AN UNDERGRADUATE THESIS

THE INFLUENCE OF USING *DUOLINGO* APPLICATION ON STUDENTS' PRONUNCIATION AT THE TENTH GRADE OF MAN 1 EAST LAMPUNG

By

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THE INFLUENCE OF USING *DUOLINGO* APPLICATION ON STUDENTS' PRONUNCIATION AT THE TENTH GRADE OF MAN 1 EAST LAMPUNG

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APPROVAL PAGE

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NOTA DINAS

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Kepada Yth.,
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Assalamu'alaikumWr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

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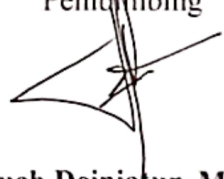
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The Honorable of the Head of Faculty of
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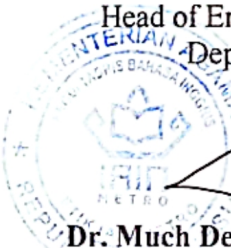*Assalamu'alaikum, Wr. Wb*

We have given guidance and enough improvement to research thesis script which is written by:

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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

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RATIFICATION PAGE

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An undergraduate thesis entitled: THE INFLUENCE OF USING DUOLINGO APPLICATION ON STUDENTS' PRONUNCIATION AT THE TENTH GRADE OF MAN 1 EAST LAMPUNG, Written by Fera Esti Rahayu , student number: 2001051009, English Education Study Program, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Friday, October 4th, 2024 at 08.00-10.00 a.m.

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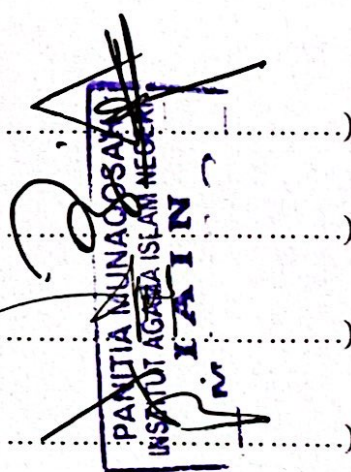
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ABSTRACT

THE INFLUENCE OF USING *DUOLINGO* APPLICATION ON STUDENTS PRONUNCIATION AT THE TENTH GRADE OF MAN 1 EAST LAMPUNG

By:

Fera Esti Rahayu

This research aims to find out whether *Duolingo* Application could influence students' pronunciation at the tenth grade of MAN 1 East Lampung. The students get difficulties in pronouncing words correctly and have the problem in learn pronunciation.

This research used quantitative method, in particular quasi-experimental design. The population of the research was the tenth grade of MAN 1 East Lampung. Technique sampling that using by the researcher is cluster random sampling. The researcher used two classes as the sample, they are class X-E as a experimental group and class X-H as a control class. To collect the data, the researcher used test, questionnaire, and documentation. In order to analyze the data, the researcher used Independent sample t-test by using SPSS version 29.

In addition, based on the result of Independent sample t-test using SPSS, was obtained Sig. (2-tailed) was 0.000, which is it was less than $\alpha = 0.05$. This explain that the *null hypothesis* (Ho) is rejected and the *alternative hypothesis* (Ha) is accepted. It means, there was positive and significant influence of using *Duolingo* Application on students pronunciation at the tenth grade of MAN 1 East Lampung.

Keywords: *Duolingo Application, Students Pronunciation.*

ABSTRAK

THE INFLUENCE OF USING *DUOLINGO* APPLICATION ON STUDENTS PRONUNCIATION AT THE TENTH GRADE OF MAN 1 EAST LAMPUNG

Oleh:

Fera Esti Rahayu

Penelitian ini bertujuan untuk mengetahui apakah *Duolingo* Application berpengaruh terhadap pengucapan Bahasa Inggris siswa kelas X MAN 1 Lampung Timur. Siswa mengalami kesulitan dalam pengucapan kata dengan benar dan memiliki masalah dalam belajar pengucapan dalam Bahasa Inggris.

Penelitian ini menggunakan metode kuantitatif, dengan desain quasi-experimental. Populasi dalam penelitian ini adalah kelas X MAN 1 Lampung Timur. Teknik pengambilan sampel yang digunakan peneliti adalah cluster random sampling. Peneliti menggunakan 2 kelas sebagai sampel, yaitu kelas X-E sebagai kelas experimen dan kelas X-H sebagai kelas kontrol. Untuk mengumpulkan data, peneliti menggunakan test, kuesioner, dan dokumentasi. Untuk menganalisis data, peneliti menggunakan Independent sample t-test dengan SPSS versi 29.

Selain itu, berdasarkan hasil Independent sample t-test dengan SPSS, diperoleh Sig. (2-tailed) adalah 0.000 lebih kecil dari $\alpha = 0.05$. Hal ini menjelaskan bahwa hipotesis nol (Ho) ditolak dan hipotesis alternatif (Ha) diterima. Artinya ada pengaruh positif dan signifikan penggunaan Aplikasi *Duolingo* terhadap pengucapan bahasa Inggris siswa kelas X MAN 1 Lampung Timur.

Kata kunci: *Aplikasi Duolingo, Pengucapan Siswa*

STATEMENT OF RESEARCH ORIGINALITY

The undersigned

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State that this undergraduate thesis is originality the result of the researcher's research, in expectation certain arts which are expected from the bibliographies mentioned.

Metro, 15 September 2024
The Researcher,

FERA ESTI RAHAYU
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Menyatakan bahwa skripsi ini secara keseluruhan adalah penelitian saya, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 15 September 2024
Yang Menyatakan,

FERA ESTI RAHAYU
NPM. 2001051009

MOTTO

"No matter how difficult your situation now, you can get through it."

-Fera Esti Rahayu-

"If you can't fly, run. If you can't run, walk. If you can't walk, crawl. But whatever

you do, keep moving"

-Martin Luther King-

DEDICATION PAGE

This undergraduate thesis would highly be dedicated to:

1. My beloved Mom, Mrs. Sunarjiati who always support, affection and becomes wonder woman in my life. Thank you very much for being a strong mother and father figure with all sincere love and constant prayers for the success of your children.

2. My beloved Father Alm. Mr Eko Wahono who may not be able to accompany me at this moment. I am very grateful for the guidance, dedication, and wonderful moments that he shared with me during our time together.

3. My beloved sister Mrs. Fitria Eka Saputri, her husband Mr. Wahyu Apin Danu, and my nephew Ms. Yumna Nirmala Fida who always support me both materially and non-materially. Thanks a lot for my sister to every advice for my study, and every happiness given from my nephew.

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In the name of God Allah SWT. the most Gracious and the most Merciful, who always given all what we need and has taught human beings of what they don't know before. May Sholawat and Salam always be given to our prophet Muhammad SAW. who has brought us from the darkness to the lightness in the world. Finally the writer can accomplish the Undergraduate Thesis entitled "THE INFLUENCE OF USING DUOLINGO APPLICATION ON STUDENTS PRONUNCIATION AT THE TENTH GRADES OF MAN 1 EAST LAMPUNG".

Regarding to the under graduated thesis, the researcher offers big thanks to:

1. Rector of IAIN Metro, Prof. Dr. Siti Nurjanah, M.Ag., PIA.

2. Dean of Tarbiyah and Teacher Training Faculty State of IAIN Metro, Dr. Zuhairi, M.Pd.

3. Head of English Education Study Program of IAIN Metro, Dr. Much Deiniatur, M.Pd.B.I.

4. My sponsor, Syahreni Siregar, M.Hum and Dr. Much Deiniatur, M.Pd.B.I as the guide provided valuable knowledge and support in finishing this thesis.

The researcher do apologizes for all mistakes she has made in writing and presentation items. All constructive comments and suggestions are very welcomed to measure the quality of this undergraduate thesis can be a meaningful benefit for the researcher especially and for our campus and all readers generally.

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INTRODUCTION

A. Background of Study

Speaking is activity that people do by conveying some words to expressing, declaring, uttering ideas, and feelings verbally to other people. Sharing information and expressing opinions is a way for people to communicate with each other. The fact that speaking is one of the ways in which people can communicate in their daily lives as human beings can simply be defined. In addition, it is of great importance that people perform well in terms of communicating clearly so as to enable listeners to understand the speaker's message and no miscommunication occurs. When a person keeps learning and practicing how to speak English regularly, his or her performance will be good.

Furthermore, one of the important aspects in the process of speaking English is pronunciation. With a clear pronunciation it will minimize errors in the delivery of information from the process of oral speaking skills. The clarity of articulation of pronunciation will also beautify the quality of speech.[1]

The most appropriate technique in practice the students' pronunciation is using listen and repeat. The teacher asks students to practice the dialogue in front of the class by reading in pairs. The teacher should be a model for

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[1] Joana Baker Heather Westrup, *Essential Speaking Skils*, (New York: Continuum, 2003)

students to retain their pronunciations by listening and repeating.[2] It's an evaluable way to teach pronunciation, but it ignores the need of a lot of students for their understanding of what they do.

It is not a new phenomenon that technology has been applied in the teaching and learning process. Teachers need to be innovative and creative in order to hold the students' attention to their lesson and retention. The challenge for English language teaching is to facilitate easy acquisition, and one way of achieving that objective is by providing innovative learning media so that students can have fun learning English especially pronunciation.

In accordance with this tendency, the researcher carried out a pre-survey of MAN 1 East Lampung on December 16, 2023. The researcher obtained the English speaking score data from the English teacher and from the speaking performance of the students in the pre -survey process. In the table below, the results of the preliminary survey are shown:

Table 1.1

The data of Pre-Survey Result Categorization of Pronunciation at the Tenth Grades of MAN 1 East Lampung

No	Class	Minimum Criteria that have been Accomplished		Total
		<70	**≥70**	
1	X - H	32	7	39
2	X – E	26	13	39
Total		**58**	**20**	**78**
Percentage		**74,36%**	**25,64%**	**100%**

Source : Documentation from Mrs. Fatmawati (English Language Teacher at MAN 1 East Lampung)

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[2] Mark Hancock, "*Pronunciation Games*", (Cambridge : Cambridge University press, 2011)

Based on pre-survey, the researcher got the information that the passing grade on English subject and also speaking of the Tenth Grades of MAN 1 EAST LAMPUNG is 74,36%. Furthermore, supported by the students" data it can be confirmed that the students" speaking performance that reach the passing grade is lower than the student who did not reach the passing grade. From all of the ten students, it is only 25,64% students that able to reach the complete category.

