AN UNDERGRADUATE THESIS

THE INFLUENCE OF DUOLINGO MEDIA ON WRITING SKILL

OF THE ELEVENTH GRADERS AT SMA NEGERI 2 SEKAMPUNG

By:

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TARBIYAH AND TEACHER TRAINING FACULTY

ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE ISLAMIC STUDIES OF METRO

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AN UNDERGRADUATE THESIS

THE INFLUENCE OF DUOLINGO MEDIA ON WRITING SKILL

OF THE ELEVENTH GRADERS AT SMA NEGERI 2 SEKAMPUNG

Presented as a Partial Fulfillment of the Requirements

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By:

RIZKI YUNIARSIH

Student's Number: 1801071048

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

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APPROVAL PAGE

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NOTIFICATION LETTER

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Matter   : **In order to hold the munaqosyah**
               of Rizki Yuniarsih

To :
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:

Name   : Rizki Yuniarsih
Student Number   : 1801071048
Department   : English Education
Faculty   : Tarbiyah and Teaching Training
Title   : THE INFLUENCE OF DUOLINGO ON WRITING SKILL OF
                             THE ELEVENTH GRADERS AT SMA NEGERI 2
                             SEKAMPUNG

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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NOTA DINAS

Nomor   :

Lampiran   : -

Perihal   : **Mohon Dimunaqosyahkan Skripsi**
                     Saudari Rizki Yuniarsih

Kepada Yth.,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN)
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Assalamu'alaikumWr.Wb.

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

Nama   : Rizki Yuniarsih

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Fakultas   : Tarbiyah dan Ilmu Keguruan

Judul Skripsi : THE INFLUENCE OF DUOLINGO MEDIA ON WRITING SKILL OF THE ELVENTH GRADERS AT SMA NEGERI 2 SEKAMPUNG

Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.-

Wassalamu'alaikumWr.Wb.

Metro, 30 Mei 2022

Mengetahui,
Ketua Jurusan TBI

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RATIFICATION PAGE
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An Undergraduate thesis entitled: THE INFLUENCE OF DUOLINGO MEDIA ON WRITING SKILL OF THE ELEVENTH GRADERS AT SMA NEGERI 2 SEKAMPUNG. Written by: Rizki Yuniarsih, Student Number 1801071048, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Friday, June 9th, 2022 at 09.00 – 11:00 p.m

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THE INFLUENCE OF DUOLINGO MEDIA ON WRITING SKILL

OF THE ELEVENTH GRADERS AT SMA NEGERI 2 SEKAMPUNG

ABSTRACT

By:

RIZKI YUNIARSIH

The purpose of this study was to determine wheter the Duolingo media can affect the writing skills of the eleventh graders at SMA Negeri 2 Sekampung. The researcher conducteed this research because of the students writing problem found based on the result of the pre-survey. Writing in English is still a hard thing to do in the right way. In limitating the problem, the researcher use Duolingo alternative media used in the learning to write in English. Duolingo has benefit to increase one's ability to use English especially on the ability to write English. Therefore the researcher, the use of Duolingo also affects the addition of a new vocabulary which would improve a person's writing ability.

This research was quantitative research. The population f this research was the eleventh graders at SMA Negeri 2 Sekampung. The sample were 14 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 t-test result 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 an influence on the use of the Duolingo media on the writing skills of eleventh graders at SMA Negeri 2 Sekampung.

Keyword: English Learning, Duolingo, and Writing.

PENGARUH MEDIA DUOLINGO PADA KETERAMPILAN MENULIS SISWA KELAS SEBELAS DI SMA NEGERI 2 SEKAMPUNG

ABSTRAK

Oleh:

RIZKI YUNIARSIH

Tujuan penelitian ini adalah untuk mengetahui apakah penerapan media Duolingo dapat memengaruhi kemampuan menuis siswa kelas XI SMA Negeri 2 Sekampung. Peneliti melakukan penelitian ini karena siswa menemukan masalah menulis berdasarkan hasil pra-survei. Menulis dalam bahasa Inggris masih merupakan hal yang sulit dilakukan dengan cara yang benar. Dalam membatasi masalah, peneliti menggunakan media alternatif Duolingo yang digunakan dalam pembelajaran menulis dalam bahasa Inggris. Duolingo memiliki manfaat untuk meningkatkan kemampuan seseorang dalam menggunakan bahasa Inggris terutama pada kemampuan menulis bahasa Inggris. Oleh karena itu peneliti, penggunaan Duolingo juga mempengaruhi penambahan kosakata baru yang akan meningkatkan kemampuan menulis seseorang.

Penelitian ini merupakan penelitian kuantitatif. Populasi pada penelitian ii adalah siswa kelas XI. Sample yang digunakan berjumlah 13 siswa yang ditetapkan melalui teknik cluster random sampling. Peneliti menggunakan test dan dokumentasi sebagai metode pengumpulan data. Analisis data menggunakan uji independent sample t-test dengan bantuan SPSS.

Hasil uji-t yang telah dihitung menggunakan rumus independent sample uji-t pada taraf signifikan (2 tailed) adalah 0.000 yang mana lebih kecil dari alpha 0.05. berdasarkan kondisi tersebut Ho ditolak, artinya terdapat pengaruh pada penggunaan media Duolingo terhadap keterampilan menulis siswa kelas sebelas di SMA Negeri 2 Sekampung.

Kata kunci: Duolingo, Menulis, dan Pembelajaran Bahasa Inggris.

STATEMENT OF RESEARCH ORIGINALITY

This undersigned:

Name   : Rizki Yuniarsih

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State that this undergraduate thesis is originally the result of the research done by the researcher, in expectation of certain parts which are expected from the bibliographies mentioned.

Metro, June 6ᵗʰ 2022

The researcher

Rizki Yuniarsih
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ORISINALITAS PENELITIAN

Yang bertanda tangan di bawah ini:

Nama   : Rizki Yuniarsih

NPM   : 1801071048

Fakultas   : Tarbiyah dan Ilmu Keguruan

Jurusan   : Tadris Bahasa Inggris

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali

bagian-bagian tertentu yang diunjuk sumbernya dan disebutkan dalam daftar pustaka.

Metro. 6 Juni 2022

Peneliti

Rizki Yuniarsih
NPM 1801071048

MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

fa inna ma'al-'usri yusroo

"Verily, with every difficulty there is relief"

(Al-Insyirah: 5)

DEDICATION PAGE

The piece of work is dedicated to:

1. My beloved God, Allah SWT as the only one who gives me the strength and helps me during the work of the undergraduate thesis until I finished it.

2. My beloved parents, Mr. Supriyono and Mrs. Sulastri, who always support, pray, and guidance to be successful in my study, thank you for your endless love.

3. My lecturer, Yeni Suprihatin, M.Pd, thank you for always guide, support and motivating me during the writing process of my undergraduate thesis.

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5. My beloved, wonderful, amazing, pretty best friends ever after, Firdha, Putri, Yesi, Devi, Rifa and Sasa, thank you so much for your supports and prays for me. Hope you all can be successful in the future!

6. My almamater of State Institue of Islamic Studies (IAIN) Metro.

7. The last but not least. I wanna thank me for believing in me. I wanna thank me for doing all this hard work, I wanna thank me for having no days off. I wanna thank me for never quitting. I wanna thank me for always being a giver and trying to give more than I receive.

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I am very thankful to Allah SWT, who always gives the researcher blessing to complete a study under titled "THE INFLUENCE OF DUOLINGO MEDIA ON WRITING SKILL OF THE ELEVENTH GRADERS AT SMA NEGERI 2 SEKAMPUNG". Shalawat and salam to our prophet Muhammad SAW, the lord of Muslims in the world, who has guided us from the darkness to the brightness.

At this time, the researcher would like to certain her most deep gratitude, especially to:

1. Dr.Hj. Siti Nurjanah, M.Ag.,PIA, as the Head of IAIN Metro Lampung.
2. Dr. Zuhairi, M.Pd, as the Leader of institution of the Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung.
3. Andianto, M.Pd, as the Chief of English Education Department of IAIN Metro Lampung.
4. Yeni Suprihatin, M.Pd, as the guide provided valuable knowledge and support in finishing this a research proposal.

The researcher apologizes for all the mistakes that she has made in writing and finishing this a research proposal. All criticisms and suggestions are expected to improve the quality of this research. Hopefully this research proposal can be useful for researchers in particular, for our college and every reader in generic.

Metro, 08 June 2021

Rizki Yuniarsih
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CHAPTER I

INTRODUCTION

A. Background of the Study

One aspect of the language that should be mastered is writing. Writing is use to communicate with others. Writing is the ability to communicate a message, information, ideas, or thoughts to others in written form. For some people in Indonesia, writing in English is still a hard thing to do in the right way. The writing system of a second language is different from the first language.[1]

The grammatical difference between Indonesia and English undoubtedly make them struggle to write the same meaningful writing between the sourch language to target language. Mistakes in writing may cause others to be misinterpretation the information that has been written.Proper writing can make it easier for others to discern the message conveyed by the writer. Other benefits of being able to write properly are to channel creativity through writing and to inspire many by writing.

One of the alternative media used in the learning to write in English is Duolingo. Duolingo is an application platform with a highly interactive display that represents knowledge with an owl

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[1] I.S.P. Nation. *Teaching ES/EF Reading and Writing.* (New York: Routledge. 2009) Pg. 102

icon. [2] Duolingo is an application that makes easy for people to learn a foreign language, especially English. The release application is originally intended for I-Phone users in 2012. Then Duolingo once again released an m application that could be used on the android in 2013.

Downloaded more than 100 million users at Google Play Store, this app offers English-language learning models that deal with everyday life. It helps the learners to be easy to implement the results of study on their daily life. Many smartphone users have downloaded the app for over one hundred millions. This supports the fact that the application can simplify others. Especially the students to increase their writing English skill.

Duolingo has benefit to increase one's ability to use English especially on the ability to write English. Additionally, the use of Duolingo also affects the addition of a new vocabulary which would improve a person's writing ability. Therefore, based on the pre-survey at August 8[th,] 2021, toward 13 students through google classroom application, the writer gets data of writing proficiency at the eleventh graders of SMA Negeri 2 Sekampung.

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[2] Stamatios Papadakis and Michail Kalogiannakis, *Mobilre learning applications in Early Childhood Application*. (Hersey. PA: IGI Global, 2020).

Table 1.1

The data of Pre Survey Result at the Eleventh Graders of SMA Negeri 2 Sekampung

No.	Name	The Writing Test Result	
		Score	Category
1.	Dinda Larasati	78	Fear
2.	Dwi Agustiyani	70	Bad
3.	Feranika Anggraini	67	Bad
4.	Fitri Aseh	68	Bad
5	Laela Nur Adriani	67	Bad
6.	Mawar Sari	71	Bad
7.	Mut Mainah	86	Good
8.	Nova Novita Sari	70	Bad
9.	Naja Aulia	85	Good
10.	Rosa Utami	66	Bad
11.	Sandy Prasetyo	63	Bad
12.	Veronica Dinda	65	Bad
13.	Zalfa Fikri Pradina	65	Bad
Total		**921**	**Bad**
Average		**70**	

Based on the information of pre-survey result above, it is investigated that the average grade is 70. The numbers of students who are able to reach are 3 students and those who do not reach the passing grade are 10 students. The categorization is based on the grade XI English passing grade at SMA Negeri 2 Sekampung, which is 75. The detail categorization is explained in table 1.2

Table 1.2

The Data Frequency of Pre-survey Result Writing Skill of the Eleventh Graders At SMA Negeri 2 Sekampung

No.	Grade	Frequency	Percentage	Criteria
1.	≥ 75	3	23%	Good
2.	< 75	10	77%	Bad
Total		13	100%	

The categorization of students' writing skill in the table above inform that the number of students who are able to achieve the passing grade is smaller than the number of students who are not able to reach the passing grade. It means that students' writing ability in English is dominated by badness in the passing grade.In other words, students' writing skill is categorized as low. Therefore, an effort is needed to influence students' writing skill.

Figure 1.1

Total Grade of Pre-Survey
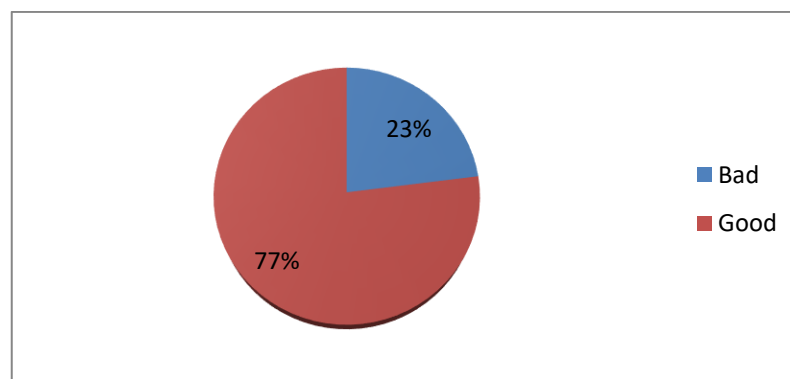
In the process of pre-survey, the writer finds a phenomenon of imprecise writing and the unvarying use of vocabulary in students' writing documents. One example of miswriting in student writing is "**I hope your uncle and family there are fine**". An incorrect use of grammar influenced that wrong sentence. It should be "**I hope you and your family are fine there**".

In addition, the writer attempts to identify students' problems. It was investigated that students had poor English writing skills, had limited English vocabulary mastery, in the process of creating an English text, they

were unable to expound on their views, could not apply an English grammar concept in the writing process, and unable to use good and right punctuation in the writing process.

Therefore, the conclusion of that there is a phenomenon of students' low writing skill found in the written data of the eleventh graders of SMA N 2 Sekampung. Relating to the whole description above, the writer intends to investigate whether the use of Duolingo can influence students' writing skill. In this case, the writer will do quantitative research entitled "The Influence of Duolingo on Writing Skill of the Eleventh Graders at SMA Negeri 2 Sekampung".

