

**THE STUDENTS' INTEREST IN USING DUOLINGO AS A  
LEARNING MEDIA IN SPEAKING  
(A DESCRIPTIVE STUDY AT SMPN 1 GALESONG UTARA)**



**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
MUHAMMADIYAH UNIVERSITY OF MAKASSAR**

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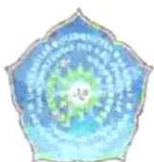
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Dengan ini menyatakan bahwa skripsi yang saya ajukan di depan tim penguji adalah asli hasil karya sendiri dan bukan hasil ciptaan atau dibuatkan oleh siapapun.

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## MOTTO

***“Chill, it's juts a drizzle, I've through a storm before”***



***I dedicate this thesis to my beloved parents,  
to all amazing woman that if I may call  
them my mother. my families, and my  
friends that always support me.***



### ABSTRACT

Firmansyah 2021. *The Students' Interest in Using Duolingo as a Learning Media in Speaking (A Descriptive Study at SMPN 1 Galesong Utara)*. Thesis of English Department the Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Thesis guided by Nunung Anugrawati and St. Asmayanti.

This research aims to find out the students' interest in using an application called Duolingo as their speaking learning media at eighth grade of SMPN 1 Galesong Utara in Academic Year 2021/2022.

The sample of this research were 20 students from the eighth grade and the sample was taking by using Random Sampling technique. The approach of this study is Descriptive Qualitative. The instrument that used to collect the data was questionnaire.

Based on the findings, the researcher said that the students in SMPN 1 Galesong utara were "interested" to use Duolingo as their learning media. This could be proved by the students questionnaire result, that showed magnificent score, with classification "interested" (2.51 – 5.00), and the average score that the students' got was 3.9. Therefore, the conclusion of the research is the students' in SMPN 1 Galesong Utara are interested in using Duolingo as their media in learning speaking.

*Key Words : Students Interest, Duolingo, speaking, learning media*

## ABSTRAK

Firmansyah 2021. *The Students' Interest in Using Duolingo as a Learning Media in Speaking (A Descriptive Study at SMPN 1 Galesong Utara)*. Skripsi Jurusan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar. Skripsi dibimbing oleh Nunung Anugrawati dan St. Asmayanti.

Penelitian ini bertujuan untuk mengetahui minat siswa dalam menggunakan aplikasi bernama Duolingo sebagai media pembelajaran berbicara mereka di kelas VIII SMPN 1 Galesong Utara Tahun Pelajaran 2021/2022.

Sampel penelitian ini adalah 20 siswa kelas VIII dan pengambilan sampel menggunakan teknik Random Sampling. Pendekatan penelitian ini adalah Deskriptif Kualitatif. Instrumen yang digunakan untuk mengumpulkan data adalah kuesioner.

Berdasarkan temuan tersebut, peneliti mengatakan bahwa siswa di SMPN 1 Galesong utara “tertarik” untuk menggunakan Duolingo sebagai media pembelajaran mereka. Hal ini dapat dibuktikan dengan hasil angket siswa yang menunjukkan nilai luar biasa, dengan klasifikasi “tertarik” (2,51 – 5,00), dan nilai rata-rata yang diperoleh siswa adalah 3,9. Oleh karena itu, kesimpulan dari penelitian ini adalah siswa di SMPN 1 Galesong Utara tertarik menggunakan Duolingo sebagai media pembelajaran berbicara.

*Kata Kunci : Minat siswa, Duolingo, Berbicara, Media belajar*

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Hopefully, this thesis would be useful for many people who need it. May almighty Allah SWT always bless us all now and forever, *Aamiin*.

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**The Researcher**

**Firmansyah**



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# CHAPTER I

## INTRODUCTION

### A. Background

Speaking is one of the basic and common skills of English, the same as another language that we studied or taught as a foreign language. For the simple word, we can say speaking is the way we communicate that allows us to live every day". With all the advancement of technology, the way we learn also has to keep with what people need, that is why technology should take apart. we can say that technology has become part of our secondary needs. The habit of how the students speak is acquired by repeating words over and over, so it is important to correct the students when they pronounced a word wrongly. By good and clear pronunciation, it will help students not only to deliver what they mean to, but make them easier to understand intelligible sound that they heard, but pronunciation is not always easy to handle, in teaching speaking students always faced with a dilemma because they have to speak and hear language that they rarely they heard,

Learning speaking is not an easy task, because most of the time the teachers do not give attention to it, or even the teacher does not have enough time. As the consequence, there is a negative impact that students receive. students are unable to express themselves, which affects their confidence and enthusiasm). Therefore, it will better if students are pay attention more to the teaching and learning process. Goodwin (2001) stated that there are three basic goals of teaching pronunciation. The first is to make our learners understand and be

understood, the second is to build their confidence in entering communicative situations, and the last one is to enable them to monitor their speech based on input from the environment. What makes this interesting to talk about, is because in the real application there are many problems that students have to solve, when they want to study or improve their pronunciation. The most common and the majority of it is when the students faced pronunciation they tend to be unconfident with their selves and skills, therefore, they mumble when they try to say something. The second problem is they to be used to saying English words using the phonological pattern of their first language or mother tongue. Two problems come from the students itself. Another problem that comes out from the teacher, is they commonly just read the text and not give the students a brief explanation about how they should make or produce a word. In another word the teacher just gives the students assignment and not the technique they need to improve their speaking.

Nowadays teaching and learning are not as hard as it used to be like what our parents' generation faced before. With all of this advanced technology and the internet how we live is also change, including how we learn and teach. Learning English is also becoming much easier, we do not have to go to the private course or buying some thick cassette or stack of CD, we just need to use an application from our smartphone and we already can learn English along with its vocabulary and speaking.



Duolingo is software that developed to help students learn English in a different and fun way because it provides English with a case of the game; and that what makes this English application are really special. With a bunch of features like the scoreboard and level adjustment, Duolingo will help the students even fresh learner until the expert one, because with this concept students will not get bored easily.

Based on the conclusion of the paper that Nadiawati (2018) show that using Duolingo will help the students to be more motivated to learn their second language with less stress and bored because they feel learn like playing a game with many varieties such as translating, grammar checking, listening, and speaking it will make the students more confident to speak, but what makes this different with another researcher is because this research chooses junior high school students as the object of research, another research that made by Vesselinov (2012) show that there are to the big line that author can take which is the first students that learn with Duolingo will have a strong motivation to learn a language and modest improvement in the school and the last is the beginners' students that learn with Duolingo will have a better initial level of knowledge than people who didn't use Duolingo this research take the college students as a subject but not to learn English but Spain.

About the gap, from the previews study above the researcher can take a conclusion that all the research is different with the author make, start from research from Nadiawati (2018) she only focuses on elementary school and about the research that Vesselinov (2012) that only focus on using Duolingo to increase collage students speaking in Spain language, and in this chance the author focus to

find out how interested students are in learning speaking using the English application especially in SMPN 1 Galesong Utara

In SMPN 1 Galesong Utara teaching English especially speaking is limited with media and method, this is the reason that makes the researcher held this research. Because the researcher thinks why so many excuses that people or students make about they who can not use another language, how can they master a foreign language without spending too much money and time, and that is why the researcher think that is important to find out brand new learning method that not only cheap to our pocket but also can save time and effort.

#### **B. Problem Statement**

How is the students' interest in using Duolingo as a learning media in speaking?

#### **C. Objective of Research**

As formulated in the research question above, the research aims to know the students' interest in using an application called Duolingo as their speaking learning media, in SMPN 1 Galesong Utara.

#### **D. Significance of the Research**

Along with this research, the researcher expects that this paper will bring benefits not only for the researcher but also to the students, teacher, and the next researcher:

a. For the Students

This research can facilitate the students to learn English, especially in their speaking skill with fun way that can save their time without breaking their sweat

b. For the Teacher

The researcher expects that this research will be a new inspiration for the teacher in the teaching and learning process, and that means it will cover planing and creating method so they can improve their students speaking skill

c. For the Other Researchers

These results can be helpful as information or reference material for other researchers that conducting related research.

**E. Scope of Research**

This research will focus on interest in using Duolingo as a learning media in speaking, for more specific this research will underline the fluency based on the application provide to the students. The feature that can help the students are vocabulary, grammar, listening, and speaking test, along with its correction if there is a mistake that students make. With all of the feature that Duolingo offers to the students, the researcher thinks that there is need to do some research to find out about the interest that students show to the application.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Previous Research Findings**

In this study, the researcher takes third of previous researchers to emphasize and support this research

First, there is Bogdan (2016) and as result, the researcher think Duolingo will become a great tool to learn English especially for the now one who seek English completely from zero it will give them good introduction, an amount for vocabulary, and simple sentence structure,

Second, from Utami (2018) research show that lack of vocabulary and speaking skill will affect studen'ts motivation and will end up with their progress of learning English that will get slow.

