

**USING DUOLINGO APPLICATION IN LEARNING ENGLISH AT
SEVENTH GRADE OF MTsN 3 LUWU**

A Thesis

*Presented as Partial Fulfillment for the Attainment of S.Pd Degree in English
Language Education Study Program Tarbiyah and Teacher Training Faculty of
State Islamic Institute of Palopo*



Proposed by

SYAHRAENI

Reg. 18.0202.0165

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO**

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1. Amalia Yahya, S.E., M.Hum

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2022

THESIS APPROVAL

This thesis entitle “Using Duolingo Application in Learning English at Seventh Grade of MTsN 3 Luwu” written by Syahraeni, Reg Num 18 0202 00165, English Language Study Program of Tarbiyah and Teacher Training Faculty, the State Islamic Intitute of Palopo has been examined and defended in MUNAQASYAH session which is carried out on Wednesday, November 10th 2022, coincided with 15 Rabiul Akhir 1444 H. It is authorized and acceptable as a partial fulfillment of requirement for S.Pd degree in English language teaching.

Palopo, November 14th 2022

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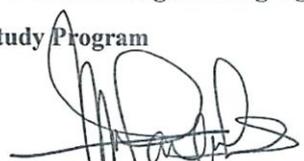
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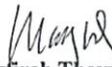
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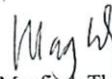
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Palopo, 10 November 2022

Regards



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ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ، وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ وَعَلَى

آلِهِ وَأَصْحَابِهِ أَجْمَعِينَ أَمَا بَعْدُ

AlhamdulillahRabbil ‘Alamin, Praise and thanks to the almighty Allah SWT. Without blessing and mercy from Allah SWT, the researcher would have never been able to start and finish this thesis which is entitled “Using Duolingo Application in Learning English at Seventh Grade of MTsN 3 Luwu”. This research becomes the partial fulfillment of requirements for a bachelor degree in English Education Study Program of IAIN Palopo. Shalawat and Salam are always given to our beloved prophet, Muhammad SAW, who has guided us from the stupidity era to the cleverness era.

The researcher expresses her gratitude and highest appreciation to all of the people who have provided guidance, direction, encouragement, and comments to the researcher in completing this thesis. Special thanks to:

1. Prof. Dr. Abdul Pirol, M.Ag, the Rector of IAIN Palopo, who always supports the researcher during the year of study at IAIN Palopo.
2. Dr. Nurdin K., M.Pd as the Dean of Tarbiyah and Teacher Training Faculty of IAIN Palopo, along with Mr/Mrs Deputy Deans I, II, III of Tarbiyah and Teacher Training Faculty of IAIN Palopo .
3. Amalia Yahya, S.E., M.Hum as the Head of the English Study Program of the Tarbiyah and Teacher Training Faculty of IAIN Palopo, who always supports, encourages, and gives idea to the researcher during her studies at IAIN Palopo.
4. Amalia Yahya, S.E., M.Hum and Dr. Magfirah Thayyib., S.S., M.Hum as the first and the second consultants who have given guidance, explanation, correction, suggestions, and some ideas until the researcher can finish this thesis.
5. Dr. Rustan S., M.Hum and Dewi Furwana, S.Pd.I, M.Pd as first and second examiner who has given many directions to complete this thesis.

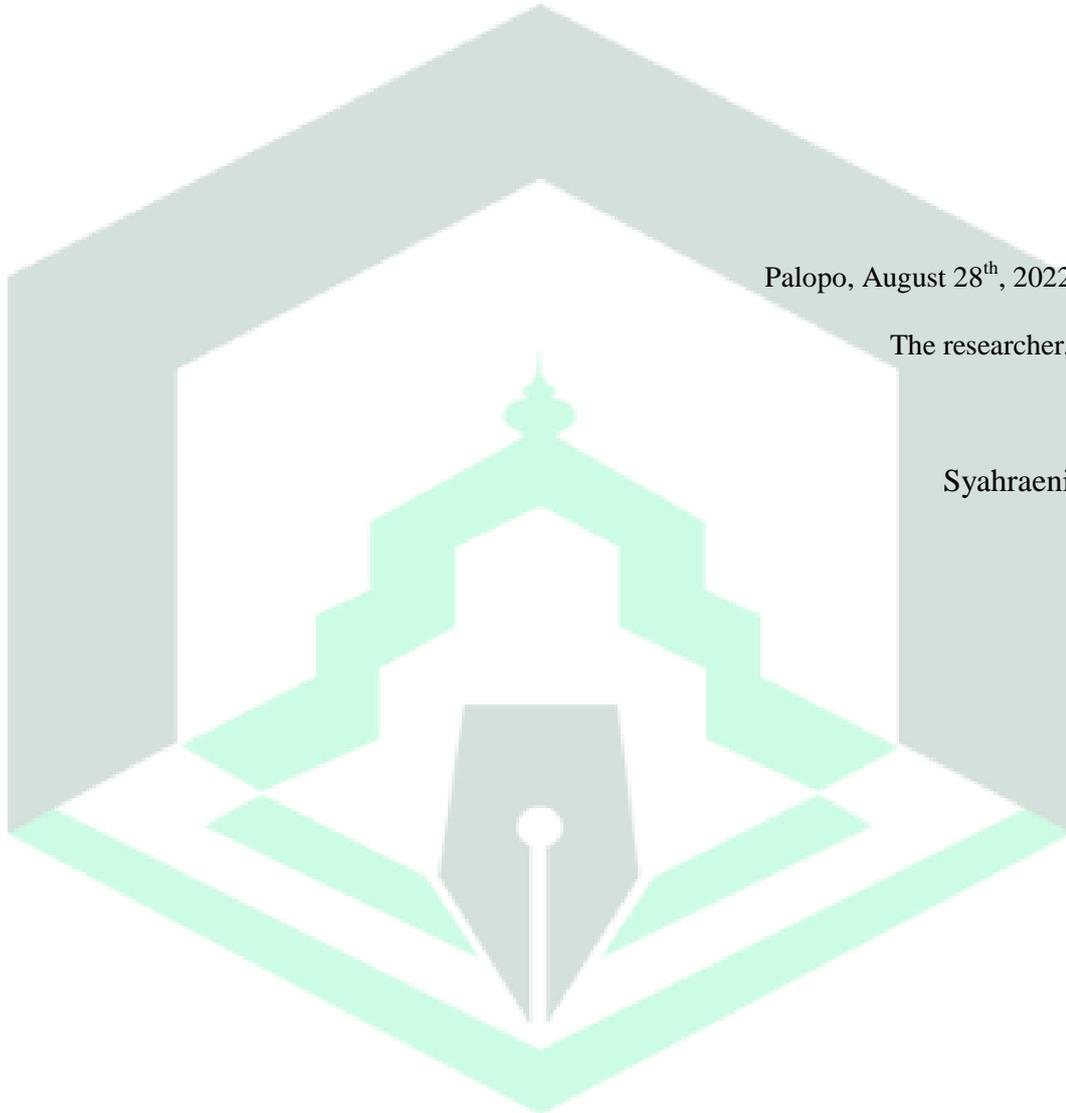
6. All the lecturers of English Education Study Program of IAIN Palopo who have given the researcher motivation, developed her skill and attention in learning English language. Thanks also to all the staffs in IAIN Palopo who have given help to the researcher.
7. Dra. Rahima as Headmaster of MTsN 3 Luwu and all the teachers of MTsN 3 Luwu especially Annisa S.Pd as the English teacher of MTsN 3 Luwu.
8. Her beloved parents: father (alm. Ladia) and mother (Maryam), who have given the researcher their love, attention, support, motivation, bless, pray and strength to finish her thesis and study in IAIN Palopo.
9. Her brother (Kamisdar) for helping the researcher in the form of finance and encouragement to complete this research, her sisters (alm. Jumarni and Senin Jaya, A.Md.Keb) for giving the researcher support to continue her education, love and affection, and to her niece (Amirah Afifah, Hanna Syafiqah) and her nephew (Very Ardi Ansyah, Ammar Zaky) for being her solace.
10. Her bestfriends the members of Okey Dokey, Salmila, Kintan Bistiatul Karimah and Nining Sri Lestari who always help, support, bring happiness to the researcher in every place and situation.
11. Her friends in “Kkn Desa Buntu Matabing,” and all of residents in the Buntu Matabing for 2 months together, covering each other’s shortcomings, and always helping her to be able to issue ideas that are in her mind without feeling embarrassed.
12. All her friends of English Study Program especially BIG-Creative 2018 who have given the researcher support and spirit from the first until the end.

Finally, the researcher prays to Allah SWT to give regard to all of the people who have helped the researcher. The researcher hopes this thesis can be useful and give positive contribution for the readers and the others.

Palopo, August 28th, 2022

The researcher,

Syahrani



LIST OF CONTENTS

COVER PAGE.....	ii
THESIS APPROVAL.....	iii
EXAMINER APPROVAL.....	iv
CONSULTANTS APPROVAL.....	v
NOTA DINAS PEMBIMBING.....	vi
STATEMENT OF AUTENTICITY.....	vii
ACKNOWLEDGMENT.....	viii
LIST OF CONTENTS.....	xi
LIST OF TABLES.....	xiii
LIST OF PICTURE.....	xiv
CHAPTER I INTRODUCTION	
A. Background.....	1
B. Research Questions.....	3
C. Objective of the Research.....	3
D. Significance of the Research.....	4
E. Scope of the Research.....	4
CHAPTER II REVIEW OF RELATED LITERATURE	
A. Previous Study.....	5
B. Literature Review.....	9
C. Conceptual Framework.....	22
D. Hypothesis.....	23
CHAPTER III METHOD OF RESEARCH	
A. Method and Design.....	24
B. Research Location and Time.....	25
C. Variable Operational Definition.....	25
D. Population and Sample.....	26
E. Data Collection Procedure.....	26
F. Research Instruments.....	31
G. Validity and Reliability Test Instrument.....	32
H. Procedure of Analysis Data.....	33
CHAPTER IV FINDINGS AND DISCUSSION	
A. Findings.....	36
B. Discussion.....	45

CHAPTER V CONCLUSIONS AND SUGGESTION

A. Conclusions 48
B. Suggestion 48

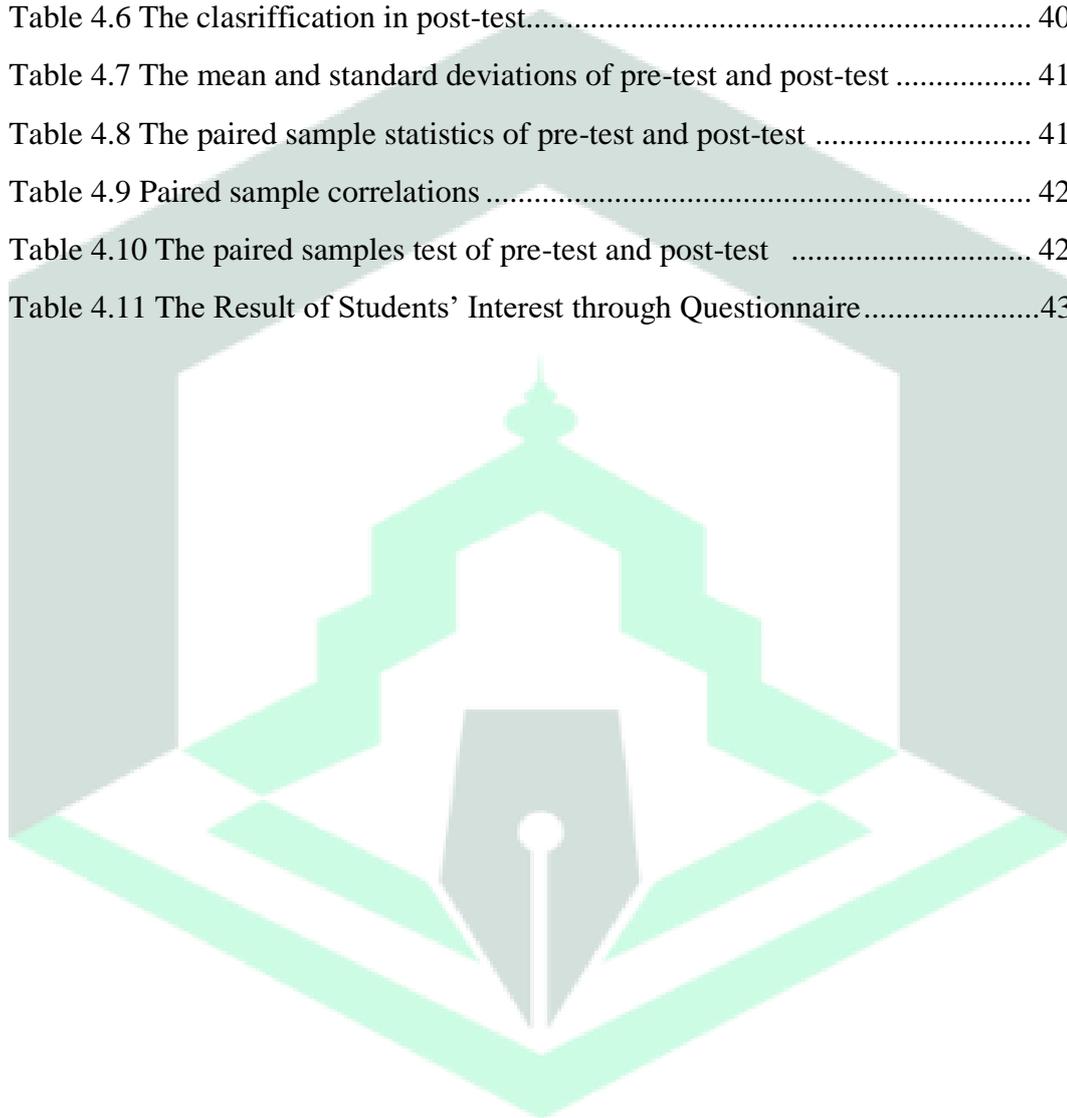
BIBLIOGRAPHY

APPENDICES



LIST OF TABLES

Table 4.1 The score of students' in pre-test	37
Table 4.2 The mean of the score students' in pre-test.....	37
Table 4.3 Scores classification in the pre-test.....	38
Table 4.4 The score of students' in post-test.....	39
Table 4.5 The mean score of students' in post-test.....	39
Table 4.6 The clasrification in post-test.....	40
Table 4.7 The mean and standard deviations of pre-test and post-test	41
Table 4.8 The paired sample statistics of pre-test and post-test	41
Table 4.9 Paired sample correlations	42
Table 4.10 The paired samples test of pre-test and post-test	42
Table 4.11 The Result of Students' Interest through Questionnaire.....	43



LIST OF PICTURE

Picture 2.1 Duolingo Application	13
Picture 2.2 initial view when using the application	18

Picture 2.3 Application display when language selection.....	19
Picture 2.4 The question of knowing where the application comes from.....	19
Picture 2.5 Ability or level question	20
Picture 2.6 Display Set Target	20
Picture 2.7 Display of Level Trial questions.....	21
Picture 2.8 Home Page.....	21



ABSTRACT

Syhraeni, 2022. *“Using Duolingo Application in Learning English at MTsN 3 Luwu”* A thesis of English Education Study Program at Tarbiyah and Teacher Training Faculty, State Islamic Institute of Palopo. Supervised by Amalia Yahya as the first consultant and Magfirah Thayyib as the second consultant.

