be an action, an attempt to convey the emotional content through tone and volume, direct speech by another character, and a contextual monologue. Lastly, Fleming states that the monologue can be useful therefore when dealing with themes that might be difficult to enact directly, e.g. the theme of war is addressed through one soldier's monologue; an account of a riot is given by one eyewitness.[80] From the idea, it can be stated that the monologue is useful when dealing with a theme that is difficult to enact directly, the theme of war, for example, is addressed through one monologue from a soldier, and an account of a riot is given by one eyewitness.

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[79] Fleming, Mike and David Stevens: *English Teaching in the Secondary School,* Second Edition (Great Britain: David Fulton Publishers, 2004), 143.

[80] Fleming, Mike and David Stevens: *English Teaching in the Secondary School,* Second Edition (Great Britain: David Fulton Publishers, 2004), 143.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design Approach and Type

The researcher used quantitative research method. Pure quantitative research relies on the collection of quantitative data (i.e., numerical data) and follows the other characteristics of the quantitative research paradigm.[81] The researcher chooses a quantitative research because the researcher wants to know the effectiveness of Duolingo application towards the students' speaking skill in monologue text as a teaching method by comparing the numerical results of the experimental class and the control class at the eighth grade of SMPN 1 Gending based on the hypotheses tesred.

The design of this research was experimental research. That was quasi-experimental research especially non-equivalent control group design. One group is exposed to the experimental manipulation and is compared to a similar group that is not exposed.[82] This research conducted into two groups, experimental class and control class. The researcher applied Duolingo application method to the experimental class and conventional or regular method to the control class. Both groups conducted pre-test and post-test, while for the special treatment that was Duolingo application as a new method had been applied to the experimental class only. The pre-test and posttest

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[81] Burke, Johnson and Christensen, Larry: *Educational Research: Quantitative, Qualitative, and Mixed Approaches 5th Edition.* (America: Sage Publication, 2014), 82.

[82] Roger D. Wimmer and Joseph R. Dominick, Mass Media Research: An Introduction (Ninth Edition) (United States: Wardsworth Cengage Learning, 2011), 253.

differences are compared to determine whether the experimental condition had an effect.[83]

After conducting manipulation for the experimental group that receive the treatment, the researcher determined which group showed the greater amount of learning result. The design for this research was expressesed in the following table:

Table 3.1
The Table of Research Design

Class	Pretest	Treatment	Posttest
Experimental	O_1	X	O_2
Control	O_1	Y	O_2

Source: Johnson&Christensen (2014, p.465)[84] and

Wimmer&Dominick (2011, p.253)[85]

Note:

O_1 : Pretest for experimental and control classes.

X : Treatment for experimental class using Duolingo application.

Y : Treatment for control class using conventional or regular teaching

O_2 : Posttest for experimental and control classes.

B. Population and Sample

1. Population

If a researcher wants to search all the subjects of the research, the research is called a population research (Arikunto, 1992:102). In the same way, Arikunto (1992:107) states that a population ressearch is applied if the

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[83] Wimmer, Roger D. and Joseph R. Dominick: *Mass Media Research: An Introduction.* Ninth Edition (Los Angeles: Wardsworth Cengage Learning, 2011), 253.

[84] Burke, Johnson and Christensen, Larry: *Educational Research: Quantitative, Qualitative, and Mixed Approaches 5th Edition.* (America: Sage Publication, 2014), 465.

[85] Wimmer, Roger D. and Joseph R. Dominick: *Mass Media Research: An Introduction.* Ninth Edition (Los Angeles: Wardsworth Cengage Learning, 2011), 253.

number of the population is less than a hundred; on the contrary, if it is more than a hundred, a sample research is used, or the sample is taken from 10% up to 25% of the number of the population.[86] From the explanation, it can be concluded that a population method is a way of collecting data by searching all the subjects of the population in a research area. Thus, the population in this research uses the eighth grade students in SMPN 1 Gending. The population is spread at the eighth grade students as follows:[87]

Table 3.2
Number of Eighth Grade Students of SMPN 1 Gending

No.	Class	Population
1.	VIII A	32
2.	VIII B	32
3.	VIII C	33
4.	VIII D	32
5.	VIII E	29
Total		**158 Students**

2. **Sample**

   Kartono defines a sample as a part of the population being searched.[88] There are two kind of sampling techniques, namely probability sampling and nonprobability sampling. Based on the explanation, it can be concluded that a sample is a part of the population being searched. The researcher used nonprobability sampling or nonrandom sampling because the participants were available, convenient, and represented some characteristic the investigator seeks to study. There were three types of

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[86] Arikunto, *"Prosedur Penelitian: Suatu Pendekatan Praktik", (*Yogyakarta: Rineka Cipta, 1992). 102 dan 107.

[87] Databook of SMPN 1 Gending

[88] Kartono, Kartini, *"Pengantar Metodologi Riset Sosial", (*Bandug: Alumni, 1990) 104.

nonprobability sampling, including convenience sampling, purposive sampling, and systematic sampling.[89] In this research, the researcher used convenience sampling because they were ready and available to study. The sample of this research used eighth grade students of SMPN 1 Gending. The size of the sample determination uses the *Slovin* formula, namely:

$$n = \frac{N}{1 + Ne^2}$$

Source: Siregar[90]

Note:

n   = Total of sample required

N   = Total of population

e   = Significant level (1%, 5%, and 10%), this research used 10%

as a significant level

Based on the *Slovin* formula, the size of sample in this research as follows:

$$n = \frac{N}{1+Ne^2}$$

$$n = \frac{158}{1+158(0,1\times0,1)}$$

$$n = \frac{158}{1+1,58}$$

$$n = \frac{158}{2,58} = 61,2403$$

Based on the *Slovin* formula above, a total of sample are 61 was obtained and the number that will be used as respondents in this research

[89] Jack R. Fraenkel, Norman E. Wallen, and Helen H. Hyun, *How to Design and Evaluate Research in Education (Eighth Edition)* (New York, McGraw-Hill, 2012), 102.

[90] Siregar, Syofian, *Metode Penelitian Kuantitatif Dilengkapi dengan Perbadingan Perhitungan Manual & SPSS* (Jakarta: Kencana, 2017), 34.

are 62 students. It conducted in two classes of eighth grade students of SMPN 1 Gending. The sample including VIII C that consists of 33 students as the experimental class and VIII E that consists 29 students as the control class. On the recommendation of the English teacher who stated that VIII C class is class could actually be improved but was lack of confidence when they spoke English.

Therefore, the researcher agreed chose class VIII C as sample in the experimental class. The experimental class and control class were tested with pre-test and post-test. Besides, both classes were administered with normality and homogeneity test either to avoid selection bias in quasi experimental.

Table 3.3
Samples of Eighth Grade Students of SMPN 1 Gending

No.	Class	Number of Students
1.	VIII C	33
2.	VIII E	29
Total		**62 students**

Based on the explanation above, the samples that will be used number 62 students.

C. Technique and Instruments Data Collection

The data collection used in this study is a test. The test consists of pre-test and post-test. Before the pre-test and post-test were conducted, there was a tests called normality test and homogeneity test to see conditions research sample.

1. Normality and homogeneity test

Normality and homogeneity test was conduct to find out whether both classes as the samples were equal and similar or not. The researcher used appendix 3 that consist of standardized English test as the instrument of normality and homogeneity test. It was also important to understand the students' condition in the class, whether they were homogeneity or heterogeneous.

The researcher analyzed the data of normality and homogeneity test by using Kolmogorov Smirnov technique with SPSS. For normality test, the data was normal if the probability sig. > 0,05 (H_a= accepted), if the probability sig. < 0,05 data was abnormal (H_a= rejected). Meanwhile, as the analysis for homogeneity test: sig > 0,05 means the data was homogenous (H_a= accepted), sig < 0,05 means the data was not homogenous (H_a= rejected). [91]

2. Pre-test, treatment, and post-test

Before the treatment, the researcher gives pre-test to the experimental class and control class. After giving the pre-test, the researcher gives the treatment to find out how far the students' speaking skill. The assignment of experimental class is teaching and learning process by Duolingo application and the assignment of control class is teaching and learning process by using conventional or regular teaching. After the treatment, the researcher gives post-test to the students in the same

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[91] Rusydi Ananda and Muhammad Fadhli, Statistik Pendidikan (Teori dan Praktik dalam Pendidikan) (Medan: CV. Widya Puspita, 2018), 166-169.

assignment but different topic with pre-test to know their improvement after applying Duolingo application and conventional or regular teaching in learning speaking. The pre-test and post-test are in the form of an oral exam. The researcher found the way to assess speaking test as presented by Douglas Brown[92] and the English Teacher of the Eighth Grade of SMPN 1 Gending.[93] The scoring rubric of speaking test as follows:

Table 3.4
Speaking Scoring Rubric Adapted from Douglas Brown and the English Teacher of the Eighth Grade of SMPN 1 Gending

Aspect	Scale	Criteria	Description
Pronunciation and Fluency	41-50	Excellent	There are very few mistakes (1-3 words) in one paragraph and there is very little pausing and thinking (1-3 times of pausing and thinking) in speaking.
	31-40	Good	There are few mistakes in pronunciation (4-6 words) in one paragraph and there is little pausing and thinking (4-6 times of pausing and thinking) in speaking.
	21-30	Average	There are few mistakes in pronunciation (7-9 words) in one paragraph and there is little pausing and thinking (7-9 times of pausing and thinking) in speaking.
	11-20	Poor	There are some mistakes in pronouncing words (10-12) in one paragraph and there is some pausing and thinking (10-12 times of pausing and thinking) in speaking.
	1-10	Very poor	There are many mistakes in pronouncing words or mistakes at all in one paragraph and little or no communication.
Vocabulary	41-50	Excellent	Almost perfect
	31-40	Good	There are mistakes but don't interfere

[92] Brown, H. Douglas, *Teaching by Principles: An Interactive Approach to Language Pedagogy,* Second Edition (New York: Pearson Education Company, 2001), *172.*
[93] The English Teacher of the Eighth Grade of SMPN 1 Gending.

			with the meaning
	21-30	Average	There are errors and interfere with meaning
	11-20	Poor	Lots of mistakes and disturbing meaning
	1-10	Very poor	Too many mistakes to make it hard to understand.

Table 3.5
The Total Score of Speaking Test

Aspect	Max Score
Pronunciation and Fluency	50
Vocabulary	50
Total	**100**

In this research used same instrument for pre-test and post-test as written in appendix 7 and 8. Students were asked to make and present their 10 sentences of simple present for pre-test. And for post-test pre-test asked to make and present their monologue text about descriptive text related to fruit and animal from Duolingo application. Before the instrument was given to the students of the experimental and control class, it was tried out in order to examine it is validity and reliability.

a. Validity

Validity refers to the accuracy of the inferences or interpretations you make from the test scores.[94] In this research, the researcher used content validity. Content validity is the degree to which items in an instrument reflect the content universe to which the instrument will be generalized. In general, content validity involves evaluation of a new survey instrument in order to ensure that it includes all the items that are essential and eliminates undesirable items to a particular construct

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[94] Burke, Johnson and Christensen, Larry: *Educational Research: Quantitative, Qualitative, and Mixed Approaches 5th Edition.* (America: Sage Publication, 2014), 239.

domain.[95] The content or structure of the test must relevant with the objective of the test. Besides, based on the result score of students in tryout test showed that the students performed their skill as being measure. So, the researcher has to determine the validity of test early before it tested to the students.

The researcher wrote the specification of the test. Specification for the test include the topic, vocabulary used based on topic, and scoring procedures. To make the test valid, the researcher prepared several things to be applied:

1) Designing the test based on curriculum. Based on basic competence of speaking, the participants were targeted to be able to understand the meaning of some words based on the topic, speak accurately, using appropriate grammar structure, and understand the how to make and present their monologue text about descriptive text related to fruit and animal from Duolingo application.

2) Providing clear instruction to the participants, such as participants presented their monologue text about descriptive text related to fruit and animal from Duolingo application.

To confirm the instrument made valid, it was given to an English lecturer who expert speaking as the validator to examine the relation between the instrument and syllabus including basic competence, indicator, and course objective. The instrument was valid if it fit the

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[95] Hamed Taherdoost, "Validity and Reliability of the Research Instrument; How to Test the Validation of a Questionnaire/Survey in a Research", International Journal of Academic Research in Management (IJARM), no. 5 (2016): 30.

requirement of the curriculum. The instrument for validator was written in appendix 6. The result of validity test as follows:

Table 3.6
Journal of Validation

Day/date	Activity
Thursday, 02 of March 2023	The researcher sent the expert to examine hard file of a set of instrument, including blue print, test instrument,scoring rubic, and lesson plan.
Thursday, 02 of March 2023	The expert confirmed that the test instrument was valid.

An English lecture as the validator measured the instrument, by using expert validation sheet of speaking test given by the researcher. The validator measured the instrument that consisted of blue print, test instrument, scoring rubric, and lesson plan. The validator confirmed the instrument by giving the score of each items of question on expert validation sheet of speaking test. From the result of validity test given by the validator as written in appendix 6 that showed the score was good. It was concluded that the test instrument was confirmed as valid and ready to be tried out to the students.

b. Reliability

Reliability refers to the score tests stability or consistency.[96] The reliability that will be used by researchers is inter-rater reliability. Inter-rater reliability is the degree of agreement between two or more raters,[97] but in this research the researcher only used two raters. The researcher engaged the English teacher and the researcher as the examiners to

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[96] Burke, Johnson and Christensen, Larry: *Educational Research: Quantitative, Qualitative, and Mixed Approaches 5th Edition.* (America: Sage Publication, 2014), 200.
[97] Burke, Johnson and Christensen, Larry: *Educational Research: Quantitative, Qualitative, and Mixed Approaches 5th Edition.* (America: Sage Publication, 2014), 207.

measure reliability test. In this research, the English teacher was the first rater and the researcher was the second rater.