The last is from Astarilla (2018), research about show that there is a major improvement, and the students also said that learning using Duolingo was very effective and interesting”

Based on some of the research results above, several similarities and differences were found. The similarity from previous research is most of the researchers use applications and the internet as a tool in learning a second language, and from that usage, the researcher found the level of effectiveness and success in learning languages using the application is quite high. Another interesting thing that the researcher found is the amount of vocabulary and speaking ability will influence



students motivation and interest. while the difference is that previous researchers focused on more the how much improvement that the students can achieve with using the application, Another striking difference is that the objects studied by other researchers are generally more diverse, from their age and abilities. while research conducted by researchers focused on junior high school students. According to the research above, the researcher will conduct a study with a title, "Students Intrest in Using Duolingo as a Learning Media in Speaking"

## **B. Pertinent Ideas**

### **1. Concept of Interest**

#### **a. Definition of Interest**

Interest is one of the strongest motivations for learning English, and motivation has been identified as one of the main factors affecting English language learning. According to Gardner (1985) in Yusimah (2013) who examined how teachers develop student interest in learning English proved that some students did not show interest in English because they had difficulty understanding teacher teaching, especially in making sentences using correct grammar, and then the interest could motivate and stimulate the students' desire to learn English and seek more knowledge. Wimolmas (2013) stated that students who are more highly motivated will participate actively and pay more attention to a certain learning task or activity. In fact, the results of research from students also don't know what the teacher is telling them. Students also lack motivation from teachers and parents.

Saroh (2019) said that Interest in learning English is very important to cause of pleasure to the English lessons so that students would be interested to learn and attention to all that have been studied. Attention that would encourage students to learn at home, at school and wherever it is located. English is not a difficult subject but English is the language that is easy and fun. With strong interest in students to learn English then it will be the driver to be active in learning English so that lessons will run smoothly, effectively and efficiently.

#### **b. Elements of Students Interest in Learning**

Elements of Interest in Learning In teaching and learning, an interest has an important role to motivate the students will be more diligent study. Immense interest for students to influence the development of intelligence, so what he did on the basis of its own and the high interest of students will feel found by duty, giving great attention to what he does and enjoys his work.

According to Arikunto (1990) in Saroh (2019) there are some elements of interest that can be catching someone's eye in teaching and learning process. If students have interest to study so they will give their attention to learning :

I. Attention Caution is essential in the following activities well, and this will also effect on students' interest in learning. Learning activities of students accompanied by an intensive care will be more successful, and his performance will be higher than students who have no interest in learning. People who took an interest in an activity will give the most attention and did not hesitate to sacrifice time and energy for such activities. Therefore, a students who has interest in a lesson, would try hard to get good grade is to learn.

II. Willingness of a condition in which student is likely to perform an activity in the absence of coercion. Students who have a strong desire to learn something, then he will try to seek a deeper knowledge of something. This condition causes the learning activity. If the student does not exist since the beginning of willingness to learn, it is difficult for students to start learning these activities. Several indicators related to this aspect of them will try to do exercise though difficult, still learning even though teachers do not enter teaching, diligent reading English, willing to do the practice questions in addition to the assigned English teacher, and eager to follow the lessons have been wherever.

- III. Needs of the state in the person of a student who encouraged her to perform certain activities in order to achieve a goal. This requirement can only be felt by an individual. Someone learning activity because there is a push. In this case the basic driving motivation that drives a person to learn. Interest in psychology and is a potential that can be use to explore the motivation when someone is motivated to learn, then he will learn to perform activities within a certain time span.

## **2. Concept of Speaking**

### **a. Definition of speaking**

Speaking is one of the most important skills that people have to learn to master a language. We as a human is a social creature that makes us need to be around and help from other people, but how can other people help us if they don't know what we need or want? here is where the language and speaking take apart. According to Kushartanti (2005) in S, S, Harahap. R, Antoni. et al (2015), speaking is a set of voices uttered by one and understood by someone else. It means to deliver thought or opinion. By speaking the other people can know what we need and make a response or reaction to it. In short, we can say that speaking is a language skill that can make us express our idea, feeling, and information to others oral and directly.



Howarth (2001) in Farabi (2017) defines speaking as a two-way process involving a true communication of ideas, information, or feelings. Brown (2001) in Heriansyah (2012) mention that there are a few aspects that person have to master in case they want to be able to speak well, and that is :

### I. Grammar

The simplest way to describe grammar is the rule when we interact both written or spoken. Speakers and listeners, authors and their audiences must function in like systems to understand one another. In other words, a language without grammar is like a pile of bricks without a mortar to hold them together. According to Larsen-Freeman (2000) in Magfirah (2015) Grammar is a system of meaningful structures and patterns that are governed by particular pragmatic constraints.

### II. Vocabulary

Pronunciation is a basic quality of language learning, especially in speaking ability. It concerns the way we say, articulate, assimilate, intonate, and stress words. Having poor pronunciation skills can obscure communication and prevent us from making meaningful utterances. Vocabulary is the foundation of a language. To create meaningful utterance or sentences, it needs to use appropriate vocabulary to express something. In other words, the requirement for students who want to have a good speaking ability in mastering vocabulary. Harmer (2007) in Wulandari (2020) says that if the students have more vocabularies or at

least 1000 words, they can communicate fluently. They do not take a long time in expressing what they are going to say because they know the words that describe their ideas.

### III. Pronunciation

According to Richard and Schmidt (2002), they said that pronunciation is a method of producing certain sounds. While Cook (1996) in Gilakjani (2016), defined pronunciation as the production of English sounds. Pronunciation is learned by repeating sounds and correcting them when produced inaccurately. Based on the explanation from the expert above, we can conclude that pronunciation is how we make or produce a sound.

#### b. The Four of Speaking Skills

According to Binus University (2018) to master speaking in the second language, there are several things that people need to know first to improve their speaking, and that are :

##### 1. Fluency

Fluency according to Spratt and friends (2005) in Wulandari (2014) speaking at a normal speed without hesitation, repetition, and with smooth use of connected speech. It deals with how comfortable students are when they speak, how easily the words come out, and whether there are great pauses and gaps in the students' speaking. It is a parameter of students' speaking ability goal. It deals with the

quality of the way they speak fluently.

## 2. Pronunciation

The basic rule of pronunciation is the majority of the speaker can produce and be understood. According to Yates (2002) in Gilakjani, 2016), pronunciation is the production of sounds that are used for making meaning. And the simplest way to practice the pronunciation is by copy. Try to hear someone and try to imitate it as close as possible you can.

## 3. Grammar

Grammar is very important in speaking. According to Nunan (2003:154), grammar usually can be thought as a set of rules specifying the correct pattern of words at sentence level. If our conversation is full of grammatical mistakes, your ideas will not get across so easily. Studying grammar rules will certainly help students speak more accurately.

## 4. Vocabulary

Vocabulary is key and the important terms in case someone wants to speak, if we want to make it simple, vocabulary is a tool to bring out what is in your head to deliver by your mouth, so the other people can understand what you mean.

### c. The important thing in learning speaking

Speaking is one of the four core areas if we want to master English and that includes; reading, writing, listening, and speaking itself. So if we want

to make mastering speaking easier we can break it down into few main categories, British council an Indonesia foundation separated it into two main categories and that's are :

### 1. Fluency

Basically it the way someone produces and engaged word smoothly and without any effort. This kind of speaking is underline the use of speaking as a tool to communicate ideas without not giving too much attention to the grammar, punctuation, and the other stuff, and the result is some mistakes will we happened but the idea still will be delivered with the style and way that the speaker comfort on it.

### 2. Accuracy

On the other side, accuracy is just like the opposite of fluency, this type of speaking makes us should give full attention to the grammar, pronunciation, and vocabulary to make us understand the deeper meaning of the idea or the conversation that we faced.

### d. Type of speaking

Many people said that mastering speaking is the priority and the main goal for people that learn a language as their second or as a foreign language. According to Brown and Yule (1983) in Alfi (2015) their three-part version talk as interaction; talk as transaction; talk as performance we can separated speaking as three main purpose:

### 1. Talk as interaction

Speaking as interaction refers to the interaction which serves a primarily social function. When people meet, they exchange greetings, engage in small speaking and chit-chat, recount recent experiences because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speaker and how they wish to presents themselves to each other.

### 2. Talk as performance

Speaking as performance refers to public speaking; it is a talk that transmits information before an audience such as public announcements and speeches. Speaking as performance tends to be in form of monolog rather than dialogue, often follow a recognizable format and it is closer to written language than conversational language.

### 3. Speaking as transaction.

Speaking as transaction refers to situation where the focus is on the message about what is said or achieved in order to make people understood clearly and accurately.

## 3. Concept of Duolingo

### a. Definition of Duolingo

English application is an application that is specially developed to help people and make them easier in learning English, The English application has a close correlation with the M-learning. According to (El Hussein &



Cronje (2010) said that the M-learning has a really big advantage that will make us learning faster and effective than the normal or the common way can provide and that is about the portability and the accessibility

Duolingo also included in the group of M-learning learning that develops by American language-learning website and mobile application, which offered 106 different language courses in 38 languages. The application has over 300 million registered users across the world. Duolingo is media to learn English that provides people easy access to its feature, we can easily access it from its website or simply download it to our phone from application store for IOS and play store if we are an android user. The point that makes Duolingo have extra credit from the other English application is because the interface from its application is really good and simple, it allows us to learn English for free and easy even without hidden fees at all.

The features used in this application are also equipped with pictures, illustrations or various supporting symbols accompanied by attractive colors that make students not easily bored in learning with this application, according to Yusimah's (2013) research, some teachers said that demonstrations and colorful material is supporting learning, video screening and providing interesting activities to support teaching can increase student interest in learning that is more interesting and fun.

