TEACHING ENGLISH USING DUOLINGO APPLICATION TO ENHANCE STUDENTS' ACHIEVEMENT

SKRIPSI

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UNIVERSITAS BOSOWA
2019

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Submitted to the Faculty of Teacher Training and Education in Partial Fulfillment of the Requirements for the Sarjana Degree

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PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi dengan judul, "*Teaching English Using Duolingo Application to Enhnace Students' Achievement*" , beserta seluruh isinya adalah benar-benar karya saya sendiri, bukan karya orang lain ataupunplagiat. Saya siap menanggung resiko/sanksi apabila ternyata ditemukan adanya perbuatan tercela yang melanggar etika keilmuan dalam karya saya ini, termasuk adanya klaim dari pihak lain terhadap keaslian karya saya saat ini.

Makassar, 20 September 2019

Yang membuat pernyataan,

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ABSTRACT

Irna Pitaloka Allotodang. *Teaching English Using Duolingo Application to Enhance Students' Achievement.*(Supervised by Dahlia D. Moelier and Andi Hamzah Fansury).

The background of this study is the fact that the students' opinion about learning English is bored and hard for learn.

The objectives of the research was to know the use of Duolingo application to enhance students' achievement of grammar in English.

The researcher was applied pre experimental in one class pre-test and post-test. This research conducted at SMPN 8 Makassar sub-district of Manggala, Makassar city. In this research the population was the eight students of SMPN 8 Makassar in 2018/2019 academic year. The researcher used total sampling technique. The total number of sample was 33 students from class VIII-9. In analysing the numerical data, the writer used SPSS from windows.

After conducted the research, the researcher concludes that the used of Duolingo application in teaching grammar of English enhance the students' achievement; it is proved by the mean score of the students' in pre-testand post-test. The mean score of pre-test (before treatment) was 46,79 and in post-test (after treatment) the students' gained score 64,36. The T-test of the students' achievement in pre-test and post-test was smaller than α. The writer found that the p-value (probability value) was lower than α(0.00< 0.05) and the degree of freedom was 32. The t-test value of pre-test and post-test was remarked significantly different. It indicated that the alternative hypothesis (HA) was accepted and, of course, the null hypothesis (H0) was rejected.

Keyword :Teaching, English, Duolingo, Students' Achievement.

ABSTRAK

IrnaPitalokaAllotodang. *Teaching English Using Duolingo Application to Enhance Students' Achievement.*(Dibimbingoleh Dahlia D. Moelierdan Andi Hamzah Fansury).

Latar belakang penelitian ini adalah fakta bahwa pemikiran siswa mengenai pembelajaran bahasa Inggris itu membosankan dan sangat sulit untuk dipelajari.

Penelitian ini bertujuan untuk mengetahui kegunaan dari aplikasi Duolingo dalam meningkatkan kemampuan siswa pada pembelajaran tata bahasaInggris.

Penelitian ini menggunakan metode pre-eksperimental. Penelitian ini dilaksanakan di SMP Negeri 8 Makassar, Kecamatan Manggala, Kota Makassar. Populasi pada penelitian ini adalah siswa kelas delapan dari SMP Negeri 8 tahun akademik 2018/2019. Peneliti menggunakan teknik total sampling dalam pengambilan sampel. Total sampel dalam penelitian ini adalah 33 orang dari siswa kelas VIII-9. Dalam melakukan analisa data, peneliti menggunakan aplikasi SPPS Windows.

Setelah melaksanakan penelitian, peneliti menyimpulkan bahwa pengggunaan aplikasi Duolingo untuk pengajaran dalam bahasa inggris dapat meningkatkan kemampuan siswa; hal ini dibuktikan dengan nilai rata-rata siswa saat pre-test dan post-test. Nilai rata-rata siswa saat pre-test (sebelum treatment) adalah 46,79 dan saat post-test (setelah treatment) nilai yang dapat dicapai adalah 64,36. Hasil t-test diperoleh bahwa nilai pre-test dan post-test lebih kecil dari α. Penulis menemukan bahwa p-value lebih rendah dari α (0.00<0.05) dan degree of freedom adalah 32.Nilai t-test dari pre-test dan post-test ditandai dengan perbedaan yang signifikan. Ini mengindikasikan bahwa alternative hypothesis (HA) diterima dan tentunya null hypothesis (H0) ditolak.

Kata kunci : Pengajaran, Bahasa Inggris, Duolingo, Prestasi Siswa.

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Teaching English Using Duolingo Application to Enhance Students' Achievement at SMPN 8 Makassar, was structure to meet the requirements of the undergraduate curriculum stratum-1 (S-1).

Another gratitude is expressed to my beloved family; my father (Alm. PiterAllotodang), my mother (OttaviyantiSalenna), my brother (Alm.AlfretAnjayaAllotodang) whose supports me and prayers me for me are endless, especially for my mother who has given all the best from her to the researcher.

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The researcher realized that this skripsi has not been perfect, both in terms of material or presentation. The suggestions and constructive criticism are expected in the completion of this skripsi.

In the last, the researcher hope that this skripsi can provide things that are useful and add insight to the reader, and especially for the writer as well.

Makassar,20 September 2019

(Irna Pitaloka Allotodang)

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CHAPTER I

INTRODUCTION

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

A. Background

Humans are social creature, and thus, they need to interact one to another. This interaction can only be possible if those participating communicate one another. In Webster's New College Dictionary, communication is defined as a process by which information is exchange between individual through a common means of communication is language. In this interaction, language is used to express thoughts, ideas, and feelings. Language makes interaction and communication run smoothly.

Language is an instrument and it will connect us to people around us. According to Pateda (2011:2), language is sounds issued by means of human speech that has meaning. Communication consists of two parts, verbal communication and non-verbal communication. Non-verbal communication is a communication without sound such as, hand movements, signs and so on. Verbal communication is a communication in which language is used as the instrument even spoken or written (Chaer&Agustina 2010:20).

Due to increase communication among people from different places of origins and linguistic background there is a need to agree on international

language as a means of communication. In other word, language has an important rule for human life.

English has been the most important language in international communication. The people from all over the world speak the language when they meet international meetings, workshops, or conferences. Most countries in the world have set the language as one of the compulsory subject studied at schools. English is a subject in school curriculum of school that must be taught by the teacher. Although it is a foreign language, the students have to master that language in order to develop their skills and reach their dreams in future.

In English there are four skills to be learned, they are listening, speaking, reading and writing. Beside the four skills, English has some aspects which can be taught to the students. Those aspects are, vocabulary, pronunciation, and grammar. They are called language aspects. In order to learn English well, both the language skills and language aspects are interrelated each other.

Teaching English in Indonesia is not an easy job. There are many problems in teaching English. First, the understanding of most of the students are English is a hard subject to learn. However, it have an effect in students willingness of learning English. Second, the condition of the students who are lack of vocabulary that will make them unable to understand in learning English. Third, the students often speak their mother-tongue language, which is it makes them are unaccustomed with English.

Teaching English needs a method to activate and improve the students ability of four skills in English, which are most important to the English teacher

find solutions by creating efficient and effective technique, even find some way to make the learning process English are going to be fun. Teacher have to follow the modern era, the era when everything are easy to find by internet, the era when students can learn about something anywhere and anytime they want by using application in Smartphone.

The students in this era are very accustomed with Smartphone, they even are smarter and know how to use Smartphone than the old people. This moment, are good to be use by teacher in increase the student willingness in learning English. Learning English by using application is one of the best way to them interest in learning. They did not have to sit in the class when they want to learn English, they can learn in everywhere and everyday.

Duolingo is an application designed to help people learn languages easily and comfortably, so that doing so doesn't feel like you're studying, but rather just having fun with one more game or application on people device. The application allows people to learn a lot of different language, and of them are English.

This writer focused on the effect of learning English for the student by using Duolingo application, the effect in student understanding of grammar in reading in English.

Relating to the description above the writer intended to do research under the title "Teaching English Using Duolingo Application to Enhance Students Achievement".

B. Identification of Problem

The research problems that the writer propose can be identify as follows :

1. Students' ability in mastering grammar in English.
2. Students often feel bored or lazy in learning of English in the class.

C. Restricting the Problem

From the identifications of the problems above, the writer focused on enhanced of grammar skills through using Duolingo application on smartphone.

D. Formulation of the Problem

Based on the explanation above, the writer formulated the following research questions :

1. How is there significant improvement in grammar in English usingDuolingo applicationto enhance students'achievement ?
2. How is the students' interest in learning using Duolingo ?

E. Objective of the Research

The main objective of the research werefollows :

1. To identify the improvement of teaching grammar in English using Duolingo application.
2. To identify the students' interest in learning grammar in English using Duolingoapplication .

F. Significance of Research

The main significances of the research were follows :

1. Giving motivation for students to think another way to motivation and innovate in studying English.
2. For giving advantages to all English teachers in SMPN 8 Makassar so that all of the English teacher will know more about how to improve student willingness in learning English.

CHAPTER II
REVIEW OF RELATED LITERATURE

In this chapter the researcher discuss about Duolingo application,grammar, interest in learning English, previous related findings and hypothesis.

A. Theoretical Review

1. Duolingo Application

Duolingo is a free language-learning platform that includes a language-learning website and app, as well as a digital language proficiency assessment exam. As of January 2019, the language-learning website and app offer 85 different language courses in 24 languages. The app has about 200 million registered users across the world (source by Duolingo).

Duolingo is an application designed to help people learn languages easily and comfortably, so that doing so doesn't feel like people studying, but rather just having fun with one more game or application on people's android device.

The application allows people to learn a lot of different languages, such as Spanish, English, French, Italian or Portuguese. People just have to choose the language that they want to lean the first time they use the application.

Duolingo is an application service headquartered in Pittsburgh, PA, U.S. it was launched on November 30,2011, by Luis von Ahn and his graduated students Severin Hacker and then developed along with Antonio Navas, Vicki Cheung, Marcel Uekerman, Brendan Meeder, Hector Villafuerte, and Jose Fuentes.

Inspiration for Duolingo came from two places. Luis Van Ahn wanted to create another program that served two purposes in one, what he calls a “twofer”. Duolingo originally did this by teaching its users a foreign language while having them translate simple phrases in documents, though the translation feature has since been removed. Von Ahn was born in Guatemala and saw how expensive it was for people to learn English. Severin hacker (born in Zug, Switzerland), co-founder of Duolingo, and Von Ahn believe that “free education will really change the world” and wanted to supply the people an outlet to do so.

The project was originally sponsored by Luis von Ahn’s MacArthur fellowship and a National Science Foundation grant. Additional funding was later received in the form of investments from Union Square Ventures and actor Ashton Kuthcer’s firm, A-Grade investments.

Duolingo started its private beta on November 30, 2011, and accumulated a waiting list of more than 300,000 users. On June 19, 2012, Duolingo launched for the general public. Due to popular interest, Duolingo received many investments including a $20 million Series C round of investments led by KleinerCaufiled& Byers and a $45 million Series D round of investment led by Google Capital. Duolingo has 95 staff members, of whom many were Google employees, and operates form an office in Pittsburgh neighborhood of East Liberty.

On November 13, 2012, Duolingo released their iOS app through the iTunes App Store. The application is a free download and iscompatible with most iPhone, iPod, and iPad devices. On May 29, 2013, Duolingoreleased their Android app, which was downloaded about a million times in the first three weeks and

quicklybecame the #1 education app in the Google Play Store. As of 2017, the company had a total funding of $108.3 million. Duolingo received a fifth-round $25 million on July 2017 form Drive Capital, with the funds directed toward creating initiatives such as Tinycards and Duolingo Labs.