Moreover, in the process of pre-survey, the researcher conducted interview with English teacher in order to know the other problems. We know that students have problems with pronouncing words correctly based on the pre-survey result. It is because student does not get the suitable method to learn about pronunciation. Online learning using the application on a smartphone is one of the best ways to learn pronunciation. Nowadays, many applications are being developed that make it easier for students to learn. The applications also using interesting features so that the students will not feel bored when they study.[3]

Therefore, the topic that was done by the researcher "The Influence of Using *Duolingo* Application on Students' Pronunciation at the Tenth Grade of MAN 1 EAST LAMPUNG".

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[3] Muhammad Rusli, Nurhanna Harahap, Sinta Ramadhani, Rizki Lestari. *"Duolingo Application on Students Pronunciation Ability"*. Jurnal AKRA B JUARA, Vol. 8:1 (2023): 125-133

B. Problem Identification

Based on the description of the background above, several can be identified problems:

1. The students have pronunciation problem

2. The students often mispronounce the words

3. The students have difficulties to learn pronunciation

C. Problem Limitation

Based on the identification of the problem above, the researcher limits students' difficulties in pronouncing the word correctly. The researcher focuses on one of the methods, the use of the *Duolingo* Application, especially the segmental aspect pronunciation ability; vocal sound for tenth grade MAN 1 East Lampung.

D. Problem Formulation

Based on the above background of study and problem identification, the researcher formulated the problem in this research is "is there any positive and significant influence of using *Duolingo* Application on students' pronunciation at the tenth grade of MAN 1 East Lampung?

E. Objective and Benefits of the Study

1. The Objective of the Study

The objective of the research was related to the formulation of the problem, which was to know a positive and significant influence of using

Duolingo Application on students' pronunciation skill at the tenth grade of MAN 1 East Lampung.

2. The Benefit of the Study

a. For the Students

1) To motivate the students to master pronunciation, enrich their knowledge, and improve their pronunciation.

2) To enable the students will feel enjoy and interest in the English learning process and improve the students' pronunciation skills.

b. For the Teachers

1) To enable give English teachers some ideas of various ways of teaching pronunciation to students in the classroom.

2) This research can be used as information, especially about the process of teaching pronunciation through *Duolingo* Application.

c. For the Researcher

The results of this study were expected to provide information and references in teaching English by using *Duolingo* Application.

F. Prior Research

This research was conducted by considering several previous studies. The prior research was conducted by M. Halimi entitled "The Influence Of Using *Duolingo* Application on Students' Writing Skill Of The Eleventh Graders At SMK Muhammadiyah Sekampung East Lampung". The teaching media that was used by the first prior research is using *Duolingo* Application.

In this prior research, the researcher used to test, observation, and documentation to collect data. In this research, the researcher used two classes as the sample, they are class TKJ 2 as an experimental class and TKJ 4 as a control class. The *Duolingo* Application was applied to the experimental class and the control class not receive treatment. This research showed that has a positive and significant influence towards students' writing skill at the eleventh grade of the TKJ program of SMK Muhammadiyah Sekampung East Lampung.[4]

The prior research has similarities and differences with this study, the similarities between the prior research with this study is using DUOLINGO Application as a media. The difference between this study and the prior research is in English language skill. This study focused on students pronunciation, while the prior research focused on student's Writing skill. This study involved the Tenth Grades of MAN 1 East Lampung as a research sample. While, the prior research involved the Eleventh Grade at SMK Muhammadiyah Sekampung East Lampung.

Then, the prior research was conducted by Purwanto, Anton Adi, and Syafryadin entitled "Students' Perception on Using *Duolingo* for Learning English Vocabulary". The *Duolingo* Application is the learning media that has been used by the prior research. English language skill examined by the prior research is vocabulary. In this prior research, the researcher used

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[4] M. Halimi "The Influence Of Using Duolingo Application on Students' Writing Skill Of The Eleventh Graders At SMK Muhammadiyah Sekampung East Lampung" (State Institute for Islamic Studies of Metro, 2020)

interviews to collect the data. This research showed that the use of *Duolingo* Application is positive and extremely helpful for enhancing vocabulary during learning English.[5]

The prior research has similarities and differences with this study, the similarities between the prior research with this study is using *Duolingo* Application as a media. The difference between this study and the prior research is in English language skill. This study focused on students pronunciation, while the prior research focused on student's English vocabulary.

After that, the prior research was conducted by Moh. Zaky Thohiri entitled "The Effectivness of Duolingo Toward Grammar Mastery of the Student of MTS Walisongo Malang". The *Duolingo* Application is the learning media that has been used by the prior research. English language skill examined by the prior research is grammar. In this prior research, the researcher test, observation, and documentation to collect the data. This research showed that the use of *Duolingo* can help students learn how to comprehend grammar, particularly in the present tense in order to make learning more enjoyable and easier for students.[6]

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[5] Anton Adi Purwanto and Syafryadin "Students' Perception on Using Duolingo for Learning English Vocabulary", JET (*Journal of English Teaching*), Pendidikan Bahasa Inggris FKIP, Universitas Kristen Indonesia, Vol 9 No.1 (2023)

[6] Moh. Zaky Thohiri "The Effectivness of Duolingo Toward Grammar Mastery of the Student of MTS Walisongo Malang", Universitas Islam Negeri Maulana Malik Ibrahim Malang (2023)

The prior research has similarities and differences with this study, the similarities between the prior research with this study is using *Duolingo* Application as a media. The difference between this study and the prior research is in English language skill. This study focused on students pronunciation, while the prior research focused on student's grammar.

Based to the explanation of prior research above, it can be concluded that there is the significant difference of previous studies to this research. The difference between this research and the prior research are the researcher focuses on student's pronunciation. While the previous research, they are implemented *Duolingo* Application on student's vocabulary, writing skill, and grammar.

CHAPTER II

THEORETICAL REVIEW

A. Definition of Speaking

Speaking is used to express the ideas and opinions of people. It is the most natural way to communicate and interact. Consequently, this competence should be mastered by language learners. Speaking is the interaction process of creating meaning that involves information production, reception and processing. In other words, speaking is a process that focuses on producing verbal language that happens to convey the meaning, where the listeners use it to receive information and interact with each other.[1]

The ability to speak English is important for students to develop since communication and interaction happened during the learning process. They are supposed to speak English to their friends and teacher while doing discussions in class. Communication will occur when they are able to understand and react to what other people say.[2] Furthermore, English-speaking ability benefit students not only in school but also in real-life circumstances. It indicates how well students can communicate with each other if they speak well. It is the ability how they can share ideas, questions, and solutions.

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[1] H Brown Douglas. "*Language assessment: Principles and classroom practice*" Pearson Education White Plains, Vol. 10 (2003).

[2] Yuli Nurmala Sari & Margana, M. "*YouTube as a learning media to improve the student's speaking ability in 21st century*". Journal of English Language Teaching and Linguistics, Vol 4:2 (2019), 263–273

Teaching speaking is sometimes considered a simple process. Although speaking is totally natural, speaking in a language other than our own is anything but simple. Some learners can't quite see the point of doing something in the classroom that they could quite easily, and teachers can feel a sense of guilt because they have not taught something with a clear learning out come that can be held up as justification for the lesson. Ability is manifested in action, while capacity does not imply action, as when we speak of capacity for virtue. Capacity is the gift of nature. Ability is partly the result of education or opportunity.

From the explanation above, the researcher concludes that speaking is approach to convey and sharing ideas and feelings orally. Speaking involved some skills such as vocabulary, pronunciation, accuracy and fluency. Students need to master all of those elements. Speaking especially in a foreign language, is every necessary activity for all ages of learners because from this activity people can understood what the other said who use a foreign language too. It means that people in the world have speaking ability because speaking is an activity that we always do in every time to communicate with other people and to make a good relationship in society

B. Components of Speaking

There are some factors which influence the speaking ability they are comprehension, pronunciation, vocabulary mastery, grammar and fluency.[3]

1. Comprehension

Comprehension is the ability to understand the different elements of spoken or written language, like the meaning of words and how words are put together to form sentences. Comprehension is an important part of gaining and understanding knowledge. If the other party cannot comprehend the message, it is more likely to be lost in translation. Often, comprehension is more important than the communication itself. Comprehension is important of how we learn and retain information. For this reason, understanding is very important in speaking because we have to convey the message to them in such a way that people who listen can understand it.

2. Pronunciation

Pronunciation is the way to produce clearer language when we speak. It deals with the phonological process that refers to the components of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. A speaker who

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[3] Syahreni Siregar, "*The Influence of Dialect On The Student's Pronunciation In Speaking Ability*", Pedagogy: Journal Of English Language Teaching, Vol 5:1 (2017), 27-36

constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand.

3. Vocabulary Mastery

Vocabulary is the other component which is important in speaking. Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express the ideas in both oral and written forms.

4. Grammar

Grammar is a set of rules which describe how we use a language. The aim of grammar is also to learn the correct way to gain expertise in language in oral written forms. Therefore, grammar is needed for students to arrange a correct sentence in conversation.

5. Fluency

Fluency can be defined as the ability to speak fluently and accurately. A lot of language learners want to be fluent in speech. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses. These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message.

The components of speaking that must be paid if we want to speak well. Pronunciation is a very important component of speaking. If our pronunciation is good and correct, it will be easier for listeners to understand the message we convey. For this reason, the author chose to examine students' pronunciation abilities in speaking.

