AN UNDERGRADUATE THESIS

**THE INFLUENCE OF USING DUOLINGO APPLICATION
ON THE STUDENTS WRITING SKILL OF THE ELEVENTH GRADERS
AT SMK MUHAMMADIYAH SEKAMPUNG EAST LAMPUNG**

By:

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHERS TRAINING**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1442 H / 2020 M**

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Presented as a Partial Fulfillment of the Requirements

for the Degree of Sarjana Pendidikan (S.Pd)

in English Education Department

By:

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APPROVAL PAGE

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             of M. Halimi

To:
The Honorable, the Head of Tarbiyah Department
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AssalamualaikumWr.Wb.

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

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

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

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RATIFICATION PAGE

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The Undergraduate Thesis entitled THE INFLUENCE OF USING DUOLINGO APPLICATION ON THE STUDENTS WRITING SKILL OF THE ELEVENTH GRADERS AT SMK MUHAMMADIYAH SEKAMPUNG EAST LAMPUNG. Written by: M. HALIMI, Student Number 1601070107, English Education Department, had been examined (Munaqosah) in Tarbiyah and Teacher Training Faculty on Friday, December 11th 2020 at 09.00 – 11.00 a.m.

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Chairperson	: Dr. Umi Yawisah, M.Hum	(.............................)
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THE INFLUENCE OF USING DUOLINGO APPLICATION

ON THE STUDENTS WRITING SKILL OF THE ELEVENTH GRADERS

AT SMK MUHAMMADIYAH SEKAMPUNG EAST LAMPUNG

ABSTRACT

By:

M. HALIMI

The purpose of this study was to determine whether the Duolingo application can affect the writing ability of class XI students of SMK Muhammadiyah Sekampung Lampung Timur. Writing has become one of the most important skills in the English language. Without good writing skills there will be misunderstandings between the writer and the reader. In teaching writing, the teacher must be able to provide media that can help students practice their writing skills. The Duolingo application is a medium that can be used in teaching writing. The Duolingo application has advantages in delivering game-based material that makes users feel like playing while learning, and brings benefits to developing students' writing skills.

This research was quantitative research. The population of this research was the eleventh grader students. The sample were 40 students established through the cluster random sampling technique. The researcher used test and documentation as the data collecting method. In order to analyze the data, the researcher used Independent sample t-test by using SPSS.

The results of the normality test in this study were: Pre-test Sig. = 0.003, post-test Sig. = 0.802. Then the results of the Sig homogeneity test. = 0.286. The t-test results that have been calculated using the Independent sample t-test formula at the significant level (2-tailed) are 0.000 which is smaller than alpha 0.05. Based on these conditions, Ho was rejected, meaning that there was a positive and significant influence on the use of the Duolingo application on the writing ability of class XI students of SMK Muhammadiyah Sekampung Lampung Timur.

*Keyword***: Duolingo Application, Writing, and English Vocabulary.

PENGARUH PENGGUNAAN APLIKASI DUOLINGO PADA KETERAMPILAN MENULIS SISWA KELAS SEBELAS DI SMK MUHAMMADIYAH SEKAMPUNG LAMPUNG TIMUR

ABSTRAK

Oleh:

M. HALIMI

Tujuan penelitian ini adalah untuk mengetahui apakah penerapan Duolingo dapat mempengaruhi kemampuan menulis siswa kelas XI SMK Muhammadiyah Sekampung Lampung Timur. Menulis telah menjadi salah satu keterampilan terpenting dalam bahasa Inggris. Tanpa keterampilan menulis yang baik akan terjadi kesalahpahaman antara penulis dan pembaca. Dalam pembelajaran menulis, guru harus mampu menyediakan media yang dapat membantu siswa melatih keterampilan menulisnya. Aplikasi Duolingo merupakan salah satu media yang dapat digunakan dalam pengajaran menulis. Aplikasi Duolingo memiliki kelebihan dalam penyampaian materi berbasis game yang membuat pengguna merasa ingin bermain sambil belajar, dan membawa manfaat untuk pengembangan keterampilan menulis siswa.

Penelitian ini adalah penelitian kuantitatif. Populasi penelitian ini adalah siswa kelas XI. Sampel berjumlah 40 siswa yang ditetapkan melalui teknik cluster random sampling. Peneliti menggunakan tes dan dokumentasi sebagai metode pengumpulan data. Analisis data menggunakan uji Independent sample t-test dengan bantuan SPSS.

Hasil uji normalitas dalam penelitian ini adalah: Pre-test Sig. = 0,003, post-test Sig. = 0,802. Kemudian hasil uji homogenitas Sig. = 0,286. Hasil uji-t yang telah dihitung menggunakan rumus Independent sample t-test pada taraf signifikan (2-tailed) adalah 0,000 yang lebih kecil dari alpha 0,05. Berdasarkan kondisi tersebut Ho ditolak, artinya terdapat pengaruh yang positif dan signifikan penggunaan Aplikasi Duolingo terhadap kemampuan menulis siswa kelas XI SMK Muhammadiyah Sekampung Lampung Timur.

Kata kunci: Aplikasi Duolingo, Menulis, dan Kosakata Bahasa Inggris.

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

Name	:	M. Halimi
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States that this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are excerpted from the bibliographies mentioned.

Metro, 24 November 2020

M. HALIMI

St. Number 1601070107

v

ORISINALITAS PENELITIAN

Yang bertanda tangan di bawah ini:

Nama	:	M. Halimi
NPM	:	1601070107
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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian penulis, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 24 November 2020

M. HALIMI

NPM 1601070107

MOTTO

وَلِكُلٍّ وِجْهَةٌ هُوَ مُوَلِّيهَا ۖ فَٱسْتَبِقُوا ٱلْخَيْرَٰتِ ۚ أَيْنَ مَا تَكُونُوا يَأْتِ بِكُمُ ٱللَّهُ جَمِيعًا ۚ إِنَّ ٱللَّهَ عَلَىٰ كُلِّ شَىْءٍ قَدِيرٌ

"And for each people there is his (own) qibla which he faces to him. So compete
(in making) goodness. Wherever you are, Allah will gather you all (on the
Day of Resurrection). Verily Allah has power over all things"

(Al-Baqarah: 148)

DEDIATION PAGE

This undergraduate thesis is specially dedicated to:

My beloved parents, Mr. Tajuwid and Mrs. Khayatun always pray and support in their endless love.

My beloved sister, Siti Kholifah.

My wonderful class, TBI C (special class with special types of students)

My beloved friends, Habib Mustofa, Diki Anggara, Ahmadulah Al adibi Asholihi, Syarifudin Ikrom, Bagus Firmansyah, Ferdian Eka Parwati, Wahidatul Mu'arofah that always support me.

My beloved Almamater of State Institute for Islamic Studies of Metro.

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First of all, thanks to Allah SWT the Most Gracious and the Most Merciful because of His wonderful blessings, the researcher could finish this undergraduate thesis. Those blessings and gifts were the only reason the researcher not giving up today. Then, peace and salutation always be upon to our beloved prophet Muhammad SAW, the one who has taught us how to life in a harmony, may peace always be upon Him." The Influence of Using Duolingo Application on the Students Writing Skill of the Eleventh Graders at SMK Muhammadiyah Sekampung East Lampung" is the title of this undergraduate thesis. This research would not be accomplished without any motivation, help and support from a lot of people.

Secondly, on this joyful occasion, the researcher would like to express his deep gratitude, he thanked him for:

1. Dr. Hj. Akla, M.Pd., as Dean of the Faculty of Tarbiyah and Teacher Training at the Metro State Islamic Institute.

2. Mr. Ahmad Subhan Roza, M.Pd., as the Head of the English Department

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7. All of my beloved friend TBI 16, especially from TBI C 2016 who always support and help one another.

8. My beloved Family, that never tired to pray for the good of the researcher

Finally, in this research, the researcher realized that this undergraduate thesis was not perfect. The researcher would like to apologize from the deep of his heart if there were so many mistakes. Then, the researcher expected the readers to give some suggestion and also criticisms for the perfect research.

Metro, 11 December 2020

The Researcher,

<u>M. HALIMI</u>

NPM. 1601070107

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CHAPTER I

INTRODUCTION

A. Background of Study

English as an international language have an important role in the world, every people today need to at least understand about English. Moreover, nowadays English was the world most widely studied foreign language. It means that most of students in all over the world learned English. In general, there were four macro skills in English that have to be master by English learners, there were reading, writing, listening, and speaking. Vocabulary is one of the biggest components of a language, the learners need to master a number of words to express their ideas well, because the more they learn the vocabulary, the easier they send their ideas to others in spoken or written forms.

Language is used for communication or it is made up of sounds when we speak or it is made up of sentences that convey meaning. It means, when one speak, he or she does communication directly. Communication can also be done indirectly, that is he or she writes something that has messages, and the messages should be understandable to the reader.

In fact, most of foreign learners, in this case SMK or MA learners, still find difficulties in learning writing. As a result, the messages of writing are difficult to be understood by readers, because their knowledge of foreign

languages is still low. In order to write well, the students need good knowledge of foreign languages, such as the knowledge of vocabulary, punctuation, grammar, spelling, stylistic, and so on.

Vocabulary is very important, because the learners should prepare the words in their mind as basic until of the language in communication while spoken or written. Descriptive writing purpose to be describe a specific thing in detail. Having High knowledge of vocabulary will help the learners to describe an object in detail easier. In this research, the writer focus on the students' vocabulary mastery and their descriptive writing ability. Therefore base on the pre survey at February 27th 2020, toward 20 students, the writer gets data of writing ability at the eleventh graders of SMK Muhammadiyah Sekampung East Lampung.