2. Grammar

The art teaching a second language is being able to give students aninsight on how the language works in general. This is the practical grammarwhich should be introduced in the curriculum. It is not teaching just someabstract and strange concepts and names to the students but teaching the rulesgoverning the structure of the language within the context. That is why teaching grammar is so important. Imagine the case of a student, who has no experience in learning a second language. He would probably think that every language structure is the same as his own language and it would take a long time for him to see the difference in the structure of the two languages. However, when we talk about different structure within languages, this gives the student an insight about the second language. Grammar plays a very important role in English sentence. In English, each sentence always contains a tense. But what is Grammar ?.

a. Definition of Grammar

The word grammar has several meanings and there is no universally accepted definition on it. Grammar is defined by Celce-Murcia and Larsen- Freeman (1999: 2) “Grammar is a way that accounts the structure of the target language and its communicative use”. “…we will need to take into consideration how grammar

operates at three levels; the subsential or morphological level, the sentential or syntatic level, and the suprasential or discourse level".

Hornby in Oxford Advanced Learner's Dictionary of Current English (1995: 517) defines grammar as "the rules in a language for changing the form of words and combining them into sentences". According to Williams (2005: 2) "Grammar is the formal study of the structure of a language and describes how words fit together in meaningful constructions".

In another way, Harmer (2001: 12) also defines that "grammar is thedescription of the ways in which words can change their forms and can be combined into sentences in that language". Leech et al (1986: 4) also define that "grammar is a mechanism for putting words together. It is a central part of language which relates sound and meaning. The meaning has to be converted into words and put together to grammatical rules".

Although the descriptions of grammar mentioned above are different, the goal is basically equal that "grammar is a description of how elements of a language are systematically combined".

b. The Importance of learning Grammar

After knowing the definition, it is not hard for us to understand whygrammar is useful and important. Without knowing grammar, someone cannot besaid to have learnt because grammar tells us how to use language. Celce-Murciaand Larsen Freeman suggest that (1999: 2) "Grammar is important to be taught because itaffects students' performance in all four skills – listening, speaking, reading, andwriting". Thornburry (1994: 4) also defines that "Students are expected

incomprehending written or spoken English, they must know the system rule ofgrammar of a target language since grammar is a tool for making meaning".

c. Methods for Teaching Grammar

Because of many viewpoints stating that grammar is an important language aspect should be possessed and mastered. It would be better to review some methods includes the grammar aspects in language teaching and learning (Larsen-Freeman, 1986). Following are some of them:

1. Grammar Translation Method

This method emphasizes grammar component to be taught, grammatical rules are given in quite large proportion and are taught deductively because the fundamental purpose of language learning is to be able to read literature written in the target language.

2. Communicative Language Learning

This method has main objective in language teaching and learning; that is students' communication ability. However the grammar aspect is given in quite proportion as the pre communicative activities.

3. Audio-lingual Method

The goal of this method is that students are hoped to be able to use the language communicatively. There are many drillings as forming habits in target language. Grammar is taught inductively through given examples, explicit grammar rules are not provided.

4. Direct Method

The objective of learning is to make the learners communicate in target language. Thus, the proportion of grammatical rules to be taught is relatively just little. It tends to be taught inductively, that learners are provided with examples and they figure out the rule or generalization from the examples.

d. Kinds of Grammar

There are so many types of English grammar that should be known, but the most basic of English Grammar is tenses. In learning English, one of the general and base problems that are usually faced is tenses problem. Most of students do not understand what is spoken in tenses problem (Pardiyono: 2007)

According to Pardiyono (2007), tense is a variation of the change of verb form includes full verb, be and auxiliary that are usually used as predicate in the sentence, which should be appropriated with the kinds of time expression. The words tense stands for a verb form or series of verb form used to express time relation. Tenses may indicate whether in action, activity, or state is past, present or future (Hornby: 1986).

Many teachers find that tenses are far more difficult to teach than: say, vocabulary; although planning a lesson around a tense is obviously easier, actually teaching it may be a different matter. Despite their best efforts, students consistently misuse, misunderstand and misapply tenses. Therefore, considering the essential role of tenses, teacher should consider what kind of method is appropriately used in teaching tenses.

There are many kinds of tenses, but in this case, the researcher just want to explain some tenses; simple present tense, simple past tense and past continuous

tense. According to Pardiyono (2007), if you understand the rules about the change of verb form and also understand about the grouping of time expression, you have not gotten difficulties in using tenses.

1. **Simple Present Tense**

Simple present tense is a tense used to assert an activity that has been a habit or action. There are two types of present tense; verbal and nominal

a) Verbal, it means that the sentence of present tense uses a verb. The form as follow:

Table 2.1 The Pattern of Simple Present Tense Verbal

Positive (+)	**S + V1(s/es)**
Negative (-)	**S + do/does not + V1**
Affirmative (?)	**Do/Does + S + V1 ?**

Where :

S = Subjek

V = Verb

For example :

(+) She goes to school every morning

(-) She doesn't go to school every morning

(?) Does she go to school every morning?

For the interrogative sentence, do/does must be put before subject. We use /*s*/ or /*es*/ if the pronouns are he, she, it. We add /es/ in a verb if the verb is ended by /o/, /ss/, /x/, /sh/, and /ch/, and the subject are he, she, it.

b) Nominal, it means that the sentence does not use a verb, but it can be adjective or adverb of place. The pattern as follow:

Table 2.2 The Pattern of Simple Present Tense Nominal

Positive (+)	**S + To be (is, am, are) + …**
Negative (-)	**S + To be (is, am, are) not + …**
Affirmative (?)	**To be (is, am, are) + S + … ?**

For example :

(+) Jenny is beautiful.

(-) Jenny is not beautiful.

(?) Is Jenny beautiful?

For interrogative sentence, to be (is, am, are) must be put before subject because it indicates question. ‟Is‟ is used for „he‟, „she‟, and „it‟. „Am‟ is used for „I‟. While „are‟ is used for „they‟, „we‟ and „you‟.

2. Simple Past tense

Past tense is generally used to assert an action or event that is done or happens in the past time (Martinet and Thomson : 1986). Common time expressions that are used the Simple Past Tense includes yesterday, ago, last week, last month, for three years, etc.

The simple past tense is used to talk about:

a) It is used for actions completed in the past at a definite time.

b) It is used for past habit.

c) It is used in conditional sentences.

d) Past states (long-lasting situations or feelings).

Example: My father knew the Prime Minister.

The forms of Simple Past Tense:

Table 2.3The Pattern of Simple Past Tense

Positive (+)	**S + V2**
Negative (-)	**S + Did not + V1**
Affirmative (?)	**Did + S + V1**

For example :

(+) They came to my party last week

(-) They did not come to my party last week

(?) Did they come to my party last week?

3. Past Continuous Tense

Past continuous tense is a form of time to express an event which is happening in the past (Wignel and Gerot :1994)

The uses of past continuous tense are:

1. Past continuous is used with a point in time, it expresses an action that begins before that time and is probably continue after.
2. To express activity or event happening in the past using time expression of adverb of time.
3. To express two things or activities happening at the same time in the past

The form of past continuous tense are:

Table 2.4 The Pattern of Past Continuous Tense

Positive (+)	**S + To be past (was/were) + Ving**
Negative (-)	**S + To be past (was/were) not + Ving**
Affirmative (?)	**To be past (was/were) + S + Ving ?**

For example:

(+) I was watching TV when my father came home.

(-) I was not watching TV when my father came home.

(?) Was I watching TV when my father came home ?

3. Interest in Learning English.

Learning can be considered as a process of getting knowledge. Students' interest is important in learning and interest also playa important role in developing students' thinking ability.

Learning English as a foreign language is a complex process. The students have to know to learn well. Therefore, in teaching and learning English as a foreign language in junior high school, it is very important for teacher to give their best effort to develop their English. But the fact shows that many students failed in this subject, not to neglect that there were also some students which passed in this subject in the Final Examination though with very limited value. It shows that the teaching and learning activity especially of English has failed.

The success of teaching and learning English activity in influenced by many factors. The factors may occur before or during the process of the activity. Some factors come from the students' surroundings, some others are from the students themselves such as motivation, interest and etc.

Interest is one of the internal factors in learning activity. Interest is the desire of somebody toward something as influence of environment where or they live. But before discussing the importance of interest, here some of the definition of interest according to the several experts, some of them are.

Winkel (1983: 83) states that interest is a stable trend in subject, interest is certain case, and pleasant to involve in that case. He adds the positive judging would build the sense of the satisfactory, happy and sympathy while negative feeling build the sense of lazy, unpleasant, hateful andafraid.

Moreover, AlisufSabri (1998) says that interest is a tendency toward something to be frequently notified and recalled gaudily. Interest is closely relative to feeling, mainly a pleasure. Therefore, interest would be happening because of pleasure toward something.

Based of the definition above, we can know that interest is the important aspect to get success learning English and it can influence of someone when they want to do something. Without having interest, someone will have no any willingness to do everything.

DewaKetutSukardi (1989:63) said that interest can be divided into two, they are :

a. Expressed interest: someone can express his or her interest through certain words. For example, they can said that "I like learning English very much" etc.
b. Manifested interest: someone can manifest his or her interest through certain activities. For example someone interest in learning English , she or he do exercise from teacher, active in learning English and they will buy English book or note book.

So, the teacher should be make the students interest in this two kinds of interest in the students' self. They did not just said that they like English, but they also do practice in English.

In addition, Tim PenulisDepdikbud (1980) formulates a boundary of interest and its importance in teaching learning process. They said that interest influences the process of learning result, when a person is not interested in learning something, the result cannot be expected to be well successful. It is assumed that

the student with great interest in learning English will be more successful, and the result will be maximal than the student with little or no interest at all.

Interest in student learning is influenced by several factors, among others: the internal and external factors. The internal factor is the factor that comes from the learners themselves, for example: tired, sick act. While external factors are factors from outside the learners themselves, for example: classroom full of conditions: boring of learning strategies, lack of learning resources such as books about the package, andothers.

Interest is a positive factor in learning English. It is important for teacher and students in teaching and learning English. It means that without interest to learn, speaking, reading, writing and listening of the students, the learning activity cannot be done in a proper way. Furthermore, the importanceof interest in learning activity can help developing students motivation and to encourage students to do the activities necessary during learning process.

In teaching and learning process, interest is important for the teacher to give great attention to development of the students interest because, this is the key of success of English learning.

In the school education, teacher should pay more attention to train and maintain the students interest in learning English. Therefore, interest should be aroused. By arousing interest in lessons can improve the way of thinking, the way of studying so that the lesson can be mastered. Motivation is closely related to the arousing in learning, and it is development is a basic of learning activity. Teacher should encourage the students so that stimuli can bring satisfaction andpleasure.

Interests powerfully influence students' academic and professional choices. That is the teacher' responsibility to established the relations between students' interest and knowledge. When students are interested in what they are learning, hopefully they will pay closer attention, they will also process the information more efficiently, and employ more effective learning strategies, such as engaging in critical thinking, making connection between old and new knowledge, and attending to deep structure instead of surface features. Further, when the students are interested in a task, they will work harder and persist longer, bringing more of their self-regulatory skill into play.

Idit Katz et.all. (2006) call interest as intrinsic interest or intrinsic value defined as "the enjoyment people experience when doing a task, or their subjective interest in the content of the task". They said that intrinsic interest may enable children to remain occupied in a task as enjoyable and as containing personally meaningful information, which they can connect wit various issues that interest them. In addition, children who have an interest in a certain topic, might be able to rely on internal cues as to how well they are doing due to their experience with similar tasks.

Students who are interested in learning usually have high motivation. They are very enthusiastic to do something. Then it will make an effort to follow the learning process intensively, and they will learn the lessons as well as possible not only in the school but also out of school.

