

# IMPROVING THE VOCABULARY OF THE STUDENTS BY USING DUOLINGO APPLICATION AT THE SECOND GRADE OF SMP NEGERI 1 KELARA

(Pre-Experimental Research)



Submitted to the Faculty of Teacher Training and Education
Universitas Muhammadiyah Makassar in Part Fulfillment
Of The Requirement for the Degree of Education in English Department

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CSTAKAAN DAN Yang membuat perjanjian

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# Motto

This Thesis is Dedicated to My Beloved Grand Parents and My

Big Family Who Always Pray, Support and Give Me a Big Love



#### ABSTRACT

Megawati. 2022. Improving the Vocabulary of the Students by Using Duolingo Application at the Second Grade of SMP Negeri 1 Kelara (A Pre-Experimental Research). English Education Department, Faculty of Teachers Training and Education, Universitas Muhammadiyah Makassar (Supervised by Radiah Hamid and Ismail Sangkala).

This research aims to find out whether Duolingo Application can improve the vocabulary of the students especially in verb (transitive and intransitive verbs) in Second Grade of SMP Negeri 1 Kelara.

The researcher applied Pre-Experimental Method by using one gruop pretest and post-test design and collected data by giving pre-test and post-test. The sample for this research was Class VIII.3 of SMP Neger 1 Kelara that consisted of 18 students. The Sample was taken by using Purposive Sampling Technique and the data was analyzed by using IBM SPSS statistics version 26.

Based on the research findings, the improvement of students cocabulary by using the Duolingo application in second grade of SMP Negeri. Kelara was good, because before using the Duolingo application the average score of students was 27.22, but after the students used the Duolingo application, the average score of students increased to 76.78. This significant improvement occurred because the Duolingo Application gave a good effect in teaching vocabulary. The Duolingo Application can make student learning more enjoyable because Duolingo can help students ensily acquire new words with interesting picture features to understand the meaning of words. This makes students more active and enthusiastic in improving vocabulary. Therefore, based on these results, it is recommended to use the Duolingo Application in improving students vocabulary especially in verbs.

Keywords Duolingo Application, Vocabulary, Transitive Verb, Intransitive Verb



#### ABSTRAK

Megawati. 2022. Meningkatkan Kosakata Siswa Dengan Menggunakan Aplikasi Duolingo Di Kelas Dua SMP Negeri 1 Kelara (Penelitian Pra-Eksperimen). Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar (Dibimbing oleh Radiah Hamid dan Ismail Sangkala).

Penelitian ini bertujuan untuk mengetahui apakah Aplikasi Duolingo dapat meningkatkan kosakata siswa khususnya pada kata kerja (kata kerja transitif dan intransitif) di kelas II SMP Negeri 1 Kelara.

Peneliti menggunakan metode Pro-Experimental dengan menggunakan satu kelas untuk pre-test and post-test dan menggunakan data dengan memberikan pre-test dan post-test. Sampel dalam penelitian ini adalah siswa kelas VIII 3 SMP Negeri i Stelara dengan jumlah sample 18 siswa Sampel diambil dengan menggunakan Teknik Purposive Sampling dan data dianalisis dengan menggunakan sepistik IBM SPSS versi 26.

Berbasarkan hasil penelitian, peningkatan kosakata siswa dengan menggunakan aplikasi Duolingo di kelas II SMP Negeri I Kelara sudah baik, karena sebelum menggunakan aplikasi Duolingo nilai rata-rata siswa adalah 27,22, tetapi setelah siswa menggunakan aplikasi Duolingo , nilai rata-rata siswa meningkat menjadi 76,78. Peningkatan yang signifikan ini terjadi karena Aplikasi Duolingo memberikan pengaruh yang baik dalam pengajaran kosakata. Aplikasi Duolingo dapat membuat belajar siswa lebih menyenangkan karena Duolingo dapat membantu siswa dengan mudah memperoleh kata-kata baru dengan fitur gambar yang menarik untuk memahami arti kata. Hal ini membuat siswa lebih aktif dan antusias dalam menambah kosakata. Oleh karena itu, berdasarkan hasil tersebut, disamakan untuk menggunakan Aplikasi Duolingo dalam meningkatkan kosakata siswa terutama pada kata kerja.

Kata Kunci Aplikasi Duolingo, Kosakata, Kata Kerja Transifif, Kata Kerja Intransitif

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June 2022, Makassar

The Researcher



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#### CHAPTER I

#### INTRODUCTION

This chapter deals with the background, problem statement, objective on the study, the significant of the study, and scope of the study.

### A. Background

English has a position as a foreign language in Indonesia. One of the most important foreign languages to be learned in Indonesia is English (Maduwu, 2016). English has long been an integral part of the education system in Indonesia, which was initially only taught at high-level education, but over time English was taught at the lower level to the high level. This makes English one of the foreign languages that is a subject in school that must be studied by students at the level of formal education from the lowest to the highest and is also tested in the national examination.

There are several skills must be known in English, namely writing, reading, listening, and speaking skills. But before learning those four skills, students must first know the vocabulary in English. According to Alqahtani (2015) the most important part in learning foreign languages is vocabulary learning because there are new words that must be emphasized both in books and in class. Teaching and learning English vocabulary has a very important role in enabling Indonesian students to master English as their foreign language. However, if students lack vocabulary, they will have difficulty understanding the material given by the teachers.

In the era of globalization with extraordinary technological developments, teaching and learning activities can be easily carried out with the presence of ICT. The rapid development of technology in the current era can be applied in teaching and will be very influential and important in the world of education (Jaelani, 2020: 19). The use of ICT can enable teachers to make the teaching and learning process more varied. Because the delivery of information through advanced technology looks more varied and important. These ICT advances can make students more comfortable and not seem bored or monotopyus.

Teachers need to choose effective medium to support students' vocabulary development. One application that makes it easy for students to learn. English is the Duolingo Application. Duolingo is the most popular language-learning platform in 2016 and the most downloaded educational app in the world, with over 300 million users. The company's mission is to make education free, enjoyable, and accessible to everyone. In previous studies Afisoko (2020) he found that to improve English learning especially in vocabulary, Duolingo could be one of the most effective applications to use. He found that students were interested in using this application seen from the very good responses. Students said that it was easier for them 40 anderstand the material and not bored in learning so that they were more active in learning. Duolingo can be used as a learning medium to learn and improve students' poor vocabulary.

There are still many students who have very limited vocabulary mastery.

In previous studied Jaelani & Sutari (2021) they said that most students in Indonesia still lack mastery of English vocabulary, and this is a big problem that

must be overcome. They found that students find it difficult to learn English due to several factors. First, students cannot understand the meaning and some terms in English because of a lack of vocabulary. Second, the media used does not make students interested in learning because of the conventional way of teaching. This will make students lazy and bored in learning English and especially not optimal students in learning yocabulary.

According to previous studies and the results of the researcher's earlier interview of one of the students in the Segond Grade of SNIP Negeri 1 Kelara via WhatsApp that about vocabulary, some students stall lack vocabulary. An interview with an English teacher also revealed that not all students are active and have a good vocabulary. Lack of mastery of students' vocabulary is still a problem that must be overcome. In this very advanced technological era, many applications can greatly facilitate students in learning vocabulary, one of which is the Duolingo Applications

Grade of SMP Negeri 1 Kelara, they experienced a lack of rocabulary so that students had difficulty understanding the material given by the teacher. In this case, some students experienced a lack of vocabulary due to various factors such as the media used did not make students interested in learning and did not understand the material due to the lack of students' vocabulary. This is a problem that must be overcome by the teacher. Therefore, the researcher is interested in conducting research entitled "Improving the Vocabulary of the Students by Using Duolingo Application at the Second Grade of SMP Negeri 1 Kelara".

#### B. Problem Statement

Related to the statement above, the research problem is formulated in the form of questions as follows:

- 1. How does the Duolingo Application improve the students' vocabulary mastery in the Second Grade of SMP Negeri 1 Kelara?
- 2. What are the responses of students toward Duolingo Application in studying English vocabulary at the Second Grade of SMP Nege

## C. Objectives of the Research

is:

Based on the formulation of the problem above, the purpose of this study

- To investigate how Duolingo Application improve the students' vocabulary in the Second Grade of SMP Negeri 1 Kelara?
- 2. To find out what responses of students toward Duolingo Application in study English vocabulary at the Second Grade of SMP Negeri 1 Kelara?

## D. Significances of the Research

This research is expected to be able to make a significant contribution both AKAAN DANP theoretically and practically

## 1. Theoretically Significance

This research is expected to be a reference or source of information related to increase students' vocabulary using the Duolingo Application.

- 2. Practically Significances
- a. For students, it will help improve vocabulary easily and be fun so as not to get bored because this application can be used anytime and anywhere.
- b. For teachers, it will make the process of learning teaching materials easier and more enjoyable so that they can motivate students to increase their vocabulary both inside and outside the classroom.
- c. For the researcher, it will be an additional experience and knowledge that will be used when becoming an educator in the future.
- d. For other researchers, it can be used as a reference for those who want to do research that is in line with this research and provides sources of information.

## E. Scope of the Research

This research was conducted at SMP Negeri I Kelara in Tolo, Kel. Tolo, Kec. Kelara, Kab. Jeneponto, South Sulawesi. This research is focused on improving students' vocabulary, especially in transitive and intransitive verbs. This research uses the verb feature in the Duolingo Application to improve students' English vocabulary.

SAKAAN DAN PER

## CHAPTER II REVIEW OF RELATED LITERATURE

This chapter deals with some previous related studies, some relevant ideas and the conceptual framework, and hypothesis

#### A. Previous Related Study

the Duolingo Application that has been conducted previously by some researchers. Kusumadewi and Widyastut (2018) in their research entitled "The Effects of Using Duolingo towards Student's Vocability Masters", this study aims to determine the effect of using Duolingo on students' vocabulary mastery. The result is that students who learn English using the Duolingo Application have a positive effect compared to the conventional student approach. This study has similarities, namely using an experimental method, but the difference is that this study uses a true-experimental design with post-test only control.

Increase EFL Student Motivation in Learning English". This study aims to determine student motivation in learning English through Duolingo as a means of language education. He found that the use of the Duolingo Application was quite effective in increasing students' motivation to learn English. This study shows that Duolingo is an application that can motivate beginners to learn a second language and keep making progress. This study has similarities, namely using the Duolingo

variable and the difference is in this study using mixed methods by selecting 40 students as the sample and then using interviews as data collection techniques.

Research from Jaelani and Sutari (2020) with the title "Students' Perception of Using Duolingo Application as a Media in Learning Vocabulary", this study aims to determine students' perceptions of the use of the Duolingo Application as a medium for learning vocabulary. They found that most of the students preferred to use the Duolingo app as a medium. Duolingo has several advantages in learning media for students, including students who are easier to understand the material and enthusiastic about learning vocabulary. This research has similarities, namely using the Duolingo Application as a medium. This study also has a significant difference that using qualitative methods namely case study methods and interviews as instruments to know the students' response.

The researcher found that the Duolingo Application is an application that can be used to teach English, especially in increasing vocabulary. This research has similarities and differences of each. The similarity of several previous researchers is that each of them discusses the Duolingo Application and the differences are in the methods, instruments, and data collection techniques.

