

**AN UNDERGRADUATE THESIS**

**THE EFFECTIVENESS OF DUOLINGO APPLICATION IN TEACHING  
SPEAKING SKILL FOR THE SEVENTH GRADE STUDENTS OF SMP  
AL FALAH PASIR SAKTI**

**By**

**SHOFIYA HIKMATUN NAZILAH**

**Student Number. 1801073002**



**ENGLISH EDUCATION DEPARTMENT  
TARBIYAH AND TEACHER TRAINING FACULTY  
STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**

**1445 H/ 2024 M**

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SPEAKING SKILL FOR THE SEVENTH GRADE STUDENTS OF SMP  
AL FALAH PASIR SAKTI**

Presented as a Partial Fulfilment of The Requirements

For The Degree of Sarjana Pendidikan (S.Pd)

In English Education Departement

By

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**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**

**1445 H/ 2024 M**



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**APPROVAL PAGE**

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TEACHING SPEAKING SKILL FOR THE SEVENTH GRADE  
OF SMP AL FALAH PASIR SAKTI

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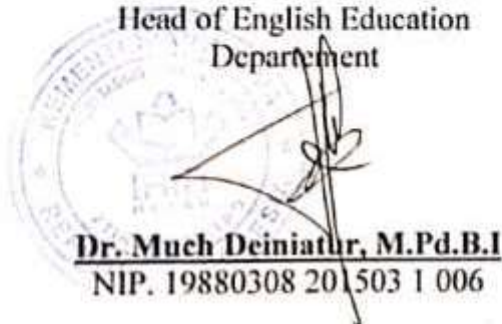
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To be examined in Munaqosyah in Tarbiyah Faculty of State Islamic Institute of  
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TEACHING SPEAKING SKILL FOR THE SEVENTH GRADE  
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The Honorable of the Dean of  
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*Assalamu'alaikum, Wr. Wb*

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

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IN TEACHING SPEAKING SKILL FOR THE  
SEVENTH GRADE OF SMP AL FALAH PASIR SAKTI

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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*Assalamu'alaikumWr.Wb.*

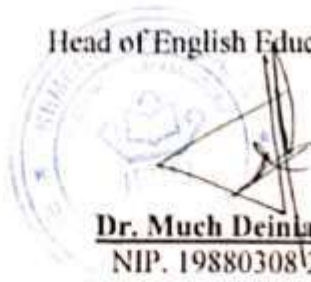
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Judul Skripsi : THE EFFECTIVENESS OF DUOLINGO APPLICATION IN  
TEACHING SPEAKING SKILL FOR THE SEVENTH  
GRADE OF SMP AL FALAH PASIR SAKTI

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

*Wassalamu'alaikumWr.Wb.*

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**RATIFICATION PAGE**

**No. B-0954/In-2B-1/D/PP-00-9/02/2024**

An Undergraduate thesis entitled: "THE EFFECTIVENESS OF DUOLINGO APPLICATION IN TEACHING SPEAKING SKILL FOR THE SEVENTH GRADE OF SMP AL FALAH PASIR SAKTI", written by Shofiya Hikmatun Nazilah, student number 1801073002, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Tuesday, December 29<sup>th</sup> 2023 at 07.30 - 09.30 a.m.

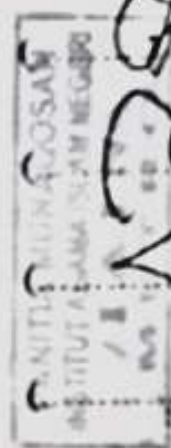
**BOARD OF EXAMINERS:**

Chairperson : Linda Septiyana, M.Pd

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## **ABSTRACT**

**By:**

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The focus of this research is to determine the effectiveness of the Duolingo app in teaching students at SMP Al Falah Pasir Sakti speaking skills. Researcher conducted a study to find out whether the Duolingo application is effective as an instrument of learning and learning activities.

The researcher used quantitative approaches in her research and quasi-experiment research designs. The sample in this study was 46 students of SMP Al Falah Pasir Sakti would be separated into two categories: experiment and control. Researcher use pre-tests, post-tests, observations, and documentation to collect the data.

The results of this study demonstrated that it is possible to conclude that the student score in the experiment class, which was taught using the Duolingo application, is greater than the score in the control class. Based on the mean of the score both experiment class and control class, it showed that there is a significant increase of the score after the treatment was given especially the experiment class. Besides, the T-Test showed that there are no significant differences between experiment class and control class. It can be seen on the critical value of t-test. The T-test resulted in a degree of freedom (df) of 44, a critical value derived using a degree of significance of 5% of 1.680 (t-table), and a t-observe of 1.042.

Keyword: *Duolingo Application, Quantitative Quasi-Experiment Method, Speaking Skill*



**KEEFEKTIFAN APLIKASI DUOLINGO DALAM MENGAJAR  
KEMAMPUAN SPEAKING SISWA KELAS TUJUH AMP AL FALAH  
PASIR SAKTI**

**ABSTRAK**

**Oleh:**

**SHOFIYA HIKMATUN NAZILAH**

Penelitian ini bertujuan untuk mengetahui keefektifan aplikasi Duolingo dalam mengajar kemampuan berbicara siswa di SMP Al Falah Pasir Sakti. Peneliti melakukan penelitian untuk mengetahui apakah aplikasi Duolingo dapat digunakan sebagai media pembelajaran dan sebagai aktivitas belajar siswa.

Pada penelitian ini, peneliti menggunakan metode kuantitatif dan desain penelitian eksperimen semu. Sample pada penelitian ini adalah 46 siswa SMP Al Falah Pasir Sakti yang akan dibagi menjadi 2 kelompok yaitu kelas eksperimen dan kelas kontrol. Peneliti menggunakan pre-tes, post-tes, observasi, dan dokumentasi untuk menampilkan data.

Hasil penelitian ini menunjukkan bahwa adalah mungkin untuk menyimpulkan bahwa skor siswa di kelas eksperimen, yang diajarkan menggunakan aplikasi Duolingo, lebih besar daripada skor di kelas kontrol. Berdasarkan rata-rata skor baik kelas eksperimen maupun kelas kontrol, menunjukkan bahwa terdapat peningkatan skor yang signifikan setelah perlakuan diberikan terutama kelas eksperimen. Selain itu, T-Test menunjukkan bahwa tidak ada perbedaan yang signifikan antara kelas eksperimen dan kelas kontrol. Hal ini dapat dilihat pada nilai kritis uji-t. Uji-t menghasilkan derajat kebebasan (df) 44, nilai kritis yang diperoleh dengan menggunakan derajat signifikansi 5% dari 1.680 (t-tabel), dan t-observe 1.042.

**Keyword:** *Aplikasi Duolingo, Metode kuantitatif eksperimen semu, keterampilan berbicara*

## STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : Shofiya Hikmatun Nazilah  
Student Number : 1801073002  
Department : English Education Department  
Faculty : Tarbiyah and Teacher Training

It states that this undergraduate thesis is originally the result of the writers' research, with the exception of the certain parts which are excerpted from the bibliographies mentioned.

Metro, December 2023  
The Researcher



**Shofiya Hikmatun Nazilah**  
**NPM 1801073002**

## ORIGINALITAS PENELITIAN

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Menyatakan bahwa skripsi ini merupakan hasil penelitian penulis, kecuali bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, Desember 2023  
Peneliti



**Shofiya Hikmatun Nazilah**  
NPM. 1801073002

## **MOTTO**

Discipline will set you free!

-Prof. Dr. Dedi Irwansyah, M.Hum

## **DEDICATION PAGE**

*This is dedicated to:*

*My Lord Allah Subhanahu Wata'ala.*

*My Prophet Muhammad Shollallahu 'alaihi Wassalam.*

*My Beloved Parents Mr. Sholeh, Mrs. Piranti and my beloved brother Eza Geri Prastiko. I love you and thank you for everything.*

*My Sponsor Mrs. Linda Septiyana, M.Pd, thank you for your dedication, for all the patience and your time for guiding me. All of your word you said to me, it sounds like "Don't give up yet, you got this."*

*My Beloved Lecturers of English Education Department of State Institute for Islamic Studies of Metro.*

*My Beloved Friends, Divia Khoirunita, Devi Anggraini, Rahimah Ayu. Thank you for all of your support, and all of your effort to me. Thank you for always there to me, become my mental support and always understanding without me explain everything.*

*My Beloved Campus IAIN Metro.*

*Last but not least, I want to thank myself for still holding on till this time. Let's start loving ourself more and face our future with brave. It's exciting rather than terrifying, you know.*



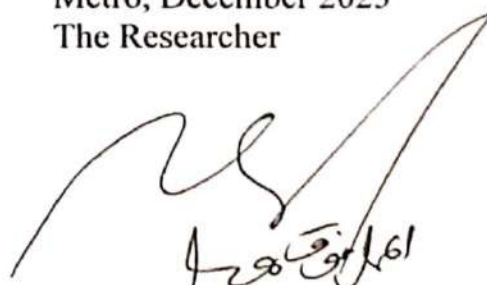
## ACKNOWLEDGEMENT

In the holy name of Allah SWT, the Almighty and Merciful the Lord of the the universes; none of this would be possible without His mercy and graces. Thank you also to our hero, the Prophet Muhammad SAW, his family, and associates. The researcher can complete an undergraduate thesis titled "The Effectiveness of Duolingo Application in Teaching Speaking Skill for Seventh Grade Students of SMP Al Falah Pasir Sakti Speaking Skill".

Various parties provided invaluable support in creating the research proposal. As a result, many thanks to everyone who assisted in the preparation of this study

Furthermore, the researcher recognizes that this undergraduate thesis still contains flaws. As a result, the researcher anticipates receiving feedback and recommendations from readers in order to complete the creation of this research project. May the writer's acts of worship, encouragement, and prayer receive the blessings of Allah SWT.

Metro, December 2023  
The Researcher



**Shofiya Hikmatun Nazilah**  
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## TABLE OF CONTENTS

<b>APPROVAL PAGE</b> .....	Error! Bookmark not defined.
<b>RATIFICATION PAGE</b> .....	Error! Bookmark not defined.
<b>ABSTRACT</b> .....	<b>viii</b>
<b>ABSTRAK</b> .....	<b>ix</b>
<b>STATEMENT OF RESEARCH ORIGINALITY</b> .....	<b>x</b>
<b>ORIGINALITAS PENELITIAN</b> .....	<b>xi</b>
<b>MOTTO</b> .....	<b>xii</b>
<b>DEDICATION PAGE</b> .....	<b>xiii</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>xiv</b>
<b>TABLE OF CONTENTS</b> .....	<b>xv</b>
<b>CHAPTER I</b> .....	<b>1</b>
<b>INTRODUCTION</b> .....	<b>1</b>
A. Background of the Study.....	1
B. Problem Identification.....	4
C. Problem Limitation .....	4
D. Problem Formulation.....	5
E. Objective and Benefits of the Study .....	5
F. Prior Research.....	6
<b>CHAPTER II</b> .....	<b>10</b>
<b>THEORITICAL REVIEW</b> .....	<b>10</b>
A. Concept of Speaking .....	10
1. Types of Classroom Speaking .....	12
2. The Assessment of Speaking.....	14
3. General Problem in Speaking Activities .....	17
B. Definition of Duolingo.....	18
1. Definition of Duolingo .....	18
2. The characteristic of Duolingo .....	20
3. Benefits of Duolingo .....	22

4. Teaching Steps Using Duolingo.....	22
C. Hypothesis of research .....	23
<b>CHAPTER III.....</b>	<b>24</b>
<b>RESEARCH METHOD .....</b>	<b>24</b>
A. Research Design.....	24
B. Operational Definition of Variable .....	25
C. Population, Sample and Sampling technique.....	26
D. Data Collection.....	27
E. Research Instrument.....	29
F. Data Analysis Technique .....	29
<b>CHAPTER IV.....</b>	<b>32</b>
<b>RESEARCH RESULTS AND DISCUSSION .....</b>	<b>32</b>
A. Research Result.....	32
1. Description of The Research Location .....	32
2. Description of Research Data.....	33
B. Data Analysis .....	41
1. The Result of Normality Test.....	41
2. The Result of Homogeneity Test .....	42
C. Discussion .....	44
D. Limitation.....	45
<b>CHAPTER V .....</b>	<b>53</b>
<b>CONCLUSION AND SUGGESTION .....</b>	<b>53</b>
A. CONCLUSION .....	53
B. SUGGESTION.....	54
<b>BIBLIOGRAPHY .....</b>	<b>56</b>
<b>APPENDICES .....</b>	<b>58</b>
<b>THE DOCUMENTATION OF RESEARCH.....</b>	<b>113</b>
<b>CURRICULUM VITAE.....</b>	<b>130</b>

## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

The most frequently spoken language on earth, English is one of the languages used to communicate with nations in international affairs. A lingua franca is a language that is often used by citizens to converse with one another. Since English is frequently used for business transactions, it is crucial to learn it as an international language. Furthermore, because it is the factor that has the greatest influence on communicative fluency, speaking proficiency is given top priority when learning a languages. Writing, reading, listening, and speaking are the four skill which must be mastered since have a significant impact on mastery and fluency.

Speaking is a technique used in communication to communicate information both within and across groups of people. However, in practice, studying English in schools is difficult since it differs greatly from Bahasa Indonesia. It is challenging since the syntax, pronunciation, and structure are different from Bahasa Indonesia. Additionally, given the perception of English as a difficult language, successfully and intensively teaching English is not a simple task.

Teachers must be able to create engaging and enjoyable teaching and learning activities if they want to teach English to students with ease. The teacher needs to have and utilize an appropriate learning technique while providing material to students. It may be simpler for students to

comprehend and learn the lesson if the right methods and techniques are implemented.

Students are anxious about learning English, especially learning to speak the language. Students find it challenging to gain proficiency in English, especially speaking abilities, due to issues like misunderstanding, the idea that speaking the language is difficult, and fear of making discouraging pronunciation mistakes. The process of learning English is made more challenging by the speaking skills of teachers who are thought to be less qualified. Furthermore, since English is not a language that is frequently spoken by student, they are not familiar with it.