C. The Concept of Pronunciation

1. Definition of Pronunciation

Pronunciation is the way one or more specific sounds are produced.[4] Unlike articulation, which refers to the actual production of sound in the mouth, pronunciation is more about how sounds are perceived by the sense of hearing. When a speaker pronounces a word incorrectly, it changes its meaning. Failure to pronounce some words correctly can lead to misunderstandings and undermine communication. They will be dealing with people who have different pronunciations when speaking. They must inevitably learn how people pronounce it. No two people speak exactly alike.

Pronunciation means how we are producing sounds that are used as a source of meaning when we talk.[5] It includes the particular consonants and vowels of a language (segments), aspects of speech beyond the level of individual segments, such as stress, timing, rhythm, intonation, phrasing (supra segmental aspect) and how the voice is projected (voice

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[4] Jack C. Richard and Richard Schmidt, Longman Dictionary of Language Teaching and Applied Linguistics, fourth edition (London: Pearson Education Limited, 2002), 469

[5] Pourhosein Gilakjani, A. "*What Factors Influence the English Pronunciation of EFL Learners?*" Modern Journal of Language Teaching Methods (MJLTM), Vol 6:2, (2016).

quality). In understanding, the pronunciation plays an important role. Mispronouncing a single sound causes the listener's misunderstanding.

In addition, it is one of the hardest skills for learners to learn and they have to practice a lot in order to improve their pronunciation. Comprehensive pronunciation, which is one of the fundamental requirements that students have in their abilities, is very important. The characteristics of a language teacher. Good pronunciation leads to learning, while bad pronunciation promotes great learning difficulties.

2. **The Importance of Pronunciation**

Pronunciation is one of the most important things in learning speaking skills. Pronunciation is the manner where someone utters a word. "Pronunciation is the way of uttering a word in an accepted manner".[6] The most difficult to learn and develop is the English pronunciation. For instance, there may be a number of factors which could account for this : irregular communication between spelling and the evolution of learning processes that are influenced by age, motivation or level of exposure.

Pronunciation is important, because when no one's understood after a conversation, it does not matter how good the students' words or grammar are. Secondly, students must be able to practice the use of English sounds, tempos and cadences as well as how they are integrated into a common language. Students' good pronunciation can be understood

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[6] Maiza Masfa, "*An Analysis of Students Pronouncation Errors*". Jurnal of English Education and Literature. 1 No. 1 (2020): 18-23

even if they make mistakes in other areas, while those with unfamiliar utterances remain inaccessible, even if they express themselves through various vocabulary and complete grammar.[7]

In conclusion, one of the main aspects of communication is pronunciation. Although pronunciation is thought to be the hardest part of English language learning, some students have come to feel strongly that they benefited more from straightforward support at the beginning of their studies.

3. The Aspect of Pronunciation

Tuan's explanation about aspects of pronunciation, as follow[8]:

a. Sounds of speech: vowels and consonants. Vowel is a sound that passes through the vocal tract without being obstructed by any organs. For example, "food" = /fuːd/ (uː is the symbol for the sound 'o'). Away" = /əˈweɪ/ and "after" = /ɑftə(r)/. A consonant, on the other hand, is produced when the flow of air is obstructed by certain organs, be it your lips, your teeth, or your tongue. For the example, "gentle" = /dʒɛntl/ (dʒ is the symbol for the sound 'g'). "Pleasure" = /ˈplɛʒə(r)/ and "think" = /θɪnk/.

b. Stress: When an English word has more than one syllable (a 'polysyllabic' word) one of these is made to stand out more than the

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[7] Lynda Yates, Y Zielinski "*Give It a Go: Teaching Pronunciation to Adults*" (North Ryde, N.S.W.: Adult Migrant English Program (AMEP) Research Centre, Macquarie University, 2009), 11.

[8] Tuan, N. H., & Mai, T. N. *"Factors Affecting Students' Speaking Performance at Le Thanh Hien High School"*. Asian Journal of Educational Research, Vol. 3, No. 2 (2015).

others. This is done by saying that syllable slightly louder, holding the vowel a little longer, and pronouncing the consonant very clearly. The features combine to give that syllable prominence or stress. In 'table', isn't', and 'any' the first syllables are stressed.

c. Intonation definition is completely satisfactory, but any attempt at a definition must recognize that the pitch of the voice plays the most important part. Only in very unusual situations do we speak with fixed, unvarying pitch, and when we speak normally the pitch of our voice is constantly changing.

In scoring the result of students' test had been evaluated based on one aspect speaking below :

Table 2.1 Scoring of Pronunciation

Classification	Score	Criteria
Excellent	5	• Native-like pronunciation of individual sounds, word stress, word endings, intonation, and rhythm • Native-like fluency; speaks smoothly without hesitation and with ease • Pronunciation does not impede communication
Good	4	• Accurate pronunciation of individual sounds, word stress, word endings, intonation, and rhythm • Occasional non-native pauses and/or hesitations which do not interfere with comprehensibility.

		• Pronunciation rarely impedes communication
Satisfactory	3	• Fairly accurate pronunciation of individual sounds, word stress, word endings intonation, and rhythm • Some non-native pauses and/or hesitations which sometimes interfere with comprehensibility. • Pronunciation occasionally impedes communication
Partially Effective	2	• Inaccurate pronunciation of some individual sounds, word stress, word endings intonation, and rhythm, which interfere with comprehensibility • Many non-native pauses and/or hesitations which can interfere with comprehensibility. • Pronunciation impedes communication
Ineffective	1	• Major inaccuracies with pronunciation of individual sounds, word stress, word endings intonation, and rhythm, which causes significant problems in intelligibility • Significant pausing, hesitations, and/or short phrases which interfere significantly with comprehensibility. • Pronunciation severely impedes communication

D. The Concept of Duolingo

1. Definition of Duolingo

Duolingo, which was founded in 2011 by Luis Von and Severin Hacker to provide free education around the world, is an app that helps people learn languages. Its slogan is "Free language education for the world."[9] With over 500 million registered users, it's considered to be the best language teaching platform in the world and one of the biggest downloaded education apps. The mission of the company is to offer free, fun and accessible education all over the world. *Duolingo's* purpose is to feel like a game, and it has been scientifically proven that it works.

In English learning, there are a lot of applications. *Duolingo* is one of the most popular applications of technology. *Duolingo* can be accessed by everyone who needs in helping the teaching and learning process. Users are able to see a mistake they have created that's automatically recorded by the system when using *Duolingo*. Then it collect the data and identified by the patterns in it. The *Duolingo* application can be found on your mobile device and PC/Laptop, giving you the possibility of practicing it anywhere and anytime.[10]

There are four skills of English which *Duolingo* brings to the table that are listening, speaking, reading and writing. The learners learn how to listen and speak as well, so they can have a better knowledge about

[9] Pilar Munday, *"The Case for Using Duolingo as Part of the Language Classroom Experience"*. Journal of Asociacion Iberoamericana de Educacion Superior a Distancia (AIESAD) Vol. 19: 1 (2016), 83-101

[10] Hafifah *"The Effectiveness Of Duolingo In Improving Students' Speaking Skill At Madrasah Aliyah Bilingual Batu School",* LangEdu Journal, Vol 10, No 3, 2019

pronunciation. Because *Duolingo* provides a conversation, which enables learners to replicate what they are hearing from the conversation in order to improve their pronunciation.

Taking online training with an application on the mobile phone is one of the most effective ways to learn pronunciation. In order to make learning more simple for students, a lot of applications are being developed. In order to keep students will not feel bored when they are studying, the *Duolingo* applications also use interesting features.[11]

2. Features of Duolingo

a. Gamification

Through the game like features in each lesson, the application is designed to encourage language learning. It is implicitly teaching the students the language, as if they are just playing. A game is a rule based environment which responds to the player's actions, offers him an appropriate challenge and records his activity over time. Games are fun for learners; therefore, in their teaching and learning process, teachers often use games to make the students become more active. The popularity of the use of games in the classroom has led to the introduction of

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[11] Muhammad Rusli, Nurhanna Harahap, Sinta Ramadhani, Rizki Lestari. *"Duolingo Application on Students Pronunciation Ability"*. Jurnal AKRAB JUARA, Vol. 8:1 (2023), 125-133

educational games, a technology supported game that is intended to change the player's knowledge. [12]
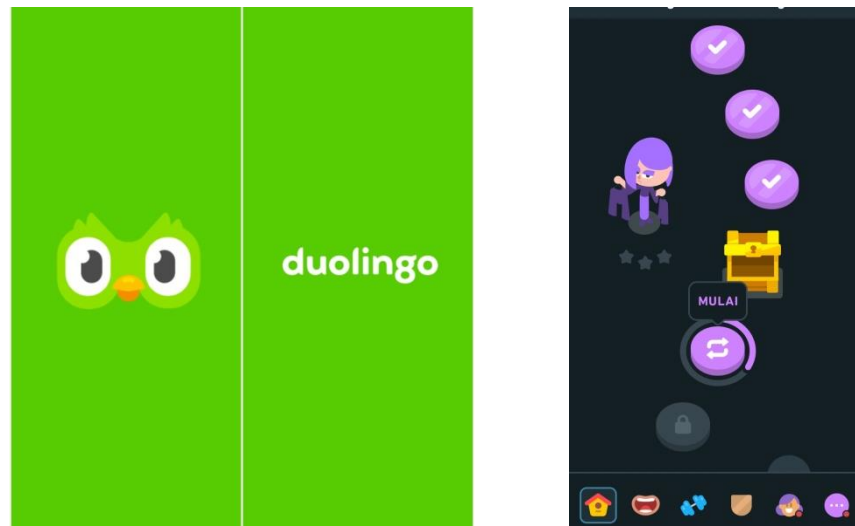
Figure 1

Duolingo Application View

b. Learners Points and Levels

As the English language learner started answering the questions, every correct answer has a corresponding point. The immediate grading of language learners is an essential aspect of *Duolingo*. The application immediately shows the learner his mistakes and how to correct them as soon as it answers a question incorrectly. If the learner keeps conducting mistakes, *Duolingo* will repeat the questions as drills. As they are

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[12] Liann Camille, Davalos Perez, *"English Language Acquisition Via Duolingo Application: Effectivity and Challenges",* LINGUA PEDAGOGIA (Journal of English Teaching Studies) Vol.2(2), 2020.

assigned points, these students will be grouped according to their level.[13] These aspects are aimed at increasing student motivation, and encouraging them to continue learning their target language in order to reach the next level.

c. Mission

These missions are designed to engage users in interactive exercises and challenges, making the language learning process fun and rewarding. Each mission in *Duolingo* focuses on specific language skills, such as vocabulary, grammar, listening comprehension, and speaking practice. As users complete missions and make progress, they earn experience points, unlock new levels, and collect virtual rewards. Overall, the missions in *Duolingo* provide a comprehensive and interactive language learning experience. By incorporating various exercises, gamification elements, and themed contexts, *Duolingo* motivates users to continue learning and achieve their language learning goals.