Table 1.1

The Data of the Pre-Survey at the Eleventh Graders of SMK Muhammadiyah Sekampung East Lampung

No	Name	The Writing Test	
		Score	Category
1	ANS	65	Failed
2	ANW	55	Failed
3	AMP	50	Failed
4	ASS	75	Passed
5	AFN	65	Failed
6	ADY	70	Passed
7	FNA	55	Failed
8	FNG	50	Failed
9	GAL	40	Failed
10	KAW	65	Failed
11	LFD	55	Failed
12	MAH	60	Failed
13	MHL	50	Failed

14	MSN	45	Failed
15	NFN	40	Failed
16	NDH	50	Failed
17	PAP	45	Failed
18	PLT	55	Failed
19	RST	60	Failed
20	SPP	50	Failed
	Total	**1100**	**Low**
	Average	**55**	

Table 1.2

Grade	Explanation
< 70	Failed
≥ 70	Passed

Source : English Language Teachers at SMK Muhammadiyah Sekampung

From the data above, the writer founds that some students have low ability. The writing ability at the eleventh graders of SMK Muhammadiyah Sekampung East Lampung is still low with average of 55. Based on that problems, the researcher want to make an experimental research by using some kind of Duolingo app. In this modern ERA, there were a lot of software or applications that can help the students brush up their English, especially their ability in writing skills. The researcher wonder if we can make use of that technology, to create teaching-learning process more enticing. It would make students become active and more confident. Researcher want to try to apply the Duolingo Application to students' writing ability.

Duolingo is an application that can be used either on an android Smartphone or the web. This application is using an English native speaker voice in operation, which means it can bring the advantage for English learner and can be use in practicing writing

Based on the background above, the researcher conducts a research entitled "The Influence of Using Duolingo Application on The Students Writing Skills of The Eleventh Graders at SMK Muhammadiyah Sekampung East Lampung".

B. Problem Identification

Based on the background of the study above, the researcher identify some problems as follows:

1. Students have low writing ability

2. Most students have low writing interest

3. Student motivation to write is still low

4. Students have difficulty writing because they do not have adequate vocabulary mastery that can affect their writing skills.

C. Problem Limitation

Based on the identification of the problem above, the researcher notice that students had low vocabulary skills. Therefore, students have difficulty in writing skills. In this study, researcher limits the problem that only focus on mastering the vocabulary of students who were still having

difficulty writing. Then the researcher wants to try to find a solution to help them more easily write sentence correctly using the Duolingo application.

D. Problem Formulation

In connection with the above research background, researcher formulates the problem as follows:

"Is there any positive and significant influence of using the Duolingo application on the students' writing ability of the eleventh graders students at SMK Muhammadiyah Sekampung East Lampung?"

E. Objectives and Benefits of Study

1. Research Objectives

   Based on the problem formulation above, the researcher aims to find out whether there is an influence using the Duolingo Application on the students' writing ability of the eleventh graders at SMK Muhammadiyah Sekampung, East Lampung?

2. Research Benefits

   a. For the student

   By using the Duolingo application as a medium that it can help students' writing skills. Researchers hope that the Duolingo Application can make students easier to write sentence and paragraphs. In addition, researchers want to make the process of learning English more interest and enjoyable by using the Duolingo Application.

b. For English Teachers

Researcher hope that maybe one day the results of this study using the Duolingo Application to teach writing can be used by teachers.

c. For the Headmaster

It was hopefully this can be a positive contribution and it can be used as quality learning information for English at SMK Muhammadiyah Sekampung, East Lampung.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Writing

1. Definition of Writing

Another linguist, Hyland, explain that writing is a way to share personal meaning. That means writing is a way to express a feeling and thinking to others who have a meaning. Writing can help people to communicate. Therefore, when building a view (idea) they, people must make it understandable and accept.

According to Cornbleet and Carter, writing is always around us even every day, even though we don't read it we always see written texts ranging from shopping lists to academic essays.[1] It means that writing is a way to produce language that comes from our thinking. The notion, or opinion result of the author's activity has been carried out. It is also an activity, both physically and mentally that helps researchers put their thoughts into words in meaningful form.

For communication to success, people must structure their discourse so that it can be understood by the reader. This is why writing must be coherent and cohesive.[2] Coherence means the connection of ideas and points to be transfer and cohesive means grammatical uses in

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[1] Cornbleet, Sandra, dan Ronald Carter. *The Language of Speech and Writing.* London and New York: Routledge, 2001. p. 5

[2] Jeremy Harmer, *The Practice of English Language Teaching* (3rd Ed), (New York:Longman, 2001), p. 246

written language. Explain, the author will show many things in written language, such as ways of thinking, knowledge and words that will be arrange into sentences that can be easily understood by readers so that they can communicate.

From all the statements above, the researcher concludes that writing is one of the skills in English to transfer ideas, feelings and thinking from the researcher's mind which are arranged in words, sentences and paragraphs using the eyes, hands and brain, as information to the reader.

2. Types of Writing

There are several types of writing. For this section, according to Kane defines the type of writing as follows:[3]

a. Exposition

The exposition is written with the aim of explaining a topic of discussion through short and concise paragraphs. So if someone reads the paragraph, then he will get some information related to the topic itself. Then this text is known to also have sentences that are inviting or attracting attention from the reader. In other words, a reader is able to be interested in following or doing something that is explained through the text.

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[3] Kane, Thomas S. *The Oxford Essential Guide to Writing.* New York: Oxford University Press, 1988. p. 7

b. Description

Description is about sensory experience. How things look, sound, feels. Mostly about visual experiences, but descriptions also relate to other types of perceptions. The description also describes a certain object. What is explained in a description text can be people, places, events, atmosphere, events or other things.

c. Narration

Narrative is a form of paragraph development in an essay or paper in which describes a series of events in a sequence from time to time, starting from the beginning, middle, to the end

d. Persuasive

Persuasion means inviting, persuading, or telling. persuasion text is a text that aims to invite, tell, or persuade the reader to do something in accordance with what was conveyed by the author.

e. Argumentation

Argumentative is a paragraph that contains an explanation based on evidence, reason and an example of real events that are intended to influence the reader so that they are sure of the problem.

Writing has several types for writing paragraphs, namely exposition, description, narration, persuasion, and argumentation. Each has different characteristics, functions and components. In this research focus on writing description text.

3. **Process of Writing**

There are several processes for writing well. For this section, according to Harmer defines the writing process as follows:[4]

a. Planning

The author will plan what they will write. Before writing they try to determine what will be written on a writing. They plan however the author has thought about what is needed before writing it on a piece of paper. When planning a researcher must think of three main problems. First, it must consider the purpose of writing because it affects one, among others, not only the type of text produced, but also the language used, and the information chosen for inclusion. Second, researcher do not only think about the results they write, not only affect the form of writing, but also the choice of language whether formal or informal. Third, the researcher must consider the structure of the content of a work, how to properly order facts, ideas, or arguments that will be included in the writing.

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[4] Jeremy Harmer, *How tom Teach Writing*, (London:Pearson Education Limited, 2004), p. 4

b. Drafting

Drafting is a design strategy for compiling and developing continuous writing procedures to conclude that information found during planning can be a part of what success or not.

c. Editing (reflecting and revising)

After the researcher writes the draft, they then read what they had written to see where it worked and where it didn't. Reflections and revisions are often assisted by readers or editors who comment and make suggestions. The reaction of other readers to the paper will help the author make the right revisions.

d. Final version

After the researcher has edited their draft, made the changes they deem necessary, they produced their final version. This may look very different from the original plan and the first concept, because the changes have changed in the editing process. But the author is now ready to send written text to the intended audience.

Planning $\longrightarrow$ Drafting $\longrightarrow$ Editing $\longrightarrow$ Final Version

Based on the diagram above, it is known that there are four writing processes, namely planning, drafting, editing, and the last final version or final draft.[5]

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[5] Ibid. p. 5

4. Characteristic of Good Writing

There are three good characteristics of writing according to Boardman, namely:[6]

a. Coherence

Coherence means staying united, coherence is basically a matter of having the right part of writing with a clear process. Paragraphs have coherence when supporting sentences are ordered according to principles. The sentences are arranged so that readers can understand ideas easily. The principles for ordering depend on the type of paragraph written.

b. Cohesion

Cohesion is another characteristic of a good paragraph. When a paragraph has cohesion, all supporting sentences are connected to each other in support of the topic sentence.

c. Unity

The final feature of a properly written paragraph is unity. All supporting sentences must relate to the topic sentence.

Writing paragraphs has several characteristics, namely coherence, cohesion and unity. The paragraph can be said to be good when all three characteristics are found in a paragraph.

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[6] Natanael Saragih, et all. *The Effectiveness of Using Recount Text to Improve Writing Skill*. IOSR Journal Of Humanities And Social Science (IOSR-JHSS). (www.iosrjournals). Volume: 19, February 2014.p 57

5. Teaching Writing

Teaching writing covers teaching of a language ability and organization of ideas. Harmer said that by far the most important reason for teaching writing, of course, that it is a basic of language skill. Therefore, teaching writing to students of English is more important than other language skills. Teaching or learning how to write successfully gets even more complicated and challenged for both language teachers and students.