On December, 2<sup>nd</sup> 2022, researcher conducted a pre-survey, received the following findings from student assignment documents found in the teacher's archives:

**Table 1**

**The Data of Pre-Survey Result**

No.	Grade	Frequency	Percentage	Criteria
1.	<70	20 Students	80%	Incomplete
2.	>70	5 Students	20%	Complete
Total	25 Students		100%	

(English Students' Assignment Archive in Speaking Proficiency)

The data above indicate that students struggle to comprehend speaking, according to the pre-survey research. Due to the outcomes of the



interviews, the majority of learners lack speaking skills caused by a lack of confidence and a miss of teaching at their previous educational level, leading many students to lack mastery or even have no idea how to speak English at all. Despite the fact that it is less than the aim of studying English, some students are able to pronounce and speak English. As such, the utilization of Duolingo application requires in order to teach students' speech skills. In the following instance, researchers carry out quantitative research while teaching English speaking utilizing Duolingo's program. The purpose of this study is to determine whether it has any effects on students' linguistic abilities as they use the Duolingo application. In addition, researchers are going to conduct a study on the effectiveness of Duolingo application in English learning for students' speaking skills.

To cope with this, there are numerous ways that can be put into the process of teaching and learning English. One option is to utilize the Duolingo app. To teach students' competence and confidence in speaking, a fun interactive game-based English app can be utilized to add to the vocabulary treasury as well as practice speaking online utilizing the app. This application is simple to set up and enjoyable to study because it is provided in the form of a game or challenge, and it can be accessed on mobile phones, PCs, laptops, and other platforms. Furthermore, Munday stated that Duolingo is an application that is not only simple to use yet has the potential to be used in learning even though the main material is not based on communication skills. It can be used by students by utilizing

different elements such as things that are accessible on devices, perspective gamification, and a variety of tasks. Then, Jaskova describes Duolingo as the future of language learning in communication around the world.

The usage of this program in English instruction has numerous advantages, particularly for students. The Duolingo program is also a fun way for students to learn English.

## **B. Problem Identification**

Based on the background of the study above, the researcher identified the following problems:

1. Students' lack of speaking skills.
2. Students have difficulties in understanding how to speak English which can hinder the student's speaking learning process.
3. The students have low confident in speaking skill.

## **C. Problem Limitation**

Researcher conducted research at Al Falah Pasir Sakti Junior High School based on the previously mentioned identification. Considering the students were still insufficient, this school was picked. Researcher focus on the effectiveness of learning English utilizing Duolingo toward students' speaking skills in presenting learning and learning activities to build students' speaking skills in this research proposal. Researcher compare whether there any effectiveness in teaching speaking using the Duolingo application to students' speaking skills.

#### **D. Problem Formulation**

Based on the limiting problem discussed above, the challenges in this research will be defined as follows. "Does the use of the Duolingo application effective on teaching speaking skills to seventh-grade students at SMP Al Falah Pasir Sakti?"

#### **E. Objective and Benefits of the Study**

##### **1. Objective of The Study**

The goal of the research is to determine whether there is a positive and significant effect of utilizing the Duolingo program in teaching speaking skills to seventh grade students at SMP Al-Falah Pasir Sakti based on the problem formulation.

##### **2. Benefits of Research**

The benefits of this research are supposed to the following parts:

###### **a. The Teacher**

The findings of this study are projected to provide teachers with benefits and information regarding teaching and learning with the Duolingo program. Additionally, teachers were able to learn about the ability of students at Al Falah Pasir Sakti Junior High School to learn to speak English as a result of this study.

b. The students'

This study is designed to aid students by providing inspiration and encouragement to learn English, particularly to learn to speak English. It is hoped that students can find fun things during the learning process so as to foster enthusiasm for students in learning English.

c. For the Headmaster

This research is expected to offer benefits along with knowledge to the principal in order to increase students' understanding of English, given that English is a vital language in students' futures.

## **F. Prior Research**

This research will be conducted by looking at or taking into account from previous studies. The first previous research was conducted by Tuti Hidayati and Sari Diana with a study entitled “Student' Motivation To Learn English Using Mobile Applications: The Case Of Duolingo And Hello English”.<sup>1</sup> of these studies was conducted in Aceh in 2019. The purpose of this study is to show that the use of applications based on these two free applications in learning English and how these two applications are used to support the student learning process. The authors of this study

---

<sup>1</sup> Tuti Hidayati and Sari Diana, “Students' Motivation To Learn English Using Mobile Application: The Case Of Duolingo And Hello English,” *JEELS (Journal of English Education and Linguistics Studies)* 6, no. 2 (2019): 25.

suggest that students can be active while learning using this application and enjoy the learning and tasks given.

This study has similarities as well as differences with the previous first study. The similarity is that these two studies use the same variable, namely using the Duolingo application to support teaching and learning activities. In addition, the difference is from the method of research. Previous research used qualitative research methods while this research used quantitative research methods. Another difference is that previous research used both learning applications to support teaching and learning activities. while this study is to find the effectiveness of using Duolingo application on students' speaking ability.

The second previous research was conducted by Siti Niah and Pahmi entitled “The Utilization of Duolingo to Improve the Speaking and Listening Skills of Junior High School Students in Pekanbaru”.<sup>2</sup> The study was conducted in 2019. The purpose of this study was to discover whether using Duolingo in the teaching-learning process was effective for improving students' speech and listening skills. Meanwhile, the author suggests that the use of this English learning application can improve students' ability to speak and listening skills.

This study has similarities and differences with previous studies. Something in common of this research and previous research is that it uses

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<sup>2</sup> Siti Niah and Pahmi, “The Utilization of Duolingo to Improve the Speaking and Listening Skills of Junior High School Students in Pekanbaru,” in *Proceedings of the International Conference of CELSciTech 2019 - Social Sciences and Humanities Track (ICCELST-SS 2019)*, vol. 373: 7



the same variables, namely speaking and Duolingo application. The aims of this study and previous research also the same, namely the effectiveness of using the Duolingo application for students' speaking skills. This research and previous research also use the same research method, namely the quantitative research method. Meanwhile, the difference between this study and the previous study is that this study only used variable speaking while the previous study used variable speaking and listening.

The last previous research was conducted by Syafrizal, Niken Sekar Cahyaningrum and Tosi Rut Syamsun in 2022 with the title "Duolingo Application for Teaching Speaking Skills Class: Students' Perception Of Speech Ability".<sup>3</sup> The purpose of this study was to demonstrate how the use of the Duolingo app can influence and improve students' speaking skills. The authors of this study also suggest that the use of Duolingo can influence students in developing speaking skills.

This study and prior studies have some similarities and differences. The study's resemblance to past research is that they both use speaking and Duolingo applications as variables for their research. Meanwhile, the difference between this research and other research is that this research uses quantitative research methods while previous research uses qualitative research methods.

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<sup>3</sup> Syafrizal Syafrizal, Niken Sekar Cahyaningrum, and Tosi Rut Syamsun, "Duo Lingo Application for Teaching Speaking Skills Class: Students' Perception of Speech Ability," *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature* 10, no. 1 (August 29, 2022): 1041–49,

## CHAPTER II

### THEORITICAL REVIEW

#### A. Concept of Speaking

Speaking, according to Quianthy, is the process of transmitting ideas and information verbally in any given environment. The outcomes of the message and sending it with attention to pronunciation, vocal changes, and nonverbal signs determine the success of verbal communication. A skilled speaker must be able to come up with a message and deliver an idea or information that is appropriate for the subject matter, purpose, and audience.<sup>4</sup>

According to Eckard and Kearny, speaking means a two-way communication process including significant thoughts, facts, or emotions. The existence of both the sender and the recipient must be indicated throughout the process. So that ideas, information, and emotions can be shared. In order to explain crucial ideas, facts, or sentiments that occur, speakers must share certain fundamental ideas about the social context in which they speak. Speakers must share certain fundamental beliefs about the social context in which they are talking in order to express ideas, facts, or sentiments in a meaningful way.<sup>5</sup>

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<sup>4</sup> R.L. Quianthy, "Communication Is Life: Essential College Sophomore Speaking and Listening Competencies.," *Annandale, VA: National Communication Association*, n.d., 7.

<sup>5</sup> Ronald D. Eckard and Mary Ann Kearny, "Teaching Conversation Skill in ESL," *The Modern Language Journal* 66, no. 4 (1982): 4.

Harmer said, Speaking is a comprehensive ability which involves pronunciation, grammar, vocabulary, and fluency. Students should be capable to pronounce proper sounds and phonemes, as well as apply suitable stress and intonation patterns and communicate in a related manner, assuming they want to speak fluent English. English is a foreign language, and speakers should be able to communicate in a variety of genres and circumstances, as well as apply a number of conversation and enhancement strategy.<sup>6</sup>

Furthermore, As stated by Nunan, the ability to interact in the language is an extremely important aspect of learning a second or foreign language. Furthermore, Penny Ur asserts that speaking appears to be the most important component of learning a language; people who comprehend a language are frequently referred to as speakers of that language, as if speaking encompassed all other types of knowledge.<sup>7</sup>

Moreover, according to Ramelan, speech has turned into routine. Any habit is formed as a result of the learner's persistent and consistent exercise. In the event that you wish to learn a foreign language, you are bound to face a range of learning challenges. These difficulties are related to learning the new sound system, vocabulary items, and new methods of combining foreign words in sentences. As a consequence,

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<sup>6</sup> Jeremy Harmer, *The Practice of English Language Teaching*, Fourth (London: Longman Group, 2007), 343.

<sup>7</sup> Penny Ur, *A Course in Language Teaching: Practice and Theory*, Cambridge Teacher Training and Development (Cambridge [England] ; New York: Cambridge University Press, 1996), 120.

developing the habit of exercising speaking skill is required in order to speak.<sup>8</sup>

Due to the definitions previously mentioned, speaking is the ability of a language to communicate verbally, including thoughts, emotions, and information in the manner of communicating it. As an outcome, those who send messages may convey feelings and information to the recipient depending on the subject matter and intention.

### **1. Types of Classroom Speaking**

There are several strategies, methods, and procedures available for improving one's speaking ability. It is incredibly beneficial to teachers in terms of selecting and employing various sorts of classrooms to teach language. Brown claimed that there are six categories of speaking performance, which will surely improve students' communication, as follows:<sup>9</sup>

#### **a. Imitative**

Students try to figure out their voice tone or develop a specific sort of intonation. The purpose of this style of imitation is to focus on a specific characteristic of the language's structure as well as to engage in meaningful conversation. Imitation practice allows one to concentrate on one aspect of language in a structured activity, which can aid in the establishment of a psychomotor routine (in order to

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<sup>8</sup> Ramelan, *English Phonetics*, Six (Semarang: IKIP Semarang Press, 1999), 4.

<sup>9</sup> H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 2nd ed (White Plains, NY: Longman, 2001). 271.

relax the tongue) and the association of the form of the particular grammar with the suitable context of society.

b. Intensive

Intensive speaking goes beyond mimicry speech behavior design to demonstrate certain elements of phonology and grammar. Intensive speech can be started separately or as part of a series of activities in pairs, allowing students to cope with different types of language.

c. Responsive

In the classroom, a major percentage of student speech is responsive, quick answers to questions or opinions offered by the teacher nor fellow students. These responses are typically sufficient and have no effect in dialogues. This style of discourse has the potential to be meaningful and authentic. For instance, how was your morning? It was fantastic, thank you, and how about you?

d. Transactional (dialogue)

Transactional refers to an expanded form of discourse based on responsive language. Transactional language is used to express or exchange information specifically, and it has a more negotiated nature than response speech.

e. Interpersonal (dialogue)<sup>10</sup>

Interpersonal discussion is one in which the goal is to preserve social relationships rather than to provide facts or information. These dialogues are easier for learners to understand because they include any or all of the elements that follow: a casual register, common speech, passionate speech, slang terms, ellipsis, and sarcasm. The students must next learn how to implement qualities such as the interlocutor's relationship, informal style, and humor that are linguistically coded into the discussion.

f. Extensive (monologue)<sup>11</sup>

Learners' transmission is extensive in terms of improving and providing monolog as a type of verbal, long-term frequency in brief and short speech. For example, the register has become more formal and meaningful. These monologues could be prepared or spontaneous.

## 2. The Assessment of Speaking

Speaking skill testing is essential for monitoring the growth of speaking students. Several signs must be evaluated in order to determine the ability to speak. Cyril J. Weir was classed into five analytic speaking criteria, as follows:

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<sup>10</sup> Ibid, 272-274

<sup>11</sup> Ibid, 274

**Table 2**  
**Analytic Speaking Criteria<sup>12</sup>**

<b>Aspect</b>	<b>Category</b>	<b>Indicators</b>
<b>Fluency</b>	4 (excellent)	The delivery was generally natural, with barely some pauses while hunting for acceptable content, words, or emotions.
	3 (good)	The student pauses and repeats themselves at times.
	2 (adequate)	Speech is slow and hesitant.
	1 (fair)	There is no such thing as 'fluent' speech in this student's vocabulary.
<b>Pronunciation</b>	4 (excellent)	On occasion, there are discrepancies in rhythm, intonation, and pronunciation, but comprehension is not impaired.
	3 (good)	There are various faults in rhythm, intonation, and pronunciation that may cause incomprehension on occasion.
	2 (adequate)	Due to frequent problems in rhythm,

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<sup>12</sup> Cyril J. Weir, *Language Testing and Validation* (United States: Palgrave Macmillan, 2005), 195–96.

		intonation, and pronunciation, comprehension worsens.
	1 (fair)	The words are irrelevant.
<b>Vocabulary</b>	4 (excellent)	With only a few exceptions, vocabulary was used effectively.
	3 (good)	With the exception of one incident of inappropriacy, vocabulary was skillfully used.
	2 (adequate)	The usage of vocabulary is limited, with frequent mistakes.
	1 (fair)	Minimal and improper vocabulary.
<b>Grammatical accuracy</b>	4 (excellent)	There are simply a few grammatical mistakes.
	3 (good)	There are minor grammar and sentence structure errors, but they do not hinder with comprehension.
	2 (adequate)	Errors commonly break and affect speech.
	1 (fair)	Inability to construct meaningful phrases.
<b>Interactional strategies</b>	4 (excellent)	Interacts effectively and immediately follows and understands the topic.
	3 (good)	The employment of interactive



		techniques is often adequate, although there are occasions when maintaining constant interaction is challenging.
	2 (adequate)	It is uncommon for an interaction to arise due to ineffective interaction.
	1 (fair)	There is a lack of comprehension and interaction.