In learning English, they usually pay attention to what they learn. So they are easy to absorb most of the teacher gives them or gains the knowledge from the books.

They also have needs toward the lesson and usually have a clear target to gain what they want to reach. Of course, they will be intended for doing something to make maximally effort to learn.

Most of the have desires about what they are going to learn. With high interest, students can master more information in long-time memory. It helps them to answer the examination given. Al least they possible to get better result in English.

In other words, the more interest and the more attentive they follow the lesson in English, the better English learning achievement they will acquire.

B. Previous Related Research Findings

Some researcher have conducted some studies relating to the improving students ability in English through some application and improving grammar. They are as follows :

Solanki D. Shyamlee, M Phil in his research "Use of Technology in English Language Teaching and Learning":An Analysis. The result of his research is the ultimate goals of multimedia language teaching is to promote students' motivation and learning interest, which can be a practical way to get them involved in the language learning. Concerning about the development of technology, the researcher believe that in future, the use of multimedia English teaching will be further developed. The process of English learning will be more student-centered but less time-consuming. The writer believe that this process can fully improve

students' ideation and practical language skills, which is helpful and useful to ensure and fulfill an effective result of teaching and learning.

RamyaGangaiamaran and MadhumathiPasupathi in they research about "Review on Use of Mobile Apps for Language Learning". They found that mobile devices provide plenty of resources to develop the listening skill of the learners who can be exposed to authentic material like live streams, English songs, radio, listening to English news. The research classified the mobile apps with the objective of aiding the English language learners to choose the suitable app. The categorization of apps can enhance the use of mobile learning in acquiring different skills in of language.

C. Conceptual Framework

In Indonesia, English has a position as a foreign language. Whenever students need to be able in use English. In English there are four skills, they are listening, speaking, reading and writing. The four skills in English is important to be master. But the writer focus only in the reading skill. However students have to learn about the reading, without ignore one of the skill. To make students interested in learning English in the class, teacher should find the suitable material and a good strategy to teaching English.

To be master in reading skills in English is not easy, student have to give attention. This is the section of teacher to find the alternative to make student be able to learning anywhere and anytime.

Duolingoapplication help students to learn English comfortably and easily. In duolingo application students have placement test that can make students learn English by the knowledge they have. Learning by Duolingo application would be taken anywhere and anytime. In Duolingo application also improve students ability in reading skills in English. In this case, the researcher will use Duolingo application to teach students to improve students ability in English.

In the teaching of reading, both teacher and students are influenced each other in that process. The teacher is a facilitator learning personal and social change by assisting the developing person at those points where help is requested. Teacher should have a set of exercises, tasks or other activities for the students in their classes. It is really beneficial and positive experience to try various classroom activities because successful materials of the subject matter depend on the use of teaching technique. To teach English there are several techniques which can be used by the teacher. By using the techniques, the teacher will easily teach speaking. She/he has to be creative to prevent students' boredom because of decreasing interest and motivation.

Any solutions must be acquired to solve problem appeared in the teaching and learning process. Duolingo application are the good way to solve the problems that have been discussed in this case in which teachers can use Duolingo application to teach students while these were having fun. In addition, by usingDuolingo application, students will have more opportunities to practice ability. They also will be more creative in improving their ideas. Consequently, the English language class activities will run better than before.

D. Hypothesis

A hypothesis is the statement or estimation of identifying feature in temporary of research which has weak correctness so that it needs empirical experiment. The word of hypothesis is from the word "*hypo*" that has meaning under and "*thesa*" that has meaning correctness.

Based on the description above, the writer proposes the hypothesis that :

H_1 :There is a significant improvement of using Duolingo application towards students' ability in English at the eight grade of SMP Negeri 8 Makassar in the academic year of 2018/2019.

H_0 :There is no significant improvement of using Duolingo application towards students' achievement in English at the eight grade of SMP Negeri 8 Makassar in the academic year of 2018/2019.

CHAPTER III

RESEARCH METODOLOGY

This chapter present the research design, time and location of the research, population and sample of the research, variable and operational definition, instrument, procedure of collecting data, and technique of data analysis.

A. Research Design

This research was conduct with pre-experimental design research. The researcheradministered a pre-test to all subjectbefore the students using Duolingo application to assessing their knowledge in English. A post-test conducted after the students using Duolingo application to learn, this action for see the result for the student.

The design involved one class to which the researcher administered a pre-test, treated the students to usedDuolingo application and administered a post-test. The success of the using of Duolingoapplication determined by comparing the result of pre-test and post-test.

The design can be present as follows :

O_1 X O_2

Where :

O_1 = Pre-test

X = Treatment

O_2 = Post-test

B. Time and Location of the Research

The research tookfor two weeks (four meetings) from 22th July 2019 until 3rd August2019. This research conducted at SMPN 8 Makassar.

C. Population and Sample of the Research

1. Population

Thepopulation of this research werethe second year student of SMPN 8 Makassar in academic year 2018/2019 which is divide in to twelve class. The total number of the population approximately 456 students.

2. Sample

The researcher used total sampling technique. The researcher took one class from the target population for the research. The total number of sample were 33 students.

D. Research Variables and Operational Definition

1. Variables of the Research

A variable is a characteristic or attribute of an individualor an organization that researchers can measure or observe andvaries among individuals or organizations studied. According to Hatch (1982:12) "Variable can be defined as an attribute of a person or an object which "Varies" from person or from object to object". And also stated that "The independent variable is the major variable

which is selected, manipulated and measured by the research. The dependent variable, on other hand, is the variable which you observe and measure to determine the effect of the independent variable.

a. Independent Variable

Independent variables are those that researcher chooses tostudy in order to assess their possible effect(s) on one ormore other variables. An Independent variable is presumedto affect (at least partly cause) or somehow influence at leastone other variable. The independent variable is Duolingo application.

b. Dependent Variables

The variable that the independent variable is presumed toaffect is called a dependent variable .In commonsense term,the dependent variable ―depend onwhat the independentvariable does to it, how it affects it. The indicator is students' ability.

2. Operational Definition of Variable

To prevent bias interpretation especially related to the terms used in this study, operational definitions of the involve variables are formulate as follows :

a. The using of Duolingo application in learning grammar, it is means that Duolingo application is use to improve students ability of grammar in English.

b. The students achievement in grammar of English means that the grammar in English have mastery by the students after the treatment which is indicated by a better score in the post-test than in the pre-test.

E. Instrument of the Research

There was one kind of instrument that used in this research it is test. The test is contain the question about students' ability in grammar .The test consisted of pre-test and post-test. The pre-test administered before use the Duolingo application to get data on the students' prior knowledge, while the post-test gave after use the Duolingo application to get data on the impact of using Duolingo application.

F. Procedure of Collecting Data

In collecting the data, the researcher collects the data by employing these procedures :

1. Pre-test

Before the students using Duolingo application, the researcher gave pre-test for the students to find out the students prior knowledge.

2. Treatment

After the writer gave the pre-test for the students, the researcherasked the students to learn English with fun way by using Duolingo application, the researcher introduced the Duolingoapllication and how to use it. The treatment was done after the students haved to finish the session in Duolingo application.

This treatment took four times meeting and each meetingspend 90 minutes. The following steps were undertaken :

a. The researcher give pre reading text and introduced the material about grammar.
b. The researcher introduceDuolingo application and how to operate the application.
c. The researcher ask the students to do the task in the application.
d. The students do the exercise every day and have to finish the challenge.

3. Post-test

Post-test gave to all students, to know their improvement in grammar of English. This is administered to measure the students' progress in grammar of reading after having the treatments. The question in the post-test is similar in pre-test.

4. Students' interest.

To measure the students' interest in learning English by Duolingo application, the researcher gave a questionnaire to all the students. The questionnaire containing several items of questions to answer. This question contents some about question the respondents dealing with the students' interest in learning English using Duolingo application. The questionnaire deal with respondents' options in responding to the following option:

a. Very Agree
b. Agree
c. Not Agree

G. Technique of Data Analysis

1. The reading skills test

The data wascollect in the line with instruments and analyzed by employing the following procedures :

a. Scoring the students' correct answer of the pre-test and post-test by using the following formula :

$$Score = \frac{\textit{The total of students' correct answer}}{\textit{Total number of items in test}} \times 10$$

Helmin in Rustan (2010:21)

b. Classifying the score of the students into the following measurement scale:

Table 3.1 Classification of students' score

No	Classification	Range of score
1	Excellent to very good	84-100
2	Good to average	68-83
3	Fair to poor	51-67
4	Very poor	34-50

Heaton in Rustan (2010:21)

c. Calculating the mean score, finding out the standard deviation of pre-test and post-test, computing the frequency and the rate percentage if the students' scores and testing the hypothesis of significant difference between pre-test and post-test on some independent variable by calculating the value of independent using t-test using SPSS 16.0.

d. For the result of the questionnaire, all the data were analyzed in percentage of qualitative which is made systematically with formula as follows:

$$P = \frac{F}{N} \times 100\ \%$$

Notation :

P = the percentage

F = the frequently

N = number of respondents

(Sudjiono , 2006:43)

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter elaborates the findings of the research and the discussions of the findings. The findings are correlated with the problem statements stated in the introduction part. The findings presented in this part consists of the data obtained through the test in order to see the students' achievement in grammar of reading in English after giving them the treatments using Duolingo application. In this discussion section, it deals with the descriptions and interpretations of the findings in this research. The findings that the researcher reported in this research were based on the analysis of data collection and the application of the technique elaborated in the previous chapter.

A. Findings

1. The Interpretation of The Result of Students' Achievement Test.

This section deals with the presentation and elaboration of data about pre-test and post-test, and the students' improvement in learning vocabulary before and after employing treatments. In addition, mean score of pre-test and post-test, and questionnaire and standard deviation of pre-test and post-test as consideration in this research is also explored further. The detailed results are provided in the further presentation of the data.

a. Scoring Classification of The Students' Pre-Test.

The presentation of data in this part was obtained through the reading test interpretations. The interpretations were analyzed in three stages : scoring the

students' reading test, classifying the students' score, and calculating the mean score, standard deviation, frequency, and other supporting source of statistical elements.

The students' score and classification in pre-test. Below is the tables show the students' reading score in pre-test.

Table 4.1 Students' pre-test score.

o	Students' Initial	Score	Classification
1.	ARP	48	Very Poor
2.	AA	32	Very Poor
3.	AZ	60	Fair
4.	AZ	44	Very Poor
5.	JNR	32	Very Poor
6.	JAPB	24	Very Poor
7.	JA	52	Fair
8.	KMN	56	Fair
9.	LAD	48	Very Poor
10.	MAA	44	Very Poor
11.	M	64	Fair
12.	MA	24	Very Poor
13.	MAK	60	Fair
14.	MFIL	60	Fair
15.	MFFF	52	Fair

16.	MRK	32	Very Poor
17.	MRR	56	Fair
18.	MZDK	76	Good
19.	MLP	52	Fair
20.	NC	68	Good
21.	NR	64	Fair
22.	NAH	36	Very Poor
23.	NA	40	Very Poor
24.	NAA	44	Very Poor
25.	NA	48	Very Poor
26.	NFWA	48	Very Poor
27.	NH	32	Very Poor
28.	PN	28	Very Poor
29.	RR	48	Very Poor
30.	RDN	48	Very Poor
31.	SA	52	Fair
32.	TW	24	Very Poor
33.	WD	48	Very Poor
Total		1544	
Mean Score		46.78	Very Poor

Source : Students' pre-test

As being stated earlier that after tabulating and analyzing the students' scores into percentage, they were classified into four levels based on Heaton in Rustan (2010:21). The following table is the students' pre-test score and percentage of experimental and control group.