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[13] Liann Camille, Davalos Perez, *"English Language Acquisition Via Duolingo Application: Effectivity and Challenges",* LINGUA PEDAGOGIA (Journal of English Teaching Studies) Vol.2(2), 2020.
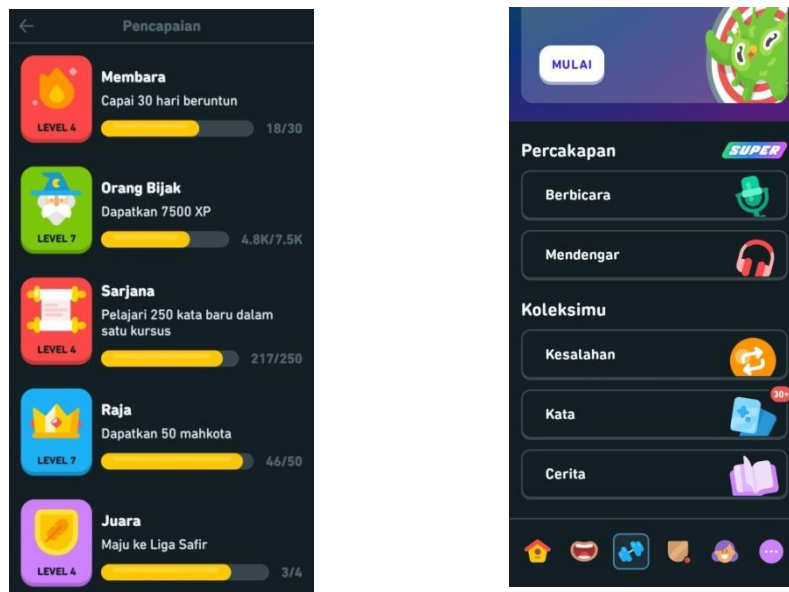
Figure 2
Mission in *Duolingo* App

d. Achievement Badges

Achievement badges are symbolic awards given to students who achieve any of the types of skills, knowledge or achievements.[14] The Duolingo app is giving the learners of languages badges when they have achieved a certain level. These badges differ from colors and worth, as the language learning process increases, the learners will gain more. Language learners are encouraged by this feature and feel as if they have been given a gift for their hard work. Similarly, Students felt rewarded for completing their homework and appreciated other recognitions obtained

[14] S. Abramovich, Schunn, C., & Higashi, R. M. (2013). Are badges useful in education?: It depends upon the type of badge and expertise of learner. Educational Technology Research and Development, 61(2).

in the form of badges or achievements. Figure 1 below shows the badges
and badges.
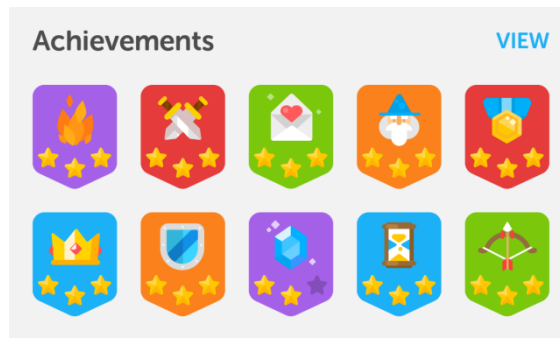
Figure 3

Achievements in *Duolingo* App

3. Advantages and Disadvantages of Duolingo

a. The Advantages

1) To make installing this app more simple for users, the application
   can be installed on an android phone, iphone, PC/laptop that is
   equipped with *Duolingo*. It facilitates the learning of
   pronunciations in all languages, wherever they are.

2) *Duolingo* application is designed to be as attractive as possible, so
   that learning percentages do not become boring.

3) *Duolingo* is a language learning application that can be used to
   enhance students' involvement with the learning process. Because
   Duolingo application is based on a variety of game development
   techniques that can be used to motivate and engage students in
   learning *Duolingo.*

4) The *Duolingo* application can be used anywhere and anytime, which makes learning more convenient for students.[15]

b. The Disadvantage

1) This application requires an internet connection, so if the internet connection is poor it will be difficult to access this application.

2) If they want to use the *Duolingo* app in class, they have to set up a projector. That students will be more active and will be more involved in the lessons.

3) The *Duolingo* app in class can interrupt lessons or waste time by using the projector.

4. Research Hypothesis

Based on the frame of thinking, the researcher will formulate the hypotheses as follow:

H_a : There is any positive and significant influence of using *Duolingo* application on students' pronunciation skill at the tenth grade of MAN 1 East Lampung.

H_o : There is no a positive and significant influence of using *Duolingo* application on students' pronunciation skill at the tenth grade of MAN 1 East Lampung.

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[15] Innes Yustika Sari "AN UNDERGRADUATE THESIS: The Effect of Using Duolingo Application on Students Vocabulary Mastery of The Tenth Grade of SMAN 1 Punggur", State Institute for Islamic Studies of Metro, (2021)

CHAPTER III

RESEARCH METODOLOGY

A. Research Design

Research designs are the specific procedures involved in the research process: data collection, data analysis, and report writing.[1] In other words, research design referred to all the steps that the researcher needed to be done. The researcher used Quantitative methods, in particular experimental research designs for the purpose of conducting this study. The experimental design will be used to determine the influence of using *Duolingo* Application on student's pronunciation. A quasi-experimental model will be used by the researcher. There are two experimental design, the first is a pre-test and the second is a post-test.

The researcher divided the two classes into a control class and an experiment class. Based on the above explanation, an experimental group is treated using *Duolingo* and a control group not received the treatment.

Pre-test used by the researcher to know students ability, and the result of pre-test said that student's pronunciation is still poor. So, the researcher saw that *Duolingo* application could be the way to solve students lack in pronunciation. Furthermore, after giving treatment using *Duolingo* application, the researcher conducted a post-test to measure the progress achieved by students. The researcher used the Quasi

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[1] Jhon W. Creswell, Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, fourth edition (Boston: Pearson Education, Inc, 2012), 20

Experimental Design, types Nonequivalent Control Group Design.[2] This design was explained by Sugiono. The following is a research design.

Table 3.1

Quasi Experimental (Nonequivalent Control Group Design)

Classes	Pre-test	Treatment	Post-test
Experimental Class	O_1	X	O_2
Control Class	O_1		O_2

O1 : Pre-Test.

O2 : Post-Test.

X : Treatment by using *Duolingo* application.

Based on the design above, the researcher would like to know whether there is an influence or not using *Duolingo* Application in learning pronunciation in experimental group. Treatment has been delivered to the students who became an experimental group in different lesson plans by *Duolingo* Application.

Furthermore, the researcher compared the post-test score from the control group and the experimental group. The researcher wanted to know if there was any difference between the experimental group that used *Duolingo* Application to learn pronunciation and the control group that did not use *Duolingo* Application. Finally, the researcher analyzed the student data whether there is a positive and significant

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[2] Sugiono, "Metode Penelitian Kuantitatif, Kualitatif dan R&D" (Bandung: Alvabeta, cv, 2016), 79.

influence of using *Duolingo* application on students' pronunciation skill at the tenth grade of the MAN 1 East Lampung.

B. Definition of Operational Variable

The function of the operational variables is to explain the variables used in this research and to avoid the concept errors of the variables presented, as follows:

1. Independent Variable (x)

Independent variable is a stimulus variable or input operates either within a person or within environment to affect his behavior. It is that factor which is measured, manipulated or selected by the experimenter to determine its relationship to an observed phenomena.[3]

Independent variable of this research is applying by *Duolingo* Application. *Duolingo* is designed to feel like a game and has been scientifically proven to be effective. This app is the gamification of modern technology to teach a language unintentionally to the learners while forgetting or negating the traditional mode of teachings.[4] *Duolingo* provides four skills of English, those are listening, speaking, reading and writing. By learning listening and speaking skill, the learners can learn about pronunciation as well. It is because *Duolingo* provides speaking session, which is the learners can imitating what has been spoken in the speaking session, so that the learners pronunciation can be sharpened.

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[3] Yoges Khumar Shingh "Fundamental Of Research Methodology and Statistics", New Delhi: New Age International Publisher" (2006)

[4] Muhammad Rusli, Nurhanna Harahap, Sinta Ramadhani, Rizki Lestari. *"Duolingo Application on Students Pronunciation Ability"*. Jurnal AKRAB JUARA, Vol. 8:1 (2023), 125-133

2. Depedent Variable (y)

The dependent variable is response variable or output. It is an observed aspect of the behavior of an organism that has been stimulated. The dependent variable is that factor which is observed and measured to determine the effect of the independent variables. The dependent variable of this research was pronunciation ability. The researcher measured pronunciation ability of the student by using a test. Student's pronunciation skill is defined as the student's ability to pronounce English words correctly in pronouncing is focused segmental aspect: vowel.