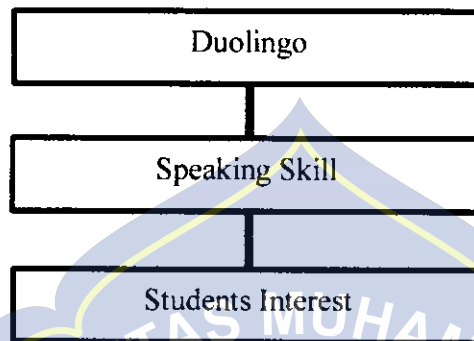
## **b. Feature of Duolingo**

This application offers a simple concept of use but is supported by a variety of features that will be very useful for people who use this application. The procedure for using this application is relatively easy. After students choose what language they want to learn, then there will be simple questions about the application and general things about their users. After answering those simple questions, all they have to do is determine the target of the way they learn. Start from casual, basic, serious, and crazy. The application is not only easy to use, but it also brings a lot of features and training menus that are very diverse.

- a. Translating practice an example of this exercise is to interpret the language students know into the language they want to learn, and vice versa
- b. Listening practice, students will hear sentences which they will then rearrange from the available word choices according to what they hear.
- c. Speaking practice, in this exercise students will be given some texts that they have to say to complete their speaking test.
- d. Matching exercise this exercise will make the students see a photo and then they have to match it with the available word

#### 4. Conceptual Framework

In this conceptual framework, the researcher takes a study about “The Students’ Interest in Using Duolingo as a Learning Media in Speaking”.



Duolingo is learning application that develop to make learning become more fun for the students, without reducing the effectiveness of the material that being taught. Let's take the speaking as the example, learning speaking with this app will still make students know how to speak starts from the basic until the advance level, although this is not taught formally like what teachers is done in the classroom. Talk about speaking skills, it is one of the four English skills besides reading, listening, and writing, that make this skill are so important to learn. That is also what makes the researcher chose to dig deeper and find out more about speaking. The researcher uses the advantage of technology by using gadgets and software or application to see did it will make students more excitement enjoy their learning activity that can end up with the increasing their interest in learning speaking especially learning with using Duolingo as their media to study speaking English.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Previous Research Findings**

In this study, the researcher takes third of previous researchers to emphasize and support this research

First, there is Bogdan (2016) and as result, the researcher think Duolingo will become a great tool to learn English especially for the now one who seek English completely from zero it will give them good introduction, an amount for vocabulary, and simple sentence structure,

Second, from Utami (2018) research show that lack of vocabulary and speaking skill will affect studen'ts motivation and will end up with their progress of learning English that will get slow.

The last is from Astarilla (2018), research about show that there is a major improvement, and the students also said that learning using Duolingo was very effective and interesting”

Based on some of the research results above, several similarities and differences were found. The similarity from previous research is most of the researchers use applications and the internet as a tool in learning a second language, and from that usage, the researcher found the level of effectiveness and success in learning languages using the application is quite high. Another interesting thing that the researcher found is the amount of vocabulary and speaking ability will influence

students motivation and interest. while the difference is that previous researchers focused on more the how much improvement that the students can achieve with using the application, Another striking difference is that the objects studied by other researchers are generally more diverse, from their age and abilities. while research conducted by researchers focused on junior high school students. According to the research above, the researcher will conduct a study with a title, "Students Intrest in Using Duolingo as a Learning Media in Speaking"

## **B. Pertinent Ideas**

### **1. Concept of Interest**

#### **a. Definition of Interest**

Interest is one of the strongest motivations for learning English, and motivation has been identified as one of the main factors affecting English language learning. According to Gardner (1985) in Yusimah (2013) who examined how teachers develop student interest in learning English proved that some students did not show interest in English because they had difficulty understanding teacher teaching, especially in making sentences using correct grammar, and then the interest could motivate and stimulate the students' desire to learn English and seek more knowledge. Wimolmas (2013) stated that students who are more highly motivated will participate actively and pay more attention to a certain learning task or activity. In fact, the results of research from students also don't know what the teacher is telling them. Students also lack motivation from teachers and parents.



Saroh (2019) said that Interest in learning English is very important to cause of pleasure to the English lessons so that students would be interested to learn and attention to all that have been studied. Attention that would encourage students to learn at home, at school and wherever it is located. English is not a difficult subject but English is the language that is easy and fun. With strong interest in students to learn English then it will be the driver to be active in learning English so that lessons will run smoothly, effectively and efficiently.

#### **b. Elements of Students Interest in Learning**

Elements of Interest in Learning In teaching and learning, an interest has an important role to motivate the students will be more diligent study. Immense interest for students to influence the development of intelligence, so what he did on the basis of its own and the high interest of students will feel found by duty, giving great attention to what he does and enjoys his work.

According to Arikunto (1990) in Saroh (2019) there are some elements of interest that can be catching someone's eye in teaching and learning process. If students have interest to study so they will give their attention to learning :

- IV. Attention Caution is essential in the following activities well, and this will also effect on students' interest in learning.
- Learning activities of students accompanied by an intensive care

will be more successful, and his performance will be higher than students who have no interest in learning. People who took an interest in an activity will give the most attention and did not hesitate to sacrifice time and energy for such activities. Therefore, a students who has interest in a lesson, would try hard to get good grade is to learn.

- V. Willingness of a condition in which student is likely to perform an activity in the absence of coercion. Students who have a strong desire to learn something, then he will try to seek a deeper knowledge of something. This condition causes the learning activity. If the student does not exist since the beginning of willingness to learn, it is difficult for students to start learning these activities. Several indicators related to this aspect of them will try to do exercise though difficult, still learning even though teachers do not enter teaching, diligent reading English, willing to do the practice questions in addition to the assigned English teacher, and eager to follow the lessons have been wherever.
- VI. Needs of the state in the person of a student who encouraged her to perform certain activities in order to achieve a goal. This requirement can only be felt by an individual. Someone learning activity because there is a push. In this case the basic driving motivation that drives a person to learn. Interest in psychology and is a potential that can be use to explore the motivation when

someone is motivated to learn, then he will learn to perform activities within a certain time span.

## **2. Concept of Speaking**

### **a. Definition of speaking**

Speaking is one of the most important skills that people have to learn to master a language. We as a human is a social creature that makes us need to be around and help from other people, but how can other people help us if they don't know what we need or want? here is where the language and speaking take apart. According to Kushartanti (2005) in S, S, Harahap. R, Antoni. et al (2015), speaking is a set of voices uttered by one and understood by someone else. It means to deliver thought or opinion. By speaking the other people can know what we need and make a response or reaction to it. In short, we can say that speaking is a language skill that can make us express our idea, feeling, and information to others oral and directly.

Howarth (2001) in Farabi (2017) defines speaking as a two-way process involving a true communication of ideas, information, or feelings. Brown (2001) in Heriansyah (2012) mention that there are a few aspects that person have to master in case they want to be able to speak well, and that is :

#### IV. Grammar

The simplest way to describe grammar is the rule when we interact both written or spoken. Speakers and listeners, authors and their audiences must function in like systems to understand one another. In other words, a language without grammar is like a pile of bricks without a mortar to hold them together. According to Larsen-Freeman (2000) in Magfirah (2015) Grammar is a system of meaningful structures and patterns that are governed by particular pragmatic constraints.

#### V. Vocabulary

Pronunciation is a basic quality of language learning, especially in speaking ability. It concerns the way we say, articulate, assimilate, intonate, and stress words. Having poor pronunciation skills can obscure communication and prevent us from making meaningful utterances. Vocabulary is the foundation of a language. To create meaningful utterance or sentences, it needs to use appropriate vocabulary to express something. In other words, the requirement for students who want to have a good speaking ability in mastering vocabulary. Harmer (2007) in Wulandari (2020) says that if the students have more vocabularies or at least 1000 words, they can communicate fluently. They do not take a long time in expressing what they are going to say because they know the words that describe their ideas.

## VI. Pronunciation

According to Richard and Schmidt (2002), they said that pronunciation is a method of producing certain sounds. While Cook (1996) in Gilakjani (2016), defined pronunciation as the production of English sounds. Pronunciation is learned by repeating sounds and correcting them when produced inaccurately. Based on the explanation from the expert above, we can conclude that pronunciation is how we make or produce a sound.

### b. The Four of Speaking Skills

According to Binus University (2018) to master speaking in the second language, there are several things that people need to know first to improve their speaking, and that are :

#### 5. Fluency

Fluency according to Spratt and friends (2005) in Wulandari (2014) speaking at a normal speed without hesitation, repetition, and with smooth use of connected speech. It deals with how comfortable students are when they speak, how easily the words come out, and whether there are great pauses and gaps in the students's speaking. It is a parameter of students' speaking ability goal. It deals with the quality of the way they speak fluently.

#### 6. Pronunciation

The basic rule of pronunciation is the majority of the speaker can produce and be understood. According to Yates (2002) in Gilakjani,



2016), pronunciation is the production of sounds that are used for making meaning. And the simplest way to practice the pronunciation is by copy. Try to hear someone and try to imitate it as close as possible you can.

## 7. Grammar

Grammar is very important in speaking. According to Nunan (2003:154), grammar usually can be thought as a set of rules specifying the correct pattern of words at sentence level. If our conversation is full of grammatical mistakes, your ideas will not get across so easily. Studying grammar rules will certainly help students speak more accurately.