The researcher calculated the scores by using the formula of Cohen's Kappa with SPSS in order to reach the score agreement between two examiners, so that each student only had one score. To find out the reliability, the researcher held a try out in the class that is not included in the research samples. The instrument was confirmed as reliable if the calculation of test score reached the value >.60 which meant the level of agreement was categorized as good or reliable. The detail interpretation of Cohen's Kappa calculation was as follows:

Table 3.7
The Interpretation of Cohen's Kappa[98]

Value of Kappa	Level of Agreement	% of data that are reliable
0 - .20	None	0 – 4%
.21 - .39	Minimal	4 – 15%
.40 - .59	Weak	15 – 35%
.60 - .79	Moderate	36 – 63%
.80 - .90	Strong	64 – 81%
Above .90	Almost Perfect	82 – 100%

The researcher conducted a try out in the VIII D class. The total scores are presented in the following table:

Table 3.8
The Result Scores of Try-out in the VIII D Class

No.	Students	Rater 1	Rater 2	No.	Students	Rater 1	Rater 2
1	ATAA	75	75	17	NS	80	80
2	ADM	80	80	18	NF	85	85
3	AYND	75	75	19	PSR	75	75
4	DA	80	80	20	RAVP	85	85
5	IDS	82	82	21	RSB	84	84

[98] Mary L.McHugh, "Interrater Reliability: The Kappa Statistic", Biochemia Medica, no. 3 (August, 2012): 279.

6	IFTS	85	85	22	RM	80	80
7	LDH	80	80	23	RD	78	78
8	MFS	82	82	24	RPP	78	78
9	MLQ	75	75	25	RW	74	74
10	M	77	77	26	RM	80	83
11	MPA	74	75	27	RAG	75	76
12	MYQ	82	82	28	SA	83	83
13	MADD	75	70	29	SW	84	85
14	MIA	77	79	30	UF	80	81
15	MNA	79	80	31	VPJR	82	82
16	MRW	75	76	32	WF	80	80

Table 3.9
The Result of Try-out Assessed Using Cohen's Kappa by *SPSS 29.00 for Windows*

Case Processing Summsary

	Valid		Cases Missing		Total	
	N	Percent	N	Percent	N	Percent
Rater1 * Rater2	32	100.0%	0	0.0%	32	100.0%

Meanwhile, the symmetric measure of try out presented with the following table:

Symmetric Measures

		Value	Asymptotic Standard Error[a]	Approximate T[b]	Approximate Significance
Measure of Agreement	Kappa	.677	.089	10.588	<,001
N of Valid Cases		32			

a. Not assuming the null hypothesis.
b. Using the asymptotic standard error assuming the null hypothesis.

From the SPSS result above, based on the interpretation table of Cohen's Kappa, the value 0.677 was categorized as moderate of agreement. It could be seen from the statement before. The instrument was confirmed as reliable, if the calculation of test score reached the value > .60. It meant that the level of agreement was categorized from moderate, strong until almost perfect. Since the result was 0.677 of

Cohen's Kappa, the test instrument that already tried out to the students of VIII D can be used for pre-test and post-test as the data collection of the experimental and control class.

D. Data Analysis

Data analysis is an activity after data from all respondents or other sources has been collected. In analyzing the data, the researcher used statistical calculating of independent sample t-test to find out the difference score of students' achievement in teaching speaking using Duolingo application compared to without using Duolingo application. Before conducting the independent sample t-test, the researcher conducted the normality and homogeneity test to know whether the data are normally distributed and homogenous or not. Independent sample t-test is carried out by comparing the difference between the two mean values with the standard error of the difference in the mean of the two samples. Therefore, by using the independent sample t-test, researchers can find out whether the use of the Duolingo application in teaching speaking has a significant effect or not. The researcher calculated the data analysis by SPSS 29.00 for Windows. The steps to perform Independent Sample T-test on SPSS are as follows:

1. On the SPSS Toolbar menu, select Analyze, then select Compare Mrams Independent Samples T-Test

2. Enter the dependent variable in the Test Variable(s) column

3. Enter the independent variable in the Grouping Variables column

4. Click the Define Groups button then enter codes 1 and 2

5. Then click "OK".[99]

The hypotheses testing as follows:

H_a: There are significant differences of mean score between experimental and control class.[100] It can be concluded this probability that there is a significant effect of Duolingo application towards the students' speaking skill in monologue text at the eighth grade of SMPN 1 Gending.

H_o: There are no significant differences of mean score between experimental and control class.[101] It can be concluded this probability that there is no significant effect of Duolingo application towards the students' speaking skill in monologue text at the eighth grade of SMPN 1 Gending.

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[99] Tutorial Independent T-test, https://www.statistikian.com/2014/04/independen-t-test-dengan - spss.html, accessed on May 23rd, 2023.

[100] Burke, Johnson and Christensen, Larry: *Educational Research: Quantitative, Qualitative, and Mixed Approaches 5th Edition.* (America: Sage Publication, 2014), 739.

[101] Burke, Johnson and Christensen, Larry: *Educational Research: Quantitative, Qualitative, and Mixed Approaches 5th Edition.* (America: Sage Publication, 2014), 739.

CHAPTER IV

FINDING AND DISCUSSION

This chapter discussed about the research findings and its analysis. It covered Description of Research Object, Data Presentation, Analysis and Hypothesis Testing, and Discussion based on the result of this research study.

A. Description of Research Object

In this part, the researcher presented about the description of research object in this research. The researcher conducted this research in SMPN 1 Gending. The researcher implicated two classes which were the experimental class and the control class. Those were VIII C as the experimental class that consisted of 33 students and VIII E as the control class that consisted of 29 students. The curriculum that was used at SMPN 1 Gending was Curriculum-13 (K-13). There, English subject was taught twice in a week and the allocation of time for each meeting was 2x40 minutes.

This research was conducted from March 31st 2023 until May 27th 2023. Before the activities were conducted, the researcher had prepared the material and lesson plan. The researcher gave them a kind of speaking test in the form of pre-test and post-test. Pre-test was conducted before experimental class and control class got the treatment, while post-test was conducted after both classes received the treatment. The tests were given to both classes were same but different topic. The researcher gave them different treatment of the two classes which was the experimental class taught by using Duolingo application while

the control class using conventional method or regular teaching in learning speaking.

1. **Description of First Meeting**

   The first meeting, as normality and homogeneity test for the experimental class was held on 31th of March 2023 at 9.10 - 10.30 am. While for the control class was held on 1st of April 2023 at 7.15 - 8.35 am. In this test, the researcher gave and asked students to make descriptive text related to family. The exercise make the descriptive text at least 10 sentences. In the assignments the right answers at least 10 sentences got 10 points for each sentences, so the total point is 100.

   The atmosphere of both classes for this meeting was quiet and looked like they were not interested to learning process of English subject. From the result of normality and homogeneity test in both classes, it found that both classes as the samples were equal and similar. Thus, the researcher could be continued to the next step that was pre-test with used the instrument that was valid and reliable for both classes.

2. **Description of Second Meeting**

   The second meeting, as the pre-test was held on 12th of April 2023 at 10.15 - 11.35 am in the experimental class and 12.10 - 13.30 am in the control class. In this pre-test, the researcher gave the same direction in experimental and control class. The researcher gave some explainaton that consists of direction for this test. The direction contained about their assignments of simple present tense spoken in front of the class. The pre-

test was done during 80 minutes based on the time for English subject schedule.

In this meeting the students of both classes was confused to do the test. From the result of pre-test in both classes, it found that students still did not pay attention on their speaking. Many of them were just had a little vocabulary, how to pronounce a word, and did not know how to have good enough fluency. After both classes had finished conducting pre-test, the researcher gave information to them that they had treatment in the next meeting and asked to always bring dictionary in each student.

3. **Description of Third Meeting**

The third meeting was held on 14th of April 2023 at 9.10 - 10.30 am in the experimental class and 13th of April 2023 at 12.10 - 13.30 am in the control class. In the first treatment in the experimental class, each student is asked to bring an English-Indonesian dictionary to make it easier for them to learn English on the Duolingo application. The researcher started asking students to download the Duolingo application on the Google Play Store and login using each student's account. Then the researcher asks students to login using the class code and complete the lesson tree in the unit 3.

To make it easier for students to understand the content of the text, the researcher asked students to make a circle by counting 1 to 6 from front side of class. The students joined with the same number of them to make a circle to have visual content each other in group. After gathering with groups, each student is asked to do the assignments in lesson tree in unit 3

on the Duolingo application. Each student is asked to collect 10 XP on the first treatment, if one of them more then 10 XP, so he will be the winner in first scoreboard. When students were doing the assignments in the Duolingo application and their answers are wrong, Duolingo application asks them to repeat the in last question. Besides, each student has to find the 5 most difficult new vocabularies related to fruit and animal on the Duolingo application and the researcher accompany students in learning on the Duolingo application.

Then the researcher asked the students to make monologue text about descriptive text related to fruit and animal from Duolingo application at least 10 sentences and the researcher guided students. The students looked like a little interest and enjoyed the learning activity. The time was up but the activity was not done, therefore the researcher asked the students to continue the activity on the next meeting.

While in the control class, each student has to find the 5 new vocabularies related to fruit and animal on the dictionary and the researcher accompany students in learning using conventional method. Then the researcher asked the students to make monologue text about descriptive text related to fruit and animal from their dictionary at least 10 sentences and the researcher guided students. The students of control class had to make individually with using dictionary. The class was noisy and a little hard to make the students to be controlled. In the control class the time also

was up but the activity was not done, therefore the researcher asked the students to continue the activity on the next meeting.

4. **Description of Fourth Meeting**

The fourth meeting was held on 3rd May 2023 at 10.15 - 11.35 am in the experimental class and 12.10 - 13.30 am in the control class. In the second treatment in the experimental class, each student is asked to bring an English-Indonesian dictionary and the researcher asked the students to gather with their group like the previous meeting. Then the researcher asked the students to login using with different class code and continue the lesson tree in the unit 3 on the Duolingo application. Each student is asked to collect 50 XP on the second treatment. The researcher controlled the students from the teacher's Duolingo for school account.

Besides, the researcher asked the students to continue the assignments of monologue text about descriptive text related to fruit and animal from Duolingo application at least 10 sentences and the researcher guided students. Furthermore, the researcher told the students who finish the assignments of descriptive text in this meeting will get a gift. The researcher asked the students to ask questions about any of the items explained and asked about their feeling during learning process. The students really interesting, active and enjoyed the learning activity until the reflection section. The time was up but the activity was not done, therefore the researcher asked the students to continue the activity on the next meeting.

While in the control class, each student is asked to bring an English-Indonesian dictionary and the researcher asked the students to gather with their group like the previous meeting. Then the researcher asked the students to continue the assignments of monologue text about descriptive text related to fruit and animal from their dictionary at least 10 sentences and the researcher guided students. Moreover, the researcher also told the students who finish the assignments of descriptive text in this meeting will get a gift. The students of this class already controlled and did not talk to other friends much.

5. **Description of Fifth Meeting**

The fifth meeting was held on 5th of May 2023 at 9.10 - 10.30 am in the experimental class and 4th of May 2023 at 12.10 - 13.30 am in the control class. In the third treatment in the experimental class, each student is asked to bring an English-Indonesian dictionary and the researcher asked the students to gather with their group like the previous meeting. Then the researcher asked the students to login using with different class code and continue the lesson tree in the unit 4 on the Duolingo application. Each student is asked to collect 75 XP on the third treatment. The researcher controlled the students from the teacher's Duolingo for school account.

Besides, the researcher asked the students to continue and complete the assignments of monologue text about descriptive text related to fruit and animal from Duolingo application at least 10 sentences and the

researcher guided students. Furthermore, the researcher told the students to complete the assignments of descriptive text in this meeting.

The researcher asked the students to rewrite the results of their assignments of descriptive text in notebooks. Then the researcher chose two representative students from each group to present the results of their descriptive text in front of the class and the researcher assesses the student as an additional score. Besides, the researcher asked students to ask questions about any of the items explained and asked about their feeling during learning process. The class was so pleasant and very active during the treatment. This was the last meeting for the treatment, so the researcher gave information to the students that they should prepare themselves to have post-test in the next meeting. They prepared some vocabularies of monologue text about descriptive text related to fruit and animal from Duolingo application at least 10 sentences and studying from their own handbook that they have written during treatment.

While in the control class, each student is asked to bring an English-Indonesian dictionary and the researcher asked the students to gather with their group like the previous meeting. Then the researcher asked the students to continue and complete the assignments of monologue text about descriptive text related to fruit and animal from their dictionary at least 10 sentences and the researcher guided students. Moreover, the researcher also told the students to complete the assignments of descriptive text in this meeting. The students of control class followed the learning process well.

The researcher gave information that this meeting was the last treatment, after that they had post-test in the next meeting.

6. Description of Six Meeting

The last meeting, the post-test was held on 10th of May 2023 at 10.15 - 11.35 am in the experimental class and 12.10 - 13.30 in the control class. In this post-test, the research gave the name direction in experimental and control class. The researcher gave some explainaton that consist of direction for this test. The direction contained about their assignments of monologue text about descriptive text related to fruit and animal from Duolingo application. The post-test was done during 80 minutes based on the time for English subject schedule.

The researcher gave their own score. From the result of post-test in both classes had improvement but control class was got low score than experimental class. The students in experimental class have increased their skill to pronounce a word, to have good fluency, and having vocabularies collection. Meanwhile, the most of students in control class still had difficulties on that.

B. Data Presentation

In section, the researcher presented the data collected during this research in SMPN 1 Gending. It included from the data of normality and homogeneity test, pre-test, and post-test of experimental and control class.