However many teachers agree that in the classroom, writing should be given much attention as reading, speaking, and listening. Yet many teachers and students alike consider writing to be most difficult subject of language skill to learn. Brown states that there are five types of writing class performance:

a. Imitative, or writing down

Beginning level of learning to write, students will simply "writing down" English letters, words and possibly sentences in order to learn the convention of the orthographic code.

b. Intensive, or controlled

Writing is sometimes used as production mode for learning, reinforcing or testing grammatical concepts. This intensive writing typically appears in controlled, written grammar exercises.

c. Self-Writing

A significant proportion of classroom writing may be devoted to self-writing or writing with only the self in mind as an audience.

d. Display Writing

It was noted earlier that writing within the school curricular context is a way of life. For all language students, short answer exercises is say examinations, and even research reports will involve an element of display.

e. Real Writing

Well virtually every classroom writing task will have an element of display writing in it, the same classroom writing aims at the genuine communication of messages to an audience in need of those messages.

There are subcategories illustrate how reality can be injected:

1) Academic

2) Vocational/Technical

3) Personal.[7]

When the teacher is writing in the classroom, it has many activities that the students do in learning. The teacher not only asks the students to write sentence or composition, but also can focus the activities in language practice and make them active. For example asks them to write dialogue with their partner. It makes the students get ideas

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[7] DH. Douglas Brown. *Teaching by Principle an Interactive Approach to Language Pedagogy*, (California: Longman inc, 2001), p. 343-346

or suggestion from other students. The teaching of writing is mater of prescribing a set of predetermined tasks or exercises to the students. When teachers teach writing course, she/he does not only teach how to develop ideas in writing, but also needs a serious attention of how to write English sentences grammatically and systematically thus teaching writing will be good if the teachers" ability is being improved.

6. Writing Skill Rubric

Writing has some components that should be done by researcher in order to get good writing. There are five components to measure writing test in the profile of writing are adopt by Jacobs in Laras:

a. Content

The measure the content of written product is not easy to do. In order to make the teacher or evaluator simple to count it, he applies several descriptors; knowledgeable, substantive, through development of thesis, and relevant to assign topic.

b. Organization

In organization there are six descriptions that have to take in good written text. They are fluent expression, ideas clearly state/support, succinct, well-organize, logical sequence and cohesive.

c. Vocabulary

The good researchers have to enrich their vocabulary for their writing's quality. But it is not enough without chosen the correct

vocabulary to the text. Jacob states vocabulary into four descriptors: sophisticate range, Effective word/ idiom choice and usage, word form mastery, and appropriate register.

d. Language Use

As like the vocabulary, in writing evaluation, language use consists of eight descriptors; effective complex constructions, agreement, tenses, number, words order/function, articles, pronouns and preposition.

e. Mechanics

Mechanics are description about the spelling, punctuation, capitalization, paragraph, and hand writing in written product. It is as basic of the evaluation in the profile of composition.[8] In addition, Brown explains there are many categories of writing,

1) Content that contains thesis statement; related ideas; development of ideas through personal experience, illustration, and facts opinion; use of description, cause/effect, comparison/contras; consistent focus.

2) Organization that involves effectiveness of Introduction; logical sequence of ideas; conclusion; appropriate length.

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[8] Puput, Septiani, *Improving Students' Writing Skill by Using Four Square Writing (a collaborative classroom action research) to The Eighth Grade Students of Mts Muhammadiyah 02 Pubian Lampung Tengah,* (S1 Thesis, Raden Intan Lampung University, Lampung, 2018), p. 19-21

3) Discourse that contains topic sentences; paragraph unity; transitions; discourse markers; cohesion; rhetorical conventions; reference; fluency; economy; variation.

4) The others categories are syntax, vocabulary, and mechanics (spelling, punctuation, citation of references, neatness and appearance).[9]

7. Writing Skill Rubric Score

There are several categories on assessment writing, namely content, organization, vocabulary, language use and mechanics.[10]

Table 2.1

Appendix rubric score from Heaton

Categorization	Score	Level	Criteria
Content	30-27	Excellent to very good	Knowledgeable- substantive-etc.
	26-22	Good to average	Some knowledge of subject- etc.
	21-17	Fair to poor	Limited knowledge of subject- little substance-etc.
	16-13	Very poor	Does not show knowledge of subject- non substantive- etc.
Organization	20-18	Excellent to very good	Fluent expression- ideas clearly stated- etc.
	17-14	Good to	Somewhat choppy- loosely

[9] H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*. (2nd Ed), (San Francisco:Longman, 2000), p. 357

[10] Heaton, J. B. *Writing English Language Test.* London and New York: Longman Group UK Limited, 1988. p. 146

		average	organized but main ideas stand out- etc.
	13-10	Fair to poor	Non fluent- ideas confused or disconnected- etc.
	9-7	Very poor	Does not communicate- no organization- etc.
Vocabulary	20-18	Excellent to very good	Sophisticated range- effective word/idiom choice and usage-etc.
	17-14	Good to average	Adequate range- occasional errors of word/idiom form, choice, usage, but meaning not obscured.
	13-10	Fair to poor	Limited range- frequent errors of word/idiom form, choice, usage-etc.
	9-7	Very poor	Essentially translation- little knowledge of English vocabulary.
Language use	25-22	Excellent to very good	Effective complex constructions- etc.
	21-19	Good to average	Effective but simple constructions-etc.
	17-11	Fair to poor	Major problems in simple/complex constructions- etc.
	10-5	Very poor	Virtually no mastery of sentence construction rules- etc.

Mechanics	5	Excellent to very good	Demonstrates mastery of conventions-etc.
	4	Good to average	Occasional errors of spelling, punctuation-etc.
	3	Fair to poor	Frequent errors of spelling punctuation, capitalization-etc.
	2	Very poor	No mastery of conventions-dominated by errors of spelling, punctuation, capitalization, paragraphing-etc.

Based on the table above, each category has a different maximum score. That is content 30 score, organization 20 score, vocabulary 20 score, language use 25 score, and mechanics 5 score. Therefore, the highest grade is 100.

8. Descriptive Writing

a. Definition of Descriptive Text

Descriptive text is a type of text which is used by the researcher or speaker to describe particular thing, person, animal, place and or event to the readers or hearers (Gerot & Wignel, 1994; Knapp & Watkins, 2005). The process of describing is done through ordering their characteristics clearly, starting from naming them, classifying them, and dealing with their attributes, behaviors, functions, and so on so that the readers or hearers can possibly

notice what the researcher is writing about as if they could directly see it through their own eyes.[11]

Descriptive text has the function to describe something in detail so that readers can see, hear, feel and touch it directly involve themselves in the event. The context of this type of text is a description of a particular thing, animal, person, or other person, for example: our pets or people we know well. Good descriptive text includes lots of describe sensory details that paint pictures and appeal to all senses of sight, hearing, touch, smell, and taste when necessary. Descriptive texts can also paint a picture of the feelings of people, place or things spoken by researchers.

b. Generic Structure of Descriptive Text

Descriptive text has structures as below:

1) Identification

In this generic structure introduce to the subject of description.

2) Description

In this part gives details of the characteristic feature of the subject. Such as : quality, characteristics, describing the phenomenon in parts, quality, or/and characteristic, size, physical appearance, ability, habit, daily live, etc.

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[11] Eko, Noprianto, "*Student's Descriptive Text Writing in SFL Perspectives*". IJELTAL(Indonesian Journal of English Language Teaching and Applied Linguistics) Vol. 2(1), 2017, p. 67

c. Types of Description Text

Most writing contains description. Following are a few types of writing that depend heavily on descriptive language:

1) Descriptions of a person, place or thing contain sensory details that bring to life actual people, place, and things.

2) Observations describe an event the researcher has witness. Often, the event takes place over an extend period of time.

3) Travel Brochures contain factual information as well as persuasive language to encourage tourism.

4) Character sketches describe fictional characters-their appearance, personality, hope and dreams.

B. Concept of Duolingo Application as Artificial Intelligence

1. Duolingo as Artificial Intelligence

a. Definition of Duolingo Application as Artificial Intelligence

Duolingo is a language-learning platform--accessible both as a website and as an Android or iOS app--which launch for general public use just over four years ago, in June, 2012. It can be considered to fall under the category of Mobile-Assisted Language Learning (MALL), which itself can be categorized as a branch of ICT called M- (or Mobile)Learning. According to Patrick, Artificial Intelligence is the study of the computations that make it

possible to perceive, reason, and act.[12] It means, computer can analyze and do something according to the program.

Moreover, Elaine Rich states that, Artificial Intelligence (AI) is the study of how to make computers do things which, at the moment, people do better.[13] AI can do series of task that we do in daily activity. In other words, Artificial Intelligence could do things like we do as a human being.

Then, according to britania.com Artificial Intelligence (AI) is the ability of a digital computer or computer-controlled robot to perform tasks commonly associate with intelligent beings. The term is frequently apply to the project of develop systems endow with the intellectual processes characteristic of humans, such as the ability to reason, discover meaning, generalize, or learn from past experience.

Duolingo itself is a language-learning platform--accessible both as a website and as an Android or iOS app--which was launched for general public use just over four years ago, in June, 2012. It can be considered to fall under the category of Mobile-Assisted Language Learning (MALL), which itself can be categorized as a branch of ICT called M- (or Mobile) Learning.[14]

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[12] Patrick Henry Winston, *Artificial Intelligence,* third edition(USA: Addison-Wesley Publishing Company, 1993), p. 5

[13] Elaine Rich, Kevin Knigt and Shivashankar B Nair, *Artificial Intelligence,* third edition(New Delhi: Tata McGraw-Hill Publishing Company Limited, 2009), p. 3

[14] David R. Bogdan, *Duolingo as an "Aid" to Second-language Learning An Individual Case Study,* (Received July 28, 2016) p. 199

As one of the language learning applications, Duolingo can help someone to develop their vocabulary knowledge in communication. Through the process of Duolingo application, the students gain new words easily based on their own will.