B. Problem Identification

According to pre survey results, the writer attempts to identify students' problems such as these:

1. Students have poor English writing skills

2. Students have limit English writing skill

3. Students' were unable to expand ideas in the process of writing an English text

4. Students cannot apply an English grammar concept in the writing process

5. Students were unable to use good and right punctuation in the writing process.

C. Problem Limitation

Based on these identified problems, the writer limits the study's problems by focusing on the first of the low writing skill.

D. Problem Formulation

To achieve the purpose of research, the writer formulates the problem of the research: "Is there any influence of Duolingo on writing skill of the Eleventh Graders at SMA N 2 Sekampung?"

E. Objectives and Benefits of the Study

1. Objectives of the Study

According to the problem formulation, the writer determines the research objectives to investigate whether there is an effect of Duolingo on students' writing.

2. Benefits of the Study

It is hoped that this research will not only be useful for the writer but also for students, teachers and other researchers. As follows;

a. For the students, this research is supposed to be useful for students by providing information related to their writing skills in English. In addition, students can be actively involved in the process of learning English by using alternative media that they have never will use before, namely Duolingo. It is expected that the use of Duolingo

will become more interested and motivated them in the writing process, especially the use of Duolingo can enrich their English vocabulary so that they are increasingly challenged to string words.

b. For the teacher, this research is supposed to be useful for English teachers by giving information to English teachers, especially at SMA N 2 Sekampung. In addition, this research can be one of the information regarding alternative English teaching media that will attract students' attention in the writing process. So that teachers can take further steps from the results of this study

c. For the other researchers, this research can be useful for other researchers so that it becomes a reference or alternative basis that can be considered for conducting the same research topic, namely the use of Duolingo in teaching writing. This is because other researchers can obtain information not only related to Duolingo's theory, but also technical and practical explanations for the application of quantitative research using Duolingo in teaching writing.

F. Prior Research

This research was accomplished by considering several prior researches that has been carried out by other researchers with the same research topic. Pilar Munday conduct the first primary

research with the research title The Case for Using Duolingo as Part of the Language Classroom Experience[3]. His research was conducted at Sacred Heart University (Spanish University Course) in 2016. The research has objectives to explore the idea of using an existing language learning application, Duolingo. Preliminary results suggest that Duolingo is an application that is useful and has possibility of something happening, although it is based lessons are not according to communicative competence.

The concept of this research with Pilar Munday's research has similarities in the topic and research methods, especially the similarities in research on Duolingo. In comparison, these two studies have differences in terms of research objectives. That is because this research aims to find out is Duolingo a helpful, easy-to-use and satisfying application to practice language while. The objectives of this research include is there any influence of Duolingo on writing skill of the Eleventh Graders at SMA N 2 Sekampung.

Pangkuh Ajisoko was conducted the second prior research with the research title "The Use of Duolingo Apps to Improve English Vocabulary Learning"[4]. The research was conducted on nineteen learners of second semester of 2018/2019 academic years

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[3] Pilar Munday, "The Case for Using Duolingo as Part of the Language Classroom Experience" RIED Vol. 19:1, (2016): 83.

[4] Pangkuh Ajisoko, "The Use of Duolingo Apps to Improve English Vocabulary Learning" Ijet: No.7 (2020): 149.

of English Education Department in Borneo University of Tarakan in 2020. The research aims to analyze the use of Duolingo application in improving students' vocabulary in Borneo University of Tarakan. His research used quantitative data; the students' scores are increased. The result is expected to give information for teachers and students in having comprehensive language learning practice in a handy form.

The concept of this research with that of Pangkuh Ajisoko's research has similarities in the topic and research methods, especially in research on Duolingo. In comparison, these two studies have the differences in terms of research objectives. That is because the study aims of the study is to expose the use of Duolingo in increasing students' vocabulary. In contrast the objectives of this research include to investigate whether any influence of Duolingo on writing skill of the eleventh at SMA N 2 Sekampung.

The third prior research is conducted by Pramesti and Ani Susanti with the research title "Students' Perception Of The Use Of Mobile Application Duolingo For Learning English"[5]. Research conducted on students of English Education Department of Ahmad Dahlan University Yogyakarta in 2020. Their study aims to find out the perception of English Department students at Ahmad

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[5] Pramesti, Ani Susanti "Students' Perception Of The Use Of Mobile Application Duolingo For Learning English," IJSTR: Vol. 9 (2020). 1800

Dahlan University toward using of Duolingo application for learning English and to expose the advantages and disadvantages of Duolingo.

They found that the respondents significantly perceive Duolingo context, blending, content, connectivity, usability, control, technical support, and cost. There are some advantages of Duolingo, such as being attractive, fewer ads, and having content as game based learning. While the disadvantages are that Duolingo cannot be used without internet connections, no further explanation in grammar, and cannot be used as the primary source of language learning.

The concept of this research with that of Pramesti and Ani Susanti has similarities in the research topic on Duolingo. In comparison, these two studies have differences in terms of research objectives and research methods. This study purposes is to find out the impression of English Department students at Ahmad Dahlan University toward the use of Duolingo application for learning English and to analyze the advantages and disadvantages of Duolingo application for learning English according to them. In contrast, the objectives of this research include to investigate whether any influence of Duolingo on writing skill of the eleventh at SMA N 2 Sekampung.

Based on all the descriptions related to prior research above, it could be concluded that several researchers have conducted research on the topic of Duolingo, In this case the researcher followed up on prior research, especially that conducted by Pangkuh Ajisoko by setting the research objective to examine whether there is a significant effect of using Duolingo on the ability to use Duolingo. They were writing students through quantitative research.

CHAPTER II

LITERATURE REVIEW

A. Concept of Writing Skill

1. Nature of Writing Skill

Writing is an important method of communication in day-to-day life, but it is especially crucial in high school a college.[6] Writing is essential for student to express something they know. Moreover, it can also enhance a student thinking ability. Mastering writing detail is crucial, but the main aim of writing is to communicate a message with a specific purpose to an audience.[7] It needs to do in order to avoid confusion during communicating.

Make an audience easy to get the point of information. Writing is a form of thinking that allows us to share ideas, engage in debate pass on knowledge, and advance our understanding of the world.[8] Sometimes, writing is the easy way to share our ideas or opinions. Debate is not only do by oral, it

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[6] Dorothy. E Zemach & Carlos Islam, *Paragraph Writing from Sentence to Paragraph* (Oxford: Macmillan, 2005), Pg.iv.

[7] Judith F. Olson, *Writing skills success in 20 minutes a day—3rd ed.* (New York: Learning Express, LLC, 2005), Pg. 157.

[8] Luis A. Nazario,. Deborah D. Barchers, and. William F. Lewis *Bridges to be Better Writing. (*Boston: Wadsworth Cengange Learning, 2010), Pg. 5.

can also be done through written. Therefore, it needs use the precise word.

2. Important or Function of Writing Skill

a. In writing, the writers can take it back if the writers did something mistake of their statement. Meanwhile, the spoken word, however, cannot be revised the statement that they have spoken. Once the writers make a statement verbally, it affects the readers in a particular way and the writers can't rephrase it to the point that the first statement is forgotten. However, if the writers realize that their statement sounds offensive or incorrect, the writers can revise it before providing it to the audience. Writing is a thoughtful and careful way of communicating.

b. Sometimes writing forces the writers to explain the writer's thoughts. If the writers have trouble writing, it's often because the writers have not yet realized with the thinking part. Sometimes, just sitting down and writing whatever is on the writer's mind helps the writers organize and discover what the writers think. Writing helps the writer express their thoughts without objection.

c. Another advantage is permanence. Ideas presented in writing carry far more weight than spoken ideas. Additionally, they can be reviewed and referred to in their

exact, original form. Spoken ideas rely upon sometimes inaccurate memories of other people.[9] Writing can give an accurate information or statement that is not easily forgotten. It is contrast with information or statement clarified by speech.

To the student writing is a very important part of school and university study. The writers will write assignment that may be one paragraph or several paragraph or several paragraphs, and the writers will write answers to test and exams.[10]

4. Types of Writing

There are several types of writing. For this section, according to Kane defines the type of writing as follows[11]:

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

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[9] Judith F. Olson, *Writing skills success in 20 minutes a day—3rd ed.* (New York: Learning Express, LLC, 2005), viii.

[10]. Dorothy. E Zemach & Carlos Islam, *Paragraph Writing from Sentence to Paragraph* (Oxford: Macmillan, 2005), iv.

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

be interested in following or doing something that is explained through the text.

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. 10 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.

5. **Aspects/ Components of Writing Skill**

a. Language use: the ability to write correct and appropriate sentences; in a language use, it is necessary to select every vocabulary used.

b. Mechanical skills: the ability to use correctly those conventions peculiar to the written language – e.g. punctuation, spelling; Sometimes, punctuation is still insignificant by people. Whereas, it as important as select vocabulary.

c. Treatment of content: the ability to think creatively and develop thoughts, excluding all irrelevant information; the relevant content will make readers feel comfortable reading the text.

d. Stylistic skills: the ability to manipulate sentences and paragraphs and use language effectively; Each sentences and paragraph must be continuous.

e. Judgement skills: the ability to write in an appropriate manner for a particular purpose with a particular audience

in mind, together with an ability to select, organize and order relevant information.[12] Writing need to give relevant information, in order to not make reader confuse.

6. 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.

A writing process is a complicated process, because the writing process needs cognitive abilities in recognizing some segments of language to produce a qualified writing. In general, writing process is done through two stages: exploring ideas and processing the ideas into readable texts. Rivers (1981: 294) claimed that writing in the language becomes a complicated activity because writing involves meaningful segments of language: words, sentence, grammar, and how to transfer those segments into written forms.[13]

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[12] J. B. Heaton, *Writing English Language Test* (London: Longman, 1990). 135.
[13] Wilga M. Rivers. Teaching Language Skill (Chicago: The Uniersity of Chicago Press Pg. 294.

The writing approaches, including a process approach, are applied to get the objectives of study in writing skill. They are enabling the students to understand the materials and helping them to express their ideas grammatically and orderly in English. A process approach in writing sees the act of composition from a different perspective, or focusing as much on itself. In other words, on this process approach, the important one is not only in the product, but also in the writing process. Therefore, the process approach can be develop through writing practices routinely with effective activities also a better input to improve students' writing skill.

Types of writing activities to perform writing should be based on the students' level and capacity. There are five major categories of classroom writing performance.

a. Imitative

This type is at the beginning level of learning to write. Students will simply write down English letter, words, and possible sentences in order to learn the conventions of the orthographic code.

b. Intensive

This intensive writing typically appears in controlled, written grammar exercises. This type of writing does not allow much creativity on the part of the writer. A controlled writing is to present in which the students have to alter a given structure through-out.

c. Self-writing

The most salient instance of this category in classroom is note-taking by the students. Diary or journal writing also falls into this category.

d. Display writing

For all language students, have to exercises, essay examinations and research reports will involve an element of display. One of the academic skills of ESL students that the need to master is a whole array of display writing techniques.

e. Real writing

Some classroom writing aims at the genuine communication of messages to an audience in need of those messages.[14]

According to the theories above, the learning of writing skill should be well constructed. Those types of writing activities that will be applied in teaching writing are based on the students' level and capacity. Also, the writing practices, including writing paragraphs or simple essay should be based on the standards of competence and the basic competencies. Those efforts above should be done well to improve the students' writing skill.

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

6. Indicators of Writing

a. Content

Measure the content of a written product is not easy to do. To make the teacher or evaluator count it, he applies several description; knowledge, substantive, thesis development, and relevant to the assigned topic.

b. Organization

In an organization, there are six descriptions that have to take in well-written text. They are fluent expression, ideas support, concise, well-organized, logical sequence, and cohesive.

c. Vocabulary

Good researchers have to enrich their vocabulary chosen the correct wording for the text. Heaton states vocabulary into four descriptors; sophisticate range, effective word or idiom choice and usage, word form mastery, and appropriate register.

d. Language Use

Like the vocabulary, language use consist of eight descriptors; practical complex constructions, agreement, tenses, number, words function, and articles.

e. Mechanics

Mechanics are descriptions of the written product's spelling, punctuation, capitalization, paragraph, and handwriting. It is as essential of the evaluation in a profile of composition.

In order to assess the students' writing skill, there should be writing rubric will use as the guidance to evaluate the writing skill. The writing rubric that can be use, as follows:[15]

Table 2.1

Writing Assessment Rubric

No.	Writing Aspects	Grade	Criteria	Explanation
1	Content	30-27	Excellent to Very Good	Knowledge – substantive – etc.
		26-22	Good to average	Some knowledge of subject – adequate range – etc.
		21-17	Fair to poor	Limited knowledge of subject – little substancne – etc.
		16-18	Very Poor	Does not show knowledge of subject – non substantive – etc.
2.	Organization	20-18	Excellent to very good	Fluent expression – ideas clearly stated –

15 DH. Douglas Brown. Teaching by Principle an Interactive Approach to Language Pedagogy, (California: Longman inc, 2001) Pg. 343-346

				etc.
		17-14	Good to average	Somewhat choppy – loosely organized but main ideas stand out – etc.
		13-10	Fair to poor	Non-fluent – ideas confwill use of disconnected – etc.
		9-7	Very poor	Does not communicate – no eorganization – etc.
3	Vocabulary	20-18	Excellent to very good	Shopisticated range – effective word/idiom choice and usage – etc.
		17-14	Good to average	Adequate range – occasional errors word/idiom of, 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.
4,	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.

		9-7	Very poor	Virtually no mastery of sentence construction rules – etc.
5	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 conversations – dominated by errors of spelling, punctuation, capitalization, paragraphing – etc.

C. The Concept of Media

1. Nature of Media

In the world of education, learning media very needed especially for teacher. The existence of media can encourage teaching and learning process more effective. Media can facilitate students to understanding the material that conveyed by teacher. Plural media or medium are tool that used to communication. It is derived from the Latin word, with a meaning "between". The term refers to anything that can bring information between a source and a receiver.[16] The

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most common uses of media are to support students' enthusiast and make learning process more effective.