### 3. General Problem in Speaking Activities

Many students encounter various obstacles and difficulties in classroom speaking exercises when learning to speak. Speaking activities have four general issues, as follow:<sup>13</sup>

#### a. Inhibition

Students are frequently discouraged from speaking in a foreign language in the classroom since it requires some type of real-time exposure to the audience. The children are concerned about making a mistake when speaking. Not only that, but they are also terrified of criticism. As a result, they feel self-conscious and embarrassed to draw attention to themselves as a result of their speech.

#### b. Nothing To Say

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<sup>13</sup> H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 2nd ed (White Plains, NY: Longman, 2001).121.

If the students are not prohibited from speaking, another issue they face is a lack of ideas for what to say. They also lack the motivation to convey themselves when they are meant to. They were likewise perplexed when it came to issuing sentences in a foreign language.

c. Low or Uneven Participation

It is critical to participate in the speaking class. Students' performance diminishes when they lack a strong willingness to take part in speaking English. This difficulty becomes worse by the tendency of certain students to dominate while others speak only briefly or not at all.

d. Mother-Tongue Use

Since it is easier for them, children prefer to converse in their home tongue in the classroom. They find it strange or weird to communicate in a foreign language. When people speak in a foreign language, the essence of their interactions is less clearly exposed than when they speak in their mother tongue.

## **B. Definition of Duolingo**

### **1. Definition of Duolingo**

Duolingo is a 2012 browser-based mobile application that allows users to "learn a language for free forever."<sup>14</sup> This application is designed in such a way that as users advance through the classes, they receive assistance in interpreting other sites and other resources. It was established to translate the web, and as a result, millions of people are learning a new language.

Duolingo is a completely free online language learning platform. This program aims to assist users in learning a language while performing learning exercises on the web at the same time. According to the designers of Duolingo, language is learned through translation. Duolingo application being as effective as any previous language learning software. "Launched in June 2012, Duolingo boasts already at the time of writing 300.000 active language learners ready for the task. Duolingo, at its current stage of development, meets those expectations."<sup>15</sup>

According to Vasellinov and Grego, the Duolingo application claims to be a more efficient software for language acquisition than a university course, calculating that 34 hours of Duolingo instruction is equivalent to a 16-week university semester.<sup>16</sup> It means that if

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<sup>14</sup> Nushi, Musa & Eqbali M. Hosein., "Duolingo: A Mobile Application to Assist Second Language Learning" Education Resources Information Center, Vol. 89-98

<sup>15</sup> Mauricio, Natanael & Gioanni, Bayron., "Duolingo: A Useful Complementary Mobile Tool to Improve English as a Foreign Language Learning and Teaching" Thesis (Universidad Nacional Abierta y a Distancia, Colombia, 2017).

<sup>16</sup> Tika Intan Pamuji, *The Use of Duolingo Application to Increase 8th Grade Student Of Kyai Hasyim Junior High School Motivation In Learning English* Thesis (Sunan Ampel State Islamic University Surabaya 2019) ,9

someone learns a language using the application, they will master the language in the same way that a university student does, and the advantage of using this application is that they can decide how long they want to complete the course because they can set the learning time per day as they wish. That example, students can choose whether they want to learn a language for 15 minutes, 30 minutes, or more per day and practice the exercise whenever they have free time.

According to Duolingo, this software is a popular language learning app with over 60 million users (as of December 2014). This application is also available for Android and personal computers, and it offers a variety of languages to learn. According to the user who downloaded, used, and reviewed the application, the researcher concluded that this application is recommended to download as a learning media in language learning because it is easily accessible for free, has a fun game design, includes four language learning skills, and provides many languages.

## **2. The characteristic of Duolingo**

Duolingo, a free English learning application, offers a variety of functions and requires an internet connection to use. The following are some of the characteristics of the features in the Duolingo application:

- a. Lingots are gem icons that indicate that the user or learner has successfully completed a level and earned these Lingots. These lingots can later be used for additional bonuses.
- b. Achievements is a feature in the Duolingo application that is given to users when they have completed certain levels well.
- c. Crown Level is the latest feature of the Duolingo app. Each skill will later have "Crown Levels". When you have completed the skill, you will get a crown so that you can continue to the next new skill.
- d. Daily Goal is a mission or daily goal given to its users.
- e. Clubs User Networking is a feature in the Duolingo application that allows users to communicate or see other users' scores.

The application also provides a wide variety of Exercises and assignments to users or students in various units, namely:

- a. Vocabulary, in which the user can later see a selection of options and be asked to choose the correct answer.
- b. Pronunciation, the user or student is later asked to repeat or resay what they heard
- c. Listening, the user or student will listen to the audio and be asked to type an answer based on what he or she heard correctly.
- d. Translation, that is, the users or students will be asked to translate based on the word or sentence they have learned.

### **3. Benefits of Duolingo**

#### a. Fun learning

As a game-based learning application, it will create fun learning because English learning is packaged easily and simply.

#### b. There are beginner or advanced features

When the user has completed the initial level, the difficulty level and materials will increase.

#### c. Users or students can set their own weekly study targets

By determining targets, it makes it easier for students to be enthusiastic about completing targets and challenges. In addition, flexible learning makes it easier for users or students to learn English anytime and anywhere.

### **4. Teaching Steps Using Duolingo**

The following are some Steps you can take before using the Duolingo app:

#### a. First, students have to download this app on Google Play Store

or App Store then install it on their respective phones. Then the student is asked to create an account to save the progress.

#### b. Then after that, the student chooses what language to learn. For

this reason, the students will choose English.

#### c. Next the students are asked to set a daily study target or a

weekly study target.

- d. Last, a display will appear in the form of levels ranging from basics to advance. At this stage the students will take the initial level or the basic level.

### **C. Hypothesis of research**

In this quantitative study, there are two sorts of hypotheses: null hypothesis ( $H_0$ ) and alternate hypothesis ( $H_a$ ). The null hypothesis always predicts that no differences exist between the groups being investigated. The alternative hypothesis, on the other hand, predicts that there is a difference between the groups. The following are the hypothesis testing criteria:

- a.  $H_0$ : there is no significant effectiveness of E-Learning toward the students' speaking skill at SMP Al-Falah
- b.  $H_a$ : there is a significant effectiveness of E-Learning toward the students' speaking skill at SMP Al-Falah.

Statistical Hypothesis is an assumption about a population parameter. Related to this research the Statistical Hypothesis is:

If  $F_o > F_t$ ,  $H_a$  is accepted and  $H_0$  is rejected.

If  $F_o < F_t$ ,  $H_a$  is rejected and  $H_0$  is accepted.

**CHAPTER III**  
**RESEARCH METHOD**

**A. Research Design**

This study employed a quantitative approach. Using numerical data or numbers that can be found through experimental inquiry. In this study, a pretest-posttest control group design was adopted. This experimental investigation, according to Sugiyono, had two groups. The first group is an experimental group. The control group is the second group,<sup>17</sup> which employs the lecture approach.

**Table 3**  
**Experimental Design**

Group	Pre-test	Treatment	Post-Test
E	O <sub>1</sub>	X <sub>1</sub>	O <sub>2</sub>
C	O <sub>1</sub>	X <sub>2</sub>	O <sub>2</sub>

E : Experimental Group

K : Control Group

O<sub>1</sub> : Pre-Test Experimental Group

O<sub>1</sub> : Pre-Test Control Group

X<sub>1</sub> : Getting Treatment

X<sub>2</sub> : Not Getting Treatment

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<sup>17</sup> Sugiono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D* (Bandung: Alfabeta, cv, 2016), p. 79



O<sub>2</sub> : Pre-Test Experimental Group

O<sub>2</sub> : Pre-Test Control Group

According to the table above, two groups were formed from these equivalent classes, namely the experimental group and the control group. A Pre-Test was performed before to the start of this investigation before the participants were given treatment. This Pre-Test was valid for both the experimental and control groups. The experimental group learned via the Duolingo application. Meanwhile, the lecture learning approach, which was often used by the teacher, employed for the control group, which is the YouTube channel "LucyMax English." Following that, a Post-Test was administered to test student skills or to determine the acquisition of student learning outcomes in experimental and control groups.

## **B. Operational Definition of Variable**

### **1. Independent Variable**

Independent variables are those that influence the outcome. This variable is also known as treatment. The study's Independent Variable (X) was the Duolingo application in the teaching and learning process.

### **2. Dependent Variable**

Dependent variables are those that are dependent on independent variables. This variable represents the outcome of effectiveness. The

dependent variable (Y) in this study was students' capacity to display speaking skills.

Based on the description above, researchers employed the Duolingo program as a treatment for students at Al Falah Pasir Sakti Junior High School in this study. Furthermore, researchers collected data through the use of speaking tests.

### **C. Population, Sample and Sampling technique**

#### **1. Population**

A population, according to Creswell, is a group of people who have similar features.<sup>18</sup> This study's population consists of all 46 students from seventh grade at SMP Al-Falah Pasir Sakti.

#### **2. Sample**

A sample, according to L. R. Gay, is a group of people, things, or events that represent the characteristics of the larger group from which the sample is drawn. For this study, researchers recruited two classes from the complete class VII of SMP Al Falah Pasir Sakti. This because this study employed quantitative research in two groups, the experimental group and the control group.

#### **3. Sampling Technique**

In this study, probability sampling and simple random sampling approaches were used. The reason for this is that

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<sup>18</sup> Jhon W. Creswell, *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, fourth edition (Boston: Pearson Education, Inc, 2012), 142

population are potentials to become sample, and the seventh grade choose as a representative.

#### **D. Data Collection**

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

##### **1. Test**

Typically, the test is carried out by utilizing that piece of the survey and determining how it functions. In this study, the post-test takes the form of a speaking test, in which the researcher asks students to do speaking activities in English based on the topic of the content contained in the seventh grade Syllabus. There will be two tests used in this study, as follows:

##### **a. Pre-Test**

Both the experimental class and control class conducted a pre-test before the treatment to assess students' speaking abilities. In this study, the pre-test took the form of a speaking test, in which the researcher asked students to do speaking activities in English based on the topic of the content contained in the seventh grade Syllabus.

##### **b. Post-Test**

Following the treatment, the researcher administered a post-test to both experimental class and control class to see whether the usage of Duolingo

Application is beneficial in teaching students' speaking skills. In this study, the post-test took the form of a speaking test, in which the researcher asked the students to complete activities in English related to the topic of the information covered in class.

## **2. Documentation**

Documentation is one of many processes that accompany audit work, and its primary goal is to document all audit operations and facts. Book, note, data from the internet, journal, and other instruments utilized for documentation. The researcher used the documentation method to get some information about:

- a. The history of SMP Al-Falah Pasir Sakti.
- b. The profile of SMP Al-Falah
- c. The condition teacher and official employee in SMP Al-Falah Pasir Sakti.
- d. The location of of SMP Al-Falah Pasir Sakti.

## **3. Observation**

Observation is a vital part of every scientific inquiry. In the realm of science, observation entails more than simply watching our surroundings to generate study ideas. This technique is intended to obtain information about the learning process performed by the teacher, as well as the facilities of their and

others. The researcher was the sole participant in this study who observed seventh grades of SMP Al-Falah Pasir Sakti.

## **E. Research Instrument**

### **1. Speaking test**

The researcher administered a speaking test to students in the seventh grade at SMP Al-Falah Pasir Sakti in order to identify their speaking abilities. The test assesses the students' ability to speak in public. In this study, the speaking test took the form of a speaking exam; in this case, the researcher asked students to undertake speaking activities in English based on the theme of the content covered in the 7<sup>th</sup> grade syllabus.

### **2. Duolingo Application**

The researcher used Duolingo application and students as a learning instrument. Student made up to reach certain level at this application.

### **3. Documentation Sheet**

In this study in the documentation process the researcher used the documentation sheet to archive school history, the profile of the school, the condition of teachers and office employees, and the location of the school.

## **F. Data Analysis Technique**

The quantitative data is analyzed by researchers using statistics. The analysis used is the t-test analysis or the Independent Sample t-test. With the reason that the samples taken are two unrelated samples. T-test to find out if there is any influence between the learning outcomes of the experimental class students who were treated and the control class who were not given treatment.

There are several requirements that must be met before the test is performed. The series of tests are as follows

$$t = \frac{M_1 - M_2}{\sqrt{\frac{SS_1 + SS_2}{n_1 + n_2 - 2} \left( \frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

Notes:

$t$  = Two-Sample Test

$\bar{x}_1$  = Mean Score Sample 1

$\bar{x}_2$  = Mean Score Sample 2

$r$  = correlation between two sample

$S_1$  = Standard deviation of sample 1

$S_2$  = Standard deviation of sample 2

$s_1^2$  = Variance of sample 1

$s_2^2$  = Variance of sample 2

$n$  = Total of Sample



**CHAPTER IV**  
**RESEARCH RESULTS AND DISCUSSION**

**A. Research Result**

**1. Description of The Research Location**

**a. The History of SMP Al Falah Pasir Sakti**

Established in 2021, Al Falah Junior High School is a school built within the Al Falah Islamic Boarding School as part of the Al Falah Pasir Sakti Education Foundation. Al Falah Junior High School aims to support formal education for students who live in the Al Falah Pasir Sakti Islamic Boarding School so that students can study not only religious science but general knowledge so that students can be ready to face the future by remaining firm to religious science. Al Falah Junior High School is led by Abdul Rahmat as the head of the school who is also the son of the founder of the Al Falah Pasir Sakti Islamic boarding school who served from 2021 until now.

**b. Vision and Mission of SMP Al Falah**

1) Vision SMP Al Falah Pasir Sakti

Realizing a quality madrasah in IMTAK and Science and Technology so that it is the main choice for the community.

2) Mision SMP Al Falah Pasir Sakti

- a) Making students who are intelligent, skilled and attituded.



- b) Improve the professionalism of teachers to deliver students who are qualified in IMTAK and Science and Technology.
- c) Creating graduates who are able to compete in the field of education and the world of work.