Moreover, Duolingo provides vocabulary practice and give opportunity for students to evaluate their knowledge and identify the need to continue improving.[15] It means that Duolingo is present as an educational tool that can be integrated in the classrooms in order to provide a new learning experience for students, and it is based on quality content, feedback, and motivation. Thus, the Duolingo application is important for students to learn languages to increase their motivation and make this application more fun. Using Duolingo in learning English can get positive feedback from students and teachers. In addition, students who need to develop their vocabulary can use the Duolingo application that is useful and interesting to use

b. **Characteristics of Duolingo Application**

Duolingo as a free language-learning application can offer a wider range of features that requires an internet connection during using this application. Here are the characteristics of Duolingo application, such as:

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[15] Guaquet, Cesar & Castro, Angela Yicely, "*The Use of Learning Apps as a Didactic Tool for EFL Vocabulary Building*". ERIC Journal. Vol. 11, No. 2; 2018, p. 69

1) **Achievements** is a Duolingo application feature to give out when the learners or users has been completed the lessons through best effort.

Figure 2.1 Achievements

2) **Lingots** is a small jewel icons that the learners have completed the activity and level successfully to get "lingots". It can be change for bonus extra practices.

Figure 2.2 Lingots

3) **Crown** Levels are new feature in Duolingo application. Each skill has a "Crown Levels". When you have completed a skill, you will get a crown, and continued to new skills.

Figure 2.3 Crown Levels

4) **Daily Goal** is about appreciation for the learners who have completed a daily goal. Duolingo application give a rewards to them with surprise sounds and unique picture and make the learners feel more enjoyable.

Figure 2.4 Daily Goal

5) **Clubs User Networking** is a feature for learners to
communicate and sharing with other users about language
learning. It also can compete to gain (10) XPs and see their
friends" score.
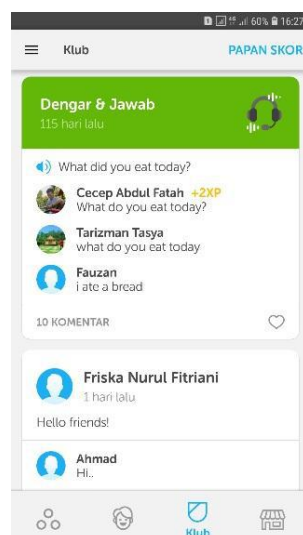
Figure 2.5 Club Users   Figure 2.6 Score Board
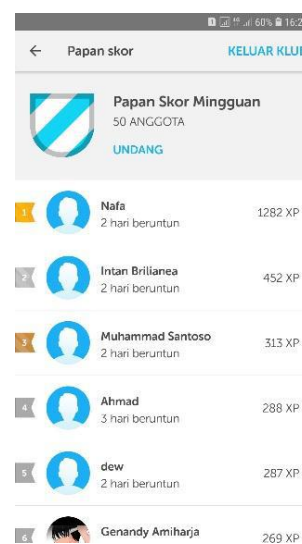
Duolingo application also provides the learners with various types of exercises within a lesson or unit, such as:

1) Vocabulary, in which the users see a picture, and be ask to choose it with correct answer.

2) Pronunciation, in which the users will be asked to repeat or say a sentences what they hear.

3) Listening, in which the users will hear an audio clip of word or sentence and have to type it correctly.

4) Translation in which the users will be asked to translate a word or a sentence into the language they want to know or learn.

Figure 2.7 Vocabulary   Figure 2.8 Pronunciation
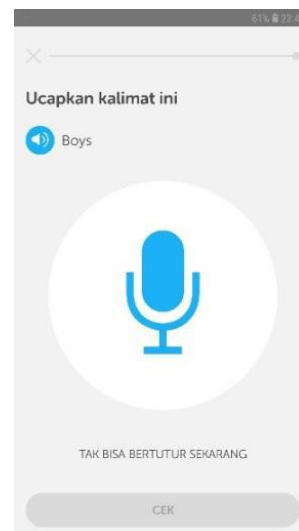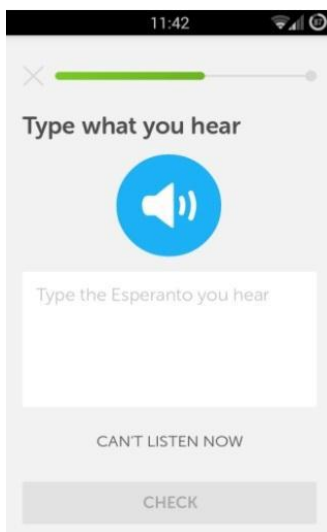
Figure 2.9. Listening   Figure 2.10. Translation
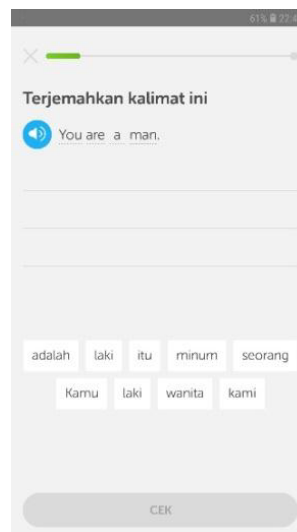
c.   **Teaching Vocabulary by Using Duolingo Application**

Duolingo can help students to develop their vocabulary knowledge about words in English, students need to have good capability in building vocabulary. It can be said that at least students can get three beneficial advantages. First, Duolingo helps students to increase their motivation and make this application more enjoyable. Second, Duolingo can help students to easily gain new words, because students can directly see interesting picture and wider range of features while they are learning new vocabulary. In additional, students also can use Duolingo application to understand the meaning of the word.

Duolingo can be played individually in the class after delivering material from the teacher. There are some practical and systematic steps for the students to learn new vocabulary. The

teachers can choose and adjust the materials based on the government curriculum in the class. There are several steps to teach vocabulary by using Duolingo application:

1) Provide students with materials based on English book without using Duolingo application. Students can identify the words used in the text.

2) After the student understand the words, provide the students with some exercises. The students can be asked to put the words and detail from the text.

3) After the materials have been delivered to the students, they should get ready to learn new vocabulary using the Duolingo application.

To simply help the reader understand the function of each part of the Duolingo application, there are a number of steps that can be taken in classroom learning activity as follows:

1) First, to use the application on mobile phone, the students can download it on Google Play or App Store and install with Android/ iOS operating systems. Users can create an account or access activities without an account. However, users can only save their progress by creating an account.

Figure 2.11 Wallpaper   Figure 2.12 Login Account
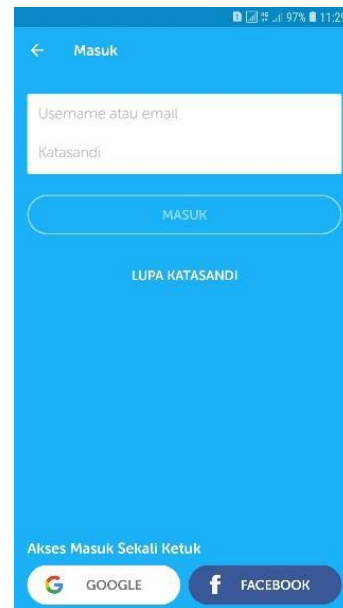
2) Next, after creating an account, the students can choose the

English language to study and immediately begin activities.
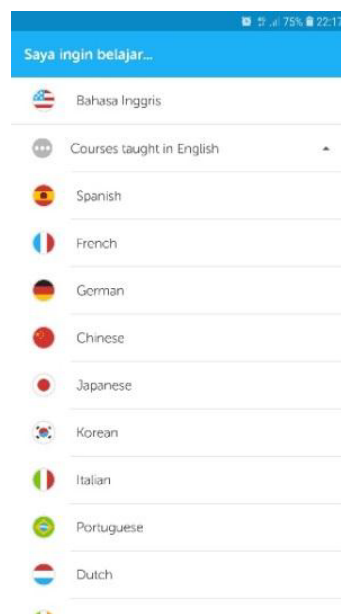
Figure 2.13 Choose a Language

3) Then, the students are able to take a placement exam to progress to more advanced units. The learning experience is broken up into themed units which start from "Basics" and can range from thematic vocabulary sections such as "Food" or "Family" to more advanced grammar topic such as "Past Perfect" and "Subjunctive Past".[16]

Figure 2.14. Home Page

4) Finally, the students can access their progress through the lessons or units. Each lesson is around 10 to 20 questions that focus on improving vocabulary through pronunciation skills, translation, listening comprehension, and vocabulary knowledge. When each lesson has completed well, the lesson

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[16] Teske, Kaitlyn, "*Duolingo*". Computer Assisted Language Instruction Consortium Journal Vol 34.3, 2017, p. 393-401

is leveled-up to the next lesson and is then unlock and get a crown.

In the classroom, teacher can start the class to give the materials based on English book and how to use Duolingo application. Then, the students can be ask to determine the meaning of the words. So, the students firstly get general understanding and new vocabulary. After that, the students can begin with using Duolingo application, and they choose the topic which can be given or they can freely choose the topic in their own.

d. Advantages of Duolingo

According Munday There are several advantages of Duolingo as medium of learning in classroom. The advantages include:

1) Duolingo is a language learning media which can be used to increase levels of active leaners in teaching learning process. It can be because Duolingo incorporates some gamification aspect in learning with, it can motivate and engage learners in learning with Duolingo. The material which learning for game usually difficult to forget, it can be because the learners enjoy in learning.