According to Kozma, existence of media can see from the technology, symbol systems, and processing capabilities. The characteristic of media that very clear is its technology: the mechanical and electronic aspects that determine its function and shape and other physical features.[17] Edmanger stated that media can specify in different ways:

a. The nature of information conveyed by the media (i.e. linguistic and nonlinguistic information).

b. The channels of information are auditory, visual, or audiovisual media

c. The phrases in the process of teaching and testing (are they used for the presentation and exploitation of learning material of for testing).

d. The didactic function

e. The degree of accessibility and adaptability

f. The possibilities for supporting, supplementing or replacing the teacher.[18]

From the statements by experts above, learning media can concluded as a tool or channel that can apply to carries massages, information, or knowledge from a source to the recipient information.

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[17] Robert B. Kozma, "Learning with Media," *Review of Educational Research* 61, no. 2 (1991): 179, https://doi.org/10.2307/1170534.

[18] Putri Asilestari, "The effect of Teaching Media and Language Attitudes on Students' Listening Skill at State Junior High School in Bekasi West Java," *Jurnal Pendidikan Tambusai* 2, no. 1 (2018): 125

2. **Kinds of Learning Media**

   a. Visual media

   Printing media is another name for visual media. Visual media includes any type of media that students may see or touch. Pictures, cards, chart and real things are the sample of visual media. In addition, the characteristics of visual media are: the text is read in linear and text or visual present one way communication and receptive.

   b. Audio Media

   Audio media is also called as listen media. It is usually used to listen and understandh the passage. The characteristic of this media is it can show one way communication. The examples of some audio media are radio, tape recorder, and compact disk. [19]

   c. Audio-Visual media

   Audio Visual Media means audible and visible. Audible means can be heard, and visible means can be seen. Audio visual media has more benefits than others. It can visualize the abstract things or non-verbal vocabulary, increase learners' attention and enthusiast. Audio visual media need mechanic and electronic machines to display the audio and visual messages. The examples of media are video, movie, television, LCD projector.

   4. Digital media

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[19] Azhar Arsyad,"Media Pembelajaran,"(Jakarta: RajaGrafindo Persada, 2013), 102 - 149.

Digital media, according to the Communication Department at the University of Washington can be defined as any type of media that uses digital interactive technologies as the engine for communication. Digital media also called as "new media". According to James, the term "new media" refers to the actual technologies that people use to connect with one and another. That all can conclude that digital media refers to application of the computer that include multimedia, artificial intelligence and networking. The sample of digital media like mobile phones, personal digital assistants, game consoles, and computers connected to the Internet.

3. **The Importance of Learning Media**

The existence of media can be utilized in the classroom to aid student learning and improve the teaching process. By using media, the material that will be conveyed to the students more be easy to understand. It is because one of the media's functions are to aid the teaching and learning process more effective. According to Hamalik, learning media generate new desires and interests, arose learning motivation, and psychological influence on students.[20] Media greatly designed to influence teaching and learning process because several impacts of uses media are save time, increase

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[20] Azhar Arsyad,"Media Pembelajaran,"(Jakarta: RajaGrafindo Persada, 2013), 19.

interest, hold attention, clarify ideas, reinforce concepts, add tone, aid memory and prove a point.[21]

C. Concept of Duolingo

1. Nature of Duolingo

Duolingo is an application will use to learn vocabulary.[22] Not only to learn vocabulary, there are many skill that can learn through this application. Include writing, speaking and listening. It also defined as a game-based language learning application and crowdsourced text translation platform[23] Learning a foreign language using this application is not too struggle. It because the concept of this application like playing game in context learning. Duolingo is an example of Digital Game Based Language Learning (DGBLL) applications. DGBLL concerns "the design and use of a diverse structure of digital games for the aim of learning or teaching a second or foreign language[24]". It makes it easier for students, of course. The students will not be bored while they are learning new language.

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[21] Naz, "Use of Media for Effective Instruction Its Importance : Some Consideration."

[22]Robert Chartrand and Edo Forsythe, *AI and Machine Learning in Language Education* (Tokyo: JALT, 2019). 76.

[23] Agnes Kukulska-Hulme, Lucy Norris and Jim Donohue. *Mobile pendagogy for English language teaching: a guide for teachers* (London: British Council. 2015), 37.

[24] Stamatia Savvani, "The Challenges of the Digital Transformation in Education: State of the Art Duolingo Features and Applications" Springer Vol. 917, (2018): 141.

Duolingo which identifies itself as the world's most popular language learning application. The app is available for free, and the creators of Duolingo crowdsource some of the language learning content by inviting volunteers who teach or speak one of twenty-seven offered languages, including Greek, Turkish, Italian, German, English and French.[25] So many people used this application to improve the ability of foreign language that they learn. Based on assessment of this application by this app user said that this app is worth it to use as the learning media.

Duolingo facilitates language instruction primarily through gamification and a diverse array of language learning activities such as multiple choice exercises and direct translation opportunities. Moreover, the platform gives users immediate feedback and encourages course completion by tracking users' language learning activities and testing their language learning development, eventually awarding digital badges for notable achievements. As the Syrian civil war led many refugees to flee to Europe, particularly to Germany, Duolingo began offering German language lessons for Arabic speakers, on the assumption that language proficiency could help them seek better opportunities.

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[25] United Nations Educational, Scientific and Cultural Organization. "A lifeline to learning Leveraging technology to support education for refugees" (Paris: UNESCO, 2018), 20.

Duolingo is a free app created by Luis Von Ahn and Severin Hacker in November 2011. Its slogan is "Free language education for the world." According to its website, it has more than 30 million registered users. It offers several languages for English speakers as well as others for non-English speakers.[26]

2. Strength and Weakness

a. Strenght of Duolingo

1. Duolingo is a promising supplementary tool for language learning. It is the most widely used language application.

2. When it is introduced in language classrooms, it is observed that it promotes self-directed learning. this application can be used independently even by child.

3. It can promote learning two languages at the same time. This application is not just for English only. A user can learn several languages at once.[27]

b. Weakness of Duolingo.

Duolingo has some weakness including of: [28]

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[26] Pilar Munday, "The Case for Using Duolingo as Part of the Language Classroom Experience" RIED Vol. 19:1, (2016): 85.

[27] Stamatia Savvani, "The Challenges of the Digital Transformation in Education: State of the Art Duolingo Features and Applications" Springer Vol. 917, (2018): 139.

[28] Ibid.

1. Duolingo is not effective to use when the learners live in a remote area without internet access. Because Duolingo is an online application that require a good internet access.

2. The voice that comes out is the unnatural sound. Meanwhile, in the listening exercise, the learners must hear and write what they hear.

3. The sentences sometimes are strange and unusual.

4. Grammar explanation is absent; thus, the learners have to comprehend the grammar rules by ourselves.

3. Procedure of Teaching Writing by using Duolingo

a) Students have to download Duolingo application first on Google Play Store and install with android/ iOS operating system. Then, students can immediately create Duolingo account to start learning.

b) After creating account, students can choose the English language to study and immediately begin activities Duolingo works similarly to a social network site. User can follow other students. The activity stream shows not only what students and the people students follow accomplish in Duolingo (levels opened) but also if you or they have made a comment in the discussion board.

c) The students are able to take placement exam to progress to more advanced units. After learning in Duolingo, then user can get some points that make their rating will rise. All the people you follow and you yourself appear on a "leaderboard" list, which shows the XP (Duolingo points) that students obtain weekly.

d) Discussion. In this area, users can post discussions about topics that interest them. A discussion will also be created if there are questions about any of the activities completed during the lessons, in which case users negotiate meaning among themselves. The discussions are divided according to the language you study, and there are also public discussion areas. Discussions are voted up or down. It means, the most popular discussion room will be on the top rating. It is also the area where the creators or moderators of Duolingo post Important messages to the community.[29]

1) Students can follow other students or other people in the app.

2) Students can post discussions about anything topics that interest them.

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[29] Pilar Munday, "The Case for Using Duolingo as Part of the Language Classroom Experience" RIED Vol. 19:1, (2016): Pg. 83.

D. Theoretical Framework and Paradigm

1. Theoretical Framework

This research uses quantitative research. The purpose of this research is to get information the influence between independent variable and dependent variable. There are two variables in this research, they are independent variable (X) and dependent variable (Y). The independent variable (X) is Duolingo and dependent variable (Y) is Writing Skill. Therefore the explanation from Duolingo is a media to improve students' writing skill.

The theoretical framework in this research is "if Duolingo is applied perfectly for the process of English teaching learning, the students' writing skill will be good. Whereas, if Duolingo is not applied perfectly towards process of the teaching and learning, the students' writing skill will be bad.

2. Paradigm

Based on the theoretical framework above, the writer describes the paradigm as follows:

Figure 2.1

The Influence of Duolingo On Writing Skill
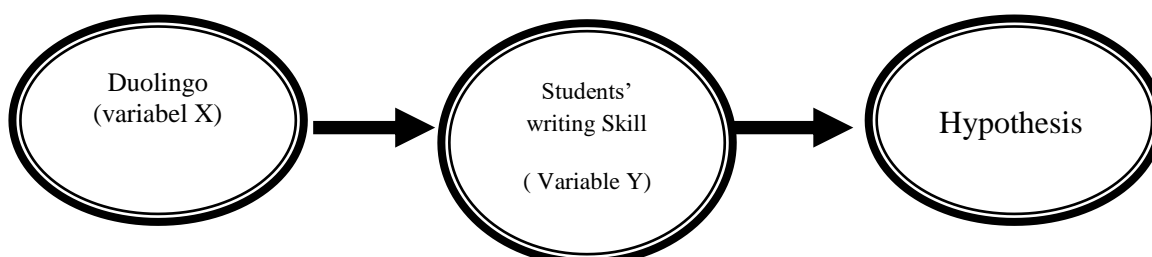
In the treatment that was carried out in quantitative research, if Duolingo media is implemented optimally, it is hoped that students' writing skill has a positive and significant influence of the eleventh graders at SMA Negeri 2 Sekampung. Therefore, this research has a positive impact. Meanwhile, if the application of Duolingo media is not conducted optimally, this research does not have a positive effect on students' writing skill of the eleventh gradrs at SMA Negeri 2 Sekampung..

D. Hypothesis

Based on Theoretical Framework and paradigm, There are two kinds of hypothesis of this research as follow:

1. Hypothesis Formulation

(H_0): Hypothesis towards influence of Duoingo on writing skill of the eleventh graders at SMA Negeri 2 Sekampung.

(Ha): Hypothesis towards influence of Duolingo on writing skill of the eleventh graders at SMA Negeri 2 Sekampung.

2. Statistical Hypothesis

In determining the level of statistical significance, the writer determines the Statistical Hypothesis as follows:

If Fo $\geq$ F table, then (H$_0$) is rejected, (Ha) is accepted.

If Fo $<$ F table, then (H$_0$) is accepted, (Ha) is rejected.[30]

[30] Laurencia Veronika Santoso,"Analisis Pengaruh Price, Overall Satisfaction, dan Trust Terhadap Intention to Return Pada Online Store LAZADA", No. Agora : Volume 6. No : 1, 2018

CHAPTER III

RESEARCH METHOD

A. Research Design

The design of the research was conducted by using a quantitative research. Quantitative data analysis is an approach for testing objective theories by examining the relationship among variables.[31] The model of the experimental design of this study was pre-experimental research. This research involved one group and the group was chosen by using cluster sampling.

The controlled group did the pre-test, receive the treatment, and did the post-test. The treatment was conducted after pre-test. The pre-test was intended to investigate the students' writing skill before giving the treatment, while the post-test was intended to find out the students' writing improvement after the treatment given. The writer was conducted the research at the eleventh graders of SMA Negeri 2 Sekampung.

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[31] Jhon. W Creswell, Research Design Qualitative Quantitative and Mixe Methods Approaches (America: unaited states printed, 2014), Pg. 32

B. Operational Definition of Variable

   1. Independent variable

In this research Independent Variable is duolingo application. Independent variables are those that (probably) cause, influence, or affect

outcomes. They arealso called treatment, manipulated, antecedent, or predictor variables.[32] Which is defined as an instructional strategy where by teacher models the desired learning strategy or task, then gradually shifts responsibility to the students. There are some indicators of independent variable as follows:

a) Students were able to follow every step necessary in the use of the Duolingo application.

b) Students were able to do every exercise on Duolingo application and gets high scores. In addition, it signifies that students understand what they are learning.

c) Students were able to conduct discussions on the discussion forum on Duolingo application. At the discussion forum, students were expected to be able to do well discussions and can apply what they have learned

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[32] Jhon. W Creswell, Research Design Qualitative Quantitative and Mixe Methods Approaches (America: unaited states printed, 2014), 204

when learning language structure through Duolingo application.[33]

2. Dependent variable

Dependent variables are variables that depend on the independent variable; they are the outcomes or results of influence of the independent variable. Dependent variable of this research is writing skill that has some indicators, as follow:

a. The students were able to write the sentences by using appropriate vocabulary.

b. The students were able to write the sentences by using appropriate grammar.

c. The students were able to use the correct writing mechanic in the writing process.

d. The students were able to right the English text with complete organization.

C. Population, Sample and Sampling Technique

1. Population

According to Rajendra K. Sharma, population is an explanation of the phenomenon of population growth.[34] The population of this research is the eleventh graders of SMA

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[33] Pilar Munday, "The Case for Using Duolingo as Part of the Language Classroom Experience" RIED Vol. 19:1, (2016): Pg. 83.

[34] Rajendra K. Sharma, *Demography And Population Problems*, India 2007, P.4

Negeri 2 Sekampung. SMA Negeri 2 Sekampung has seven classes for the students that in eleventh grade now. The classes include of XI IPA 1, XI IPA 2, XI IPA3, XI IPA 4, XI IPS 1, XI IPS 2, and XI IPS 3.

2. Sample

Elisabeth DePoy and Laura N. Gitlin explain that sample is composed of the set of individuals selected for the study.[35] The population is large and does not allow the researcher to determine the sample in that population, for example due to lack of funds to conduct research using a large population, there is also the researcher' energy and time to conduct research, so the researcher can use a sample that has been taken from a large number of people to conduct research. In order for the results of the study to be generalizable to the population, the samples taken must be representative. That is, the sample must reflect and be representative of the population.

The samples in this research are one class as the cotrolled class. They are XI IPA 1 class consisting of 13 students.