The research was conducted is to find out the effectiveness of using Duolingo application in learning English vocabulary and to know the students response in learning vocabulary using Duolingo application at Seventh Grade of MTsN 3 Luwu. The researcher used pre-experimental method. The instrument in this research was pre-test and post-test. The researcher choose a sample of 17 from 35 population. The data was analyzed statistically by using SPSS 22 Edition. The students' test result of mean score in the pre-test was 47.6471 and the mean score of the students' in the post-test was 70.2941. The mean score of post-test was greater than pre-test. Based on the result of data analysis, the reseracher found that the p Value was 0.00 and the Alpha was 0.05, therefore $p < \alpha$ ($0.00 < 0.05$). it proved that the hypothesis (H_0) was rejected and hypothesis (H_1) was accepted. Based on the result of questionnaire about students response is all of the students responses are positively toward the use of Duolingo application in learning English vocabulary. The students felt that Duolingo application made students' enjoy, motivate and new alternative in learn English.

Keywords: *Duolingo Application, Vocabulary, Learning*



CHAPTER I

INTRODUCTION

A. Background

English language is very important to learn because it is not only a foreign language but an international language that can be used whenever and anywhere in the world.¹ In addition, English language is also one of the official languages in international organizations such as the United Nations and International Committee.² English is considered important, therefore English is one of the subjects taught in education at various levels of education. Education has an important role in life, in learning foreign languages especially learning English which are often considered boring. It is undeniable that education is affected by technological advances, there are many benefits of technology that can be used.³ In the current era, learning English using technology in the form of applications has been widely used.

Learning a language it must be closely related to vocabulary, because in learning a language we must have a vocabulary. Apart from that reading, listening and speaking are the most important aspects of any language. In Duolingo application, there are basic questions that have to do with some of the above

¹ Novie Setiani, "Penerapan Metode Building Words untuk Meningkatkan Vocabulary", *Jurnal Pendidikan*, Vol 5, 2 (2021)

² Wall Streer English. "Sejarah Bahasa Inggris Jadi Bahasa Innternasional." Juli 29, 2020. <https://www.wallstreetenglish.co.id/gaya-hidup/sejarah-bahasa-inggris/> Accessed on March 21 2022 at 15.31 PM

³ Myta Widyastuti and Hermariyanti Kusumadewi "Penggunaan Aplikasi Duolingo dalam Meningkatkan Kosakata Bahasa Inggris Pada Tenaga Pengajar Bimbingan Belajar Omega Sains". *Jurnal Abdimas BSI: Jurnal Pengabdian Masyarakat* Vol 1, No 2 (2018)

aspects. With the application of learning and teaching media using technology in the form of an android application, it is expected to increase student interest in learning. There are many learning media around us that can be used to support learning activities, with the advancement of Information and Technology today, for example with the Duolingo smartphone application.⁴ The Duolingo application is very useful for students who are now very dependent and accustomed to their respective gadgets.⁵

From what the researcher know that the teacher teaching is still fairly monotonous, this making students less enthusiastic. Especially at the elementary school apply the K13 curriculum, which has eliminated English language learning at this elementary school level. so that students who have just entered junior high school do not have basic English.

Based on the observation and interviews students at MTsN 3 Luwu, the researcher found there are several things that become problem in learning English. The first problem is limited time in learning English at school, second is difficult to memorize vocabulary and difficult to pronounce vocabulary in English.

In this case, using the Duolingo application is expected to be an alternative solution to solve the problem of lack of interest in learning English, by introducing and providing material about the Duolingo application. The researcher

⁴ Myta Widyastuti, Hermariyanti Kusumadewi “Penggunaan Aplikasi Duolingo dalam Meningkatkan Kosakata Bahasa Inggris Pada Tenaga Pengajar Bimbingan Belajar Omega Sains”. *Jurnal Abdimas BSI : Jurnal Pengabdian Masyarakat*. Vol 1, No 2 (2018)

⁵ Pemanfaatan Aplikasi Duolingo sebagai Media Pembelajaran Bahasa Inggris. <https://www.kompasiana.com/windiyukharisma3321/6206fe06bb44863ca210cbc2/pemanfaatan-aplikasi-duolingo-sebagai-media-pembelajaran-bahasa-inggris> Accessed on April 06 2022 at 01.33 AM.

aims to provide knowledge to class VII students of MTsN 3 Luwu about the use and use of the Duolingo application. Duolingo application can be used as a tool for them to learn foreign languages, especially English.

For this reason, the researcher applied the Duolingo application that may help students in learning English. This research then would like to investigated the effect of using Duolingo application in learning English at The Seventh Grade of MTsN 3 Luwu.

B. Research questions

Based on the background, the researcher formulates the research questions as follows:

1. Is Duolingo application effective in learning English vocabulary at seventh grade of MTsN 3 Luwu?
2. What are the students response after using Duolingo application in leraning English?

C. Objecive of the research

The main purpose of this research is to find out wether or not Duolingo application in learning English vocabulary at Seventh Grade of MTsN 3 Luwu.

D. Significance of the research

This research is expected to provide benefits for:

1. For teachers: give suggestions on ways to provide interesting alternative learning input for students.
2. For students: provide a more interesting learning environment and can improve English language skills.
3. For other researchers: it is hoped that it can help in research on teaching and learning related to the use of the Duolingo application in learning English.

E. Scope of research

Mastery of vocabulary is divided into three levels, namely: childhood, adolescence, and adulthood. At the junior high school period, means that the level of teenagers or getting older children want to know as much as possible the name of the goods around them. This study focuses on the English vocabulary parts of nouns that are around us (animals, food, clothes, ownership/possessive pronoun, objective pronoun) using Duolingo application. The researcher target for students English vocabulary is a maximum of 90 vocabularies.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

The researcher presents the following studies that are pertinent to this research:

1. A research conducted by Cecep Abdul Fatah, at the Syarif Hidayatullah State Islamic University in 2019 with the title "The Effect of Using Duolingo Application To Develop Student's Vocabulary Knowledge". The main purpose of this study was to find out the effect of using Duolingo application on students' vocabulary knowledge at the seventh grade of Islam Taman Quraniyah Jakarta Selatan, with research method quasi-experimental. The author analyzes data and concludes that teaching using Duolingo applications deserves to be implemented in the classroom, which can be seen from the average post-test value of 80.00 experimental class students higher than the control class 74.25. It can be concluded that this research proved effective in developing student vocabulary in class VII of the South Jakarta Quraniyah Park Junior High School.⁶

2. A research conducted by Fira La Husen, at the University of Muhammadiyah Makassar in 2020 with the title "Using Duolingo Application to Improve Student's Translation". The main purpose of this study to find out whether or not using Duolingo application effective to improve the students translation at eleventh

⁶ Cecep Abdul Fatah, *"The Effect of Using Duolingo Application To Develop Student's Vocabulary Knowledge"* (Jakarta: Universitas Islam Negeri Syarif Hidayatullah, 2019), <https://bit.ly/37VskjH>

grade students of SMA Muhammadiyah 9 Makassar. This research used pre-experimental method. Based on the findings and discussion, the researcher concludes that the Duolingo application is effective in improving students' translation. This is seen from the results of the study showing that the t-test is higher than the t-table ($7.881 > 2.093$). So H_1 (alternative hypothesis) is accepted and H_0 (null hypothesis) is rejected. Also the post-test mean score is 84.95 than the pre-test 73.90 so the post-test is higher than the pre-test, and there is a significant effect of 14.95%. Using the Duolingo application is effective for improving the translation of class XI students at SMA Muhammadiyah 9 Makassar.⁷

3. Research conducted by Hafifah at the Islamic University of Malang in 2021 with the title "The Effectiveness of Duolingo in Improving Students' Speaking Skills at Madrasah Aliyah Bilingual Batu School Year 2019/2020". The purpose of this research is dealt with revealing the effect of teaching methods, in this case the media Duolingo application towards the students speaking skill. This research used quasi-experimental design. Based on the research findings, teaching speaking using the Duolingo application is suitable to be applied in the classroom. This can be seen from the post-test average score of students in the experimental class 80.00 which was higher than the control class 74.25. In data analysis, it can be proven that t_0 (2.881) is greater than t_{table} (1.672) at a significance level of = 0.05 (5%). In addition, it can be seen from the comparison between the average

⁷ Fira La Husen, "Using Duolingo Application to Improve Student's Translation" (Makassar: Universitas Muhammadiyah, 2020) https://digilibadmin.unismuh.ac.id/upload/10245-Full_Text.pdf

score obtained by the experimental class is 13.75 points, higher than the average score obtained by the control class is 8.75 points. Therefore, $t_0 > t_{table}$ which means the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected.⁸

4. Research conducted by Chintya Hana Dhiya Fauziyyah at University of Pendidikan Indonesia in 2019 with the title “Pemanfaatan Aplikasi Duolingo Untuk Meningkatkan Keterampilan Berbicara (Speaking Skill) ” (Kuasi Eksperimen Pada Mata Pelajaran Bahasa Inggris Siswa Kelas VII MTs Cinyasag). The purpose of the research, this study examines whether there is an influence in use the Duolingo app to improve skills speaking (speaking skills) on aspects of vocabulary, pronunciation and pronunciation English subject at MTs Cinyasag, Ciamis Regency. Based on the research findings Analysis result the data obtained the value of t_{count} is 3,257. From the above calculation it can be seen that t_{count} is greater than t_{table} which is $3.257 > 1.673$. Thus can concluded that H_0 is rejected and H_1 is accepted. In other words, it can be said that the use of the Duolingo application has an effect on increasing students' speaking skills in aspects of vocabulary, pronunciation and fluency in English class VII MTs Cinyasag.⁹

5. Research conducted by Dina Amalia at University of Muhammadiyah Sumatera Utara in 2019 with the title “The Effect of Duolingo Application on the Students’

⁸ Hafifah, "The Effectiveness of Duolingo in Improving Students' Speaking Skills at Madrasah Aliyah Bilingual Batu School Year 2019/2020" (Malang: Universitas Islam Malang, 2021) <http://repository.unisma.ac.id/handle/123456789/1713>

⁹ Chintya Hana Dhiya Fauziyyah, “Pemanfaatan Aplikasi Duolingo Untuk Meningkatkan Keterampilan Berbicara (Speaking Skill) ” (Bandung : University of Pendidikan Indonesia, 2019)

Achievement in Vocabulary”. The purpose of this research is to find out the students’ achievement in vocabulary using Duolingo Application. The descriptive quantitative methods was applied to describe the data. In this research, it was found that the mean of pre-test score in experimental class was 57.30 and in control class was found 49.56. Meanwhile, the mean of post-test score which found in experimental class was 82.49 and in control class was 70.22. It can be counted from the students’ score that tcount was 3.864, whereas the ttable was 1.993 for $\alpha = 0.05$ with the degree of freedom 71. It means that tcount was higher than ttable ($3.864 > 1.993$). So, alternative hypothesis (H_a) was accepted and null hypothesis (H_o) was rejected in this research. In an addition to this result, using of Duolingo Application had significant effect as media in English teaching learning process. In another instrument was giving questionnaire to measure students’ perception toward the using of Duolingo Application and the researcher was found out that most of students were agree toward using Duolingo Application could be made them more interested in English teaching learning process especially when learning vocabulary. In this term, it can be concluded that none of students who responded disagree or strongly disagree toward the questionnaire that have given by the researcher.¹⁰

Based on previous researches, this research has similarities in terms of using the Duolingo application and another similarities in using pre-experimental method, while the difference is the objective of the research and research method.

¹⁰ Dina Amalia, “*The Effect of Duolingo Application on the Students’ Achievement in Vocabulary*” (Medan : University of Muhammadiyah Sumatera Utara, 2019)

B. Literature Review

1. Definition of Learning English

a. Definition of Learning

Understanding of learning is a process or effort that is carried out every individual to get a change in behavior, good in the form of knowledge, skills, attitudes and values positive as an experience from various materials that have been studied. The definition of learning can also be interpreted as everything psychological activity carried out by each individual so that behavior is different between before and before behavior study. Changes in behavior or response, because the existence of new experiences, have the intelligence / knowledge after learning, and practice activities.¹¹

From the definitions above, it can be concluded that learning is a process of changing human behavior towards attitudes and abilities that is carried out slowly and steadily as a result of training or learning.

b. Definition of English Language

In the international world a person's mastery of using English is very important. At this time, all jobs prioritize those who can speak foreign languages, so if someone masters English, the chances of getting a job will be greater. English is the unifying language of all nations because it is the only language that can be understood by all nations. All information can be accessed from various

¹¹ Dr. Ahdar Djamaluddin, S.Ag., S.Sos., M.Pd.i and Dr. Wardana, M.Pd.I, *Belajar dan Pembelajaran: 4 Pilar Peningkatan Kompetensi Pedagogis*, First edition (Parepare: Cv Kaaffaa Learning Center, 2019), 6.

countries using English, especially in the field of science and technology the development is very fast and rapid and can be followed by students, students, and students easily if someone already understands English.¹²

English as a foreign language and as a second language can be explained from several expert opinions. The explanation “a foreign language (FL) context is one where the target language is not the language of communication in the society (e.g., learning English in Japan or studying French in Australia)”. And EF; (English by students in a country where English is not the native language)”. From the two opinions above, it can be interpreted that English as a foreign language is where learning English is not a native language in that country as is the case in Indonesia. English as a second language is defined as Studying English is indeed one of the languages used to communicate in that country.¹³

English is a foreign language or international language that is used as a means of communicating orally and in writing with citizens of other countries and is important to be mastered at this time. English is one of the subjects studied in elementary, junior high, high school and at the university level.

In conclusion, English is an international language that must be learned. Apart from being an international language that can be used anywhere, English is sometimes a benchmark or requirement in some jobs that recruit employees to be

¹² Jean Brewster & Gail Ellis Dkk. The Primary, English Teacher’s Guide New Edition, (England: Pearson Education Limited, 2002), h. 1

¹³ Revika Niza Artiyana. Implementasi Program Bahasa Inggris Di SDIT Luqkam Al Hakim Internasional (Prodi Pendidikan Guru Sekolah Dasar, Fakultas Ilmu Pendidikan Universitas Negeri Yogyakarta 2017), h. 15

able to speak English, because English is a unifying language that almost everyone in the world knows English.

From the explanation above, it can be concluded that the notion of learning English is an approach process to develop English language skills contextually. Learning English also aims to help some people with their English speaking needs.