1. **Normality and Homogeneity**

The researcher used Kolmogorov-Smirnov techniques with SPSS 29 version for calculate the data of normality and homogeneity test. The scores of normality and homogeneity test results from the experimental class and control class was presented as follows:

Table 4.1
The Score of Normality and Homogeneity Test

No.	The Experimental Class	The Control Class	No.	The Experimental Class	The Control Class
1	90	80	18	95	80
2	85	95	19	90	65
3	90	85	20	80	60
4	100	85	21	80	65
5	65	90	22	95	75
6	70	100	23	95	85
7	70	100	24	80	95
8	85	100	25	85	80
9	75	90	26	75	70
10	85	95	27	80	100
11	100	90	28	95	95
12	90	75	29	95	90
13	100	80	30	100	-
14	85	90	31	90	-
15	90	70	32	75	-
16	80	80	33	100	-
17	80	95			

Table 4.2
The Result of of Normality and Homogeneity Test Using Kolmogorov-Smirnov by *SPSS 29.00 for Windows*
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		29
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	11.28961280
Most Extreme Differences	Absolute	.126
	Positive	.092
	Negative	-.126

Test Statistic			.126
Asymp. Sig. (2-tailed)[c]			.200[d]
Monte Carlo Sig. (2-tailed)[e]	Sig.		.271
	99% Confidence Interval	Lower Bound	.259
		Upper Bound	.282

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.
e. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

Based on the Kolmogorov Smirnov calculation above, the researcher saw that sig. (2-tailed) 0.282 > 0.05. According to the decision making of normality test by Kolmogorov Smirnov, the data is normally distributed. It can seen from the statement in chapter 3. For normality test, the data was normal if the probability sig. > 0,05 (H_a= accepted), if the probability sig. < 0,05 data was abnormal (H_a= rejected). Meanwhile, as the analysis for homogeneity test: sig > 0,05 means the data was homogenous (H_a= accepted), sig < 0,05 means the data was not homogenous (H_a= rejected).

2. **Pre-test and Post-test**

The researcher was assessed students' speaking skill in pre-test and post-test by using scoring rubric adapted from Douglas Brown. In this research, there were 5 tolerance score between two raters.

Table 4.3
Speaking Scoring Rubric Adapted from Douglas Brown[102] and the English Teacher of the Eighth Grade of SMPN 1 Gending[103]

Aspect	Scale	Criteria	Description
Pronunciation and Fluency	41-50	Excellent	There are very few mistakes (1-3 words) in one paragraph and there is very little pausing and thinking (1-3 times of pausing and thinking) in speaking.
	31-40	Good	There are few mistakes in pronunciation (4-6 words) in one paragraph and there is little pausing and thinking (4-6 times of pausing and thinking) in speaking.
	21-30	Average	There are few mistakes in pronunciation (7-9 words) in one paragraph and there is little pausing and thinking (7-9 times of pausing and thinking) in speaking.
	11-20	Poor	There are some mistakes in pronouncing words (10-12) in one paragraph and there is some pausing and thinking (10-12 times of pausing and thinking) in speaking.
	1-10	Very poor	There are many mistakes in pronouncing words or mistakes at all in one paragraph and little or no communication.
Vocabulary	41-50	Excellent	Almost perfect
	31-40	Good	There are mistakes but don't interfere with the meaning
	21-30	Average	There are errors and interfere with meaning
	11-20	Poor	Lots of mistakes and disturbing meaning
	1-10	Very poor	Too many mistakes to make it hard to understand.

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[102] Brown, H. Douglas, *Teaching by Principles: An Interactive Approach to Language Pedagogy,* Second Edition (New York: Pearson Education Company, 2001), *172.*
[103] The English Teacher of the Eighth Grade of SMPN 1 Gending.

Table 4.4
The Total Score of Speaking Test

Aspect	Max Score
Pronunciation and Fluency	50
Vocabulary	50
Total	**100**

a. Students' Speaking Skill Score of Pre-test

1) Experimental Class

The experimental class is the class which gets the Duolingo application treatment. In this section, the researcher was presented the data of pre-test in VIII C as the experimental class. This class consisted of 33 students. The students' speaking skill score in pre-test of the experimental class as follow:

Table 4.5
Scoring Rubric of Pre-Test in Experimental Class

No	Name	Aspects		Total Score
		P and F	V	
1	AIK	35	35	**70**
2	ADO	30	35	**65**
3	AMA	35	35	**70**
4	A	39	39	**78**
5	AA	27	28	**55**
6	AAP	28	28	**56**
7	AM	31	29	**60**
8	ADW	34	31	**65**
9	ADS	28	28	**56**
10	APDP	30	35	**65**
11	AAI	39	38	**77**
12	ES	33	35	**68**
13	FE	41	36	**77**
14	IJP	32	35	**67**
15	LJS	34	36	**70**
16	LDKA	35	30	**65**
17	LH	33	33	**66**
18	MIK	39	39	**78**
19	MWCP	39	39	**78**

20	MA	30	30	**60**
21	MHK	37	35	**72**
22	NAAP	35	40	**75**
23	NZAA	38	37	**75**
24	PTJ	38	38	**76**
25	PASAH	34	35	**70**
26	RAK	29	29	**58**
27	SYS	30	30	**60**
28	SNP	38	38	**76**
29	SAA	39	39	**78**
30	SSA	39	39	**78**
31	TMA	38	38	**76**
32	TNTW	28	30	**58**
33	VPJR	39	39	**78**

From the data above, it showed that the highest pre-test score of experimental class is 78 and the lowest score is 55. There are still 11 students reached KKM.

2) Control Class

The control class is the class which is taught without using the Duolingo application treatment. In this section, the researcher was presented the data of pre-test in VIII E as the control class. This control class consisted of 29 students. The students' speaking skill score in pre-test of the control class as follow:

Table 4.6
Scoring Rubric of Pre-Test in Control Class

No	Name	Aspect		Total Score
		P and F	V	
1	AIH	35	38	**73**
2	ATSZ	39	38	**77**
3	AM	28	28	**56**
4	APD	33	33	**66**
5	API	33	35	**68**
6	AVNZ	40	40	**80**
7	CP	40	40	**80**
8	ETA	39	39	**78**
9	FF	36	41	**77**

10	GSNR	39	39	**78**
11	KAA	36	39	**75**
12	LMK	37	38	**75**
13	MFR	33	32	**65**
14	M	29	29	**58**
15	MEA	29	29	**58**
16	MF	28	31	**59**
17	MNF	33	35	**68**
18	MRI	29	28	**57**
19	MRF	29	29	**58**
20	MW	36	40	**76**
21	MAI	34	34	**68**
22	NAA	35	35	**70**
23	PKP	34	36	**70**
24	RAA	41	38	**79**
25	RSS	28	30	**58**
26	RAM	28	31	**59**
27	SPM	40	40	**80**
28	SNH	39	39	**78**
29	ZYI	39	39	**78**

From the data above, it showed that the highest pre-test score of control class is 80 and the lowest score is 56. There are still 11 students reached KKM.

The comparison pre-test score between experimental class and control class is showed in the table as follow:

Table 4.7
Comparison Pre-Test Score between Experimental Class and Control Class

No.	Experimental Class Pre-test Score	Control Class Pre-test Score
1	70	73
2	65	77
3	70	56
4	78	66
5	55	68
6	56	80
7	60	80
8	65	78
9	56	77
10	65	78
11	77	75

12	68	75
13	77	65
14	67	58
15	70	58
16	65	59
17	66	68
18	78	57
19	78	58
20	60	76
21	72	68
22	75	70
23	75	70
24	76	79
25	70	58
26	58	59
27	60	80
28	76	78
29	78	78
30	78	-
31	76	-
32	58	-
33	78	-

Table 4.8
Descriptive Statistics of Pre-Test Score
Descriptive Statistics

	N Statistic	Minimum Statistic	Maximum Statistic	Mean Statistic	Std. Error	Std. Deviation Statistic
Pre-test Experi	33	55	78	68.97	1.356	7.792
Pre-test Cont	29	56	80	69.72	1.594	8.585
Valid N (listwise)	29					

On the provided pre-test data, the mean of experimental class is 68,97 and mean of control class is 69,72. From the calculation, the researcher found that there were many differences in the score pre-test between the two classes.

b. Students' Speaking Skill Score of Post-test

1) Experimental Class

The experimental class is the class which gets the Duolingo application treatment. In this section, the researcher was presented the data of post-test in VIII C as the experimental class. This class consisted of 33 students. The students' speaking skill score in post-test of the experimental class as follow:

Table 4.9
Scoring Rubric of Post-Test in Experimental Class

No	Name	Aspects		Total Score
		P and F	V	
1	AIK	38	40	**78**
2	ADO	37	37	**74**
3	AMA	38	40	**78**
4	A	46	44	**90**
5	AA	33	33	**66**
6	AAP	32	34	**66**
7	AM	36	38	**74**
8	ADW	39	38	**77**
9	ADS	36	38	**74**
10	APDP	39	38	**77**
11	AAI	43	43	**86**
12	ES	39	39	**78**
13	FE	43	47	**90**
14	IJP	39	39	**78**
15	LJS	43	39	**82**
16	LDKA	36	38	**74**
17	LH	37	36	**73**
18	MIK	46	44	**90**
19	MWCP	45	45	**90**
20	MA	35	35	**70**
21	MHK	40	42	**82**
22	NAAP	43	41	**84**
23	NZAA	40	45	**85**
24	PTJ	40	45	**85**
25	PASAH	40	42	**82**
26	RAK	34	36	**70**

27	SYS	37	36	**73**
28	SNP	44	42	**86**
29	SAA	43	47	**90**
30	SSA	45	45	**90**
31	TMA	41	45	**86**
32	TNTW	33	33	**66**
33	VPJR	45	45	**90**

From the data above, it showed that the highest post-test score of experimental class is 90 and the lowest score is 66. There are 22 students reached KKM.

2) Control Class

The control class is the class which is taught without using the Duolingo application treatment. In this section, the researcher was presented the data of post-test in VIII E as the control class. This control class consisted of 29 students. The students' speaking skill score in post-test of the control class as follow:

Table 4.10
Scoring Rubric of Post-Test in Control Class

No	Name	Aspect		Total Score
		P and F	V	
1	AIH	37	37	**74**
2	ATSZ	40	38	**78**
3	AM	28	28	**56**
4	APD	33	35	**68**
5	API	34	36	**70**
6	AVNZ	43	39	**82**
7	CP	43	39	**82**
8	ETA	40	40	**80**
9	FF	40	38	**78**
10	GSNR	40	40	**80**
11	KAA	40	36	**76**
12	LMK	40	36	**76**
13	MFR	35	33	**68**
14	M	30	30	**60**
15	MEA	34	36	**70**
16	MF	36	35	**71**

17	MNF	35	35	**70**
18	MRI	30	30	**60**
19	MRF	31	29	**60**
20	MW	38	40	**78**
21	MAI	35	34	**69**
22	NAA	35	37	**72**
23	PKP	37	37	**74**
24	RAA	41	40	**81**
25	RSS	35	30	**65**
26	RAM	34	34	**68**
27	SPM	43	42	**85**
28	SNH	40	42	**82**
29	ZYI	40	42	**82**

From the data above, it showed that the highest post-test score of control class is 85 and the lowest score is 56. There are 13 students reached KKM.

The comparison post-test score between experimental class and control class is showed in the table as follow:

Table 4.11
Comparison Post-Test Score between Experimental Class and Control Class

No.	Experimental Class Post-test Score	Control Class Post-test Score
1	78	74
2	74	78
3	78	56
4	90	68
5	66	70
6	66	82
7	74	82
8	77	80
9	74	78
10	77	80
11	86	76
12	78	76
13	90	68
14	78	60
15	82	70
16	74	71
17	73	70
18	90	60

19	90	60
20	70	78
21	82	69
22	84	72
23	85	74
24	85	81
25	82	65
26	70	68
27	73	85
28	86	82
29	90	82
30	90	-
31	86	-
32	66	-
33	90	-

Table 4.12
Descriptive Statistics of Post-Test Score
Descriptive Statistics

	N Statistic	Minimum Statistic	Maximum Statistic	Mean Statistic	Mean Std. Error	Std. Deviation Statistic
Post-test Experi	33	66	90	79.82	1.359	7.804
Post-test Cont	29	56	85	72.93	1.450	7.810
Valid N (listwise)	29					

On the provided post-test data, the mean of experimental

class is 79,82 and mean of control class is 72,93.

The researcher found significant difference in two classes.

The experimial class showed an effect in speaking skill as

evidenced by the increasing the control class also showed an effect

but not too significant.

C. Analysis and Hypothesis Testing

After the two assumption tests have been found, it can be continued on the

Independent Sample T-test analysis. The aim of Independent Sample T-test is

to find out whether there is significant effect of student learning outcomes who

taught with different treatment or not. The researcher used Duolingo application in experimental class and conventional learning in control class. These two classes show quite different improvement in their skill which can be seen from their post-test scores. To strengthen the researcher's assumption, it is necessary to do statistical calculations. The calculation of Independent Sample T-Test is presented on the data below:

Table 4.13
The Sample Result of Hypothesis Testing Using Independent Sample T-Test by *SPSS 29 for Windows*

Independent Samples Test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | | |
		F	Sig.	t	df	Significance One-Sided p	Significance Two-Sided p	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower	95% Confidence Interval of the Difference Upper
Score Post-test	Equal variances assumed	.055	.816	3.466	60	<,001	<,001	6.88715	1.98707	2.91242	10.86188
	Equal variances not assumed			3.466	58.969	<,001	<,001	6.88715	1.98717	2.91079	10.86350

As can be seen on the table, the value of Sig. (2-tailed) in Equal Variances Assumed is <,001 which is lower than 0.05. It means that H_a (Hypothesis Alternative) is accepted. Thus, there was a significant effect of Duolingo application towards the students' speaking skill in monologue text at the eighth grade of SMPN 1 Gending.

After the Independent Sample T-Test is done, the next step is to analyze the hypothesis is test. The hypotheses to be tested in this experimental research are as follows:

H_a (Hypothesis Alternative): H_a is accepted if the sig. value is < 0.05 and H_o is rejected. It can be concluded that there is a significant effect of Duolingo

application towards the students' speaking skill in monologue text at the eighth grade of SMPN 1 Gending.