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[35] Elizabeth DePoy, PhD, MSW, OTR, *Introduction to Research Understanding and applying Multiple Strategies*, USA, 2016.Pg. 1991

3. Sampling Technique

The writer used cluster random sampling technique in this research. This technique used to determine the sample that has the same characteristic. In addition, this technique was not about personal but about the group or class. In order that each member of the population in this research has an opportunity to become a sample, the writer used XI IPA 1 class as cotrolled class.

D. Data Collection Technique

In the data collecting procedure, there are three steps that have to follow in this research:

1. Test

Test is usually performed by using that element of the survey and determining how it works. There are two tests will be used in this research as follows:

a) Pre-test

Pre-test was given to the controlled class before giving a treatment to measure students' writing skill. That was because the type of this research is pre-cotrolled design. The control class acquire the same pre-test. In conducting the pre-test, the writer was given writing test questions to the students, by asking them to write an essay in the form of factual report in English. The essay included

at least three paragraphs with a choice of topics belonging to the factual report.

b) Post-test

After giving the treatment, the writer was given the post-test to control class to find out the result of the treatment whether the use of Duolingo is effective or not to teach students' writing. In conducting the post-test, the writer was given writing test questions to the students, by asking them to write an essay in the form of factual report in English. The essay included at least three paragraphs with a choice of topics belonging to the factual report.

1. Documentation

Documentation is one of many processes accompanying audit work, and its main objective is to lay out in writing all activities and facts relating to an audit[36]. The instrument which was used for documentation method is books, note, data from internet, journal and others. The writer uses the documentation method to get some information about.

The establishment history of SMA Negeri 2 Sekampung.

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[36] Henning Kagermann, William Kinney, Kharlheinz Kuiting, Claus-Peter Weber, *Internal Audit Handbook*, Germany 2008, P.432

1. The condition teachers and officials employees in SMA Negeri 2 Sekampung.

2. The quantity of the students of SMA Negeri 2 Sekampung.

3. Organization structure of SMA Negeri 2 Sekampung.

4. The regulation of SMA Negeri 2 Sekampung.

3. Observation

An important component in any scientific investigation is observation. In the context of science, observation means more than just observing the world around us to get ideas for research. This strategy hoped that to get information about the learning process, the facilities of there and the other. In this research the writer is the only one participant to observe the eleventh graders of SMA Negeri 2 Sekampung.

E. Research Instrument

1. Writing skill test

To identify the students' writing skill of the eleventh grade of SMA Negeri 2 Sekampung, the writer applied writing skill. The test was measuring the students writing skill about factual report text.

The test consists of pre-test and post-test that was in the form of writing test that asks the students to write a composition of factual report text in English that consist of three paragraphs

was included opening statement, descriptions, composition and conclusion.

2. **Documentation Sheet**

   In the process of collecting research data, the writer used a documentation sheet to collect data related to the history of the school, the condition of teachers and office employees, the number of students, the organizational structure and regulation of SMA Negeri 2 Sekampung. In addition, the instruments are in the form of books, notes, data from internet, journals.

3. **Expert Judgment Sheet**

   The writing test was consulted with the validator, namely a material expert from the tbi IAIN Metro lecturer to validate the writing test based on material aspect. Then the writing test that has been consulted at the same time assessed its feasibility using expert validation instruments material and revised according to suggestions and input from the validator before being tested at the implementation stage.

4. **Observation Sheet**

   Observation sheets are needed by the writer, as an instrument to collect data related to teaching and learning activities using Duolingo. The use of observation sheets makes the writer easier to get complete data about the conditions of learning writing with the application of Duolingo so that the

writer can strengthen the results of research related to the effect of Duolingo on students' writing skills. If the research is carried out during a pandemic, observation had been done online through a learning application that was used.

5. **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 and a single continuous dependent variable.[37]

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 25.0 for windows with the following hypothesis;

Ho: There is no influence from the use of the Duolingo Application on the writing ability of eleventh grade students of SMA Negeri 2 Sekampung in the 2021/2022 academic year.

Ha: There is an influence on the use of the Duolingo Application on the ability to write eleventh graders students of SMA Negeri 2 Sekampung in the academic year 2021/2022.

Independent Sample T-Test Guidelines;

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

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

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

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. The Description of Research Location

SMA Negeri 2 Sekampung is one of the educational units upper middle class which are in the Sekampung, East Lampung. SMA Negeri 2 Sekampung is under the auspices of Ministry of Education and Culture which was established on the basis of the Decree of Establishment with number B.483/15/SK/2007. SMA Negeri 2 Sekampung started operating in 2006 with number decree SK/420/266/15/SK/2006 and started teaching and learning activities in 5 classes with total of 162 students for 2 semesters which is cared for by educators and education staff of SMA Negeri 2 Sekampung.

SMA Negeri 2 Sekampung has a vision and mission, as for the vision namely towards the young generation who are pious, have noble character, knowledgeable, skilled, independent and accomplished as well as the creation of a shady, organized, healthy, and clean school atmosphere. The vision is drawn up in order to achieve long-term, medium-term, and long-term school goals short. The vision is expected to be realized by all high school residents of

SMA Negeri 2 Sekampung at all times ad continuously in achieving goals school.

In order to achieve these vision, it is entered into the SMA Negeri 2 Sekampung. The mission of SMA Negeri 2 Sekampung:

1. Forming students who have devotion to God

2. Realizing innovative,creative, and skilled learning as well as competitive mastery of science snd technology for students.

3. Develop a polite, ethical, and moral attitude, and personality aesthetic, as well as virtous and independent.

4. Preparing students to continue to high education level.

5. Cultative ;ove for the environment.

6. Cultative a clean and healthy lifestyle.

At the beginning of the establishment of SMA Negeri 2 Sekampung led by Drs. Budi Rahayu, M.MPd. Until recently, he availability of infrastructure and school facilities is increasing rapidly from year to year, and currently SMA Negeri 2 Sekampung has 24 classes. Since at that time, the changes in the principal of te school could be ordered as follows:

1. In 2008 led by Mr. Bambang Sulistyo, S.Pd

2. In 2009 led by Mr. Siman Ragil, S.Pd

3. In 2012 led bby Mr. Tri Wahyu Handoyono, M.Pd

4. In 2013 led by Mr. Suripto, S.Pd

5. In 2014 led by Mr. Budi Rahayu, M.MPd

6. In 2022 until now led by Mrs. Tut Wuri Handayani, S.Pd. M.Pd

2. The Description of Research Result

The result of this research is described based on the problem formulation: "Is there any positive and significant influence of Duolingo media on students writing skill of eleventh graders at SMA Negeri 2 Sekampung?"

To describe the result of the research, the researcher explained the following parts:

a. The Description of Expert Judgment

The test is in the form of a paragraph essay, with the following factual report material validated by a material expert to assess the feasibility of the writing test that has been made. The validation results obtained that the writing test was feasible in terms of material, so that

can be used at the implementation stage to determine students' ability in writing.

b. **The Description of Pre-Test Result**

The researcher conducted a Pre-test on March, 2nd 2022 by giving the writing test to the students of eleventh graders MIPA 2 in SMA Negeri 2 Sekampung. The type of writing test is factual report. In the process of pre-test, the researcher ask to the students to write a short composition of factual report text that consists of three paragraphs by choosing two topics in order to know their writing skills of factual report text. The Pre-test results are illustrated in the following table.

Table 4.1
The Result of Pre-test
Students; Writing Skills
The Eleventh Graders at SMA Negeri 2 Sekampung

No.	Name	Data	Grade	Criteria
1.	ARNA	75	XI IPA 1	Good
2.	AC	70	XI IPA 1	Bad
3.	AN	69	XI IPA 1	Bad
4.	AS	66	XI IPA 1	Bad
5.	BAD	72	XI IPA 1	Bad
6.	CA	70	XI IPA 1	Bad
7.	DMS	73	XI IPA 1	Bad
8.	FAM	52	XI IPA 1	Bad
9.	GSA	66	XI IPA 1	Bad
10.	I	68	XI IPA 1	Bad
11.	IC	69	XI IPA 1	Bad
12.	MDMH	52	XI IPA 1	Bad
13.	MPA	66	XI IPA 1	Bad
Total		869		
Average of students' grade		66		

Based on the result of pre-test above, it was investigating that the average grade is 66. It shows the students' writing skill

before the treatment. To follow up the pre-test, the researcher had

done the teaching treatment using Duolingo media.

Table 4.2

The Data Categorization of Pre-survey Result
Writing Skill of the Eleventh Graders
At SMA Negeri 2 Sekampung

No.	Grade	Frequencies	Percentage	Explain
1,.	>75	1	8%	Good
2.	<75	12	92%	Poor
	Total	13	100%	

The categorization of students' writing skill in the table above, it

could be concluded that for grade >75 was 1 student. The students that

included for grade <75 was 12 students. It was inform that the number of

students who are able to achieve the passing grade is smaller than the number

of students who are not able to reach the passing grade. It means that students'

writing ability in English is dominated by incompleteness in the passing

grade.In other words, students' writing skill is categorized as low.

Figure 4.1

Total Grade of Pre-test

Percentage Grade of Pre-Test
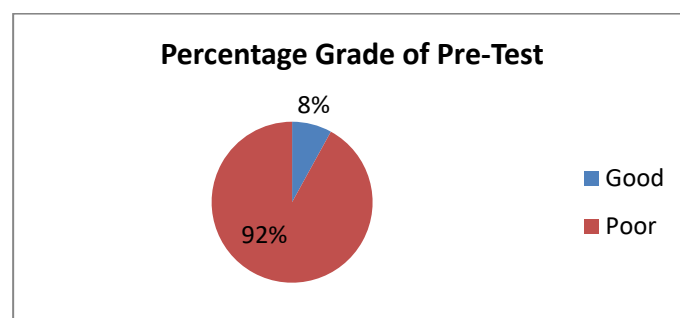
b. The Description of Treatment by Using Duolingo Media

In this research, the researcher conducted the treatment by applying Duolingo media in the process of research. The research was conducted during pandemic condition and SMA Negeri 2 Sekampung carries out hybrid learning activities, so the treatment was done through WhatsApp during the research process, the researcher conducted research both offline and online. The Pre-test and Post-test were carried out offline, while the treatment using the Duolingo media was carried out online. The treatment was done once in March 23rd 2022 by doing following steps:

1) The researcher greeted the students and told them the purposes of the research through WhatsApp group.

2) The researcher checked the students' attendance directly in the classroom.

3) The researcher explained the definition, purpose and generic structure of Factual Report text. The researcher explained that *Factual Report text is factual report are generally used o organize and store factual information. This information describes an entire class of licving or non-living things. The structure of factual report includes, a general opening, statement or classification, a description consisting of a series of paragraphs and the last one is a conclusion or a general rounding of*

statement. The students pay attention and respond to the researcher if they do not understand about the material of factual report.

4) The researcher gave the chance to the students to ask questions about the material of factual report, if the students do not understand about it. The students asked, "Please give the example of factual report!" Then the researcher gave the example. The researcher chosen whiteboard as the topic of example. The researcher elaborated, classified, and described about whiteboard by oral.

5) The researcher made sure the students had understood about the factual report. Then, the researcher gave the test of factual report to the students. The students have to choose one of two topic that consists of Museum and Library.

6) Because of the treatment of using Duolingo media takes a long time, therefore, the researcher asked for the student to learn Duolingo media in their house for two weeks. The researcher followed up the students by WhatsApp in order to they do the researcher's instruction that consist, they had downloaded the

Duolingo media on their smartphone, whether they learn or play Duolingo media.

7) After the students had done the steps of Duolingo media, the researcher gave them post-test in the class. They has to choose one of two topics that consist of Jokowi and B.J. Habibie.

c. The Description of Post-Test Result

The researcher conducted a post-test on March 25th 2022 by giving writing test to the eleventh graders at SMA Negeri 2 Sekampung. The type of writing test is factual report text that consists of two topics. In the post test process, the researcher asked the students to write factual report about one topic that they have chosen in order to know to their writing skill of factual report. The post-test results are illustrated in the following table.

Table 4.3
The Result Post-test
Students' Writing Skill
The Eleventh Graders of SMA Negeri 2 Sekampung

No.	Name	Data	Grade	Criteria
1.	ARNA	92	XI IPA 1	Good
2.	AC	90	XI IPA 1	Good
3.	AN	79	XI IPA 1	Good
4.	AS	79	XI IPA 1	Good
5.	BAD	80	XI IPA 1	Good
6.	CA	77	XI IPA 1	Good
7.	DMS	80	XI IPA 1	Good
8.	FAM	75	XI IPA 1	Good

9.	GSA	85	XI IPA 1	Good
10.	I	83	XI IPA 1	Good
11.	IC	82	XI IPA 1	Good
12.	MDMH	75	XI IPA 1	Good
13.	MPA	80	XI IPA 1	Good
Total		1075		
Average of students' grade		81		

Based on the result of post-test above, it was investigated that the average grade is 81. It shows the students writing skill after the treatment. After getting complete data, the researcher investigated the influence of Duolingo media on writing skills by using SPSS.

Table 4.4

The Data Frquencies of Post-Test Result
Writing Skill of the Eleventh Graders
At SMA Negeri 2 Sekampung

No.	Grade	Frequencies	Percentage	Explanation
1.	>75	13	100%	Complete
2.	<75	0	0%	Incomplete
	Total	13	100%	

The categorization of students' writing skill in the table above, be concluded that for grade >75, the total of the students was 13. The students that included for grade <75 was 0 students. It could inform that the number of students who are able to achieve the passing grade is higher than the number of students who are not able to reach the passing grade. It means that students' writing

ability in English is dominated by completeness in the passing

grade.In other words, students' writing skill is categorized as high.