2) Duolingo can create a homework so besides learning in classroom, Duolingo also can support to make students practice to improve their vocabulary with Duolingo at their

home. Based on research which done by Munday shows that if the A1 student 84.8% agreed if homework with Duolingo better that other types of homework.

3) Duolingo can be accessed anywhere and everywhere, so teachers are not difficult to implemented it in indoor learning or outdoor learning. It is a media learning language as well which allows the learners to learn wherever they have internet connection and whenever they feel like it.

e. Disadvantages of Duolingo

Every media for learning definitely have positive and negative side according to situation and condition of learning. There are some disadvantages of using Duolingo as media in learning vocabulary:

1) Duolingo is an online media learning, so it is hard to implement in classroom if there is no internet connection.

2) If teacher wants to use Duolingo in the classroom, they must use projector. It will make student more active and they will participate in learning teaching process.

3) It needs more preparation for the teacher for time allocation and tools if it does in regular classroom, such as time to prepare projector, loudspeaker, and notebook.

C. **Hypothesis**

Based on the Theoretical Review above, the researcher proposes hypothesis as followed:

Ho: There is no any positive and significant influence using Duolingo Application on the students writing skill of the eleventh gradersat SMK Muhammadiyah Sekampung East Lampung in the academic year 2019/2020.

Ha: There is a positive and significant influence using Duolingo Application on the students writing skill of the eleventh graders at SMK Muhammadiyah Sekampung East Lampung in the academic year 2019/2020.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Researcher conducts the research use a research designs. According to Creswell, research design is a special procedure involved in the research process: data collection, data analysis, and report writing.[17] In other words, the research design refers to all the steps that the researcher needs to take.

This study uses experimental research methods to determine the influence of using the Duolingo Application on students' writing ability. Experimental research is a type of quantitative research. According to Khotari, C.R quantitative research was based on measurement of quantity or amount.[18] In other words, the purpose of this study is to evaluate the measurement of the observed subject quantity.

In this study, researcher uses two classes. The first class as an experimental group has received special treatment implementing Duolingo Application in learning writing. The second class is the control group that does not receive treatment. Researchers used Quasi Experimental Design, type Nonequivalent Control Group Design.[19] This design was explained by Sugiono. Design as follows;

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

[18] C.R. Khotari, Research Metodology: Methods and Techniques, second revised edition (New Delhi: New Age International, 2004), p. 3

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

Table 3.1

Quasi Experimental (Nonequivalent Control Group Design)

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

O1 = Pre-Test

O2 = Post-Test

X   = Treatment

Based on the above design, the researcher wants to find out whether there is an influence or not using the Duolingo Application in studying the writing ability in the experimental group. Treatment will be deliver three times to students in the experimental group in three different lesson plans by the Duolingo Application. Is there a positive and significant influence using the Duolingo Application on students' writing ability for eleventh graders at SMK Muhammadiyah Sekampung East Lampung?

Next, researcher compare the post-test scores of the control group and the experimental group. The researcher wants to find out whether there is a difference between the experimental group that uses the Duolingo Application in learning to write and the control group who does not use the Duolingo Application.

This study aims to determine whether there is a positive and significant influence of the use of the Duolingo Application to the writing ability of class XI students at SMK Muhammadiyah Sekampung East Lampung.

B. The Operational Definition of Variables

An operational definition is a definition based on the characteristics of the thing to define. Meanwhile, the variable known as data that collected from these units is known. Variables are any characteristic of the units that interesting in and want to collectable (e.g. Gender, age, self-esteem).

Based on the above quote, the operational definition of the variable will be explain as follows:

1. Independent Variable

The independent variable which is a stimulus or input variable operates either in a person or in the environment to influence his behavior. It is that factor which is measured, manipulated. or selected by the experimenter to determine its relationship to an observed phenomena.[20]

The independent variable of this study is Duolingo Application. As previously written, the Duolingo Application is an Artificial Intelligence-based application developed by Luis Von Ahn and Severin Hacker. This application is run by translating words. It will bring benefits to help students' writing skills.

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[20] Yoges Khumar Shingh,*Fundamental Of Research Methodology*., p. 63

Then, students will become active and more enthusiastic in the learning process. Each student must do an exercise to write short words or sentences using the Duolingo Application. This learning model will make learning activities more fun and enjoyable.

2. **Dependent Variable**

The dependent variable is the response or output variable. This is an observed aspect of the behavior of an organism that has been stimulated. The dependent variable is the factor that is observed and measured to determine the influence of the independent variable.[21] The dependent variable in this study is the ability to write. Researchers measure students' writing abilities by using written tests.

C. **Population and Sampling Technique**

1. **Population**

According to Creswell, a population is a group of individuals who have the same characteristics.[22] The population in this study was TKJ grade XI students majoring in SMK Muhammadiyah Sekampung East Lampung in the academic year 2019/2020. The study population was four classes in class XI students majoring in TKJ SMK Muhammadiyah Sekampung, East Lampung. Namely XI TKJ 1, XI TKJ 2, XI TKJ 3, XI TKJ 4. Each class consists of 20 students, so the population has a total of 80 students.

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[21] Ibid. p. 63
[22] Jhon W. Creswell, Educational Research., p. 142

2. Sampling Technique

Sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population.[23] In other words, sample was the small group that would be observed in the research that represent the population. A good sample should be representing the whole population.

Researcher uses the Probability Sampling technique, a type of cluster random sampling. In Cluster sampling, the sample unit contains groups of elements (clusters) not individual members or items in the population. The sample of this research is two classes in class XI students majoring in TKJ SMK Muhammadiyah Sekampung East Lampung. Researchers took two classes, class XI TKJ 2 as an experimental group consisting of 20 students and class XI TKJ 4 as a control group consisting of 20 students.

D. Data Collection Method

1. Test

Researchers use the written test as a method of data collection to measure the application of the Duolingo Application to students' writing ability. Researchers measured writing skills using written pre-test and post-test. Next, researcher give the student an instruction to write a descriptive text by the topic "food". Each student must make the text correctly and accurately. After that, the researcher explain about

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[23] Ibid. p. 627

Duolingo application and the student use Duolingo Application to complete several question about food. And last, the student write the description text about food ones more time to check the influence of using Duolingo application.

2. **Documentation**

The researcher used the documentation to get detail information about school, students and all information that needed. The researcher used the English result of the pre-test score of SMK Muhammadiyah Sekampung East Lampung to know how the students learning process before the Duolingo application was applied.

3. **Observation**

The observation method is focused on the entire vocabulary learning process using the application. According to John W. Creswell, Observation is the process of gathering information openly and directly by observing people and places at the research site.[24]

In addition, the researcher uses observation as a data collection method to find out how vocabulary teaching uses applications in the classroom, how students respond to techniques or media and how the duolingo application can help students learn English vocabulary.

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[24] Jhon W. Creswell, Educational Research., p. 213

E. Research Instrument

Daniel Muijs state that instrument is used to assess the influence of the experiment (e.g. a test) before the treatment is given, and a post-test, usually on the same instrument, after the treatment has been given.[25]

Consequently, this research used test as an assessing instrument. The test consists of pre-test and post-test. The experimental group and control group got written test both in pre-test and post-test.

F. Data Analysis Technique

As Marczyk, Geoffrey R. assumes that written tests are used to test the average difference between the two groups. In general, they require a single dichotomous independent variable (e.g. experimental and control groups) and a single continuous dependent variable.[26]

To investigate whether there is a positive and significant influence between the application of the Duolingo Application with the ability to write students, researchers analyzed data using the Independent Sample written test with SPSS 16.0 for windows with the following hypothesis;

Ho: There is no positive and significant influence from the use of the Duolingo Application on the writing ability of eleventh grade students of SMK Muhammadiyah Sekampung in the 2019/2020 academic year.

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[25] Daniel Muijs, Doing Quantitative Research., p. 18

[26] Geoffrey Marczyk, David De Matteo and David Festinger, Essentials Of Research Design And Methodology (New Jersey: John Wiley & Sons, Inc, 2005), p. 221

Ha: There is a positive and significant influence on the use of the Duolingo Application on the ability to write eleventh grade students of SMK Muhammadiyah Sekampung in the academic year 2019/2020.

Independent Sample T-Test Guidelines;

1. If the probability or Sig. $< \alpha$ (0.05), then the null hypothesis (Ho) is rejected.

2. If the probability or Sig. $> \alpha$ (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

a. The Description of SMK Muhammadiyah Sekampung

SMK Muhammadiyah Sekampung was established on April 5th, 2010, and has been registered in Indonesian Educational Department with school statistic number: 402120803040. Samsudin Subroto, S.Pd, M.Pd was the founder and also becomes the first head master in SMK Muhammadiyah Sekampung.