2. The purpose of learning

Globally, the purpose of learning is to change a person for the better. So from this statement, some of the following learning objectives will be explained in detail¹⁴:

1) Learning aims to make changes in oneself, including behavior. With the existence of learning activities, the norms that are owned by a person after he does learning activities will change for the better. In this activity educators can train in learning at school, this can be started by giving examples by the educators themselves. So an educator must always maintain an attitude so that he can be a role model for his students, because remembering that the desired goal in learning is positive.

2) Learning aims to change habits, from bad to good, such as smoking, drinking, wandering, napping, waking up late, being lazy and so on. These habits must be

¹⁴ Apa tujuan belajar? “Pemerintah Kabupaten Buleleng Dinas Pendidikan Pemuda dan Olahraga” <https://disdikpora.bulelengkab.go.id/informasi/detail/artikel/apa-tujuan-belajar-97#:~:text=Secara%20global%20tujuan%20dari%20belajar,diri%20antara%20lain%20tingkah%20laku>. Accessed on April 08 2022 at 08.00 AM.

changed into good ones. In activities at school, educators in addition to providing knowledge through the lessons conveyed, must pay more attention to students who have bad habits. This can be done by giving awareness that the actions possessed can have a negative impact on themselves and others. And educators must provide a strong impetus to be able to eliminate the negative habits of these students.

3) Learning aims to change attitudes, from negative to positive. For example, a child who used to always oppose his parents, but after he heard, followed religious lectures, his attitude changed to that of a child who is obedient, loves and respects his parents.

4) Learning can change skills. For example, someone who is skilled at playing badminton, ball, boxing, and other sports is thanks to serious study and practice. So learning and training activities are things that need to be done so that a good change occurs in a person.

5) Learning aims to increase knowledge in various fields of science. In this regard, educators are more likely to pay attention to the distribution of knowledge (transfer of knowledge). Educators must have good readiness when they will teach and use approaches, strategies and methods so that in learning students do not feel a boring atmosphere. The selection of methods must be adjusted to the material, characteristics of educators, facilities and infrastructure, costs, and so on so that learning is successful.

Learning is not only aimed at changing behavior and so on, broadly the purpose of learning is to gain knowledge in all fields, both inside and outside school. Because learning does not have to be only at school, but also in the home and community environment, we can learn about socializing and so on.

3. Duolingo Application



Picture 2.1 Duolingo Application

a. Definition of Duolingo

Duolingo is the world's most popular language learning platform and most downloaded educational app, with over 300 million users. The company's mission is to make education free, fun and accessible to everyone. Duolingo is designed to feel like a game and has been scientifically proven to be effective.¹⁵ In the Duolingo manual, it is stated that Duolingo has many languages where language

¹⁵ Duolingo. "Apa itu Duolingo?." Mei 2020 <https://support.duolingo.com/hc/id/articles/204829090-Apa-itu-Duolingo->. Accessed on March 27 2022 at 23.24 PM.

learners can choose the language they want to learn such as English, Arabic, Spanish, French, Dutch, and other languages.¹⁶

The Duolingo application is a multiplatform application that can run on Android, iOS, Windows Phone, and the web, the application can be used in a very simple way and is very useful for its users to learn English and several other languages, such as Spanish, Italian, German, and Turkish etc. With this Duolingo application, it teaches students to read, write, listen and speak the language they want to learn¹⁷

b. Things on Duolingo Application

The Duolingo application provides several interesting things as a learning medium, explains as follows¹⁸:

1) Language

The languages available as core languages on Duolingo are English, Spanish, Portuguese, Italian, French, German, Russian, Hungarian, Dutch, Turkish. From Hungarian, French, Portuguese, Russian, Italian, German, Spanish, Dutch and Turkish is to learn English, and there are 33 language courses on the Duolingo app.

¹⁶ Schools Active Duolingo for School Guide. Pdf. <https://Duolingodata.s3Amazonaws.com3>. Accessed on March 27 2022 at 23.30 PM

¹⁷ Ana paula de Castro, Suzana da hora macedo, Helvia Pereira Pinto Bastos..Journal Of Education And Instructional Studies In The World (Fluminense federal institute 2016).VOL..6, Issue.4,article.07. h. 59-60

¹⁸ Fitriyani, 2018 Analyzing Duolingo As Computer-Assited Language Learning (Call) In Asisting Language Autonomous Learner,(English Education Departement Teacher Training And Education Faculty IAIN Salatiga). h.20-27.

2) Learn Vocabulary

This thing is based on the input for the users, they can easily see the level and size of their vocabulary and the knowledge of each word. Duolingo provides several material topics such as Basic 1, Elementary 2, Phrases, Food, Animals, Plurals, Possessions, Object Pronouns, Clothing, Present Verbs 1, Colors, Questions, Conjunctions, Prepositions, Date And Time, Family, Work, Adjective 1, Present Verb 2, Adverb, Place, Noun, Society, Travel, Determinant, Number, Present Verb 3, Education, Past Verb 1, Infinitive Verb, Past Verb 2, Noun Abs 1, Adjective Appeal, Present Verbs Spn, Infinitive Verbs 2, Relational Pronouns, Past Verbs, Abs 2 Verbs, Repl Pronouns, Nature, Gerund Verbs, Sports, Arts, Communication, Health, Forward Verbs, Politics, Verbs Phrases, Science, Spn Front Verbs, Business, Modal Verbs, Events, Kds Spn Verbs, and Attributes. There are many material topics that Duolingo users can learn. In each material there are complete features of language learning activities using Duolingo.

3) Four Language Skills

Duolingo covers four language skills including listening to questions given by the Duolingo application such as, reading questions, writing answers to existing questions and speaking to answer questions during the English learning process with the Duolingo application.

4) Monitoring and Skills

Duolingo records the learning process carried out by its users, and users can see the stages and can also monitor the results of their learning.

5) Discussion forum

Discussion forums can be used by students as well as Duolingo beginners to discuss potential issues or differences of opinion, make suggestions for improvement or provide assistance to those who do not understand the questions that arise in Duolingo.

6) Motivation

Duolingo helps students learn languages with motivation. Learning with Duolingo can allow participants to solve questions quickly. Duolingo can also share experiences and knowledge about learning with Duolingo with colleagues and friends through social networks such as facebook and twitter.

7) Duolingo as Coach

Duolingo as a trainer in the form of a visual owl, like a virtual teacher reminding students to come back to Duolingo, to follow the lesson, give praise or reprimand.

8) Study Reminder

An interesting feature in the Duolingo app is learning reminders with Duolingo. The reminder feature will remind students to study with Duolingo every day by sending an email according to the email filled in at the time of registration. Users can set the time when they will receive daily reminder notifications.

Based on the explanation above, Duolingo is a learning application that provides several features and various types of vocabulary in various languages. This application provides data such as: Such as points earned, as well as reminders or notifications to follow lessons every day.

c. The Purpose of Duolingo Application

The purpose of Duolingo is the user can understand a language and they can use it. In the part of what it provides in learning, the users will know if Duolingo focus on mastering vocabulary. Based on it, Duolingo can be a medium for students to improve their vocabulary and teachers use it in classroom in teaching to help their students in mastering vocabulary, one idea of using Duolingo is it may help students master new vocabulary through game so they will not be bored in learning, and one game particular that can be played for this purpose is Duolingo.¹⁹

d. Advantage and Disadvantage of Duolingo Application

This application has several advantages. First, the language options from Duolingo are quite a lot. Among these are English, Spanish and much more. Another advantage is the process of using the application that will adjust to capabilities. User can choose beginner or advanced features.²⁰ In addition, this application provides gradual learning and the meaning of help when there is a new word.

¹⁹Sapril Siregar, "Improving Students' Vocabulary Mastery Through Duolingo Game at Ninth Grade of MTs Al-Ittihadiyah Laut Dendang" (Universitas Islam Negeri Sumatera Utara, 2019), <http://repository.uinsu.ac.id/8054/1/FULL%20OF%20SKRIPSII-dikonversi.pdf>

²⁰USS.Feed. "Duoling, Aplikasi Belajar Bahasa yang Gratis dan Praktis." <https://www.ussfeed.com/duolingo-aplikasi-belajar-bahasa-yang-gratis-dan-praktis/> Accessed on March 28 2022 at 00.18 AM.

The disadvantages of this application:

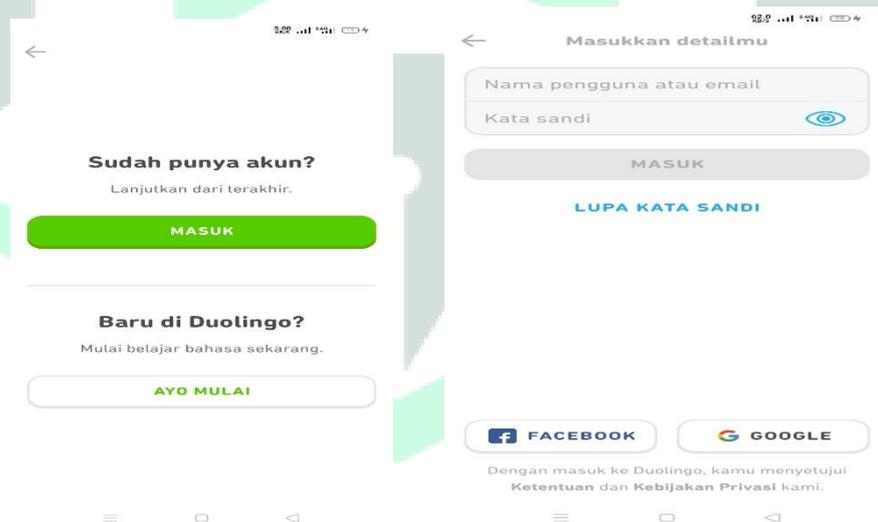
1. This application cannot be accessed offline, so we cannot play this application if it is outside the network
2. Sometimes there are some sentences in this application that are not used everyday.

e. Steps to use Duolingo App

To access the Duolingo application on the web, you can use the www.Duolingo.com page or use the Duolingo application which can be downloaded from the Playstore.

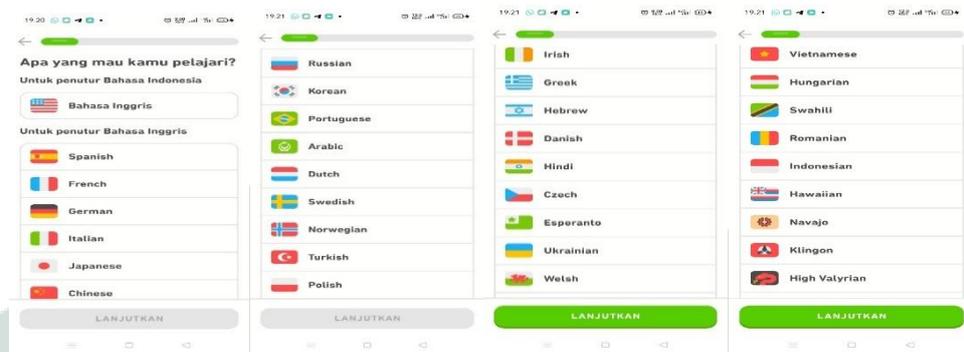
Steps to use Duolingo

- 1) Open the Duolingo app or access the web www.Duolingo.com
- 2) Then a display like the image below will appear, then press enter. This application can be connected with a Google account or with facebook.



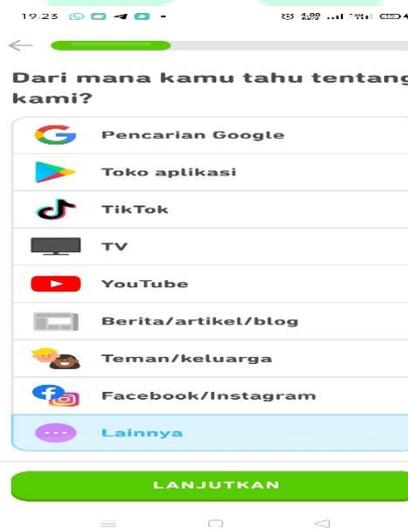
Picture 2.2 initial view when using the application

- 3) After that will appear, What do you want to learn??. Then several discussion options will appear, but at this time because you want to learn English, choose English, then press continue.



Pictue 2.3 Application display when language selection

- 4) Then the question "How did you know about us?" Select an item and press continue.



Picture 2.4 The question of knowing where the application comes from

- 5) After that will appear "How much English do you know?", select one then press continue again.



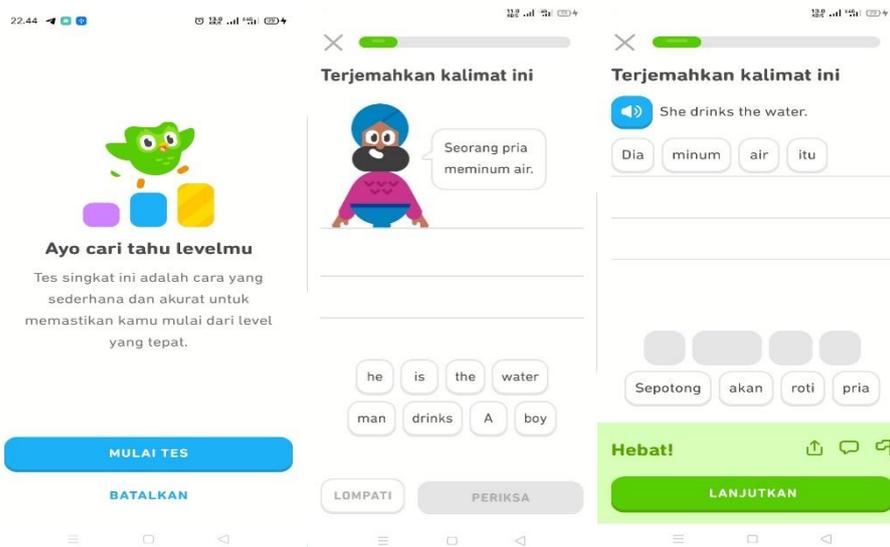
Picture 2.5 Ability or level questions

- 6) After all the questions have been passed, the user can then choose a target



Picture 2.6 Display Set Target

- 7) Then there will be an application display wanting to know the user's English level,