H$_o$ (Null Hypothesis): H$_o$ is accepted if the sig. value is > 0.05 and H$_a$ is rejected. It can be concluded that there is no a significant effect of Duolingo application towards the students' speaking skill in monologue text at the eighth grade of SMPN 1 Gending.

According to Independent Sample T-Test calculation, it can be seen that the sig. is $<{,}001$ which is means alpha < 0.05. So that, the researcher found that H$_a$ (Hypothesis alternative) is accepted and H$_o$ (Null Hypothesis) is rejected. It means that "there is a significant effect of Duolingo application towards the students' speaking skill in monologue text at the eighth grade of SMPN 1 Gending"

D. Discussion

This research was conducted to know how the effect of Duolingo application towards the students' speaking skill in monologue text at the eighth grade students of SMPN 1 Gending. The result analysis is from the formula of Independent Sample T-test. Independent Sample T-test with SPSS 29 shows the Sig. (2-tailed) is $<{,}001$ which is lower than 0.05. It means that Ha (Alternative Hypothesis) is accepted while Ho (Null Hypothesis) is rejected and there is significant effect of Duolingo application towards the students' speaking skill in monologue text at the eighth grade of SMPN 1 Gending.

And has been supported from previous researchers by Muhammad Faiq Zamzami, in 2019, entitled "The Effect of Using Duolingo Application through

Students' Vocabulary Mastery" (A Quasi-Experimental Study at the Eighth Grade Students of MTs Negeri 3 Jakarta in the Academic Year 2018/2019". The result of his research is that there is positive improvement of the students' score in learning English. Based on the calculation, the post-test mean scores of the experimental class was 85.52 while that of the control class was 70.69. The result of statistical hypothesis testing by using independent sample t-test revealed that on degree of significance 5% ($\alpha = 0.05$), tobserve was 4.94 while t table was 2.00 or tobserve > ttable. Therefore, H0 was rejected and Ha was accepted. Furthermore, the Cohen's formulation was used in order to know the effect size of using Duolingo application and the result was 0.98. The result indicated that using Duolingo is effective through students' vocabulary mastery and had a moderate effect at the eighth grade of students MTs Negeri 13 Jakarta in the academic year of 2018/2019.[104]

They lie in using variables, namely Duolingo application and Students' Speaking Skill in Monologue Text. We as a teacher can take the advantages from using media. There are many media that teacher can use. One of them is Duolingo application. Duolingo is a free app created by Luis Von Ahn and Severin Hacker in November 2011.

The class that has been chosen as experimental class is VIII C while the control class is VIII E. The speaking test was used to conduct pretest and posttest in experimental class and control class. The researcher used speaking

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[104] Muhammad Faiq Zamzami, "The Effect of Using Duolingo Application through Students' Vocabulary Mastery at the Eighth Grade Students of MTs Negeri 3 Jakarta" (Jakarta: Syarif Hidayatullah State Islamic University of Jakarta, 2019).

test to collect the data. It consisted of pre-test and post-test which was conducted in the experimental class and control class.

In the experimental class, it got from the results of pre-test and post-test that all of students had increased their speaking skill. All of students paid attention towards their speaking skill after given material and treatment using Duolingo application. They paid attention to the pronunciation, fluency, and vocabulary. However, the students still had lack of memorization their monologue text about descriptive text related to fruit and animal from Duolingo applicaton that had been written. While in the control class, based on the data of pre-test and post-test several students could increase their speaking skill and most of them still got confused in pronunciation, fluency, and vocabulary.

The result of the data analysis showed that the mean score of pre-test in the experimental class before being taught by Duolingo application learning was 68,97 still only 11 students reached KKM. It meant that the average of the data still low. After the researcher gave treatment 3 times to the experimental class by Duolingo application, the mean score was obtained by students in the post-test became 79,82 with only 22 students reached KKM. Meanwhile, the data analysis result of control class by showed the mean score of pre-test was 69,72 still only 11 students reached KKM. It meant that the average of the data of control class still low. After the researcher taught the control class 3 times by using the conventional method like before, the mean score obtained by students in the post-test became 72,93 with only 13 students reached KKM.

There were the differences score after the students got the treatment from the researcher. Both classes got increasing of score after conducting the treatment, for the experimental class all of students got plenty of increment of score but in the control class only several students got a little increment of score. The data analysis showed that the average score increased due to students got the treatment with Duolingo application along three times.

After the data had been collected, the researcher analyzed the data using Independent Sample T-test. Independent Sample T-test has two assumptions that should be met, namely normality test and homogeneity of variances test. The first assumption, the researcher analyzed the normality of pre-test score in experimental and control class. The result of the statistical calculation of SPSS 29.00 for Windows seen that the sig. (2-tailed) is $0.282 > 0.05$. According to the decision making of normality test by Kolmogorov Smirnov, the data is normally distributed. It can seen from the statement in chapter 3. It means the data of pretest was normally distributed.

After conducting the treatment with Duolingo, the researcher saw that the experimental class showed their interest to learn speaking skill. Students in the experimental class tend to enjoy the learning process even though they are forced to speak. They do not look bored and actually respond well to the activities given. On the other hand, the control class taught using conventional learning seems to have lower motivation in speaking skill. Some of them even complained that they had difficulty in speaking and asked the researcher to give assignments other than speaking. However, some other students in the

control class also experienced an increase, although not as high as the experimental class.

Based on this finding, the researcher assumes that the Duolingo application is one of the strategies that can also increase students' motivation in learning speaking skill. The treatment made the atmosphere of experimental class was pleasant in the process of learning. The benefit of Duolingo application is neither students centered nor teacher centered, but rather teacher and students centered, with both being decision makers in the class. Students were also excited and enthusiastic following the learning activity with Duolingo application. Besides, students felt courage to be active and participated during the process. Students were taught and trained to speak the word of their own monologue text well little by little. It was the several advantages of Duolingo application towards the students' speaking skill in monologue text.

The result of the post-test in the experimental class showed that students average score increased. Many of them presented their monologue text about descriptive text related to fruit and animal from Duolingo application. All of students in the experimental class could reach KKM. As can be seen on the table 4.13, about the value of hypothesis testing showed Sig. (2-tailed) is <,001 which is lower than 0.05. It means that H_a (Alternative Hypothesis) is accepted while H_o (Null Hypothesis) is rejected.

The learning activity in the control class was using conventional method. The researcher gave the same topic as the experimental class to the students of

control class monologue text about descriptive text related to fruit and animal from Duolingo application. The researcher also asked each student to bring an English-Indonesian and Indonesian-English dictionary to make it easier for them to learn English. Then, the researcher taught students about what simple present tense, the grammatical, vocabulary used, and also the example of monologue text about descriptive text that related to fruit and animal from Duolingo application. After that, the students tried to do it during the lesson. There are only 13 students reached KKM. The students who had applied Duolingo application got higher score of speaking test. Meanwhile, students who had not applied Duolingo application or using with conventional method got lower score of speaking test.

It can be concluded that English lesson joyful subject to learn. Thus, Duolingo application was interested and beneficial for the students to increase their speaking skill.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the quantitative data analysis in the previous chapter, the researcher concludes from the effectiveness of Duolingo application towards the students' speaking skill in monologue text at the eighth grade of SMPN 1 Gending as follows. The mean score in the experimental class before treatment using Duolingo application is 68,97 while in the control class is 69,72. Meanwhile, after the researcher gave treatment in the experimental class by Duolingo application is 79,82 while after the researcher gave treatment in the control class by the conventional method like before or without Duolingo application is 72,93.

Based on the research question, it can be stated there is significant effect of Duolingo application towards the students' speaking skill in monologue text at the eighth grade of SMPN 1 Gending.

From the explanation, it can be stated that the result analysis is from the formula of Independent Sample T-test. Independent Sample T-test with SPSS 29 shows the Sig. (2-tailed) is <,001 which is lower than 0.05. It means that H_a (Alternative Hypothesis) is accepted while H_o (Null Hypothesis) is rejected and there is significant effect of Duolingo application towards the students' speaking skill in monologue text at the eighth grade of SMPN 1 Gending.

B. Suggestion

1. For the English Teacher

   By finding the result of this research, the researcher suggests the English teacher to use Duolingo application towards students' speaking skill because Duolingo application can be helpful for students' speaking and can also make their speaking more active, more effective, and more communicative.

2. For the Further Researcher

   The researcher hopes that this research can be useful for the further researcher and can also be used as the reference in the next research with similar topic. The researcher suggests the further researcher to develop the same topic with better technique.

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DECLARATION OF AUTHORSHIP

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Declare this undergraduate thesis entitled "The Effectiveness of Duolingo Application towards the Students' Speaking Skill in Monologue Text at the Eighth Grade of SMPN 1 Gending" is truly my original work. It does not include any material previously written or published by others except as indicated in the citations and bibliography. I am only responsible for this thesis if there are objections or demands from other parties.

Jember, June 9th, 2023
The Written

Riska Bela Adinda Rosita
NIM T20196052

APPENDIX 1

RESEACH MATRIX

Title	Variables	Indicators	Data Resources	Research Method	Research Question and Hypothesis
The Effectiveness of Duolingo Application towards the Students' Speaking Skill in Monologue Text at the Eighth Grade of SMPN 1 Gending	1. Independent Variable: Duolingo Application 2. Independent Variable: Speaking Skill	1. The researcher explain Duolingo application 2. The researcher asked students to make a circle by counting 1 to 6 3. The students asked to make and present their monologue text about descriptive text related to fruit and animal from Duolingo application Adapted from Brown: 1. Pronunciation and Fluency 2. Vocabulary	1. Eighth grade students of SMPN 1 Gending. 2. English teacher of SMPN 1 Gending.	1. **Research Approach:** Quantitative 2. **Research Design:** Quasi Experimental (Non-equavalent) 3. **Data Collection:** Speaking test (pre-test and post-test) 4. **Data Analysis:** Analysis of Independent Sample T-test by using *SPSS 29.00 for Windows*	Research Question: Is there any significant effect of Duolingo application towards the students' speaking skill in monologue text at the eighth grade of SMPN 1 Gending? 1. H$_a$: There is a significant effect of Duolingo application towards the students' speaking skill in monologue text at the eighth grade of SMPN 1 Gending. 2. H$_o$: There is no a significant effect of Duolingo application towards the students' speaking skill in monologue text at the eighth grade of SMPN 1 Gending.

APPENDIX 2

<div align="center">

INSTRUMENT

SPEAKING TEST (RELIABILITY-TEST)

SMPN 1 GENDING

</div>

		SCORE
Name	: …	
No. Attendance	: …	
Class	: …	
Day/Date	: …	

Direction:

1. Prepare your selves.

2. Pray before you do the test.

3. Write your name, attendance number, class, day and date in the answer sheet provided.

4. Write your descriptive text on the paper.

5. Prepare your descriptive text in 15 minutes.

6. Practice your descriptive text in 5 minutes.

7. Give your monologue sheet to the teacher.

8. Give a presentation one by one in front of the class in 5 minutes.

9. Pay attention to the use of speaking indicators (pronunciation, fluency, and vocabulary).

Read and do carefully the instruction below!

1. Prepare your monologue text for the oral test related to **your favorite food.**

2. Prepare your presentation one by one in front of the class at least 10 sentences.

APPENDIX 3

INSTRUMENT

SPEAKING TEST (NORMALITY AND HOMOGENEITY TEST)

SMPN 1 GENDING

		SCORE
Name : …		
No. Attendance : …		
Class : …		
Day/Date : …		

Direction:

1. Prepare your selves.

2. Pray before you do the test.

3. Write your name, attendance number, class, day and date in the answer sheet provided.

4. Write your descriptive text on the paper.

5. Prepare your descriptive text in 15 minutes.

6. Practice your descriptive text in 5 minutes.

7. Give your monologue sheet to the teacher.

8. Give a presentation one by one in front of the class in 5 minutes.

9. Pay attention to the use of speaking indicators (pronunciation, fluency, and vocabulary).

Read and do carefully the instruction below!

3. Prepare your monologue text for the oral test related to **your family.**

4. Prepare your presentation one by one in front of the class at least 10 sentences.
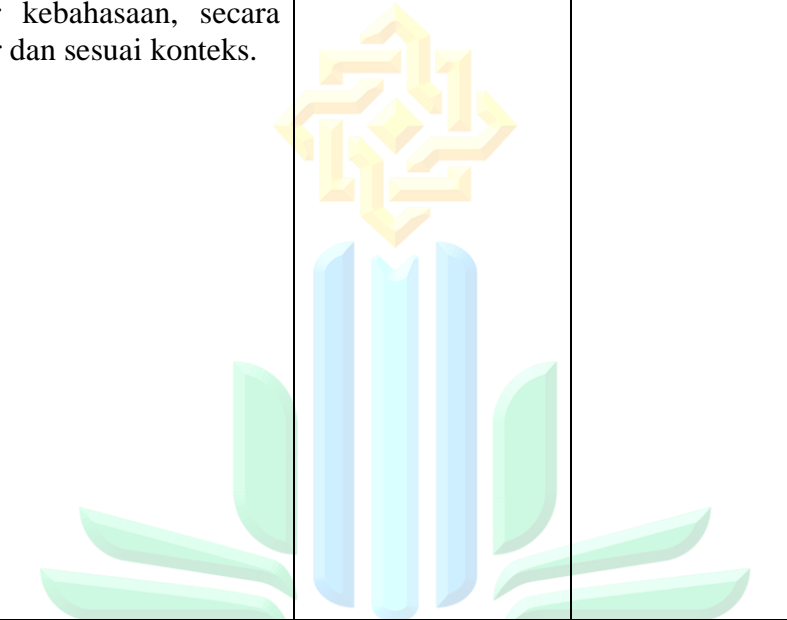
BLUEPRINT FOR SPEAKING TEST

Sekolah	: SMPN 1 Gending		Materi	: Descriptive Text
Mata Pelajaran	: Bahasa Inggris		Bentuk/Jumlah Soal	: Uraian/1
Kelas/Semester	: VIII (C&E) / 2 (Genap)		Alokasi Waktu	: 2 X 30 Menit

Kompetensi Inti	Kompetensi Dasar	Tujuan	Materi	Indikator Soal
KI 1 Menghargai dan menghayati ajaran agama yang dianutnya. KI 2 Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya. KI 3 Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang	3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi pendek dan sederhana terkait orang, benda, dan tempat sesuai dengan konteks penggunaannya. 4.4 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait orang, benda dan tempat, dengan memperhatikan fungsi sosial, struktur teks, dan	1.Peserta didik dapat memahami fungsi dan tujuan dari Descriptive Text. 2.Peserta didik dapat menentukan tujuan, struktur teks dan unsur kebahasaan dari Descriptive Text. 3.Peserta didik dapat menyusun dan membuat teks tulis berupa Descriptive Text.	Teks deskriptif lisan dan tulis pendek dan sederhana, terkait orang, benda dan tempat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks yang dapat menumbuhkan perilaku sesuai dengan kompetensi inti sebagai contoh dalam membuat teks deskriptif terkait dengan kosakata yang telah didapatkan dari alikasi Duolingo.	Disajikan sebuah instruksi berupa teks deskripsi terkait dengan kosakata yang telah mereka dapatkan dari aplikasi Duolingo, siswa diharapkan dapat membuat dan mempresentasikan tugas tersebut sesuai dengan instruksi yang diberikan.

ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata. KI 4 Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.	unsur kebahasaan, secara benar dan sesuai konteks.			

APPENDIX 5

Speaking Scoring Rubric Adapted from Douglas Brown and the English Teacher of the Eighth Grade of SMPN 1 Gending

Aspect	Scale	Criteria	Description
Pronunciation and Fluency	41-50	Excellent	There are very few mistakes (1-3 words) in one paragraph and there is very little pausing and thinking (1-3 times of pausing and thinking) in speaking.
	31-40	Good	There are few mistakes in pronunciation (4-6 words) in one paragraph and there is little pausing and thinking (4-6 times of pausing and thinking) in speaking.
	21-30	Average	There are few mistakes in pronunciation (7-9 words) in one paragraph and there is little pausing and thinking (7-9 times of pausing and thinking) in speaking.
	11-20	Poor	There are some mistakes in pronouncing words (10-12) in one paragraph and there is some pausing and thinking (10-12 times of pausing and thinking) in speaking.
	1-10	Very poor	There are many mistakes in pronouncing words or mistakes at all in one paragraph and little or no communication.
Vocabulary	41-50	Excellent	Almost perfect
	31-40	Good	There are mistakes but don't interfere with the meaning
	21-30	Average	There are errors and interfere with meaning
	11-20	Poor	Lots of mistakes and disturbing meaning
	1-10	Very poor	Too many mistakes to make it hard to understand.

The Total Score of Speaking Test

Aspect	Max Score
Pronunciation and Fluency	50
Vocabulary	50
Total	**100**

EXPERT VALIDATION SHEET OF SPEAKING TEST

Direction:
Put a mark (√) in the column according to your opinion with the following rating scale

Criteria:
1: Very poor
2: Poor
3: Adverage
4: Good
5: Excellent

No.	Questions	Score	Comment
1	Do the direction and instruction of the test instrument clear enough?	5	Excellent
2	Do the time allocation quite effective?	5	Excellent
3	Do the indicators in the test instrument have covered generic structure that consist of aim or goal, list material needed and sequence of step measured?	5	Excellent
4	Do the indicators in the test instrument have covered all aspect of speaking that consists of pronunciation, fluency, and vocabulary?	5	Excellent
5	Are the topics appropriate?	5	Excellent

General Comments:

Please give any general comment of suggestion you may have concerning this test development.

I think the instruction, topic, and speaking assessment guide for the test items are appropriate for junior high school student.
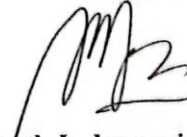
A. Kesimpulan Validator

Mohon diisi dengan melingkari jawaban berikut dengan kesimpulan Bapak/Ibu:

1. Dapat digunakan tanpa revisi
2. Dapat digunakan dengan revisi
3. Tidak dapat digunakan

B. Komentar dan Saran

Make sure to have double rater /inter-raters

Jember, 02 Maret 2023
Validator,

Ninuk Indrayani, M.Pd.
NIP. 197802102009122002

APPENDIX 7

INSTRUMENT
SPEAKING TEST (PRE-TEST)
SMPN 1 GENDING

Direction:

1. Prepare your selves.

2. Pray before you do the test.

3. Write your name, attendance number, class, day and date in the answer sheet provided.

4. Make 10 sentences (Simple Present Tense) from 10 vocabularies on your answer sheet

5. Write your 10 sentences on the paper.

6. Prepare your 10 sentences in 15 minutes.

7. Practice your 10 sentences in 5 minutes.

8. Give your 10 sentences sheet to the teacher.

9. Give a presentation one by one in front of the class in 5 minutes.

10. Pay attention to the use of speaking indicators (pronunciation, fluency, and vocabulary).

Read and do carefully the instruction below!

1. Prepare your 10 sentences for the oral test related to **Simple Present Tense from 10 vocabularies on your answer sheet.**

2. Prepare your presentation one by one in front of the class.

APPENDIX 8

INSTRUMENT
SPEAKING TEST (POST-TEST)
SMPN 1 GENDING

Direction:

1. Prepare your selves.

2. Pray before you do the test.

3. Write your name, attendance number, class, day and date in the answer sheet provided.

4. Write your descriptive text on the paper.

5. Prepare your descriptive text in 15 minutes.

6. Practice your descriptive text in 5 minutes.

7. Give your monologue sheet to the teacher.

8. Give a presentation one by one in front of the class in 5 minutes.

9. Pay attention to the use of speaking indicators (pronunciation, fluency, and vocabulary).

Read and do carefully the instruction below!

1. Prepare your selves to interview for the oral test that related to **experience of using Duolingo application.**

2. Prepare your monologue text for the oral test related to **fruit and animal from Duolingo application.**

3. Prepare your presentation one by one in front of the class at least 10 sentences.

RENCANA PELAKSANAAN PEMBELAJARAN

EXPERIMENTAL CLASS

Satuan Pendidikan   : SMPN 1 Gending
Mata Pelajaran   : Bahasa Inggris
Kelas/ Semester   : VIII/ Genap
Materi Pokok   : Descriptive Text
Alokasi Waktu   : 2 x 40 Menit

A. Kompetensi Inti

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

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

KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah 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

Kompetensi Dasar	Indikator Pencapaian Komunikasi
3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi pendek dan sederhana terkait orang, benda, dan tempat sesuai dengan konteks	3.4.1 Mengidentifikasi struktur teks dan unsur kebahasaan. 3.4.2 Menguraikan sebuah teks deskriptif lisan dan tulis.

penggunaannya.	
4.4 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait orang, benda dan tempat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	4.4.1 Menyajikan teks deskriptif dalam bentuk tulisan sesuai dengan konteks. 4.4.2 Membuat teks deskriptif secara lisan sesuai dengan konteks.

C. Tujuan

1. Peserta didik dapat memahami fungsi dan tujuan dari Descriptive Text.
2. Peserta didik dapat menentukan tujuan, struktur teks dan unsur kebahasaan dari Descriptive Text.
3. Peserta didik dapat menyusun dan membuat teks tulis berupa Descriptive Text.

D. Materi Pembelajaran

Descriptive Text:

1. Definition of Descriptive Text
2. Social Function
3. Generic Structures
4. Language Futures
5. Simple Present Tense
6. Vocabulary yang sering digunakan
7. Kata kerja yang sering digunakan

E. Metode Pembelajaran

Pendekatan : Saintifik

F. Media dan Alat

1. Media : Buku, LKS, dan Aplikasi Doulingo
2. Alat : Spidol, papa tulis, dan mobile phone

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G. Kegiatan Pembelajaran

1. Pertemuan Pertama (Normality and Homogeneity Test)

Kegiatan Pendahuluan	
Experimental Class	**Alokasi Waktu**
• Guru membuka pelajaran dengan mengucapkan salam dan berdoa bersama (menghayati ajaran agama). • Guru menanya kabar peserta didik. • Guru memeriksa kehadiran peserta didik. • Guru memperkenalkan diri.	10 menit

Kegiatan Inti	
Experimental Class	**Alokasi Waktu**
• Guru melakukan melakukan normality and homogeneity test kepada peserta didik. • Guru menyampaikan instruksi terkait pelaksanaan normality dan homogeneity test. • Guru meminta peserta didik untuk mengerjakan test sesuai dengan alokasi waktu yang telah diberikan.	60 menit

Kegiatan Penutup	
Experimental Class	**Alokasi Waktu**
• Guru dan peserta didik bersama-sama melakukan review dan membuat kesimpulan tentang test yang telah dikerjakan. • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya. • Guru mengakhiri dan menutup pembelajaran serta mengingatkan siswa untuk belajar, mengerjakan tugas rumah, memakai masker, dan menjaga jarak fisik (physical distancing). • Guru memberi motivasi kepada siswa agar semangat belajar. • Guru menutup pelajaran dengan mengucapkan salam dan berdoa bersama (menghayati ajaran agama).	10 menit

2. Pertemuan Kedua (Pre-Test)

Kegiatan Pendahuluan	
Experimental Class	**Alokasi Waktu**
• Guru membuka pelajaran dengan mengucapkan salam dan berdoa bersama (menghayati ajaran agama).	10 menit

Guru menanya kabar peserta didik. • Guru memeriksa kehadiran peserta didik dalam bentuk sikap disiplin. • Guru menjelaskan kegiatan yang akan dilakukan oleh peserta didik.	

Kegiatan Inti	
Experimental Class	**Alokasi Waktu**
• Guru memberikan instrument soal pre-test dalam lembar kerja peserta didik. • Guru meminta peserta didik untuk mengerjakan soal pre-test sesuai dengan instruksi yang tertera pada lembar kerja yang mereka dapat. • Guru memberikan waktu 20 menit untuk menyelesaikan soal pre-test. • Guru meminta peserta didik untuk mempresentasikan hasil tulisan pre-test tanpa membaca di depan kelas secara bergantian. • Guru menilai hasil presentasi mereka berdasarkan scoring rubric yang telah dibuat sebagai data pre-test.	60 menit

Kegiatan Penutup	
Experimental Class	**Alokasi Waktu**
• Guru dan peserta didik bersama-sama melakukan review dan membuat kesimpulan tentang test yang telah dikerjakan. • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya. • Guru mengakhiri dan menutup pembelajaran serta mengingatkan siswa untuk belajar, mengerjakan tugas rumah, memakai masker, dan menjaga jarak fisik (physical distancing). • Guru memberi motivasi kepada siswa agar semangat belajar. • Guru menutup pelajaran dengan mengucapkan salam dan berdoa bersama (menghayati ajaran agama).	10 menit

3. **Pertemuan Ketiga (Treatment)**

Kegiatan Pendahuluan	
Experimental Class	**Alokasi Waktu**
• Guru membuka pelajaran dengan mengucapkan salam dan berdoa bersama (menghayati ajaran agama).	5 menit

- Guru menanya kabar peserta didik.
- Guru memeriksa kehadiran peserta didik dalam bentuk sikap disiplin.
- Guru menginformasikan tujuan yang akan dicapai selama pembelajaran (rasa ingin tahu).
- Guru menjelaskan langkah-langkah menggunakan aplikasi Duolingo sebagai kegiatan pembelajaran speaking yang akan dilakukan oleh peserta didik.

Kegiatan Inti	
Experimental Class	**Alokasi Waktu**
Observing • Guru memberi contoh descriptive berupa teks. • Guru menjelaskan materi descriptive text. • Untuk memudahkan peserta didik dalam memahami isi teks, guru membagi peserta didik menjadi 6 kelompok yang terdiri dari 5-6 peserta didik.	70 menit
Questioning • Guru memberi kesempatan kepada peserta didik untuk menanyakan apa yang belum dipahami.	
Duolingo Application (Treatment) • Guru meminta peserta didik untuk mendownload aplikasi Duolingo. • Dengan arahan guru, peserta didik diminta untuk membuat akun di aplikasi Duolingo. • Guru meminta dan membantu peserta didik untuk membuka lesson tree unit 3 di aplikasi Duolingo. • Guru meminta peserta didik untuk mengumpulkan 10 XP.	
Associating • Guru meminta peserta didik dalam kelompok untuk mencari 5 kosa kata baru tentang buah dan hewan di aplikasi Duolingo. • Guru meminta peserta didik untuk membuat descriptive text yang berkaitan dengan hewan dan buah di aplikasi Duolingo.	
Communication • Guru membimbing seluruh kelompok satu persatu dalam membuat descriptive text yang berkaitan dengan hewan dan buah dari aplikasi Duolingo.	

Kegiatan Penutup	
Experimental Class	**Alokasi Waktu**
• Guru meminta peserta didik melakukan refleksi	5 menit

manfaat dari kegiatan yang telah dilakukan.

- Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.
- Guru mengakhiri dan menutup pembelajaran serta mengingatkan siswa untuk belajar, mengerjakan tugas rumah, memakai masker, dan menjaga jarak fisik (physical distancing).
- Guru memberi motivasi kepada siswa agar semangat belajar.
- Guru menutup pelajaran dengan mengucapkan salam dan berdoa bersama (menghayati ajaran agama).