Figure 4.2

Total Grade of Post-Test
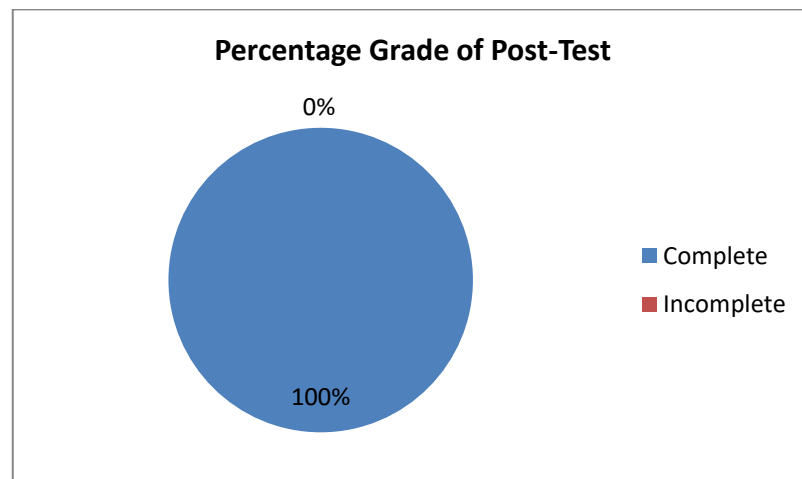
3. Testing Hypothesis

In testing of hypothesis in this research, the researcher refers to two

hypothesis, as follow:

a. Null hypothesis (Ho): There is not an influence of Duolingo on

Writing skill of the elevent graders at SMA Negeri 2

Sekampung.

b. Alternative hypothesis (Ha): there is an influence of Duolingo

on writing skill of the eleventh graders at SMA Negeri 2

Sekampung.

In testing of hypothesis, the researcher applied SPSS n

calculating the influence of Duolingo on writing skill of the eleventh

graders at SMA Negeri 2 Sekampung. The steps of applications of

SPSS are as follows:

1) Opening SPSS 25 application for windows

2) Loading the excel file with all data,

3) Opening show data view

4) Copying the grades of pre-test and post test in the data
view.

5) Opening variable view by changing VAR 1 to be pre-test
and VAR 2 to be post test

6) Editing label VAR.1 to be pre-test and VAR 2 to be post-
test.

7) Selecting analysis, compare means, paired sample T-test.

8) Moving pre-test and post-test to the right.

9) Selecting OK.

After performing a series of SPSS calculation in variable X

(Duolingo) tests to variable Y (writing skill), the research obtained the

results described as follows.

Table 4.5
T-Test
Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test Cotrolled	66.62	13	7.206	1.999
	Post-Test Cotrolled	80.85	13	4.279	1.187

Table 4.6
Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre-Test Cotrolled & Post-Test Cotrolled	13	.660	.014

Table 4.7

Paired Samples Test

			Paired Differences						Sig. (2-tailed)
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	Df	
Pair 1	Pre-Test Cotrolled - Post-Test Cotrolled	14.231	5.434	1.507	17.514	10.947	9.443	12	.000

Based on the SPSS result, it was investigated that the result of sig.2 tailed in this research is 0.000. it is clear that if the posibility or sig. $> \alpha$ (0.05), the alternative hypothesis (Ha) is accepted. It means that there is a positive and significant influence of variable X on variable Y in the other words, Ha is accepted and Ho rejected. Therefore, it is conclude that this research successfully proves that there is a positive and significant towards influence of Duolingo on writing skill of the eleventh graders at SMA Negeri 2 Sekampung.

Moreover, the table below illustrated the result of the calculation of t-test in SPSS.

Table 4.8

The Result of Calculation of T-Test

Level of significant	5%	1%
Df 12	1.356	1.782

1. The critical value of t-test (t-table) for the 5% level is 1.356

2. The critical value of t-test (t-table) for the 1% level is 1.782

From all the data above, it can be found that

a. "t-observed" = 9443

b. "t-table" level of significant 5% = 1.356

c. "t-table" level of significant 1% = 1.782

It means that "t-observed" higher than "t-table" or it can be written as 1.356<9443>1782. It means that from the value above there was any positive and suignificant the influence of Duolingo on writing skill of the eleventh graders at SMA Negeri 2 Sekampung. It can be seen.

From the result of the students' pre-test and post-test

- If t observed > t table, Ha is accepted and Ho is rejected.
- If t observed < t-table. Ha is rejected and Ho is accepted.

The researcher has formulated the alternative hypothesis (Ha) such as:

There is an influence of Duolingo on writing skill of the eleventh graders at SMA Negeri 2 Sekampung.

Finally, the data confirmed that "t observed" = 9443 was higher than "t table" level of significant 5% = 1356 and "ttable" level of significant 1% = 1782. Therefore it can be conclude that Ha is accepted and Ho is rejected. It means that there was an influence of Duolingo media on wriing skil of the eleventh graders at SMA Negeri 2 Sekampung.

B. Discussion

In presenting the discussion of result of the research, the researcher considered theories that support it to answer the problem formulation. Researchers conducted this research on the basis of the problems experienced by students of class XI IPS 1 at SMA Negeri 2 Sekampung. which the authors know from the results of the pre-survey. That's because the results of the pre-survey showed that 77% of students showed that they did not reach the complete category in their writing skills when viewed from the English passing grade in that class. In addition, learning English during the pandemic caused students to feel bored with the incompleteness of offline meetings. Therefore, based on these problems, the researchers conducted quantitative research by trying to teach English, especially the writing skills package to the students in the class with the application of Duoingo as an effort to have a positive and significant influence on students' writing skills.

Duolingo is a language learning application that can be used on desktop computer and portable electronic devices such as smartphone[38]. Duolingo is a learning application that is easy to use anywhere and anytime via a device or smartphone. This makes it easier for users to learn and improve their language skills even if they don't live in the same place or can study with flexible time.

Duolingo is a versatile social platform that is design especially for language learning[39]. Furthermore, this application makes learning language fun because it depends totally on games and casual conversation. Because in this application the appearance is made as attractive as possible by adding images and audio to make this application fun to use. Plus there is a score for each step that has been completed.

Duolingo is one of the tools that have been helping user cope with all the complications of language[40]. Duolingo seems to be an effective tool for addressing visual learners (since it has pictures associated with words in certain activity), auditory learners (since it includes audio in most of the activities) and reading / writing learners (since that is mostly what you do throughout all the activities).

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[38] Simon Falk, and Sandra Gotz. *Interactivity In Language Learning Application: A case Study Based on Duolingo.* Marburg. 2020. Pg. 241.
[39] Sultan R. Alfuhaid. *The Utilisation of Duolingo to Enhance the Speaking Proficiency of EFL Secondary School Students in Saudi Arabia.* Buraydah. 2021. Pg. 10.
[40] Claudia Sanchez. *Multimodal Writing In a Second Language: CHAT and Duolingo.* Illinois. GWR Journal issue. 2019. Pg. 130.

In conducting quantitative research using Duolingo, the researcher taught twice by applying the steps for teaching writing using Duolingo. The researchers took from the Pillar Munday theory.

The researcher conducted the treatment by applying Duolingo media in the process of research. The research was conducted during pandemic condition and SMA Negeri 2 Sekampung carries out hybrid learning activities, so the treatment was done through WhatsApp during the research process, the researcher conducted research both offline and online. The Pre-test and Post-test were carried out offline, while the treatment using the Duolingo media was carried out online. In conducting the pre-test, the researcher gave a factual report test by choosing one topic that students had to write about. The pre-test result of writing skill present the average grade in cotrolled class is 66. Pre-test had been done before the researcher applied the treatment using Duolingo media. The treatment was done once in March 23rd 2022 by doing following steps;

The researcher greeted the students and told them the purposes of the research through WhatsApp group. Then the researcher checked the students' attendance directly in the classroom. After that, explained the definition, purpose and generic structure of Factual Report text. The researcher explained that *Factual Report text is factual report are generally used o organize and store factual information. This information describes an entire class of licving or non-living things.*

The structure of factual report includes, a general opening, statement or classification, a description consisting of a series of paragraphs and the last one is a conclusion or a general rounding of statement. The students pay attention and respond to the researcher if they do not understand about the material of factual report.

The researcher gave the chance to the students to ask questions about the material of factual report, if the students do not understand about it. The students asked, "Please give the example of factual report!" Then the researcher gave the example. The researcher chosen 'whiteboard' as the topic of example. The researcher elaborated, classified, and described about whiteboard by oral. Next one, the researcher made sure the students had understood about the factual report. Then, the researcher gave the test of factual report to the students. The students have to choose one of two topic that consists of Museum and Library.

Because of the treatment of using Duolingo media takes a long time, therefore, the researcher asked for the student to learn Duolingo media in their house for two weeks. The researcher followed up the students by WhatsApp in order to they do the researcher's instruction that consist, they had downloaded the Duolingo media on their smartphone, whether they learn or play Duolingo media. After the students had done the steps of Duolingo media, the researcher gave

them post-test in the class. They have to choose one of two topics that consist of Jokowi and B.J. Habibie.

After applying Duolingo in the learning process for two treatments, the researcher conducted a post-test. And the post-test results show that the average score of students has increased significantly, which is proven by the results of data processing using SPSS.

Based on the results of the Independent Sample T-Test with the help of SPSS, it can be seen that the average cotrolled class is 81. Higher than the score of the pre-test that is 66. 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 the eleventh graders at SMA Neheri 2 Sekampung.

If the significance level of sig 2 tail is <0.05, then there is an influence of using Duoingo on writing. The positive and significant influence of Duoingo on writing skills is strengthened by the theory expressed by Claudia Sanchez that Duolingo has benefits, that is using Duolingo is that writing is involved in most of the activities that need to be completed in the game/ app; these activities can resemble "drills" in a way because they are mostly repetitive. Furthermore, Duolingo

follows the education model of "one to one", meaning the app teaches the learner continuously while adapting to the learner.

From here it can be seen that students are mastering writing skill, they got new vocabularies and they can write in correct grammar by learning Duolingo media, the reason that students can increase their writing skill, is because through Duolingo media, students can got new vocabularies and knowing the grammar structure of sentences well.

BAB V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data collection method that had been analyzed by the researcher, the researcher concluded that English learning through Duolingo media on writing skill has an influence toward students' writing skill. This case can be seen from the result of pre-test and post-test. In the pre-test, average score was 66, and in the post-test, the average score was 81. Writing learning through Duolingoo media can be as an alternative strategy in teaching learning, it can be seen from the critical value tobserved was 9443 and ttable was 1356 for 5% and for 1% 1782. The data confirmed that tobserved highere than the hypothesis alternative (Ha) of this research is accepted and (Ho) is rejected. Therefore it is concluded that the research questions is observe successfully. Because, there is positive and significant influence of Duolingo on writing skill of the eleventh graders at SMA Negeri 2 Sekampug.

B. Suggestion

Considering the influence of the research which was conducted in the eleventh grader of SMA Negeri 2 Sekampung, the researcher propes suggestion as follow:

1. For the Teacher

   The teacher are suggested to support for students' writing skill, the

   teacher can apply Duolingo media to master writing skill.

2. For the Students

   The students are suggested to develop their writing skill by using

   Duolingo media especially it can improve their writing skill.

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APPENDICES

APPENDIX 1

SILABUS SMA/MA

Mata Pelajaran : BAHASA INGGRIS-WAJIB

Kelas : XI

Kompetensi Inti :

KI 1**:** Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa	**Surat pribadi sederhana** Fungsi Sosial Menjalin hubungan dengan bertegur sapa dan	**Mengamati** • Siswa memperhatikan berbagai surat pribadi yang digunakan guru dari berbagai sumber (a.l. media massa, internet). • Siswa membacakan contoh-contoh surat pribadi tersebut dengan ucapan, intonasi, tekanan	**Kriteria penilaian**: • Tingkat ketercapaian fungsi sosial dalam menyampaikan surat pribadi • Tingkat kelengkapan	4 x 2 JP	• CD/ Audio/ VCD • Koran / majalah berbahasa Inggris

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Aloka si Waktu	Sumber Belajar

pengantar komunikasi internasional yang diwujudkan dalam semangat belajar
 	
2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
 	
3.5 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks
	memberi kabar pribadi kepada teman secara tertulis Memberi informasi kepada teman
	
	Struktur
	
	Date
	
	Salutation: Dear ....
	
	Opening paragraph: Greetings dan mengabarkan keadaan sekarang dan apa yang sedang dilakukan
	
	Content: Mengabarkan hal yang sudah/ akan terjadit
	
	Closing: Menutup surat dengan harapan untuk
		kata, dengan benar dan lancar.
		• Siswa menyalin contoh-contoh tersebut sesuai dengan aslinya agar menangkap isi, format dan tata letak penulisan.
		• Siswa berlatih menentukan gagasan utama, dan informasi rinci
		
		Mempertanyakan (questioning)
		
		• Dengan pertanyaan pengarahan dari guru siswa terpancing untuk mempertanyakan
		  - Fungsi Sosial;
		  - Struktur
		  - Unsur kebahasaan yang digunakan dalam surat pribadi.
		• Siswa mempertanyakan cara menetukan gagasan utama, dan informasi rinci dan informasi tertentu
		
		Mengeksplorasi
		
		• Siswa secara mandiri dan dalam kelompok mencari contoh surat pribadi yang lain dari berbagai sumber
		• Siswa berdiskusi
			dan keruntutan struktur teks surat
			• Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ejaan, dan tulisan tangan
			• Kesesuaian format penulisan/ penyampaian
			