The vision of this school was creating student that has good achievement, competitive, knowledgeable and devoted. The School itself located at Giriklopo Mulyo, Sekampung East Lampung. Since the day that the school was founded, there were five times of changing the head master, the data as followed;

Table 4.1

The Head Master of SMK Muhammadiyah Sekampung East Lampung

No	Name	Period
1.	Samsudin Subroto, S.P. M.Pd.	2010
2.	Indra Purnama Jaya, S.Kom.	2010 - 2011
3.	Sutjipto, A.Md.	2011 - 2012
4.	Winarto, S.Kom. MM.	2012 - 2018
5.	Hendra Agus Wijaya S.E	2018 - Now

source: *Documentation SMK Muhammadiyah Sekampung East Lampung.*

b. Structure Organization at SMK Muhammadiyah Sekampung

STRUCTURE ORGANIZATION

SMK MUHAMMADIYAH SEKAMPUNG EAST LAMPUNG
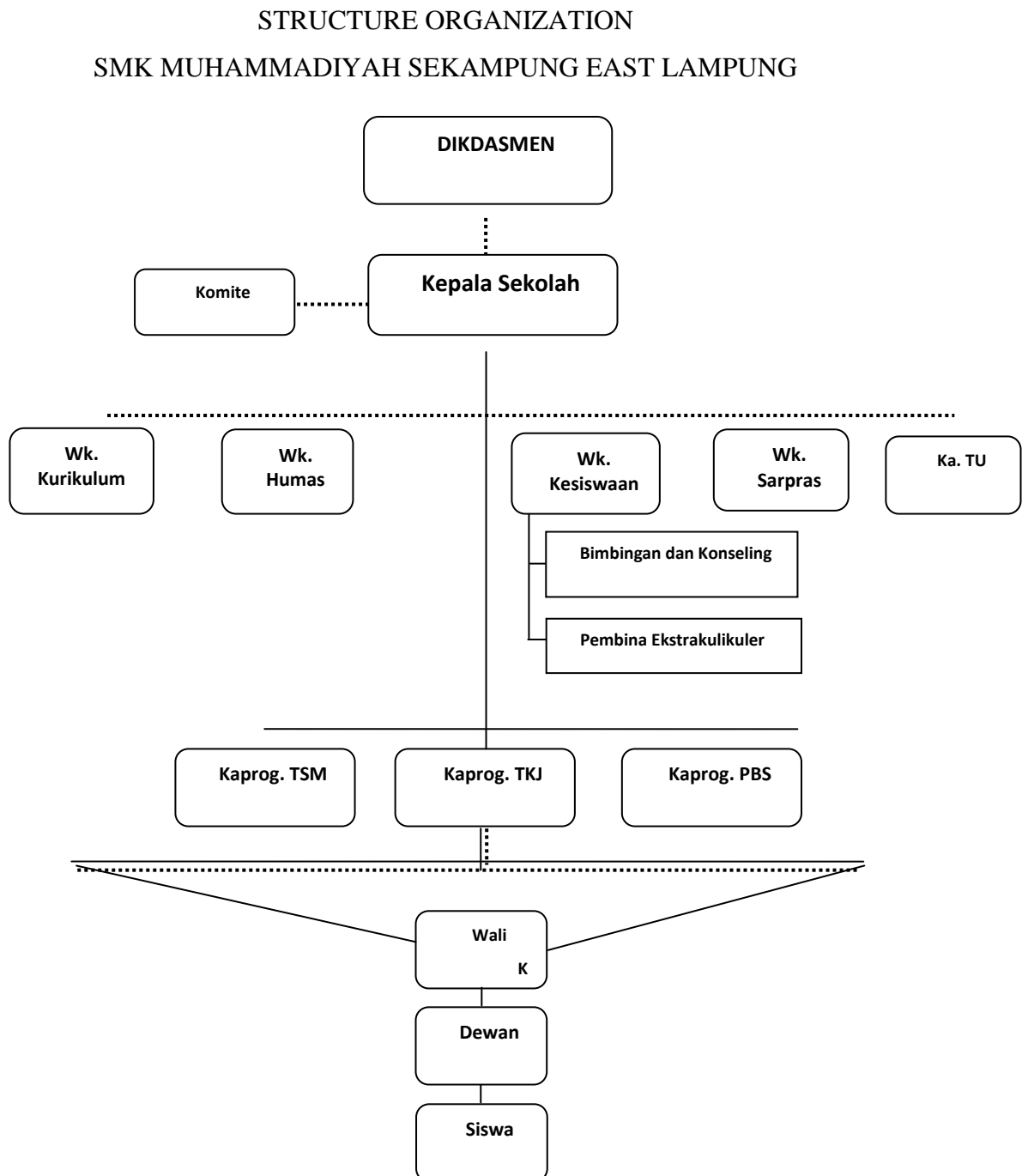
Figure 4.1

Structure Organization of SMK Muhammadiyah Sekampung

East Lampung

c. **The Sketch of The Location of SMK Muhammadiyah Sekampung**

The sketch location of SMK Muhammadiyah Sekampung East Lampung as followed:
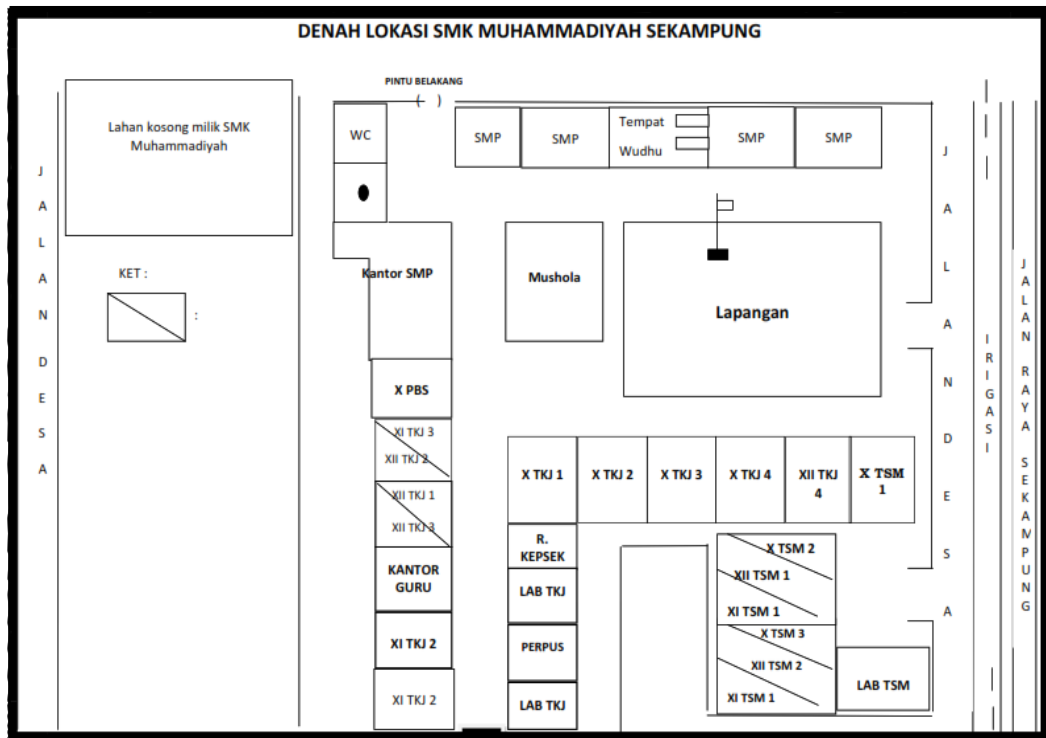
Figure 4.2
Sketch Location of SMK Muhammadiyah Sekampung
East Lampung

2. **The Description of Research Data**

a. **The Result of Pre-Test Score**

The purpose of giving a pre-test to students is to help researchers determine students' writing skills before they get treated using the Duolingo application to polish their writing skills. The pre-test results can be identified as follows:

Table 4.2

The Frequency Distribution of Pre-test (control class)

No	Class Interval	Frequency	Percentage %
1	50-53	7	35%
2	54-57	8	40%
3	58-61	2	10%
4	62-65	1	5%
5	66-69	1	5%
6	70-73	1	5%
Total		20	100%

Table 4.3

Descriptive Statistic of Pre-test (control class)

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Varianc
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Pretest_Score	20	20	50	70	1111	55.55	1.224	5.472	29.94
Valid N (listwise)	20								

Based on the table, could be identified that total students (N) = 20, range score = 20, minimum score = 50, maximum score 70, total score and mean 1.111 and 55,55. The standard deviation = 5.472, variance = 29.945.

In addition, based on the frequency distribution, could be seen that most of students got low grade. It showed that 19 students got score under 70 (95% of them). Then, only 1 student (5% 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 Distribution of Pre-test (experimental class)

No	Class Interval	Frequency	Percentage %
1	50-52	3	15%
2	53-55	8	40%
3	56-58	4	20%
4	59-61	3	15%
5	62-64	2	10%
6	65-67	-	-
Total		20	100%

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
Pretest_Score	20	14	50	64	1116	55.80	.810	3.622	13.116
Valid N (listwise)	20								

Based on the table, could be identified that total students (N) = 20, range score = 14, minimum score = 50, maximum score 64, total score and mean 1.116 and 55.80. The standard deviation = 3.622, variance = 13.116.

According to the table above could be known that most of students got low grade. It showed that 20 students got score under 70 (100% of them).

The average score was 55,8. It can be said that their writing skills are not good enough. That is one of the reasons why researchers conducted research related to their writing skills using the Duolingo Application as an alternative way to polish their writing skills.

b. The Result of Post-Test Score

As soon as students get a pre-test, and students in the experimental class get various kinds of treatment using the Duolingo application, the researcher conducts a post-test. The post-test instrument is different from the pre-test, but the pattern and level of difficulty are still the same.