Table 4.2The Percentage of Students' Pre-test Score

Classification	Score	Frequency	Percentage
Excellent to Very Good	84-100	0	0
Good to Average	68-83	2	6
Fair to Poor	51-67	11	33
Very Poor	34-50	20	61
Total		33	100

Source : Students' pre-test

Based on the data in table 4.1.the pre-test showed that of 33 students, not there students were categorized as excellent to very good. At the next level it is categorized as good to average by 2 (6%). There are 11 (33%) students who are positioned in the fair to poor category and students who are in very poor category 20 (61%).

b. The mean score and standard deviation of students' pretest.

Before the treatments were performed, the researcher was given pre-test to know the students' prior knowledge. Furthermore, the purpose of the test was to find out whether the students as the same level or not.

After calculating the result of the students' pre-test, the mean score and standard deviation are presented in the following table.

Table 4.3The Mean Score and Standard Deviation of Students' Pretest

Mean Score	Standard Deviation
46.78	13.322

Based on the classification above, the mean score of the pre-test was considered very poor with the standard deviation 13.322. it indicates that the score of the classification reached by the students' are still low.

c. Scoring classification of the students' post-test.

The students' score and classification in post-test. Below is the tables show the students' score in post-test.

Table 4.4 Students' post-test score

No	Students' Initial	Score	Classification
1.	ARP	72	Good
2.	AA	56	Fair
3.	AZ	76	Good
4.	AZ	52	Fair
5.	JNR	84	Very Good
6.	JAPB	36	Very Poor
7.	JA	64	Fair
8.	KMN	80	Good
9.	LAD	64	Fair

10.	MAA	80	Good
11.	M	76	Good
12.	MA	60	Fair
13.	MAK	76	Fair
14.	MFIL	52	Fair
15.	MFFF	64	Fair
16.	MRK	52	Fair
17.	MRR	84	Very Good
18.	MZDK	88	Very Good
19.	MLP	64	Fair
20.	NC	80	Good
21.	NR	84	Very Good
22.	NAH	60	Fair
23.	NA	48	Very Poor
24.	NAA	56	Fair
25.	NA	64	Fair
26.	NFWA	56	Fair
27.	NH	40	Very Poor
28.	PN	44	Very Poor
29.	RR	84	Very Good
30.	RDN	48	Very Poor
31.	SA	80	Good
32.	TW	44	Very Poor
33.	WD	56	Fair

Total	2.124	
Mean Score	64.37	Fair

Source : Students' post-test

The scores of students' achievement were classified into four levels. Those score then were tabulated and analyzed into percentage. The following table is the statistical summary of the students post-test.

Table 4.5 The Percentage of Students' Post-test Score.

Classification	**Score**	**Frequency**	**Percentage**
Excellent to Very Good	84-100	5	15
Good to Average	68-83	9	27
Fair to Poor	51-67	13	40
Very Poor	34-50	6	18
Total		33	100

From the classification, the scores, and the rate percentage of the post-test illustrated in the table above that out of 33 student, the last category were 6 students (18%), 13 students (40%) with the fair category and the 9 students (27%) with the good category. And the very good categorize were reach by 5 students(15%) which is in the pre-test, no one of the students could get the category.

Based on the description above, it is clear that there is a improvement of students' in grammar of English by the students' on post-test through treating those students used the Duolingo application.

d. The mean score and standard deviation of students' post-test.

The result of the post-test was defined to be the way to know the mean score and standard deviation. The following table presents the mean score and the standard deviation of post-test.

Table 4.6The Mean and Standard Deviation of Students' Post-test

Mean Score	Standard Deviation
64.37	14.878

It can be observed in the table above that the post-test was valued 64.37 for its mean score with the standard deviation obtained 14,878. It can be referred from the description about the mean score and the students deviation for post-test. Post-test produces a better improvement or a higher achievement that turns from the pre-test 46.78 o the post-test 64.37 or from very poor classification to the fair classification.

e. Test of significance (t-test).

T-test is a test to measure whether or not there is a significance difference between the result of the students' mean scores in the pre-test and post-test. By

using inferential analysis of t-test the significant differences can be easier to analyze.

The level of significance is (α) = 0.05 and the degree of freedom (df) = 32, N1-1, the number of students (33) minus 1. The following table illustrates the t-test value result :

Table 4.7 The Paired t-test Value of Students' Achievement

Variables	Probability Value	α	Remarks
Pre-test & Post Test	0.00	0.05	Significantly Different

Based on the result of data analysis as summarized in table 4.5 pre-test and post-test, the researcher found that the p-value (probability value) was lower than α (0.00<0.05) and the degree of freedom was 32. The t-test indicated that the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. It showed that the use of Duolingo Application significantly enhance students' achievement in learning grammar of English. It is more effective, more productive and faster to enhance the students' achievement.

B. Discussion

This part presents the discussion of the test result both pre-test and post-test and the research findings. There are two research question proposed in this study. The first discussion is about the improvement of students' grammar in learning English through the Duolingo application. And the second is the studentsinterest in learning through the Duolingo application.

1. The Students' Achievement in Grammar of Reading.

After finishing the whole experience for 4 meetings, the post-test was conducted, which had the same material as the pre-test. These could be done by finding out the means, the standard deviation of the two group and also the T-test of the pre-test and the post-test.

From the computation of the mean score of the pre-test and post-test , it was found out that the mean score of the pre-test was 46.79, while the mean score of the post-test was 64.36.

It was also found that the standard deviation of the post-test was higher than the standard deviation of the pre-test (14.878>13.322).

Therefore it was conclude that Duolingo application can give the contribution to the students' for learning grammar of English, since the students' who taught by using Duolingo application got higher scores than the students' who taught by traditional method.

In this study, the number of subject in this research is 33. The degree of freedom is 32.

By noticing the result of students' pre-test, the researcher assumed that the prior knowledge of the students seem lack because the students did not have any knowledge about the test or they are not given the treatment yet.

The result of the post-test indicates that the use of Duolingo application gives progress significantly toward students' achievement. It means all students could enhance their achievement in understanding the grammar of English; it is proved by the students' result of mean score before and after the treatment get increase as stated before. The students' achievement showed post-test better.

The statistical data based on the t-test through SPSS Version 16 to test the hypothesis indicated that the probability value of the experimental group is lower than alpha (α) in which (0.00<0.05). It means that the HA of the hypothesis was accepted.

Based on the findings of the research above, the researcher may point out that before giving the treatment (pre-test), almost students in poor classification in understanding the grammar of vocabulary.

According to Harjono (1998:93) there are some function of instruction material, those are as the medium of information, to stimulate the students' interest, to develop the students' ability, and to illustrate things.

The researcher thinks that the use of Duolingo application in teaching and learning process is very important. There will be better for the teacher to always combine some alternative in teaching in order to make the students interest and make the students not feel bored in learning English.

2. Students' Interest in Learning English UsingDuolingo Application.

The researcher makes a conclusion that the students interested with the Duolingo application for learning English.

To measure the students interest of learning English by Duolingo application, the researcher give the questionare to the students'. The students' need to answer the question if they are interested in learning English or not. And the students need to choose the appropriate answer by checkmarks the option, namely : 1) Very Agree, 2) Agree, and 3) Not Agree. The number of this sample was 33 students'. The question can be seen from the questionnaire items number 1-10. The data are personated on the tables one by one as follows :

The result of the questionnaire presented in this following table :

Table 4.8 Percentage of Statement
"I like to learn English"

Option	Frequency	Percentage
Very Agree	**8**	**24 %**
Agree	**9**	**27 %**
Not Agree	**16**	**49 %**

From the table above, we can see that 8 (24%) of respondents were very like to learning English, where 9 (27%) of respondents were also like to learning English. Meanwhile 16 (49%) of respondents were did not like to learning

English. As we can see that the total number percentage of respondents who like to learn English were 52 %.

Table 4.9 Percentage of Statement
"I like to learn English using Duolingo Application"

Option	Frequency	Percentage
Very Agree	**18**	**55 %**
Agree	**15**	**45 %**
Not Agree	**0**	**0 %**

From the table above, we can see that 18 (55%) of respondents were very like to learning English using Duolingo application, where 15 (45%) of respondents were also like to learning English using Duolingo application. Meanwhile 0 (0%) of respondents were did not like to learning English using Duolingoappplication. It means that all of the students were like to learning English with Duolingo application.

Table 4.10 Percentage of Statement
"I can learn English any time using Duolingo application"

Option	Frequency	Percentage
Very Agree	**13**	**39 %**
Agree	**20**	**61 %**
Not Agree	**0**	**0 %**

From the table above, we can see that 13 (39%) of respondents were very like to learning English using Duolingo application any time they want, where 20

(61%) of respondents were also like to learning English using Duolingo application any time they want. It means that all of the students were like to learning English usingDuolingo application any time they want, they did not have to attend in the class for learning English.

Table 4.11 Percentage of Statement
"Duolingoapplication really help me in learning English"

Option	Frequency	Percentage
Very Agree	**22**	**67 %**
Agree	**11**	**33 %**
Not Agree	**0**	**0 %**

From the table above, we can see that 22 (67%) of respondents were said that Duolingo application was very help them in learning English, where 11 (33%) of respondents were said that Duolingo application was help them in learning English. And there is no students choose the option 'Not Agree'. The writer concludes that Duolingo application is very useful for the students to help them in learning English.

Table 4.12 Percentage of Statement
"In one day, I finish one challenge in Duolingo application"

Option	Frequency	Percentage
Very Agree	**4**	**12 %**
Agree	**14**	**42 %**
Not Agree	**15**	**46 %**

From the table above, we can see that 4(12%) of respondents were said that they are very agree to finish one challenge a day in Duolingo application, where 14 (42%) of respondents were said that they are agree to finish one challenge a day in Duolingo application. Meanwhile 15 (46%) were said that they are did not finish one challenge a day in Duolingo application.

Table 4.13 Percentage of Statement "I really dislike to learn English"

Option	Frequency	Percentage
Very Agree	**0**	**0 %**
Agree	**4**	**12 %**
Not Agree	**29**	**88 %**

From the table above, we can see that 0 (0%) of respondents were choose the option 'Very Agree' which is means that none of the students did not like to learning English, where 4 (12%) of respondents were choose the option 'Agree' which is means some of the students did not like to learning English. Meanwhile 29 (88%) were said that they are did not agree with the statement. Which is it means that they are like to learning English.

Table 4.14 Percentage of Statement "I really dislike to learn English using Duolingo application"

Option	Frequency	Percentage
Very Agree	**0**	**0 %**
Agree	**3**	**9 %**

Not Agree	**30**	**91 %**

From the table above, we can see that 0 (0%) of respondents were choose the option 'Very Agree' which is means that none of the students did not like to learning English using Duolingo application, where 3 (9%) of respondents were choose the option 'Agree' which is means some of the students did not like to learning English using Duolingo application. Meanwhile 30(91%) were said that they are did not agree with the statement. Which is it means that they are like to learning English using Duolingo application.

Table 4.15 Percentage of Statement
"Learning English using Duolingo application are bored"

Option	Frequency	Percentage
Very Agree	**0**	**0 %**
Agree	**0**	**0 %**
Not Agree	**33**	**100 %**

From the table above, we can see that 0 (0%) of respondents were choose the option 'Very Agree' which is means that none of the students did not agree that learning English using Duolingo application is bored, and 0 (0%) of respondents were choose the option 'Agree' which is means that none of the students did not agree that learning English using Duolingo application is bored.

Meanwhile 33 (100%) were said that they are did not agree with the statement. Which is it means that learning English using Duolingo application are not make students feel bored.