## B. The Concept of Vocabulary

## 1. The Definition of Vocabulary

According to the Hornby (2000: 1506), vocabulary is defined as the set of words that a person knows and uses when talking about a particular subject.

Vocabulary is one of the language elements used by a person so that

Students who master foreign languages are often categorized as smart and high achievers. So, the mastery of vocabulary is very important for students to learn a language. In this case, the teacher must ensure that there are adequate components in the teaching and learning process so that students can master vocabulary. Therefore, teachers need to teach vocabulary to students starting from the words that are around them such as nouns, adjectives, verbs, and others.

## 3. Teaching Vocabulary

In teaching English vocabulary is the main part that is very important to support communicative purposes. The goal cannot be achieved if the students do not master the vocabulary well. The first thing that students must learn in learning English is vocabulary. Students will have difficulty in developing other skills such as reading, speaking, and writing without knowing vocabulary. Therefore, the teacher has an important role in using interesting media, techniques, and strategies so that students can understand the lesson comprehensively in class. According to Kukulska, eval. (2015: 13) there are various ways to implement mobile pedagogy in teaching language, as follows:

- a. Student assignments related to communicative needs are combined both inside and outside the classroom
- b. Introducing the students to language as a dynamic system
- Combining the four skills of reading, speaking, writing, and listening
- Students are allowed to interact socially with friends and English users outside of class

- e. Students are provided with feedback
- f. Enables students to practice speaking and writing which will be interesting in the learning process
- g. Students can be encouraged to develop their learning skills
- h. Students are allowed to choose what and how to learn

Teaching is to provide guidance and to facilitate students in the learning process. The purpose of teaching vocabulary is that students get feedback.

Teachers must provide motivation and know what they need to focus on.

Motivation is very important because it will be difficult for students to learn English vocabulary without good motivation.

#### C. Concept of Verb

## 1. The Definition of Verb

Verbs are the most complex part of speech. It is said to be complex because it is a verb that determines a sentence such as statements, questions, commands, and exclamations. According to Beyer (2013), the most important element in English is the verb. It's just that the word that most often appears in spoken and written language is a pour. The form of the verb also has variations that can be influenced by the subject, number, and time used (Frank, 1972). The most prominent feature of the verb is to have the ability to command directly.

#### 2. Kinds of Verb

According to Frank (1972) there are several kinds of verbs are following:

a. Transitive verbs: A transitive verb has an object that receives the action of a transitive verb. So, if a transitive verb is without a noun and a pronoun, it will not be able to stand alone. Examples of words are teach, take, make, tell, get and others.

Rumus Subject very direct object

Bring	Please bring me a glass of water.  KAS	HAMA SA	Do not buy hamburgers at that restaurant.
Cost	My coat cost a lot of money	Get	My children get good grades in school.
Give	Our family gives gifts at Christmas.	Leav	l'leave home at 8:00 in the morning.
Lend	Could you please lend me five dollars?	Make	Dict you make collect this morning?
offer	My boss offered me a great new job 4	PANE	I owe you ten dollars.
Pass	All the students passed the test.	Pay	Don't forget to pay the phone bill.
Play	Jennifer loves playing the piano.	Prom ise	She promised me she would come to the party.

Read	They read the newspaper every day.	refus e	The customs officers refused to let me enter the country.
Send	My girlfriend sends me an e-mail message every day.	show	My neighbor showed me her garden yesterd ay.
Sing	Muttel sings songs at karaoke every Supday	SAD	Travelers take planes or trains to their destinations.
teach	Our parents teach us to be	tell	The author tells a good story.

b. Intransitive verbs: An intransitive verb is an action verb like a transitive verb but in an intransitive verb it does not have an object to receive the action.

Examples are happen, laugh, cry, disappear, speak and others.

# Rumus Spiect + verb

Example of sentences are:

- 1) He suddenly disappeared at home.
- 2) Haugh while watching YouTube.
- The moon shines.
- 4) It is raining.
- 5) They run.

- 6) He died.
- 7) She slept.
- 8) It snows
- c. Linking verb: A linking verb is a verb that has a function to connect a verb with another verb in a sentence. Examples are am, is, are, was, were, been, appear, continue, become and others. Example of sentences are:
  - 1) I am writing my proposal.
  - 2) She is writing for the rain to stop.
- d. Auxiliary verbs: Auxiliary verbs are verbs that appear before the main verb in a sentence. Examples are: be, do, have, can, could, will, may, must and others.

  Example of sentences are
  - 1) She must find the room key.
  - 2) He must pick up the clothesline before the rain comes.
- e. Regular verbs: Regular verbs are verbs from the past tense and past participle.

  (2nd and 3rd forms) and are formed by adding "d" or "ed" at the end of the verb. Such as study becomes studied, walk becomes walked, cook becomes cooked and others. Example of sentences are
  - 1) She played smartphone until late at night.
  - We cooked Gapurung yesterday.
- f. Irregular verbs: Irregular verbs are verbs ending in "ed" for the past and past participles 2nd and 3rd forms. For example: go-went-gone, drink-drank-drunk, eat-ate-eaten, and others. Example of sentences are
  - 1) I went to Labuan Bajo a year ago.

2) My friend wrote a job application letter.

#### D. The Concept of Duolingo

#### 1. The Definition of Duolingo

Duolingo is an application made to make it easier for people to learn many languages for free and easy. According to Botero, et.al. (2019) states that languages like English. Korean, Spanish, Japanese, Arabic, and others can be learned by students who easily use the Duolingo Application. Students often feel bored or lazy in learning languages but in Duolingo Application, they will learn languages using diverse and fun techniques for beginners to learn new languages. Duolingo uses a very simple procedure so it's easy to use for all ages like children, adults, and parents. Munday (2016) states that based on the study learning language using Duolingo is preferred because it has diverse and interesting features than regular media.

Duolingo is a platform that was launched for public use in June 2012 as a language learning platform that can be accessed on the website, Android, or iOS application. According to Bogdan (2016: 199) Duolingo is part of ICT because it is included in the category of Mobile-Assisted Language Learning (MALL). Students who want to improve their Cocabulary can use the Duolingo Application as an easy and fun language learning application. Students can get vocabulary practice and get the opportunity to know and evaluate and improve their vocabulary (Guaquat & Angela, 2018: 69).

## 2. The Types of Duolingo Tasks

Wagner & Kunnan (2015: 322) say that Duolingo has four separate tasks such as vocabulary task, listening and transcription task, sentence completion task, and speaking task. Each user may have a different order and task because of this there is a computer adaptive test in which the order and occurrence of tasks are different based on the responses of each user. The duties of Duolingo can be explained as follows:

- a. Vocabulary in vocabulary assignments, the user can pick up several words on the grid on the screen. Then the user must choose the right words in English.
- b. Listening and Transcription: The user's ability to listen can be assessed from listening and transcription. Users must type the words they hear aurally correctly. This task is usually like a dictation model. Users can choose to use speed or slow mode in listening to the given test.
- e. Sentence completion: The next/task given is to complete sentences. The user will be given several short texts that must be arranged to become correct sentences.
- d. Speaking: Speaking is the last task in Duolingo. In this task, the user will be given on-screen instructions such as "say this sentence". Then, the user must click on the microphone icon and read the given written sentence.

## 3. Learning Step by Using Duolingo

Students' knowledge of English vocabulary can be developed using the Duolingo Application. Students can get three benefits from the Duolingo app. First, Duolingo helps students increase motivation in learning because it has various fun features. Second, Duolingo helps students easily get new words because it has an interesting picture feature in learning vocabulary. Third, Duolingo can be used by students to understand the meaning of the given word. Students can use Duolingo after the teacher delivers the material in class. Students can use some practical and systematic steps to learn new vocabulary. Halimi (2019) explained in her research that there are several steps in teaching vocabulary using the Duolingo Application, namely:

- a. Provide material to students based on English books without using the Duolingo Application. Students can identify the words used in the text.
- b. Students will be given some exercises after understanding the words in the given text. The students then place the words and details from the text.
- c. After students are given the material, students then get ready to learn vocabulary using the Duolingo Application.

Halimi (2019) also explained in her research for readers can understand the function of each part of the Duolingo Application with a few easy steps and can be applied in learning activities in the classroom as follows:

- a. Firstly, Duolingo can be used on mobile by downloading it on Google Play or App Store and then installing it. Users can create an account or access it without an account. However, their progress in learning cannot be saved without an account.
- After that, students can learn to use English and start learning activities.

- c. Then, the student will be given the first exam, and to open the next exam the student must pass the first exam and so on. Learning on Duolingo is divided into units that start with "Basics" and can move to other units such as "Food" or "Family" or other topics such as "Past Perfect" and "Subjunctive Past". (Teske & Kaitlyn, 2017: 393)
- d. Lastly, student progress can be accessed through lessons or units. Each lesson consists of 10 to 20 questions that focus on improving students' vocabulary through pronunciation, translation, listening, and vocabulary knowledge skills.

  Each lesson is well completed, a new lesson is then unlocked and can be promoted to the next lesson and get a crown that signifies passing that lesson.

In the classroom, the teacher can start the class by providing material based on English books and how to use the Duolingo Application. Students are then asked to determine the meaning of the words. So, new vocabulary and general understanding are given to students first. After that, students can start using the Duolingo Application and they can choose the given topic.

## 4. The Advantages and Disadvantages of Duolingo

According to Munday (2016) Duolingo has several advantages and disadvantages, as follows:

## 1. The Advantages of Duolingo

a. Duolingo can be used to increase student activity in the language teaching and learning process. Duolingo has several fun features, so students don't feel bored in learning a language. It could be because Duolingo incorporates several aspects of gamification in learning, it can motivate and involve

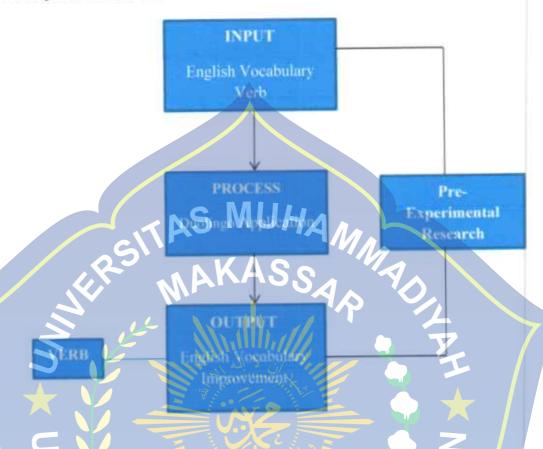
- students in learning with Duolingo. The material learned for the game is usually difficult to forget, it could be because students are happy to learn.
- b. Duolingo can make homework so that apart from studying in class, Duolingo can also support to train students to improve their vocabulary with Duolingo at their home. Based on the research conducted by Munday showed that if students A1 84.8% agreed that homework with Duolingo was better than other types of homework.
- media will greatly facilitate the teacher to be implemented inside and outside the classroom. Students can study wherever and whenever they want if the network connection is connected.

## 2. The Disadvantages of Duolingo

Dualingo besides having advantages also has weaknesses as a medium for learning vocabulary including:

- a. Duolingo will be difficult to apply in class if there is no internet connection because this media is based online.
- b. If Duolingo is to be used in the classroom, the teacher must prepare a projector so that students are more active and participate in the teaching and learning process.
- c. Teachers need to prepare many things such as loudspeakers, notebooks if they are going to be done in a regular class.