Table 4.6

The Frequency Distribution of Post-test (control class)

No	Class Interval	Frequency	Percentage %
1	50-53	5	25%
2	54-57	4	20%
3	58-61	8	40%
4	62-65	1	5%
5	66-69	1	5%
6	70-73	1	5%
Total		20	100%

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_ Score	20	20	50	70	1146	57.30	1.166	5.212	27.168
Valid N (listwise)	20								

Based on the table, could be identified that total students (N) = 20, range score = 20, minimum score = 50, maximum score 70, total score and mean 1.146 and 57.30. The standard deviation = 5.212, variance = 27.168. The table of frequency distribution as followed;

Based on the frequency distribution, it could be seen that there was no significant change between the pre-test and the post-test on the control class. There was only 1 student got score above 70.

Furthermore, before the post-test was carried out in the experimental class, the researcher was given treatment using the Duolingo application. Post-test was conducted to determine students' writing skills after receiving treatment. The post-test results in the experimental class can be identified as follows;

Table 4.8

The Frequency Distribution of Post-test (experimental class)

No	Class Interval	Frequency	Percentage %
1	58-62	1	5%
2	63-67	1	5%
3	68-72	7	35%
4	73-77	6	30%
5	78-82	3	15%
6	83-87	2	10%
Total		20	100%

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 Score	20	27	58	85	1478	73.90	1.471	6.577	43.253
Valid N (listwise)	20								

Based on the table, could be identified that total students (N) = 20, range score = 27, minimum score = 58, maximum score 85, total score and mean 1.478 and 73.90. The standard deviation = 6.577, variance = 43.253.

The frequency distribution shows that students who get a score above 70 are 15 students (75% of them). In addition, the average score increased significantly to 73.90. This shows that they have succeeded in improving their writing skills. This means that the treatment through the Duolingo application has succeeded in affecting students' writing skill.

B. The Influence of Using Duolingo Applications on Students'

Writing Ability

Immediately after the researcher implemented a series of research activities using the Duolingo application, the researcher analyzed the data with the Independent sample t-test with the help of SPSS 16.0 for windows. Researchers analyzed the data to prove whether there was a positive and significant influence using the Duolingo application on the writing ability of class XI students of SMK Muhammadiyah Sekampung East Lampung.

It is said (Ho) is rejected if there is a positive and significant the influence of using the Duolingo application on students 'writing skills and (Ho) is accepted if there is no positive and significant the influence of using the Duolingo application on students' writing 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 16.0 *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. *(Shapiro-Wilk)* > α (0.05)*, then the null hypothesis (Ho) is rejected.

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

Table 4.10

The result of Normality Tests by using SPSS

Class		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statisti	df	Sig.	Statisti	df	Sig.
Writing Score	Post-Test Experiment (Duolingo Aplication)	.125	20	.200	.972	20	.802
	Post-Test Control	.172	20	.123	.933	20	.177

Based on the table, could be seen that all the probability or Sig. number *(Shapiro-Wilk)* from the whole 2 classes were 200, 123. Since the probability or Sig. number *(Shapiro-Wilk)* > than the α (0.05), hence the Ho is rejected and the Ha is accepted. It means, the whole data that has been collected was normally distributed.

In addition, in order to make clear understanding, the researcher have made the interpretations' table of normality test. The table as followed;

Table 4.11

The Interpretation table of normality test

No	Class	Sig	Criteria	Category
1	Post-Test Experimental Class	.200	> 0.05	Normal
2	Post-Test Control Class	.123	> 0.05	Normal

b. Homogeneity Test

Homogeneity test was a test that prove that the variances of two or more distributions was equal or not. In order to get the data about homogeneity test the researcher used SPSS 16.0 *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 4.12

Test of Homogeneity of Variance

	Levene Statistic	df1	df2	Sig.
Based on Mean	1.171	1	38	.286

Based on the table it could be concluded that based on mean the Sig. number 0.051 > 0.05. So that, the Ho is rejected and the Ha is accepted. It means that the data was homogeneous.

2. **Hypothesis Testing**

Hypothesis testing is conducted to determine whether there is a significant influence between variable X (Duolingo application) on variable Y (students' writing ability). Hypothesis testing is carried out in several ways, such as t-test (manual) or computerized t-test (using the SPSS application).

Based on the normal test and the homogeneity test, it can be seen that the data are normal and homogeneous. So that hypothesis testing using the Independent Sample T-test with SPSS 16.0 for windows can be applied, with the following hypothesis;

Ho : There is no positive and significant effect using the Duolingo application on the writing ability of class XI students of SMK Muhammadiyah Sekampung Lampung Timur for the 2019/2020 school year.

Ha : There is a positive and significant influence using the Duolingo application on the writing ability of class XI students of SMK Muhammadiyah Sekampung Lampung Timur for the 2019/2020 school year. Independent Sample T-Test Guidelines;

a. If the probability or Sig. number $< \alpha$ (0.05), then the null hypothesis (Ho) is rejected.

b. If the probability or Sig. number $> \alpha$ (0.05), then the null hypothesis (Ho) is accepted.

Table 4.13

The Result of Independent T-test by Using SPSS

Group Statistics

Class		N	Mean	Std. Deviation	Std. Error Mean
Writing Score	XI TKJ 2	20	73.90	6.577	1.471
	XI TKJ 4	20	57.30	5.212	1.166

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Writing Score	Equal variances assumed	1.171	.286	8.847	38	.000	16.600	1.876	12.801	20.399
	Equal variances not assumed			8.847	36.11	.000	16.600	1.876	12.795	20.405

Based on the table, it could be 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 a positive and significant influence of using Duolingo Application on the students' writing ability of the eleventh graders at SMK Muhammadiyah Sekampung East Lampung.

C. Discussion

In general, before the research was carried out the researcher gave a pre-test to determine the students' prior knowledge of writing skills before being given treatment. After receiving the treatment, it can be seen that there is a significant difference between the post-test scores of the experimental class and the control class.

Based on the results of the Independent Sample T-Test with the help of SPSS 16.0 for windows, it can be seen that the average experimental class is 73.90. Higher than the control class, namely 57.30. Furthermore, the probability or Sig number (2-tailed) is 0,000 which is smaller than α (0.005), so that the null hypothesis Ho is rejected and the alternative hypothesis (Ha) is accepted. That is, there is a positive and significant influence on the use of the Duolingo application on the writing ability of class XI students of SMK Muhammadiyah Sekampung Lampung Timur.

This study observed the writing ability of class XI students of SMK Muhammadiyah Sekampung. Researcher uses this class because students in this class still have difficulty in getting sentences or paragraphs correctly. This is because they do not understand the procedures for writing in a word or sentence. In addition, they also seem shy and less interested when practicing writing alone or with friends. Based on these problems, the researchers applied the Duolingo application to help students learn how to correctly write sentences or paragraphs.

Researchers assume that learning to write using the Duolingo application can help students in writing skills

D. Limitation

This research was conducted on class XI students of SMK Muhammadiyah Lampung Timur. The subjects of this study were students of class XI for the 2019/2020 academic year. His subject choice is Duolingo App Writing skills. The results showed that the Duolingo application succeeded in helping students learn to write sentences or paragraphs correctly.

Therefore, after conducting research and obtaining test data, as well as documentation, the researcher found several limitations including some obstacles to students' writing skills. The first is: students are confused about the English word.

Finally, the results of this study explain that the theory of the positive and significant influence of the use of the Duolingo application on students' writing skills is successful. The Duolingo application has succeeded in helping grade XI students of SMK Muhammadiyah Sekampung East Lampung to polish their writing skills.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the research that has been done, it can be concluded that the influence use of the Duolingo application has a positive and significant. In other words, the use of the Duolingo application affects the writing ability of class XI students of SMK Muhammadiyah Sekampung Lampung Timur.

Through these results, it can be seen that there is a significant difference between the writing scores of the experimental class and the control class where the post-test scores of the experimental class are higher. It can be seen that the mean value of the control class is 57,3 while the experimental class is 73,9. Thus the average value of the experimental class is higher than the control class. This means that there is a positive and significant influence of using the Duolingo application on students' writing skills.

B. Suggestion

Based on the conclusions of this study, the researcher would like to provide several suggestions:

1. For Teachers

   It is recommended that teachers use the Duolingo Application so that students can more easily understand how English words should be written.

2. For Students

       It is suggested for students to be more enthusiastic in learning English, especially practicing writing.

3. For the Principal

       The principal in guiding English teachers uses technology to help students learn English, so that students are more enthusiastic about learning English.

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APPENDICES

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor   : B-0136/In.28.1/J/TL.00/01/2020
Lampiran : -
Perihal   : IZIN *PRA-SURVEY*

Kepada Yth.,
KEPALA SMK MUHAMMADIYAH SEKAMPUNG
di-
    Tempat

Assalamu'alaikum Wr. Wb.

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

Nama	:	M.HALIMI
NPM	:	1601070107
Semester	:	8 (Delapan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Pendidikan Bahasa Inggris
Judul	:	THE INFLUENCE OF USING DUOLINGO APPLICATION TO IMPROVE WRITING SKILLS OF STUDENTS IN ELEVENTH GRADE OF SMK MUHAMMADIYAH SEKAMPUNG EAST LAMPUNG

untuk melakukan *pra-survey* di SMK MUHAMMADIYAH SEKAMPUNG.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 13 Januari 2020
Ketua Jurusan
Tadris Bahasa Inggris

Ahmad Subhan Roza, M.Pd.
NIP 19750610 200801 1 014

MAJLIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN WILAYAH MUHAMMADIYAH
SMK MUHAMMADIYAH SEKAMPUNG LAMPUNG TIMUR
PROVINSI LAMPUNG
Terakreditasi " A " Nomor : 968/BAN-SM/SK/2019
Alamat :Jalan Raya Giriklopomulyo Nomor 57 Sekampung Lampung Timur Telp. (0725) 7855139

Nomor   : 171/IV.4.AU/2020
Lampiran   :
Hal   : Penerimaan Pra-Survey

Yth.