Table 4.16 Percentage of Statement "Duolingo application makes me like to learning English"

Option	Frequency	Percentage
Very Agree	**11**	**33 %**
Agree	**22**	**67 %**
Not Agree	**0**	**0 %**

From the table above, we can see that 11 (33%) of respondents were very agree that they are going to be like English because of Duolingo application, and 22 (67%) of respondents were agree that they are going to be like English because of Duolingo application. Meanwhile 0 (0%) were said that they are did not agree with the statement. Which is it means that students are going to like English because of Duolingo application.

Table 4.17 Percentage of Statement "Duolingo application can't help me to learning English"

Option	Frequency	Percentage
Very Agree	**1**	**3 %**
Agree	**0**	**0 %**
Not Agree	**32**	**97 %**

From the table above, we can see that 1 (3%) of respondents were choose the option ‘Very Agree’ which is means Duolingo application cannot help him to learning English and 0 (0%) of respondents were choose the option ‘Agree’ which is means that none of the students agree that Duolingo application cannot help them to learning English. Meanwhile 32 (97%) were said that they are did not agree with the statement. Which is it means that means Duolingo application really help them to learning English.

Based on the table above, we can see that the students are interested in learning English using Duolingo application. The researcher make the conclusion by the students’ answer from the questions number one to five, the most answer form the students were ‘SangatSetuju’ and ‘Setuju’, while from number two to four there is no students choose the answer ‘TidakSetuju’.

The researcher try to make the negative statement of the questionnaire and result was same, from number eight to six and ten ,almost students choose the ‘TidakSetuju’ for the answer.

Since the first day the researcher introduce the title of this research, whole of the students were curious to know the application. But before the researcher give treatment for the students, the researcher should give the pre-test first to know the prior knowledge of the students.

After take the pre-test from the students, the researcher introduced the Duolingo application and asked them to install the application on their smartphone.

The researcher asked to the students why they are interested with this research, some of them said that this method was a new method for them. Especially, when they were register for the first time, there are two levels of the class, which is it means that they take the class by their ability. Students did not have to force them self to be higher.

Another reason the students were interested in this application is because, students were able to learning in this application on their smartphone every time and everywhere they want. Students did not have to sit in the class just for learning English.

One plus point from the Duolingo application is, in this application when the students had answer the questions, the right answer will informed to them. If they answer the questions correctly, then they get the point. If they answer the questions wrong they did not get the point, but they also know the correct answer of the question.

In Duolingo application there were another skill of English such as listening and speaking.

In listening session, students were listen to the microphone and write down the right answer on their smartphone. This session was good for students to make their accustomed with the native speaker sound, how the native speaker rhythm, dialect, and another point of how to speak English like the native speaker.

In speaking session, students were asked to speak the several words or sentence. In this session, they have to speak clearly and correctly, because they

were not able to continue to another questions before they can speaks the words or sentence correctly.

But in this research, the researcher just took the skill of grammar because this skill are the most question to ask for the students. Such as they have to answer the questions correctly or choose the right answer so the sentence was perfect.

CHAPTER V

CONSLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion based on the findings anda discussion on the data analysis.

A. Conclusion

Based on the research findings and discussion in the previous chapter, the researcher concludes that :

1. The use of Duolingo application in teaching English could enhance the students' achievement in learning English, especially in grammar of English. It is proved by the mean score of the students' in the pre-test and the post-test. The means score of the students' pre-test was 46.79 and the score of students' post-test was 64.36. The writer found that the probability value was lower than α (0.00<0.05) and the degree of freedom was 32. The t-test value of pre-test and post-test was remarked significantly different. In indicated that the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected.
2. The students were interested in learning English using Duolingo application, and that is measure by questionnaire that given to the students.

B. Suggestion

Based on the conclusion above, the researcher put forwards some suggestions and recommendations as follows :

1. Suggest that teaching English using Duolingo application can be implemented in another school and students. Because everyone are able to learn English through Duolingo application.
2. Teacher can use Duolingo application as a extra subject in their home so the students could learn by fun ways and did not feel bored or used in the class to make a new atmosphere in teaching to avoid the students' boredom. Because teaching English by Duolingo application is more enjoyable and effective.
3. English teacher should give attention to the method teaching grammar with the fun ways, because some students have to think that grammar is the hardest part of English, but grammar also could not be forgotten because it is important to make the sentence clearly understand.

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APPENDICES

Appendix 1 : Attendance List

SMPN 8 Makassar

o.	Students' Initial	Class
1.	ARP	8.9
2.	AA	8.9
3.	AZ	8.9
4.	AZ	8.9
5.	JNR	8.9
6.	JAPB	8.9
7.	JA	8.9
8.	KMN	8.9
9.	LAD	8.9
10.	MAA	8.9
11.	M	8.9
12.	MA	8.9
13.	MAK	8.9
14.	MFIL	8.9
15.	MFFF	8.9
16.	MRK	8.9
17.	MRR	8.9
18.	MZDK	8.9
19.	MLP	8.9
20.	NC	8.9
21.	NR	8.9
22.	NAH	8.9
23.	NA	8.9
24.	NAA	8.9
25.	NA	8.9
26.	NFWA	8.9
27.	NH	8.9
28.	PN	8.9
29.	RR	8.9
30.	RDN	8.9
31.	SA	8.9
32.	TW	8.9
33.	WD	8.9
N = 33		

APPENDIX 2 : Grammar Test (Pre-test & Post-test)

Research Instrument

Question for the pre-test and the post-test

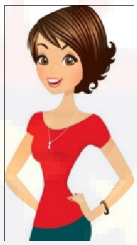
Name :

Class :

Direction : Fill the blank space or choose the correction answer from the option a, b, c, or d !.

1. Yang mana yang merupakan “anaklaki-laki” ?

   a. Boy b. Man c. Girl d. Woman



2. Yang mana yang merupakan “wanita” ?

   a. Woman b. Girl c. Man d. Boy

3. Pilihterjemahan yang benar “Sayaseorangperempuan” !

   A. I am a boy

   B. I am a women

   C. I am a men

   D. I am a girl

4. They …….. there

   A. Is

   B. Am

   C. In

   D. Are

5. She ……. Very tired

   A. Is

   B. Am

   C. In

   D. Are

6. Pilihterjemahan yang benar “Jadi” !

   A. Too

   B. Pretty

   C. So

   D. It is

7. He walks …. night.

   A. On

   B. At

   C. In

   D. Or

8. The dog …… its water.

   A. Burn

   B. Pull

   C. Walk

   D. Drinks

9. We …… his children.

   A. Her

   B. Am

   C. Are

   D. Is

10. We eat his ….

   A. Spoon

   B. Rice

   C. Book

   D. Lamp

11. They change from day ….. day.

    A. From

    B. When

    C. By

    D. To

12. They are …… lunch.

    A. In

    B. On

    C. At

    D. Or

13. Pilihterjemahan yang benar “Diaadadinatarakamudanaku”.

    A. He is between you and me.

    B. She is on you and me.

    C. He is towards you and me.

    D. He is between you and me.

14. Pilihterjemahan yang benar “Kami menulis”.

    A. We say.

    B. We find.

    C. We write.

    D. We are write.

15. Pilihterjemahan yang benar “Kucingitumakanmakanannya”.

    A. The crab eats the meal.

    B. The cat eats its food.

    C. The dog eats its food.

    D. The cats eats its food.

16. Pilihterjemahan yang benar “Diaminumsusunya”.

    A. She drinks her milk.

    B. She drinks him milk.

    C. He drinks her milk.

    D. She drinks the milk.

17. Pilihterjemahan yang benar “Diapunyaanjing-anjing”.

    A. She have a dog.

    B. She has ducks.

    C. She have animal.

    D. He has dogs.

18. Pilihterjemahan yang benar “Kita punyabeberapaanjing”.

    A. We have dog.

    B. They have dog.

    C. We have dogs.

    D. We are have dogs.

19. Pilihterjemahan yang benar “Kamumakanbeberapaapel”.

    A. You eat apples.

    B. You eat the apples.

    C. You eat apple.

    D. You eat of apple.

20. The watch …. the desk is mine.

    A. At.

    B. On.

    C. In.

    D. Of.

21. Pilihterjemahan yang benar “Itubukanmilikkita”.

    A. One does not belong to us.

    B. This one belong to us.

    C. This does not belong to us.

    D. That is not ours.

22. The hat fits her …..

    A. Usually.

    B. Randomly.

    C. Perfectly.

    D. Surprisingly.

23. Pilihterjemahan yang benar “Temannyaberbicaramengenaisaya”.

A. His friend speaks about me.

B. His friend speaks like me

C. Her friend speaks of me.

D. Her friends speaks about me.

24. Pilihterjemahan yang benar “I listen because you speak”.

A. Sayamendukung mu karenakamuberbicara.

B. Sayamendengarkamuberbicara.

C. Sayajugamendengarkankamuberbicara.

D. Sayamendengarkankarenakamuberbicara.

25. Eat cheese ….. you want.

A. Whenever.

B. By.

C. So.

D. Because.

Answer key :

1) A	**6) C**	**11) C**	**16) A**	**21) D**
2) A	**7) B**	**12) C**	**17) D**	**22) C**
3) B	**8) D**	**13) A**	**18) C**	**23) A**
4) D	**9) C**	**14) C**	**19) A**	**24) D**
5) A	**10) B**	**15) B**	**20) B**	**25) A**

APPENDIX 3 :Questionnaire

ANGKET MINAT SISWA TERHADAP APLIKASI DUOLINGO DALAM PEMBELAJARAN BAHASA INGGRIS

Mata Pelajaran :BahasaInggris Kelas/semester :
Nama : Hari/tanggal :
Petunjukpengisisianangket :

1. Padakuisioneriniterdapat 10 pertanyaan. Pertimbangkanbaik-aiksetiappernyataandalamkaitannyadenganmateripembelajaran yang barusajakamupelajari.
2. Pilihsalahsatujawaban yang paling sesuaidengankondisianda, danperludiketahuibahwasemuajawaban yang tersediaadalahbenar.
3. Bubuhkantandacentang (✓) padakolom yang tersedia.

Keteranganpilihanjawaban :

NA = Not Agree
A = Agree
VA = Very Agree

o	Statement	Option		
		VA	A	NA
1.	I like to learn English			
2.	I like to learn English using Duolingo Application			
3.	I can learn English any time using Duolingo application			
4.	Duolingo application really help me in learning English			
5.	In one day, I finish one challenge in Duolingo application			
6.	I really dislike to learn English			
7.	I really dislike to learn English using Duolingo application			
8.	Learning English using Duolingo application are bored			
9.	Duolingo application makes me like to learning English			

10.	Duolingo application can't help me to learning English			

Appendix 4 :Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

SatuanPendidikan : SMP Negeri 8 Makassar

Mata Pelajaran : BahasaInggris

Kelas / Semester : VIII / 1

MateriPokok : Grammar

AlokasiWaktu : 3 x 40 menit

A. KOMPETENSI INTI

- KI 1 : Menghargaidanmenghayatiajaran agama yang dianutnya.
- KI 2 : Menghargaidanmenghayatiperilakujujur, disiplin, tanggungjawab, peduli (toleransi,gotongroyong), santun, percayadiri, dalamberinteraksisecaraefektifdenganlingkungansosialdanalam dalamjangkauanpergaulandankeberadaannya.
- KI 3 : Memahamipengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingintahunyatentangilpupengetahuan, teknologi, seni, budayaterkaitfenomenadankejadiantampakmata.
- KI 4 : Mencoba, mengolah, danmenyajidalamranahkonkret

(menggunakan, mengurai, merangkai, memodifikasi, danmembuat) danranahabstrak (menulis, membaca, menghitung, menggambar, danmengurang) sesuaidengan yang dipelajaridisekolahdansumber lain yang samadalamsudutpandang/teori.