#### E. Conceptual Framework



Based on the conceptual framework above, this research is to find out how to improve students' English vocabulary at SMP Negeri 1 Kelara. This study uses the Duolingo Application to improve students' English vocabulary. This study focuses on increasing students' vocabulary about verbs, especially intransitive and transitive verbs. This study uses pre-experimental research and students will be given a pre-test and post-test to determine before and after being given treatment.

#### F. Hypothesis

 Null Hypothesis (Ho): "There is no effect of using the Duolingo Application to improve students' vocabulary of the Second Grade at SMP Negeri 1 Kelara"  Alternative Hypothesis (Hα): "There is an effect of using the Duolingo Application to improve students' vocabulary of the Second Grade at SMP Negeri 1 Kelara"



## CHAPTER III

### RESEARCH METHOD

This chapter discussion about research design, population and sample, research variables and indicator, research instrument, and procedure of data collection

## A. Research Design

The researcher used pre-experimental research with one group experiment for pre-test, treatment, and post-test to find out the increase in students' vocabulary using the Duolingo Application at SMP Negeri 1 Kelara. Experimental research is a type of quantitative research. According to Khotari (2004: 3) quantitative research is based on the measurement of quantity or amount. In other words, the purpose of this study is to evaluate the measurement of the quantity of the observed subjects. The researcher conducted a pre-test to determine the students' vocabulary knowledge before being given treatment. Then the students were given treatment using the Duolingo application and at the final meeting the students were given a post-test to determine the students' vocabulary after being given treatment. This is to determine the significance of the students' pre-test and post-test scores. According to Sugiyono (2016), one group pre-test and post-test are described as follows:

Pre-test	Treatment	Post-test
O	X	O <sub>2</sub>
0	-727	

Where:

O<sub>1</sub> = Pre-test

X = Treatment using Duolingo Application

O2 = Post-test

## B. Population and Sample

## 1. The Population

Population is an interesting group to study so that the researcher wants to generalize the results of their research to that group (Fraenkel and Wallen, 2012; 92). The population used in this research were second grade students of SMP Negeri 1 Kelara which consisted of three classes. Each class consists of an average of 30 students so that the population is 90 students.

MUHAM

### 2. Sample

The researcher used the Purposive Sampling Technique and chose class VIII.3 in the second grade of SMP Negeri 1 Kelara as the sample in this research. Sampling is a process related to selecting several subjects from the population to be respondents in research (Piaw, 2006: 179). To limit the population, the researcher used 18 students to be used as a sample because after making observations and short interviews with English teacher at SMP Negeri 1 Kelara, that 18 students in class VIII.3 need more treatment in improving their vocabulary.

## C. Variable and Indicators

- 1 Variable of this research are:
  - a. Independent variable (Y): Duolingo Application.
  - 2. Dependent variable (X): Students' vocabulary mastery.
- 2. Indicator of this research is:

Improving the vocabulary especially in transitive and intransitive verbs.

## D. Research Instrument

The researcher used test and close-ended questionnaire for this research as follows:

## 1. Test

To determine the students' ability in vocabulary, the researcher used multiple choice test as a learning instrument. The test consists of 15 items from Duolingo Application. The pre-test was conducted to measure the students' English vocabulary skills and the post-test was to determine the facrease in the students' English vocabulary after the pre-test and treatment.

Table 3.1 Scoring Rubric of Multiple choice

Number of Questions	Points of Questions
1-15	1
Maximum Score	15

Value Determination =  $N = \frac{Score\ Acquisition}{Maximum\ Score} x100$ 

## 2. Close-ended questionnaire

To determine students' response of use the Duolingo Application in English vocabulary, the researcher used close-ended questionnaire. According to Sugiyono (2016) states that a questionnaire is several written questions to collect data from respondents. This questionnaire has 10 questions consisting of students' interest in learning to use the Duolingo Application, as well as the advantages and disadvantages of the Duolingo Application. The Questionnaires are given to students at the last meeting and are returned after students have completed filling them out.

Table 3.2 Scoring Rubric of Questionnaire

Answer Scale	Score
Strongly Agree	"mound
Agree	MAIN
Quite Agree	3
Disagree	2
Strongly Disagree	1

Value Determination:  $p = \frac{1}{n} x 100$ 

Where: p : Percentage

f: Frequency of each answer of questionnaire

n : Ideal score

## E. Technique of Data Collecting

### 1. Pre-test

Students were given a pre-test at the first meeting before being given the treatment. Students are asked to fill in the question sheet about vocabulary. This test is to determine the students' previous vocabulary skills. The researcher gave with each number having I score and a total of 15 scores. 15 number of questions, each question consisted of four answer choices (a, b, c, d)

After giving the pre-test, the researcher gave treatment to the students. Treatment was carried out for four meetings. At the first meeting, the researcher explained in general about the Duolingo Application. Furthermore, at the second and third meetings, they provide subject matter that is specific to verbs in the Duolingo Application, such as looking at pictures and then students listen and repeat the verbs. Then at the fourth meeting the students were asked to try out some of the questions that were displayed in the verbs section of the Duolingo SAKAAN DAN PE Application.

## Post-test

After giving the treatment, the researcher gave a post-test to the students to determine the students' abilities after being given treatment using the Duolingo Application. Students were asked to fill out a question sheet to find out the student's vocabulary after treatment. The researcher gave 15 number of multiple choice questions. Each question consists of four answer choices (a, b, c, d) with a total score of 100 where each question has 5 scores.

## Questionnaire

Students were asked several questions about their responses of Duolingo learning related to the research problem. In this research, students were distributed closed questionnaires. This questionnaire has 10 questions consisting of students' interest in learning to use the Duolingo Application, as well as the advantages and disadvantages of the Duolingo Application. Questionnaires are given to students at the last meeting and will be returned after students have completed tilling them out.

## F. Data Analysis

After the researcher collected data from the pre-test and post-test, the researcher then compared the results. Researchers used IBM SPSS Statistics Version 26. According to Priyatno (2008) SPSS is a program or software used for statistical data processing. The data is then analyzed and determined by statistical calculations with the statistical was discalled in the study to determine whether there were significant differences or not. Then the gain score is used to determine the effectiveness of the application used whether there is an increase or decrease. However, it is necessary to test the normality and homogeneity test before testing the hypothesis.

## 1. Scoring pre-test & post-test

Score: total correct answer x 100

(Depdikbud, 1985)

2. Classifying the student score into following criteria:

The mean score of the students is classification in five levels as follow:

Table 3.3 Classification the score of students

Score	Classification	Criteria
91-100	excellent	Students can identify Verb  Students can find out the meaning of Verb  Students can write vocabulary Verb  Students can memorizing Verb  Students can pronounce Verb  Students can use vocabulary Verb correctly
86-95	very good	<ul> <li>Students can identify Verb</li> <li>Students can find out the meaning of Verb</li> <li>Students can write vocabulary Verb</li> <li>Students can memorizing Verb</li> <li>Students can pronounce Verb</li> <li>Students cannot use Verb correctly</li> </ul>
76-85	good	<ul> <li>Students can identify Verb</li> <li>Students can find out the meaning of Verb</li> <li>Students can write Verb</li> <li>Students can memorizing Verb</li> <li>Students cannot pronounce Verb</li> <li>Students cannot use Verb correctly</li> </ul>
66-75	fairly good	Students can identify Verb     Students can find out the meaning of Verb     Students can write Verb

		Students cannot memorizing Verb     Students cannot pronounce Verb     Students cannot use Verb correctly
56-65	Fair	<ul> <li>Students can identify Verb</li> <li>Students can find out the meaning of Verb</li> <li>Students cannot write Verb</li> <li>Students cannot memorizing Verb</li> <li>Students cannot pronounce Verb</li> <li>Students cannot use Verb correctly</li> </ul>
46-55	poor RSI	Students cannot find out the meaning of Verb Students cannot write Verb  Students cannot memorizing Verb Students cannot propounce Verb Students cannot propounce Verb  Students cannot use Verb correctly
0-45	Very poor	Students cannot identify Verb  Students cannot find out the meaning of Verb  Students cannot write Verb  Students cannot memorizing Verb  Students cannot pronounce Verb  Students cannot use Verb correctly

(Depdikbud in Inayah, 2019)

## 3. Normality Test

Normality test is used to determine whether the data set is normally distributed or not. The researcher used IBM SPSS Statistics Version 26 for normality test provided that if more than > 0.05 of the normality test, the data could be categorized as normally distributed, but if the score was < 0.05 then it could be categorized as abnormal data.

## 4. Homogeneity Test

The homogeneity test was carried out after the normality test results were obtained. The researcher calculates the homogeneity of the data from the results of the normality test. Homogeneity test is used to determine whether the data is homogeneous or not. This test was also carried out using IBM SPSS Statistics Version 26 to obtain data homogeneity with a significance of more than = 0.05.

## 5. T-test

The t-test is a data analysis process used to determine whether there is a significant difference in students' vocabulary knowledge before and after using the Duolingo Application. This t-test also uses IBM SPSS Statistics Version 26. If the result shows Sig. (2-tailed) > sig = 0.05 (5%), then the null hypothesis is accepted.

But, if Sig, (2-tailed) < sig = 0.05 (5%), then the alternative hypothesis is accepted.

## 6. Data Analysis of Questionaire

Value Determination: p = -x100

Where: p : Percentage

f : Frequency of each answer of questionnaire

n: Ideal score

### CHAPTER IV

## FINDINGS AND DISSCUSION

This chapter presents the results of the research and discussion. The findings of this study include a description of increasing students' vocabulary through the Duolingo Application (pre-test and post-test). Then, further discussion explains the explanation and interpretation of the findings.

## A. FINDINGS

The research findings describe the results of data analysis. That The vocabulary test consists of pre-test and post-test. Pre-test was given to find out about the students' vocabulary before the process of presenting the vocabulary through the media or giving treatment, and a posttest is given to find out increase in students' vocabulary after being given treatment, increased to vocabulary from the results of the pre-test and post-test. Researcher complete the results of the pre-test and post-test, if the post-test result is higher than the pre-test result. This means that the media is effective. The results of data analysis can be seen below:

- 1. The Improvement of Students' Vocabulary by Using Duolingo
  Application
- a. The Classification and Frequency of Pre-test and Post-test

The description of the results of data analysis on improving students' vocabulary using the Duolingo Application, where data was collected from 18 students using multiple choice tests. The test given by the researcher was in the

form of pre-test and post-test. This research was conducted for four meetings. Pretest and post-test materials on the vocabulary of transitive and intransitive verbs.

Table 4.1 Frequency and Percentage of Classification of Student Content
Scores Using the Following Scale:

No.	Score	Classification	Pre-	Test	Post	-Test
140.	Score		Freq	(%)	Freq	(%)
1.	Score 91 - 100	Very Good	0	0	0	
2.	Score 76 - 90	Good	о Д S	AMA	10	55,6
3	Score 61 - 75	Fairly		AP	18)	44.4
4.	Score 51 -60	Poor	ران لا إلى ان لا إلى	0	0	0
5.	Score less than 50	Very Poor	18	100	0	0
	TO TO	TAL	18.	100%	18	100%

The table above shows the increase in students' vocabulary in the pre-test and post-test questions. During the pre-test, all students got a very bad score of 18 with a percentage of 100% and none of them got very good scores, good, fairly or very less. When the post-test students showed an increase, 10 students got good scores with a percentage of 55.6%, and 8 students got a fair score with a percentage of 44.4%, and none of them got very good scores, fairly and very less.