## **2. Description of Research Data**

In this study, researchers used a sample of 2 classes, namely the experimental class and the control class. Before treatment, researchers conducted a pre-test to determine students' speaking skills. After knowing the students' speaking skills, treatment carried out. After treatment, researchers conducted a post-test to find out the results of previous treatments. In this study, researchers act as English teachers. Indah Sundari who is an English teacher whom the monitor in this study. Learning is carried out offline in the classroom.

### **a. The Result of Pre-Test Score (Experiment Class)**

To measure students' ability to speak, researchers used a pre-test before giving treatments. Researchers conducted pre-test so that researchers can find out students' ability in speaking.

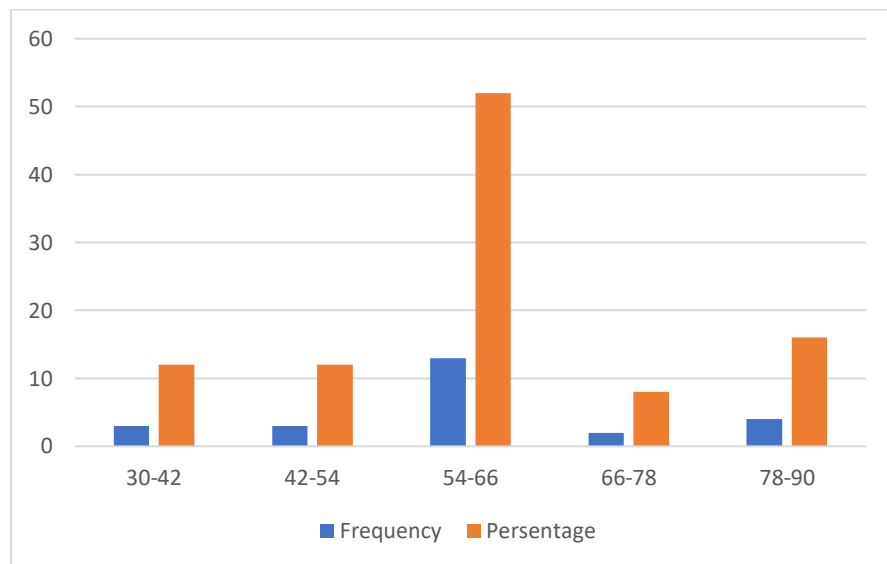
The pre-test was attended by 25 students. The highest value is 90 and the lowest value is 30. The total class interval in this pre-test is 12. Once the class interval is known, the data is described in the frequency distribution table as follows:

**Table 4**  
**The Table of Frequency Distribution of Pre-Test**  
**(Experiment Class)**

No	Interval	Frequency	Percentage
1.	30-42	3	12%
2.	42-54	3	12%
3.	54-66	13	52%
4.	66-78	2	8%
5.	78-90	4	16%
<b>Total</b>		25	100%

Based on the table above, it can be concluded that the 25 students as a sample in this study were divided into: first, students who scored 30-42 were 3 students or 12%. Then, students who got grades 42-54 were 3 students or 12%. Third, students who scored 54-66 were 13 students or 52%. Then, students who scored 66-78 were 2 students or 8%. And finally, students who scored 78-90 were 4 students or 16%.

If the data put into chart, it can be seen as follow:



*Figure 1*  
*Chart of The Frequency Distribution of Pre-Test*  
*(Experiment Class)*

From the table and chart above, it can be seen that most students get a score of <70. Which means that many students of SMP Al Falah Pasir Sakti get low scores on the pre-test.

#### **b. The Result of Post-Test (Experiment Class)**

After analysing the weakness and understanding of students' ability in speaking, researchers conducted treatment to help students in their speaking skills after. The treatment was carried out by researchers utilizing the Duolingo application as a learning media. Following treatment, researchers administered a post-test to assess students' speaking abilities. The post-test findings will be described in the frequency distribution table below:

The test followed by 25 students. The highest score was 100 and the lowest score was 50 with the total score 1830. The total of interval class of this result post-test is 10. It can be seen on the table of frequency distribution below:

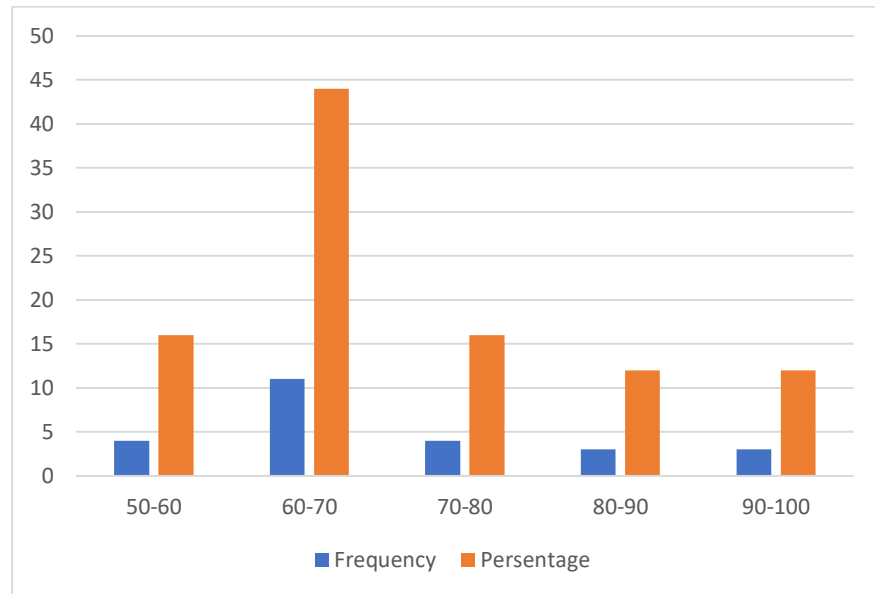
**Table 5**  
**The Table of Frequency Distribution of Post-Test**

No	Interval	Frequency	Percentage
1.	50-60	4	16%
2.	60-70	11	44%
3.	70-80	4	16%
4.	80-90	3	12%
5.	90-100	3	12%
<b>Total</b>		25	100%

eriment Class)

Based on the table above, it can be concluded that the 25 students as a sample in this study were divided into: first, students who scored 50-40 were 4 students or 16%. Then, students who got grades 60-70 were 11 students or 44%. Third, students who scored 70-80 were 4 students or 16%. Then, students who scored 80-90 were 3 students or 12%. And finally, students who scored 90-100 were 3 students or 12%.

if the data put into graphic, it can be seen as follow:



*Figure 2*  
*Chart of The Frequency Distribution of Post-Test*  
*(Experiment Class)*

Based on the table and chart above, it can be seen that many students get a score of  $>70$ . The number of students who scored  $>70$  was more than the students in the control class. Which means that many experimental class students get high scores.

Based on the data above, it can be seen that students in the experiment class experienced a significant increase in scores after getting treatment using the Duolingo learning application.

### **c. The Result of Pre-Test Score (Control Class)**

To measure students' ability to speak, researchers used a pre-test before giving treatments. Researchers conduct pre-tests so that researchers can find out students' ability in speaking.

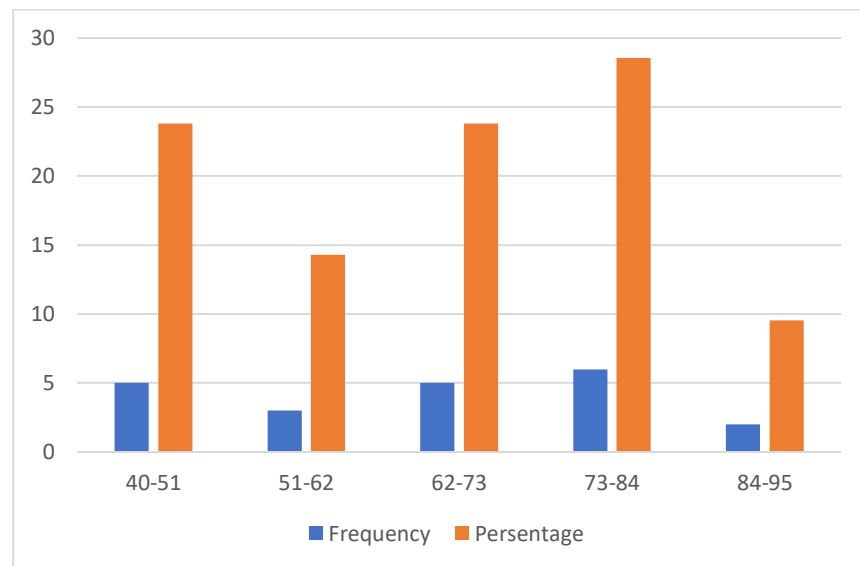
A total of 21 students took the pre-test. The maximum possible value is 95, and the lowest possible value is 40. In this pre-test, the total class interval is 11. After determining the class interval, the data is described in the frequency distribution table as follows:

**Table 6**  
**The Table of Frequency Distribution of Pre-Test**  
**(Control Class)**

No	Interval	Frequency	Percentage
1.	40-51	5	23.80%
2.	51-62	3	14.28%
3.	62-73	5	23.80%
4.	73-84	6	28.57%
5.	84-95	2	9.52%
<b>Total</b>		21	100%

It can be concluded that 21 students as a sample in this study were divided into: first, students who scored 40-51 were 5 students or 23.80%. Then, students who got grades 51-62 were 3 students or 14.28%. Third, students who scored 62-73 were 5 students or 23.80%. Then, students who scored 73-84 were 6 students or 28.57%. And finally, students who scored 84-95 were 2 students or 9.52%.

If the data put into graphic, it can be seen as follow:



*Figure 3*  
*Chart of The Frequency Distribution of Pre-Test*  
*(Control Class)*

From the table and chart above, it can be seen that most students get a score of  $<70$ . Which means that many students of SMP Al Falah Pasir Sakti get low scores on the pre-test.

#### **d. The Result of Post-Test (Control Class)**

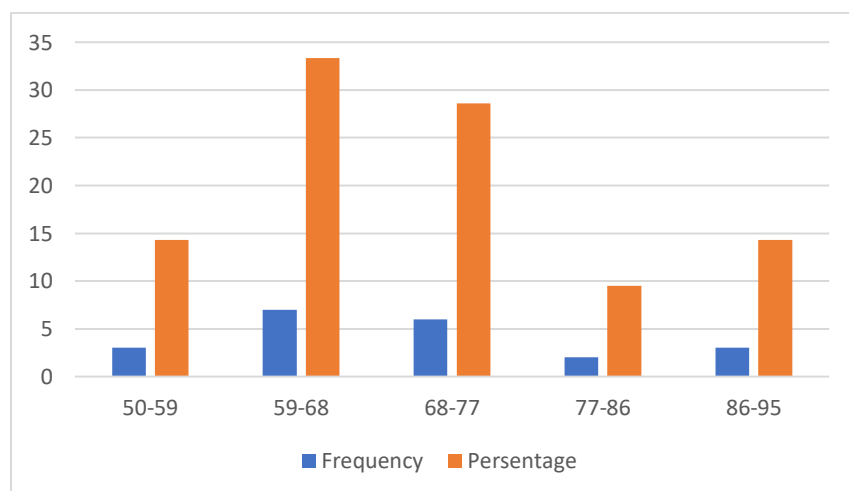
After analysed the problems found in students, researchers conduct treatment to help students improve students' speaking skills. Researchers conducted treatment by providing English material using material on the YouTube Channel "LucyMax English". Following treatment, researchers administered a post-test to assess students' speaking abilities. The post-test findings will be described in the frequency distribution table below:

**Table 7**  
**The Table of Frequency Distribution of Post-Test**  
**(Control Class)**

No	Interval	Frequency	Percentage
1.	50-59	3	14.28%
2.	59-68	7	33.33%
3.	68-77	6	28.57%
4.	77-86	2	9.52%
5.	86-95	3	14.28%
<b>Total</b>		21	100%

it can be concluded that 21 students as a sample in this study were divided into: first, students who scored 50-59 were 3 students or 14.28%. Then, students who get grades 52-68 are 7 students or 33.33%. Third, students who scored 68-77 were 6 students or 28.57%. Then, students who scored 77-86 were 2 students or 9.52%. And finally, students who scored 86-95 were 2 students or 14.28%.

If the data put into chart, it can be seen as follow:



*Figure 4*  
*Chart of The Frequency Distribution of Post-Test*  
*(Control Class)*



Based on the table and chart above, it can be seen that many students get a score of  $>70$ . Which means many control class students get high scores.

## B. Data Analysis

### 1. The Result of Normality Test

The normality test was use to know whether the data of post-test in experimental class and control class were normally distributed or not. Hypothesis for normally test as follow: ( $H_0$ ) accepted if the Duolingo application has a major positive and substantial influence on students' speaking skills, and ( $H_a$ ) accepted if the Duolingo application has no significant positive and significant influence on students' speaking skills. Because the sample size was fewer than 50, the researcher used the Shapiro-Wilk normality test. The normalcy test results are as follows:

**Table 8**  
**The Result Test of Normality Test of Pre-Test Both**  
**Experiment Class and Control Class**

Class	Post-Test	
	<i>X<sub>2</sub> Observed</i>	<i>X<sub>2</sub> table</i>
<b>Experimental</b>	<b>0.934</b>	<b>0.918</b>
<b>Control</b>	<b>0.957</b>	<b>0.908</b>

The normality test result on table 12 showed that the score of experiment class  $X_2$  *Observed* are 0.934 and the  $X_2$  *table* are 0.918. Besides, the score of control class  $X_2$  *Observed* are 0.957 and the  $X_2$  *table* are 0.908. It showed that  $X_2$  *Observed* <  $X_2$  *table* which concluded that the data is normally distributed.

## 2. The Result of Homogeneity Test

Homogeneity test was used to determine whether the data was homogeneous or not.

Hypothesis for homogeneity test as follows:

$H_0$  accepted = the variance of the data was homogeneous.

$H_a$  accepted = the variance of the data was not homogeneous.

The criteria for homogeneity test as follow:

$H_0$  was accepted if  $F_{observed} < F_{table}$ . It means that the variance of the data was homogeneous.