4. Pertemuan Keempat (Treatment)

Kegiatan Pendahuluan	
Experimental Class	**Alokasi Waktu**
• Guru membuka pelajaran dengan mengucapkan salam dan berdoa bersama (menghayati ajaran agama). • Guru menanya kabar peserta didik. • Guru memeriksa kehadiran peserta didik dalam bentuk sikap disiplin. • Guru menginformasikan tujuan yang akan dicapai selama pembelajaran (rasa ingin tahu).	5 menit

Kegiatan Inti	
Experimental Class	**Alokasi Waktu**
Observing • Guru memberi contoh descriptive text berupa video. • Guru mereview kembali materi descriptive text secara singkat. • Guru meminta peserta didik untuk bergabung dengan kelompok mereka seperti pertemuan sebelumnya.	70 menit
Questioning • Guru memberi kesempatan kepada peserta didik untuk menanyakan apa yang belum dipahami.	
Duolingo Application (Treatment) • Guru meminta peserta didik untuk membuka aplikasi Duolingo di android atau iOS mereka.. • Guru meminta dan membantu peserta didik untuk melanjutkan lesson tree unit 3 di aplikasi Duolingo. • Guru meminta peserta didik untuk mengumpulkan	

50 XP.	
Associating	
• Guru meminta peserta didik untuk melanjutkan descriptive text yang berkaitan dengan hewan dan buah di aplikasi Duolingo.	
Communication	
• Guru membimbing seluruh kelompok satu persatu dalam membuat descriptive text yang berkaitan dengan hewan dan buah dari aplikasi Duolingo.	

Kegiatan Penutup	
Experimental Class	**Alokasi Waktu**
• Guru meminta peserta didik melakukan refleksi manfaat dari kegiatan yang telah dilakukan. • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya. • Guru mengakhiri dan menutup pembelajaran serta mengingatkan siswa untuk belajar, mengerjakan tugas rumah, memakai masker, dan menjaga jarak fisik (physical distancing). • Guru memberi motivasi kepada siswa agar semangat belajar. • Guru menutup pelajaran dengan mengucapkan salam dan berdoa bersama (menghayati ajaran agama).	5 menit

5. **Pertemuan Kelima (Treatment)**

Kegiatan Pendahuluan	
Experimental Class	**Alokasi Waktu**
• Guru membuka pelajaran dengan mengucapkan salam dan berdoa bersama (menghayati ajaran agama). • Guru menanya kabar peserta didik. • Guru memeriksa kehadiran peserta didik dalam bentuk sikap disiplin. • Guru menginformasikan tujuan yang akan dicapai selama pembelajaran (rasa ingin tahu).	5 menit

Kegiatan Inti	
Experimental Class	**Alokasi Waktu**
Observing • Guru mereview kembali materi descriptive text secara singkat. • Guru meminta peserta didik untuk bergabung dengan kelompok mereka seperti pertemuan	70 menit

sebelumnya.	
Questioning	
• Guru memberi kesempatan kepada peserta didik untuk menanyakan apa yang belum dipahami.	
Duolingo Application (Treatment)	
• Guru meminta peserta didik untuk membuka aplikasi Duolingo di android atau iOS mereka. • Guru meminta dan membantu peserta didik untuk melanjutkan lesson tree unit 4 dan seterusnya bagi peserta didik yang menyelesaikan unit 3 di aplikasi Duolingo. • Guru meminta peserta didik untuk mengumpulkan 75 XP.	
Associating	
• Guru meminta peserta didik untuk melanjutkan dan menyelesaikan tugas descriptive text yang berkaitan dengan hewan dan buah di aplikasi Duolingo. • Guru meminta peserta didik untuk menulis kembali hasil tugas mereka di buku tulis. • Guru menunjuk dua siswa perwakilan dari masing-masing kelompok untuk menyampaikan hasil descriptive text mereka di depan kelas. • Guru menilai siswa tesebut.	
Communication	
• Guru membimbing seluruh kelompok satu persatu dalam membuat dan menyelesaikan descriptive text yang berkaitan dengan hewan dan buah dari aplikasi Duolingo.	

Kegiatan Penutup	
Experimental Class	**Alokasi Waktu**
• Guru meminta peserta didik melakukan refleksi manfaat dari kegiatan yang telah dilakukan. • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya. • Guru mengakhiri dan menutup pembelajaran serta mengingatkan siswa untuk belajar, mengerjakan tugas rumah, memakai masker, dan menjaga jarak fisik (physical distancing). • Guru memberi motivasi kepada siswa agar semangat belajar. • Guru menutup pelajaran dengan mengucapkan salam dan berdoa bersama (menghayati ajaran agama).	5 menit

6. Pertemuan Keenam (Post-Test)

Kegiatan Pendahuluan	
Experimental Class	**Alokasi Waktu**
• Guru membuka pelajaran dengan mengucapkan salam dan berdoa bersama (menghayati ajaran agama). • Guru menanya kabar peserta didik. • Guru memeriksa kehadiran peserta didik dalam bentuk sikap disiplin. • Guru menjelaskan kegiatan yang akan dilakukan oleh peserta didik.	10 menit

Kegiatan Inti	
Experimental Class	**Alokasi Waktu**
• Guru memberikan instrument soal post-test dalam lembar kerja peserta didik. • Guru meminta peserta didik untuk mengerjakan soal post-test sesuai dengan instruksi yang tertera pada lembar kerja yang mereka dapat. • Guru memberikan waktu 20 menit untuk menyelesaikan soal post-test. • Guru meminta peserta didik untuk mempresentasikan hasil tulisan post-test tanpa membaca di depan kelas secara bergantian. • Guru menilai hasil presentasi mereka berdasarkan scoring rubric yang telah dibuat sebagai data post-test.	60 menit

Kegiatan Penutup	
Experimental Class	**Alokasi Waktu**
• Guru dan peserta didik bersama-sama melakukan review dan membuat kesimpulan tentang test yang telah dikerjakan. • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya. • Guru mengakhiri dan menutup pembelajaran serta mengingatkan siswa untuk belajar, mengerjakan tugas rumah, memakai masker, dan menjaga jarak fisik (physical distancing). • Guru memberi motivasi kepada siswa agar semangat belajar. • Guru menutup pelajaran dengan mengucapkan salam dan berdoa bersama (menghayati ajaran agama).	10 menit

H. Penilain Pembelajaran

1. Jenis Penilaian: Sikap, pengetahuan

2. Instrument: Lembar pengamatan sikap dan scoring rubric of speaking

3. Prosedur Penilaian:

No.	Aspek yang dinilai	Teknik penilaian	Waktu penilaian
1.	Sikap: • Santun • Tanggung jawab • Disiplin • Percaya diri • Jujur	Observasi	Selama proses pembelajaran
2.	Pengetahuan: Menyampaikan secara lisan teks daily activity	Scoring rubric	Mempresentasikan presentasikan hasil pekerjaan

Gending, 27 Mei 2023

Guru Mata Pelajaran

Mahasiswa Penelitian,

Muhammad, S.Pd, M.Pd
NIP 197104121999031011

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RENCANA PELAKSANAAN PEMBELAJARAN

CONTROL CLASS

Satuan Pendidikan   : SMPN 1 Gending
Mata Pelajaran   : Bahasa Inggris
Kelas/ Semester   : VIII/ Genap
Materi Pokok   : Descriptive Text
Alokasi Waktu   : 2 x 40 Menit

I. Kompetensi Inti

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

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

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

J. Kompetensi Dasar

Kompetensi Dasar	Indikator Pencapaian Komunikasi
3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi pendek dan sederhana terkait orang, benda, dan tempat sesuai dengan konteks penggunaannya.	3.4.1 Mengidentifikasi struktur teks dan unsur kebahasaan. 3.4.2 Menguraikan sebuah teks deskriptif lisan dan tulis.

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4.4 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait orang, benda dan tempat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	4.4.1 Menyajikan teks deskriptif dalam bentuk tulisan sesuai dengan konteks. 4.4.2 Membuat teks deskriptif secara lisan sesuai dengan konteks.

K. Tujuan

4. Peserta didik dapat memahami fungsi dan tujuan dari Descriptive Text.

5. Peserta didik dapat menentukan tujuan, struktur teks dan unsur kebahasaan dari Descriptive Text.

6. Peserta didik dapat menyusun dan membuat teks tulis berupa Descriptive Text.

L. Materi Pembelajaran

Descriptive Text:

8. Definition of Descriptive Text

9. Social Function

10. Generic Structures

11. Language Futures

12. Simple Present Tense

13. Vocabulary yang sering digunakan

14. Kata kerja yang sering digunakan

M. Metode Pembelajaran

Pendekatan : Saintifik

N. Media dan Alat

3. Media : Buku, LKS, dan Kamus Junior Inggris-Indonesia

4. Alat : Spidol dan papa tulis

O. Kegiatan Pembelajaran

7. **Pertemuan Pertama (Normality and Homogeneity Test)**

Kegiatan Pendahuluan	
Control Class	**Alokasi Waktu**
• Guru membuka pelajaran dengan mengucapkan	10 menit

salam dan berdoa bersama (menghayati ajaran agama).
- Guru menanya kabar peserta didik.
- Guru memeriksa kehadiran peserta didik.
- Guru memperkenalkan diri.

Kegiatan Inti	
Control Class	**Alokasi Waktu**
• Guru melakukan melakukan normality and homogeneity test kepada peserta didik. • Guru menyampaikan instruksi terkait pelaksanaan normality dan homogeneity test. • Guru meminta peserta didik untuk mengerjakan test sesuai dengan alokasi waktu yang telah diberikan.	60 menit

Kegiatan Penutup	
Control Class	**Alokasi Waktu**
• Guru dan peserta didik bersama-sama melakukan review dan membuat kesimpulan tentang test yang telah dikerjakan. • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya. • Guru mengakhiri dan menutup pembelajaran serta mengingatkan siswa untuk belajar, mengerjakan tugas rumah, memakai masker, dan menjaga jarak fisik (physical distancing). • Guru memberi motivasi kepada siswa agar semangat belajar. • Guru menutup pelajaran dengan mengucapkan salam dan berdoa bersama (menghayati ajaran agama).	10 menit

8. **Pertemuan Kedua (Pre-Test)**

Kegiatan Pendahuluan	
Control Class	**Alokasi Waktu**
• Guru membuka pelajaran dengan mengucapkan salam dan berdoa bersama (menghayati ajaran agama). • Guru menanya kabar peserta didik. • Guru memeriksa kehadiran peserta didik dalam bentuk sikap disiplin. • Guru menjelaskan kegiatan yang akan dilakukan oleh peserta didik.	10 menit

Kegiatan Inti	
Control Class	**Alokasi Waktu**
• Guru memberikan instrument soal pre-test dalam lembar kerja peserta didik. • Guru meminta peserta didik untuk mengerjakan soal pre-test sesuai dengan instruksi yang tertera pada lembar kerja yang mereka dapat. • Guru memberikan waktu 20 menit untuk menyelesaikan soal pre-test. • Guru meminta peserta didik untuk mempresentasikan hasil tulisan pre-test tanpa membaca di depan kelas secara bergantian. • Guru menilai hasil presentasi mereka berdasarkan scoring rubric yang telah dibuat sebagai data pre-test.	60 menit

Kegiatan Penutup	
Control Class	**Alokasi Waktu**
• Guru dan peserta didik bersama-sama melakukan review dan membuat kesimpulan tentang test yang telah dikerjakan. • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya. • Guru mengakhiri dan menutup pembelajaran serta mengingatkan siswa untuk belajar, mengerjakan tugas rumah, memakai masker, dan menjaga jarak fisik (physical distancing). • Guru memberi motivasi kepada siswa agar semangat belajar. • Guru menutup pelajaran dengan mengucapkan salam dan berdoa bersama (menghayati ajaran agama).	10 menit

9. **Pertemuan Ketiga (Treatment)**

Kegiatan Pendahuluan	
Control Class	**Alokasi Waktu**
• Guru membuka pelajaran dengan mengucapkan salam dan berdoa bersama (menghayati ajaran agama). • Guru menanya kabar peserta didik. • Guru memeriksa kehadiran peserta didik dalam bentuk sikap disiplin. • Guru menginformasikan tujuan yang akan dicapai selama pembelajaran (rasa ingin tahu). • Guru menjelaskan kegiatan pembelajaran	5 menit

| speaking yang akan dilakukan oleh peserta didik. | |

Kegiatan Inti	
Control Class	**Alokasi Waktu**
Menanya • Guru memberi kesempatan kepada peserta didik untuk menanyakan apa yang belum dipahami.	70 menit
Questioning • Guru memberi kesempatan kepada peserta didik untuk menanyakan apa yang belum dipahami.	
Kamus Junior Inggris-Indonesia (Treatment) • Guru meminta peserta didik untuk membuka kamus pribadi mereka.	
Mengasosiasi • Guru meminta peserta didik dalam kelompok untuk mencari 5 kosa kata baru tentang buah dan hewan dari kamus pribadi mereka. • Guru meminta peserta didik untuk membuat descriptive text yang berkaitan dengan hewan dan buah dari kamus pribadi mereka.	
Mengomunikasikan • Guru membimbing seluruh kelompok satu persatu dalam membuat descriptive text.	

Kegiatan Penutup	
Control Class	**Alokasi Waktu**
• Guru meminta peserta didik melakukan refleksi manfaat dari kegiatan yang telah dilakukan. • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya. • Guru mengakhiri dan menutup pembelajaran serta mengingatkan siswa untuk belajar, mengerjakan tugas rumah, memakai masker, dan menjaga jarak fisik (physical distancing). • Guru memberi motivasi kepada siswa agar semangat belajar. • Guru menutup pelajaran dengan mengucapkan salam dan berdoa bersama (menghayati ajaran agama).	5 menit

10. Pertemuan Keempat (Treatment)

Kegiatan Pendahuluan	
Control Class	**Alokasi Waktu**
• Guru membuka pelajaran dengan mengucapkan salam dan berdoa bersama (menghayati ajaran	5 menit

agama).
- Guru menanya kabar peserta didik.
- Guru memeriksa kehadiran peserta didik dalam bentuk sikap disiplin.
- Guru menginformasikan tujuan yang akan dicapai selama pembelajaran (rasa ingin tahu).

Kegiatan Inti	
Control Class	**Alokasi Waktu**
Mengamati - Guru memberi contoh descriptive text berupa video. - Guru mereview kembali materi descriptive text secara singkat. - Guru meminta peserta didik untuk bergabung dengan kelompok mereka seperti pertemuan sebelumnya.	70 menit
Menanya - Guru memberi kesempatan kepada peserta didik untuk menanyakan apa yang belum dipahami.	
Kamus Junior Inggris-Indonesia (Treatment) - Guru meminta peserta didik untuk membuka kamus pribadi mereka.	
Mengasosiasi - Guru meminta peserta didik untuk melanjutkan descriptive text yang berkaitan dengan hewan dan buah dari kamus pribadi mereka.	
Mengomunikasikan - Guru membimbing seluruh kelompok satu persatu dalam membuat descriptive text.	