## b. The Total Scores of Students Vocabulary Test by Using SPSS

From table 4.1 it can be seen that the learning outcomes of class second grade students of SMP Negeri 1 Kelara are seen from the total scores of pre-test

and post-test. After that it was entered into the SPSS application. In this case, to find out the results of student vocabulary learning. Student learning results can be seen from the following table:

Table 4.2. Pre-test and Post-test Learning Outcomes at SMP Negeri 1 Kelara

with SPSS

## **Paired Samples Statistics**

	Mean	SNIVI	Std. Deviation	Std. Error Mean
PRE-TEST	27.22	AKI	1557.464	1.759
POST-TEST	76.78	18	5.796	1.365

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based on the table above, it can be seen that the maximum pretest score obtained by the second grade students of SMP Negeri 1 Kelara is 40, while the minimum score is 20. The mean obtained is 27.22 with a standard deviation of 7.464. Meanwhite, the maximum post-test score obtained was 86, while the minimum score was 66. The mean obtained was 76.78 with a standard deviation of 5.796.

## c. The Analysis of Data Using SPSS

## 1. Normality Test

This test is carried out before calculating the t-test. It aims to find out whether the data is normally distributed or not. The author uses Kolmogorov-Smirnov as presented in Tables 7 and 8. The data is normally distributed because the significance is greater than = 0.05 (5%). The result can be described as below:

Table 4.3 Test Normality using SPSS

One-Sample Kolmogorov-Smirnov Test

_		PRE-TEST	POST-TEST
N		18	18
	Mean	27.22	76.78
Normal Parameters <sup>a,b</sup>	Std. Deviation	7.464	5.796
TA	SAbsoluteU	4 1.278	266
Most Extreme Bifferences		276	.187
W W	Negative	-225	266
Kolmogorov-Smirnov Z	11/1/1/1	1.179	1.130
Asymp. Sig. (2-tailed)	ان لا إله الله	.124	-158

- a. Test distribution is Normal.
- b. Calculated from data.

From the table above, the researcher used Kolmogorov-Smirnov Test for the normality test, and it can be seen that the significance of the data in the Kolmogorov-Smirnov table from pre-test is 0.124 and from post-test is 0.155. It means that the pretest data is normally distributed, because the significance value is greater than = 0.05.

## 2. Homogeneity Test

After the researcher got the data from the normality test, the next step was to test the homogeneity using Levene's statistics to find out whether the data was homogeneous or not. If the result of the data calculation is greater than = 0.05, it

means that the data is homogeneous. The results can be seen in the following table:

Table 4.4 Test Homogeneity using SPSS

## Test of Homogeneity of Variances

		Levene Statistic	811	df2	Sig.
Hasil	Based on Mean	3.482	1	34	.071
	Based on Median	2.093	1	34	.157
	Based on Median and with adjusted of	S MUH	Ana	30.938	.158
	Based on trimmas mean	3.249	VAL	34	.080

Data analysis on SPSS using homogeneity calculation, obtained p-value = 0.080. The conditions that must be met as a condition for the data to come from a homogeneous population are the t value > , = 0.05. Because p-value = 0.080 > = 0.05, based on the calculation results, it can be concluded that the population variance comes from the same population (homogeneous).

## 3. Hypothesis Testing

Hypothesis testing has a function to determine the provisional conjecture formulated by the researcher. The following was the hypothesis that the researcher previously set. Based on the homogeneity and normality test, the statistics applied were parametic statistics with paired sample t-tests. The following was the hypothesis that the authors set earlier:

 Null Hypothesis (Ho): "There is no effect of using the Duolingo Application to improve students' vocabulary of the Second Grade at SMP Negeri I Kelara"  Alternative Hypothesis (Hα): "There is an effect of using the Duolingo Application to improve students' vocabulary of the Second Grade at SMP Negeri 1 Kelara"

Table 4.5 Paired Sample Test

		Paire	d Samp	les Test			
		Pair	ed Differen	ces			
				95% Con	fidence		
			Std	Interval	of the		
		Std.	Error	Differe	ençe.		Sig. (2-
		eviation	Mean	Lower	Uppgr	t d	f tailed)
Pair PRE-		7.27787	1.71541	-53.17475	-45.93638	a section	7 .000
1 TEST-	49.55556	M			1	28.888	
POST-	40.00000				P		
			$\sim 40$				
TEST			$10^{\circ}$	1,1//			

Based on the "Paired Samples Test" output table above, the Sig. (2-tailed) is 0.000-0.05, then H0 is rejected and Ha is accepted. So it can be denied that there is an mean score difference between the Pre Test and Post Test learning outcomes, which means that there is "Duolingo Application" Application enriches English vocabulary of the second-grade students of SMP Negeri 1 Kelara.

# 2. The Students Responses in Learning Vocabulary After Using the Duolingo Application

The researcher used Questionnaires to obtain data about the interests of students who have been taught using the Duolingo Application. There are ten questions in the questionnaire. The researcher gave a closed-ended questionnaire. This can also be described in terms of the percentage of students who are interested in using the Duolingo Application. The data can be seen, as follows:

Table 4.6 Statistic Questionnaire

#### Statistics

		No.1	No.2	No.5	No.6	No.8	No.9	No.3	No.4	No.7	No.10
N	Valid	18	18	18	18	18	18	18	18	18	18
	Missing	0	0	0	0	0	0	0	0	0	0

Table 4.7 The Students Like to Use the Duolingo Application in Learning

Vocabulary

From the table above, there are 16 students who answered strongly agree with a percentage of 88.9%, and there are 2 students who answered quite agree with a percentage of 11.1% as well, for the question stating "The students like to use the Duolingo Application in learning vocabulary." In the table it has been presented that there are no students who answered disagree or strongly disagree.

Table 4.8 The Duolingo Application Has Game-Like Features That Make
Learning More Enjoyable

No.2

					Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	cs	1	5.6	5.6	5.6
	ST	4	22.2	22.2	27.8
	SS	13	72.2	72.2	100.0

Total	18	100.0	100.0
T-WARREST	1.50	1,500	

From the table above, there is one student who answered quite agree with a percentage of 5.6%, four students who answered agreed with a percentage of 22.2%, the most answers on this item were strongly agree because there were 13 students who answered strongly agree with a percentage of 72.2%. For the question stating "The Duolingo Application has game-like features that make learning more enjoyable." The table shows that there are no students who answered disagree or strongly disagree.

Table 4.9 The Students Find It Difficult to Learn Vocabulary Using the

Duolingo Application

			No.3		
		- W			Cumulative
T		Frequency	Percent	Valid Percent	Percent
Valid	SS	1	5.6	5.6	5.6
1	ST	2	11.1	11.1	16.7
	CS	2	11.1	11.1	27.8
	TSO	7	38.9	38.9	66.7
	STS	6	33.3	33.3	100.0
	Total	18	100.0	100.0	
		MAK	MAL	DAI	

From the table above, there is one student who answered strongly agree with the percentage of 5.6%, two students who answered agreed with the percentage of 11.1%, two students who answered quite agree with the percentage of 11.1%, seven students who answered disagreed with the percentage of 38.9%, and 6 students who answered strongly disagreed with a percentage of 33.3% for the

question "The Students find it difficult to learn vocabulary using the Duolingo Application." In the table it has been presented that more students disagree with the statement.

Table 4.10 Duolingo Application Is Not Suitable For Use in the Class

			N	0.4		
		Frequency	Pero	ent	Valid Percent	Cumulative Percent
Valid	SS	AM	1	5.6	5.6	5.6
	ST	5	1	5.6	5.6	11.
	73	1		61.1	81.1	72.1
	STS	10.	5	27.8	27.3	100.0
	Total	1- 1	8	100.0	100.0	

From the table above there is one student who answered strongly agree with the percentage of 5.6%, one student who answered agreed with the percentage of 5.6%, 11 students who answered disagreed with the percentage of 61.1%, five students answered strongly disagreed with the percentage of 27.8% and none who answered quite agree to the question "Duolingo Application is not suitable for use in the class." In the table it has been presented that more students disagree with the statement.

Table 4.11 The Students Can Easily Memorize Vocabulary Using the

Duolingo Application

 No.5

 Frequency
 Percent
 Valid Percent
 Percent

 Valid
 STS
 1
 5.6
 5.8
 5.8

	540	Wester	(0.42 day)	
ST	3	16.7	16.7	22.2
SS	14	77.8	77.8	100.0
Total	18	100.0	100.0	

From the table above, there is one student who answered strongly disagree with a percentage of 5.6%, three students answered agree with a percentage of 16.7%, most of the answers on this item strongly agree because there are 14 students who answered strongly agree with a percentage of 77.78%. For questions stating "The students can easily memorize vocabulary using the Duolingo Application." The table shows that there are no students who answered disagree and quite agree.

Table 4.12 The Duolingo Application Can Be Used Anywhere And

			Anytim	ie	
UPT I	Y	Ži,	No.6		Curnulative
70		Frequency	Percent	Valid Percent	Percent
Valid	CS	1	5.6	5.6	5.6
	ST		5.6	5.6	11,1
	SS	16	88.9	88.9	100.0
	Total	18	100.0	100.0	
		MKA	AN	DAIN	

From the table above, there is one student who answered quite agree with the percentage of 5.6%, one student answered agree with the percentage of 5.65, the most answers on this item were strongly agree because there were 16 students who answered strongly agree with the percentage of 88.9% for the question stating "The Duolingo Application can be used anywhere and anytime." The table shows that there are no students who answered disagree or strongly disagree.

Table 4.13 The Duolingo Application Makes The Students Bored in

Learning Vocabulary

		No.7		112 2000
	Frequency	Parcent	Valid Percent	Cumulative Percent
Valid SS	17 42	11.1	MAN	11.1
C8	5	5.6	5.6	16.7
TS	B 110	50.0	50.0	66.7
STS	6	33.3	33.3	100.0
Total	18	100.0	100.0	

From the table above, there are two students who answered agree with a percentage of 11.1%, six students answered strongly disagree with a percentage of 33.3% and nine students answered disagreed with a percentage of 50.0% for the question that states." The Duolingo Application makes the students bored in learning vocabulary." The table shows that more students disagree with the statement.

Table 4.14 The Students Homework is Easier To Do After Using The

Duolingo Application

			No.8		Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	TS	4	22.2	22.2	22.2
	CS	3	16.7	16.7	38.9
	ST	3	16.7	16.7	55.6

SS	8	44.4	44.4	100.0
Total	18	100.0	100.0	

From the table above, there are four students who answered agree with a percentage of 22.2%, three students answered quite agree with a percentage of 16.7%, three students answered agreed with a percentage of 16.75, and the most answers on this item were strongly agree because there were eight students answered strongly agree with 44.4% percentage for questions stating "The students homework is easier to do after using the Duolingo Application." The table shows that there are no students who answered strongly disagree.