## 8. Vocabulary

Vocabulary is key and the important terms in case someone wants to speak, if we want to make it simple, vocabulary is a tool to bring out what is in your head to deliver by your mouth, so the other people can understand what you mean.

### c. The important thing in learning speaking

Speaking is one of the four core areas if we want to master English and that includes; reading, writing, listening, and speaking itself. So if we want to make mastering speaking easier we can break it down into few main categories, British council an Indonesia foundation separated it into two main categories and that's are :

## 5. Fluency

Basically it the way someone produces and engaged word smoothly and without any effort. This kind of speaking is underline the use of speaking as a tool to communicate ideas without not giving too much attention to the grammar, punctuation, and the other stuff, and the result is some mistakes will we happened but the idea still will be delivered with the style and way that the speaker comfort on it.

## 6. Accuracy

On the other side, accuracy is just like the opposite of fluency, this type of speaking makes us should give full attention to the grammar, pronunciation, and vocabulary to make us understand the deeper meaning of the idea or the conversation that we faced.

### d. Type of speaking

Many people said that mastering speaking is the priority and the main goal for people that learn a language as their second or as a foreign language. According to Brown and Yule (1983) in Alfi (2015) their three-part version talk as interaction; talk as transaction; talk as performance we can separated speaking as three main purpose:

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#### **b. Feature of Duolingo**

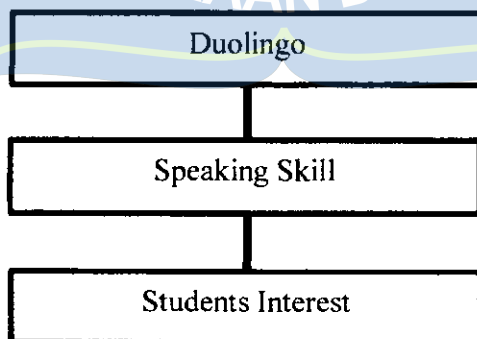
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## **CHAPTER III**

### **METHODOLOGY OF THE RESEARCH**

#### **A. Research Design**

According to Gay et.al, (2006) Descriptive Quantitative Method was used to determine and describe the way things were test analysis. For this research, the researcher focused to find out the excitement or the interest from the students in using their new media to learn speaking English, in this research, the media focused on Duolingo.

#### **B. Research Subject**

The researcher choses SMPN 1 Galesong Utara which was located in Kec. Galesong Utara, Kab. Takalar, Prov. Sulawesi Selatan, for the class that researcher chosen as a subject consist of 20 students from the second grade, (VIII) as sample to know the average of their interest in using Duolingo. Regarding the selection of this school as the subject of the study because the students already used Duolingo as their learning media.

#### **C. Research Variable and Indicator**

This research consisted of a single variable which was in the researcher case was the interest, it supported by Kaliyadan and Kulkarni (2019) that said “Descriptive statistics could be used to describe a single variable (univariate analysis) or more than one variable (bivariate/multivariate analysis)”.

## 1. Variable

This research consisted of “The students interest” as its only variable

## 2. Indicator

The indicator of this research were the students interest in using Duolingo software as their learning media in speaking. According to Slameto (2003) in Saroh (2019) few things that be an indicator of students interest, and that are:

### a. Attention

This indicator can easily be seen by the other people, usually, students asked the teacher about the material, students concentrated while they learn, include when students have an explanation from the teacher, they showed a focused and not just that, they also tried another source of learning

### b. Willingness

This indicator was pretty much the same as the above, but willingness made students more stand out in class, and that is: students would Enthusiastic in their lesson, they usually to read their learning material, they still study even their teachers are able to attend in class.

### c. Needs

Needs was one of the conditions that can make someone forced to do something to get what they want. For example, students have to learn to succeed and get a job.

#### **d. Joyful and happy**

This was one of the important aspects of someone interest because we can feel joyful and happy feeling when we do something. For example, students enjoyed when the teacher gave them some task or exercise.

#### **e. Participation**

His indicator mostly all the students did to their lesson and material. For example, the students answer the question that the teacher gave to them, students do their tasks and exercise. They also asked if they do not understand the material

### **D. Population and Sampple**

#### **1. Population**

The population of this research was the second years students of Junior High School of SMPN 1 Galesong Utara

#### **2. Samples**

The researcher used randomly pick only 20 students by using random sampling technique from two class.

### **E. Research Instrument**

#### **Questionnaire**

The purpose to do this step was to get information and better understanding about how good the students in knowing their learning application, also how interested the student's to use it. The researcher used a questionnaire with a

Likert scale consisted of Strongly Agree (5), Agree (4), Partially Agree (3), Disagree (2), and Strong Disagree (1), to get the data from the students.

## **F. Procedures**

Before ask the students to fill the questionnaire, the researcher gave an explanation about how is the mechanism and the procedures to fill the questionnaire. After the researcher upload the questionnaire to the google form, the researcher ask the teacher to share the link to their students so the students can fill the questionnaire online.

### **Administering the questionnaire**

1. The researcher greeted the students
2. The researcher explained about the questionnaire
3. The researcher gave questionnaire
4. The researcher collected the data from the questionnaire that students had answer.

After the researcher collect the data from the students questionnaire, now the researcher can analysis the data and move for the next step, and that is the data analysis.

G. The Technique of Data Analysis

1. Scoring for the likert chart

The technique of data collection was by counted the questionnaire result from the student for each question. The questions that were given refer to the results of the activities that students had done, the results of the sum (✓) students then be calculated using a Likert scale, by providing 5 choices for each question. The criteria for students' intrest in using duolingo were the mean score of the result, if the score above 3,01 it mean the students has an intrest, and if the mean score less than 3,00 has no intrest.

Score	Response	Verbal Interpretation
5	Strongly Agree	Very interested
4	Agree	Interested
3	Undecided	Doubt
2	Disagree	Not interested
1	Strongly Disagree	very not interested

2. Formula to find students questionnaire percentage

To get the data from the questionnaire the researcher counted the raw data from the students after they fill out the questionnaire by used the formula from (sugiono, 2017) :

$$P = \frac{f}{N} \times 100$$

Information :

$P$  : Percentage

$f$  : Total of students questionnaire score

$N$  : Total of questionnaire number

### 3. Formula to find students questionnaire mean score

To find the mean score, the researcher simply used the questionnaire data of the students and in order to find it, the researcher used the formula, as follow (Asmarani, 2019:30):

$$\text{Mean score} = \frac{\text{Total of students' percentage}}{\text{Total of questionnaire number}} \times 100$$

where ( $X$ ) is the total of students' percentage, divided by ( $N$ ), number of the questionnaire, in this case, divided by twenty because there are twenty number of tests.



4. Scoring the range of the questionnaire result

The range of the questionnaire score is by (Sözen & Guven, 2019).

Score	Range	Response	Verbal Interpretation
5	4.01 – 5.00	Strongly Agree	Very interested
4	3.01 – 4.00	Agree	Interested
3	2.01 – 3.00	Undecided	Doubt
2	1.01 – 2.00	Disagree	Not interested
1	0.01 – 1.00	Strongly Disagree	very not interested

## CHAPTER IV

### FINDING AND DISCUSSION

#### A. FINDING

This part presented the result of data students interest in using Duolingo as learning media in speaking. The data obtain from the questionnaire that have done in SMP Negeri 1 Galesong Utara. The data has taken from 20 students. The researcher used of Likert chart consisting of 5 choices as a questionnaire for students to get the information needed in research about student interests in using duolingo as media in learning speaking. Classifications of students' questionnaire for each item are displayed in the following table.

#### 1. Analyzing of the Questionnaire on the student's interest in using Duolingo

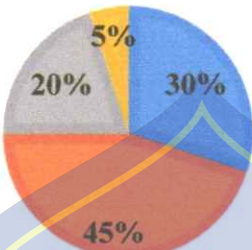
##### I. Students' questionnaire percentage

After calculating the data, researcher would like calculate the percentage of students to the questionnaire, there were 20 items of the questionnaire. The result of the students interest in using Duolingo to learn speaking in SMPN 1 Galesong Utara as follows:

Figure 4. 1 Questionnaire item 1

BAHASA INGGRIS MERUPAKAN MATA PELAJARAN YANG  
SAYA GEMARI

Strongly Agree   Agree   Undecided   Disagree   Strongly Disagree



a. Figure 4.1 (item 1) shows that there are six students (30% students) choose strongly agree, nine students (45% students) choose agree, four students (20% students) choose undecided, only one (5% students) choose disagree, and none of the students choose strongly disagree.

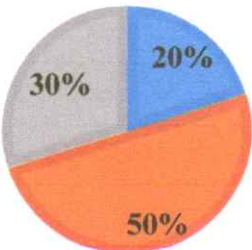
The researcher

From the data above the researcher make a conclusion that for the first item there are 75% students give positive feedback and the rest of them are between undecided and negative feedback where there is only 25% of the students.