Kegiatan Penutup	
Control Class	**Alokasi Waktu**
- Guru meminta peserta didik melakukan refleksi manfaat dari kegiatan yang telah dilakukan. - Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya. - Guru mengakhiri dan menutup pembelajaran serta mengingatkan siswa untuk belajar, mengerjakan tugas rumah, memakai masker, dan menjaga jarak fisik (physical distancing). - Guru memberi motivasi kepada siswa agar semangat belajar. - Guru menutup pelajaran dengan mengucapkan salam dan berdoa bersama (menghayati ajaran	5 menit

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agama).

11. Pertemuan Kelima (Treatment)

Kegiatan Pendahuluan	
Control Class	**Alokasi Waktu**
• Guru membuka pelajaran dengan mengucapkan salam dan berdoa bersama (menghayati ajaran agama). • Guru menanya kabar peserta didik. • Guru memeriksa kehadiran peserta didik dalam bentuk sikap disiplin. • Guru menginformasikan tujuan yang akan dicapai selama pembelajaran (rasa ingin tahu).	5 menit

Kegiatan Inti	
Control Class	**Alokasi Waktu**
Mengamati • Guru mereview kembali materi descriptive text secara singkat. • Guru meminta peserta didik untuk bergabung dengan kelompok mereka seperti pertemuan sebelumnya.	70 menit
Menanya • Guru memberi kesempatan kepada peserta didik untuk menanyakan apa yang belum dipahami.	
Kamus Junior Inggris-Indonesia (Treatment) • Guru meminta peserta didik untuk membuka kamus pribadi mereka.	
Mengasosiasi • Guru meminta peserta didik untuk melanjutkan dan menyelesaikan tugas descriptive text yang berkaitan dengan hewan dan buah dari kamus pribadi mereka. • Guru meminta peserta didik untuk menulis kembali hasil tugas mereka di buku tulis. • Guru menunjuk dua siswa perwakilan dari masing-masing kelompok untuk menyampaikan hasil descriptive text mereka di depan kelas. • Guru menilai siswa tesebut.	
Mengomunikasikan. • Guru membimbing seluruh kelompok satu persatu dalam membuat dan menyelesaikan descriptive text.	

Kegiatan Penutup

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Control Class	Alokasi Waktu
• Guru meminta peserta didik melakukan refleksi manfaat dari kegiatan yang telah dilakukan. • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya. • Guru mengakhiri dan menutup pembelajaran serta mengingatkan siswa untuk belajar, mengerjakan tugas rumah, memakai masker, dan menjaga jarak fisik (physical distancing). • Guru memberi motivasi kepada siswa agar semangat belajar. • Guru menutup pelajaran dengan mengucapkan salam dan berdoa bersama (menghayati ajaran agama).	5 menit

12. Pertemuan Keenam (Post-Test)

Kegiatan Pendahuluan	
Control Class	**Alokasi Waktu**
• Guru membuka pelajaran dengan mengucapkan salam dan berdoa bersama (menghayati ajaran agama). • Guru menanya kabar peserta didik. • Guru memeriksa kehadiran peserta didik dalam bentuk sikap disiplin. • Guru menjelaskan kegiatan yang akan dilakukan oleh peserta didik.	10 menit

Kegiatan Inti	
Control Class	**Alokasi Waktu**
• Guru memberikan instrument soal post-test dalam lembar kerja peserta didik. • Guru meminta peserta didik untuk mengerjakan soal post-test sesuai dengan instruksi yang tertera pada lembar kerja yang mereka dapat. • Guru memberikan waktu 20 menit untuk menyelesaikan soal post-test. • Guru meminta peserta didik untuk mempresentasikan hasil tulisan post-test tanpa membaca di depan kelas secara bergantian. • Guru menilai hasil presentasi mereka berdasarkan scoring rubric yang telah dibuat sebagai data post-test.	60 menit

Kegiatan Penutup	
Control Class	**Alokasi Waktu**

	10 menit
• Guru dan peserta didik bersama-sama melakukan review dan membuat kesimpulan tentang test yang telah dikerjakan. • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya. • Guru mengakhiri dan menutup pembelajaran serta mengingatkan siswa untuk belajar, mengerjakan tugas rumah, memakai masker, dan menjaga jarak fisik (physical distancing). • Guru memberi motivasi kepada siswa agar semangat belajar. • Guru menutup pelajaran dengan mengucapkan salam dan berdoa bersama (menghayati ajaran agama).	

P. Penilain Pembelajaran

4. Jenis Penilaian: Sikap, pengetahuan

5. Instrument: Lembar pengamatan sikap dan scoring rubric of speaking

6. Prosedur Penilaian:

No.	Aspek yang dinilai	Teknik penilaian	Waktu penilaian
1.	Sikap: • Santun • Tanggung jawab • Disiplin • Percaya diri • Jujur	Observasi	Selama proses pembelajaran
2.	Pengetahuan: Menyampaikan secara lisan teks daily activity	Scoring rubric	Mempresentasikan presentasikan hasil pekerjaan

Gending, 27 Mei 2023

Guru Mata Pelajaran

Mahasiswa Penelitian,

Muhammad, S.Pd, M.Pd
NIP 197104121999031011

Riska Bela Adinda Rosita
NIM T20196052

APPENDIX 10

RESEARCH PERMISSION LETTER

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website:www.http://ftik.uinkhas-jember.ac.id Email: tarbiyah.iainjember@gmail.com

Nomor : B-1331/In.20/3.a/PP.009/03/2023
Sifat   : Biasa
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMP NEGERI 1 GENDING
Jalan Randupitu 19 Kecamatan Gending Kabupaten Probolinggo

   Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM	:	T20196052
Nama	:	RISKA BELA ADINDA ROSITA
Semester	:	Semester delapan
Program Studi	:	TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "THE EFFECTIVENESS OF DUOLINGO APPLICATION TOWARDS THE STUDENTS` SPEAKING SKILL IN MONOLOGUE TEXT AT THE EIGHTH GRADE OF SMPN 1 GENDING" selama 29 (dua puluh sembilan) hari di lingkungan lembaga wewenang Bapak/Ibu Dra. NUR SAIDAH, M.M.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 20 Maret 2023
an. Dekan,
Wakil Dekan Bidang Akademik,

MASHUDI

APPENDIX 11

RESEARCH PERMISSION LETTER

APPENDIX 12

RESEARCH ACCOMPLISHMENT LETTER

PEMERINTAH KABUPATEN PROBOLINGGO
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 1 GENDING
Jalan Randupitu 19 Gending Probolinggo 67272

SURAT KETERANGAN
Nomor: 000/076/426.101.12.SMP.01/2023

Yang bertanda tangan di bawah ini Kepala SMP Negeri 1 Gending menerangkan dengan sebenarnya bahwa mahasiswi berikut ini,

Nama	:	RISKA BELA ADINDA ROSITA
NIM	:	T20196052
Semester	:	Semester Delapan
Program Studi	:	Tadris Bahasa Inggris
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Perguruan Tinggi	:	Universitas Islam Negeri KHAS Jember,

telah melakukan penelitian dalam rangka menyusun skripsi S1 dengan judul THE EFFECTIVENESS OF DUOLINGO APPLICATION TOWARDS THE STUDENTS' SPEAKING SKILL IN MONOLOGUE TEXT AT THE EIGHTH GRADE OF SMPN 1 GENDING selama kurang lebih 29 hari mulai tanggal 31 Maret 2023, 1 April 2023, 10-15 April 2023, dan 2-27 Mei 2023.

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dapat dipergunakan sebagaimana mestinya.

Gending, 27 Mei 2023
Kepala Sekolah,

Dra. NUR SAIDAH, M.M.
NIP. 19680822 199601 2 002

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APPENDIX 13
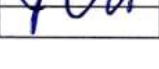
JOURNAL OF RESEARCH
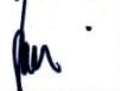
Name   : **Riska Bela Adinda Rosita**

NIM   : **T20196052**

Research Title : **The Effectiveness of Duolingo Application towards the Students' Speaking Skill in Monologue Text at the Eighth Grade of SMPN 1 Gending**

Research Setting : **SMPN 1 GENDING**

Time	Research Subject	Activity	Signature
March 05th, 2023	The English Teacher of SMPN 1 Gending	Asking permission to conduct the research in SMPN 1 Gending	
March 06th, 2023	The Students of VIII D Class	Conducting try out	
March 20th, 2023	The Headmistress of SMPN 1 Gending	Receiving the permission letter of research in SMPN 1 Gending	
March 31st, 2023	The Headmistress of SMPN 1 Gending	Giving the permission letter of research in SMPN 1 Gending	
March 31st, 2023	The Students of VIII C Class	Conducting Normality and Homogeneity Test	
April 1st, 2023	The Students of VIII E Class	Conducting Normality and Homogeneity Test	
April 12th, 2023	The Students of VIII C Class and VIII E Class	Conducting Pre-test	
April 13th, 2023	The Students of VIII E Class	Conducting First Treatment	
April 14th, 2023	The Students of VIII C Class	Conducting First Treatment	
May 3rd, 2023	The Students of VIII C Class and VIII E Class	Conducting Second Treatment	
May 4th, 2023	The Students of VIII E Class	Conducting Third Treatment	
May 5th, 2023	The Students of VIII C Class	Conducting Third Treatment	
May 10th, 2023	The Students of	Conducting Post-test	

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		VIII C Class and VIII E Class		
May 27th, 2023		The Headmistress of SMPN 1 Gending	Giving permission for accomplishment of the research in SMPN 1 Gending	

Mengetahui,
Kepala Sekolah,

Dra. NUR SAIDAH, M.M.
NIP 19680822 199601 2 002

Gending, 27 Mei 2023
Guru Mata Pelajaran,

MUHAMMAD, S.Pd., M.Pd.
NIP 197104121999031011

APPENDIX 14

DOCUMENTATIONS

Students of the experimental class were taking pret-test on April, 12th 2023 at 10.15 - 11.35 a.m. The researcher gave the instrument of pre-test to the students

Students of the control class were taking pret-test on April, 12th 2023 at 12.10 - 13.30 a.m. The researcher gave the instrument of pre-test to the students

Students of experimental class presents their assignments of pre-test in front of class one by one and the researcher assess and record their presentation by video

Students of control class presents their assignments of pre-test in front of class one by one and the researcher assess and record their presentation by video

Students of the experimental class were taking the first treatment (students made a circle and prepared their handphone to download the Duolingo application, login using each student's account, do the assignments in lesson tree in unit 3, and found 5 new vocabularies)

Students of the experimental class were taking the second treatment (students login using each student's account, continue the assignments in lesson tree in unit 3, and continue the assignments of descriptive text)

Students of the experimental class were taking the third treatment (students login using each student's account, continue and complete the assignments in lesson tree in unit 4, completing the assignments of descriptive text)

Students of the control class were taking treatment (students found 5 new vocabularies and made monologue text about descriptive text related to fruit and animal from their dictionary)

Students of the experimental class were taking post-test on May, 10th 2023 at 10.15 - 11.35 a.m. The researcher gave the instrument of post-test to the students

Students of experimental class presents their assignments of post-test in front of class one by one and the researcher assess and record their presentation by video

Students of the control class were taking post-test on May, 10th 2023 at 12.10 - 13.30 a.m. The researcher gave the instrument of post-test to the students

Students of control class presents their assignments of post-test in front of class one by one and the researcher assess and record their presentation by video

Take a picture with the experimental class

Take a picture with the control class

APPENDIX 15

Students Achievement by Researcher and English Teacher

PEMERINTAH KABUPATEN PROBOLINGGO
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 1 GENDING
Jalan Randupitu Nomor 19 Gending 67272
PROBOLINGGO

DAFTAR NILAI SISWA TAHUN PELAJARAN : 2022/2023

KELAS : VIII-D   Pelajaran : Bahasa Inggris
Wali Kelas : ZAHROTUL INSIYAH, S.Pd.I   Descriptive Text (Favorite Food)

No.	NIPD	NISN	NAMA SISWA	JK L	JK P	PRONUNCIATION AND FLUENCY	VOCABULARY	TOTAL
1	7411	0083577909	AHMAD TUBAGUS AMIRAH AMJAD	1	0	43	32	75
2	7427	0092279048	ARTAMEVIA DWI MAHARANI	0	1	42	38	80
3	7429	3088550872	AURA YOGA NUR DIANTI	0	1	45	30	75
4			DHEFIKA ARIANDITA	0	1	44	36	80
5	7450	0073591261	INDAH DWI SUGIARTI	0	1	41	41	82
6	7452	0094193106	INKA FEBRIANA TRIA SAPUTRI	0	1	39	46	85
7	7467	0088122945	LURI DWI HARIYANTI	0	1	45	35	80
8	7473	0099471762	M. FARID SANAFITRI	1	0	43	31	74
9	7476	0082228024	M. LAILATUL QOWIYULLAH	1	0	37	38	75
10	7479	0084779772	MARCEL	1	0	38	39	77
11	7484	0097030855	MELANI PUJI ANGGRANI	0	1	37	45	82
12	7495	3085664746	MOH. YAZID QOMARUZZAMAN	1	0	35	40	75
13	7502	0083047932	MUHAMMAD ADI DIAZ DANUARTA	1	0	35	40	75
14	7505	0098910898	MUHAMMAD IRFAN ANDRIANSYAH	1	0	38	39	77
15			MUHAMMAD NUR ATIM	1	0	43	36	79
16	7507	0081161639	MUHAMMAD RAMZI WAHYUDI	1	0	41	41	82
17	7510	0086641394	NAJUWAH SALSABILA	0	1	43	37	80
18	7513	0089615386	NUR FITRIANI	0	1	40	45	85
19	7520	0085563315	PUTRI SUCI RAMADHANI	0	1	35	40	75
20	7522	0083395586	RADITYA ARUNDA VELSA PUTRA	1	0	44	41	85
21	7523	0091216913	RADITYA SYAHREZA BILNADZARY	1	0	39	45	84
22	7527	3099418733	RATNAYA MAHFUDHAH	0	1	40	40	80
23	7528	0095745667	RAVAEL DENIAN	1	0	40	38	78
24	7529	0087973897	RENALDI PRATAMA PUTRA	1	0	40	38	78
25	7531	0089729664	RENO WIJAYA	1	0	43	31	74
26	7533	0083833934	RIDWAN MAHENDRA	1	0	38	42	80
27	7539	0083631728	ROYEN 'ALI GHUFRON	1	0	40	35	75
28	7546	0083061996	SITI AISYAH	0	1	44	39	83
29	7545	0083580244	SRI WAHYUNI	0	1	46	38	84
30	7557	0086777568	UMARUL FARUQ	1	0	42	38	80
31	7558	0093813984	VARA PRINCESSA JAVANIKA RAHADI	0	1	37	45	82
32	7560	0097781573	WARDATUL FAIZAH	0	1	43	37	80
			JUMLAH	17	15			