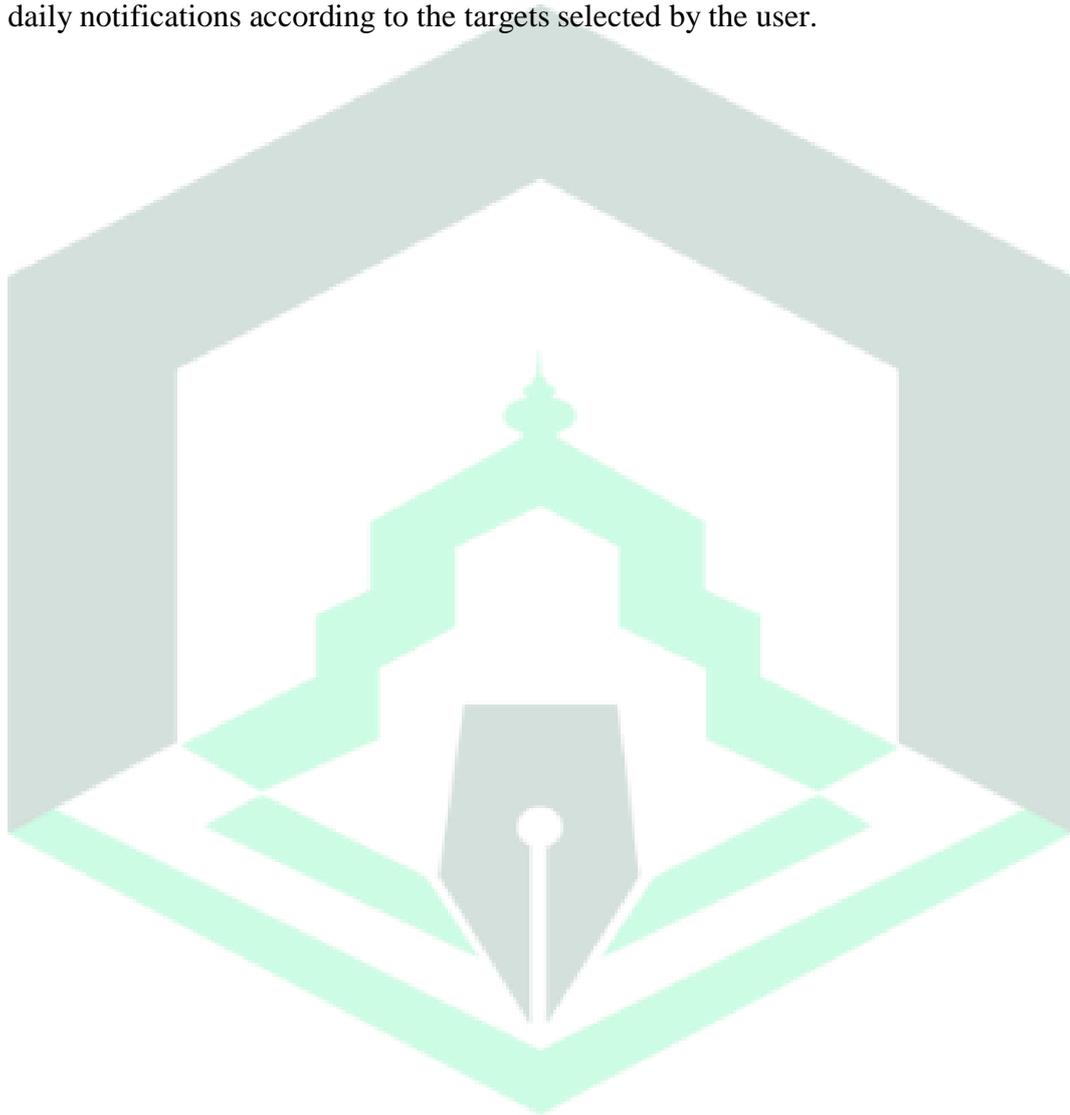
Picture 2.7 Display of Level Trial questions

- 8) Finally the user can access the questions and start learning after the steps are completed.

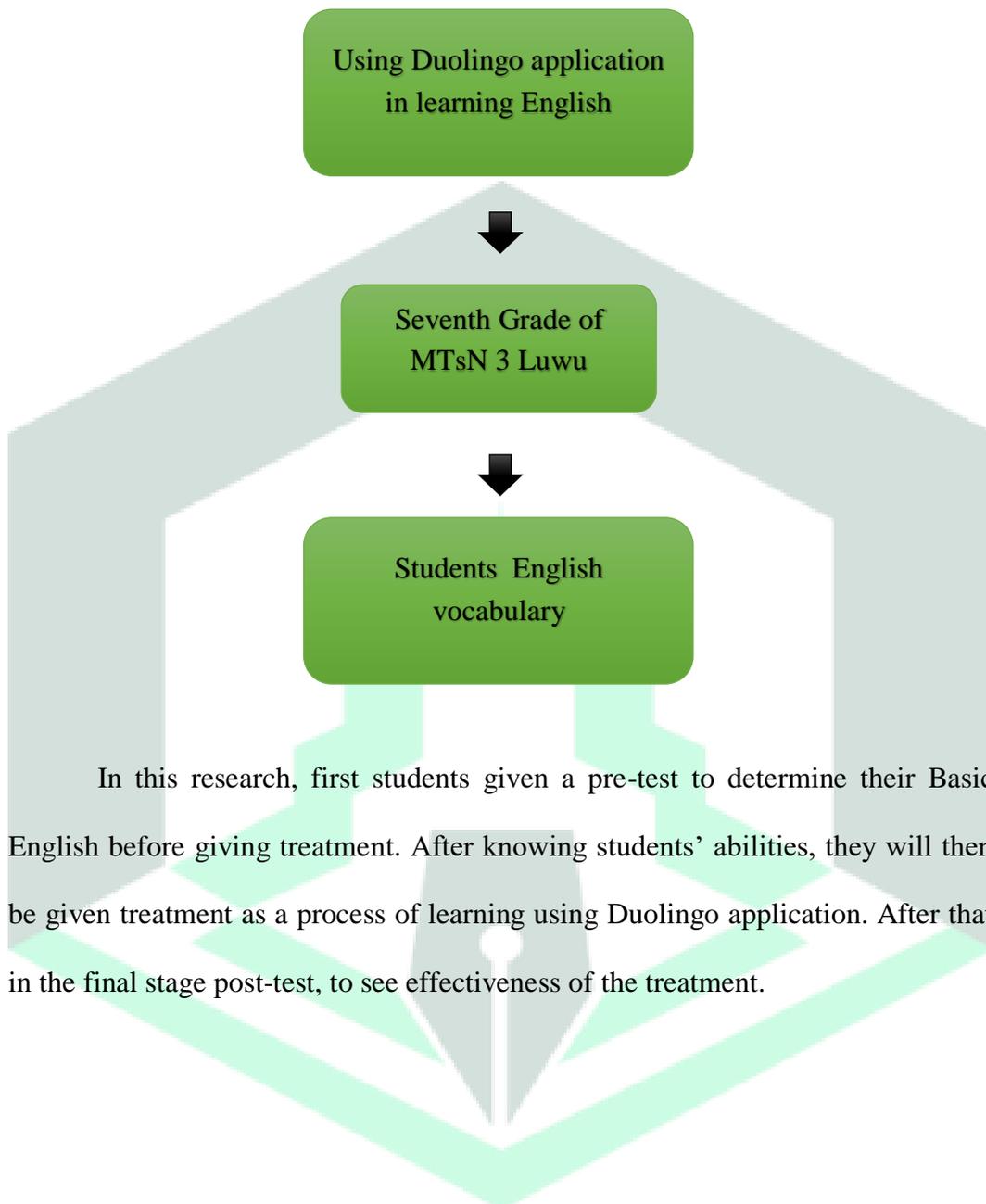


Picture 2.8 Home Page

After the initial steps to enter the Duolingo application are completed, the user can use the Duolingo application for free. Users can access the application with an account that has been registered and will continue with questions to be answered by the user, and Duolingo will also remind users by sending emails or daily notifications according to the targets selected by the user.



C. Theoretical Framework



In this research, first students given a pre-test to determine their Basic English before giving treatment. After knowing students' abilities, they will then be given treatment as a process of learning using Duolingo application. After that in the final stage post-test, to see effectiveness of the treatment.

D. Hypothesis

The hypothesis of the research are formulated as follow:

1. (H_0): Learning English vocabulary by using Duolingo application is not effective at Seventh grade of MTsN 3 Luwu.
2. (H_1): Learning English vocabulary by using Duolingo application is effective at Seventh grade of MTsN 3 Luwu.



CHAPTER III

RESEARCH METHOD

A. Method and Design

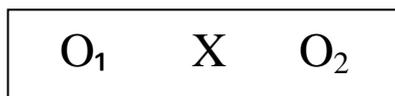
1. Method

The researcher used a pre-experimental research design with pre-test and post-test groups. There is only one class to be researched to know the students' vocabulary before and after the implemented the media.²¹ Creswell said that the Pre-experimental method with one group pre-test design (to facilitate ease of implementation) or intervention of short duration is chosen as an intervention based on a small pilot test. If the score of post-test is higher than pre-test, it shows the improvement of students' vocabulary and the treatment is effective as the media in learning English.

2. Design

The Researcher applied pre-test and post-test design. It aimed to find out whether the use of Duolingo application can be effective learning English vocabulary of the students or not. The design is presented as follows:

The design of this research is described as follows:²²



O1: Pre-test X: Treatment O2: Post-test

²¹ Syamsuddin & Damaianti, 2009, p.157

²² Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Edisi Revisi IV; Jakarta: PT. Rineka Cipta, 1998), p.84.

B. Research Location and Time

1. Location

This Research was conducted in class VIIA MTsN 3 Luwu, Jl. Veteran No. 02, Buntu Batu, Bua Ponrang District, Luwu Regency, South Sulawesi.

2. Time

The time of this research was carried out on August 12 to September 06, 2022 in the odd semester of the 2022/2023 school year.

C. Variable Operational Definition

The operational definition is a definition based on the properties defined thing that can be observed. Indirect definition the operational will appoint a suitable data retrieval tool used or refers to how to measure a variable.²³

1. Independent variable of this research is Duolingo application. Duolingo application is solution that can be used to learn foreign languages, especially English with methods such as playing game.
2. Dependent variable of this research is English vocabulary. English vocabulary is the words found in English, in learning a language we must know an memorize the vocabulary of the language to be studied.

²³ Zuhairi, et.al, Pedomon Penulisan Karya Ilmiah, (Jakarta: Rajawali Pers, 2016), P. 65

D. Population and Sample

1. Population

The population of the research was all of seventh grade students at MTsN 3 Luwu, which consisted of two classes, namely class VIIA 17 students and class VIIB 16 students. The total population is 35 students.

2. Sample

The sample in this research was class VIIA with 17 students. The researcher used a sampling technique using simple random sampling because the population was not too large, so that the sampling is done by lottery method.

E. Data Collection Procedure

The procedure is divided into 3 steps, namely: Pre-test, treatment, post-test. Each procedure is explained as follows:

1. Giving Pre-test

Before giving treatment, the researcher gave a pre-test to find out determine the student's initiation value. This pre-test is in the form of multiple choice questions and is given 15 minutes for students to work on the pre-test. After that the researcher explain why she come to students class. The researcher also asked students to install the application on each student's android after that taught students to use the application to learn English, in this meeting students will also be made Whatsapp grup, in order to facilitate researcher remind and monitor students in using the Duolingo application.

2. Treatment

The researcher applied the treatment after giving the pre-test. The treatment conducted in six meetings, in this treatment the researcher monitor and remind students to use Duolingo every day.

a. First meeting

- 1) At the beginning the class, the researcher said greeting to all the students, check attendance list and pray together before start the lesson.
- 2) After pray together, the researcher gives explained about material of noun want to learn (Food) which level in the application is “Food”.
- 3) The researcher directed the students to use Duolingo application. The researcher directed the students to open the Duolingo application, next the students choose the level want to use “Food”.
- 4) The researcher gave the opportunity for students to use the Duolingo application in 15 minutes.
- 5) After students used the Duolingo application the researcher ask students to mention 15 noun that are known after use level “Food” in Duolingo application.
- 6) The researcher gave correction of the students’ mistake.

- 7) After practicing the materials, the researcher check and remind again to use the Duolingo application, before the class finish the researcher and the students concluded what they learned together.

b. Second meeting

- 1) At the beginning the class, the researcher said greeting to all the students, check attendance list and pray together before start the lesson.
- 2) After pray together, the researcher gives explained about material of noun want to learn (Animals) which level in the application is “Animals”.
- 3) The researcher directed the students to use Duolingo application. The researcher directed the students to open the Duolingo application, next the students choose the level want to use “Animals”.
- 4) The researcher gave the opportunity for students to use the Duolingo application in 15 minutes.
- 5) After students used the Duolingo application the researcher ask students to mention 15 noun that are known after use level “Animals” in Duolingo application.
- 6) The researcher gave correction of the students’ mistake.
- 7) After practicing the materials, the researcher check and remind again to use the Duolingo application, before the class finish the researcher and the students concluded what they learned together.

c. Third meeting

- 1) At the beginning the class, the researcher said greeting to all the students, check attendance list and pray together before start the lesson.
- 2) After pray together, the researcher gives explained about material of noun want to learn (possessive pronoun) which level in the application is“Ownership/Posessive Pronoun”.
- 3) The researcher directed the students to use Duolingo application. The researcher directed the students to open the Duolingo application, next the students choose the level want to use “Ownership/Posessive Pronoun”.
- 4) The researcher gave the opportunity for students to use the Duolingo application in 15 minutes.
- 5) After students used the Duolingo application the researcher ask students to mention 15 noun that are known after use level “Ownership/Posessive Pronoun” in Duolingo application.
- 6) The researcher gave correction of the students’ mistake.
- 7) After practicing the materials, the researcher check and remind again to use the Duolingo application, before the class finish the researcher and the students concluded what they learned together.

d. Fourth meeting

- 1) At the beginning the class, the researcher said greeting to all the students, check attendance list and pray together before start the lesson.
- 2) After pray together, the researcher gives explained about material of noun want to learn (Objective pronoun) which level in the application is “Objective pronoun”.
- 3) The researcher directed the students to use Duolingo application. The researcher directed the students to open the Duolingo application, next the students choose the level want to use “Objective Pronoun”.
- 4) The researcher gave the opportunity for students to use the Duolingo application in 15 minutes.
- 5) After students used the Duolingo application the researcher ask students to mention 15 noun that are known after use level “Objective Pronoun” in Duolingo application.
- 6) The researcher gave correction of the students’ mistake.
- 7) After practicing the materials, the researcher check and remind again to use the Duolingo application, before the class finish the researcher and the students concluded what they learned together.

e. Fifth meeting

- 1) At the beginning the class, the researcher said greeting to all the students, check attendance list and pray together before start the lesson.
- 2) After pray together, the researcher gives explained about material of noun want to learn (Clothes) which level in the application is “Clothes”.
- 3) The researcher directed the students to use Duolingo application. The researcher directed the students to open the Duolingo application, next the students choose the level want to use “Clothes”.
- 4) The researcher gave the opportunity for students to use the Duolingo application in 15 minutes.
- 5) After students used the Duolingo application the researcher ask students to mention 15 noun that are known after use level “Clothes” in Duolingo application.
- 6) The researcher gave correction of the students’ mistake.
- 7) After practicing the materials, the researcher check and remind again to use the Duolingo application, before the class finish the researcher and the students concluded what they learned together.

f. sixth meeting

- 1) At the beginning the class, the researcher said greeting to all the students, check attendance list and pray together before start the lesson.