$H_a$  was accepted if  $F_{observed} > F_{table}$ . It means that the variance of the data was not homogeneous

**Table 9**

### **Homogeneity of Post-test in Experiment Class and Control Class**

	<b>The Biggest Variance (<math>S_y^2</math>)</b>	<b>The Smallest Variance (<math>S_x^2</math>)</b>	<i>F<sub>observed</sub></i>	<i>F<sub>table</sub></i>
<b>Post-Test</b>	<b>12.6</b>	<b>12.4</b>	<b>1.016</b>	<b>2.082</b>

Based on the table above it can be seen that the result of homogeneity test in experimental class and control class showed

$F_{observed} < F_{table}$ . Where the  $F_{observed}$  was 1.016 and  $F_{table}$  was 2.082. It concluded that  $H_0$  was accepted because  $1.016 < 2.082$ . It means that the variance of the data was homogeneous.

This is the last step to analyse the data after normality and the homogeneity test was done. Because the result of the experimental and the control class pre and post-test's score met the requirement of normality test and both the classes (sample) had similarity or homogeneity in variance. The writer used the independent t-test. The independent t-test is an analysis to compare data of two group sample statistically. Independent sample t-test is used to compare the means or averages of the two independent samples (the experiment and the control class) in order to determine whether there was statistical evidence which proved that the means were significantly different. The writer uses t-test to find out the differences score of students' speaking skill with and without using Duolingo application.

The hypothesis was  $H_0$  there was no significant differences of using Duolingo application at seventh grade of SMP Al Falah Pasir Sakti.

$H_a$  there was a significant difference of using Duolingo application at seventh grade of SMP Al Falah Pasir Sakti

The criteria of t-test as follows:

$H_0$  was accepted if  $t_{observed}$  was lower than  $t_{table}$  or ( $t_{observed} < t_{table}$ )

$H_a$  was accepted if  $t_{observed}$  was higher than  $t_{table}$  or ( $t_{observed} > t_{table}$ )

The result of the calculation as follows:

**Table 10**  
**Independent T-Test of Post-test score of Experiment and Control Class**

<b>Post-Test</b>	
<i>t<sub>observed</sub></i>	<i>t<sub>table</sub></i>
<b>1.042</b>	<b>1.680</b>

Based on calculation of the data by using independent t-test formula it concluded that  $t_{observed}$  was 1.042 and the  $t_{table}$  1.680. It can be seen that the result of t-test formula showed that  $t_{observed}$  was lower than  $t_{table}$  or ( $t_{observed} < t_{table}$ ). So,  $H_0$  was accepted because  $1.042 < 1.680$ . Then, it could be assumed that there are no significant differences of using Duolingo application at seventh grade of SMP Al Falah Pasir Sakti.

### **C. Discussion**

This research observed the student's ability in speaking at seventh grade of SMP Al Falah Pasir Sakti. The researcher used two classes. These classes were used because they have difficulties in speaking. Therefore, based on the problem the researcher applied Duolingo application as teaching media. The researcher assumed Duolingo application could help student learning English especially in speaking. Compare to the prior research which the use of Duolingo application influence and improve student ability in English, this research found out that the use of Duolingo application in teaching speaking skill in class does not effective enough due to the differences of the sample and the time of the treatment in such a short of time.

The data from 25 students in the experiment class revealed that the mean of the pre-test score (which will be given in the appendix) was 60.8. The lowest possible score was 30 and the best possible score was 90. The mean post-test score was 73.2, with 50 being the lowest and 100 being the highest. According to the explanation, the score improved to 12.4 after treatment. Meanwhile, the control group of 21 students received a mean pre-test score of 60.4. The lowest possible score was 40, and the maximum possible score was 90. The mean post-test score was 69.5, with the lowest score being 50 and the best being 95. It was discovered that the score increased by 9.1 after treatment. Compare to the prior research, despite in this research the score had an improve nonetheless it was not as much as expected owing the fact that it only improved a bit. Despite the based on the statistics shown before, it is possible to conclude that the student's score in the experiment class, which was taught using the Duolingo application, is greater than the score in the control class. Based on the mean of the score both experiment class and control class, it showed that there is a significant increase of the score after the treatment was given especially the experiment class. Besides, the T-Test showed that there are no significant differences between experiment class and control class.

#### **D. Limitation**

When the researcher conducted the investigation, he discovered certain issues. The first was the student unease when attempting to utilize Duolingo. They were not accustomed to using their smartphones throughout the instructional activities hour. It is recommended that the teacher make use of

the school's computer lab. The second factor was the internet connection and classroom scheduling. The first time the researcher entered the classroom and began using the Duolingo treatment, the slow internet connection severely hampered time management. Some students with quicker internet connections completed the task faster than others. As a result, it is safer to utilize a computer laboratory because there is a Wi-Fi connection available. The last issue was that Duolingo for school (virtual classroom) was only available in desktop form. As a result, it could only be viewed via a web browser on a personal computer or smartphone. Despite the fact that the application had already been downloaded, it only displayed the practice section. If the teacher did not use the Duolingo classroom on the desktop version, she could not manage the students' activities.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. CONCLUSION**

The goal of this study is to gather empirical evidence of the effectiveness of utilizing the Duolingo application on students' speaking skill at SMP Al-Falah Pasir Sakti in the academic year 2023/2024. According to the explanation above, the pre-test score of the experiment class and the control class had a mean value less than 70, respectively, whereas the minimum requirement was 70. It signifies that on average, neither class met the minimum criterion in the pre-test. Then, after implementing the Duolingo treatment in the classroom, the mean of the experiment class passed the minimum requirement, while the mean of the control class, which does not use Duolingo less than minimum requirement.

Based on the statistics shown in the previous chapter, it is possible to conclude that the student's score in the experiment class, which was taught using the Duolingo application, is greater than the score in the control class. Based on the mean of the score both experiment class and control class, it showed that there is a significant increase of the score after the treatment was given especially the experiment class. Besides, the T-Test showed that there are no significant differences between experiment class and control class.

## **B. SUGGESTION**

### **1. For English Teacher**

After conducting this research, the researcher thought that teachers should make their teaching more creative in order to increase students' speaking mastery and to avoid boredom inside classroom. During this digital era, teachers have privilege since there are many appropriate media that can be used to boost up their teaching. Using Duolingo is suggested as it is proven that it has positive effect towards students' speaking mastery of seventh grade students of SMP Al-Falah Pasir Sakti academic year 2023/2024. It is wished to make the students having more interest in learning speaking.

### **2. For the Students**

The students now have a new media in learning English that is Duolingo, a game-based language learning application that make their learning more fun. There are also other language feature that can be learned alongside speaking, such as pronunciation, grammar, simple translation and simple writing. Since it can be access anywhere and anytime, the students also have a duty in learning speaking to not only depending on the material given in the classroom; however, they have to practice more at home.

### **3. For the Other Researcher**



This research is wished to give new information for those who read this and also as a reference for other researchers. As there may be lack somewhere in this research, the researcher hope that further there will be another researcher who conduct a study about the same topic or not in order to enrich the knowledge of teaching and learning.

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# APPENDICES

**APPENDICES 1****The Score of The Pre-Test and Post-Test of Experiment Class**

<b>Students</b>	<b>Pre-Test</b>	<b>Post-Test</b>	<b>Gain</b>
1	60	70	10
2	70	85	15
3	65	70	5
4	65	75	10
5	60	70	10
6	55	70	15
7	50	65	15
8	60	60	0
9	75	90	15
10	60	65	5
11	80	95	15
12	85	100	15
13	55	65	10
14	50	60	10
15	40	70	30
16	55	65	10
17	60	80	20
18	80	85	5
19	90	95	5
20	30	60	30
21	40	50	10
22	60	65	5
23	65	75	10
24	50	70	20
25	60	75	15
<b>Average</b>	60.8	73.2	

**APPENDICES 2****The Score of The Pre-Test and Post-Test of Control Class**

Student	Pre-Test	Post-Test	Gain
1	65	65	0
2	60	70	10
3	70	70	0
4	75	65	-10
5	55	60	5
6	80	90	10
7	80	80	0
8	50	70	20
9	40	60	20
10	70	75	5
11	75	75	0
12	75	80	5
13	65	60	-5
14	95	95	0
15	70	65	-5
16	85	90	5
17	45	55	10
18	40	50	10
19	55	50	-5
20	75	75	0
21	50	60	
<b>Average</b>	65.47619	69.52381	

## APPENDICES 3

Table P-value

n \ p	0.01	0.02	0.05	0.1	0.5	0.9	0.95	0.98	0.99
3	0.753	0.756	0.767	0.789	0.959	0.998	0.999	1.000	1.000
4	0.687	0.707	0.748	0.792	0.935	0.987	0.992	0.996	0.997
5	0.686	0.715	0.762	0.806	0.927	0.979	0.986	0.991	0.993
6	0.713	0.743	0.788	0.826	0.927	0.974	0.981	0.986	0.989
7	0.730	0.760	0.803	0.838	0.928	0.972	0.979	0.985	0.988
8	0.749	0.778	0.818	0.851	0.932	0.972	0.978	0.984	0.987
9	0.764	0.791	0.829	0.859	0.935	0.972	0.978	0.984	0.986
10	0.781	0.806	0.842	0.869	0.938	0.972	0.978	0.983	0.986
11	0.792	0.817	0.850	0.876	0.940	0.973	0.979	0.984	0.986
12	0.805	0.828	0.859	0.883	0.943	0.973	0.979	0.984	0.986
13	0.814	0.837	0.866	0.889	0.945	0.974	0.979	0.984	0.986
14	0.825	0.846	0.874	0.895	0.947	0.975	0.980	0.984	0.986
15	0.835	0.855	0.881	0.901	0.950	0.975	0.980	0.984	0.987
16	0.844	0.863	0.887	0.906	0.952	0.976	0.981	0.985	0.987
17	0.851	0.869	0.892	0.910	0.954	0.977	0.981	0.985	0.987
18	0.858	0.874	0.897	0.914	0.956	0.978	0.982	0.986	0.988
19	0.863	0.879	0.901	0.917	0.957	0.978	0.982	0.986	0.988
20	0.868	0.884	0.905	0.920	0.959	0.979	0.983	0.986	0.988
<b>21</b>	0.873	0.888	<b>0.908</b>	0.923	0.960	0.980	0.983	0.987	0.989
22	0.878	0.892	0.911	0.926	0.961	0.980	0.984	0.987	0.989
23	0.881	0.895	0.914	0.928	0.962	0.981	0.984	0.987	0.989
24	0.884	0.898	0.916	0.930	0.963	0.981	0.984	0.987	0.989
<b>25</b>	0.888	0.901	<b>0.918</b>	0.931	0.964	0.981	0.985	0.988	0.989
26	0.891	0.904	0.920	0.933	0.965	0.982	0.985	0.988	0.989
27	0.894	0.906	0.923	0.935	0.965	0.982	0.985	0.988	0.990
28	0.896	0.908	0.924	0.936	0.966	0.982	0.985	0.988	0.990
29	0.898	0.910	0.926	0.937	0.966	0.982	0.985	0.988	0.990
30	0.900	0.912	0.927	0.939	0.967	0.983	0.985	0.988	0.990
31	0.902	0.914	0.929	0.940	0.967	0.983	0.986	0.988	0.990
32	0.904	0.915	0.930	0.941	0.968	0.983	0.986	0.988	0.990
33	0.906	0.917	0.931	0.942	0.968	0.983	0.986	0.989	0.990
34	0.908	0.919	0.933	0.943	0.969	0.983	0.986	0.989	0.990
35	0.910	0.920	0.934	0.944	0.969	0.984	0.986	0.989	0.990
36	0.912	0.922	0.935	0.945	0.970	0.984	0.986	0.989	0.990
37	0.914	0.924	0.936	0.946	0.970	0.984	0.987	0.989	0.990
38	0.916	0.925	0.938	0.947	0.971	0.984	0.987	0.989	0.990

39	0.917	0.927	0.939	0.948	0.971	0.984	0.987	0.989	0.991
40	0.919	0.928	0.940	0.949	0.972	0.985	0.987	0.989	0.991
41	0.920	0.929	0.941	0.950	0.972	0.985	0.987	0.989	0.991
42	0.922	0.930	0.942	0.951	0.972	0.985	0.987	0.989	0.991
43	0.923	0.932	0.943	0.951	0.973	0.985	0.987	0.990	0.991
44	0.924	0.933	0.944	0.952	0.973	0.985	0.987	0.990	0.991
45	0.926	0.934	0.945	0.953	0.973	0.985	0.988	0.990	0.991
46	0.927	0.935	0.945	0.953	0.974	0.985	0.988	0.990	0.991
47	0.928	0.936	0.946	0.954	0.974	0.985	0.988	0.990	0.991
48	0.929	0.937	0.947	0.954	0.974	0.985	0.988	0.990	0.991
49	0.929	0.939	0.947	0.955	0.974	0.985	0.988	0.990	0.991
50	0.930	0.938	0.947	0.955	0.974	0.985	0.988	0.990	0.991



## APPENDICES 4

## The Homogeneity Test

No.	X <sub>2</sub>	X <sub>2</sub> <sup>2</sup>	Y <sub>2</sub>	Y <sub>2</sub> <sup>2</sup>
1	70	4900	65	4225
2	85	7225	70	4900
3	70	4900	70	4900
4	75	5625	65	4225
5	70	4900	60	3600
6	70	4900	90	8100
7	65	4225	80	6400
8	60	3600	70	4900
9	90	8100	60	3600
10	65	4225	75	5625
11	95	9025	75	5625
12	100	10000	80	6400
13	65	4225	60	3600
14	60	3600	95	9025
15	70	4900	65	4225
16	65	4225	90	8100
17	80	6400	55	3025
18	85	7225	50	2500
19	95	9025	50	2500
20	60	3600	75	5625
21	50	2500	60	3600
22	65	4225		
23	75	5625		
24	70	4900		
25	75	5625		
N	1830	137700	1460	104700