Figure 4. 2 Questionnaire item 2

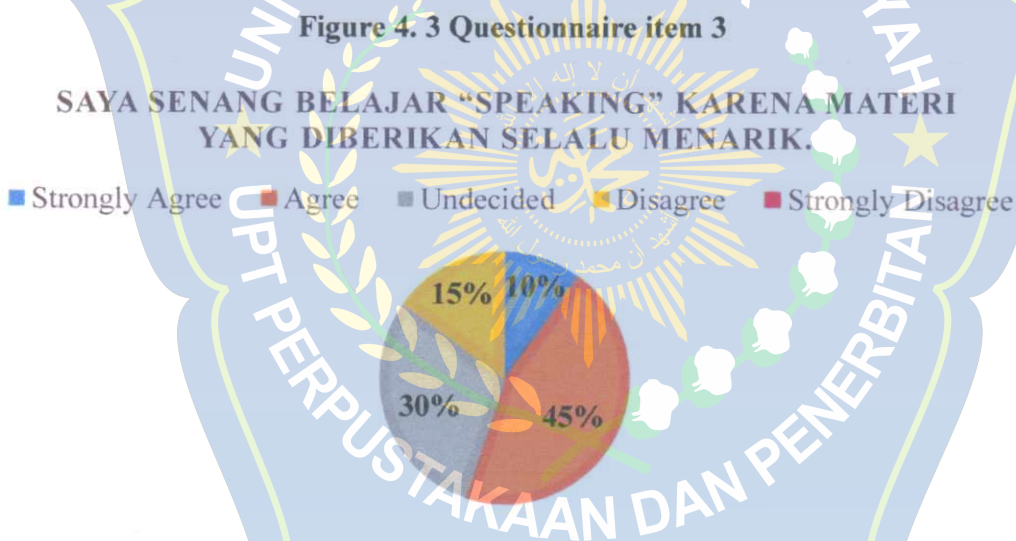
SPEAKING ADALAH SKILL YANG SANGAT INGIN SAYA  
PELAJARI.

Strongly Agree   Agree   Undecided   Disagree   Strongly Disagree



- b. Figure 4.2 (item 2) shows that there are four students (20% students) choose strongly agree, ten students (50% students) choose agree, six students (30% students) choose undecided, and none of the students choose disagree and strongly disagree

From the data above the researcher could said that a conclusion for the second item there are 70% students give positive feedback and the rest of them them are undecided (30% students), without even single negative feedback.



- c. Figure 4.3 (item 3) shows that there are two students choose strongly agree, nine students choose agree, 6 students choose undecided, three students choose disagree and none of the students choose strongly disagree.

The researcher could make a conclusion based on the data above that for the third item are still pictured a positive vibe, where there are 55%

students give positive feedback, 30% students are not sure with what their already chose, and the rest of it are negative feedback

**Figure 4. 4 Questionnaire item 4**

**JIKA ADA YANG SAYA TIDAK KETAHUI, SAYA TIDAK SEGAN BERTANYA MAKSUD/ARTI DARI KATA ITU**

■ Strongly Agree ■ Agree ■ Undecided ■ Disagree ■ Strongly Disagree



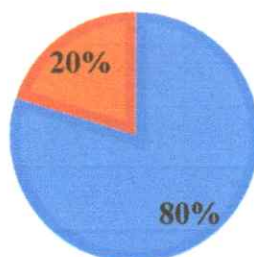
d. Figure 4.4 (item 4) shows that there are two students choose strongly agree, eight students choose agree, eight students choose undecided, two students choose disagree and none of the students choose strongly disagree

Based on the data above the researcher can make a conclusion that for the fourth item there are only 50% of the students that give positive feedback, and the rest of them mostly are can not tell what to choose,

**Figure 4. 5 Questionnaire item 5**

**BELAJAR DENGAN TEMAN JAUH LEBIH MENYENAGKAN DARI PADA BELAJAR SPEAKING SENDIRI**

■ Strongly Agree ■ Agree ■ Undecided ■ Disagree ■ Strongly Disagree





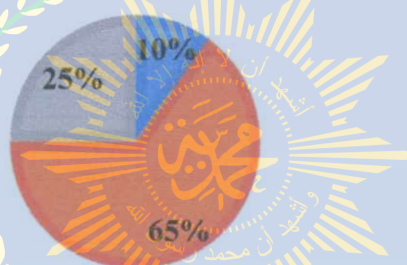
- e. Figure 4.5 (item 5) shows that there are sixteen students choose strongly agree, four students choose agree, and none of the students choose the rest of the option

It is clearly from the chart that only have two colors, and all the two colors mean positive feedback

**Figure 4. 6 Questionnaire item 6**

**JIKA GURU MULAI BERBICARA, SAYA AKAN  
MEMPERHATIKAN APA YANG DIUCAPKANNYA**

■ Strongly Agree ■ Agree ■ Undecided ■ Disagree ■ Strongly Disagree



- g. Figure 4.6 (item 6) shows that there are two students choose strongly agree, thirteen students choose agree, five students choose undecided, and none of the students choose both disagree and strongly disagree

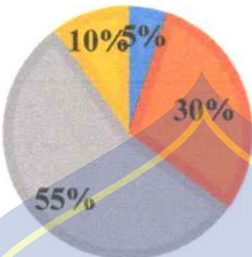
From the data above the researcher could said that a conclusion for the sixth item there are 75% students give positive feedback and the rest of them are undecided (25% students), without even single negative feedback.



Figure 4. 7 Questionnaire item 7

JIKA GURU BERTANYA, SAYA BERUSAHA MENJAWAB  
DENGAN BAHASA INGGRIS

Strongly Agree   Agree   Undecided   Disagree   Strongly Disagree

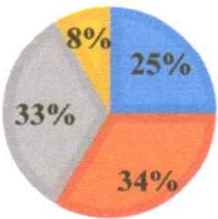


h. Figure 4.7 (item 7) shows that there is one student choose strongly agree, six students choose agree, eleven students choose undecided, two choose disagree, and none of the students choose strongly disagree. The researcher could make a conclusion based on the data above that for the seventh item, the researcher could say that the students mostly undecided where side they are, because there are 35% students give positive feedback, 10% students give negative feedback and 55% of them are undecided.

Figure 4. 8 Questionnaire item 8

MATERI-MATERI SPEAKING YANG DIBERIKAN MEMBUAT  
SAYA INGIN SELALU MEMPERHATIKAN DAN  
MEMPRAKTEKANNYA DI LUAR SEKOLAH.

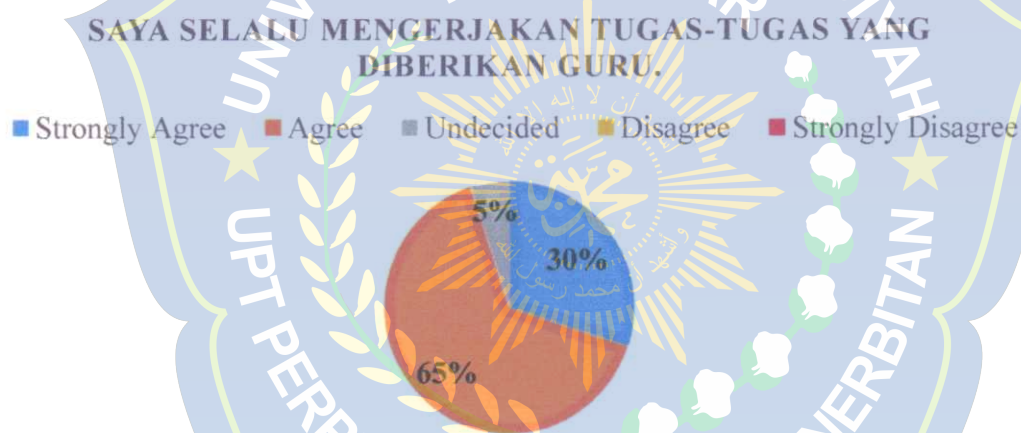
Strongly Agree   Agree   Undecided   Disagree   Strongly Disagree



- i. Figure 4.8 (item 8) shows that there are three students choose strongly agree, eighth students choose agree, eight students choose undecided, one student choose disagree, and none of the students choose strongly disagree

The researcher could make a conclusion based on the data above that for the eighth item are still pictured a positive vibe, where there are 55% students give positive feedback, 30% students are not sure with what their already chose, and the rest of it are negative feedback

Figure 4. 9 Questionnaire item 9



- j. Figure 4.9 (item 9) shows that there are six students choose strongly agree, thirteen students choose agree, one student choose undecided, and none of the students choose disagree and strongly disagree

From the data above the researcher could said that a conclusion for the ninth item there are 95% students give positive feedback and the rest of them are undecided (5% students), without even single negative feedback.

Figure 4. 10 Questionnaire item 10



k. Figure 4.10 (item 10) shows that there is one student choose strongly agree, ten students choose agree, five students choose undecided, four choose disagree, and none of the students choose strongly disagree. The researcher could make a conclusion based on the data above that for the tenth item are still pictured a positive vibe, where there are 55% students give positive feedback, 25% students are not sure with what their already chose, and the rest of it are negative feedback.

Figure 4. 11 Questionnaire item 11

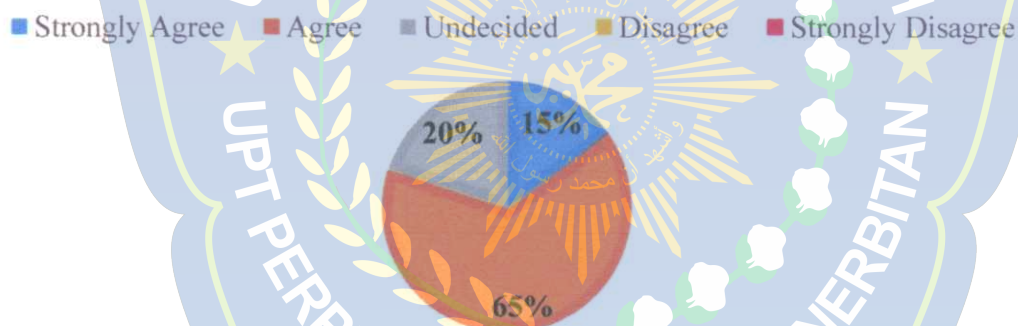


1. Figure 4.11 (Item 11) shows that there are five students choose strongly agree, fourteen students choose agree, only one student choose undecided, and none of the students choose both disagree and strongly disagree

From the data above the researcher could said that a conclusion for the eleventh item there are 95% students give positive feedback and the rest of them are undecided (5% students), without even single negative feedback.