- 2) After pray together, the researcher gives explained about material of noun want to learn (Family) which level in the application is “Family”.
- 3) The researcher directed the students to use Duolingo application. The researcher directed the students to open the Duolingo application, next the students choose the level want to use “Family”.
- 4) The researcher gave the opportunity for students to use the Duolingo application in 15 minutes.
- 5) After students used the Duolingo application the researcher ask students to mention 15 noun that are known after use level “Family” in Duolingo application.
- 6) The researcher gave correction of the students’ mistake.
- 7) After practicing the materials, the researcher check and remind again to use the Duolingo application, before the class finish the researcher and the students concluded what they learned together.

3. Giving Post test

After conducted six treatments, the researcher gave a post-test to see the effectiveness of the treatment and after using Duolingo application based on the score. The post-test same as the pre-test.

4. Questionnaire

After giving pre-test, treatment, and post-test. The students were given a questionnaire. The questionnaire is given after students have complete collecting their post-test answers, students have been given 15 minutes to fill out a questionnaire relate to the Duolingo application.

F. Research Instruments

In this research there are two instruments namely a test and a questionnaire.

1. Pre-test

The pre-test carried out before applying the Duolingo application (treatment). The researcher were given students questions in the form of multiple choice consisting of 20 numbers. The aimed to find out the students English vocabulary scores.

2. Post-test

The post-test gave after the treatment, the researcher were given students questions in the form of multiple choice consisting of 20 numbers. The aimed to find out the students English vocabulary after using Duolingo application in learning vocabulary.

3. Questionnaire

It aimed to determine students' interest after learning English through Duolingo. Specifically, the second instrument is a questionnaire. The sheets of questionnaire contains ten question.

G. Validity and Reliability Test Instrument

Validity is the accuracy or accuracy of an instrument in measurement. While the reliability test is use to determine the consistency of the measuring instrument, whether that measuring instrument use is reliable and remains consistent if the measurement is repeated

1. Validity test

Validity means that the instrument can be use to measure what should be measure.

$$r_{xy} = \frac{(\sum xy) - (\sum x) \cdot (\sum y)}{\sqrt{\{n\sum x^2 - (\sum x)^2\} \cdot \{n\sum y^2 - (\sum y)^2\}}}$$

R_{xy} : Item correlation coefficient

N : Number of test takers

X : Total item score

Y : Total score²⁴

The r_{xy} criteria are as follows:

²⁴ Arikunto, S.. *Dasar-dasar evaluasi pendidikan edisi 3*. Bumi Aksara.(oktober 2018), <https://bit.ly/3guGc94>

$0,00 < r_{xy} < 0,20$ very low

$0,20 < r_{xy} < 0,40$ low

$0,40 < r_{xy} < 0,60$ enough

$0,60 < r_{xy} < 0,80$ tall

$0,80 < r_{xy} < 1,00$ very high

The result of the r_{xy} calculation are compared with the critical table r product moment, with a significant level of 5% the price of r_{xy} is then the test is valid.

2. Realibility Test

Reliable means that if the instrument is use several time to measure the same object, it will produce that same data, formula:

$$r_{11} = 1 - \frac{V_r}{V_s} \quad \text{atau} \quad r_{11} = \frac{V_r V_s}{V_r V_s}$$

Information:

r_{11} = Reability of all questions

V_r = Respondent's Variance

V_s = Residual Variance²⁵

The criteria used are as follows:

$0,00 < r_{xy} < 0,20$: very low

$0,20 < r_{xy} < 0,40$: low

$0,40 < r_{xy} < 0,60$: enough

$0,60 < r_{xy} < 0,80$: tall

²⁵ Fitriatun, A., & Sukanti, S. Analisis Validitas, Reliabilitas, Dan Butir Soal Latihan Ujian Nasional Ekonomi Akuntansi Di MAN Maguwoharjo. *Kajian Pendidikan Akuntansi Indonesia*, vol 5, no 8 (2016), <https://journal.student.uny.ac.id/index.php/kpai/article/view/5801>

0,80 < r_{xy} < 1,00 : very high

The criterion for testing the reality of the test is that after obtaining the r_{11} is compared with the price of r product moment in the table, if r count > r table then the tested item is reliable.

H. Procedure of Analysis Data

In analyzing data, the researcher used the following procedures:

1. Analyzing the raw data of test. Each of the students correct answer got 1 and the wrong answer got 0.
2. Converting the score to a set of core maximum of 100, using the following formula:
$$\text{Score} = \frac{\text{student's correct answer}}{\text{total number}} \times 100$$
3. Score or the test is classifying into criteria as follows:
 - a. 80 to 100 are classified as very good.
 - b. 70 to 79 is classified as good
 - c. 60 to 69 are classified as enough.
 - d. 50 to 59 are classified as less.
 - e. 0 to 49 is classified as failed²⁶
4. Calculating the mean score, standard deviation, frequency table and test between Students English of the experimental by using SPSS statistics 22 for windows evaluation.

²⁶ Muhibin Syah Psikologi Belajar, (Ed Revisi IX; Jakarta : Rajawali Pers 2009),h 223

5. Assessing the criteria of hypothesis acceptability

$t^o > t^t$: Reject null hypothesis

$t^o < t^t$: receive null hypothesis²⁷

6. Analyzing the result of the questionnaire

The use of questionnaire to find out students' interest after learning English through Duolingo. The data from questionnaire was analysis by using the following formula :

$$P = \frac{f}{n} \times 100\%$$

P = Percentage

f = frequency of respondents

n = number of sample

100 = constants value²⁸

²⁷ Jemmi minarti. *Improving Reading Comprhension through Cooperative learning* Program in STAIN Palopo (palopo : STAIN palopo, 2011)

²⁸ Sudjana, *Metode Statistika* (Bandung : PT. Tarsito 2002), h 67

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. Result of the Test

The tests were given to the students in order to know the effect of using Duolingo application in learning English. The analysis was used to know if there is a difference between score test in the first meeting and the last meeting (before and after giving the treatment). The writer determines the minimal mastery level criterion is 70.

a. Pre-test

The Pre-Test was conducted on Thursday 12th August 2022. The findings of this research was show to describe the result of the data that were analysed stastically. It comprised of the students' score in pre-test and post-test, classification percentage of students' score in pre-test and post-test, the mean score and standard deviation of students' pre-test and post-test, the mean score and standard deviation of students' pre-test and post-test.

1. The Analysis of students' score in pre-test

In this section, the researcher showed the complete score of the students vocabulary in pre test. the researcher would present them in the tables and calculate the score by using SPSS 20. It tabulated by following table.

Table 4.1 The score of the students' in the pre-test

Students'	Correct Answer	Pre-Test
R1	7	35
R2	8	40
R3	12	60
R4	10	50
R5	6	30
R6	9	45
R7	9	45
R8	15	70
R9	6	30
R10	8	40
R11	8	40
R12	10	50
R13	12	60
R14	6	30
R15	9	45
R16	14	70
R17	13	65

For looking the mean score of students' vocabulary in pre-test, the researcher calculated it by using SPSS 20. The result is presented in to the table descriptive statistic as follows:

Table 4.2 The mean score of students' in pre-test Descriptive statistic

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	17	30.00	75.00	47.6471	14.04431
Valid N (listwise)	17				

Table 4.2 showed that the highest score of students was 70.00 and the lowest score was 30.00. besides, it also indicate that the mean score of students in pre-test was 47.6471 and the standard deviation was 14.04431

In other side, the researcher also wrote the students scoring classification of the frequency and percentages of the result students score in the pre-test can be seen in the table follow.

Table 4.3 Scoring classification in pre-test

No	Classification	Score	Pre-test	
			frequency	percentage
1	Very good	80-100	-	0%
2	Good	70-79	2	11,76%
3	Enough	60-69	3	17,65%
4	Less	50-59	2	11,76%
5	Failed	0-49	10	58,83%
	Total		17	100%

Based on the table 4.3, it can be seen that before giving the treatment and using Duolingo application, there were none of students got “very good”. There were 2 students (11,76%) obtained “good ” classifications, there were 3 students (17,65%) obtained “enough” classificatins, there were 2 students’ (11,76%)

obtained “less” classifications, there were 10 students (58,83%) obtained “failed”
 Based on the data above, it can be seen that the students got failed, and less more
 than the students got enough and good score. It can be concluded that the students
 English were still low.

Table 4.4 The score of students' in the post-test

Students'	Correct Answer	Post-Test
R1	14	70
R2	9	45
R3	13	65
R4	13	65
R5	15	75
R6	12	60
R7	17	85
R8	15	75
R9	16	80
R10	11	55
R11	10	50
R12	17	85
R13	19	95
R14	13	65
R15	15	75
R16	15	75
R17	15	75

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	17	45.00	95.00	70.2941	13.04686
Valid N (listwise)	17				

Table 4.5 The mean score of students' in post-test

Table 4.5 showed that the highest score of students of students is 95.00 and the lowest score is 45.00. Besides, it also indicated that the mean score students correct answer in post test is 70.2941 and the standard deviation error is 13.04686

In other side, the researcher also had written the students' scoring classification of the frequency and percentage of the result students score in post-test can be see in the table below:

Table 4.6 Scoring classifications in post-test

No	Classification	Score	Pre-test	
			Frequency	percentage
1	Very good	80-100	4	23,53%
2	Good	70-79	6	35,30%
3	Enough	60-69	4	23,53%
4	Less	50-59	3	17,64%
5	Failed	0-49	-	%
	Total		17	100%

The table showed the students score classifications in post-test. The data above describe there were 4 students (23,53%) achieved very good classifications, there were 6 students (35,30%) achieved good classifications, there were 4 students (23,53%) achieved enough classification, there was 3 student (17,64%) achieved less classification and there was none student achieved failed

classification. It means that the Duolingo application effective to use in learn English.

Beside that, the researcher also would present the total mean score and standard deviations of in pre-test and then compare both of them. The result would be presented into the table descriptive statistic as follow:

Table 4.7 The mean score and standard deviations of pre-test and post-test

	N	Minimum	Maximum	Mean	Std.devition
Pretest	17	30.00	75.00	47.6471	14.04431
Posttest	17	45.00	95.00	70.2941	13.04686
Valid N (listwise)	17				

The table 4.7 indicated that the standard deviation in pre-test were 14.04431 and in post-test were 13.04686. it also showed that mean score of the students in pre-test were 47.6471 and the mean score of the students in post-test were 70.2941. the result of the table above showed that the mean score of students in post-test was higher than the mean score of students in pre-test. It concluded that using Duolingo application in lern English was effective.

Table 4.8 The paired sample statistics of Pre-test and Post-test Paired samples statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	47.6471	17	14.04431	3.40625
	Posttest	70.2941	17	13.04686	3.16433

The table paired samples statistics of pre-test and post-test above indicated that value of standard deviation in pre-test was 13.04686 and 14.04431 in post-test. The table above also shows that mean score in pre-test was 47.6471 and its post-test was 70.2941. It could be concluded that students' score increased from 47.6471 to 70.2941.

Table 4.9 Paired sample correlations

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	17	.294	.252

The table 4.9 paired samples correlation of pre-test and post-test above presented that the correlation of the students' ability before and after treatment was 0.294, it means that there was a significant correlation of students' ability in learning English using the Duolingo application before and after treatments.

Table 4.10 The paired samples Test of Pre-test and Post-test Paired Samples Test

	Paired Differences				T	df	Sig. (2-
	Mean	Std.	Std.	95% Confidence			

			Deviation	Error Mean	Interval of the Difference				tailed)
					Lower	Upper			
Pa	Pretest	-	16.1165	3.90883	-	-	-	16	.000
ir	-	22.64	3		30.933	14.360	5.794		
1	Posttest	706			42	70			

The hypothesis was treated by using SPSS 22. In this case, the researcher used t-test (testing of significance) for paired sample t-test to know the significance difference between the result of students' mean score in pre-test and post-test.

The result of statistical analysis for level of significance 0,05 with degree of freedom (df) = N-1, where N = 17, df = 16. The probability value was smaller than alpha (α) $0.00 < 0.05$. it means, the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. So the conclusion is there was a significance difference in learning English before and after using Duolingo application. Therefore, the researcher concluded that Duolingo application effective for learning basic vocabulary.

2. The Result of Questionnaire

Questionnaire were used to get the data about students' response after learning English by using Duolingo application. The numbers of questions in questionnaire are ten. The researcher provided a closed-ended questionnaire. The data can be seen in following tables and description.

Table 4.11 The Result of Students' Interest through Questionnaire

No	Students	Strongly Agree	Agree	Disagree	Strongly Disagree
1	R1	5	5	0	0
2	R2	7	3	0	0
3	R3	7	3	0	0
4	R4	6	4	0	0
5	R5	5	5	0	0
6	R6	7	3	0	0
7	R7	9	1	0	0
8	R8	7	3	0	0
9	R9	6	4	0	0
10	R10	6	4	0	0
11	R11	9	1	0	0
12	R12	7	3	0	0
13	R13	8	2	0	0
14	R14	3	7	0	0

15	R15	3	7	0	0
16	R16	7	3	0	0
17	R17	10	0	0	0
Total		112	58	0	0
Percentage %		65,88%	34,11%	0%	0%

This research presents the result of the data analysis from questionnaire, in relation to the findings of the percentage on the students' response in learning by using Duolingo application, it was supported by the data that there were 112 students (65,88%) who chose strongly agree, 58 students (34,11%) who chose agree, and there is no chose disagree and strongly disagree. The researcher concludes that students response to using Duolingo application in learning English.

B. Discussion

This section presents the research result of data analysis of the findings. It discussed the using Duolingo application in learning English at class VII.A students from pretest to posttest. Before giving treatment there were 2 students who got good score, 3 students who got enough score, and 2 students who got less and 10 students who got failed. After giving treatment there were 4 students who got very good score, 6 students who got good score and 4 students who got enough score, and 3 student who got less score. It shows that after giving

treatment using Duolingo application score of students was better than before giving treatment.

The mean score of the students post-test (70.2941) was higher than the mean score of the students pre-test (47.6471). it mean that after giving treatment is better that before.

The data above, the Duolingo application in learning English vocabulary at seventh grade of MTsN 3 Luwu very good and students enjoy learning using this application. the researcher found that Learning using Duolingo application effective to use in learning English vocabulary because it made students' motivate and enjoy in learning English, Duolingo application can be new alternative in learn English.

Beside opportunity after did this research, the researcher also found some problem in the class such as:

1. The students sometimes find it difficult to calm down so the class is not condusive
2. The students are constrained by the internet network when accessing the Duolingo application.
3. There are some students did not respect the researcher.