Taraf nyata  $\alpha$ : 5% = 0.05

Numerator Degree =  $(n_X - 1) = (25 - 1) = 24$

Denominator Degree =  $(n_Y - 1) = (21 - 1) = 20$

**Ftable** =  $F_{\alpha} (n_X - 1, n_Y - 1)$

= 0.05 (24, 20)

$$= 1.26$$

$$F_{\text{observed}} = F : \frac{S_X^2}{S_Y^2}$$

$S_{X_2}^2 = \sqrt{\frac{n \cdot \sum X_2^2 - (\sum X_2)^2}{n(n-1)}}$ $= \sqrt{\frac{25 \cdot 137700 - (1830)^2}{25(25-1)}}$ $= \sqrt{\frac{3442500 - 3348900}{600}}$ $= \sqrt{\frac{93600}{600}}$ $= \sqrt{156}$ $= 12.4$	$S_{Y_2}^2 = \sqrt{\frac{n \cdot \sum Y_2^2 - (\sum Y_2)^2}{n(n-1)}}$ $= \sqrt{\frac{21 \cdot 104700 - (1460)^2}{21(21-1)}}$ $= \sqrt{\frac{2198700 - 2131600}{420}}$ $= \sqrt{\frac{67100}{420}}$ $= \sqrt{159,76}$ $= 12.6$
--	---

$$F = \frac{S_y^2}{S_x^2}$$

$$= \frac{12.6}{12.4}$$

$$= 1,016$$

**Conclusion:** Homogeneity test in post-test of experimental class ( $X_2$ ) and posttest control class ( $Y_2$ ) was  $F_{\text{observed}} = 1.016$  dan  $F_{\text{table}} = 2.082$ . **Note:**

$$\left. \begin{array}{l} F_{\text{observed}} < F_{\text{table}} \\ 1.016 < 2.082 \end{array} \right\} H_0 \text{ accepted, data is homogeneous.}$$

### The Independent t-test Result

Because the data of homogeneity test, so  $t_{\text{observed}}$  formula was:

$$t = \frac{M_1 - M_2}{\sqrt{\frac{SS_1 + SS_2}{n_1 + n_2 - 2} \left( \frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

$$M_1 = \frac{\sum X_1}{n_1} \quad M_2 = \frac{\sum X_2}{n_2}$$

$$SS_1 = \sum X_1^2 - \frac{(\sum X_1)^2}{n_1} \quad SS_2 = \sum X_2^2 - \frac{(\sum X_2)^2}{n_2}$$

The calculation Mean of score experimental class and control class as follows:

$M_1 = \frac{\sum X_1}{n_1}$ $= \frac{1830}{25}$ $= 73.2$	$M_2 = \frac{\sum X_2}{n_2}$ $= \frac{1460}{21}$ $= 69.52$
---	--

The calculation Sum of Square of score experimental class and control class as follows:

$SS_1 = \sum X_1^2 - \frac{(\sum X)^2}{n_1}$ $= 137700 - \frac{(1830)^2}{25}$ $= 137700 - \frac{3348900}{25}$ $= 137700 - 133965$ $= 3735$	$SS_2 = \sum X_2^2 - \frac{(\sum X)^2}{n_2}$ $= 104700 - \frac{(1460)^2}{21}$ $= 104700 - \frac{2131600}{21}$ $= 104700 - 101504.76$ $= 3195.24$
--	--

The calculation of independent t-test as follows:

$$\begin{aligned}
 t &= \frac{M_1 - M_2}{\sqrt{\frac{SS_1 + SS_2}{n_1 + n_2 - 2} \left( \frac{1}{n_1} + \frac{1}{n_2} \right)}} \\
 &= \frac{73.2 - 69.52}{\sqrt{\frac{3735 + 3195,24}{25 + 21 - 2} \left( \frac{1}{25} + \frac{1}{21} \right)}} \\
 &= \frac{3.69}{\sqrt{\frac{6930.24}{46 - 2} \left( \frac{25}{525} + \frac{21}{525} \right)}} \\
 &= \frac{3.69}{\sqrt{\frac{6930.24}{44} \left( \frac{46}{525} \right)}} \\
 &= \frac{3,69}{\sqrt{\frac{6930,24}{44} (0.08)}} \\
 &= \frac{3,69}{\sqrt{157.50(0.08)}} \\
 &= \frac{3.69}{\sqrt{12.6}} \\
 &= \frac{3.69}{3.54} \\
 &= 1.042
 \end{aligned}$$

Determining degrees of freedom (df):

$$df = (n_x + n_y) - 2 = (25 + 21) - 2 = 46 - 2 = 44$$

The value of df 44 at degrees of significance 5% **t<sub>table</sub> is 1.680**.

So, the conclusion:

$$\left. \begin{array}{l} T_{observed} < T_{table} \\ 1.042 < 1.680 \end{array} \right\} H_0 \text{ not accepted}$$

## APPENDICES 5

The Table of t-test

Pr df	0.25	0.10	<b>0.05</b>	0.025	0.01	0.005	0.001
	0.50	0.20	<b>0.10</b>	0.050	0.02	0.010	0.002
41	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
<b>46</b>	0.67986	1.30023	<b>1.67866</b>	2.01290	2.41019	2.68701	3.27710
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696
63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
65	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446
69	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260
70	0.67801	1.29376	1.66691	1.99444	2.38081	2.64790	3.21079
71	0.67796	1.29359	1.66660	1.99394	2.38002	2.64686	3.20903
72	0.67791	1.29342	1.66629	1.99346	2.37926	2.64585	3.20733
73	0.67787	1.29326	1.66600	1.99300	2.37852	2.64487	3.20567
74	0.67782	1.29310	1.66571	1.99254	2.37780	2.64391	3.20406
75	0.67778	1.29294	1.66543	1.99210	2.37710	2.64298	3.20249
76	0.67773	1.29279	1.66515	1.99167	2.37642	2.64208	3.20096
77	0.67769	1.29264	1.66488	1.99125	2.37576	2.64120	3.19948
78	0.67765	1.29250	1.66462	1.99085	2.37511	2.64034	3.19804
79	0.67761	1.29236	1.66437	1.99045	2.37448	2.63950	3.19663
80	0.67757	1.29222	1.66412	1.99006	2.37387	2.63869	3.19526

## APPENDICES 6

## Shapiro-Wilk Normality Test (Experiment Class)

Mencari nilai W_Penyebut (SS)			
No.	$x$	$x - \bar{x}$	$(x - \bar{x})^2$
1	50	-23.2	538.24
2	60	-13.2	174.24
3	60	-13.2	174.24
4	60	-13.2	174.24
5	65	-8.2	67.24
6	65	-8.2	67.24
7	65	-8.2	67.24
8	65	-8.2	67.24
9	65	-8.2	67.24
10	70	-3.2	10.24
11	70	-3.2	10.24
12	70	-3.2	10.24
13	70	-3.2	10.24
14	70	-3.2	10.24
15	70	-3.2	10.24
16	75	1.8	3.24
17	75	1.8	3.24
18	75	1.8	3.24
19	80	6.8	46.24
20	85	11.8	139.24
21	85	11.8	139.24
22	90	16.8	282.24
23	95	21.8	475.24
24	95	21.8	475.24
25	100	26.8	718.24
<b>Jumlah</b>	1830		
$\bar{x}$	73.2		
<b>W_Penyebut (SS)</b>			3744

Mencari nilai W_Pembilang ( $b^2$ )					
$i$	$a_i$	$x_{n+1-i}$	$x_i$	$(x_{n+1-i} - x_i)$	$a_i (x_{n+1-i} - x_i)$
1	0.4450	100	50	50	22.25
2	0.3069	95	60	35	10.7415
3	0.2543	95	60	35	8.9005

4	0.2148	90	60	30	6.444
5	0.1822	85	65	20	3.644
6	0.1539	85	65	20	3.078
7	0.1283	80	65	15	1.9245
8	0.1046	75	65	10	1.046
9	0.0823	75	65	10	0.823
10	0.0610	75	70	5	0.305
11	0.0403	70	70	0	0
12	0.0200	70	70	0	0

<b>Jumlah (b)</b>	59.1565
<b>W_Pembilang (b<sup>2</sup>)</b>	3499.491
<b>W_Penyebut (SS)</b>	3744.000
<b>W (b<sup>2</sup>/SS)</b>	0.93469324
W Tabel	0.918
W hitung > W Tabel	Normal

### Shapiro-Wilk Normality Test (Control Class)

Mencari nilai W_Penyebut (SS)			
No.	$x$	$x - \bar{x}$	$(x - \bar{x})^2$
1	50	-19.5238	381.1791383
2	50	-19.5238	381.1791383
3	55	-14.5238	210.9410431
4	60	-9.52381	90.70294785
5	60	-9.52381	90.70294785
6	60	-9.52381	90.70294785
7	60	-9.52381	90.70294785
8	65	-4.52381	20.46485261
9	65	-4.52381	20.46485261
10	65	-4.52381	20.46485261
11	70	0.47619	0.22675737
12	70	0.47619	0.22675737
13	70	0.47619	0.22675737
14	75	5.47619	29.98866213
15	75	5.47619	29.98866213
16	75	5.47619	29.98866213
17	80	10.47619	109.7505669
18	80	10.47619	109.7505669

19	90	20.47619	419.2743764
20	90	20.47619	419.2743764
21	95	25.47619	649.0362812
<b>Jumlah</b>	1460		
$\bar{x}$	69.52381		
<b>W_Penyebut (SS)</b>			3195.238095

Mencari nilai W_Pembilang ( $b^2$ )					
$i$	$a_i$	$x_{n+1-i}$	$x_i$	$(x_{n+1-i} - x_i)$	$a_i(x_{n+1-i} - x_i)$
1	0.4643	95	50	45	20.8935
2	0.3185	90	50	40	12.74
3	0.2578	90	55	35	9.023
4	0.2119	80	60	20	4.238
5	0.1736	80	60	20	3.472
6	0.1399	75	60	15	2.0985
7	0.1092	75	60	15	1.638
8	0.0804	75	65	10	0.804
9	0.0530	70	65	5	0.265
10	0.0263	70	65	5	0.1315

<b>Jumlah (<math>b</math>)</b>	55.3035
<b>W_Pembilang (<math>b^2</math>)</b>	3058.477
<b>W_Penyebut (SS)</b>	3195.238095
<b>W (<math>b^2/SS</math>)</b>	0.9571985
W Tabel	0.908
W Hitung > W Tabel	Normal



**Shapiro-Wilk Tables**  
**Table 1-coefficient**

n =	20	21	22	23	24	25	26
a1	0.4734	<b>0.4643</b>	0.4590	0.4542	0.4493	<b>0.4450</b>	0.4407
a2	0.3211	<b>0.3185</b>	0.3156	0.3126	0.3098	<b>0.3069</b>	0.3043
a3	0.2565	<b>0.2578</b>	0.2571	0.2563	0.2554	<b>0.2543</b>	0.2533
a4	0.2085	<b>0.2119</b>	0.2131	0.2139	0.2145	<b>0.2148</b>	0.2151
a5	0.1686	<b>0.1736</b>	0.1764	0.1787	0.1807	<b>0.1822</b>	0.1836
a6	0.1334	<b>0.1399</b>	0.1443	0.1480	0.1512	<b>0.1539</b>	0.1563
a7	0.1013	<b>0.1092</b>	0.1150	0.1201	0.1245	<b>0.1283</b>	0.1316
a8	0.0711	<b>0.0804</b>	0.0878	0.0941	0.0997	<b>0.1046</b>	0.1089
a9	0.0422	<b>0.0530</b>	0.0618	0.0696	0.0764	<b>0.0823</b>	0.0876
<b>a10</b>	0.0140	<b>0.0263</b>	0.0368	0.0459	0.0539	<b>0.0610</b>	0.0672
a11			0.0122	0.0228	0.0321	<b>0.0403</b>	0.0476
<b>a12</b>				0.0000	0.0107	<b>0.0200</b>	0.0284
a13						<b>0.0000</b>	0.0094

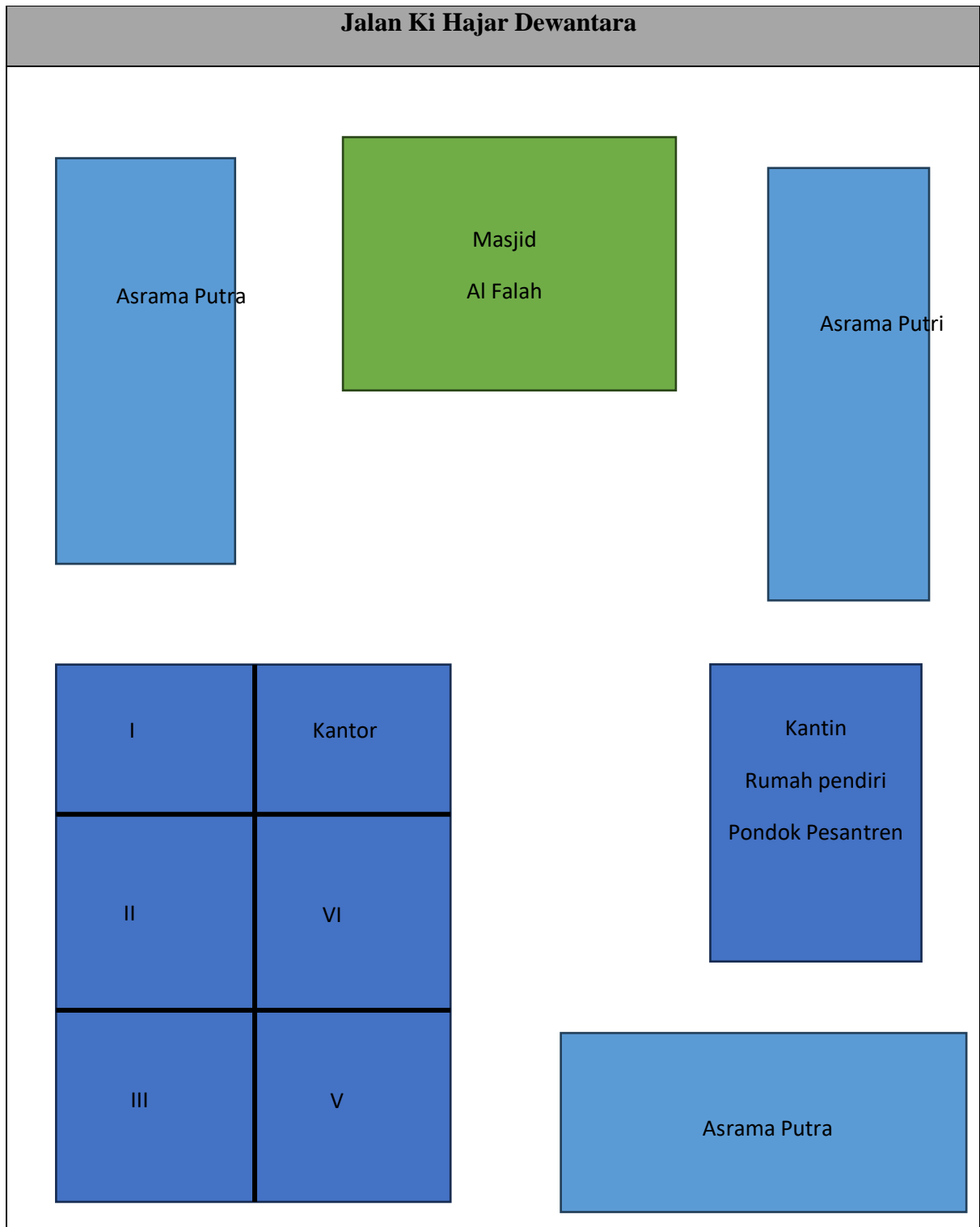
**APPENDICES 7****School Profile**

- 1) Name of The School : SMP Al Falah
- 2) Address : Jl. Pondok, Purworejo
- 3) District : Pasir Sakti
- 4) Village Regency : Pasir Sakti, East Lampung
- 5) Province : Lampung
- 6) Phone Number : -
- 7) School Status : Not Accredited Yet
- 8) Email : -
- 9) NPWP : -
- 10) NPSN : 70039576
- 11) Year Established : 2021
- 12) Land Status : Owed
- 13) Curriculum : K-13
- 14) The Head Master : Abdul Rahmat
- 15) Periode : 2020- now