Figure 4. 12 Questionnaire item 12

**APLIKASI BELAJAR BAHASA INGGRIS UMUNYA SANGAT MUDAH DIGUNAKAN**



- m. Figure 4.12 (item 12) shows that there are three students choose strongly agree, thirteen students choose agree, four students choose undecided, while none of the students choose disagree and strongly disagree

From the data above the researcher could said that a conclusion for the twelfth item there are 80% students give positive feedback and the rest

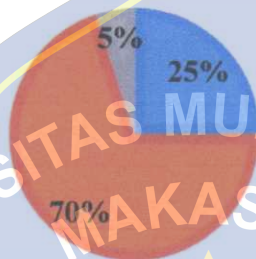


of them are undecided (20% students), without even single negative feedback.

**Figure 4. 13 Questionnaire item 13**

**BELAJAR SPEAKING MENGGUNAKAN APLIKASI BAHASA  
INGGRIS SANGAT MENYENANGKAN**

■ Strongly Agree ■ Agree ■ Undecided ■ Disagree ■ Strongly Disagree



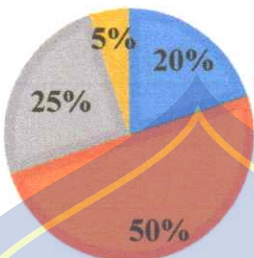
n. Figure 4.13 (item 13) shows that there are five students choose strongly agree, fourteen students choose agree, only one student choose undecided, and none of the students choose disagree and strongly disagree

From the data above the researcher could said that a conclusion for the thirteenth item there are 95% students give positive feedback and only one student chose undecided (5% students), without even single negative feedback.

Figure 4. 14 Questionnaire item 14

TAMPILAN DARI APLIKASI BELAJAR BAHASA INGGRIS  
SANGAT MENARIK, (BANYAK WARNA, DAN GAMBAR)

Strongly Agree   Agree   Undecided   Disagree   Strongly Disagree

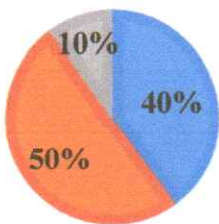


o. Figure 4.14 (item 14) shows that there are four students choose strongly agree, ten students choose agree, five choose undecided, only one choose disagree, and none of the students choose strongly disagree. Based on the data above the researcher can make a conclusion that for the fourteenth item there are 70% of the students that give positive feedback, 25% of the students are undecided, and only one students that give negative feedback.

Figure 4. 15 Questionnaire item 15

APLIKASI BELAJAR BAHASA INGGRIS JUGA DISERTAI  
AUDIO (SUARA) UNTUK MEMBUAT SISWA LEBIH MENGETRI  
MATERI YANG DIAJARKAN

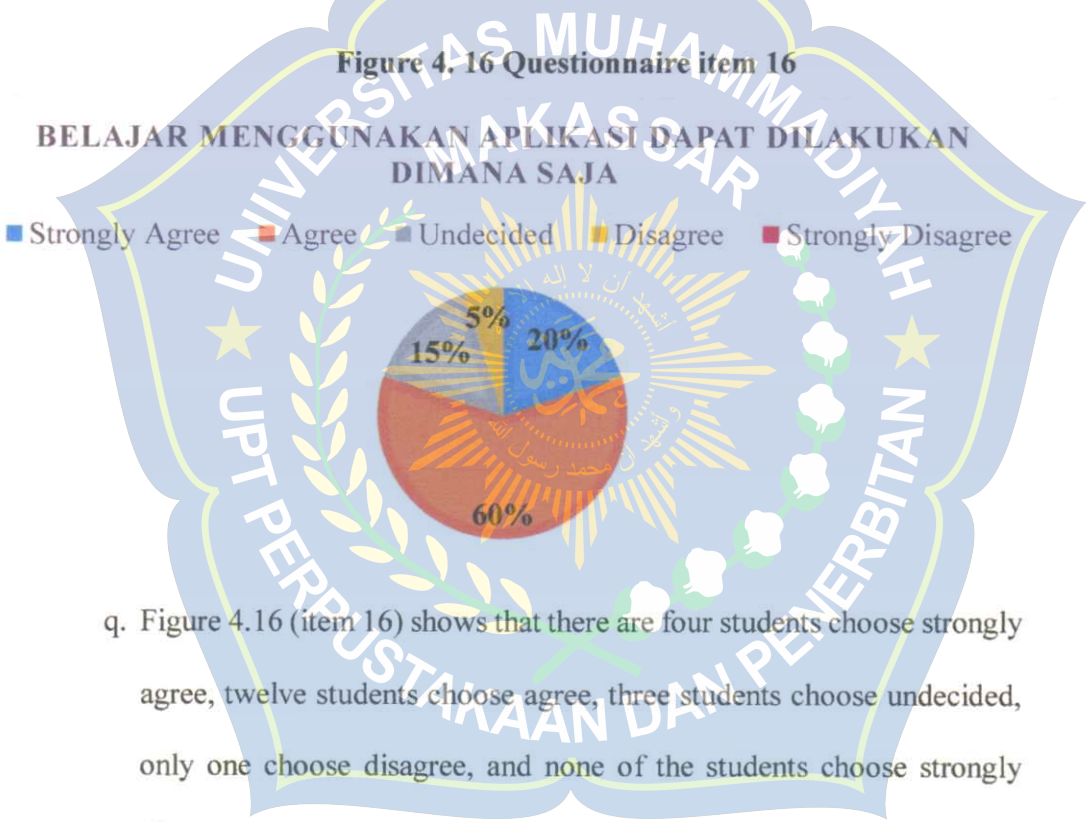
Strongly Agree   Agree   Undecided   Disagree   Strongly Disagree





p. Figure 4.15 (item 15) shows that there are eight students choose strongly agree, ten students choose agree, two students choose undecided, no students that choose disagree and strongly disagree

From the data above the researcher could said that a conclusion for the second item there are 90% students give positive feedback and the rest of them are undecided (10% students), without even single negative feedback



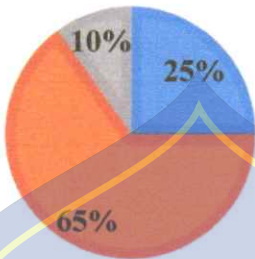
q. Figure 4.16 (item 16) shows that there are four students choose strongly agree, twelve students choose agree, three students choose undecided, only one choose disagree, and none of the students choose strongly disagree

From the chart above the researcher take a bigger line that, 70% students are agree with the researcher, 15% of the students are still doubt to choose and only 5% that disagree with the researcher

Figure 4. 17 Questionnaire item 17

BELAJAR MENGGUNAKAN APLIKASI DAPAT DILAKUKAN KAPAN SAJA

Strongly Agree   Agree   Undecided   Disagree   Strongly Disagree

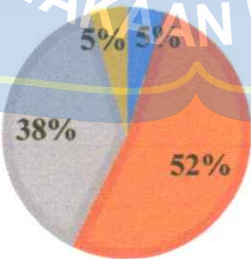


r. Figure 4.17 (item 17) shows that there are five students choose strongly agree, thirteen students choose agree, two students choose undecided, and none of the students choose both disagree strongly disagree. Chart from item 17 show data that mean the students are agree with the researcher with 90% vote while left only 10% with no clear option.