Gending, 6 Maret 2023
Guru Mata Pelajaran,
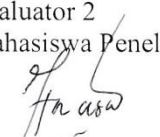
Mohammad, S.Pd., M.Pd.
NIP 197104121999031011

SCORING RUBRIC OF SPEAKING TEST (TRY-OUT)

No	Name	Pronunciation and Fluency	Vocabulary	Total
1.	Ahmad Tubagus Amirah Amjad	41	34	75
2.	Artamevia Dwi Maharani	43	37	80
3.	Aura Yoga Nur Dianti	44	31	75
4.	Dhefika Ariandita	44	36	80
5.	Indah Dwi Sugiarti	40	42	82
6.	Inka Febriana Tria Saputri	41	44	85
7.	Luri Dwi Hariyanti	45	35	80
8.	M. Farid Sanafitri	39	43	82
9.	M. Lailatul Qowiyullah	38	37	75
10.	Marcel	40	37	77
11.	Melani Puji Anggrani	39	36	75
12.	Moh. Yazid Qomaruzzaman	41	41	82
13.	Muhammad Adi Diaz Danuarta	35	35	70
14.	Muhammad Irfan Andriansyah	38	41	79
15.	Muhammad Nur Atim	43	37	80
16.	Muhammad Ramzi Wahyudi	37	39	76
17.	Najjuwah Salsabila	43	37	80
18.	Nur Fitriani	40	45	85
19.	Putri Suci Ramadhani	36	39	75
20.	Raditya Arunda Velsa Putra	44	41	85
21.	Raditya Syahreza Bilnadzary	38	46	84
22.	Ratnaya Mahfudhah	40	40	80
23.	Ravael Denian	39	39	78
24.	Renaldi Pratama Putra	39	39	78
25.	Reno Wijaya	35	39	74
26.	Ridwan Mahendra	40	43	83
27.	Royen 'Ali Ghufron	41	35	76
28.	Siti Aisyah	43	40	83
29.	Sri Wahyuni	45	40	85
30.	Umarul Faruq	38	43	81
31.	Vara Princessa Javanika Rahadi	39	43	82
32.	Wardatul Faizah	40	40	80

Gending, 06 Maret 2023

Evaluator 2
Mahasiswa Penelitian,

Riska Bela Adinda Rosita
NIM. T20196052

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The Score of Normality and Homogeneity Test

No.	The Experimental Class	The Control Class	No.	The Experimental Class	The Control Class
1	90	80	18	95	80
2	85	95	19	90	65
3	90	85	20	80	60
4	100	85	21	80	65
5	65	90	22	95	75
6	70	100	23	95	85
7	70	100	24	80	95
8	85	100	25	85	80
9	75	90	26	75	70
10	85	95	27	80	100
11	100	90	28	95	95
12	90	75	29	95	90
13	100	80	30	100	-
14	85	90	31	90	-
15	90	70	32	75	-
16	80	80	33	100	-
17	80	95			

Gending, April 1st 2023

Guru Mata Pelajaran,

Muhammad, S.Pd, M.Pd
NIP 197104121999031011

Mahasiswa Penelitian,

Riska Bela Adinda Rosita
NIM T20196052

Scoring Rubric of Pre-Test in Experimental Class

No	Name	Aspects		Total Score
		P and F	V	
1	A. INDRA KURNIAJI	35	35	70
2	ADIESTYA DWI OCTARINA	30	35	65
3	AHMAD MIFTAHUL ARIFIN	35	35	70
4	ALFIANSYAH	39	39	78
5	ALI AKBAR	27	28	55
6	ALIT ABDIAN PUTRA	28	28	56
7	ALIV MAULIDI	31	29	60
8	ALMIRAH DELLA WAHYUNINGTYAS	34	31	65
9	ALVARO DWI SAPUTRA	28	28	56
10	ANANDA PUTERI DHANY PRAKARSA	30	35	65
11	AZRIEL ARDIANSYAH IRAWAN	39	38	77
12	EKA SELYA	33	35	68
13	FIKRI EFENDI	41	36	77
14	INFIA JULAYZA PRASCIKA	32	35	67
15	LAILATUL JUMROTUS SHOLEHA	34	36	70
16	LINDA DWI KASIH AULIYA	35	30	65
17	LUKMAN HAKIM	33	33	66
18	M. ITQON KHOLIDI	39	39	78
19	MOCH. WAHYU CATUR PRASETYO	39	39	78
20	MOHAMMAD ALVIN	30	30	60
21	MOHAMMAD HAFIL KURNIAWAN	37	35	72
22	NATASYA AJENG AURA PHITALOKA	35	40	75
23	NUR ZARA ABEL AVRIELIA	38	37	75
24	PUTRA TRUBA JAYA	38	38	76
25	PUTRI ASNI SATARIKA AURA HASANAH	34	35	70
26	RIZKY AJI KUSUMA	29	29	58
27	SANDY YUDHA SAPUTRA	30	30	60
28	SUKMA NANDITA PUTRI	38	38	76
29	SYAFIF ARYA ADINATA	39	39	78
30	SYARIFATUS SYIFA ARDIYANTI	39	39	78
31	TEGAR MAULANA ARDIYANSYAH	38	38	76
32	THAMRIN NOVAN TRI WARDHANA	28	30	58
33	VERA PRINCESSA JAVANIKA RAHADI	39	39	78

Gending, April...12th, 2023

Guru Mata Pelajaran,

Muhammad, S.Pd, M.Pd
NIP 197104121999031011

Mahasiswa Penelitian,

Riska Bela Adinda Rosita
NIM T20196052

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Scoring Rubric of Pre-Test in Control Class

No	Name	Aspects		Total Score
		P and F	V	
1	AHMAD IBNU HASAN	35	38	73
2	AHMAD THORIQ SYAROFADHIL ZAIN	39	38	77
3	ARIF MAULID	28	28	56
4	ARIF PUTRA DARMAWAN	33	33	66
5	ARYAPUTRA ISLAMI	33	35	68
6	AYU VIRA NURUL AZIZAH	40	40	80
7	CARISSA PUTRI	40	40	80
8	EXCEL TRI ALDIANSYAH	39	39	78
9	FIRLI FITRIANI	36	41	77
10	GALANG SATRIYA NEGARA R	39	39	78
11	KHEDIRA ARSHAVIN AFMI	36	39	75
12	LUNITA MUTIARA KASIH	37	38	75
13	M. FATUR RISKI	33	32	65
14	MAS'UDI	29	29	58
15	MOH. EKO ANDRIAN	29	29	58
16	MOH. FARIL	28	31	59
17	MOH. NUR FAYSI	33	35	68
18	MOH. RAHIL IBROHIM	29	28	57
19	MOH. RIZKY FEBRIANSYAH	29	29	58
20	MOHAMMAD WAHYU	36	40	76
21	MUHAMMAD ARIEL IRWANSYAH	34	34	68
22	NAURA ADELIA AGUSTIN	35	35	70
23	PLITA KUSUMA PUTRI	34	36	70
24	RATNA AIDA ARTININGSIH	41	38	79
25	RENDI SOVIA SAPUTRA	28	30	58
26	REVAND AURO MIKHAIL	28	31	59
27	SILVANA PUTRI MAULIDAH	40	40	80
28	SRI NUR HIDAYATI	39	39	78
29	ZALLIFAH YUSTY IBROHIMIA	39	39	78

Gending, April 12th,2023

Guru Mata Pelajaran,

Muhammad, S.Pd, M.Pd
NIP 197104121999031011

Mahasiswa Penelitian,

Riska Bela Adinda Rosita
NIM T20196052

Scoring Rubric of Post-Test in Experimental Class

No	Name	Aspects		Total Score
		P and F	**V**	
1	A. INDRA KURNIAJI	38	40	78
2	ADIESTYA DWI OCTARINA	37	37	74
3	AHMAD MIFTAHUL ARIFIN	38	40	78
4	ALFIANSYAH	46	44	90
5	ALI AKBAR	33	33	66
6	ALIT ABDIAN PUTRA	32	34	66
7	ALIV MAULIDI	36	38	74
8	ALMIRAH DELLA WAHYUNINGTYAS	39	38	77
9	ALVARO DWI SAPUTRA	36	38	74
10	ANANDA PUTERI DHANY PRAKARSA	39	38	77
11	AZRIEL ARDIANSYAH IRAWAN	43	43	86
12	EKA SELYA	39	39	78
13	FIKRI EFENDI	43	47	90
14	INFIA JULAYZA PRASCIKA	39	39	78
15	LAILATUL JUMROTUS SHOLEHA	43	39	82
16	LINDA DWI KASIH AULIYA	36	38	74
17	LUKMAN HAKIM	37	36	73
18	M. ITQON KHOLIDI	46	44	90
19	MOCH. WAHYU CATUR PRASETYO	45	45	90
20	MOHAMMAD ALVIN	35	35	70
21	MOHAMMAD HAFIL KURNIAWAN	40	42	82
22	NATASYA AJENG AURA PHITALOKA	43	41	84
23	NUR ZARA ABEL AVRIELIA	40	45	85
24	PUTRA TRUBA JAYA	40	45	85
25	PUTRI ASNI SATARIKA AURA HASANAH	40	42	82
26	RIZKY AJI KUSUMA	34	36	70
27	SANDY YUDHA SAPUTRA	37	36	73
28	SUKMA NANDITA PUTRI	44	42	86
29	SYAFIF ARYA ADINATA	43	47	90
30	SYARIFATUS SYIFA ARDIYANTI	45	45	90
31	TEGAR MAULANA ARDIYANSYAH	41	45	86
32	THAMRIN NOVAN TRI WARDHANA	33	33	66
33	VERA PRINCESSA JAVANIKA RAHADI	45	45	90

Gending, May 10th, 2023

Guru Mata Pelajaran,

Muhammad, S.Pd, M.Pd
NIP 197104121999031011

Mahasiswa Penelitian,

Riska Bela Adinda Rosita
NIM T20196052

Scoring Rubric of Post-Test in Control Class

No	Name	Aspects		Total Score
		P and F	V	
1	AHMAD IBNU HASAN	37	37	74
2	AHMAD THORIQ SYAROFADHIL ZAIN	40	38	78
3	ARIF MAULID	28	28	56
4	ARIF PUTRA DARMAWAN	33	35	68
5	ARYAPUTRA ISLAMI	34	36	70
6	AYU VIRA NURUL AZIZAH	43	39	82
7	CARISSA PUTRI	43	39	82
8	EXCEL TRI ALDIANSYAH	40	40	80
9	FIRLI FITRIANI	40	38	78
10	GALANG SATRIYA NEGARA R	40	40	80
11	KHEDIRA ARSHAVIN AFMI	40	36	76
12	LUNITA MUTIARA KASIH	40	36	76
13	M. FATUR RISKI	35	33	68
14	MAS'UDI	30	30	60
15	MOH. EKO ANDRIAN	34	36	70
16	MOH. FARIL	36	35	71
17	MOH. NUR FAYSI	35	35	70
18	MOH. RAHIL IBROHIM	30	30	60
19	MOH. RIZKY FEBRIANSYAH	31	29	60
20	MOHAMMAD WAHYU	38	40	78
21	MUHAMMAD ARIEL IRWANSYAH	35	34	69
22	NAURA ADELIA AGUSTIN	35	37	72
23	PLITA KUSUMA PUTRI	37	37	74
24	RATNA AIDA ARTININGSIH	41	40	81
25	RENDI SOVIA SAPUTRA	35	30	65
26	REVAND AURO MIKHAIL	34	34	68
27	SILVANA PUTRI MAULIDAH	43	42	85
28	SRI NUR HIDAYATI	40	42	82
29	ZALLIFAH YUSTY IBROHIMIA	40	42	82

Gending, May 10th, 2023

Guru Mata Pelajaran,

Muhammad, S.Pd, M.Pd
NIP 197104121999031011

Mahasiswa Penelitian,

Riska Bela Adinda Rosita
NIM T20196052

APPENDIX 16

CURRICULUM VITAE

Personal Information

Name   : Riska Bela Adinda Rosita

NIM   : T20196052

Place/Date of Birth : Jember, April 2nd, 2001

Home Address   : Jalan Olahraga 315, RT 1 RW 3, Krajan, Sebaung, Gending, Probolinggo, Jawa Timur, Kode Pos 67272

Faculty   : Tarbiyah and Teacher Training

Program   : English Education Program

Email Address   : riskabela0241@gmail.com

Education Background

a. TK Kemala Bhayangkari 19 Gending   (Graduated in 2007)

b. SDN Sebaung 1   (Graduated in 2013)

c. SMP Nurul Jadid Paiton Probolinggo   (Graduated in 2016)

d. SMA A. Wahid Hasyim Tebuireng Jombang   (Graduated in 2019)