**The Data of Teachers in SMP Al Falah**

No.	Name	Position
1.	Abdul Rahmat	Head master
2.	Indah Sundari	Deputy of curriculum
3.	Nasrul Amanu	Deputy of Students
4.	Desiawan	Deputy of facilities and infrastructure
5.	Feni Indah Hutari	Head Accountant
6.	Mifta Riani	Teacher
7.	Mila andriani	Teacher
8.	Mufarihah	Teacher
9.	Nadhea Zaintika	Teacher
10.	Endah Kartika Putri	Teacher
11.	Rina Yanti	Teacher
12.	Rudi Siswanto	Teacher
13.	Misbahul Munir	Teacher

*Source: Documentation of SMP Al Falah gathered on December, 5th 2023*

**Location Sketch of SMP Al Falah Pasir Sakti***Location Sketch of SMP Al Falah Pasir Sakti*

**APPENDICES 8****SILABUS PEMBELAJARAN**

**Satuan Pendidikan : SMP/MTs**

**Mata pelajaran : Bahasa Inggris**

**Kelas/Semester : VII/Ganjil**

**Kompetensi Inti**

**KI-1 : Menghargai dan menghayati** ajaran agama yang dianutnya serta

**KI-2 : Menghargai dan menghayati** perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.

**KI-3 : Memahami dan menerapkan** pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata

**KI-4 : Menunjukkan** keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori

<b>Kompetensi Dasar</b>	<b>Materi Pembelajaran</b>	<b>Kegiatan Pembelajaran</b>	<b>Penilaian</b>
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p> <p>3.1 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan sapaan, pamitan, ucapan terimakasih, dan permintaan maaf, serta responnya, sesuai dengan konteks penggunaannya.</p> <p>4.1 Menyusun teks lisan sederhana untuk mengucapkan dan merespon sapaan, pamitan, ucapan terimakasih, dan permintaan maaf,</p>	<p>Teks lisan dan tulis untuk sapaan, pamitan, ucapan terimakasih, dan permintaan maaf</p> <p><i>Fungsi sosial</i></p> <p>Menjaga hubungan interpersonal dengan guru dan teman</p> <p><i>Struktur teks</i></p> <p>(ungkapan hafalan, tidak perlu dijelaskan tata bahasanya)</p> <p>a. <i>Good morning. How are you?, Fine, thank you. And you?</i> dan semacamnya</p> <p>b. <i>Goodbye. Bye. See you later. See you. Take care.,</i> dan semacamnya</p> <p>c. <i>Thank you. You are welcome.,</i> dan semacamnya</p> <p>d. <i>I'm sorry. That's fine, okay. Alright.,</i> dan semacamnya</p> <p><i>Unsur kebahasaan</i></p> <p>Kosa kata, tata bahasa, ucapan,</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>• Siswa mendengarkan/ menonton interaksi sapaan, pamitan, ucapan terimakasih, dan permintaan maaf</li> <li>• Siswa mengikuti interaksi sapaan, pamitan, ucapan terimakasih, dan permintaan maaf.</li> <li>• Siswa menirukan model interaksi sapaan, pamitan, ucapan terimakasih, dan permintaan maaf.</li> <li>• Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi sapaan, pamitan, ucapan terimakasih, dan permintaan maaf fungsi sosial, struktur teks, dan unsur kebahasaan.</li> </ul> <p><b>Mempertanyakan</b></p> <p>Dengan bimbingan dan arahan guru,</p>	<ul style="list-style-type: none"> <li>• Tingkat ketercapaian fungsi sosial sapaan, pamitan, ucapan terimakasih, dan permintaan maaf</li> <li>• Tingkat kelengkapan dan keruntutan struktur teks sapaan, pamitan, ucapan terimakasih, dan permintaan maaf</li> <li>• Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi</li> </ul> <p><b>CARA PENILAIAN:</b></p> <p><b>Unjuk kerja</b></p>

<p>dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>tekanan kata, dan intonasi.</p> <p><i>Topik</i></p> <p>Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas</p>	<p>siswa mempertanyakan antara lain perbedaan antar berbagai ungkapan sapaan, pamitan, ucapan terimakasih, dan permintaan maaf dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p><b>Mengeksplorasi</b> Siswa menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf dengan bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur.</p> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa membandingkan ungkapan sapaan, pamitan, ucapan terimakasih, dan permintaan maaf yang telah dipelajari dengan yang ada di berbagai sumber</li> </ul>	<ul style="list-style-type: none"> <li>Bermain peran (role play) dalam bentuk interaksi sapaan, pamitan, ucapan terimakasih, dan permintaan maaf.</li> <li>Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam ungkapan sapaan, pamitan, ucapan terima kasih, dan permintaan maaf serta responnya</li> </ul> <p><b>Pengamatan (observations):</b></p> <ul style="list-style-type: none"> <li>Upaya menggunakan bahasa Inggris untuk menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf ketika muncul</li> </ul>
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		<p>lain.</p> <ul style="list-style-type: none"> <li>Siswa membandingkan antar ungkapan sapaan, pamitan, ucapan terimakasih, dan permintaan maaf dalam bahasa Inggris dan dalam bahasa siswa.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa menyapa, berpamitan, mengucapkan terimakasih, dan merminta maaf dengan bahasa Inggris, di dalam dan di luar kelas.</li> <li>Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyapa, berpamitan, mengucapkan terimakasih, dan merminta maaf dalam jurnal belajar (<i>learning journal</i>).</li> </ul>	<p>kesempatan.</p> <ul style="list-style-type: none"> <li>Kesungguhan siswa dalam proses pembelajaran di setiap tahapan.</li> <li>Kesantunan dan kepedulian dalam melaksanakan komunikasi</li> </ul>
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<p>1 1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar..</p> <p>2.1 .Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p> <p>2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.2 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan perkenalan diri, serta responnya, sesuai dengan konteks penggunaannya.</p> <p>4.2 Menyusun teks lisan dan tulis sederhana untuk menyatakan,</p>	<p>Teks lisan dan tulis sederhana untuk menyatakan, menanyakan, dan merespon perkenalan diri</p> <p><i>Fungsi sosial</i></p> <p>Memperkenalkan diri untuk menjalin hubungan interpersonal dengan guru dan teman</p> <p><i>Struktur teks</i></p> <p><i>My name is ..., I'm ..., I live in ... dan semacamnya.</i></p> <p><i>Unsur kebahasaan</i></p> <p>Kosa kata, Tata Bahasa (<i>be, have</i>, kata ganti I, he, she, they; kata ganti kepemilikan, my, your, his, their) ucapan, tekanan kata, dan intonasi.</p> <p><i>Topik</i></p> <p>Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan/ menonton interaksi perkenalan diri</li> <li>Siswa mengikuti interaksi perkenalan diri</li> <li>Siswa menirukan model interaksi perkenalan diri.</li> <li>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi perkenalan diri (fungsi sosial, struktur teks, dan unsur kebahasaan).</li> </ul> <p><b>Mempertanyakan</b></p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara ungkapan perkenalan diri dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan</p>	<p><b>KRITERIA PENILAIAN:</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial perkenalan diri</li> <li>Tingkat kelengkapan dan keruntutan struktur teks perkenalan diri</li> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi</li> </ul> <p><b>CARA PENILAIAN:</b></p> <p><b>Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>Bermain peran (role play) dalam bentuk interaksi perkenalan diri.</li> <li>Ketepatan dan kesesuaian menggunakan struktur dan</li> </ul>
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<p>menanyakan, dan merespon perkenalan diri, dengan sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>		<p>ungkapan lain, dsb.</p> <p><b>Mengeksplorasi</b> Siswa memperkenalkan diri dengan bahasa Inggris dalam konteks <i>simulasi</i>, <i>role-play</i>, dan kegiatan lain yang terstruktur.</p> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Siswa membandingkan ungkapan perkenalan diri yang telah dipelajari dengan yang ada di berbagai sumber lain.</li> <li>• Siswa membandingkan antara ungkapan perkenalan diri dalam bahasa Inggris dan dalam bahasa siswa</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Siswa memperkenalkan diri dengan bahasa Inggris, di dalam dan di luar kelas.</li> <li>• Siswa menuliskan permasalahan</li> </ul>	<p>unsur kebahasaan dalam interaksi perkenalan diri serta responnya</p> <p><b>Pengamatan (observations):</b> Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> <li>• Upaya menggunakan bahasa Inggris untuk memperkenalkan diri ketika muncul kesempatan.</li> </ul> <p>Kesungguhan siswa dalam proses pembelajaran di setiap tahapan.</p> <ul style="list-style-type: none"> <li>• Perilaku santun dan peduli dalam melaksanakan komunikasi</li> <li>• Perilaku jujur, disiplin, percaya diri,</li> </ul>
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		dalam menggunakan bahasa Inggris untuk memperkenalkan diri dalam jurnal belajar ( <i>learning journal</i> )	dan bertanggung jawab dalam melaksanakan komunikasi
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## APPENDICES 9

### Blueprint of Documentation

**Purpose:** Blueprint of documentation is used to collect data related to complementary data on the research location at SMP Al Falah Pasir Sakti

NO	Aspect of Documentation
1	History of the Establishment of SMP Al Falah Pasir Sakti
2	Vision and Mission of SMP Al Falah Pasir Sakti
3	Organizational Structure of SMP Al Falah Pasir Sakti
4	Facilities and Infrastructure of SMP Al Falah Pasir Sakti
5	Number of Students of SMP Al Falah Pasir Sakti

### Documentation Sheet

**Purpose:** Documentation sheet is used as a direction to collect complete data about the identity of the SMP Al Falah Pasir Sakti

NO	Aspect of Documentation	Available	Unavailable
1	History of the Establishment of S SMP Al Falah Pasir Sakti		
2	Vision and Mission of SMP Al Falah Pasir Sakti		
3	Organizational Structure of SMP Al Falah Pasir Sakti		
4	Facilities and Infrastructure of SMP Al Falah Pasir Sakti		
5	Number of Students of SMP Al Falah Pasir Sakti		

### The Blueprint of Observation Sheet

**Purpose:** Observation sheets are used for attitude assessment, knowledge assessment and speaking skills assessment

#### Rubrik Penilaian

a. Rubrik penilaian sikap

No	Aspek yang dinilai	Kriteria	Nilai
1	Sopan santun (respect)	Sangat sering menunjukkan sikap santun	5
		Sering menunjukkan sikap santun	4
		Beberapa kali menunjukkan sikap santun	3
		Pernah menunjukkan sikap santun	2
		Tidak pernah menunjukkan sikap santun	1
2	Bertanggung Jawab (responsible)	Sangat sering menunjukkan sikap bertanggung jawab	5
		Sering menunjukkan sikap bertanggung jawab	4
		Beberapa kali menunjukkan sikap bertanggung jawab	3
		Pernah menunjukkan sikap bertanggung jawab	2
		Tidak pernah menunjukkan sikap bertanggung jawab	1
3	Jujur (honest)	Sangat sering menunjukkan sikap kerja sama	5

		Sering menunjukkan sikap kerja sama	4
		Beberapa kali menunjukkan sikap kerja sama	3
		Pernah menunjukkan sikap kerja sama	2
		Tidak pernah menunjukkan sikap kerja sama	1
4	Disiplin (discipline)	Sangat sering menunjukkan sikap disiplin	5
		Sering menunjukkan sikap disiplin	4
		Beberapa kali menunjukkan sikap disiplin	3
		Pernah menunjukkan sikap disiplin	2
		Tidak pernah menunjukkan sikap disiplin	1
5	Percaya diri (confidence)	Sangat sering menunjukkan sikap percaya diri	5
		Sering menunjukkan sikap percaya diri	4
		Beberapa kali menunjukkan sikap percaya diri	3
		Pernah menunjukkan sikap percaya diri	2
		Tidak pernah menunjukkan sikap percaya diri	1

b. Rubrik penilaian pengetahuan

No	Aspek yang dinilai	Kriteria	Nilai
1	Tujuan Komunikatif	Sangat memahami	5
		Memahami	4
		Cukup memahami	3
		Kurang memahami	2
		Tidak memahami	1
2	Keruntutan Teks	Struktur teks yang digunakan sangat runtut	5
		Struktur teks yang digunakan runtut	4
		Struktur teks yang digunakan cukup runtut	3
		Struktur teks yang digunakan kurang runtut	2
		Struktur teks yang digunakan tidak runtut	1
3	Pilihan Kosa Kata	Sangat variatif dan tepat	5
		Variatif dan tepat	4
		Cukup variatif dan tepat	3
		Kurang variatif dan tepat	2
		Tidak variatif dan tepat	1

## c. Rubrik penilaian keterampilan speaking

<b>Aspek yang dinilai</b>	<b>kategori</b>	<b>Indikator</b>
Fluency	4 (excellent)	Penyampain secara alami, hanya sesekali terhenti untuk mencari kata atau ekspresi yang sesuai.
	3 (good)	Siswa ragu ragu dan mengulangi sendiri.
	2 (adequate)	Berbicara dengan pelan dan ragu ragu
	1 (fair)	Siswa berbicara sedikit sehingga tidak ada kelancaran dalam berbicara.
Pronunciation	4 (excellent)	Kadang-kadang terjadi kesalahan pengucapan beberapa inkonsistensi ritme, intonasi dan pengucapan tetapi pemahan tidak terhalang.
	3 (good)	Terjadi beberapa kesalahan pengucapan dalam irama, intonasi dan pelafalan yang kadang-kadang dapat menyebabkan ketidakpahaman.
	2 (adequate)	Pemahaman terganggu karena sering terjadi kesalahan dalam ritme, intonasi dan pengucapan.
	1 (fair)	Kata-kata yang tidak apat dimengerti.
Vocabulary	4 (excellent)	Penggunaan kosakata yang efektif hanya sedikit ketidaksesuaian.