			Cara Penilaian: Pengamatan (observasi)
			• Upaya menggunakan Bahasa Inggris dalam menulis surat pribadi
			• Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan
			• Perilaku tanggung jawab, peduli,
					• Sumber dari internet:
					- www. dailyenglish. com
					- http:// americanenglish.state.gov/files/ae/resource_files
					- http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Aloka si Waktu	Sumber Belajar
surat pribadi, sesuai dengan konteks penggunaannya 4.7 Menangkap makna teks surat pribadi. 4.8 Menyusun teks surat pribadi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	bertemu kembali *Signature* *Unsur kebahasaan*: • Kata dan tata bahasa baku • Ejaan dan tulisan tangan dan cetak yang jelas dan rapi. • Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan • Rujukan kata • simple present, simple past, ejaan, ucapan, intonasi, tekanan kata, tanda baca, dan tulisan tangan	menentukan gagasan utama, dan informasi rinci dan informasi tertentu • Siswa menyusun paragraph-paragraf pendek menjadi surat pribadi. **Mengasosiasi** • Siswa menganalisis berbagai macam surat pribadi terkait dengan tujuan, struktur teks, dan unsur kebahasaan, dilihat dari segi ketepatan, efisienci, efektivitasnya. • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang sampaikan dalam surat pribadi **Komunikasi** • Siswa melengkapi surat pribadi sederhana dan menyampaikannya di depan guru dan teman untuk mendapat feedback. • Siswa berkreasi dalam menuliskan surat pribadi kepada teman/ guru • Siswa memperoleh	kerjasama, dan cinta damai, dalam melaksanakan komunikasi • Ketepatan dan kesesuaian menggunakan strategi dalam membaca **Portofolio** • Kumpulan catatan kemajuan belajar • Kumpulan karya siswa yang mendukung proses penulisan surat pribadi, berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	yang jelas dan rapi	penguatan dari guru	penilaian sejawat, berupa komentar atau cara penilaian lainnya		
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam	**Teks ilmiah faktual (*factual report*) lisan dan tulis sederhana tentang benda, binatang dan gejala/peristiwa alam**, *Fungsi sosial* - Mengamati alam - Menulis paparan ilmiah mengenai benda, binatang dan gejal/peristiwa alam	**Mengamati** • Siswa menyimak berbagai contoh/ film ilmiah pendek yang disediakan • Siswa mengamati fungsi sosial, struktur dan unsur kebahasaan teks ilmiah faktual • Siswa berlatih menentukan gagasan utama, dan informasi rinci dan informasi tertentu **Mempertanyakan (questioning)** • Dengan pertanyaan pengarah dari guru, siswa terpancing untuk mempertanyakan tujuan, struktur, dan unsur kebahasaan yang digunakan dalam paparan tersebut. • Siswa mempertanyakan cara menemukan gagasan pokok, informasi rinci dari teks faktual report. **Mengeksplorasi** Siswa mendengarkan/ membaca/membacakan teks ilmiah faktual dengan	Kriteria penilaian: • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks ilmiah faktual • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian **Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan	4 x 2 JP	• CD/ Audio / VCD • Koran / majalah berbahasa Inggris • Sumber dari internet: - www. dailyenglish.com - http:// americanenglish. state.gov/files/ae/resource_files - http://learnenglish.britishcoun

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Aloka si Waktu	Sumber Belajar
melaksan akan komunika si fungsion al 3.9 Mengana lisis struktur teks dan unsur kebahas aan untuk melaksan akan fungsi sosial teks ilmiah faktual (*factual report*) dengan menyata kan dan menanya kan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa	*Struktur* - Klasifik asi Umum tentan g binata ng/ benda yang ditulis, e.g. Slow loris is a mamm al. It is found in ... It is a noctur nal animal . It is very small with .... - Pengg ambar an menge nai bagian , sifat dan tingka h lakuny a *Unsur kebahasaa*	membandingkan berbagai teks report dengan memperhatikan tujuan, struktur, dan unsur kebahasaan yang benar dan sesuai dengan konteks. **Mengasosiasi** ● Dalam kerja kelompok terbimbing siswa menganalisis struktur dan unsur bahasa yang ada dalam beberapa teks report. ● Siswa mengelompokkan struktur, fungsi sosial dan unsur kebahasaan teks berdasarkan penggunaannya. ● Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analis tentang fungsi sosial, struktur, dan unsur kebahasaan dari teks berita yang disampaikan dalam kerja kelompok **Komunikasi** ● Siswa menyalin teks report yang didapatkannya tentang benda, binatang dan gejala alam atau peristiwa lain yang terkait dengan mata pelajaran lain dan membacakannya di kelas	memberi balikan. ● Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanaka n komunikasi ●Ketepatan dan kesesuaian dalam menyampaik an dan menulis teks ilmiah faktual ● Kesungguha n siswa dalam proses pembelajara n dalam setiap tahapan ● Ketepatan dan kesesuaian menggunaka n strategi dalam membaca **Portofolio** ● Kumpulan catatan kemajuan belajar ● Kumpulan hasil tes		cil.org /en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Aloka si Waktu	Sumber Belajar
alam dan sosial, sederhan a, sesuai dengan konteks pembelaj aran di pelajaran lain di Kelas XI 4.13 Menangk ap makna dalam teks ilmiah faktual (*factual report*), lisan dan tulis, sederhan a, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas XI.	*n* - Simple Presen t - Kata kerja yang mengg ambar kan binata ng/ benda/ gejala alam - Kata sifat - Berba gai kata benda terkait denga n benda/ binata ng/ gejala alam yang diamat i - ejaan, tanda baca, dan tulisan tangan dan cetak yang jelas dan	• Siswa menyampaikan laporan berupa catatan (*note taking*) dari hasil membaca beberapa teks ilmiah faktual. • Membuat learning journal dalam pembelajaran ini. • Pada saat yang sama, antar siswa melakukan penilaian sejawat, tentang teks report yang dihasilkan	dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya **Penilaian Diri dan Penilaian Sejawat** Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Aloka si Waktu	Sumber Belajar
	rapi. - Rujuka n kata				

Appendix 2

Table
The number of students
At SMA Negeri 2 Sekampung

No.	Class	Sex		Amount
		Male	Female	
1.	X	108	166	274
2.	XI	77	129	206
3.	XII	97	140	207

Appendix 3

Table
Building Class
of SMA Negeri 2 Sekampung

No.	Building	Quantity
1.	X IPA	4
2.	X IPS	4
3.	XI IPA	4
4.	XI IPS	4
5.	XII IPA	4
6.	XII IPS	4
	Total	24

Appendix 4

Figure 1
Structure Organization of SMA Negeri 2 Sekampung

Committee of School H. Marendra, S.H	Headmaster Drs. Budi Rahayu,M.M.Pd

Head of Administration
Adi Haryono, S.Pd.I

Deputy Headmaster of Curriculum AgusSusanto, S.Pd	**Deputy Headmaster of Student Affairs** Endang Argawati, S.Pd	**Deputy Headmaster of Public Relation** Eryanti Yustisia, M.S.Ak