Ketua Jurusan Tadris Bahasa Inggris IAIN Metro

di-

      Tempat

Assalamu'alaikum Warahmatullahi Wabarakatuh

Waba'du, menindaklanjuti surat dari IAIN Metro nomor: B-0136/In.28.1/J/TL.00/01/2020 tanggal 13 Januari 2020 perihal permohonan izin pra-survey mahasiswa:

Nama	: M. HALIMI	
NPM	: 1601070107	
Fakultas	: Tarbiyah dan Ilmu Keguruan	
Jurusan	: Tadris Bahasa Inggris	
Judul	: THE INFLUENCE OF USING DUOLINGO APPLICATION TO IMPROVE WRITING SKILLS OF STUDENTS IN ELEVENTH GRADE OF SMK MUHAMMADIYAH SEKAMPUNG EAST LAMPUNG	

Dengan ini kami sampaikan, bahwa kami bersedia menerima mahasiswa tersebut untuk melakukan penelitian pada tanggal 27-28 Februari 2020.

Demikian surat balasan ini kami buat, agar dapat dipergunakan sebagaimana mestinya.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

Sekampung, 20 Februari 2020
Kepala Sekolah

HENDRA AGUS WIJAYA, S.E
NBM. 1057445

FORMULIR KONSULTASI BIMBINGAN PROPOSAL

Nama   : M. Halimi   Fakultas/Jurusan   : FTIK/TBI
NPM   : 1601070107   Semester/TA   : VIII/ 2020

No	Hari/ Tanggal	Pembimbing II	Hal yang dibicarakan	TandaTangan
1.	Kamis 11/6 -2020	✓	Acc ch.I Continue to ch.II .	
2.	Senin 21/6 - 2020	✓	Revise Footnote ! Should be consistent In writing	
3.	Senin 29/6 - 2020		Pay attention grammar Check more your grammar in writing	
4.	Selasa 7 Juli 2020		Acc ch.II continue to ch. III	

Diketahui :
Kepala Jurusan TBI

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Dosen Pembimbing II

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KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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FORMULIR KONSULTASI BIMBINGAN PROPOSAL

Nama   : M. Halimi   Fakultas/Jurusan   : FTIK/TBI
NPM   : 1601070107   Semester/TA   : VIII/ 2020

No	Hari/ Tanggal	Pembimbing II	Hal yang dibicarakan	TandaTangan
5.	Senin 13/7 - 2020	✓	Elaborate more ch. III data collection method.	
6.	Selasa 21/7 - 2020	✓	Acc. ch. III	
	—			

Diketahui :
Kepala Jurusan TBI

Dosen Pembimbing II

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KEMENTERIAN AGAMA
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iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama   : M. Halimi   Fakultas/Jurusan : FTIK/TBI
NPM   : 1601070107   Semester/TA   : IX/ 2020

No	Hari/ Tanggal	Pembimbing II	Hal yang dibicarakan	TandaTangan
1.	Selasa 22/9 - 2020	✓	Acc IPD	

Diketahui :
Kepala Jurusan TBI

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Dosen Pembimbing II

Trisna Dinillah Harya, M. Pd
NIP. 19830511 200912 2 004

FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : M. Halimi   Fakultas/Jurusan : FTIK/TBI
NPM : 1601070107   Semester/TA : IX/ 2020

No	Hari/ Tanggal	Pembimbing II	Hal yang dibicarakan	TandaTangan
1.	Jum'at 13/11 - 2020	✓	Revise ch. $\overline{IV}$ elaborate more the result of your research	
2.	Jum'at 20/11 - 2020	✓	Revise all of ch. $\overline{IV}$.	
3.	Selasa 24/11 - 2020	✓	Acc ch. $\overline{IV}$ + $\overline{V}$	

Diketahui :
Kepala Jurusan TBI

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Dosen Pembimbing II

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FORMULIR KONSULTASI BIMBINGAN PROPOSAL

Nama : M. Halimi   Fakultas/Jurusan : FTIK/TBI
NPM : 1601070107 Semester/TA : VIII/ 2020

No	Hari/ Tanggal	Pembimbing I	Hal yang dibicarakan	TandaTangan
1.	24/7 - 20	✓	- Distinguish between CaR and Experiment research	
2.	27/7 - 20	✓	- Revision is ok - Acc for seminar	

Diketahui :
Kepala JurusanTBI

Ahmad Subhan Roza, M.Pd
NIP.19750610 200801 1 014

Dosen Pembimbing I

Dr. Umi Yawisah, M. Hum
NIP. 19620424 199903 2 001

FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : M. Halimi   Fakultas/Jurusan : FTIK/TBI
NPM : 1601070107   Semester/TA : IX/ 2020

No	Hari/ Tanggal	Pembimbing I	Hal yang dibicarakan	TandaTangan
1.	Rabu 23/9 -2020	✓	Acc. IPD	

Diketahui :
Kepala JurusanTBI

Ahmad Subhan Roza, M.Pd
NIP.19750610 200801 1 014

Dosen Pembimbing I

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NIP. 19620424 199903 2 001

FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : M. Halimi   Fakultas/Jurusan : FTIK/TBI
NPM : 1601070107   Semester/TA : IX/ 2020

No	Hari/ Tanggal	Pembimbing I	Hal yang dibicarakan	TandaTangan
1.	Selasa 24/11 - 2020	✓	- Cover - Originality } Revise - mistype	
2.	Jum'at 27/11 - 2020	✓	- Revision is ok - Acc for munaqosah.	

Diketahui :
Kepala JurusanTBI

Ahmad Subhan Roza, M.Pd
NIP.19750610 200801 1 014

Dosen Pembimbing I

Dr. Umi Yawisah, M. Hum
NIP. 19620424 199903 2 001

SURAT TUGAS

Nomor: B-2808/In.28/D.1/TL.01/11/2020

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

Nama	:	**M.HALIMI**
NPM	:	1601070107
Semester	:	9 (Sembilan)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di SMK MUHAMMADIYAH SEKAMPUNG, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING DUOLINGO APPLICATION ON THE STUDENTS WRITING SKILL OF THE ELEVENTH GRADERS AT SMK MUHAMMADIYAH SEKAMPUNG 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 : 02 November 2020

Mengetahui,
Pejabat Setempat

HENDRA AGUS WIJAYA, S.E

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

Nomor   : B-2809/In.28/D.1/TL.00/11/2020
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMK MUHAMMADIYAH SEKAMPUNG
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2808/In.28/D.1/TL.01/11/2020, tanggal 02 November 2020 atas nama saudara:

Nama   : **M.HALIMI**
NPM   : 1601070107
Semester : 9 (Sembilan)
Jurusan   : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMK MUHAMMADIYAH SEKAMPUNG, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING DUOLINGO APPLICATION ON THE STUDENTS WRITING SKILL OF THE ELEVENTH GRADERS AT SMK MUHAMMADIYAH SEKAMPUNG EAST LAMPUNG".

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

Wassalamu'alaikum Wr. Wb.

Metro, 02 November 2020
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

MAJLIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN WILAYAH MUHAMMADIYAH
SMK MUHAMMADIYAH SEKAMPUNG LAMPUNG TIMUR
PROVINSI LAMPUNG
Terakreditasi " A " Nomor : 968/BAN-SM/SK/2019
Alamat :Jalan Raya Giriklopomulyo Nomor 57 Sekampung Lampung Timur Telp. (0725) 7855139

SURAT KETERANGAN

No.256/IV.4.AU/2020

Yang bertanda tangan dibawah ini Kepala SMK Muhammadiyah Sekampung Kabupaten Lampung Timur, menerangkan bahwa :

Nama Mahasiswa	:	M. HALIMI
NPM	:	1601070107
Jurusan	:	Tadris Bahasa Inggris
Semester	:	9 (Sembilan)

Akan mengadakan penelitian pada Tahun Pelajaran 2020/2021, untuk izin melakukan research /Izin Penelitian yaitu pembuatan Skripsi Dengan judul : **"THE INFLUENCE OF USING DUOLINGO APPLICATION ON THE STUDENTS WRITING SKILL OF THE ELEVENTH GRADERS AT SMK MUHAMMADIYAH SEKAMPUNG EAST LAMPUNG".**

Bedasarkan surat dari Fakultas Keguruan dan Ilmu Pendidikan (FKIP) INSTITUT AGAMA ISLAM NEGERI METRO. Nomor : B-2808/ln.28/D.1/TL.01/11/2020, tertanggal 02 November 2020, perihal Permohonan Izin penelitian.

Pada dasarnya kami mengizinkan sepanjang tidak mengganggu proses belajar mengajar di SMK Muhammadiyah Sekampung.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Sekampung, 03 November 2020
Kepala Sekolah

HENDRA AGUS WIJAYA, S.E
NBM. 1057445

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
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SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-778/In.28/S/U.1/OT.01/09/2020

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

Nama   : M.HALIMI
NPM   : 1601070107
Fakultas / Jurusan   : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2019 / 2020 dengan nomor anggota 1601070107.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 29 September 2020
Kepala Perpustakaan

Drs. Mokhtaridi Sudin, M.Pd
NIP.195808311981031001