Figure 4. 18 Questionnaire item 18

SAYA MENGGUNAKAN APLIKASI BELAJAR BAHASA INGGRIS LEBIH DARI SETENGAH JAM SEHARI

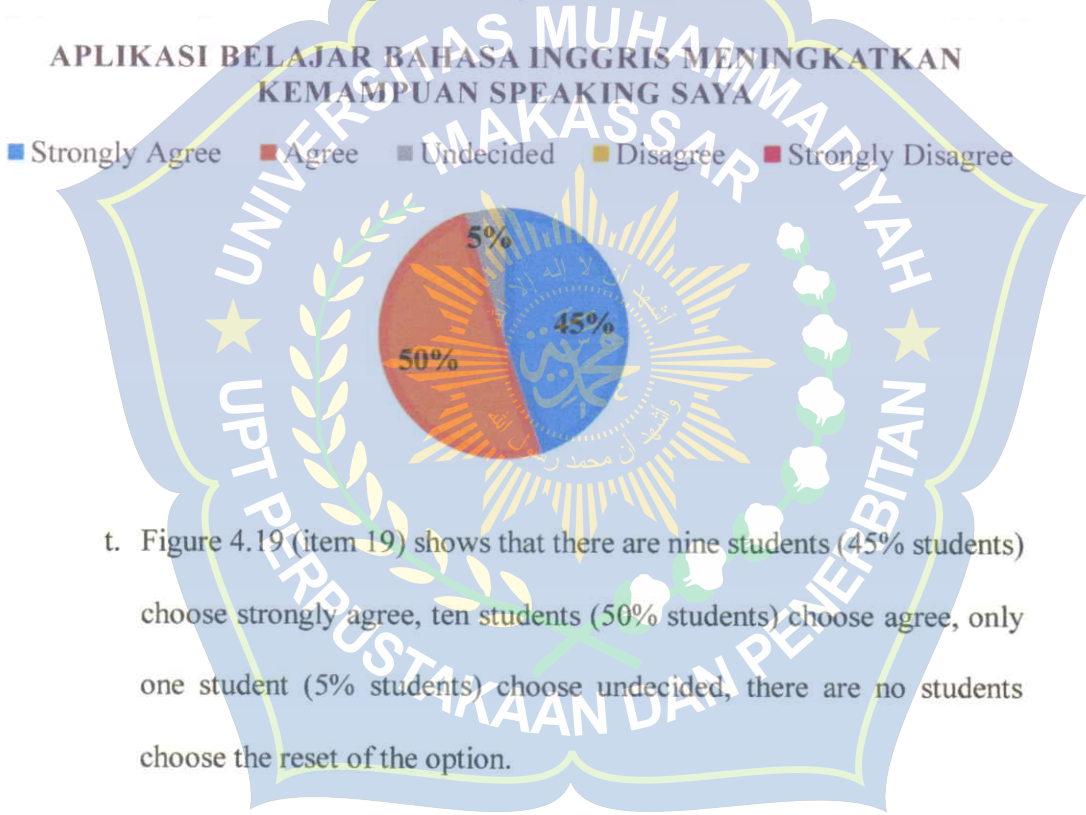
Strongly Agree   Agree   Undecided   Disagree   Strongly Disagree



s. Figure 4.18 (item 18) shows that there are one student choose strongly agree, eleven students choose agree, eight students choose undecided, and there is no students choose disagree and strongly disagree.

The data from the chart above shows that 60% students are using the application more than 30 minutes a day, while 40% left are not sure with it.

Figure 4. 29 Questionnaire item 19



t. Figure 4.19 (item 19) shows that there are nine students (45% students) choose strongly agree, ten students (50% students) choose agree, only one student (5% students) choose undecided, there are no students choose the reset of the option.

Figure 4. 20 Questionnaire item 20



u. Figure 4.20 (item 20) shows that there are six students (30% students) choose strongly agree, twelve students (60% students) choose agree, two students (10% students) choose undecided, and there is no students choose disagree and strongly disagree.

And for the last item, there are 90% of the students agree to keep using the application, and 10% left are still in doubt.

II. Students' questionnaire mean score

Figure 4.21 The mean score of the students' questionnaire based on the overall option that the students choose.



Figure 4.21 shows that 93 (23 %) out of students chose “Strongly Agree”, 209 (52 %) chose “Agree”, 83 (21 %) chose “Undecided” and only 15 (4%) students chose “Disagree”. It means most of students think that after using Duolingo they feel there is an improvement on how they speak in English. From the table above also display that, students already familiar with the Duolingo or the learning application, they can say so because they



already know how good, and how versatile the application is. In order to find out about the student’s interest level in using Duolingo the researcher convert the data into chart that show the students interest level.

The average score of students can be found after the researcher gets all the twenty students' average scores.

**Table 4.2** The Percentage of the students’ questionnaire based on the option

Score	Range	Response	Verbal Interpretation
5	4.01 – 5.00	Strongly Agree	Very interested
4	3.01 – 4.00	Agree	Interested
3	2.01 – 3.00	Undecided	doubt
2	1.01 – 2.00	Disagree	Not interested
1	0.01 – 1.00	Strongly Disagree	very not interested

Based on the table above it can calculate the mean score of the research are: average score that students have (79), divided with the number of participant (20) equal to 3.95.

Based on the data analysis of the questionnaire, it is found that the mean score of the students’ intrest in using Duolingo as media in learning speaking is 3.95, it shows that the students have interest in positive perception on the use of Duolingo as their media in learning speaking.

## B. DISCUSSION

This research was conducted at eighth grade students of SMPN 1 Galesong Utara. The objectives of this research to know student interest in using Duolingo as a learning media in speaking. The result findings found that most of students have positive experience when they using Duolingo as English learning media. It could be seen by students' response in answering the questionnaire. The result findings found that most of students gave positive response with questionnaire that ask about their learning English experience with and without using the app. The statement said that the student's shows good response and result. It can be found from students' choosing answer from questionnaire that researcher gave them. To know how the interest rate from this research, here is the students score summary: The students got 3,95 of 5 as average score, and 3,3 to 4,8 as range score.

and because of the result is are above 2,50 in this case the neutral number between interested and not, the researcher assume that the students in SMPN 1 Galesong Utara, are interested in using Duolingo software to learn speaking. This also supported with there are many sign of interest that they show such as Attention, Willingness, participation, needs, joyful and happiness

Based on the result above, it shows that students gave positive response on how use the Duolingo to learn speaking. Student feels use application or their smartphone as learning media, helps them in learning English especially speaking. Through the learning media that used, it makes students, that don't have much background knowledge about the English or speaking, it provided by how students give response on the statements of the questionnaire. (El Hussein & Cronje (2010))



said that the M-learning like Duolingo has a really big advantage that will make us learning faster and effective than the normal or the common way can provide and that is about the portability and the accessibility. The data obtained from the questionnaire most of students had positive response their user experience, it is showed that student's mean score was 3.95 (positive). Therefore, it could be concluded that most of students of SMKN have high interest (positive) about using Duolingo as learning media in speaking. The result from the researcher research also supported by Utami (2018) that said learning with Duolingo will make some spark of joy to the students and motivate them to learn and explore more with the language that they want to learn.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the findings and discussion, the researcher can conclude that the students in eighth grade in SMAN 1 Galesong Utara are “interesting” in using Duolingo as a learning media in Speaking. This is proven by the result of the questionnaire that students have answer. Based on result of the students data, the researcher make a conclusion that students in SMPN 1 Galesong utara are interested in using Duolingo as their media in learning speaking. The researcher also believe that the students in SMPN 1 Galesong Utara will keep using Duolingo as their media in learning English especially for learn speaking,

#### **B. Suggestion**

Based on the conclusion, there are following suggestion from the researcher

##### **1. For the English teacher at class SMAN 1 Galesong Utara**

It is suggested to more creative in design and development their learning plan and media, the researcher also hope that the teacher are more open for another method or media in teaching, for Example that Duolingo are very helpful hand that teacher can use as secondary learning which can be use as material enrichment and repetition of things that students have learned at school

## 2. For the next researcher

It is suggested to use this study as an additional reference about future research about Duolingo, speaking or M-Learning



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## Appendix 1

### Instrument (Critical Reading Competence Test)

**Name :**

**Class / No. Sort :**

#### INSTRUCTION

Read the given statement carefully and give an answer by choosing the answer on one of the following options : (SA) Strongly Agree, (S) Agree, (U) Undecided, (D) Disagree, and (SD) Strongly Disagree.

#### QUESTIONNAIRE

1. English is my favorite subject
2. Speaking is a skill that I really want to learn.
3. I enjoy learning "speaking" because the material provided is always interesting.
4. If there's something I don't know, I don't hesitate to ask the meaning of the word
5. Studying with friends is much more fun than learning to speak alone
6. If the teacher starts talking, I will pay attention to what he says
7. If the teacher asks, I try to answer in English
8. The speaking materials provided made me want to always pay attention and practice them outside of school.
9. I always do the assignments given by the teacher.
10. I feel ashamed to practice the speaking skills that I have learned
11. Previously I had used an application on my cellphone to learn speaking
12. English learning applications are generally very easy to use

13. learning to speak using the English application is very fun
14. The display of the English learning application is very attractive,  
(many colors, and pictures)
15. English learning applications are also accompanied by audio (voice)  
to make students better understand the material being taught
16. Learning to use the application can be done anywhere
17. learning to use the application can be done anytime
18. I use English learning apps more than half an hour a day
19. English learning apps improve my speaking skills
20. I will continue to use English applications to learn speaking



Appendix 2

The Result of Analysis Students Critical Questionnaire

Jumlah		4	3.9	3.5	3.5
Test Number	20	Setuju	Setuju	Sangat setuju	Tidak Tahu
	19	Setuju	Sangat setuju	Sangat setuju	Tidak Tahu
	18	Setuju	Setuju	Setuju	Tidak Tahu
	17	Setuju	Sangat setuju	Sangat setuju	Tidak Tahu
	16	Setuju	Sangat setuju	Sangat setuju	Tidak Tahu
	15	Setuju	Sangat setuju	Sangat setuju	Tidak Tahu
	14	Setuju	Setuju	Setuju	Tidak Tahu
	13	Setuju	Sangat setuju	Setuju	Tidak Tahu
	12	Setuju	Sangat setuju	Setuju	Tidak Tahu
	11	Setuju	Sangat setuju	Setuju	Tidak Tahu
	10	Setuju	Sangat setuju	Setuju	Setuju
	9	Setuju	Sangat setuju	Sangat setuju	Setuju
	8	Setuju	Sangat setuju	Tidak Tahu	Tidak Setuju
	7	Setuju	Tidak Setuju	Tidak Tahu	Tidak Tahu
	6	Setuju	Sangat setuju	Tidak Tahu	Tidak Tahu
	5	Sangat setuju	Sangat setuju	Sangat setuju	Setuju
	4	Sangat setuju	Tidak Setuju	Setuju	Setuju
	3	Setuju	Sangat setuju	Setuju	Tidak Tahu
	2	Setuju	Sangat setuju	Setuju	Tidak Tahu
	1	Setuju	Sangat setuju	Setuju	Tidak Tahu
No.	Name				
1	Arin Arifa Izza				
2	Sri Magfirah Rahayu				
3	Adrian Pratama				
4	Ahmad Nur				