The difference between this result of the research and previous research findings. The first, the difference were this research used Duolingo application in learning English at seventh grade of MTsN 3 Luwu. While the previous research

findings in Hafifah 2021 the title The Effectiveness of Duolingo in Improving Students' Speaking Skills at Madrasah Aliyah Bilingual Batu School Year 2019/2020. The researcher found teaching speaking using the Duolingo application is suitable to be applied in the classroom. This can be seen from the post-test average score of students in the experimental class 80.00 which was higher than the control class 74.25. In data analysis, it can be proven that t_0 (2.881) is greater than t_{table} (1.672) at a significance level of $\alpha = 0.05$ (5%). In addition, it can be seen from the comparison between the average score obtained by the experimental class is 13.75 points, higher than the average score obtained by the control class is 8.75 points. Therefore, $t_0 > t_{table}$ which means the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected.

Dina Amalia 2019 with the title The Effect of Duolingo Application on the Students' Achievement in Vocabulary. The researcher found using of Duolingo Application had significant effect as media in English teaching learning process. In this research, it was found that the mean of pre-test score in experimental class was 57.30 and in control class was found 49.56. Meanwhile, the mean of post-test score which found in experimental class was 82.49 and in control class was 70.22. It can be counted from the students' score that t_{count} was 3.864, whereas the t_{table} was 1.993 for $\alpha = 0.05$ with the degree of freedom 71. It means that t_{count} was higher than t_{table} ($3.864 > 1.993$). So, alternative hypothesis (H_a) was accepted and null hypothesis (H_0) was rejected in this research. In an addition to this result, using of Duolingo Application had significant effect as media in English teaching learning process.

Based on explanation above, the researcher found that the use Duolingo application effective to improve students' English. This is one of application can be use as alternative learning English, because this application have an attractive appearance and many advanteges help the students remember some vocabularies or pronoun the vocabulary. In another instrument was giving questionnaire to measure students' interest using Duolingo application and the researcher was found that most of students were agree that using Duolingo Application could be made them more interested in learning English.



CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusions

Based on the findings the result of students scores in post-test high than the pre-test, indicates the effectiveness of using Duolingo application to helping students learning English vocabulary. Duolingo application was effective in learn because it help students in learning vocabulary easily.

The result of questionnaire about students response is all of the students responses are positively toward the use of Duolingo application in learning English vocabulary. The students felt that Duolingo application made students' enjoy, motivate and new alternative in learn English.

B. Suggestion

From the advantages of using Duolingo application in learn English, the researcher would like to give some suggestion to be considered as follow:

1. For teachers

For the teacher, Duolingo application should be considered as an alternative to be used by English teachers in teaching English in the classroom or outside of school. since it may be effective to improve English students.

2. For students

For the students, the advantage of Duolingo application at students' specially in MTsN 3 Luwu more learn English use this application not bored, so that this application give benefit to them

3. For the other researcher

Hopefully, there will be an improvement for the next research . It is really possible to optimize many sectors of teaching or learning English. They can make this research as a reference to conduct another research in the same field.

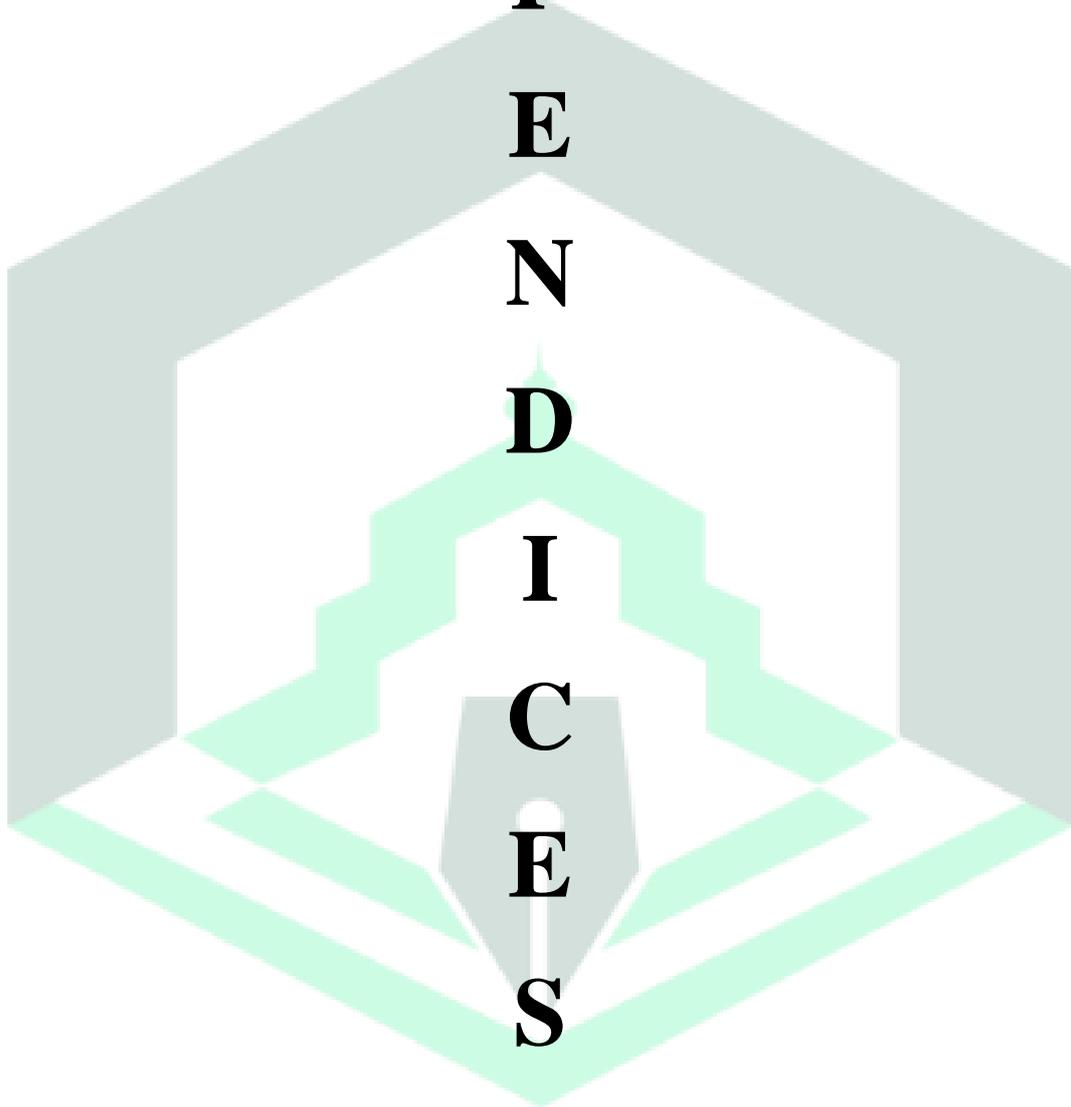


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**A
P
P
E
N
D
I
C
E
S**



Appendix 1: Lembar Test

Tes (Pre-test/Post-test)

Name :

Choose the correct answer from the option a, b, c, or d!

1. She has a new doll ____ doll is very big.

- a. his
- b. our
- c. her
- d. its

2. They will buy some foods. ____ foods are so delicious.

- a. their
- b. him
- c. his
- d. her

3. My name is Yona and ____ name is Sinta.

- a. his
- b. him
- c. her
- d. our

4. They love ____ so much because I am their daughter.

- a. me
- b. her
- c. his
- d. your

5. I like a doll, ____ is very cute

- a. she
- b. they
- c. it

d. he

6. It ____ a book of Nina.

- a. am
- b. are
- c. is
- d. me

7. They built this house last year, so this house is ____.

- a. mine
- b. yours
- c. hers
- d. theirs

8. We bought this ball with our money, so this ball is ____ .

- a. mine
- b. your
- c. its
- d. ours

9. I bring this book, so this book is ____ .

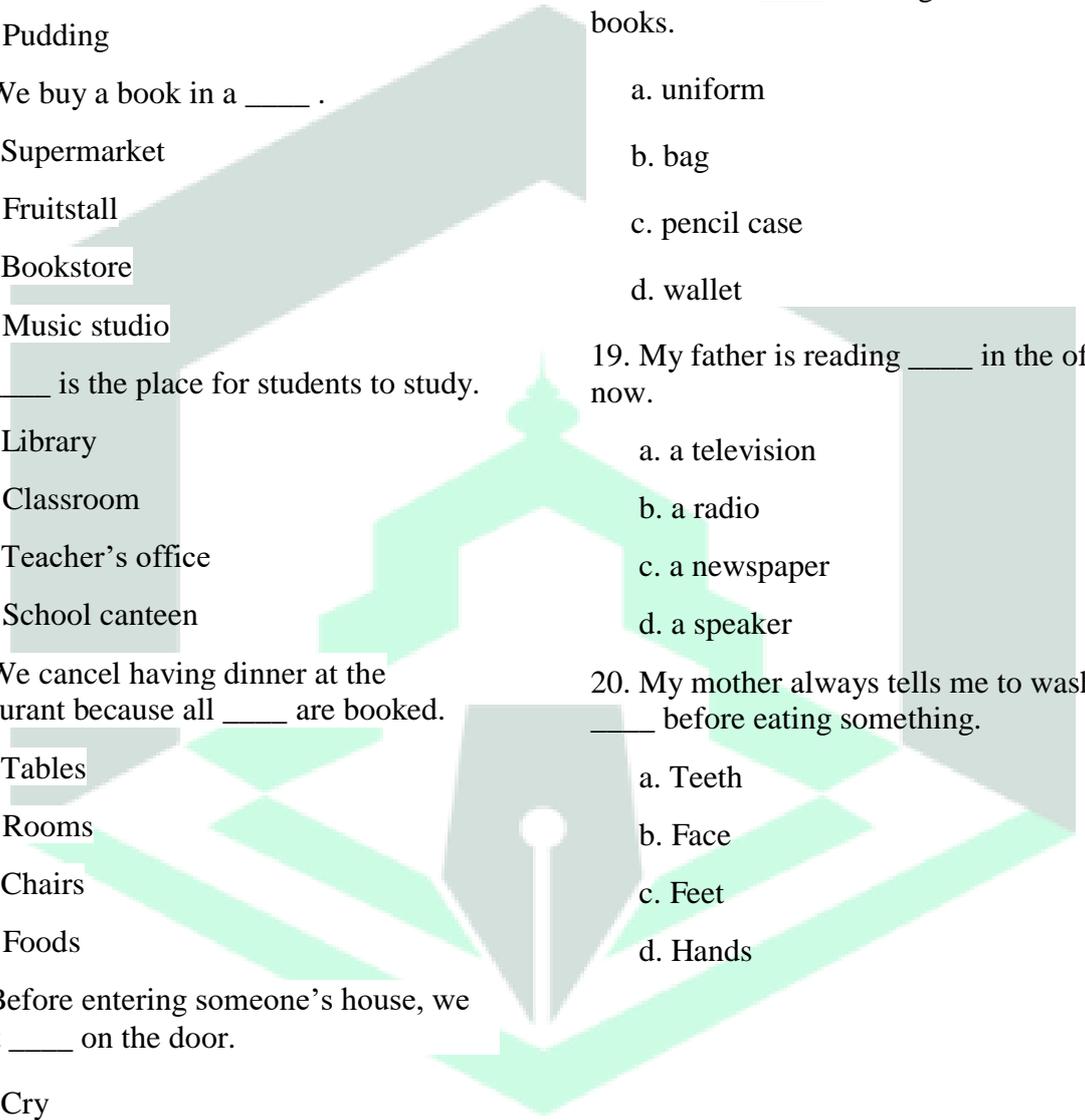
- a. mine
- b. him
- c. his
- d. ours

10. We ____ a group.

- a. are
- b. am
- c. is
- d. mine

11. We must call the ____ to catch the robber.

- a. Hospital

- 
- b. Police
c. Ambulance
d. Post office
12. _____ is a spicy food from Indonesia.
a. Cake
b. Rendang
c. Chocolate
d. Pudding
13. We buy a book in a _____ .
a. Supermarket
b. Fruitstall
c. Bookstore
d. Music studio
14. _____ is the place for students to study.
a. Library
b. Classroom
c. Teacher's office
d. School canteen
15. We cancel having dinner at the restaurant because all _____ are booked.
a. Tables
b. Rooms
c. Chairs
d. Foods
16. Before entering someone's house, we must _____ on the door.
a. Cry
b. Scream
c. Hit
d. Knock
17. Will you go to the _____ to watch a movie?
a. Stadium
b. Cinema
c. Hospital
d. Theater
18. We need _____ to bring our school books.
a. uniform
b. bag
c. pencil case
d. wallet
19. My father is reading _____ in the office now.
a. a television
b. a radio
c. a newspaper
d. a speaker
20. My mother always tells me to wash my _____ before eating something.
a. Teeth
b. Face
c. Feet
d. Hands

Appendix 2: Lembar Validasi Test

SURAT KETERANGAN VALIDASI

Yang bertanda tangan
dibawah ini:
Nama: Magfirah Thayyib, M.Hum
Jabatan/Pekerjaan : Dosen Pendidikan Bahasa Inggris
Instansi Asal : IAIN Palopo

Menyatakan bahwa ^{pre/post test} ~~keseluruhan~~ dengan judul:
Using Duolingo Application in Learning English at Seventh Grade of MTsN 3 Luwu
dari mahasiswa:
Nama : Syahraeni
Program Studi : Pendidikan Bahasa Inggris
Nim : 18 0202 0165
(sudah siap/~~belum siap~~) dipergunakan untuk penelitian dengan menambahkan beberapa
saran sebagai berikut:
Perhatikan pengetikan kata, penggunaan tanda baca.
Cek kembali kesesuaian soal vocab dengan topik
vocab di locus /setelah penelitian

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Palopo, 09 Agustus 2022
Validator,
Magfirah Thayyib, M.Hum

Appendix 3: Lembar Kuesioner

Questionnaire

ANGKET MINAT PESERTA DIDIK TERHADAP APLIKASI DUOLINGO DALAM PEMBELAJARAN BAHASA INGGRIS

A. Data Responden

Nama :

Kelas :

Jenis Kelamin :

B. Petunjuk Pengisian

1. Bacalah semua pernyataan dengan teliti!
2. Pilih satu kriteria yang sesuai dengan pendapat anda, dengan cara memberi tanda centang (√)!
3. Keterangan kriteria penilaian
SS : Sangat Setuju TS : Tidak Setuju
S : Setuju STS : Sangat Tidak Setuju

No	Pernyataan	SS	S	TS	STS
1	Aplikasi Duolingo efektif untuk belajar bahasa Inggris.				
2	Aplikasi Duolingo memotivasi untuk meningkatkan bahasa Inggris saya.				
3	Apakah aplikasi Duolingo memudahkan saya mengerti bahasa Inggris.				
4	Aplikasi Duolingo memberikan kesempatan untuk saya belajar kapan saja dan dimana saja.				
5	Aplikasi Duolingo dapat menambah kosakata dalam bahasa Inggris.				
6	Aplikasi Duolingo ini dapat membuat saya menikmati belajar bahasa Inggris.				
7	Aplikasi Duolingo membuat saya tau pengucapan kosakata dalam bahasa Inggris dengan baik.				
8	Aplikasi Duolingo memudahkan saya dalam menerjemahkan kosakata dalam bahasa Inggris.				
9	Aplikasi Duolingo membantu saya untuk menerapkan berbahasa Inggris dalam kehidupan sehari-hari.				
10	Aplikasi Duolingo memberikan solusi baru dalam belajar bahasa Inggris.				