Table 4.15 The Duolingo Application Makes It Easier For Students to
Understand the Material Given by the Teacher

		7	No.9		
			V.5		Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	STS	1	5.6	5.6	5.6
	ST	3	16.7	16.7	22.2
1	SS	14	77.8	77.8	2100.0
	Total	18	100.0	100.0	

From the table above, there is one student who answered strongly disagree with a percentage of 5.6%, three students who answered agreed with a percentage of 16.7%, and the most answers for this item were 14 students answered strongly agree with a percentage of 77.8% for the question "The Duolingo Application makes it easier for students to understand the material given by the teacher." In the table it has been presented that none of the students answered disagree and quite agree.

Table 4.16 Tests in The Duolingo Applicatio Are Very Difficult To Do

No.10

		Frequency	Percent	Valid Percent	Percent
Valid ST	ST	3	16.7	16.7	16.7
	TS	13	72.2	72.2	88.9
	STS	2	11.1	11.1	100.0
	Total	18	100.0	100.0	

s MU*H*,

From the table above, there are three students who answered agree with a percentage of 16.7%, two students answered strongly disagree with a percentage of 11.15 and the most answers on this item were 13 students who did not agree with a percentage of 72.2% for the question stating " Tests in the Duolingo applicatio are very difficult to do ." The table shows that more students disagree with the statement.

## B. DISSCUSION

From the results of the study, the researcher found that students who were taught through the Duolingo Application could get better results in learning English vocabulary. The results of the data were taken from 18 students in the pretest and post-test. This can be seen in table 2 which has an average pre-test of 27 before carrying out treatment using the Duolingo Application. Then, the average post-test score was enriched to 76 after the treatment was carried out. Therefore, the mean score of the post-test students was the highest score of the pre-test.

## 1. The Improvement of Students' Vocabulary by Using Duolingo Application

Based on research findings, Students' vocabulary knowledge shows an increase which is shown in table 4.1 the percentage of students' scores on the pretest questions, that 18 students score less than 50 and after being given treatment using the Duolingo application, students' scores increased significantly that 10 students got good scores and 8 students got fairly score. The increase in students' vocabulary is very significant after learning vocabulary using the Duolingo Application. This can be seen from the enthusiasm of students during the teaching and learning process using the Duolingo Application. Students are very interested and be serious in learning vocabulary because Duolingo Application has many fun features. The Duolingo application has a slogan that is learning while playing. This makes students' learning mood in learning English. They are actively involved in the learning process, asking questions in the teaching and learning process with the Duolingo Application.

Based on the "Paired Samples Test" output table above, the Sig. (2-tailed) is 0.000<0.05, then Ho is rejected and Ha is accepted. So it can be denied that there is an mean score difference between the Pre Test and Post Test learning outcomes, which means that there is "Duolingo Application" Application enriches English vocabulary of the second-grade students of SMP Negeri 1 Kelara.

The Duolingo Application can increase students' vocabulary because this Application can be used anytime and anywhere and is also easy to apply in teaching. This can be seen from the increase in student scores. Previous research Fauzi (2018) showed that Duolingo is an effective application to improve English vocabulary because students who are taught vocabulary using the Duolingo Application have higher results than students who are not taught vocabulary using the Duolingo Application. In addition, according to Munday (2016), Duolingo is an easy-to-use application that is useful and has potential, even though the main lesson is not based on communicative competence but is able to be enjoyed by students because it fises different elements, such as accessibility on mobile devices, aspects of gamification, and task variation. The relationship between this research and previous research is that this study uses the Duolingo Application in learning media and the researcher takes references from previous studies to use as a reference and the results of the two studies show that using the Duolingo Application in teaching and learning is effective and can increase students' vocabulary.

# 2. Students Responses in Learning Vocabulary After Using the Duolingo Application

Based on research findings, researcher used a questionnaire to obtain data about the interests of students who had been taught using the Duolingo application. The researcher gave a closed questionnaire. There are ten questions in the questionnaire consisting of six questions about the advantages of the Duolingo Application and four questions about the disadvantages of the Duolingo Application. This can also be described in terms of the percentage of students who are interested in using the Duolingo Application.

In the statement about "Students Like Using the Duolingo Application in Learning Vocabulary" in table 4.7, there are 16 students who answered strongly agree with a percentage of 88.9%, and there are two students who answered quite agree with a percentage of 11.1% as well. The statement shows that students like to use the Duolingo application in learning vocabulary because there are no students who answer disagree and strongly disagree. Then in the statement "The Students Can Easily Memorize Vocabulary Using the Duolingo Application" in table 4.11, there are 13 students who answered strongly agree with a percentage of 16.7%, and one student answered disagree with a percentage of 5.6%. The statement shows that on average students are easy to memorize vocabulary by using the Duolingo application. According to Wijaya, et.al (2016), shows that the Duolingo application can be used as a medium in teaching English vocabulary because it can make students more interested in teaching and learning activities.

In the statement about "The Duolingo Application Can Be Used Anywhere And Anytime" in table 4.12, there is one student who answered quite agree with the percentage of 5.6%, one student answered agree with the percentage of 5.6%, the most answers on this item were strongly agree because there were 16 students who answered strongly agree with the percentage of 88.9%. This shows that students can use the Duolingo Application anywhere and anytime, both at school and outside of school because there are no students who answered disagree and strongly disagree with this statement. According to Muddin (2018) Duolingo Application can be accessed anywhere and everywhere, so teachers have no

difficulty implementing it in indoor and outdoor learning. It is a language learning medium as well which allows learners to study wherever they have internet connection and whenever they want.

The entire table above shows student responses after using the Duolingo application. For statements stating the advantages of the Duolingo Application in numbers 1, 2, 5, 6, 8, and 9, the average number of students' answers indicated that they agreed with the statement. And for statements that indicate the disadvantages of Duolingo Applications on numbers 3, 4, 7, and 10 the average student answers do not agree with the statement. Based on the students' responses, it can be concluded that students agree that the Duolingo application can improve their vocabulary, especially in verb.

Based on the explanation above, the researcher can conclude that the Duolingo application can have a significant effect on students' vocabulary knowledge. The Duolingo Application can make student learning more enjoyable because Duolingo can help students easily acquire new words with interesting picture features to understand the meaning of words. This makes students more active and enthusiastic in improving vocabulary. Students can also learn vocabulary anytime and anywhere so they don't get bored in learning, this can be seen from the vocabulary test scores after the researchers did the treatment which were higher than before being taught with the Duolingo application. This means that the use of the Duolingo Application shows a positive influence to be applied to students, especially Second Grade Students of SMP Negeri 1 Kelara.

## CHAPTER V

## CONCLUSION AND SUGGESTION

This chapter consists of two parts. The first part is conclusions based on the data analysis and findings in the previous chapter. Then, the second part is some suggestions based on the findings and conclusions of this research.

#### A. Conclusion

Based on the result of data analysis of finding and conclusion in the previous chapter, the researcher concludes:

- 1 The use of Duolingo Application is effective in increasing students' vocabulary because it has a good effect on vocabulary teaching. The Duolingo Application can make student learning more fun because Duolingo can help students easily acquire new words with attractive picture features to understand the meaning of words. This makes students more active and enthusiastic in increasing vocabulary. This can be seen from the average value of the pre-test, which is 27,22 to 76,78 in the post-test. As a result, Duolingo Application is effective in increasing students vocabulary.
- 2. Duolingo application is one of the most effective English learning media. This is shown from the results of the research that many students response agreeing with the statement about the advantages of the Duolingo Application in increasing vocabulary and for statements that indicate the disadvantages of the Duolingo Application many students do not agreeing with the statement. The response shows that the Duolingo Application can be used to improve students' vocabulary, especially in verb.

## B. Suggestion

Based on the conclusion presented above. The researcher tries to give some suggestions for English teacher, the next reaserch, and everyone who read this thesis as follow:

- 1. For English teachers at VII,3 of SMP Negeri 1 Kelara, you should try using the Duolingo Application, because Duolingo Application will improve students' English vocabulary with interesting picture features to understand the meaning of words.
- 2. For other researchers, the results of this research can be used as a reference and this application can apply in other classes while teaching vocabulary.



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PERSONAL DAN PERIOD



## LIST OF APPENDICES

Appendix A : Instruments

Appendix B : Key Answer

Appendix C : Lesson Plan

Appendix D : Teaching Material

Appendix E : The Result of Analysis Data

Appendix F : Documentation



## APPENDIX A. INSTRUMENTS

b. Listens

1. Se	OAL PRE-TEST AND POST-TEST	
	ame:	
	044 FO 5441-	
K	elas :	
Fill th	ne blanks with the correct answer with cros	ssing (X) a,b,c, or d!
my far school belove	ally (1)in the morning at 4.00 a.m. Then I immobil I already tidied my room, breakfast, and fed nother accompany me. In the school [13], from I immediately change my clothes and have a did cat. In the afternoon, I usually (4)TV with a work and go to sleep at 09.00	ny cat. I go to school at 06.30 with 06.30 a.m until 12.00 p.m. After lunch After that, I play with my
I.	a. Study	c. Wake up
	b. Sleep	d. Watch
2.	a. Sleep	c Swim
	b. Go	d. Eat
3.	a Study	c. Eat
	b. Studied	d Go
4.	a. Sweep	c. Buy
	b. Watch	d Talk
5.	a. Do	c. Clean
	b. Wash	d See P
Choo	se the correct answer with crossing (X) a,b,	e, or d!
6.	The sun rises in the east	
	The underlined word means	
	a. Terbenam	c. Menyala
	b. Terbit	d. Memanas
7.	My father alwaysradio every morning in	living room.
	a. Reads	c. Takes

8. Siska did not study hard, so she did not ...... the exam.

d. Buys

a. Change	c. Take
b. Read	d. Pass
9. Mila: Can you help me?	
Ina : Sure. What can I do for you?	
Mila: Please, this bag to my room	
Ina Yes, sir.	
a. Help	c. Bring
b. Buy	d. Change
10. Let's, I am so tired now.	
a. Sit	c. Wake up
b. Go	d. Walk
11. I agree with you AS MU	$H_{\Lambda}$
The underlined word means	MA
	c. Menyapu
b. Marah	d Membaca
12. They because the accident.	TAP V
a. Sleep	с. Нарру
b, Excited	d. Die
13. My cat in the night	The state of the s
a. Walk	c Sleep
b. Swim	d Read
14. I Cindy doesn't give up	
a Buy	c Hit
b. Hope	d Help
15. He will at the home tomorrow	
a. Buyo	c. Smile
b. Arrive	d. Die
10	
(6)	
AKAMI	SNN'
TAKAAN	

# 2. QUESTIONNAIRE

# ANGKET UNTUK PESERTA DIDIK TERHADAP PEMBELAJARAN DENGAN MENGGUNAKAN APLIKASI DUOLINGO

Valor -	N	aı	ma	3
	K	o.l	ac	

# Petunjuk Pengisian

- 1. Bacalah semua pernyataan dengan teliti dan cermat
- 2. Pilih satu criteria yang sesuai dengan pendapat anda, dengan cara member S MUHAMMA AKASSAP POLL tanda ( √ ) pada salah satu criteria sko
- Keterangan kriteria skor:
- SS = Sangat setuju
- ST Setuju
- Cukup Setaju CS
- TS = Tidak Setaju
- STS = Sangal tidak setuju

No	Pernyataan Y //	Jawaban					
	A STATE OF THE STA	SS	ST	CS	TS	STS	
1	Saya menyukai menggunakan aplikasi Duolingo dalam belajar kosakata						
2	Apirkasi Duolingo mempunyai fitur seperii game yang membuat pembelajaran lebih menyenangkan.				A		
3	Saya kesulitan belajar kosakata menggunakan aplikasi Duolingo.				D		
4	Duolingouidak cocok digunakan di dalam kelas.						
5	Saya mudah menghapal kosakata dengan menggunakan aplikasi Duolingo.		OK				
6	Aplikasi Duolingo bisa digunakan dimanapun dan kapanpun.	An					
7	Aplikasi Duolingo membuat saya bosan dalam belajar kosakata.						
8	Pekerjaan rumah saya lebih mudah dikerjakan setelah menggunakan aplikasi Duolingo.						
9	Aplikasi Duolingo memudahkan saya memahami materi yang diberikan guru.						
10	Test dalam aplikasi Duolingo sangat sulit untuk dikerjakan.						