C. Population, Sample, and Sampling Technique

1. Population

The population is a group of people or similar objects.[5] The researcher concluded population is the group that will be the subject of research. The population in this study is the second-semester students of the MAN 1 East Lampung in the academic year 2023/2024. The total population of 325 students is divided into 8 classes.

2. Sample

The sample is part of the members and characteristics of the population.[6] Based on the explanation above, the sample is a representative part of the population in this research is 81 consists of X-E and X-H.

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[5] Daniel Muijs, "*Doing Quantitative Research in Education",* London: Sage Publications Ltd (2004), p. 15

[6] Mark Balnaves, and Peter Caputi, "*Introduction to Quantitative Research"*, London: Sage Publication (2001), p. 177

3. Sampling Technique

A sampling technique are techniques used in research. The researcher used the cluster random sampling. In Cluster sampling, the sample units contain groups of elements (clusters) instead of individual members or items in the population.[7] The sample of this research was two classes at the tenth grader of MAN 1 East Lampung. The researcher took two classes, class X-E as experimental group consisting of 39 students and class X-H as control group consisting of 39 students.

D. Data Collecting Technique

The researcher used some methods to get more information that supports this research for collecting the data, such as:

1. Test

Researcher obtained data by conducting tests. The test is to make an assignment, or a number of tasks or orders for which students must complete them.[8] The results of the implementation of the test were used to get some conclusions from students. Based on the explanation, the researcher used tests to collect data: pre-test and post-test. The researcher conducted a pronunciation test in two sessions:

a. Pre-test

The pre-test was used before the use of *Duolingo* application for students. The stimulants were given in both classes, in the control class and the experimental class. The purpose was to determine the students' ability in

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[7] Yoges Khumar Shingh, "Fundamental of Research Methodology And Statistics" New Delhi: New Age International Publisher (2006), 89

[8] Donald Ary, Lucy Cheser Jacobs, Chris Sorensen *"Introduction to Research in Education",* USA: Wadsworth, Cengage Learning (2010)

pronunciation. There are 15 questions that will be given to students. The test is given in the form of written sentences and they pronounce it.

b. Post-test

The post-test was used after giving the material using *Duolingo* application media. The purpose of conducting a post-test was to determine the effect of students' pronunciation mastery after given the material using *Duolingo* application media. There are 15 questions that will be given to students.

2. Questionnaire

Questionnaire is a data collection technique that is carried out by giving respondents a collection of questions or written statements to answer.[9] This questionnaire has been created, to find out students' opinions about the *Duolingo* application and how it influences their pronunciation.

3. Documentation

Documentation is the method that was used to get detailed information about the history of the school, the sum of the teacher, employers, students, and organization structure among the tenth grade at MAN 1 East Lampung in the academic year of 2023/2024. During the process of the research the researcher collected some documentation of students activity in pronunciation test.

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[9] Sugiono, "Metode Penelitian Kuantitatif, Kualitatif dan R&D" (Bandung: Alvabeta, cv, 2016), 142.

E. Research Instrument

Research instrument is a planned data collection technique designed to obtain the required data.[10] To get more information that supports this research, the researcher used some instrument such as:

a. The research instrument to measure the influence student's pronunciation using *Duolingo* app was pre-test and post-test. There are 30 sentences test divided into 2 part, 15 sentences for pre-test and 15 sentences for post-test. The researcher evaluated and assessment of the pre-test and post-test by assessing their ability to pronounce a series of sentences.

b. Instrument to measure how it influences student's pronunciation and opinions about *Duolingo* app was questionnaire. A questionnaire is a research instrument that are designed to collect the answers from respondents.[11] There are 15 questions for questionnaire that given to students. The students have to answer by marking a four-point scale response, namely STS (Sangat Tidak Setuju), TS (Tidak Setuju), S (Setuju), SS (Sangat Setuju).

c. Instrument use in documentation method also needed to get detailed information about the history, the sum of the teacher, employers, students, and organization structure of the school. The documentation also needed to get the information from research activity like student's activity in pre-test and post-test, also the documentation of the data from pre-test, post-test and questionnaires.

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[10] Margono, "*Metodologi Penelitian Pendidikan"*, Jakarta: Rineka Cipta (2014), p. 155
[11] Anol Bhattacherjee "Social Science Research: Principles, Methods, and Practices" Digital Commons: University of South Florida (2012), 73

F. Analysis of Data Technique

The data obtained from class control and experimental class research would be analyzed with SPSS version 29 to answer the question "Is there a significant and positive influence of using *Duolingo* Application towards students' pronunciation skill at the tenth grade of MAN 1 East Lampung?". Researchers used independent samples t-test to analyze scores between control class and experimental class. Independent samples t-test was used to determine whether there is a difference in the mean of the two unpaired samples. In this research researcher used parametric statistical significance tests. The hypothesis as follows:

Ho: There is no positive and significant influence of using *Duolingo* application on the students' pronunciation ability of the tenth grade of MAN 1 East Lampung in academic year of 2023/2024.

Ha: There is any positive and significant influence of using *Duolingo* application on the students' pronunciation ability of the tenth grader of MAN 1 East Lampung in academic year of 2023/2024.

Independent sample t-test guidelines:

a. If the probability or Sig. < α (0.05), then the null hypothesis (Ho) is rejected.

b. If the probability or Sig. > α (0.05), then the null hypothesis (Ho) is accepted.

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of the Research

1. The Description of Research Location

MAN 1 East Lampung was founded in 1968, this school has underwent several name changes during its development. In 1968, at first this Madrasah was named the Metro State Islamic Institute (SPIAIN) Preparatory School. This madrasah was converted into State Islamic Religious Madrasah (MAAIN) with its completeness head quartered at MAAIN Tanjung Karang which has now changed to MAN 1 Bandar Lampung. Then the name of this Madrasah was changed again to Madrasah Aliyah Negeri (MAN) Central Lampung Metro. The name of MAN 1 Lampung Timur has been officially used since September 17 2014 based on KMA No.157 2014. MAN 1 Lampung East is located on Jalan Ki Hajar Dewantara Banjarrejo 38B Batanghari.

The vision of this school is to create students who have Akhlakul Karimah, Excellent in Achievement, Professional and Religious. And one of the missions of MAN 1 East Lampung is to carry out learning and guidance effectively so that each students develop optimally, according to their potential.

Figure 4

Structure Organization of MAN 1 East Lampung

2. The Description of Research Data

a. The Result of Pre-Test Score

The aim of giving the students pre-test was to help the researcher knew the student's pronunciation ability before they got the treatment using Duolingo Application in order to improve their pronunciation. The result of pre-test could be outlined as follows:

Table 4.2

The Frequency Distrbution of Pre-Test (Control Class)

No	Class Interval	Frequency	Percentage %
1	20 – 29	8	20.51%
2	30 – 39	7	17.95%
3	40 – 49	1 0	25.64%
4	50 – 59	6	15.38%
5	60 – 69	3	7.69%
6	70 – 79	5	12.82%
Total		**39**	**100.00%**

Table 4.3

Descriptive Statistic of Pre-Test (Control Class)

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Pre-Test Control	39	55	20	75	1695	43.46	2.650	16.550	273.887
Valid N (listwise)	39								

Based on the table, could be identified that total students (N) = 39, range score = 55, minimum score = 20, maximum score = 75, total score and mean 1695 and 43.46. the standard deviation = 16.550, variance = 273.887.

In addition, based on the frequency distribution could be seen that most of students got low grade. It showed that 34 students got score under 70 (87,2%) of them. Then, only 5 students (12,8%) of them got score above 70.

Furthermore, the researcher also conducted pre-test to the experimental class. The result of pre-test could be identified as followed:

Table 4.4

The Frequency Distrbution of Pre-Test (Experimental Class)

No	Class Interval	Frequency	Percentage %
1	20 – 29	7	17.95%
2	30 – 39	8	20.51%
3	40 – 49	8	20.51%
4	50 – 59	6	15.38%
5	60 – 69	4	10.26%
6	70 – 79	6	15.38%
Total		**39**	**100.00%**

Table 4.5

Descriptive Statistic of Pre-Test (Experimental Class)

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Pre-Test Experiment	39	55	20	75	1755	45.00	2.712	16.936	286.842
Valid N (listwise)	39								

Based on the table, could be identified that total students (N) = 39, range score = 55, minimum score = 20, maximum score = 75, total score and mean 1755 and 45.00. The standard deviation = 16.936, variance = 286.842.

In addition, based on the frequency distribution could be seen that most of students got low grade. It showed that 33 students got score under 70 (84,6%) of them. Then, only 6 students (15,4%) of them got score above 70.

The average score was 45. It could be said that their pronunciation was not good. That was one of the reasons why the researcher conducted the research regarding to their pronunciation ability by using *Duolingo* Application as an alternative way for them to brush up their pronunciation.

b. **The Result of Post-Test Score**

As soon as the students got pre-test, the experimental class got series kind of treatments using *Duolingo* Application. Following this, the researcher conducted a post-test. The post-test instrument was different with the pre-test, but it still has the same pattern and difficulty level.

Table 4.6

The Frequency Distrbution of Post-Test (Control Class)

No	Class Interval	Frequency	Percentage %
1	20 – 30	7	17.95%
2	31 – 41	8	20.51%
3	42 – 52	9	23.08%
4	53 – 63	7	17.95%
5	64 – 74	3	7.69%
6	75 – 85	5	12.82%
Total		**39**	**100.00%**

Table 4.7

Descriptive Statistic of Post-Test (Control Class)

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Post-Test Control	39	55	20	75	1705	43.72	2.634	16.452	270.682
Valid N (listwise)	39								

Based on the table, could be identified that total students (N) = 39, range score = 55, minimum score = 20, maximum score = 75, total score and mean 1705 and 43.72. the standard deviation = 16.452, variance = 270.682.

In addition, based on the frequency distribution it could be seen that was no significant change between the pre-test and the post-test on the control class. There was only 5 students got score above 70.