B. KOMPETENSI DASAR DAN INDIKATOR

1. KOMPETENSI DASAR

   1.1 Mengetahuipenggunaantatabahasa yang benar, dalammembuatsuatukalimat yang baikdanbenar yang sesuaidenganaturanbahasaInggris.

   1.2 Mengetahuipenggunaan preposition.

   1.3 Mengetahuipasangan subject dan to be.

2. INDIKATOR

   1.1.1. Mampumenyusunkalimat yang baikdanbenar.

   1.1.2. Mampumemilih preposition yang sesuai.

   1.1.3. Dapatmembuatpasangan subject dan to be yang sesuai.

C. TUJUAN PEMBELAJARAN

1. Ketikaparasiswadiberikesempatanuntukmembuatsebuahkalimatbahasainggris yang baikdanbenar, dalamartianmempunyaisubjek, objek, danpelengkap, merekadapatmenyusunyadenganbaikberdasarkanpadateori yang sudahdipelajari.

2. Ketikasiswadimintauntukmembuatsebuahkalimatdengan preposition, ataudalammemilihjawaban, merekadapatmengetahui preposition mana yang sesuaidenganteori yang sudahdipelajari.
3. Ketikasiswadimintauntukmembuatkaliamdenganterdapatsubjekbeserta to be, merekadapatmemasangkansaubjektersebutsesuaidengan to be nya, berdasarkanapa yang telahmerekapelajari.

D. MATERI PEMBELAJARAN

MenggunakanaplikasiDuolingo application.

E. METODE / TEKNIK PEMEBELAJARAN

Diskusidanceramah

F. MEDIA DAN ALAT PEMBELAJARAN

Alat : Smartphone

G. LANGKAH PEMBELAJARAN

1. Pertemuan 1 (2 x 40 menit) :

KegiatanAwal

- Mengucapkansalamdanmenyapadenganramahkepadasiswaketikamemasuki ruangkelas (nilai yang ditanamkan: santun, peduli)
- Mengecekkehadiransiswa (nilai yang ditanamkan: disiplin, rajin)
- Guru memberikansebuah warmer up untukmenstimulussemangatsiswasebelummemulaipelajaran.

- Guru memberigambarantentangpelajaran yang akanberlangsung.
- Guru memberikan pre-test untukmengetahuikemampuandaasarsiswasebelumdiberikan treatment.

KegiatanInti

- Guru memberitahumengenaipenelitian yang akandilaksanakan.
- Guru menjelaskanmengenaimetode yang akandigunakan.
- Siswamelakukan pre-test.

KegiatanAkhir

- Siswadiberitahuuntukmempersiapkandiriuntukpertemuanselanjutnyauntuk melakukan treatment menggunakanDuolingo application.
- Memberikanmotivasikepadasiswa yang kurangdanbelumbisamengikutidalammateri yang telahdipelajari.

2. Pertemuan 2 (2 x 40 menit)

KegiatanAwal

- Mengucapkansalamdanmenyapadenganramahkepadasiswaketikamemasuki ruangkelas (nilai yang ditanamkan: santun, peduli)
- Mengecekkehadiransiswa (nilai yang ditanamkan: disiplin, rajin).
- Guru memberigambarantentangpelajaran yang akanberlangsung.
- Guru mengingatkankembalipelajaranminggulalu

KegiatanInti

- Guru menjelaskantentangDuolingo application.
- Guru menjelaskancaramenggunakanDuolingo application.
- SiswamengunduhaplikasiDuolingo application pada smartphone mereka.
- Dari penjelasandiatassiswadiberikanwaktuuntukmenggunakanaplikasi Duolingotersebutdenganbimbingan guru.

KegiatanAkhir

- Guru memberikanumpanbaliksecaraklasikalberupatanggapanpalajarantadi.
- Memberikanmotivasikepadasiswa yang kurangdanbelumbisamengikutidalammateri yang telahdipelajari.
- Guru memintasiswamenyelesaikanbeberapa target level yang harusdiselesaikan.

3. Pertemuan 3 (2 x 40 menit)

KegiatanAwal

- Mengucapkansalamdanmenyapadenganramahkepadasiswaketikamemasukiruangkelas (nilai yang ditanamkan: santun, peduli)
- Mengecekkehadiransiswa (nilai yang ditanamkan: disiplin, rajin).
- Guru memberigambarantentangpelajaran yang akanberlangsung.
- Guru mengingatkankembalipelajaranminggulalu

KegiatanInti

- Guru mengecekaplikasi Dolingopada smartphone siswasecarasatu per satu.
- Guru menanyakanapakahadakesulitanselamamemakaiaplikasitersebut.
- Guru menanyakanresponsiswadalampembelajaranmenggunakanaplikasitersebut.
- Guru melakukan post-test untukmelihathasilpembelajaransiswamenggunakanaplikasi Duolingo.

KegiatanAkhir

- Guru memberikanumpanbaliksecaraklasikalberupatanggapanpalajarantadi.
- Memberikanmotivasikepadasiswa yang kurangdanbelumbisamengikutidalammateri yang telahdipelajari.

H. PENILAIAN HASIL BELAJAR

1. Jenispenilaian : Grammar
2. Bentukpenilaian : Essay, performance
3. Rubric penilaian :

Kriteria	Skor
Isi substantif, ide jelas, tatabahasatepat, pemilihan kata yang tepat,	**75**

Isi cukupsubstantif, penjelasankurang, tatabahasakurangtepat, pemilihan kata yang kurangtepat, adabeberapa error gnamunmasihbisadipahami	**50**
Isi membingungkan, ide tidakjelas, tatabahasatidaktepat, pemilihan kata yang tidaktepat, terdapatbeberapa error	**25**

Pedomanpenskoran :

- Skormaksimum 75
- NilaiPerolehanAkhir : Skorperolehan x 100
SkorMaksimum

Mengetahui,
Guru B. Inggris

Syarifa, S.Pd

Makassar, 15 Juli 2019
KepalaSekolah

Ruslan, S.pd.,MM

APPPENDIX 5 : The Result of Student' Pre-test and Post-test

The result of pre-test

48

Pre-Test

Name : Achmad Rafi P. B : 12

Class : 8.6 S : 13

Direction : Fill the blank or choose the correction answer from the option a, b, c, or d !

1. Yang mana yang merupakan "anak laki-laki" ?

✓ ~~X~~. Boy B. Man C. Girl D. Woman

2. Yang mana yang merupakan "wanita" ?

✓ ~~X~~ Woman B. Girl C. Man D. Boy

3. Pilih terjemahan yang benar " Saya seorang perempuan" !

A. I am a boy

B. I am a women

C. I am a men

D. I am a girl

4. They …… there.

A. Is

B. Am

C. In

D. Are

5. She ……very tired.

A. Is

B. Am

C. In

D. Are

6. Pilih terjemahan yang benar "Jadi ?"

A. Too ?

B. Pretty ?

C. So ?

D. It is ?

7. He walks …… night.

A. On

B. At

C. In

D. Of

8. The dog …… its water.

A. Burn

B. Pull

C. Walk

D. Drinks

9. We ….. his children

A. Her

B. Am

C. Are

D. Is

10. We eat his …….

A. Spoon

B. Rice

C. Book

D. Lamp

11. They change from day ….. day.

A. From
B. When
C. By
D. To

12. They are …… lunch.

A. In
B. On
C. At
D. Of

13. Pilih terjemahan yang benar "Dia ada diantara kamu dan aku".

A. He is between you and me.
B. She is on you and me.
C. He is towards you and me.
D. He is between you with me.

14. Pilih terjemahan yang benar "Kami menulis".

A. We say.
B. We find.
C. We write.
D. We are write.

15. Pilih terjemahan yang benar "Kucing itu makan makanannya".

A. The crab eats the meal.

B. The cat eats its food.

C. The dog eats its food.

D. The cats eats its food.

16. Pilih terjemahan yang benar "Dia minum susunya".

A. She drinks her milk.

B. She drinks him milk.

C. He drinks her milk.

D. She drinks the milk.

17. Pilih terjemahan yang benar "Dia punya anjing-anjing".

A. She have a dog

B. She has ducks.

C. She have animal.

D. He has dogs.

18. Pilih terjemahan yang benar "Kita punya beberapa anjing".

A. We have dog.

B. They have dog.

C. We have dogs.

D. We are have dog.

19. Pilih terjemahan yang benar "Kamu memakan beberapa apel".

A. You eat apples.

B. You eat the apple.

C. You eat apple.

D. You eat of apple.

20. The watch ..... the desk is mine.

A. At.

B. On.

C. In.

D. Of.

21. Pilih terjemahan yang benar "Itu bukan milik kita".

A. One does not belong to us.

B. This one belong to us.

C. This does not belong to us.

D. That is not ours.

22. The hat fits her .....

A. Usually.

B. Randomly.

C. Perfectly.

D. Surprisingly.

23. Pilih terjemahan yang benar "Temannya berbicara mengenai saya".

A. His friend speaks about me.

B. His friend speaks like me.

C. Her friend speaks of me.

D. Her friends speaks about me.

24. Pilih terjamahan yang benar "I listen because you speak".

A. Saya mendukung mu karena kamu berbicara.

B. Saya mendengar kamu berbicara.

C. Saya juga mendengarkan kamu berbicara.

D. Saya mendengarkan karena kamu berbicara.

25. Eat cheese ..... you want.

A. Whenever.

B. By.

C. So.

D. Because.

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Pre-Test

Name : Auhdan ziad B = 15
S = 10

Class : 8.6

Direction : Fill the blank or choose the correction answer from the option a, b, c, or d !

1. Yang mana yang merupakan "anak laki-laki" ?

(A) Boy B. Man C. Girl D. Woman

2. Yang mana yang merupakan "wanita" ?

(A) Woman B. Girl C. Man D. Boy

3. Pilih terjemahan yang benar " Saya seorang perempuan" !

A. I am a boy

B. I am a women

C. I am a men

D. I am a girl

4. They ……. there.

A. Is

B. Am

C. In

D. Are

5. She ……very tired.

A. Is

B. Am

C. In

D. Are

6. Pilih terjemahan yang benar "Jadi ?"

A. Too ?

B. Pretty ?

C. So ?

D. It is ?

7. He walks …… night.

A. On

B. At

C. In

D. Of

8. The dog ……. its water.

A. Burn

B. Pull

C. Walk

D. Drinks

9. We ….. his children

A. Her

B. Am

C. Are

D. Is

10. We eat his ……

A. Spoon

B. Rice

C. Book

D. Lamp

11. They change from day ….. day.

A. From

B. When

C. By

D. To

12. They are …… lunch.

A. In

B. On

C. At

D. Of

13. Pilih terjemahan yang benar "Dia ada diantara kamu dan aku".

A. He is between you and me.

B. She is on you and me.

C. He is towards you and me.

D. He is between you with me.

14. Pilih terjemahan yang benar "Kami menulis".

A. We say.

B. We find.

C. We write.

D. We are write.

15. Pilih terjemahan yang benar "Kucing itu makan makanannya".

A. The crab eats the meal.

B. The cat eats its food.

C. The dog eats its food.

D. The cats eats its food.

16. Pilih terjemahan yang benar "Dia minum susunya".

A. She drinks her milk.

B. She drinks him milk.

C. He drinks her milk.

D. She drinks the milk.

17. Pilih terjemahan yang benar "Dia punya anjing-anjing".

A. She have a dog

B. She has ducks.

C. She have animal.

D. He has dogs.

18. Pilih terjemahan yang benar "Kita punya beberapa anjing".

A. We have dog.

B. They have dog.

C. We have dogs.

D. We are have dog.

19. Pilih terjemahan yang benar "Kamu memakan beberapa apel".

X A. You eat apples.