(Adapted from Muddin, 2018)

### APPENDIX B. KEY ANSWER

# KEY ANSWERS



## APPENDIX C. LESSON PLAN

# RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMP Negeri 1 Kelara

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : VIII / Ganjil

Materi Pokok : Daily Activities

Alokasi Waktu : 8 Jam Pelajaran (4 x Pertemuan)

# A. Kompetensi Inti

K1: Menghargai dan menghayati ajaran agama yang dianutnya

- K2: Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya din, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- K3: Memahami pengetahuan (faktual, konseptual, prosedural) berdasarkan rasa ingin tahuny: tentang ilmu pengetahuan, teknologi, sen, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- K4: Mencoba, mengolah, dan menyaji 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 Dan Indikator Pencapaian Kompetensi

# Kompetensi Dasar

3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teksinteraksi transaksional lisan dan tulis vang melibatkan tindakan memberi danmeminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi secara atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya.

# Indikator

3.7.1 Mengidentifikasi fungsi sosial teks lisan dan tulisan tentang tindakan/kejadian yang terjadi secara rutin atau merupakan kebenaran umum sesuai dengan konteks penggunaannya.
3.7.2 Mengidentifikasi struktur teks teks lisan dan tulisan tentang tindakan/kejadian yang terjadi secara rutin atau merupakan kebenaran umum

(Perhatikan unsur kebahasaan simple present tense).

4.7 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dansederhana yang melibatkan tindakan memberi dan meminta informasi terkaitkeadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi secara rutin ataumerupakan kebenaran numum, dengan memperhatikan fungsi sesial struktur teksdan unsur kebahasaan yang benar dan sesuai konteks

sesuai dengan konteks penggunaannya.

3.7.3 Mengidentifikasi unsur kebahasaan teks lisan dan tulisan tentang tindakan/kejadian yang terjadi secara rutin atau merupakan kebenaran umum sesuai dengan konteks penggunaannya.

Menulis teks lisan yang menyatakan dan menanyakan tentang tindakan atau kejadian yang terjadi secara rutin dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar sesuai konteks.

# C. Tujuan Pembelajaran

Melaliii Metode Problem Based Learning dengan Aplikasi Duolingo, peserta didik diharapkan dapat

- Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks lisan dan tulisan tentang tindakan/kejadian yang terjadi secara rutin atau merupakan kebenaran umum sesuai dengan konteks penggunaannya.
- Menulis teks lisan yang menyatakan dan menanyakan tentang tindakan atau kejadian yang terjadi secara rutin dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar sesuai konteks.

### D. Materi Pembelajaran

# 1. Fungsi Sosial

- Menyatakan tentang tindakan/kejadian yang terjadi secara ruta.
- Untuk bertanya informasi tentang kegiatan sehari-hari seseorang.
- · Untuk meruberikan informasi tentang kegiatan sehari-hari seseorang

### 2. Struktur teks

- Memulai
- Menanggapi (diharapkan / diluar dugaan)

# 3. Unsur kebahasaan

- Kata kerja yang sering digunakan untuk daily activities.
- Transition maker: After that, then, finally, firstly, next.
- Keterangan waktu: In the morning, in the afternoon, in the evening.
- Adverb of frequency: Seldom, usually, often, never, always.
- Ucapan, tekanan kata, dan intonasi yang benar.
- Ejaan dan tanda baca yang benar.
- Tulisan tangan yang rapih dan benar.

## 4. Topik

Interaksi antara peserta didik didalam dan di luar kelas yang melibatkan kemampuan dan kemauan melakukan tindakan yang dapat menumbuhkan perilaku yang termuat di K1.

# E. Metode Pembelajaran

Pendekatan : Scientific Contextual teaching learning

2) Metode Pembelajaran : Problem Based Learning (PBL)

3) Teknik Tanya jawab, diskusi.

# F. Media Pembelajaran

### 1. Media

- Laptop
- Smartphone
- Duolingo Application

## 2. Alat/Bahan

- · Spidol, papan tulis
- · Laptop & smartphone

# G. Sumber Belajar

 Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell Kelas VIII, Kemendikbud, Revisi Tahun 2017

ASSAP POLL

Sumber dari internet : <a href="https://school.duolingo.com">https://school.duolingo.com</a>

# H. Langkah-langkah pembelajaran

### I. Pertemuan Pertama

Kegiatan	Tahap	Keniatan Pembelajaran	Alokasi Waktu
Pendahuluan	7007	- Guru mengajak siswa berdoa - Guru mengajak siswa berdoa - Memulai pembelajaran - Guru mengeceli kebadiran siswa Sebagai pembuka, untuk memfokuskan perhatian siswa pada materi yang akan dipelajari, guru mengajukan pertanyaan terkait daily activities siswa.	10 Menit
Kegiatan Inti	Mengamati	<ul> <li>Guru menyampaikan bahwa mereka akan belajar tentang daily activities atau kegaiatan sehari-hari.</li> <li>Guru dan siswa melakukan diskusi ringan tentang daily activities.</li> <li>Siswa kemudian mendengarkan instruksi yang diberikan guru terkait aplikasi Duolingo.</li> </ul>	30 Menit

		- Guru memperlihatkan/mengenalkan aplikasi Duolingo di smartphone sebagai media belajar Siswa diminta untuk mendownload aplikasi tersebut pada smartphone mereka masing-masing Guru meminta siswa untuk mendaftarkan akun mereka dalam aplikasi tersebut Siswa yang tidak mempunyai smartphone akan dipasangkan dengan siswa yang lain.
	Menanya	- Guru meminta siswa untuk bertanya 10 menit Stentang hal-hal yang tidak mereka mengerti tentang penggangan aplikasi Duolingo.
S	Meugumpulka n vaformasi / mencoba	Curv Kemudian membantu siswa untuk membuka unit i agar siswa bisa belajar pada lesson verb Ibagian i. Siswa kemudian membuka lesson verb Ibagian I. Siswa menuliskan beberapa kosakata Verb I dan artinya
Penutup	Kesimpulan	Siswa dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran. Guru menyampaikan agar siswa sering 10 menit membuka aplikasi Duolingo di rumah masing-masing. Guru mengucapkan salam penuaup.

# 2. Pertemuan Kedua

Kegiatan	Pem 20 m	Kegarin Pembelairaha	Alokasi Waktu
Pendahuluan	/4	- Guru mengucapkas salam dan memulai pendekajaran - Guru mengajak siswa berdoa Guru mengecek kehadiran siswa - Guru memberikan motivasi belajar siswa secara kontekstual sesuai dengan manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari.	10 Menit
	Mengamati	<ul> <li>Guru mereview materi pelajaran yang sudah dipelajari sebelumnya.</li> <li>Guru memperlihatkan dan menjelaskan materi tentang daily activities.</li> <li>Siswa mencatat materi tentang daily activities.</li> </ul>	10 menit

	Menanya	Guru membimbing siswa untuk aktif bertanya mengenai materi yang diberikan.	10 menit
V anistra Inti	Mengeksplorasi	Guru memperlihatkan beberapa kosakata verb 1 yang ada di Duolingo.     Guru mengajak siswa untuk menerjemahkan beberapa kata di Duolingo.	15 menit
Kegiatan Inti	Mengasosiasi	Guru membagi siswa ke dalam beberapa kelompok.     Guru mengajak siswa untuk menyelesaikan beberapa exercise yang ada di Duotingo.	15 menit
	Mengkomunikasi kan	- Siswa kemudian facrubuat sebuah kalimat mengenai kegtaran sehari-hari dan kara yang didapat di Duolingo.	10 menit
Penutup	Kesimpulan	Siswa dan guru membesikan umpaa balik terhadap proses dan hasil pembelajaran. Guru menyampaikan agar siswa sering membuka aplikasi Duolingo di rumah masing-masing. Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya. Guru mengucapkan salam penutup	10 menit

# 3. Pertemuan Ketiga

Kegiatan	A egiatan Inti	Kegiatan Pembelajaran	Alokasi Waktu
Pendahuluan	"CSTAK	Guru mengucapkan salam dan memulai pembelajaran. Guru mengajak berdoa. Guru mengajak berdoa. Guru memberikan motivasi belajar siswa secara kontekstual sesuai dengan manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari	10 menit
	Mengamati	Mengamati siswa mendengarkan instruksi yang diberikan guru.     Guru memperlihatkan beberapa gambar tentang kegiatan daily activities.	10 menit

Kegiatan Inti		Siswa mencatat kosakata bahasa Inggris dan artinya pada daily activities.     Dengan bimbingan dan arahan guru, siswa mengidentifikasi arti dan spelling yang benar dari gambar.	
	Menanya	- Siswa bertanya tentang hal-hal yang tidak mereka mengerti dari materi tersebut Guru meminta siswa untuk mengulang kembali apa yang ditampilkan dari aplikasi Duolingo tersebut.	t
	Mengcksplorasi  A	Guru mengajak siswa untuk menerjemahkan beberapa kata yang bernubungan dengan verb 1 di aplikasi Duolingo tesebut	
\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	Mengasosiasi	Guru meminta siswa untuk bergabung dengan kelompok sebelumnya Guru mengajak siswa untuk menyelesaikan beberapa exercise yang ada di Duolingo.	t
P	Mengkomunikasikan	Siswa secara bergantian di depan 10 Meni kelas menyebutkan jawaban mereka	t
Penutup	Kesimpulan	Siswa dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran  Guru menyampaikan agas siswa sering membuka aplikasi Duolingo di rumah masing-masing.  Siswa memperhatikan informasi terhang rencana kegiatan pembelajaran untuk pertemuan berikutnya.  Guru mengucapkan salam	t
		pembelajaran untuk pertemuan berikutnya Guru mengucapkan salam penutup	