Appendix 4: Lembar Validasi Kuesioner

SURAT KETERANGAN VALIDASI

Yang bertanda tangan
dibawah ini:
Nama: Magfirah Thayyib, M.Hum
Jabatan/Pekerjaan : Dosen Pendidikan Bahasa Inggris
Instansi Asal : IAIN Palopo

Menyatakan bahwa kuisisioner dengan judul:
Using Duolingo Application in Learning English at Seventh Grade of MTsN 3 Luwu
dari mahasiswa:
Nama : Syhraeni
Program Studi : Pendidikan Bahasa Inggris
Nim : 18 0202 0165
(sudah siap/~~belum siap~~) dipergunakan untuk penelitian dengan menambahkan beberapa
saran sebagai berikut:

Pertimbangkan untuk menggenapkan jumlah nomor kuisisioner.
Perbaiki dan seragamkan struktur kalimat pernyataan kuisisioner.
Sebaiknya tidak mencampur pernyataan positif dan negatif.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Palopo, 09 Agustus 2022
Validator,
(Magfirah)
Magfirah Thayyib, M.Hum

Appendix 5: RPP (Rencana Pembelajaran)

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MTsN 3 Luwu

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VII/Ganjil

Materi Pokok : Vocabulary

A. Tujuan Pembelajaran

1. Setelah mengikuti pembelajaran, siswa diharapkan mampu mengetahui, mengingat, mengucapkan dan vocabulary dengan baik dan benar

B. Materi dan Strategi Pembelajaran

1. Materi Pembelajaran

Guru memberikan materi dan memberikan gambaran tentang materi pembelajaran dengan memberikan contoh vocabulary food, kemudian siswa diarahkan membuka aplikasi Duolingo dan menggunakan level makanan pada aplikasi Duolingo.

2. Strategi Pembelajaran

- a. Teori : Contextual
- b. Pendekatan : Inquiry
- c. Model Pembelajaran : Discovery Learning
- d. Metode : Mengidentifikasi
- e. Teknik : Simulasi
- f. Perangkat : Rpp, Buku, aplikasi Duolingo
- g. Moda : Offline

C. Evaluasi Pembelajaran/Assessment

- a. Tes

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MTsN 3 Luwu

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VII/Ganjil

Materi Pokok : Vocabulary

A. Tujuan Pembelajaran

1. Setelah mengikuti pembelajaran, siswa diharapkan mampu mengetahui, mengingat, mengucapkan dan vocabulary dengan baik dan benar

B. Materi dan Strategi Pembelajaran

2. Materi Pembelajaran

Guru memberikan materi dan memberikan gambaran tentang materi pembelajaran dengan memberikan contoh vocabulary animals, kemudian siswa diarahkan membuka aplikasi Duolingo dan menggunakan level hewan pada aplikasi Duolingo.

3. Strategi Pembelajaran

- | | |
|-----------------------|--------------------------------|
| a. Teori | : Contextual |
| b. Pendekatan | : Inquiry |
| c. Model Pembelajaran | : Discovery Learning |
| d. Metode | : Mengidentifikasi |
| e. Teknik | : Simulasi |
| f. Perangkat | : Rpp, Buku, aplikasi Duolingo |
| g. Moda | : Offline |

C. Evaluasi Pembelajaran/Assessment

- a. Tes

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MTsN 3 Luwu
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII/Ganjil
Materi Pokok : Vocabulary

A. Tujuan Pembelajaran

1. Setelah mengikuti pembelajaran, siswa diharapkan mampu mengetahui, mengingat, mengucapkan dan vocabulary dengan baik dan benar

B. Materi dan Strategi Pembelajaran

2. Materi Pembelajaran

Guru memberikan materi dan memberikan gambaran tentang materi pembelajaran dengan memberikan contoh possessive pronoun, kemudian siswa diarahkan membuka aplikasi Duolingo dan menggunakan level kepemilikan pada aplikasi Duolingo.

3. Strategi Pembelajaran

- | | |
|-----------------------|--------------------------------|
| a. Teori | : Contextual |
| b. Pendekatan | : Inquiry |
| c. Model Pembelajaran | : Discovery Learning |
| d. Metode | : Mengidentifikasi |
| e. Teknik | : Simulasi |
| f. Perangkat | : Rpp, Buku, aplikasi Duolingo |
| g. Moda | : Offline |

C. Evaluasi Pembelajaran/Assessment

- a. Tes

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MTsN 3 Luwu
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII/Ganjil
Materi Pokok : Vocabulary

A. Tujuan Pembelajaran

1. Setelah mengikuti pembelajaran, siswa diharapkan mampu mengetahui, mengingat, mengucapkan dan vocabulary dengan baik dan benar

B. Materi dan Strategi Pembelajaran

2. Materi Pembelajaran

Guru memberikan materi dan memberikan gambaran tentang materi pembelajaran dengan memberikan contoh objective pronoun, kemudian siswa diarahkan membuka aplikasi Duolingo dan menggunakan level kata ganti objektif pada aplikasi Duolingo.

3. Strategi Pembelajaran

- a. Teori : Contextual
- b. Pendekatan : Inquiry
- c. Model Pembelajaran : Discovery Learning
- d. Metode : Mengidentifikasi
- e. Teknik : Simulasi
- f. Perangkat : Rpp, Buku, aplikasi Duolingo
- g. Moda : Offline

C. Evaluasi Pembelajaran/Assessment

- a. Tes

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MTsN 3 Luwu
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII/Ganjil
Materi Pokok : Vocabulary

A. Tujuan Pembelajaran

1. Setelah mengikuti pembelajaran, siswa diharapkan mampu mengetahui, mengingat, mengucapkan dan vocabulary dengan baik dan benar

B. Materi dan Strategi Pembelajaran

2. Materi Pembelajaran

Guru memberikan materi dan memberikan gambaran tentang materi pembelajaran dengan memberikan contoh vocabulary clothes, kemudian siswa diarahkan membuka aplikasi Duolingo dan menggunakan level pakaian pada aplikasi Duolingo.

3. Strategi Pembelajaran

- | | |
|-----------------------|--------------------------------|
| a. Teori | : Contextual |
| b. Pendekatan | : Inquiry |
| c. Model Pembelajaran | : Discovery Learning |
| d. Metode | : Mengidentifikasi |
| e. Teknik | : Simulasi |
| f. Perangkat | : Rpp, Buku, aplikasi Duolingo |
| g. Moda | : Offline |

C. Evaluasi Pembelajaran/Assessment

- a. Tes

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MTsN 3 Luwu
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII/Ganjil
Materi Pokok : Vocabulary

A. Tujuan Pembelajaran

1. Setelah mengikuti pembelajaran, siswa diharapkan mampu mengetahui, mengingat, mengucapkan dan vocabulary dengan baik dan benar

B. Materi dan Strategi Pembelajaran

2. Materi Pembelajaran

Guru memberikan materi dan memberikan gambaran tentang materi pembelajaran dengan memberikan contoh vocabulary family, kemudian siswa diarahkan membuka aplikasi Duolingo dan menggunakan level keluarga pada aplikasi Duolingo.

3. Strategi Pembelajaran

- | | |
|-----------------------|--------------------------------|
| a. Teori | : Contextual |
| b. Pendekatan | : Inquiry |
| c. Model Pembelajaran | : Discovery Learning |
| d. Metode | : Mengidentifikasi |
| e. Teknik | : Simulasi |
| f. Perangkat | : Rpp, Buku, aplikasi Duolingo |
| g. Moda | : Offline |

C. Evaluasi Pembelajaran/Assessment

- a. Tes

Appendix 6: Contoh Hasil Test

B : 7
S : 13

Tes (Pre-test/Post-test)
Name : ALICEA MAULIANA

Choose the correct answer from the option a, b, c, or d!

✓ 1. She has a new doll ____ doll is very big.
a. his
b. our
~~x~~ her
d. its

✓ 2. They will buy some foods. ____ foods are so delicious.
~~x~~ their
b. him
c. his
d. her

✓ 3. My name is Yona and ____ name is Sinta.
a. his
b. him
c. her
~~x~~ our

✓ 4. They love ____ so much because I am their daughter.
~~x~~ me
b. her
c. his
d. your

5. I like a doll, ____ is very cute
~~x~~ she
b. they
c. it
d. he

✓ 6. It ____ a book of Nina.
a. am
b. are
~~x~~ is
d. me

✓ 7. They built this house last year, so this house is ____.
a. mine
b. yours
c. hers
~~x~~ theirs

✓ 8. We bought this ball with our money, so this ball is ____.
a. mine
b. your
c. its
~~x~~ ours

✓ 9. I bring this book, so this book is ____.
~~x~~ mine
b. him
c. his
d. ours

10. We ____ a group.
a. are
b. am
c. is
~~x~~ mine

11. We must call the _____ to catch the robber.

- Hospital
- b. Police
- c. Ambulance
- d. Post office

12. _____ is a spicy food from Indonesia.

- a. Cake
- b. Rendang
- c. Chocolate
- Pudding

13. We buy a book in a _____.

- a. Supermarket
- Fruitstall
- c. Bookstore
- d. Music studio

14. _____ is the place for students to study.

- a. Library
- b. Classroom
- c. Teacher's office
- School canteen

15. We cancel having dinner at the restaurant because all _____ are booked.

- a. Tables
- b. Rooms
- c. Chairs
- Foods

16. Before entering someone's house, we must _____ on the door.

- a. Cry
- Scream
- c. Hit
- d. Knock

17. Will you go to the _____ to watch a movie?

- Stadium
- b. Cinema
- c. Hospital
- d. Theater

18. We need _____ to bring our school books.

- a. uniform
- b. bag
- c. pencil case
- wallet

19. My father is reading _____ in the office now.

- a. a television
- a radio
- c. a newspaper
- d. a speaker

20. My mother always tells me to wash my _____ before eating something.

- a. Teeth
- Face
- c. Feet
- d. Hands

B : 15

S : 5

Tes (Pre-test/Post-test)

Name : Rizki

Choose the correct answer from the option a, b, c, or d!

✓ 1. She has a new doll ____ doll is very big.

a. his

~~b. our~~

~~x. her~~

d. its

✓ 2. They will buy some foods. ____ foods are so delicious.

~~x. their~~

b. him

c. his

~~d. her~~

✓ 3. My name is Yona and ____ name is Sinta.

a. his

b. him

~~x. her~~

d. our

4. They love ____ so much because I am their daughter.

a. me

b. her

c. his

~~x. your~~

✓ 5. I like a doll, ____ is very cute

a. she

b. they

~~x. it~~

d. he

✓ 6. It ____ a book of Nina.

a. am

b. are

~~x. is~~

~~d. me~~

7. They built this house last year, so this house is ____.

~~x. mine~~

b. yours

c. hers

d. theirs

8. We bought this ball with our money, so this ball is ____.

a. mine

b. your

~~x. its~~

d. ours

✓ 9. I bring this book, so this book is ____.

~~x. mine~~

b. him

c. his

d. ours

✓ 10. We ____ a group.

~~x. are~~

b. am

c. is

d. mine

- ✓11. We must call the ____ to catch the robber.
- a. Hospital
 - b. Police
 - c. Ambulance
 - d. Post office
- ✓12. ____ is a spicy food from Indonesia.
- a. Cake
 - b. Rendang
 - c. Chocolate
 - d. Pudding
- ✓13. We buy a book in a ____.
- a. Supermarket
 - b. Fruitstall
 - c. Bookstore
 - d. Music studio
14. ____ is the place for students to study.
- a. Library
 - b. Classroom
 - c. Teacher's office
 - d. School canteen
15. We cancel having dinner at the restaurant because all ____ are booked.
- a. Tables
 - b. Rooms
 - c. Chairs
 - d. Foods
- ✓16. Before entering someone's house, we must ____ on the door.
- a. Cry
 - b. Scream
 - c. Hit
 - d. Knock
- ✓17. Will you go to the ____ to watch a movie?
- a. Stadium
 - b. Cinema
 - c. Hospital
 - d. Theater
- ✓18. We need ____ to bring our school books.
- a. uniform
 - b. bag
 - c. pencil case
 - d. wallet
- ✓19. My father is reading ____ in the office now.
- a. a television
 - b. a radio
 - c. a newspaper
 - d. a speaker
- ✓20. My mother always tells me to wash my ____ before eating something.
- a. Teeth
 - b. Face
 - c. Feet
 - d. Hands

B : 15

S : 5

Tes (Pre-test/Post-test)

Name : *Regina Satripta.H.*

Choose the correct answer from the option a, b, c, or d!