Teacher Guidance and Counseling
Agus Fahim, S.Ag

Teachers

Students
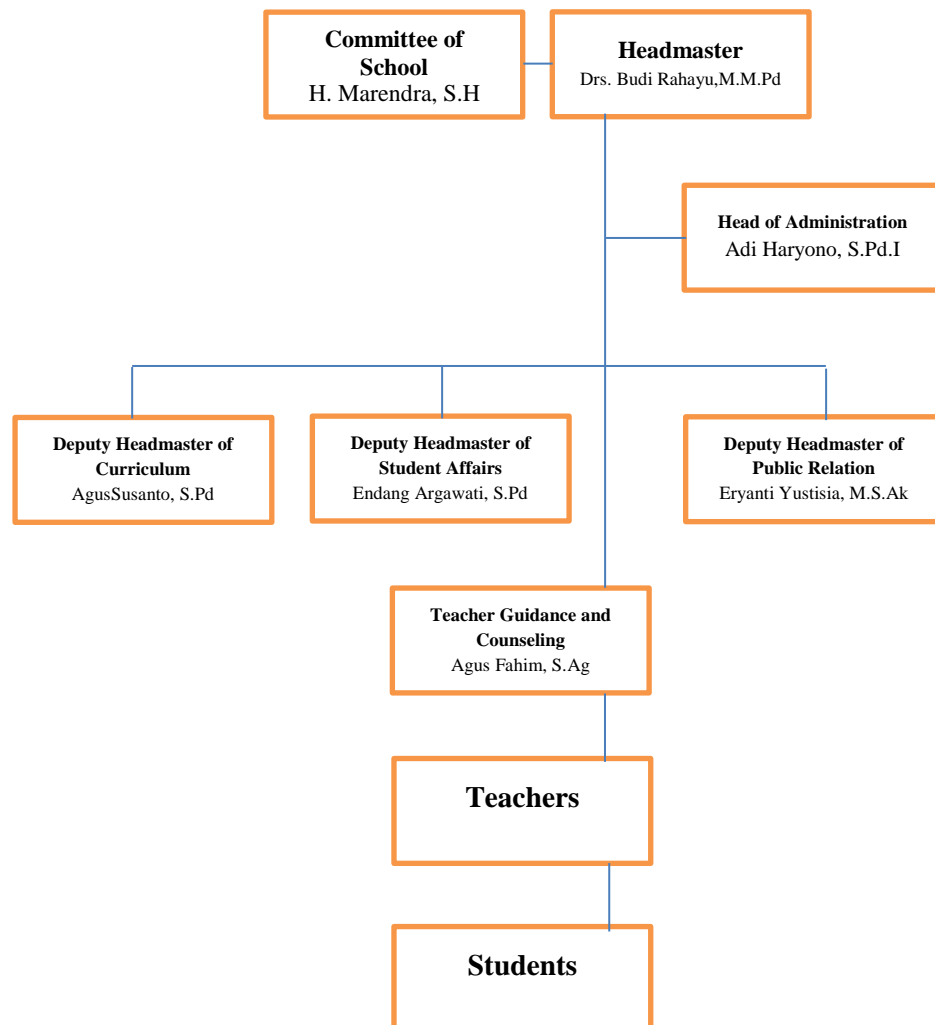
Appendix 5

The Location Sketch of SMA Negeri 2 Sekampung

23	22	20	16	15.

```
                    21
  1.                        14
            2     17        13
24                          12        11
     3                18
     4                19
     5                             10
        7  8        9
  6
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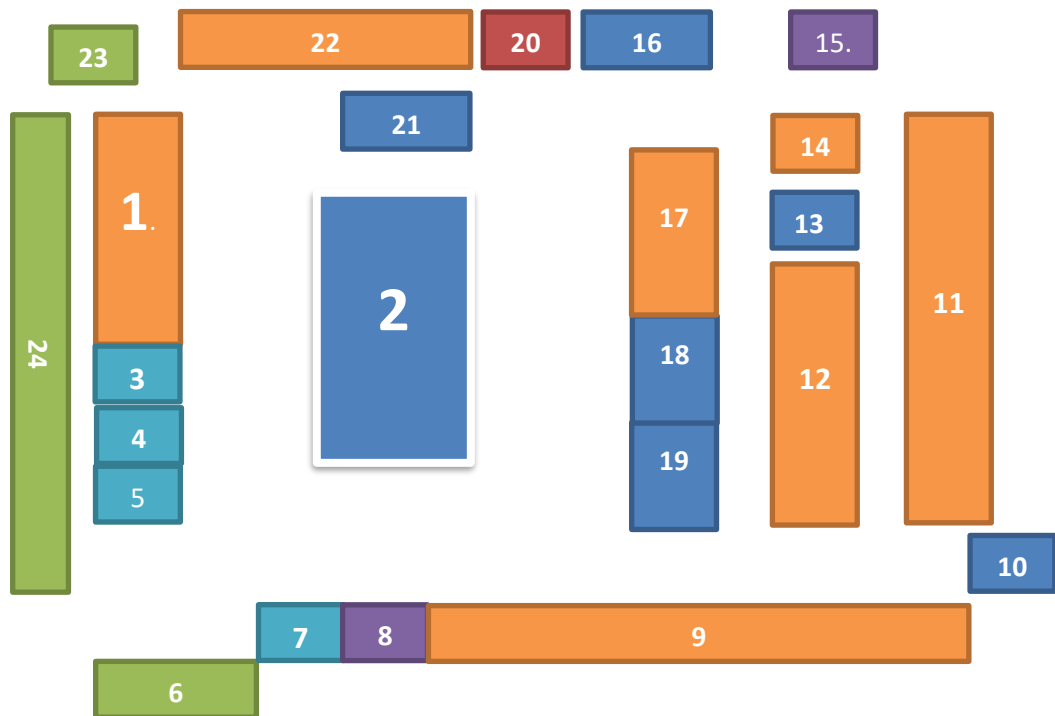
Descriptions:

1. Class XII

2. Field

3. Counseling room

4. Living room

5. Administration room

6. Teacher's parking are

7. Teacher's office

8. Cooperative room

9. XI Class room

10. Toilet

11. Class X

12. Class XII

13. Library

14. Class XI

15. Canteen

16. Computer Laboratory

17. Class XII

18. Biology Laboratory

19. Auditorium

20. School Health Clinic

21. Physical Laboratory

22. Class XII

23. Mosque

24. Student's parking area

THE EXPERT JUDGMENT OF CONSTRUCT VALIDITY

No.	Writing Aspect	Assessments	Grade			
			1	2	3	4
1.	Content	Applies several description; knowledge, substantive, thesis development, and relevant to the assigned topic.				
2.	Organization	Fluent expression, ideas support, concise, well-organized, logical sequence, and cohesive.				
3.	Vocabulary	Enrich the vocabulary chosen the correct wording for the text.				
4.	Language Use	Consist of practical, complex, constructions, agreement, tenses, number, words function, and articles				
5.	Mechanics	Spelling, punctuation, capitalization, paragraph, and handwriting.				

Note of Grade :

1. : Excellent
2. : Good
3. : Fair
4. : Poor

RUBRIC OF WRITING TEST

No.	Writing Aspects	Grade	Criteria	Explanation
1	Content	30-27	Excellent to Very Good	Knowledge – substantive – etc.
		26-22	Good to average	Some knowledge of subject – adequate range – etc.
		21-17	Fair to poor	Limited knowledge of subject – little substancne – etc.
		16-18	Very Poor	Does not show knowledge of subject – non substantive – etc.
2.	Organtization	20-18	Excellent to very good	Fluent expression – ideas clearly stated – etc.
		17-14	Good to average	Somewhat choppy – loosely organized but main ideas stand out – etc.
		13-10	Fair to poor	Non-fluent – ideas confwill use of disconnected – etc.
		9-7	Very poor	Does not communicate – no eorganization – etc.
3	Vocabulary	20-18	Excellent to very good	Shopisticated range – effective word/idiom choice and usage – etc.
		17-14	Good to average	Adequate range – occasional errors o word/idiom of, 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.
4,	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.
		9-7	Very poor	Virtually no mastery of sentence construction rules – etc.
5	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 conversations – dominated by errors of spelling, punctuation, capitalization, paragraphing – etc.

Appendix 6

Observation Sheet

The Students' Learning Activity

No.	Student	Learning Activities		
		Create Duolingo account to start learning	**Choose the English to study and immediately begin activities Duolingo works similarly to a social network**	**The students are able to take placement exam to progress to more advanced units.**
1.	ARNA	✓	✓	✓
2.	AC	✓	✓	✓
3.	AN	✓	✓	✓
4.	AS	✓	✓	✓
5.	BAD	✓	✓	✓
6.	CA	✓	✓	✓
7.	DMS	✓	✓	✓
8.	FAM	✓	✓	-
9.	GSA	✓	✓	✓
10.	I	✓	✓	✓
11.	IC	✓	✓	✓
12.	MDMH	✓	✓	-
13.	MPA	✓	✓	✓

Appendix 7

Documentation Sheet

The Profile of SMA Negeri 2 Sekampung

No.	Aspect	Available	Not Available
1.	The history of SMA Negeri 2 Sekampung	✓	
2.	The building condition and school in SMA Negeri 2 Sekampung	✓	
3.	The quantity of students at SMA Negeri 2 Sekampung	✓	
4.	Organization structure of SMA Negeri 2Sekampung	✓	
5.	Location sketch	✓	
6.	Students' writing document	✓	

Appendix 8

The data of Pre Survey Result at the Eleventh Graders of SMA Negeri 2 Sekampung

No.	Name	The Writing Test Result	
		Score	Category
1.	Dinda Larasati	78	Complete
2.	Dwi Agustiyani	70	Incomplete
3.	Feranika Anggraini	67	Incomplete
4.	Fitri Aseh	68	Incomplete
5	Laela Nur Adriani	67	Incomplete
6.	Mawar Sari	71	Incomplete
7.	Mut Mainah	86	Complete
8.	Nova Novita Sari	70	Incomplete
9.	Naja Aulia	85	Complete
10.	Rosa Utami	66	Incomplete
11.	Sandy Prasetyo	63	Incomplete
12.	Veronica Dinda	65	Incomplete
13.	Zalfa Fikri Pradina	65	Incomplete
	Total	**921**	**Low**
	Average	**70**	

Appendix 9

The Result of Pre-test
Students; Writing Skills
The Eleventh Graders at SMA Negeri 2 Sekampung

No.	Name	Data	Grade	Criteria
1.	ARNA	75	XI IPA 1	Complete
2.	AC	70	XI IPA 1	Incomplete
3.	AN	69	XI IPA 1	Incomplete
4.	AS	66	XI IPA 1	Incomplete
5.	BAD	72	XI IPA 1	Incomplete
6.	CA	70	XI IPA 1	Incomplete
7.	DMS	73	XI IPA 1	Incomplete
8.	FAM	52	XI IPA 1	Incomplete
9.	GSA	66	XI IPA 1	Incomplete
10.	I	68	XI IPA 1	Incomplete
11.	IC	69	XI IPA 1	Incomplete
12.	MDMH	52	XI IPA 1	Incomplete
13.	MPA	66	XI IPA 1	Incomplete
Total		869		
Average of students' grade		66		

Appendix 10

The Result Post-test
Students' Writing Skill
The Eleventh Graders of SMA Negeri 2 Sekampung

No.	Name	Data	Grade	Criteria
1.	ARNA	92	XI IPA 1	Complete
2.	AC	90	XI IPA 1	Complete
3.	AN	79	XI IPA 1	Complete
4.	AS	79	XI IPA 1	Complete
5.	BAD	80	XI IPA 1	Complete
6.	CA	77	XI IPA 1	Complete
7.	DMS	80	XI IPA 1	Complete
8.	FAM	75	XI IPA 1	Complete
9.	GSA	85	XI IPA 1	Complete
10.	I	83	XI IPA 1	Complete
11.	IC	82	XI IPA 1	Complete
12.	MDMH	75	XI IPA 1	Complete
13.	MPA	80	XI IPA 1	Complete
Total		1075		
Average of students' grade		81		

Appendix 11

Writing test instrument

Pre-test

Direction: *Write a short composition of factual report text that consists of 3 paragraphs by choosing one of the following topics!*

a. Museum

b. Library

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Appendix 12

Writing test instrument

Post-test

Direction: *Write a short composition of factual report text that consists of 3 parapgraphs by choosing one of the following topics!*

a. Joko Widodo

b. B.J. Habibie

…………………………………………………………….

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Appendix 13

Documentation of Pre Survey

_02 ... 2021_

Esa Lampung, 08 March 2021
For my best friend
in ... Lampung

Assalamualaikum wr...

How are you? I hope you are alright. do you are like those?

Well... now you have become a busy person and have
many new friend. I hope you don't laugh on this. I really
miss you and want to meet you. Regarding my life,
now I am used to the pesantren days. In fact, I am
already friends with the neighbor's kid. The people
here are friendly. I am friends with someone named
Reza too. Come back to my house and I will introduce
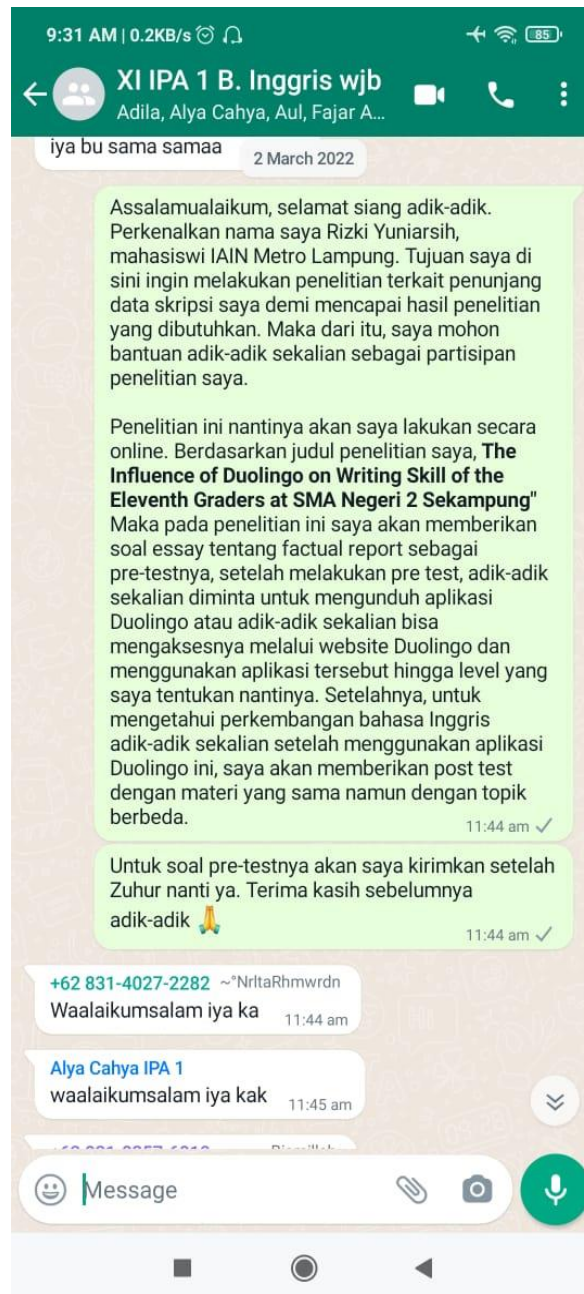you to too.

That is all I can write

Your best friend

Riza

Malang , 26th Oktober 2020

Dear ana

I'm really glad to read your last letter. It so amazing to hear you after 10 months we never meet again ,you look so happy in Budapest .

Thank you for having sent me the photos, Budapest looks so beautiful . someday . I would definitely like to visit budapest.

Here, my activities makes me bored . I was busy with my routine activities like my part time job , and my college.

anyway would you coming to malang In anytime soon? IF you are , please let and me know the dates and I can pick you up at the airport

your best friend

Nisa.

92

Appendix 14

Pre test

Nama : Mawar Pujo Agustian.
Kelas : XI IPA

Pre-test

Direction: *Write a short composition of factual report text that consists of 3 paragraphs by choosing one of the following topics!*

a. *Museum*

b. *Library*

MUSEUM

~~Museum is place~~
Definisie museum. museum is Place many things old Place here in awake by heroic. museum have pleace bersejarah

: Anggun Nataria
: XI IPA 1

Pre-test

Direction: *Write a short composition of factual report text that consists of 3 paragraphs by choosing one of the following topics!*

a. Museum

b. Library

Library

Library is place read book and too search knowledge and thet place cool, clean and tidy. you can eat and drink in library

we in library can read history books people book and all

Nama : Fajar Andrea Muliti
kelas : XI IPA 1

Pre-test

Direction: *Write a short composition of factual report text that consists of 3 paragraphs by choosing one of the following topics!*

a. Museum

b. Library

Library

Library is spot where we to read book Full, we deep Library to be many book. as book stud, Legend, fairy tale.

Inside the Library there are many big book cases and there are many people reading book And some people listen music to, and there student studying because they want exam.