# 4. Pertemuan Keempat

Kegiatan	Tahap Pembelajaran	Kegiatan Pembelajaran	Alokasi Waktu
Pendahuluan		Guru mengucapkan salam dan memulai pembelajaran.     Guru mengajak berdoa.     Guru mengecek kehadiran siswa.     Guru memberikan motivasi belajar siswa secara kontekstual sesuai dengan manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari.	10 menit
Kegiatan Inti	Mengamati TAS	yang diberikan guru.  Ouru memperlihakan gambar teks reatang kegiatan duily activities.  Guru menampilkan beberapa kosakata verb 1 bahasa Inggris dan arinya pada teks tersebut.  Dengan bimbingan dan arahan guru, siswa mengidentifikasi arti dan spelling yang benar dari	10 menit
UP	Menanya	gambar dan kosakata tersebut.  Siswa bertanya tentang hal-hal yang tidak mereka mengerti dari materi tersebut.  Guru meminta siswa untuk mengulang kembali apa yang ditampilkan dari aplikasi Duolingo tersebut.	
	Mengeksplorasi SAKA	Guru mengajak siswa antuk menerjemahkan beberapa kata yang berhubankan dengan verb 1 pada daily activities di aplikasi Duolingo tersebut.	10 menit
	Mengasosiasi	Guru meminta siswa untuk     bergabung dengan kelompok     sebelumnya.     Guru mengajak siswa untuk     menyelesaikan beberapa     exercise yang ada di Duolingo.	15 menit
Danutur	Mengkomunikasikan	Siswa secara bergantian di depan kelas menyebutkan jawaban mereka.	10 menit
Penutup	Kesimpulan	<ul> <li>Siswa dan guru memberikan umpan balik terhadap proses dan</li> </ul>	

- Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya - Guru mengucapkan salam	10 menit
	- Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya

### G. Penilaian

# a. Sikap

Kriteria	Sangat Baik	Baik	Cukup 2	Kurang
Disiplin	Mampu menjalankan aturan dengan kesadaran diri	Sampul U H menjalankan aturan pengarahan paru C	kurong tananyu menjalahkan aturan.	Belum mampu menjalankan aturan
Tanggung Jawab	raib mengikuti instruksi dan selesai tepat waktu	Tertib mengikusi instruksi dan selesai tidak tepat waktu.		lidak tertib ilan tidak menyelesaikan tugas
Percaya Diri	Tidak terlihat ragu-ragu.	Terlihat raguragu.	Memerlukan bantuan guru	Beluar menunujukan kepercayaan diri
Beker a Sama	Mampu bekerja sama dengan teman kelompok	Bekerja sama dengan teman kelompok, tetapi lebih dominan bekerja sendiri.	Bekerja dengan kelompok, tetapi mengambil keputukan sendiri.	Bekerja sendiri tanpa diskusi dengan teman kelompok

### Catatan:

Total Nilai Peoilaian Observasi Guru = Jumlah dari akumulasi nilai Displin, Tanggung Jawab, Peresya Diri dan Bekerja Sama.

Nilai Penilaian Observasa Guru = (Nilai Displin - Nilai Yanggung Jawab + Nilai Percaya Diri + Nilai Bekerja Surua)

# b. Pengetahuan

Teknik Penilaian : Tes tulis dan tes lisan

· Bentuk Instrumen: Cloze test

### C. Ketrampilan

NO	DESKRIPSI	1	2	3	4
1.	Kelancaran	Berbicara	Berbicara	Berbicara	Berbicara

	(smoothness dan self confidence)	dengan banyak jeda	terlalu lambat	dengan kecepatan normal	dengan lancar
2.	Keakuratan (grammar dan vocabulary)	Kesalahan berbicara membuat pesan sulit dipahami	Kesalahan berbicara menimbulkan kebingungan	Konten berbicara bisa dimengerti, tidak lebih dari satu kesalahan pengucapan kata	Sedikit kesalahan dalam berbicara sehingga pesan tersampaikan.
3.	Kemampuan presentasi	Berbicara dengan volume mag hampir udak terdengar, tanpa ekspresi dan tidak komunikatif.	Berbicara kurang jelas dan sedikit komunikatif	Berbicara dengan suara lembut tapi ujasih bisa dintengerti dan eukup komunikant	Berbicara dengan jelas dengan ekspresi muka yang bagus dan komunikatif.
4.	Keskuratan (Praminciatio n)	Berbicara dengan banyak pengucapan yang salah dan tidak bisa dimengerti.	Berbicara dengan pengucapan yang salah tetapi masih bisa dimengerti	Berbicara dengan sedikit kesalahan pengucapan	Berbicara dengan pengucapan yang benar

# Catatan:

Total Nilai Ketrampilan = Jumlah dari akumulasi nilai Deskripsi Penilaian Ketrampilan 1,2,3, dan 4

Nitai Ketrampilan = Nilai Deskripsi Ketrampilan 1 | Nilai Deskripsi Ketrampilan 2 | Nilai Deskripsi Ketrampilan 3 | Nilai Deskripsi Ketrampilan 4.

2022

Mengetahui Guru Mata Pelajaran Jeneponto,

Peneliti.

Muh. Hasby Jamal, S.Pd.

Megawati

NIM: 105351115417

# APPENDIX D. TEACHING MATERIAL

1. Daily activities

# BAHAN AJAR DAILY ACTIVITIES AS MUHAMA PAIR AGINTY TO DAILY ACTIVITIES TO DAILY ACTIVITIES TO DAILY ACTIVITIES TO DAILY ACTIVITY TO DAILY AC

Daily Activity adalah sebuah farasa yang memiliki arti "kegiatan sehari-hari" yaitu kegiatan yang dilakukan unlai dari baguan tidur sampai tidur kembali. Tense yang akan digunakan adalah simple present tense salah tenses yang digunakan kerika suatu kejadian sedang berlangsung saat ini aku kejadian yang berlangsung berlangsung kali (kebiasaan).

RUMUS: Subject + Verb 1(s/es) + Object

AKAAN DAN

# KALIMAT POSITIF

If the subject is the first person singular and plural, the second person singular and plural, and the third person plural:

Rumus: S (I, you, they, we) + Verb 1 + O

Ex: I get up at four o'clock in the morning

You fix the cage once a week.

If the subject is the mird person singular

Rumus: S (He she, ii) + Verb 1 (es/s)

Ex She cels up at four thity in the mon He Fixes the con

# ALMATNEGATIF

If the subject is the first person singular and plural, the second person singular and plural, and the third person plural:

Rumus: S (I, you, they, we) + do not + Verb 1 + 0

Excide not read Harry Potters books every day.

You do not watch new movies every sunday.

If the subject is the third person singular

Rumus: S (He, she, it) + does not+ Verb ((es/s) + O

Ex She does not read Harry Potters books every day.

He does not watch new movies every sunday.

Everyday, I wake up at 6 in the morning. After that, I take a bath and wear many uniform. Then, I breakfast together with my family. I usually have some fried rice or toast. My morn asks me to drink milk everyday, but I don't really like it.

Then, I walk to go to appool because it is near my house. I finisty school at 4 and go home. I usually watch TV of read books in my room. Sometimes I clean the house or do my homework betwee dinner.

CENTAS MUHAMMA

On weak and I and very family lave to spend their together Even though a promotion we have an event with our triends or comproved Usualty, we use saturday for staying at home and go out on Synday.

on salarday I like to the property of the cause there is the property payment with the two likes to clear the boundary of the clear the clear the clear of the cl

On Sunday our family like it to somewhere together we often prepared food from home, even if it is just for anacks. We got into ove car at 5 in the morning if we go somewhere far. However, if we just going to the nearest mall, we go after lunch. At night I like to prepared thing for school and read the material.

- 2. Aplikasi Duolingo
- Tampilan Unit 1 aplikasi Duolingo yang terdiri dari Dasar 1, Dasar 2, Frasa, Makanan, Hewan, Jamak, Kepemilikan, Kata objek ganti, Pakaian, Kata kerja sekarang 1 dan Warna.



Tampilan exercise dalam lesson Kata kerja sekarang 1 (Verb 1) yang setiao exercise terdiri dari menerjemahkan kalimat, mendengarkan kalimat, mengucapkan kalimat, dan memilih kata yang hilang dalam aplikasi Duolingo.



Ketik yang kamu dengar



I support him

PANAKASSAP TO A STATE OF THE ST

PERINSA

OS AKAAN DAN PENE

# Terjemahkan kalimat ini

Kita bekerja saat siang dan kita beristirahat saat malam.

Tampilan akhir pelajaran yang menunjukkan Xp dan skor pelajaran

# APPENDIX E. RESULT ANALYSIS

# 1.TEST

# a. List of Name of the Students VIII.3 SMP Negeri 1 Kelara

NO	SAMPLE	CODE
1	Nur Fadillah	S - 1
2	Hamka Nur	5-2
3	Sudarmin	5-3
4	Rehang	5-4
5	Putri C MUL	5-5
6	Pasya	AAA
7	Putra Pujianto	5-7/
8	Siner Ayu Andini	5-8
9	Warda	503
10	Siti Khadijali	5-10
11	Suci Amelia	S-11
12	Sarmila Nurasyikin	S-12
13	Novi	5-13
14	Tri Devita	5-14
15	Yasma	S-15
15	Rhefani Anastasya	5-16
17	Rina Rani	5-17
18	Suci Anrina Putri	5 - 18

# b. Scoring the Students Correct Answer Pre-Test and Post-Yest

		-
No	PRE-TEST	POST-TEST
S-1	A33A N.I	D 180
S-2	2.0	73
S-3	33	73
S-4	20	80
S - 5	20 20	66
S - 6	33	80
S - 7	33	73
S - 8	33	86
S-9	40	80
S - 10	26	66
S-11	33	80
S - 12	26	73

S - 13	20	73
5 - 14	20	73
S - 15	20	80
S - 16	40	86
S - 17	20	80
S - 18	20	80

# b. Classifying the Score of the Students

No.	No. Score Classification		Pre- Test			-Test
	E.302,000		Freq	(%)	Freq	(%)
1.	Score 91 - 100	Very Good	MŮH	0	0	
2.	Score 76 - 90	MAK	Α.	7.77	10	55,6
3	Score 61 - 75	Fairly		P.P	7	44.4
4.	Score 51 - 60	Poor	1 7 9 Y		0	0
5.	Score less than 50	Very Poor	18	100	0	0
	7 70	TAL	18)	100	18	100

# c. Analyse using SPSS

# Paired Samples Statistics

		Mean	AAI	Std Deviation	Std. Error Mean
2702	PRE-TEST	27.22	18	7.464	1,759
Pair 1	POST-TEST	76.78	18	5.796	1.366

# 3. Hyphothesis Testing

# **Paired Samples Test**

Paired Differences

			Std.	Std.	95% Cor Interval Differ	of the			Sig. (2-
		Mean	Deviation	Mean	Lower	Upper	t	df	tailed)
Pair	PRE-		7.27787	1.71541	-53.17475	-45.93636	59	17	.000
1	TEST -	49.55556					28.888	1	
	POST-			c M	IUH.				
	TEST		7	<b>5</b> IVI		1/1/2			

# 4.QUESTIONNAIRE

### Statistics

	N	0.1 N	02	No.5	No.5	No.B	No.9	No.3	No.4	No.7	No.10
-	Valid										
	Missing										0

# No.1

	5	Freque	ency	Percent \	Valid Percent	Percent
Valid	CS	10	2	11.1	11.1	11/3
	SS	10,	16	88.9	88.9	100.0
35	Total		C18	100.0	100.0	

# AKAAN DAN

Cumulative

### No.2

		Frequency	Percent	Valid Percent	Percent
Valid	CS	1	5.6	5.6	5.6
X	ST	4	22.2	22.2	27.8
	SS	13	72.2	72.2	100.0
	Total	18	100.0	100.0	