B. You eat the apple.

C. You eat apple.

D. You eat of apple.

20. The watch ….. the desk is mine.

X A. At.

B. On.

C. In.

D. Of.

21. Pilih terjemahan yang benar "Itu bukan milik kita".

X A. One does not belong to us.

B. This one belong to us.

C. This does not belong to us.

D. That is not ours.

22. The hat fits her ……

X A. Usually.

B. Randomly.

C. Perfectly.

D. Surprisingly.

23. Pilih terjemahan yang benar "Temannya berbicara mengenai saya".

A. His friend speaks about me.

B. His friend speaks like me.

C. Her friend speaks of me.

D. Her friends speaks about me.

24. Pilih terjamahan yang benar "I listen because you speak".

A. Saya mendukung mu karena kamu berbicara.

B. Saya mendengar kamu berbicara.

C. Saya juga mendengarkan kamu berbicara.

D. Saya mendengarkan karena kamu berbicara.

25. Eat cheese …… you want.

A. Whenever.

B. By.

C. So.

D. Because.

The Result of Post-test

72

Post-Test

Name : Achmad Raffi P. B=18

Class : VIII 6 (D.G) S. 7

Direction : Fill the blank or choose the correction answer from the option a, b, c, or d !

1. Yang mana yang merupakan "anak laki-laki" ?

A. Boy B. Man C. Girl D. Woman

2. Yang mana yang merupakan "wanita" ?

A. Woman B. Girl C. Man D. Boy

3. Pilih terjemahan yang benar " Saya seorang perempuan" !

A. I am a boy

B. I am a women

C. I am a men

D. I am a girl

4. They …… there.

A. Is

B. Am

C. In

D. Are

5. She ……very tired.

A. Is

B. Am

C. In

D. Are

6. Pilih terjemahan yang benar "Jadi ?"

A. Too ?

B. Pretty ?

C. So ?

D. It is ?

7. He walks …… night.

A. On

B. At

C. In

D. Of

8. The dog …… its water.

A. Burn

B. Pull

C. Walk

D. Drinks

9. We ….. his children

A. Her

B. Am

C. Are

D. Is

10. We eat his ……

A. Spoon

B. Rice

C. Book

D. Lamp

11. They change from day ….. day.

A. From

B. When

C. By

D. To

12. They are …… lunch.

A. In

B. On

C. At

D. Of

13. Pilih terjemahan yang benar "Dia ada diantara kamu dan aku".

A. He is between you and me.

B. She is on you and me.

C. He is towards you and me.

D. He is between you with me.

14. Pilih terjemahan yang benar "Kami menulis".

A. We say.

B. We find.

C. We write.

D. We are write.

19. Pilih terjemahan yang benar "Kamu memakan beberapa apel".

A. You eat apples.

B. You eat the apple.

C. You eat apple.

D. You eat of apple.

20. The watch ….. the desk is mine.

A. At.

B. On.

C. In.

D. Of.

21. Pilih terjemahan yang benar "Itu bukan milik kita".

A. One does not belong to us.

B. This one belong to us.

C. This does not belong to us.

D. That is not ours.

22. The hat fits her …….

A. Usually.

B. Randomly.

C. Perfectly.

D. Surprisingly.

23. Pilih terjemahan yang benar "Temannya berbicara mengenai saya".

A. His friend speaks about me.

B. His friend speaks like me.

C. Her friend speaks of me.

D. Her friends speaks about me.

24. Pilih terjamahan yang benar "I listen because you speak".

A. Saya mendukung mu karena kamu berbicara.

B. Saya mendengar kamu berbicara.

C. Saya juga mendengarkan kamu berbicara.

D. Saya mendengarkan karena kamu berbicara.

25. Eat cheese …… you want.

A. Whenever.

B. By.

C. So.

D. Because.

15. Pilih terjemahan yang benar "Kucing itu makan makanannya".

A. The crab eats the meal.

B. The cat eats its food.

C. The dog eats its food.

D. The cats eats its food.

16. Pilih terjemahan yang benar "Dia minum susunya".

A. She drinks her milk.

B. She drinks him milk.

C. He drinks her milk.

D. She drinks the milk.

17. Pilih terjemahan yang benar "Dia punya anjing-anjing".

A. She have a dog

B. She has ducks.

C. She have animal.

D. He has dogs.

18. Pilih terjemahan yang benar "Kita punya beberapa anjing".

A. We have dog.

B. They have dog.

C. We have dogs.

D. We are have dog.

76

Post ~~Pre~~ Test

Name : Auhdan ziad B : 19

Class : VIII-6 S : 6

Direction : Fill the blank or choose the correction answer from the option a, b, c, or d !

1. Yang mana yang merupakan "anak laki-laki" ?

(A.) Boy B. Man C. Girl D. Woman

2. Yang mana yang merupakan "wanita" ?

(A.) Woman B. Girl C. Man D. Boy

3. Pilih terjemahan yang benar " Saya seorang perempuan" !

A. I am a boy

B. I am a women

C. I am a men

D. I am a girl

4. They …… there.

A. Is

B. Am

C. In

D. Are

5. She ……very tired.

A. Is

B. Am

C. In

D. Are

6. Pilih terjemahan yang benar "Jadi ?"

A. Too ?

B. Pretty ?

C. So ?

D. It is ?

7. He walks …… night.

A. On

B. At

C. In

D. Of

8. The dog …… its water.

A. Burn

B. Pull

C. Walk

D. Drinks

9. We ….. his children

A. Her

B. Am

C. Are

D. Is

10. We eat his ……

A. Spoon

B. Rice

C. Book

D. Lamp

11. They change from day ….. day.

A. From

B. When

C. By

D. To

12. They are ……. lunch.

A. In

B. On

C. At

D. Of

13. Pilih terjemahan yang benar "Dia ada diantara kamu dan aku".

A. He is between you and me.

B. She is on you and me.

C. He is towards you and me.

D. He is between you with me.

14. Pilih terjemahan yang benar "Kami menulis".

A. We say.

B. We find.

C. We write.

D. We are write.

15. Pilih terjemahan yang benar "Kucing itu makan makanannya".

A. The crab eats the meal.
B. The cat eats its food.
C. The dog eats its food.
D. The cats eats its food.

16. Pilih terjemahan yang benar "Dia minum susunya".

A. She drinks her milk.
B. She drinks him milk.
C. He drinks her milk.
D. She drinks the milk.

17. Pilih terjemahan yang benar "Dia punya anjing-anjing".

A. She have a dog
B. She has ducks.
C. She have animal.
D. He has dogs.

18. Pilih terjemahan yang benar "Kita punya beberapa anjing".

A. We have dog.
B. They have dog.
C. We have dogs.
D. We are have dog.

19. Pilih terjemahan yang benar "Kamu memakan beberapa apel".

A. You eat apples.

B. You eat the apple.

C. You eat apple.

D. You eat of apple.

20. The watch ….. the desk is mine.

A. At.

B. On.

C. In.

D. Of.

21. Pilih terjemahan yang benar "Itu bukan milik kita".

A. One does not belong to us.

B. This one belong to us.

C. This does not belong to us.

D. That is not ours.

22. The hat fits her …….

A. Usually.

B. Randomly.

C. Perfectly.

D. Surprisingly.

23. Pilih terjemahan yang benar "Temannya berbicara mengenai saya".

(A.) His friend speaks about me.

B. His friend speaks like me.

C. Her friend speaks of me.

D. Her friends speaks about me.

24. Pilih terjamahan yang benar "I listen because you speak".

A. Saya mendukung mu karena kamu berbicara.

B. Saya mendengar kamu berbicara.

C. Saya juga mendengarkan kamu berbicara.

(D.) Saya mendengarkan karena kamu berbicara.

25. Eat cheese …… you want.

A. Whenever.

B. By.

C. So.

(D.) Because.

Appendix 6 : The Result of Students Questionnaire

ANGKET MINAT SISWA TERHADAP APLIKASI DUOLINGO DALAM PEMBELAJARAN BAHASA INGGRIS

Mata Pelajaran : Bahasa Inggris
Kelas/semester : VIII.6/1
Nama : Naura Atira. H
Hari/tanggal : Jumat /30 agustus 2019

Petunjuk pengisisian angket :

1. Pada kuisioner ini terdapat 10 pertanyaan. Pertimbangkan baik-aik setiap pernyataan dalam kaitannya dengan materi pembelajaran yang baru saja kamu pelajari.
2. Pilih salah satu jawaban yang paling sesuai dengan kondisi anda, dan perlu diketahui bahwa semua jawaban yang tersedia adalah benar.
3. Bubuhkan tanda centang (✓) pada kolom yang tersedia.

Keterangan pilihan jawaban :

NA = Not Agree
A = Agree
VA = Very Agree

No	Statement	Option		
		VA	A	NA
1.	I like to learn English		✓	
2.	I like to learn English using Duolingo Application		✓	
3.	I can learn English any time using Duolingo application		✓	
4.	Duolingo application really help me in learning English	✓		
5.	In one day, I finish one challenge in Duolingo application		✓	
6.	I really dislike to learn English			✓
7.	I really dislike to learn English using Duolingo application			✓
8.	Learning English using Duolingo application are bored			✓
9.	Duolingo application makes me like to learning English	✓		
10.	Duolingo application can't help me to learning English			✓

ANGKET MINAT SISWA TERHADAP APLIKASI DUOLINGO DALAM PEMBELAJARAN BAHASA INGGRIS

Mata Pelajaran : Bahasa Inggris
Kelas/semester : VIII 6
Nama : M. adriswan
Hari/tanggal : JUMAT /30-08-2019

Petunjuk pengisisian angket :

1. Pada kuisioner ini terdapat 10 pertanyaan. Pertimbangkan baik-aik setiap pernyataan dalam kaitannya dengan materi pembelajaran yang baru saja kamu pelajari.
2. Pilih salah satu jawaban yang paling sesuai dengan kondisi anda, dan perlu diketahui bahwa semua jawaban yang tersedia adalah benar.
3. Bubuhkan tanda centang (✓) pada kolom yang tersedia.

Keterangan pilihan jawaban :

NA = Not Agree
A = Agree
VA = Very Agree

No	Statement	Option		
		VA	A	NA
1.	I like to learn English			✓
2.	I like to learn English using Duolingo Application		✓	
3.	I can learn English any time using Duolingo application		✓	
4.	Duolingo application really help me in learning English	✓		
5.	In one day, I finish one challenge in Duolingo application			✓
6.	I really dislike to learn English		✓	
7.	I really dislike to learn English using Duolingo application			✓
8.	Learning English using Duolingo application are bored	✓		✓
9.	Duolingo application makes me like to learning English	✓		
10.	Duolingo application can't help me to learning English			✓

ANGKET MINAT SISWA TERHADAP APLIKASI DUOLINGO DALAM PEMBELAJARAN BAHASA INGGRIS

Mata Pelajaran : Bahasa Inggris
Kelas/semester : 8.6/1
Nama : M Zulkhroom DK
Hari/tanggal : Jumat / 30 Agustus 2019

Petunjuk pengisisian angket :

1. Pada kuisioner ini terdapat 10 pertanyaan. Pertimbangkan baik-aik setiap pernyataan dalam kaitannya dengan materi pembelajaran yang baru saja kamu pelajari.
2. Pilih salah satu jawaban yang paling sesuai dengan kondisi anda, dan perlu diketahui bahwa semua jawaban yang tersedia adalah benar.
3. Bubuhkan tanda centang (✓) pada kolom yang tersedia.