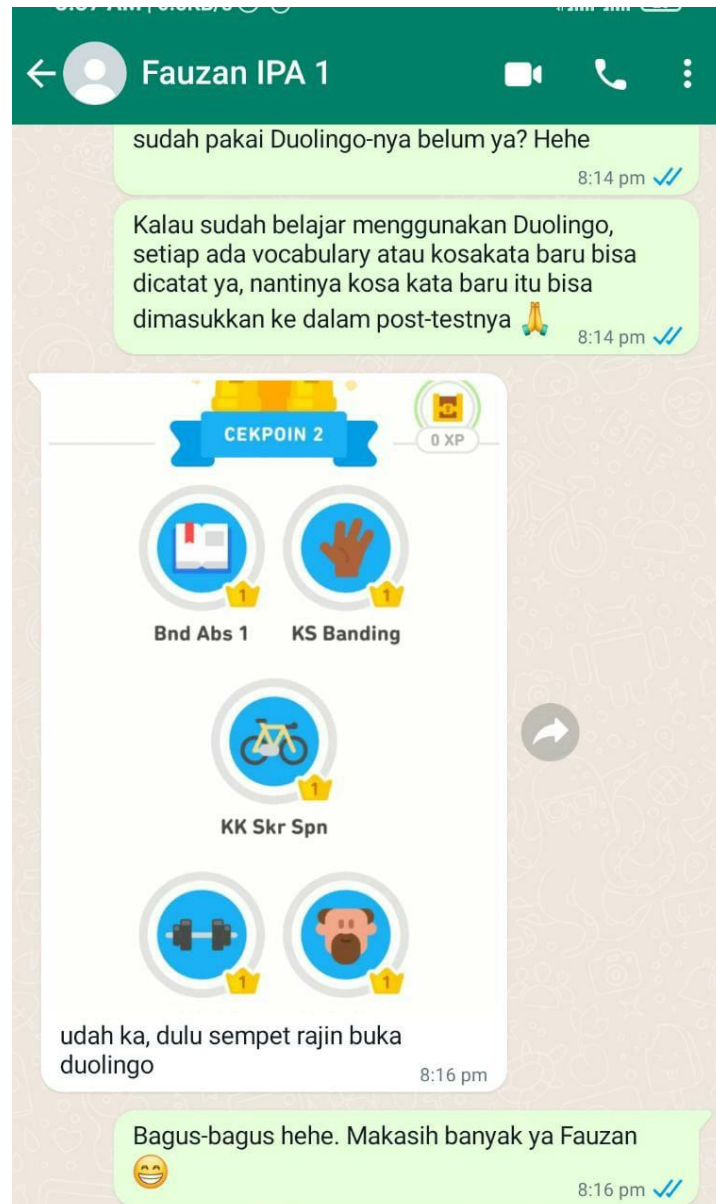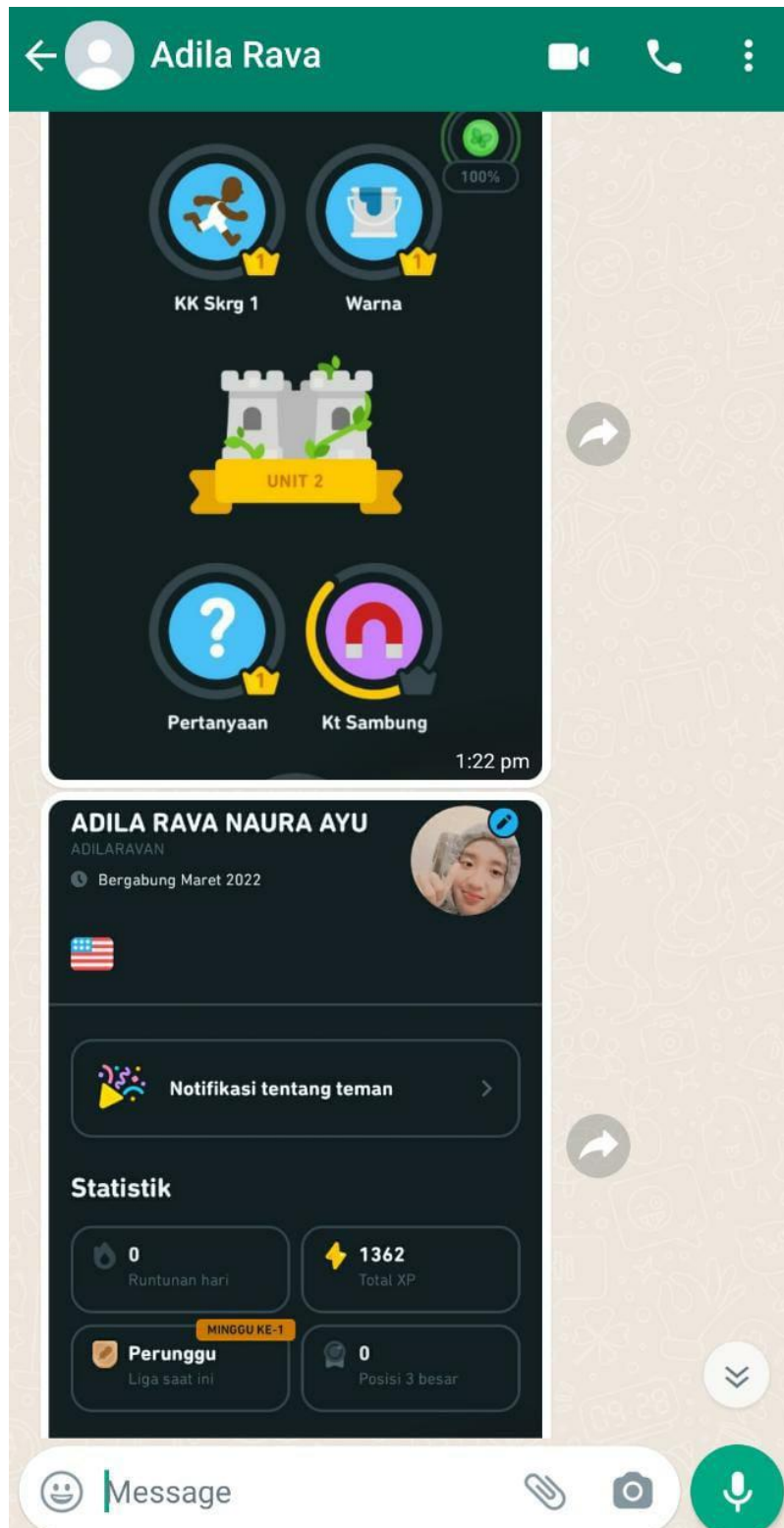
Documentation of Pre-test
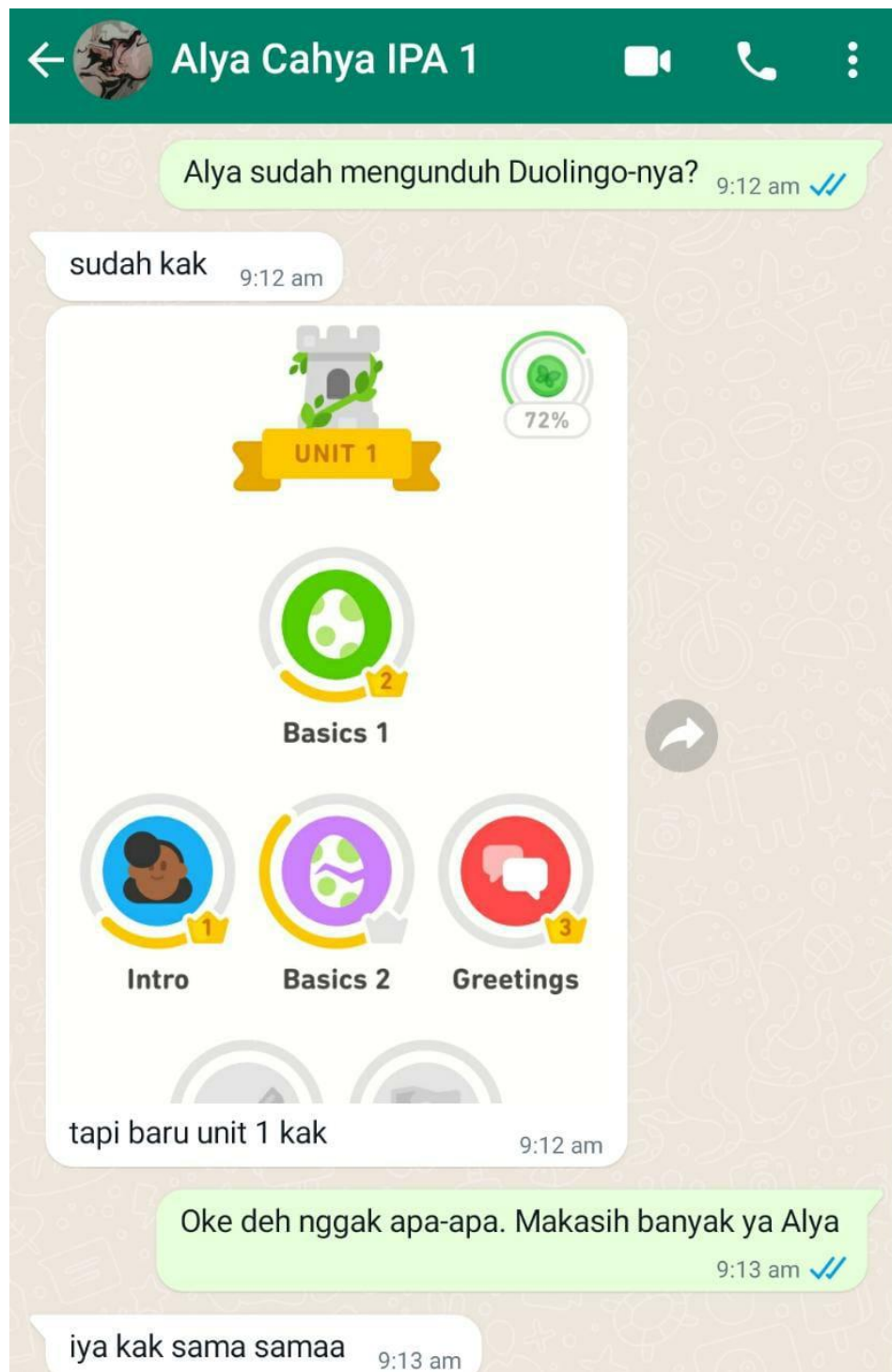
Dokumentation of the students during pre-test process

Appendix 15

Documentation of Treatment

Documentation of Post-test

Nama: Alya Cahya
Kelas: XI IPA-1

Post-test

Direction: *Write a short composition of factual report text that consists of 3 paragraphs by choosing one of the following topics!*

a. *Joko Widodo*

b. *B.J. Habibie*

B.J. Habible

B.J. Habibi is the third president of republic Indonesia. He is also known as the father of air craft because he is succeded in creating first airplane in Indonesia.

B.J. Habible was born on June 25, 1936 in Pare-pare South Sulawesi. After graduate from high school, B.J. Habible continued his study at ITB in 1954.

Nama : Mawar Pujo Agustiani

Kelas : XI IPA i

Post-test

Direction: *Write a short composition of factual report text that consists of 3 paragraphs by choosing one of the following topics!*

a. *Joko Widodo*

b. *B.J. Habibie*

JOKO WIDODO

Joko Widodo is ~~the~~ a president in Indonesia. He's from Solo. Before being a president, Jokowi was a governor ~~and~~ at Capital of Indonesia.

Jokowi was born on June 21, 1961 at Surakarta. Jokowi has three children that are Gibran, Kahyang Ayu and Kaesang.

The parents' of Jokowi are Sidjiatmi and Widjiatno.

Nama. Fajar Andrew Mohti
Kelas : XI · IPA 1

Post-test

Direction: *Write a short composition of factual report text that consists of 3 paragraphs by choosing one of the following topics!*

a. *Joko Widodo*

b. *B.J. Habibie*

Joko Widodo.

Is the president of Indonesia since 20 October 2014. Elected in the 2014 presidential election. Jokowi became the first president of Indonesia In history who did not come from on Indonesian palitical elite or military background.

Jokowi is a president in Indonesia. He is a seventh president. As a president he lives in a palace.

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-2055/In.28/J/TL.01/06/2021
Lampiran : -
Perihal   : **IZIN PRASURVEY**

Kepada Yth.,
KEPALA SMA NEGERI 2
SEKAMPUNG
di-
     Tempat

Assalamu'alaikum Wr. Wb.

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

Nama	:	**RIZKI YUNIARSIH**
NPM	:	1801071048
Semester	:	6 (Enam)
Jurusan	:	Tadris Bahasa Inggris
Judul	:	THE INFLUENCE OF DUOLINGO ON WRITING SKILL OF THE TWELFTH AT SMA NEGERI 2 SEKAMPUNG

untuk melakukan prasurvey di SMA NEGERI 2 SEKAMPUNG, 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, 16 Juni 2021
Ketua Jurusan,

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

PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 2 SEKAMPUNG
TERAKREDITASI 'A'
Jln Raya Sidomulyo Kec. Sekampung Kab Lampung Timur Kode Pos: 34182
e-mail: smanduasekampung@gmail.com Website: smanduasekampung.sch.id NPSN :10814061

Nomor   : 421/ 091 /11/SMA.2/2021
Lampiran   : -
Hal   : Jawaban Izin Prasurvey

Kepada Yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Metro
Di –
    Metro.

Dengan Hormat,
Menindaklanjuti surat permohonan izin Prasurvey Fakultas Tarbiyah dan Ilmu Keguruan IAIN Metro nomor B-2055/In.28/J/TL.01/06/2021 tanggal 16 Juni 2021 atas nama Sdr :

Nama   : **RIZKY YUNIARSIH**
NPM   : 1801071048
Semester   : 6 (Enam)
Jurusan   : Tadris Bahasa Inggris

Dengan ini diberikan izin Prasurvey di SMA Negeri 2 Sekampung Lampung Timur dalam rangka menyelesaikan tugas akhir/Skripsi dengan judul "THE INFLUENCE OF DUOLINGO ON WRITING SKILL OF THE TWELFTH AT SMA NEGERI 2 SEKAMPUNG"

Demikian surat keterangan ini kami sampaikan agar dapat dipergunakan sebagaimana mestinya.

Sekampung, 02 Agustus 2021
Kepala Sekolah,

Drs. BUDI RAHAYU, M.MPd.
NIP. 19641110 199103 1 015

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

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama :   Jurusan :
NPM :   Semester :

No	Hari/ Tanggal	Pembimbing I	Materi yang dikonsultasikan	Tanda Tangan Dosen
			Revise chapter I	
			All the design of methodology	
			Check the grammatical error and typing	
			Explain the detail of data analysis technique	
			Acc for sumso	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 197806142007101003

Dosen Pembimbing

Yeni Suprihatin, M.Pd
NIDN. 198903012006

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-0272/In.28/D.1/TL.00/02/2022
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMA NEGERI 2
SEKAMPUNG
di-
  Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-0273/In.28/D.1/TL.01/02/2022, tanggal 02 Februari 2022 atas nama saudara:

Nama   : **RIZKI YUNIARSIH**
NPM   : 1801071048
Semester   : 8 (Delapan)
Jurusan   : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA NEGERI 2 SEKAMPUNG, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF DUOLINGO MEDIA ON WRITING SKILL OF THE ELEVENTH GRADERS AT SMA NEGERI 2 SEKAMPUNG".

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

Wassalamu'alaikum Wr. Wb.

Metro, 02 Februari 2022
Wakil Dekan Akademik dan
Kelembagaan,

Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003

PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 2 SEKAMPUNG
TERAKREDITASI 'A'

Jln Raya Sidomulyo Kec. Sekampung Kab.Lampung Timur Kode Pos: 34182
e-mail smanduasekampung@gmail.com Website: smanduasekampung.sch.id IPSN :10814061

Nomor   : 420/ 06 1 /11/SMA.2/2022
Lamp   : -
Hal   : Jawaban Izin Research

Kepada Yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN METRO
Di –
    Metro.

Dengan Hormat,
Menindaklanjuti surat izin research mahasiswa Institut Agama Islam Negeri
Metro nomor : B-0272/In.28/D.1/TL.00/02/2022 tanggal 02 Februari 2022
atas nama Sdr :

Nama   : **RIZKI YUNIARSIH**
NPM   : 1801071048
Semester   : 8 (Delapan)
Program Studi   : Tadris Bahasa Inggris

Diizinkan untuk mengadakan reasearh dalam rangka penulisan Skripsi
dengan judul : "THE INFLUENCE OF DUOLINGO MEDIA ON WRITING
SKILL OF THE ELEVENTH GRADERS AT SMA NEGERI 2 SEKAMPUNG"

Demikian surat keterangan/jawaban   ini kami sampaikan agar dapat
dipergunakan sebagaimana mestinya.

Sekampung, 07 Februari 2022
Kepala Sekolah,

TUT WURI HANDAYANI, S.Pd, M.Pd
NIP. 19740111 200003 2 003

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
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Nomor   : B-0202/In.28.1/J/TL.00/01/2022
Lampiran : -
Perihal   : **SURAT *BIMBINGAN SKRIPSI***

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

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

Nama	:	**RIZKI YUNIARSIH**
NPM	:	1801071048
Semester	:	8 (Delapan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	THE INFLUENCE OF DUOLINGO MEDIA ON WRITING SKILL OF THE ELEVENTH GRADERS AT SMA NEGERI 2 SEKAMPUNG

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, 27 Januari 2022
Ketua Jurusan,

Andianto M.Pd
NIP 19871102 201503 1 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp (0725) 41507, Faks (0725) 47296, Website: digilib.metrouniv.ac.id, pustaka.iain@metrouniv.ac.id

---

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-527/In.28/S/U.1/OT.01/05/2022

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

Nama : Rizki Yuniarsih
NPM : 1801071048
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2021 / 2022 dengan nomor anggota 1801071048

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, 24 Mei 2022
Kepala Perpustakaan

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

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Rizki Yuniarsrih   Jurusan   : TBI
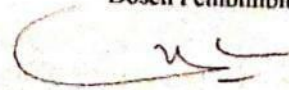NPM : 1801071048   Semester : VIII/2022

No	Hari/ Tanggal	Pembimbing I	Materi yang dikonsultasikan	Tanda Tangan Dosen
	30 April 2022		Complete the description of table & figure	
			Chapter IV make it naration (paragraph)	
			Revise abstract!	
			Revise chapter III (Tenses)	
			Revise motto and appendix	
			Acc for munaqosyah	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 19871102 2015031 004

Dosen Pembimbing I

Yeni Suprihatin, M.Pd
NIDN. 198903012006

CURRICULUM VITAE

The name of the researcher is Rizki Yuniarsih. She was born on Wonokarto, June 22nd 2000. she is the second child of married couple Mr. Supriyono and Mrs. Sulastri.

She was entrolled her study at TK As-Syifa Alfalahiyah 2005-2006. She continued hers study at SD N 1 Wonokarto on 2012-2015. She continued her study at SMA N 2 Sekampung on 2015 and completed I 2018.

After graduating of SMA N 2 Sekampung, he researcher continued her study at Merro. In 2018, she was registered as a student of S1 English Education Department State Institute of Islamic (IAIN) Metro. Then, the researcher takes study as an S1 student of English Education Department State Institute for Islamic Metro.