No.3

		Frequency	Percent	Valid Percent	Cumulative
Valid	SS	1	5.6	5.6	5.6
	ST	2	11.1	11.1	16.7
	CS	2	11.1	11.1	27.8
	TS	7	38.9	38.9	66.7
	STS	6	33.3	33.3	100.0
	Total	18	100.0	VI U100.0	

No.4

	2	Frequency	Percent	/alid Percent	Percent
Valid	55	1	5.6	y . 5.6	5.6
	ST		5.6	5.6	11.1
	TS	31	61.1	61.1	72.2
	STS	5	27.8	27.8	100.0
	Total	18	100.0	100.0	

No 5

	'A)			Description
	Frequency	Percent Va	alid Percent	Percent
Valid STS	(01	5.6	5.6	5.6
ST	O'A	16.7	16.7	22.2
SS	14	ZEA	NOA	100.0
Tota	al 18	100.0	100.0	

No.6

					Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	CS	1	5.6	5.6	5.6
Veniu	ST	1	5.6	5.6	11.1

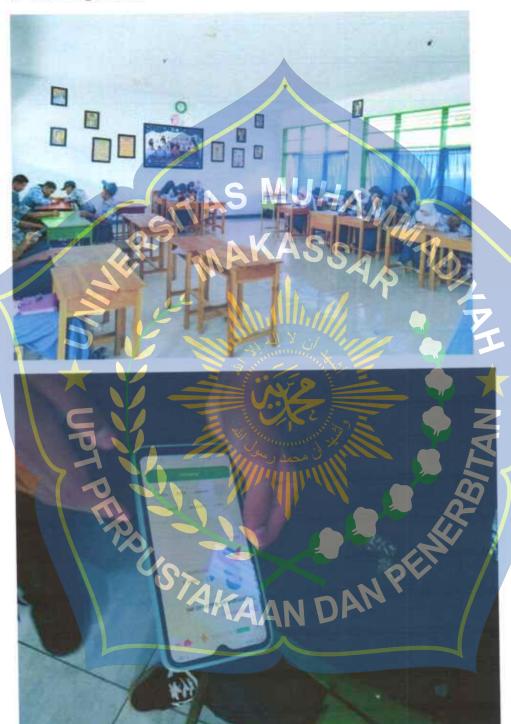
_					
	SS	16	88.9	88.9	100.0
	Total	18	100.0	100.0	

SS	Frequency	123 2		
SS		Percent	Valid Percent	Cumulative Percent
	2	11.1	11.1	11.1
CS	1	5.6	5.6	16.7
TS	9	50.0	50.0	66.7
STS	6	33.3	W U 33.3	100.0
Total	18	100.0	100.0	MA
	4RS	Na.8	(ASS,	4 ~ 4
	Franciana	Dament	Valid Percent	Percent Percent
TO	A			22.2
	3			38.9
			111	55.8
			AV 44.4	100.0
			100.0	
PTP		No.9		Cuciulative
	Frequency	Percent	Valid Percent	Percent
STS	1	5.6	5.6	5.6
ST	03	16.7	16.7	22.7
SS	14	77.8	77.8	100.0
Total	18	100.0	100.0	
		No 40		
		NO.10		Cumulative
	TS CS ST SS ST SS ST SS	Frequency  TS  4  CS  3  ST  3  SS  8  Votal  18	Frequency Percent  TS 4 22.2 CS 3 16.7 ST 3 16.7 SS 8 44.4  Votal 18 100.0  No.9  Frequency Percent  STS 1 5.6 ST 1 5.6 ST 1 77.8	Frequency Percent Valid Percent  TS

		Frequency	Percent	Valid Percent	Percent
Valid S	ST	3	16.7	16.7	16.7
	TS	13	72.2	72.2	88.9
	STS	2	11.1	11.1	100.0
	Total	18	100.0	100.0	

# APPENDIX F. DOKUMENTATION

# 1. Learning Process







# 2. Students' Pre-Test & Post-Test

	2×100		
SOAL PRE-	TEST D		
Name: Aleo Pull on to			
Kein: Viii. 3		10. Lat's I am so timd now.	
		151	t.Water
Choose the correct answer with crossing (X)	ADA OF EL	A Co	1801 0
I usually (1). in the morning at 4.00 xm. Then I imm	adiataly new until Reform (7)	II. I agree with pass	
sheady tided my more, breaklest, and fed my cast 1 po		Drughring wed non.	1
ne. In the school ( (3)_Bon M-30 am unit 1250		A Stim	c. Mayare V
dother and have a lunch. After that, I play with my be	level cat. In the afternoon, I usually	t. Marit	£ Heba
with my family. In the night, 1(5) my famounts and	un in-simp (GA)	II they because the accident	
Likh	e Water		THE Y
75	X	II. Myost_in the more	
	MAKA	12.6	A Sign Inva
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XG:	412	Shr	I libra -
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h Shidel	A A A		Mark No.
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	S William	Living S.	7 <
1 4 1	The world will be a second	11 × 11	
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The unit of a Novel near			0=
internal ()	Allenia V		
X Tahit			
7. My father always	n trug noo.		
A Rich	Alex	MY	
E. Sinka did not study hard, so she did not	MAAN	V DAN PY	
a Charge	E.THE		
	#PS		
9. Mile Can you help me? has Some What can I do for you?		A HILER LE	
Mile : Please,			
lns : You sir.			
₩ Help	c Bring		
b. Buy	é. Charge		







- 50	AL PRE-TENT		
Name: WAASA	_da 40	Marie	
Krin: 8-3 ( VOL-5 )	15 (	10. Let's _ I am so tited now.	
		4.45	The second second
Choose the correct answer with con-	firm adda (X) gain	XG <sub>0</sub>	c Waterp 🗸
		11. Lagree with you	(編 /
I made (I) in the moving a 100 am. I	let I mediath pay what fisher (2) . to choid I	The underined word more	
aboutly today on yours, benefits, and fell or	g cat. I go to school as Ni, N with my little accompany	X Strip	
THE IN THE SELECT   (3), Them III. 30 EAST OF	oli 1290 par. Aller school, il immeliatriy charpe tre	h Manh	c Maryage
with my family. In the night, 1(5), my home	offi my beloned and in the nitemann, I unsulty (4)TV	12 They because the accident	6 Mentines
and an ad small to see other 1757 and small	Prix and to a sect a section	XSEQ.	
1. X Sody	cView	State	а. Нарру
14	X	13: My cal _ is to wide	d.De X
k Slep	(la)	1 Well	
1 a Step	chia		XSm /
	/ VAC M	HA	tin V
XG	-17 AS ""		
1 x Sub-	Ga X	VIII	g Hig
	Z	A S S	dHb V
View (		4 St St Indian	
C 1 Svery	Xthy ~	h Ame	The sales
	L X	S.ZALDE	dhe X
FAM			V
1 10	1.0m	V VIII	
	1 se Finnis	in,	
XAM	1 3 11 2	The state of the s	
6. The angue in the care			
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XI	William William	min'i &	
I. My falle that mble at		المالي لا محم	
1 Seats	Siles X	mrtll/	
1 Sky Silver stay - U Stay			a a
I MENTO			0-
	) Inc		47
4 Mile Caryon help me	),		
Ins : Som. What can I do far y	(/a		
Mile: Please this beg to	alma C. V.	1,01	
h Tax	AKA	IDAN.	
美物	10 In TAA	N Dr.	
h. By			
		N DAN PE	

# 3. Students' Questionnaire



# 4. Students' Tasks



- 5. Surat Penelitian
- a. Surat Pengantar Penelitian dari FKIP



# b. Surat Pengantar Penelitian dari LP3M



# MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH UNIVERSITAS MUHAMMADIYAH MAKASSAR

LEMBAGA PENELITIAN PENGENDANGAN DAN PENGARDIAN KEPADA MASYARAKAT

المدرواية :

08 Jumadil akhir 1443 H

11 January 2022 M

117/05/C.4-VIII/V43/2022 Lamp I (satu) Rangkap Proposal Hal

Permohonan Izin Penelitian

Kepada Yih,

Bapak Gubernur Prov. Stil-Sc.

Cq. Kepala LIPT PANIKPMD Prov.

心影道等沙山

Scrdasarkan Aran Dekan Fakultas Kegurum dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 8442/FKIP/A.4-II/V1443/2022 innggal 10 Januari 2022, menergagkan bahwa mahanswa tersebut di bawah ini.

Nama : MEGAWATI No Stambuk 10535 1115417

Fakultas Fakultas Keguruan dan Ilmu Pendidikan

Jurusan Pendidikan Bahasa Inggris

Pekerjaan Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul:

"Improving the vocabulary of the students by using duolingo application at the second grade of SMP Negeri I Kelara"

Yang akan dilaksanakan dari tanggal 15 Januari 2022 s/d 15 March 2022.

Schubungan dengan maksud di atas, kiranya Mahasiswa tersebu di serikan izin untuk me akukan penelitian sesuai ketentuan yang berlaku

Demikian, atas perhatian dan kerjasamanya diucapkan herakemullahu khaeran katziraa.

ua LP3M

bubakar Idhan, MP,

NEM/101 7716

01-22

# c. Surat Pengantar Penelitian dari Dinas Permodalan

# PEMERINTAH PROVINSI SULAWESI SELATAN DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU BIDANG PENYELENGGARAAN PELAYANAN PERIZINAN

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Perhal tain Penelipan

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# e. Surat Keterangan Telah Melakukan Penelitian



# UPT SMP NEGERI I KELARA KABUPATEN JENEPONTO KECAMATAN KELARA KELURAHAN TOLO KOTA

# SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN

Kepala UPT SMP Negeri I Kelara Drs. H. Amron Kec. Kelara Kab Jeneponto, Menerangkan bahwa:

Name

: Megawati

NIM

1053511/15417

Fakultas

: Keguruan dan Ilmu Pendidikan

Jurusan

: Pendidikan Bahasa Inggris

Universitas

2 Universitas Muhammadiyah Makassar

Benar nama tersebut di atas telah melaksanakan penelitian di UPT SMP Negeri I Kelara Kabupaten Jeneponto dari tanggal 26 Januari sampai 10 Februari 2022 untuk memperoleh data dalam rangka penyusunan akripsi yang berjudul "Improving the Vocabulary of the Students by Using Duolingo Application at the Second Grade of SMP Negeri I Kelara".

Demikian surat keteratigan ini dibuat dan untuk di pergunakan seperlunya.

Jeneponto, Februari 2022

Pimpinan/ Kepala Sekolah

Drs. A Artran

NIP. 1 621231 198903 1 160



### CURRICULUM VITAE

The Research Megawati was born on June 6, 1996 in Gowa, South Sulawesi. She is the first child of Talli and Lija marriage. She has two siblings, one sister and one brother.

She started her education at SD Inpres Pataung and graduated in 2010. Then continued her education at SPT SMP Negeri 1 Kelara and graduated in 2013. Then she continued her education at SMAN 1 Kelara and graduated in 2016. In 2017, she was accepted as a student of the Department of English Education, Paculty of Teacher Training and Education, Universitas Muhammadiyah Makassar. Then at the end of her study, she completed her thesis with the title Improving the Vocabulary of the Students by Using Duolingo Application at the Second Grade of SMP Negeri 1 Kelara.

THE STAKAAN DAN PENER