Furthermore, before conducted post-test on the experimental class, the researcher has been given treatment using Duolingo Application. The post-test was carried out in order to know the students pronunciation ability after got treatments. The result of post-test in experimental class could be identified as followed:

Table 4.8

The Frequency Distrbution of Post-Test (Experimental Class)

No	Class Interval	Frequency	Percentage %
1	20 – 30	3	7.69%
2	31 – 41	3	7.69%
3	42 – 52	4	10.26%
4	53 – 63	5	12.82%
5	64 – 74	6	15.38%
6	75 – 85	18	46.15%
Total		**39**	**100.00%**

Table 4.9

Descriptive Statistic of Post-Test (Experimental Class)

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Post-Test Experimental	39	65	20	85	2380	61.03	3.091	19.303	372.605
Valid N (listwise)	39								

Based on the table, could be identified that total students (N) = 39, range score = 65, minimum score = 20, maximum score = 85, total score and mean 2380 and 61.03. The standard deviation = 19.303, variance = 372.605.

The frequency distribution showed that most of students got score above 70 was 18 students (46,2%) of them. Moreover, the average score was significantly improved to the 61.03. It showed that they were successfully brush up their pronunciation. It means that the treatment trough Duolingo Application was successfully influence on the students pronunciation ability.

B. The Influence of Using *Duolingo* Application on Students Pronunciation

As soon as the researcher applied the series of research activities using Google Assistant, the researcher analyzed the data with Independent sample t-test by using SPSS 29 for windows. The researcher analyzed the data in order to prove whether there is a positive and significant influence of using Google Assistant on the students" pronunciation ability of the tenth grader of MAN 1 East Lampung.

It would be (Ho) rejected if there was a positive and significant influence of using *Duolingo* Application toward the students" pronunciation ability and (Ho) accepted if there was no positive and significant influence of using *Duolingo* Application toward the students" pronunciation ability.

1. **Prerequisite Test**

   a. **Normality Test**

   Normality test was a test that conducted to determine whether the distribution of data was normally distributed or not. Normality test useful to determine data that has been collected was normally distributed or taken from a normal population. In order get the data about normality test the researcher used SPSS 29 for windows with:

   Ho: The data that has been collected was abnormally distributed.

   Ha: The data that has been collected was normally distributed.

   Normality Test Guidelines:

   1) If the probability or Sig. (Kolmogorov-Smirnov) > α (0.05), then the null hypothesis (Ho) is rejected.

   2) If the probability or Sig. (Kolmogorov-Smirnov) < α (0.05), then the null hypothesis (Ho) is accepted.

   Table 4.10

   Tests of Normality

Class		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Pronunciation score	Post-Test Experimental (Duolingo App)	.141	39	.052	.926	39	.013
	Post-Test Control	.128	39	.108	.945	39	.055

Based on the table, could be seen that all the probability or Sig. number (Kolmogorov-Smirnov) from the whole 2 classes were 0.052 and 0.108. Since the probability or Sig. number (Kolmogorov-Smirnov) > than α (0.05), hence the Ho is rejected and the Ha is accepted. It means, the whole data has been collected was normally distributed.

b. **Homogeneity Test**

Homogeneity test was a test that prove the variance of two or more distributions was equal or not. In order to get the data about homogeneity test, the researcher used SPSS 29 *for windows* with:

Ho : Data did not homogenous

Ha : Data homogenous

Homogeneity Test Guidelines

1) If the probability or Sig. *(Based on Mean)* > α (0.05), then the null hypothesis (Ho) is rejected.

2) If the probability or Sig. *(Based on Mean)* < α (0.05), then the null hypothesis (Ho) is accepted.

Table 4.11

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Pronunciation Score	Based on Mean	1.430	1	76	.235
	Based on Median	1.342	1	76	.250
	Based on Median and with adjusted df	1.342	1	75.472	.250
	Based on trimmed mean	1.424	1	76	.236

Based on the table, it could be concluded that based on mean the Sig. number is 0.235 > 0.05. So that, the Ho is rejected and the Ha is accepted. It means that the data was homogenous.

2. **Hypothesis Testing**

Hypothesis testing was done to know whether there was a significant influence or not of variable X (*Duolingo Application*) to variable Y (*Student's Pronunciation*). There were several ways to test the hypothesis, such as T-Test (*manually*) or computerize (*SPSS Application*).

Based on the normality test and the homogeneity test, it could be seen that the data was normal and homogeneous. So that, the hypothesis testing using Independent Sample T-Test with SPSS 29 for windows could be applied, with the hypothesis as followed:

Ho : There is no positive and significant influence of using *Duolingo* Application on the students pronunciation at the tenth grader of MAN 1 East Lampung in academic year 2023/2024.

Ha : There is any positive and significant influence of using *Duolingo* Application on the students pronunciation at the tenth grade of MAN 1 East Lampung in academic year 2023/2024.

Independent Sample T-Test Guidelines

1) If the probability or Sig. number > α (0.05), then the null hypothesis (Ho) is rejected.

2) If the probability or Sig. number < α (0.05), then the null hypothesis (Ho) is accepted.

Table 4.12

The Result of Independent Sample T-Test Using SPSS

Group Statistics

Class		N	Mean	Std. Deviation	Std. Error Mean
Pronunciation Score	Class E	39	61.0256	19.30297	3.09095
	Class H	39	43.7179	16.45240	2.63449

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Pronunciation Score	Equal variances assumed	1.430	.235	4.262	76	.000	17.30769	4.06134	9.21882	25.39656
	Equal variances not assumed			4.262	74.139	.000	17.30769	4.06134	9.21554	25.39985

The test statistic for an Independent Samples T-Test is denoted t. A t-test is an inferential statistic used to determine if there is a significant difference between the means of two groups and how they are related. The t-test is a test used for hypothesis testing in statistics and uses the t-statistic, the t-distribution values, and the degrees of freedom to determine statistical significance. A higher t-value indicates a more significant difference. The t-value is 4.262, and the degrees of

freedom (df) value is 76. Using the degree of freedom value as 76 and a 5% level of significance, a look at the t-value distribution table gives a value of 2.000. Comparing this value against the computed value of 4.262 indicates that the calculated t-value is greater than the table value at a significance level of 5%. Therefore, it is safe to reject the null hypothesis that there is no difference between means. Based on the results which show that the t value is greater than the table value, there is a significant difference or positive influence of using *Duolingo* application on students' pronunciation.

Based on the table, it be could seen that the probability number Sig. (2-tailed) was 0.000. As a result, since the probability or Sig. number (2-tailed) was <0.005, hence the *null hypothesis* (Ho) is rejected and the *alternative hypothesis* (Ha) is accepted. It means, there was positive and significant influence of using *Duolingo* Application on students pronunciation at the tenth grade of MAN 1 East Lampung.

A confidence interval is a way of representing the precision of an estimate. 95% confidence is a result that shows consistency in the tests carried out. The confidence interval lower is 9.21882 and the upper is 25.39656. An important assumption with estimating a confidence interval is that your sample is representative of your target population. In other words, confidence interval assume that if you collected more data, the new data would look similar like the data you have already collected. In this case, the confidence interval is 9.21882 to 25.39656. It can be conclude that, the researcher 95% confident that the difference between the population means for the treatment using *Duolingo* Application and without *Duolingo* Application is between 9.21882 and 25.39656.

C. Discussion

Speaking is one of the ways in which people can communicate by conveying some words to express their ideas with each other. One of the important aspects in the process of speaking English is pronunciation. With a clear pronunciation it will minimize errors in the delivery of information from the process of oral speaking skills.

Pronunciation is to say the sound right, to use the words to express the appropriate meaning, or to construct their sentence in a way that sounds acceptable. It means that people can express their feeling and convey their meaning by using speech right.[1] Most students struggle with pronunciation because they lack self-confidence and did not receive adequate teaching in earlier educational stages. As a result, many students have difficulty mastering or even knowing how to pronounce English words.

It is a new phenomenon that technology has been applied in the teaching and learning process. Teachers need to be innovative and creative in order to hold the students' attention to their lesson and retention. With an application on the mobile phone is one of the most effective ways to learn pronunciation and help them learn how to pronounce words more easily.[2] Media will help students connect more with the material being taught, and teachers' methods will help them better connect with students.

In this modern era, we can use applications media to enhance the learning experience. Duolingo is a wonderful approach to improve students' speaking skills in class because it helps them talk and corrects their speech. Duolingo always

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[1] Martin Hewings. Pronunciation Practice Activities : A Resource Book of Teaching English Pronunciation. (Cambridge : Cambridge University Press, 2004), p. 3-9.

[2] Tasya Amanda Winzky & Aswir *"Junior High School Students' Perception of Using Mobile Application to Learn English Pronunciation"* Universitas Muhammadiyah Jakarta, Indonesia: Jurnal Studi Guru dan Pembelajaran, Vol. 5, No. 3, (2022)

acknowledges students in the concluding portion following the questions. The questions can be answered alone or in groups, creating a fun learning environment in class.[3] Additionally, by using application media we can have more freedom to learn pronunciation without feeling embarrassed, so the learn more fun and enjoyable. For this reason, the researcher use the *Duolingo* application as a media to improve students' pronunciation.

This research observed the students' pronunciation at the tenth grade of MAN 1 East Lampung, especially Class E and Class H. The researcher used this class because the students in this class still have problems in pronunciation. That was because they were less in listening how the native speaker pronounced the word or vocabulary. Furthermore, when practicing pronunciation on their own or with their friends, they also seemed shy and not fully interested.

Based on the problems the researcher applied *Duolingo* Application to help students in learning how the correct way to pronounce word and vocabulary correctly. The researcher assumed that learning pronunciation by using *Duolingo* Application could help the students more easily brush up their pronunciation. In fact, this app was using the real native speaker's in operation along with multiple languages included English. Therefore, it would make them more easily to practice pronunciation by directly listening to the native speaker voice.