1. She has a new doll ____ doll is very big.
a. his
b. our
c. her
 d. its
- ✓ 2. They will buy some foods. ____ foods are so delicious.
 a. their
b. him
c. his
d. her
- ✓ 3. My name is Yona and ____ name is Sinta.
a. his
b. him
 c. her
d. our
- ✓ 4. They love ____ so much because I am their daughter.
 a. me
b. her
c. his
 d. your
5. I like a doll, ____ is very cute
 a. she
b. they
c. it
d. he
6. It ____ a book of Nina.
a. am
 b. are
c. is
d. me
- ✓ 7. They built this house last year, so this house is ____.
 a. mine
b. yours
 c. hers
 d. theirs
- ✓ 8. We bought this ball with our money, so this ball is ____.
a. mine
b. your
c. its
 d. ours
- ✓ 9. I bring this book, so this book is ____.
 a. mine
b. him
c. his
d. ours
- ✓ 10. We ____ a group.
 a. are
b. am
c. is
d. mine

- ✓ 11. We must call the ____ to catch the robber.
- a. Hospital
 - b. Police
 - c. Ambulance
 - d. Post office
- ✓ 12. ____ is a spicy food from Indonesia.
- a. Cake
 - b. Rendang
 - c. Chocolate
 - d. Pudding
13. We buy a book in a ____.
- a. Supermarket
 - b. Fruitstall
 - c. Bookstore
 - d. Music studio
- ✓ 14. ____ is the place for students to study.
- a. Library
 - b. Classroom
 - c. Teacher's office
 - d. School canteen
15. We cancel having dinner at the restaurant because all ____ are booked.
- a. Tables
 - b. Rooms
 - c. Chairs
 - d. Foods
- ✓ 16. Before entering someone's house, we must ____ on the door.
- a. Cry
 - b. Scream
 - c. Hit
 - d. Knock
- ✓ 17. Will you go to the ____ to watch a movie?
- a. Stadium
 - b. Cinema
 - c. Hospital
 - d. Theater
- ✓ 18. We need ____ to bring our school books.
- a. uniform
 - b. bag
 - c. pencil case
 - d. wallet
- ✓ 19. My father is reading ____ in the office now.
- a. a television
 - b. a radio
 - c. a newspaper
 - d. a speaker
- ✓ 20. My mother always tells me to wash my ____ before eating something.
- a. Teeth
 - b. Face
 - c. Feet
 - d. Hands

Appendix 7: Contoh Hasil Kuesioner

Questionnaire

ANGKET RESPON PESERTA DIDIK TERHADAP APLIKASI DUOLINGO DALAM PEMBELAJARAN BAHASA INGGRIS

A. Data Responden

Nama : Amelia
 Kelas : VII A
 Jenis Kelamin : Perempuan

B. Petunjuk Pengisian

- Bacalah semua pernyataan dengan teliti!
- Pilih satu kriteria yang sesuai dengan pendapat anda, dengan cara memberi tanda centang (✓)!
- Keterangan kriteria penilaian
 SS : Sangat Setuju TS : Tidak Setuju
 S : Setuju STS : Sangat Tidak Setuju

No	Pernyataan	SS	S	TS	STS
1	Aplikasi Duolingo efektif untuk belajar bahasa Inggris.	✓			
2	Aplikasi Duolingo memotivasi untuk meningkatkan bahasa Inggris saya.	✓			
3	Apakah aplikasi Duolingo memudahkan saya mengerti bahasa Inggris.	✓			
4	Aplikasi Duolingo memberikan kesempatan untuk saya belajar kapan saja dan di mana saja.		✓		
5	Aplikasi Duolingo dapat menambah kosakata dalam bahasa Inggris.	✓			
6	Aplikasi Duolingo ini dapat membuat saya menikmati belajar bahasa Inggris.	✓			
7	Aplikasi Duolingo membuat saya tahu pengucapan kosakata dalam bahasa Inggris dengan baik.		✓		
8	Aplikasi Duolingo memudahkan saya dalam menerjemahkan kosakata dalam bahasa Inggris.	✓			
9	Aplikasi Duolingo membantu saya untuk menerapkan berbahasa Inggris dalam kehidupan sehari-hari.		✓		
10	Aplikasi Duolingo memberikan solusi baru dalam belajar bahasa Inggris.	✓			

Questionnaire

ANGKET RESPON PESERTA DIDIK TERHADAP APLIKASI DUOLINGO DALAM PEMBELAJARAN BAHASA INGGRIS

A. Data Responden

Nama : ALICEA MAULIANA
Kelas : VII-A
Jenis Kelamin : Perempuan

B. Petunjuk Pengisian

1. Bacalah semua pernyataan dengan teliti!
2. Pilih satu kriteria yang sesuai dengan pendapat anda, dengan cara memberi tanda centang (✓)!
3. Keterangan kriteria penilaian
SS : Sangat Setuju TS : Tidak Setuju
S : Setuju STS : Sangat Tidak Setuju

No	Pernyataan	SS	S	TS	STS
1	Aplikasi Duolingo efektif untuk belajar bahasa Inggris.	✓			
2	Aplikasi Duolingo memotivasi untuk meningkatkan bahasa Inggris saya.		✓		
3	Apakah aplikasi Duolingo memudahkan saya mengerti bahasa Inggris.		✓		
4	Aplikasi Duolingo memberikan kesempatan untuk saya belajar kapan saja dan di mana saja.	✓			
5	Aplikasi Duolingo dapat menambah kosakata dalam bahasa Inggris.	✓			
6	Aplikasi Duolingo ini dapat membuat saya menikmati belajar bahasa Inggris.	✓			
7	Aplikasi Duolingo membuat saya tahu pengucapan kosakata dalam bahasa Inggris dengan baik.		✓		
8	Aplikasi Duolingo memudahkan saya dalam menerjemahkan kosakata dalam bahasa Inggris.		✓		
9	Aplikasi Duolingo membantu saya untuk menerapkan berbahasa Inggris dalam kehidupan sehari-hari.		✓		
10	Aplikasi Duolingo memberikan solusi baru dalam belajar bahasa Inggris.	✓			

Questionnaire

ANGKET RESPON PESERTA DIDIK TERHADAP APLIKASI DUOLINGO DALAM PEMBELAJARAN BAHASA INGGRIS

A. Data Responden

Nama : Muhammad Aidi
Kelas : 7a
Jenis Kelamin : Laki-laki

B. Petunjuk Pengisian

1. Bacalah semua pernyataan dengan teliti!
2. Pilih satu kriteria yang sesuai dengan pendapat anda, dengan cara memberi tanda centang (✓)!
3. Keterangan kriteria penilaian

SS : Sangat Setuju
S : Setuju

TS : Tidak Setuju
STS : Sangat Tidak Setuju

No	Pernyataan	SS	S	TS	STS
1	Aplikasi Duolingo efektif untuk belajar bahasa Inggris.	✓			
2	Aplikasi Duolingo memotivasi untuk meningkatkan bahasa Inggris saya.	✓			
3	Apakah aplikasi Duolingo memudahkan saya mengerti bahasa Inggris.		✓		
4	Aplikasi Duolingo memberikan kesempatan untuk saya belajar kapan saja dan di mana saja.	✓			
5	Aplikasi Duolingo dapat menambah kosakata dalam bahasa Inggris.	✓			
6	Aplikasi Duolingo ini dapat membuat saya menikmati belajar bahasa Inggris.		✓		
7	Aplikasi Duolingo membuat saya tahu pengucapan kosakata dalam bahasa Inggris dengan baik.		✓		
8	Aplikasi Duolingo memudahkan saya dalam menerjemahkan kosakata dalam bahasa Inggris.	✓			
9	Aplikasi Duolingo membantu saya untuk menerapkan berbahasa Inggris dalam kehidupan sehari-hari.		✓		
10	Aplikasi Duolingo memberikan solusi baru dalam belajar bahasa Inggris.	✓			

Dokumentasi

Introduce the Duolingo application to students.



Students answer the pre-test.



Explain how many types of nouns there are.



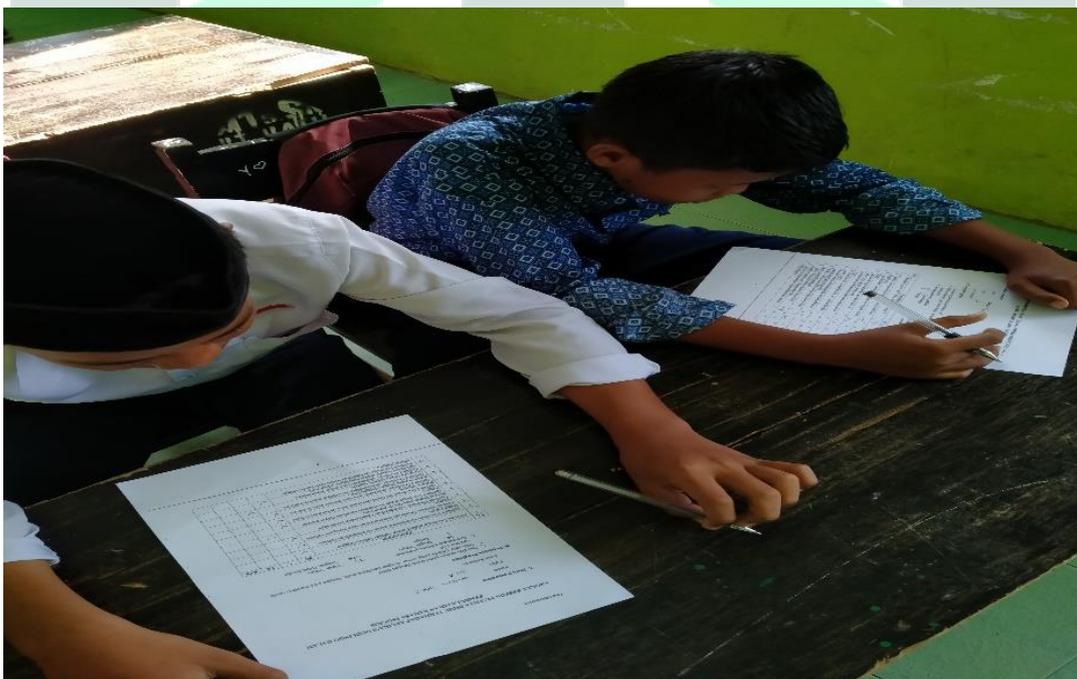
Explain how to used Duolingo application



Students answer the post-test.



Students fill out the questionnaire.





SINSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Jl. Agatis, Balandai, Kota Palopo, Sulawesi Selatan 91914. Telp. 0471-22076
Website: pbi.iainpalopo.ac.id. E-mail: pbi@iainpalopo.ac.id.

SURAT KETERANGAN

No.1993/In.19/FTIK/PBI/PP.00.9/11/2022

Yang bertanda tangan di bawah ini: Admin Turnitin Prodi Pendidikan Bahasa Inggris, dengan ini menerangkan bahwa telah memeriksa proposal/skripsi mahasiswa:

Nama : Syahraeni
NIM : 18 0202 0165
Semester : IX (sembilan)
Program Studi : Pendidikan Bahasa Inggris
Keperluan : Seminar Hasil/Munaqasyah

Dan hasil pemeriksaan menemukan bahwa proposal/skripsi yang diperiksa memiliki tingkat *similarity* 24 %. Sebagaimana lembar hasil uji terlampir.

Demikian Surat Keterangan ini dibuat untuk dipergunakan seperlunya.

Palopo, 2 November 2022

Admin Turnitin PBI,

Muhammad Iksan, S.Pd., M.Pd.
NIP 198603272018011001

Mengetahui,
Ketua Prodi,

Amalia Yahya, S.E., M.Hum.
NIP 197710132005012006



PEMERINTAH KABUPATEN LUWU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Alamat : Jl. Opu Daeng Risaju No. 1, Belopa Telpon : (0471) 3314115

Nomor : 327/PENELITIAN/12.01/DPMTSP/III/2022
Lamp : -
Sifat : Biasa
Perihal : Permohonan Surat Izin Penelitian

Kepada
Yth. Ka. MTsN 3 LUWU
di -
Tempat

Berdasarkan Surat Dekan Institut Agama Islam Negeri Palopo : 1597/In.19/FTIK/HM.01/08/2022 tanggal 03 Agustus 2022 tentang permohonan Izin Penelitian.
Dengan ini disampaikan kepada saudara (i) bahwa yang tersebut di bawah ini :

Nama : Syahraeni
Tempat/Tgl Lahir : Bone / 25 September 2000
Nim : 18 0202 0165
Jurusan : Pendidikan Bahasa Inggris
Alamat : Dsn. Jompi
Desa Lauwo
Kecamatan Burau

Bermaksud akan mengadakan penelitian di daerah/instansi Saudara (i) dalam rangka penyusunan "Skripsi" dengan judul :

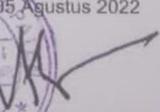
USING DOULINGO APPLICATION IN LEARNING ENGLISH AT SEVENTH GRADE OF MTSN 3 LUWU

Yang akan dilaksanakan di **MTSN 3 LUWU**, pada tanggal **05 Agustus 2022 s/d 05 November 2022**

Sehubungan hal tersebut di atas pada prinsipnya kami dapat menyetujui kegiatan dimaksud dengan ketentuan sbb :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan harus melaporkan kepada Bupati Luwu Up. Dinas Penanaman Modal dan PTSP Kab. Luwu.
2. Penelitian tidak menyimpang dari izin yang diberikan.
3. Mentaati semua peraturan perundang-undangan yang berlaku.
4. Menyerahkan 1 (satu) exemplar copy hasil penelitian kepada Bupati Luwu Up. Dinas Penanaman Modal dan PTSP Kab. Luwu.
5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin tidak mentaati ketentuan-ketentuan tersebut di atas.



Diterbitkan di Kabupaten Luwu
Pada tanggal 05 Agustus 2022
Kepala Dinas,

Drs. H. RAHMAT ANDI PARANA
Pangkat : Pembina Tk. I IV/b
NIP : 19641231 199403 1 079

- Tembusan :
1. Bupati Luwu (sebagai Laporan) di Belopa;
 2. Kepala Kesbangpol dan Linmas Kab. Luwu di Belopa;
 3. Dekan Institut Agama Islam Negeri Palopo;
 4. Mahasiswa (i) Syahraeni;
 5. Arsip.



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KEMENTERIAN AGAMA KABUPATEN LUWU
MADRASAH TSANAWIYAH NEGERI 3 LUWU

Alamat : Jl. Veteran No.2 Buntu Batu Kec. Bupon Kab. Luwu
Email : mtsn.3.luwu@gmail.com

SURAT KETERANGAN

Nomor : B- 284/MTs.21.09.03/PP.00.05/IX/2022

Yang Bertanda tangan dibawah ini :

Nama : Dra.Rahima
NIP : 197001171998032001
Pangkat/Gol : Pembina IV/a
Jabatan : Kepala Madrasah
Satuan Kerja : MTs Negeri 3 Luwu

Menerangkan dengan sesungguhnya bahwa :

Nama : Syhraeni
Tempat,Tgl Lahir : Bone, 25 September 2000
NIM : 18 0202 0165
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Perguruan Tinggi : Institut Agama Islam Negeri Palopo

Telah melaksanakan Penelitian di MTs Negeri 3 Luwu mulai 05 Agustus 2022 s/d 05 November 2022 untuk memperoleh data guna penyusunan tugas akhir Skripsi dengan judul " USING DOULINGO APPLICATION IN LEARNING ENGLISH AT SEVENTH GRADE OF MTS NEGERI 3 LUWU "

Demikian Surat keterangan ini dibuat untuk dapat digunakan sebagaimana mestinya.

Buntu Batu, 06 September 2022

Kepala Madrasah



Dra Rahima

NIP.197001171998032001

CURRICULUM VITAE



SYAHRAENI she was born on 25th September 2000 in Bone. Her father's name is Alm. Ladia and her mother's name is Maryam. She has a brother and a sister. She is the last child in her family. She started her study on Elementary School at MI Nurul Junaidiyah Lauwo in 2006 and she graduated in 2012. After that, she continued her study at MTs Nurul Junaidiyah Lauwo. She graduated in 2015 and continued her study at SMAN 7 Luwu Timur, She graduated in 2018. After that in 2018 she continued her study at State Institute for Islamic Studies (IAIN) Palopo and taking English Department. She finished her study in 2022. In the end of her study at the State Institute for Islamic Studies (IAIN) Palopo, Wrote a thesis entitled is "Using Duolingo Application in Learning English at MTsN 3 luwu".