Keterangan pilihan jawaban :

NA = Not Agree
A = Agree
VA = Very Agree

No	Statement	Option		
		VA	A	NA
1.	I like to learn English	✓		
2.	I like to learn English using Duolingo Application	✓		
3.	I can learn English any time using Duolingo application	✓		
4.	Duolingo application really help me in learning English	✓		
5.	In one day, I finish one challenge in Duolingo application	✓		
6.	I really dislike to learn English			✓
7.	I really dislike to learn English using Duolingo application			✓
8.	Learning English using Duolingo application are bored			✓
9.	Duolingo application makes me like to learning English	✓		
10.	Duolingo application can't help me to learning English			✓

ANGKET MINAT SISWA TERHADAP APLIKASI DUOLINGO DALAM PEMBELAJARAN BAHASA INGGRIS

Mata Pelajaran : Bahasa Inggris
Kelas/semester : 8 C/1
Nama : Rayhan Ramadhan
Hari/tanggal : Jumat / 30-08-19

Petunjuk pengisisian angket :

1. Pada kuisioner ini terdapat 10 pertanyaan. Pertimbangkan baik-aik setiap pernyataan dalam kaitannya dengan materi pembelajaran yang baru saja kamu pelajari.
2. Pilih salah satu jawaban yang paling sesuai dengan kondisi anda, dan perlu diketahui bahwa semua jawaban yang tersedia adalah benar.
3. Bubuhkan tanda centang (✓) pada kolom yang tersedia.

Keterangan pilihan jawaban :

NA = Not Agree
A = Agree
VA = Very Agree

No	Statement	Option		
		VA	A	NA
1.	I like to learn English		✓	
2.	I like to learn English using Duolingo Application		✓	
3.	I can learn English any time using Duolingo application	✓		
4.	Duolingo application really help me in learning English		✓	
5.	In one day, I finish one challenge in Duolingo application		✓	
6.	I really dislike to learn English			✓
7.	I really dislike to learn English using Duolingo application		✓	
8.	Learning English using Duolingo application are bored			✓
9.	Duolingo application makes me like to learning English		✓	
10.	Duolingo application can't help me to learning English	✓		

ANGKET MINAT SISWA TERHADAP APLIKASI DUOLINGO DALAM PEMBELAJARAN BAHASA INGGRIS

Mata Pelajaran : Bahasa Inggris Kelas/semester : VIII 6
Nama : Jenita aulia pratiwi Hari/tanggal : Jumat / 30-08-2019
Petunjuk pengisisian angket :

1. Pada kuisioner ini terdapat 10 pertanyaan. Pertimbangkan baik-aik setiap pernyataan dalam kaitannya dengan materi pembelajaran yang baru saja kamu pelajari.
2. Pilih salah satu jawaban yang paling sesuai dengan kondisi anda, dan perlu diketahui bahwa semua jawaban yang tersedia adalah benar.
3. Bubuhkan tanda centang (✓) pada kolom yang tersedia.

Keterangan pilihan jawaban :
NA = Not Agree
A = Agree
VA = Very Agree

No	Statement	Option		
		VA	A	NA
1.	I like to learn English		✓	
2.	I like to learn English using Duolingo Application	✓		
3.	I can learn English any time using Duolingo application		✓	
4.	Duolingo application really help me in learning English		✓	
5.	In one day, I finish one challenge in Duolingo application		✓	
6.	I really dislike to learn English			✓
7.	I really dislike to learn English using Duolingo application			✓
8.	Learning English using Duolingo application are bored			✓
9.	Duolingo application makes me like to learning English	✓		
10.	Duolingo application can't help me to learning English			✓

APPENDIX 7 : The Students' Score

The Students' Score and Data SPSS

A. Paired t-test analysis

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE_TEST	46.79	33	13.322	2.319
	POST_TEST	64.36	33	14.878	2.590

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	PRE_TEST & POST_TEST	33	.668	.000

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRE_TEST - POST_TEST	-17.576	11.573	2.015	-21.679	-13.472	-8.724	32	.000

APPENDIX 8 : ADMINISTRATION

PEMERINTAH KOTA MAKASSAR
DINAS PENDIDIKAN

Jl. Letjen Hertasning No. 8 Telp. (0411) 868073 Faks. 869256 Makassar 90222
Website:http.www.dikbud_makassar.info : e-mail:dikbud.makassar@yahoo..com

IZIN PENELITIAN
NOMOR : 070/0541/DP/VII/2019

Dasar : Surat Kepala Kantor Badan Kesatuan Bangsa Kota Makassar Nomor : 070/2410-II/BPKB/VII/2019 Tanggal 17 Juli 2019
Maka Kepala Dinas Pendidikan Kota Makassar :

M E N G I Z I N K A N

Kepada

Nama	: IRNA PITALOKA ALLO TODANG
NIM / Jurusan	: 4515101010/ Pend.Bahasa Inggris
Pekerjaan	: Mahasiswa (S1)
Alamat	: Jl. Urip Sumoharjo Km. 04, Makassar

Untuk : Mengadakan *Penelitian* di *SMP Negeri 8 Makassar* dalam rangka *Penyusunan Skripsi di Univ. Bosowa* dengan judul penelitian:

"TEACHING ENGLISH USING DUOLINGO APPLICATION TO ENHANCE STUDENTS' ACHIEVEMENT"

Dengan ketentuan sebagai berikut :

1. Harus melapor pada Kepala Sekolah yang bersangkutan
2. Tidak mengganggu proses kegiatan belajar mengajar di Sekolah
3. Harus mematuhi tata tertib dan peraturan di Sekolah yang berlaku
4. Hasil penelitian 1 (satu) examplar di laporkan kepada Kepala Dinas Pendidikan Kota Makassar

Demikian izin penelitian ini di berikan untuk di gunakan sebagaimana mestinya

Dikeluarkan di : Makassar
Pada Tanggal : 22 Juli 2019

An. KEPALA DINAS
Sekretaris
ub
KASUBAG UMUM DAN KEPEGAWAIAN

A. SITTI DJUMHARIJAH, SE
Pangkat : Penata Tk.I
N I P : 19700109 199403 2 004

PEMERINTAH KOTA MAKASSAR
DINAS PENDIDIKAN
UNIT PELAKSANA TEKNIS SATUAN PENDIDIKAN FORMAL
SMP NEGERI 8 MAKASSAR
Batua raya No.1 Tlp. 0411-493722 Fax. 497320 Email- spendelmakassar@yahoo.com

SURAT KETERANGAN

Nomor : 420 / 144 / SMP.08 / VII / 2019

Yang bertanda tangan dibawah ini , Kepala UPT SPF SMP Negeri 8 Makassar menerangkan bahwa

N A M A	: **IRNA PITALOKA ALLO TODANG**
NIM	: 4515101010
JURUSAN /PROG.STUDI	: Pend. Bahasa Inggris (S1)
ALAMAT	: Jl. Urip Sumoharjo Km. 04, Makassar

Benar yang tersebut namanya di atas telah melaksanakan penelitian pada UPT SPF SMP Negeri 8 Makassar dalam rangka Penyusunan skripsi di Universitas Bososwa Makassar, dengan Judul : ***"TEACHING ENGLISH USING DUOLINGO APPLICATION TO ENHANCE STUDENTS' ACHIEVEMENT".***

Berdasarkan surat Izin Penelitian Dinas Pendidikan Kota Makassar Nomor : 070/0541/DP/V/2019 Tanggal 22 Juli 2019.

Demikian surat keterangan ini kami buat dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Makassar, 26 Juli 2019
A.n Kepala UPT SPF SMP Negeri 8 Makassar
Wakasek Kurikulum

Drs. MUSTAKIM
Pangkat : Pembina Tk.I
Nip.19610723 198412 1 003

APPENDIX 9 :Documenatation

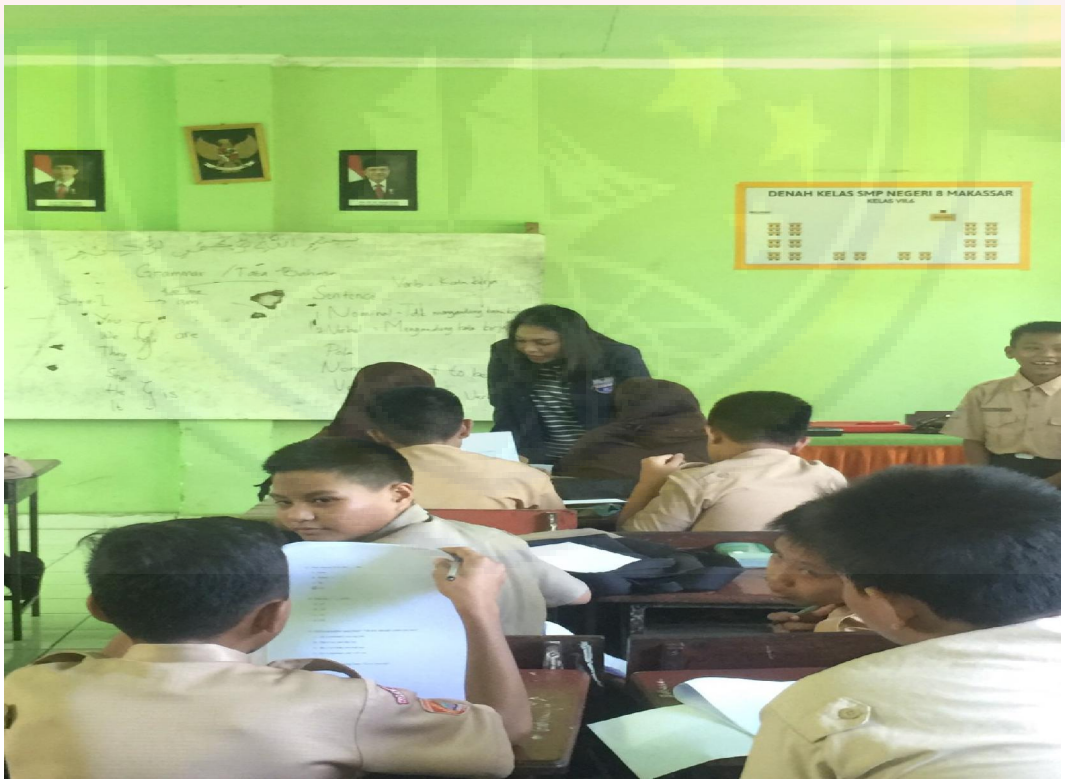
Documentation

Picture 1 : Researcher introducedabout Duolingo application before took the Pre-test.

Picture 2 : Students are installed the application and tried to usedDuolingo application.

Picture 3 :Researcher asked the students to took the post-test.

Picture 4 : Students took the Post-test



Picture 5 : Researcher checked the progress of Duolingo application.

Picture 6 : Researcher checked the progress of Duolingo application.

BIOGRAPHY

Irna Pitaloka Allotodang was born in Toraja, on October 1, 1997 from marriage of her parents (Alm) Piter Allotodang and Ottaviyanti Salenna. She began her first education at TK. Kemala Bhayangkari 5 Biak in Biak Numfor in 2001 and finished in 2003. The, she continued her study to SD NEGERI 1 BIAK KOTA in 2003. And she continued her study to SMP NEGERI 1 BIAK in 2009 and graduated in 2012. At the same year, she continued her study at SMA NEGERI 1 BIAK and graduated in 2015. After graduating from the senior high school, she decided to goes to Bosowa University and choose English Education Department in 2015. She participated as a member in UKM English Meeting, as well she served as treasurer in HIMAPBING (Himpunan Mahasiswa Pendidikan Bahasa Inggris) and also as a chairwoman in BEM FKIP Universitas Bosowa (Badan Eksekutif Mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Bosowa). Then, she graduated in 2019.