Before conducting the research, the researcher give a pretest to assess the students' pronunciation ability prior before the treatment was given. After got the treatments, it could be identified that there were significant differences between the

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[3] Yelsa Dearestiani "*Improving Students' Speaking Skills by Using Duolingo Application*" INQUEST JOURNAL: Widya Gama Mahakam University, Indonesia., Vol 1, No. 2 (2023)

post-test score of the experimental and the control class on the student's pronunciation at the tenth grade of MAN 1 East Lampung.

After the researcher doing the research, the mean score they got in the post-test was so different. Based on the result of independent sample t-test using *SPSS 29 for Windows*, it could be seen that the average of the experiment class was 61.03 and the control class that was 43.72. It shows that the mean of the experimental class in the post-test was higher than the control class. The results of the data analysis describe that the students' mean score is greater in the experimental class that has received treatment than the control class that did not receive treatment.

Based on the result of Independent Sample T-test using SPSS 29 for windows, the probability or Sig number (2-tailed) was 0.000 which less than the α (0.005), so that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. It means, there is a positive and significant influence of using *Duolingo* Application on the students' pronunciation at the tenth grader of MAN 1 East Lampung.

When compared with previous research, this research has almost the same results as previous research with variable differences. Previous research used the *Duolingo* application as the media used, but with different skills such as vocabulary, writing and grammar. Previous research also showed positive and significant results regarding the influence of the *Duolingo* application on students' writing, vocabulary and grammar. So the difference between previous research and this research is in the variables used.

D. Limitation

This research was conducted at the tenth grader of MAN 1 East Lampung. The subject of this research was the tenth grader in the academic year of 2023/2024. The choice of subject was pronunciation ability by *Duolingo* Application. The result of this research shows that *Duolingo* Application success to help the students in learning to pronounce the word or vocabulary correctly.

Therefore, after conducted the research and got the data test, and documentation, the researcher found some limitations such as there were some difficulties on the students' pronunciation mastery. The students were confused about the English word and felt insecure to try practicing pronunciation They were afraid if their friends would be making fun of them.

Finally, the result of this research explained that theory of the positive and significant influence of using *Duolingo* Application toward the students' pronunciation ability was successful. The *Duolingo* Application was successfully helping the students of the tenth grader of MAN 1 East Lampung brush up their pronunciation.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research that has been conducted, the researcher conclude that using Duolingo Application had a positive and significant influence. In other words, using Duolingo Application was influence the students' pronunciation at the tenth grade of MAN 1 East Lampung. Positive in this case is something that shows a good change from before. This means that the pronunciation at the tenth grade of MAN 1 East Lampung showed good changes after using the *Duolingo* application. While significant is a large influence or effect. This means that after using the *Duolingo* application there is a big influence on students' pronunciation at the tenth grade of MAN 1 East Lampung.

Through the result, could be defined that there were significant differences between the pronunciation score of the experimental class and the control class where the post-test score of the experimental class was higher. Based on the result of independent sample t-test using SPSS 29 for windows, the probability number Sig. (2-tailed) was 0.000. As a result, since the probability or Sig. number (2-tailed) was <0.05, hence the *null hypothesis* (Ho) is rejected and the *alternative hypothesis* (Ha) is accepted. It means, there was positive and significant influence of using *Duolingo* Application on students pronunciation at the tenth grade of MAN 1 East Lampung.

B. Suggestion

Based on the conclusion of this research, the researcher would like to give some suggestions:

1. For the Teacher

    It is suggested to the teacher to use *Duolingo* application in order to make the students more easily to understand how the English word was supposed to be pronounced.

2. For the Students

    It is suggested to the students to be more encourage to learn *Duolingo* application, specially practicing pronunciation.

3. For the Headmaster

    The headmaster in supervising the English teacher to take advantages of the technology in order to help students to learn *Duolingo* application, so that the students can be more excited in learning English.

4. For the Next Researcher

    It is hoped that this research can provide new information for those who read this and also serve as a reference for the next researcher. Since this research may have its limitations, it is anticipated that future researcher will explore similar or varying topics to enhance the understanding of teaching and learning.

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APPENDICES

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Nomor   : B-5351/In.28/J/TL.01/11/2023
Lampiran : -
Perihal   : **IZIN PRASURVEY**

Kepada Yth.,
Kepala MAN 1 LAMPUNG TIMUR
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama	:	**FERA ESTI RAHAYU**
NPM	:	2001051009
Semester	:	7 (Tujuh)
Jurusan	:	Tadris Bahasa Inggris
Judul	:	THE INFLUENCE OF USING DUOLINGO APPLICATION ON STUDENTS PRONUNCIATION AT THE TENTH GRADES OF MAN 1 LAMPUNG TIMUR

untuk melakukan prasurvey di MAN 1 LAMPUNG TIMUR, dalam rangka meyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 20 November 2023
Ketua Jurusan,

Dr. Much Delniatur M.Pd.B.I.
NIP 19880308 201503 1 006

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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20 Desember 2023

Nomor : B- 454 /Ma.08.01/PP.07.1/12/2023
Lamp : -
Hal : Tanggapan Izin Prasurvey

Yth.

Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Institut Agama Islam Negeri Metro

Assalamu'alaikum Wr. Wb.

Berdasarkan Surat dari Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro Nomor: B-5351/In.28/J/TL.01/12/2023 tanggal 20 November 2023 tentang Izin Prasurvey, Maka diberikan izin kepada:

Nama : Fera Esti Rahayu

NPM : 2001051009

Jurusan : Tadris Bahasa Inggris

Kepada nama tersebut telah melaksanakan Prasurvey di MAN 1 Lampung Timur dalam rangka menyelesaikan Tugas Skripsi dengan judul "THE INFLUENCE OF USING DUOLINGO APPLICATION ON STUDENTS PRONUNCIATION AT THE TENTH GRADES OF MAN 1 LAMPUNG TIMUR

Demikian Surat Tanggapan Izin Prasurvey ini diberikan untuk dapat dipergunakan semestinya.

Wassalamu'alaikum Wr. Wb.

An Kepala,
Plt. Kaur TU

Arif Rahmayadi, M. Pd.

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor   : 2634/In.28.1/J/TL.00/06/2024
Lampiran : -
Perihal   : **SURAT** *BIMBINGAN SKRIPSI*

Kepada Yth.,
Syahreni Siregar (Pembimbing 1)
(Pembimbing 2)
di-
     Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	:	**FERA ESTI RAHAYU**
NPM	:	2001051009
Semester	:	8 (Delapan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	THE INFLUENCE OF USING DUOLINGO APPLICATION ON STUDENTS PRONUNCIATION AT THE TENTH GRADE OF MAN 1 EAST LAMPUNG

Dengan ketentuan sebagai berikut :
1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
   a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 06 Juni 2024
Ketua Jurusan,

Dr. Much Deiniatur M.Pd.B.I.

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Progran Studi : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Tuesday 06/02/2024		- Revise your background of study - Problem formulation - The novelty	
2	Tuesday 05/03/2024		- Revise chapter ii - footnote (typing) - explain the stand. of scoring (speaking) and pronunciation	
3	Tuesday 19/03/2024		- Revise table of scoring (pronunciation /chapter 2 - add the explanation about pronunciation	
4	Tuesday 07/05/202		- Revise chapter iii formulation /Research Design	

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Progran Studi : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
5	Tuesday 14/05/2024		- Revise Data Collecting Technique - Revise Reference.	
6	Wednesday 15/05/2024		Acc next to propos Seminar	

Mengetahui
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NPM   : 2001051009   Semester : 8

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Tuesday 04/05/2024	1	Acc Research Instrument	

Mengetahui
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Nama Mahasiswa : Fera Esti Rahayu   Fakultas/Jurusan : FTIK/Tadris Bahasa Inggris

NPM   : 2001051009   Semester/TA   : IX/2024

NO	Hari/Tgl	Hal Yang Dibicarakan	Tanda Tangan Dosen
	August, 23 2024	– Add theories and Previous studies on the Discussion.	
		– Check your Footnote and Bibliographies.	
	September, 2 2024	– Add theories on Discussion	
		– Add suggestion on Chapter V : for the next researcher	
		– Prepare for Munaqosyah.	
	September 5 2024	– Acc for Munaqosyah	

Dosen Pembimbing,

Mahasiswa Ybs,

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SURAT TUGAS
Nomor: B-2671/In.28/D.1/TL.01/06/2024

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**FERA ESTI RAHAYU**
NPM	:	2001051009
Semester	:	8 (Delapan)
Jurusan	:	Tadris Bahasa Inggris

Untuk :   1. Mengadakan observasi/survey di MAN 1 LAMPUNG TIMUR, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING DUOLINGO APPLICATION ON STUDENTS PRONUNCIATION AT THE TENTH GRADE OF MAN 1 EAST LAMPUNG".

   2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di   : Metro
Pada Tanggal   : 10 Juni 2024

Mengetahui,
Pejabat Setempat

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NIP. 19761122014 111002.

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor   : B-2672/In.28/D.1/TL.00/06/2024
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MAN 1 LAMPUNG TIMUR
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2671/In.28/D.1/TL.01/06/2024, tanggal 10 Juni 2024 atas nama saudara:

Nama	:	**FERA ESTI RAHAYU**
NPM	:	2001051009
Semester	:	8 (Delapan)
Jurusan	:	Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA MAN 1 LAMPUNG TIMUR bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MAN 1 LAMPUNG TIMUR, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING DUOLINGO APPLICATION ON STUDENTS PRONUNCIATION AT THE TENTH GRADE OF MAN 1 EAST LAMPUNG".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 10 Juni 2024
Wakil Dekan Akademik dan
Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN LAMPUNG TIMUR
MADRASAH ALIYAH NEGERI 1
Jalan Lembayung Banjarrejo 38 B Kecamatan Batanghari Kabupaten Lampung Timur
Telepon 0725 44756 Website : www.man1lampungtimur.sch.id
E-mail : man1lampungtimur@gmail.com

15 Juni 2024

Nomor   : B- 346 /Ma.08.01/PP.07.1/06/2024
Lampiran   : -
Hal   : **Tanggapan Izin Research**

Yth. :

Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Institut Agama Islam Negeri Metro

di Tempat

Berdasarkan surat dari Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro Nomor : B-2672/In.28/D.1/TL.00/06/2024 tanggal 10 Juni 2024 tentang Izin Research maka Kepala MAN 1 Lampung Timur memberikan izin kepada :

Nama   : Fera Esti Rahayu
NPM   : 2001051009
Program Studi   : Tadris Bahasa Inggris

Kepada nama tersebut telah melaksanakan Research di MAN 1 Lampung Timur dalam rangka menyelesaikan Tugas Akhir/Skripsi dengan judul **"The Influence Of Using Duolingo Application On Students Pronunciation at The Tenth Grade Of MAN 1 East Lampung"**.