	4.8	3.85	3.3	3.65	4.25	3.4
	Setuju	Sangat setuju	Setuju	Setuju	Setuju	Tidak Tahu
	Setuju	Setuju	Setuju	Sangat setuju	Sangat setuju	Sangat setuju
	Setuju	Setuju	Tidak Tahu	Setuju	Tidak Tahu	Sangat setuju
	Sangat setuju	Sangat setuju	Setuju	Setuju	Setuju	Setuju
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	Sangat setuju	Setuju	Setuju	Tidak Tahu	Setuju	Sangat setuju
	Sangat setuju	Sangat setuju	Tidak Setuju	Setuju	Tidak Tahu	Tidak Tahu
	Sangat setuju	Sangat setuju	Setuju	Setuju	Setuju	Setuju
	Setuju	Sangat setuju	Setuju	Setuju	Setuju	Setuju
	Sangat setuju	Sangat setuju	Setuju	Setuju	Setuju	Setuju
	Setuju	Tidak Tahu	Tidak Tahu	Setuju	Setuju	Tidak Setuju
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	Tidak Tahu	Tidak Tahu	Tidak Tahu	Tidak Setuju	Tidak Tahu	Tidak Tahu
	Setuju	Tidak Tahu	Tidak Tahu	Setuju	Setuju	Setuju
	Sangat setuju	Sangat setuju	Sangat setuju	Sangat setuju	Sangat setuju	Sangat setuju
	Setuju	Tidak Tahu	Tidak Setuju	Setuju	Tidak Tahu	Setuju
	Setuju	Setuju	Tidak Setuju	Tidak Tahu	Setuju	Tidak Setuju
	Sangat setuju	Setuju	Setuju	Tidak Tahu	Setuju	Sangat setuju
	Tidak Tahu	Setuju	Setuju	Tidak Tahu	Setuju	Sangat setuju
Am Nabil Abdullah Fauzan	andika saputra	Arfansyah Ramli	Arya Aqila Syahputra	Indrajaya Fahrezi	Ira	
5	6	7	8	9	10	

	4.2	3.95	4.2	3.85	4.3	3.95
	Setuju	Sangat setuju	Sangat setuju	Setuju	Setuju	Setuju
	Setuju	Setuju	Sangat setuju	Sangat setuju	Sangat setuju	Setuju
	Tidak Tahu	Setuju	Tidak Tahu	Tidak Tahu	Setuju	Setuju
	Setuju	Setuju	Setuju	Tidak Tahu	Setuju	Setuju
	Setuju	Setuju	Tidak Tahu	Setuju	Setuju	Setuju
	Sangat setuju	Setuju	Sangat setuju	Setuju	Setuju	Setuju
	Setuju	Setuju	Setuju	Tidak Tahu	Tidak Tahu	Setuju
	Setuju	Setuju	Sangat setuju	Setuju	Setuju	Setuju
	Tidak Tahu	Setuju	Tidak Tahu	Setuju	Tidak Tahu	Setuju
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	Setuju	Setuju	Setuju	Setuju	Sangat setuju	Setuju
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	Tidak Tahu	Tidak Tahu	Setuju	Setuju	Setuju	Setuju
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	Sangat setuju	Sangat setuju	Sangat setuju	Sangat setuju	Setuju	Setuju
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	Setuju	Setuju	Tidak Tahu	Tidak Tahu	Tidak Tahu	Setuju
	Setuju	Sangat setuju	Tidak Tahu	Tidak Setuju	Sangat setuju	Setuju
Nabila						
Nayla						
Nurdea						
Nur Fajriah						
Seruni						
Ratu Meilani Novianti						
11	12	13	14	15	16	

	4.15	3.65	4.4	4.2	
	Sangat setuju	Sangat setuju	Setuju	Setuju	
	Sangat setuju	Setuju	Setuju	Setuju	
	Tidak Tahu	Setuju	Tidak Tahu	Setuju	
	Sangat setuju	Setuju	Setuju	Setuju	
	Tidak Tahu	Setuju	Setuju	Setuju	
	Sangat setuju	Sangat setuju	Setuju	Setuju	
	Sangat setuju	Sangat setuju	Setuju	Setuju	
	Sangat setuju	Setuju	Setuju	Setuju	
	Setuju	Sangat setuju	Setuju	Setuju	
	Sangat setuju	Setuju	Setuju	Setuju	
	Tidak Setuju	Tidak Setuju	Tidak Setuju	Tidak Tahu	
	Sangat setuju	Sangat setuju	Setuju	Tidak Tahu	
	Tidak Tahu	Setuju	Sangat setuju	Setuju	
	Tidak Tahu	Setuju	Tidak Tahu	Sangat setuju	
	Setuju	Setuju	Setuju	Setuju	
	Sangat setuju	Sangat setuju	Sangat setuju	Setuju	
	Tidak Tahu	Setuju	Tidak Tahu	Sangat setuju	
	Setuju	Sangat setuju	Setuju	Setuju	
	Tidak Tahu	Sangat setuju	Setuju	Setuju	
	Setuju	Sangat setuju	Setuju	Sangat setuju	
17	ST. Khumaerah Nurmaqfirah	18	Salsabila	19	Sahrini Aulia Syam
20	Khumairah .marsah				
					Rata – Rata



Appendix 3

Turnitin Certificate



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
UPT PERPUSTAKAAN DAN PENERBITAN

Alamat kantor: Jl. Sultan Alauddin No 259 Makassar 90221 Tlp. (0411) 966972, 881593, Fax. (0411) 865588



SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,  
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Firmansyah  
NIM : 105351123616  
Program Studi Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	3 %	10 %
2	Bab 2	23 %	25 %
3	Bab 3	9 %	10%
4	Bab 4	10 %	10 %
5	Bab 5	0 %	5 %

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan  
Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan  
seperlunya.

Makassar, 24 Maret 2022  
Mengetahui

Kepala UPT- Perpustakaan dan Penerbitan,

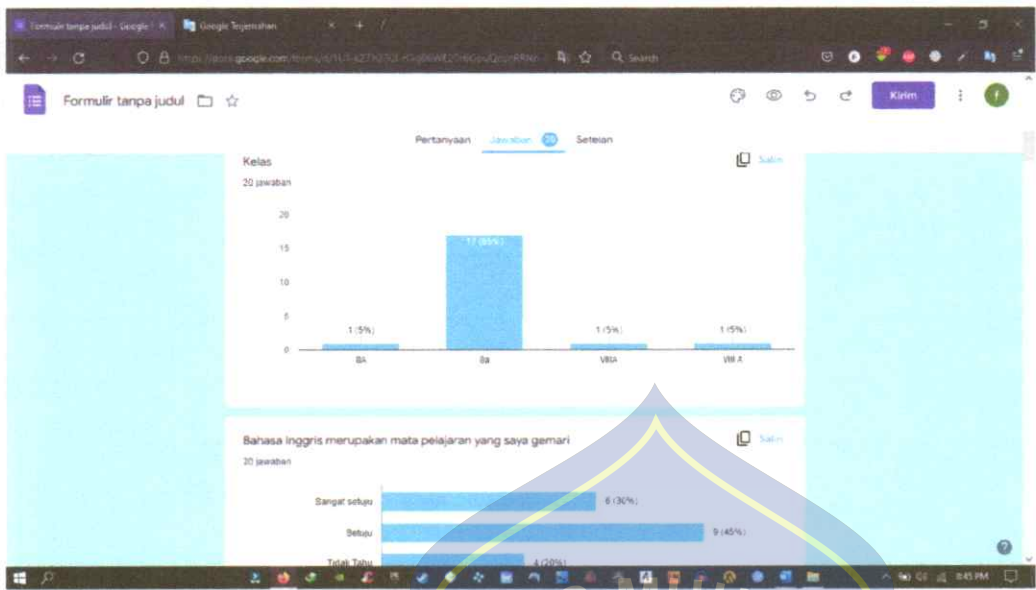
  
Nursinah, S. Hum, M.I.P  
NBM: 964591

Jl. Sultan Alauddin no 259 makassar 90221  
Telepon (0411)866972,881 593,fax (0411)865 588  
Website: www.library.unismuh.ac.id  
E-mail : perpustakaan@unismuh.ac.id

Appendix 4

Documentation





## Appendix 5

## CURRICULUM VITAE



Firmansyah was born on April 29 th, 1998 in Takalar. He is the second child of four siblings. His father name is Islamuddin and his mother name is Hadriati. He began studying at SD 1 Benteng from 2004 to 2010, in 2011 he continued to SMP Negeri 1 Benteng then graduated in 2013, in the same year he continued to SMA Negeri 1 Benteng and finished it in 2016. Finally he continued her studies in 2016 as an ordinary students majoring

in English Education at the Teacher Training and Education Faculty, Muhammadiyah University of Makassar. At the end of her studies.