Demikian surat izin Research ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

An. Kepala
Kaur Tata Usaha,

Arif Rahmayadi, M. Pd.
NIP. 197611122014111002

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN
NPP: 1807062F0000001
Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-890/In.28/S/U.1/OT.01/09/2024

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	: FERA ESTI RAHAYU
NPM	: 2001051009
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2023/2024 dengan nomor anggota 2001051009

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 16 September 2024
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.
NIP.19750505 200112 1 002

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini Ketua Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan (FTIK), Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama   : Fera Esti Rahayu

NPM   : 2001051009

Program Studi : Tadris Bahasa Inggris (TBI)

Tidak mampunyai peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 17 September 2024
Ketua Program Studi TBI
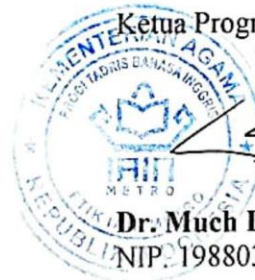
Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082015031006

Pre-Test Score Of Student's Pronunciation

CONTROL CLASS

No	Student's Name	Score	Category
1	ASS	35	Failed
2	ANI	60	Failed
3	ALCM	40	Failed
4	AIN	70	Passed
5	AF	35	Failed
6	AA	50	Failed
7	AGF	75	Passed
8	ADA	30	Failed
9	CAR	20	Failed
10	CNC	45	Failed
11	CWP	55	Failed
12	EAM	45	Failed
13	FIY	75	Passed
14	FMH	75	Passed
15	FR	50	Failed
16	FSH	65	Failed
17	GA	45	Failed
18	JF	30	Failed
19	LA	40	Failed
20	LL	25	Failed
21	MAA	20	Failed
22	MDP	40	Failed
23	MMNH	55	Failed
24	MRW	25	Failed

25	MYP	35	Failed
26	ME	40	Failed
27	MMF	20	Failed
28	NSR	55	Failed
29	NH	40	Failed
30	PNTS	60	Failed
31	RDS	20	Failed
32	RS	35	Failed
33	SARP	45	Failed
34	SKF	40	Failed
35	TA	70	Passed
36	UWN	25	Failed
37	WAZ	30	Failed
38	ZSP	25	Failed
39	ZA	50	Failed
Total		**1695**	
Average		**43.46**	
Highest score		**75**	
Lowest score		**20**	

Pre-Test Score Of Student's Pronunciation

EXPERIMENTAL CLASS

No	Student's Name	Score	Category
1	AADN	20	Failed
2	AR	70	Passed
3	AK	75	Passed
4	ARS	40	Failed
5	AP	50	Failed
6	AF	60	Failed
7	AA	45	Failed
8	AZM	30	Failed
9	ADK	20	Failed
10	AAZ	35	Failed
11	CCBA	25	Failed
12	CYP	50	Failed
13	DKV	55	Failed
14	DSM	30	Failed
15	DR	70	Passed
16	ENM	40	Failed
17	FMH	40	Failed
18	FDH	20	Failed
19	FAW	75	Passed
20	INA	60	Failed
21	JTN	50	Failed
22	JR	35	Failed
23	MAR	45	Failed
24	MEJ	65	Failed
25	MNAY	55	Failed
26	MRA	25	Failed
27	MA	30	Failed

28	MFA	25	Failed
29	MA	60	Failed
30	MFA	40	Failed
31	MAH	70	Passed
32	MIIA	30	Failed
33	NTS	35	Failed
34	NAT	45	Failed
35	SA	25	Failed
36	SNJ	35	Failed
37	SRW	45	Failed
38	YMH	55	Failed
39	CR	75	Passed
Total		**1755**	
Average		**45.00**	
Highest score		**75**	
Lowest score		**20**	

Post-Test Score Of Student's Pronunciation

CONTROL CLASS

No	Student's Name	Score	Category
1	ASS	35	Failed
2	ANI	60	Failed
3	ALCM	40	Failed
4	AIN	70	Passed
5	AF	35	Failed
6	AA	50	Failed
7	AGF	75	Passed
8	ADA	30	Failed
9	CAR	20	Failed
10	CNC	45	Failed
11	CWP	55	Failed
12	EAM	45	Failed
13	FIY	75	Passed
14	FMH	75	Passed
15	FR	50	Failed
16	FSH	65	Failed
17	GA	50	Failed
18	JF	30	Failed
19	LA	40	Failed
20	LL	30	Failed
21	MAA	20	Failed
22	MDP	40	Failed
23	MMNH	55	Failed
24	MRW	25	Failed
25	MYP	35	Failed
26	ME	40	Failed
27	MMF	20	Failed

28	NSR	55	Failed
29	NH	40	Failed
30	PNTS	60	Failed
31	RDS	20	Failed
32	RS	35	Failed
33	SARP	45	Failed
34	SKF	40	Failed
35	TA	70	Passed
36	UWN	25	Failed
37	WAZ	30	Failed
38	ZSP	25	Failed
39	ZA	50	Failed
Total		**1705**	
Average		**43.72**	
Highest score		**75**	
Lowest score		**20**	

Post-Test Score Of Student's Pronunciation

EXPERIMENTAL CLASS

No	Student's Name	Score	Category
1	AADN	20	Failed
2	AR	80	Passed
3	AK	85	Passed
4	ARS	60	Failed
5	AP	70	Passed
6	AF	75	Passed
7	AA	50	Failed
8	AZM	70	Passed
9	ADK	60	Failed
10	AAZ	35	Failed
11	CCBA	55	Failed
12	CYP	70	Passed
13	DKV	85	Passed
14	DSM	30	Failed
15	DR	80	Passed
16	ENM	60	Failed
17	FMH	40	Failed
18	FDH	25	Passed
19	FAW	85	Passed
20	INA	80	Passed
21	JTN	75	Passed
22	JR	45	Failed
23	MAR	65	Failed
24	MEJ	70	Passed
25	MNAY	85	Passed
26	MRA	65	Failed
27	MA	45	Failed

28	MFA	25	Failed
29	MA	75	Passed
30	MFA	50	Failed
31	MAH	80	Passed
32	MIIA	55	Failed
33	NTS	75	Passed
34	NAT	55	Failed
35	SA	35	Passed
36	SNJ	40	Failed
37	SRW	60	Failed
38	YMH	80	Passed
39	CR	85	Passed
Total		**2380**	
Average		**61.03**	
Highest score		**85**	
Lowest score		**20**	

PRE-TEST ENGLISH PRONUNCIATION

Please pronounce the words/sentences bellow correctly!

1. Busy

2. Knowledge

3. I am a human

4. I have money

5. Back to school

6. Have a nice day

7. The women drink

8. He eats an apple

9. Take a breath

10. It's a pleasure

11. I read the menu

12. We eat a sandwich

13. I see a big mountain

14. I have something for you

15. Thanks for the invitation

POST-TEST ENGLISH PRONUNCIATION

Please pronounce the words/sentences bellow correctly!

1. Scholarship
2. How are you?
3. Attention Please
4. Help me please!
5. They are children
6. I read some books
7. You are diligent
8. They have the orange
9. The man drink coffee
10. I am a boy, not a girl
11. The woman eats fruit
12. They have a newspaper
13. The women and the girls read
14. she reads the magazine
15. Indonesia has beautiful ocean

THE DOCUMENTATION OF RESEARCH

1. **Pre-Test Activity**

2.   Treatment Activity

The researcher introduce Duolingo Application to the students

The researcher explain step by step using Duolingo Application

The students practicing pronunciation using Duolingo Application

The students are doing the tasks given by Duolingo Application

3. Post-Test Activity

THE INFLUENCE OF USING DUOLINGO APPLICATION ON STUDENTS PRONUNCIATION AT THE TENTH GRADE OF MAN 1 EAST LAMPUNG.pdf

by 1 1

METRO, ... 23 ... Sept 2024

KETUA PRODI TBI

Dr. MUCH DEINATUR, M.Pd.B.I.
NIP. 19880308 201503 1 006
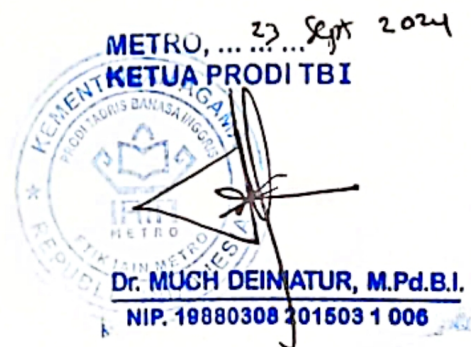
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CURRICULUM VITAE

The researcher's name is Fera Esti Rahayu was born in Bandar Jaya on March 11st, 2001. Now, she lives in Karang Endah, Terbanggi Besar, Central Lampung. She is the second of the two children to Mr Eko Wahono and Ms Sunarjiati. Her formal education began in 2007 at TK IT Insan Kamil. Furthermore, the researcher entered Elementary school at SDN 03 Bandar Jaya (2008-2013). After completing education in elementary school, the researcher continued the formal education at SMPN 5 Terbanggi Besar (2014-2016). In 2017, the researcher continued the formal education at SMKN 1 Terbanggi Besar (2017-2019). Committed to further studies, Fera enrolled in the State Islamic Institute of Metro in 2020, majoring in English Education.