	3 (good)	Penggunaan kosa kata yang efektif dengan beberapa contoh yang tidak tepat.
	2 (adequate)	Penggunaan kosa kata yang terbatas dengan ketidaksesuaian yang sering terjadi.
	1 (fair)	Kosakata yang tidak tepat dan tidak memadai.
Grammatical accuracy	4 (excellent)	Sangat sedikit kesalahan tata bahasa
	3 (good)	Terjadi beberapa kesalahan dalam penggunaan struktur kalimat dan bentuk tata bahasa tetapi tidak mengganggu pemahaman.
	2 (adequate)	Ucapan yang tidak tertata dan menyimpang dari tujuan oleh kesalahan yang sering terjadi.
	1 (fair)	Tidak dapat menyusun kalimat yang dapat dipahami.
Interactional strategies	4 (excellent)	Berinteraksi secara efektif dan siap berpartisipasi dan mengikuti diskusi.
	3 (good)	Penggunaan strategi interaktif umumnya memadai tetapi kadang-kadang mengalami beberapa kesulitan dalam mempertahankan interaksi secara konsisten.
	2 (adequate)	Interaksi tidak efektif, jarang

		dapat mengembangkan interaksi.
	1 (fair)	Minim nya pemahaman dan interaksi.

**APPENDICES 10****RENCANA PELAKSANAAN PEMBELAJARAN****(RPP)**

Sekolah : SMP Al Falah Pasir Sakti

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : VII/I

Materi Pokok : Memahami Frasa Dasar dan Kalimat Dasar

Alokasi Waktu : 2 x 40 menit (pertemuan 1)

**A. Kompetensi Inti**

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menghargaidan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang)sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

## B. Kompetensi Dasar Indikator Pencapaian Kompetensi

KOMPETENSI DASAR	INDIKATOR
<p>3.2 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, sesuai dengan konteks penggunaannya. {Perhatikan unsur kebahasaan dan kosa kata terkait hubungan keluarga; pronoun (<i>subjective, objective, possessive</i>)</p>	<p>3.2.1 Mengidentifikasi informasi terkait frasa dasar dan kalimat dasar.</p> <p>3.2.2 Menjawab pertanyaan dari teks sederhana terkait frasa dasar dan kalimat dasar..</p>
<p>4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan</p>	<p>4.2.1 Menyusun teks interaksi lisan sederhana terkait informasi frasa dasar dan kalimat dasar..</p> <p>4.2.2 Bermain peran dialog sederhana meminta dan memberikan informasi terkait frasa dasar dan kalimat dasar..</p>

yang benar dan sesuai konteks	
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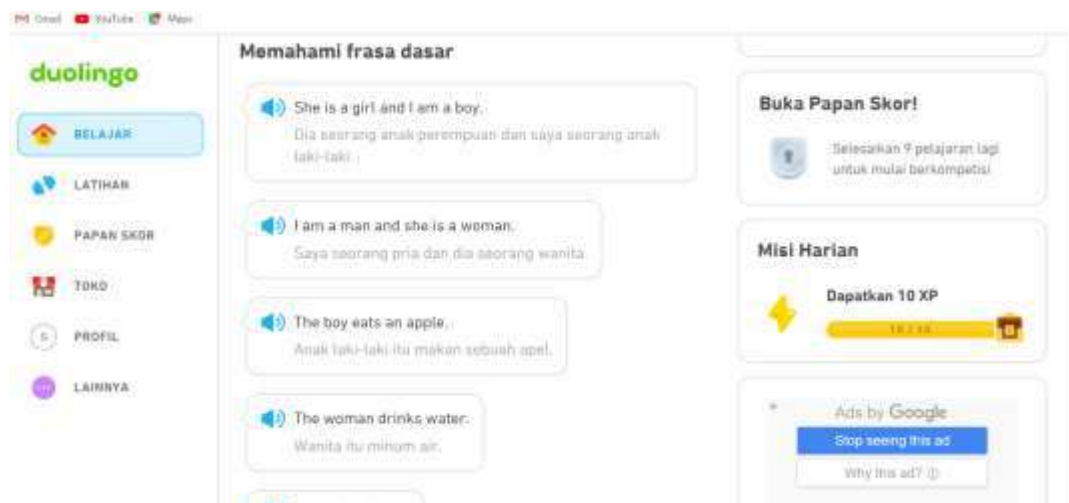
### C. Tujuan Pembelajaran

Melalui serangkaian kegiatan pembelajaran dengan menggunakan mediaaplikasi Duolingo”, peserta didik kelas VII SMP Al Falah Pasir Sakti mampu:

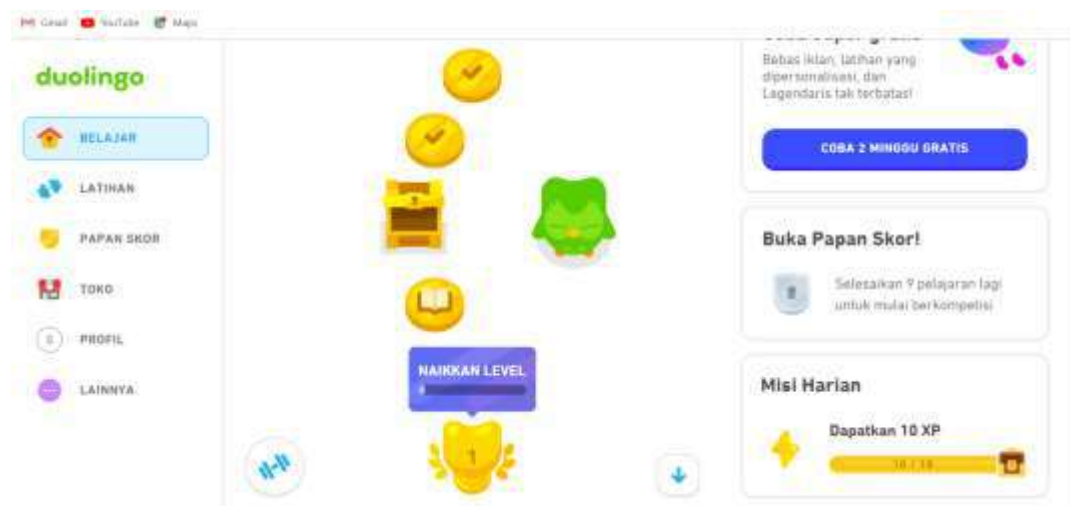
- Mengidentifikasi informasi terkait frasa dasar dan kalimat dasar dengan benar
- Menyusun teks interaksi lisan sederhana yang memuat informasi terkait frasa dasar dan kalimat dasar dengan tepat.
- Bermain peran dialog sederhana meminta dan memberikan informasi terkait frasa dasar dan kalimat dasar dengan benar.

### A. Materi Pembelajaran

- Materi pembelajaran dari aplikasi Duolingo



- Mengerjakan game sampai dengan selesai level (1-5)



- Fungsi sosial: untuk memberikan informasi terkait jati diri kepada orang lain
- Unsur kebahasaan:
  1. Kata ungkapan sederhana, *She is a girl*
  2. Kata ganti subjek, *She, he, they*
  3. Intonasi, pengucapan, tanda baca dan tekanan kata

#### D. Metode Pembelajaran

1. Pendekatan Pembelajaran : Pendekatan Saintifik
2. Model Pembelajaran : Discovery Learning
3. Metode : Tanya jawab, diskusi

### E. Media, Alat Dan Sumber Pembelajaran

1. Media : Gawai, laptop, video
2. Alat/bahan : speaker dan LKPD
3. Sumber belajar : Duolingo

### F. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"> <li>- Guru mengucapkan salam dan mengajak peserta didik untuk berdoa bersama (religius)</li> <li>- Mengabsen kehadiran peserta didik (disiplin)</li> <li>- Guru memberikan motivasi dan apersepsi dengan memperkenalkan dirinya secara pribadi serta menginformasikan tujuan pembelajaran (peduli)</li> </ul>	10 menit
Inti	<p><b>Stimulasi</b></p> <ul style="list-style-type: none"> <li>- Guru memperkenalkan aplikasi Duolingo dan mengerjakan satu level Bersama-sama untuk menstimulus anak dengan kegiatan</li> </ul>	60 menit

	<p>pembelajaran.</p> <p><b>Identifikasi Masalah</b></p> <ul style="list-style-type: none"> <li>- Setelah itu guru masuk ke materi pembelajaran yang ada pada buku panduan Duolingo</li> <li>- Guru memberikan pertanyaan yang berhubungan materi yang sudah dijelaskan.</li> </ul> <p><b>Pengumpulan Data</b></p> <ul style="list-style-type: none"> <li>- Guru mengumpulkan jawaban peserta didik mengenai informasi secara lisan</li> </ul> <p><b>Pengolahan Data</b></p> <ul style="list-style-type: none"> <li>- Peserta didik dapat menirukan atau mengucapkan kalimat sederhana secara mandiri</li> </ul> <p><b>Pembuktian dan Penarikan Kesimpulan</b></p> <ul style="list-style-type: none"> <li>- Peserta didik mampu mengerjakan level dan mampu mengucapkan kalimat sederhana yang ada pada</li> </ul>	
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	game Duolingo.	
Penutup	<ul style="list-style-type: none"> <li>- Siswa diminta membuat kesimpulan pembelajaran pada pertemuan ini.</li> <li>- Siswa diminta untuk mempraktekan Kembali apa yang sudah dipelajari pada saat mengerjakan level</li> <li>- Guru menutup pembelajaran dengan berdoa bersama</li> </ul>	10 menit

### G. Penilaian Hasil Pembelajaran

#### 1. Jenis/Teknik Penilaian:

- a. Penilaian diri sendiri
- b. Test Lisan (Performance Test)

#### 2. Bentuk Instrumen:

- a. Aspek Sikap: observasi dan peer assesment
- b. Aspek Pengetahuan: uraian
- c. Aspek Keterampilan: Speaking

#### 3. Rubrik Penilaian

##### d. Rubrik penilaian sikap

No	Aspek yang dinilai	Kriteria	Nilai
1	Sopan santun (respect)	Sangat sering menunjukkan sikap santun	5
		Sering menunjukkan sikap santun	4

		Beberapa kali menunjukkan sikap santun	3
		Pernah menunjukkan sikap santun	2
		Tidak pernah menunjukkan sikap santun	1
2	Bertanggung Jawab (responsible)	Sangat sering menunjukkan sikap bertanggung jawab	5
		Sering menunjukkan sikap bertanggung jawab	4
		Beberapa kali menunjukkan sikap bertanggung jawab	3
		Pernah menunjukkan sikap bertanggung jawab	2
		Tidak pernah menunjukkan sikap bertanggung jawab	1
3	Jujur (honest)	Sangat sering menunjukkan sikap kerja sama	5
		Sering menunjukkan sikap kerja sama	4
		Beberapa kali menunjukkan sikap kerja sama	3
		Pernah menunjukkan sikap kerja sama	2
		Tidak pernah menunjukkan sikap kerja sama	1
4	Disiplin (discipline)	Sangat sering menunjukkan sikap disiplin	5
		Sering menunjukkan sikap disiplin	4
		Beberapa kali menunjukkan sikap disiplin	3

		Pernah menunjukkan sikap disiplin	2
		Tidak pernah menunjukkan sikap disiplin	1
5	Percaya diri (confidence)	Sangat sering menunjukkan sikap percaya diri	5
		Sering menunjukkan sikap percaya diri	4
		Beberapa kali menunjukkan sikap percaya diri	3
		Pernah menunjukkan sikap percaya diri	2
		Tidak pernah menunjukkan sikap percaya diri	1

## e. Rubrik penilaian pengetahuan

No	Aspek yang dinilai	Kriteria	Nilai
1	Tujuan Komunikatif	Sangat memahami	5
		Memahami	4
		Cukup memahami	3
		Kurang memahami	2
		Tidak memahami	1
2	Keruntutan Teks	Struktur teks yang digunakan sangat runtut	5
		Struktur teks yang digunakan runtut	4

		Struktur teks yang digunakan cukup runtut	3
		Struktur teks yang digunakan kurang runtut	2
		Struktur teks yang digunakan tidak runtut	1
3	Pilihan Kosa Kata	Sangat variatif dan tepat	5
		Variatif dan tepat	4
		Cukup variatif dan tepat	3
		Kurang variatif dan tepat	2
		Tidak variatif dan tepat	1

## f. Rubrik penilaian keterampilan speaking

Aspek yang dinilai	kategori	Indikator
Fluency	4 (excellent)	Penyampain secara alami, hanya sesekali terhenti untuk mencari kata atau ekspresi yang sesuai.
	3 (good)	Siswa ragu ragu dan mengulangi sendiri.
	2 (adequate)	Berbicara dengan pelan dan ragu ragu
	1 (fair)	Siswa berbicara sedikit sehingga tidak ada kelancaran dalam berbicara.
Pronunciation	4 (excellent)	Kadang-kadang terjadi kesalahan pengucapan beberapa inkonsistensi ritme, intonasi dan

		pengucapan tetapi pemahan tidak terhalang.
	3 (good)	Terjadi beberapa kesalahan pengucapan dalam irama, intonasi dan pelafalan yang kadang-kadang dapat menyebabkan ketidakpahaman.
	2 (adequate)	Pemahaman terganggu karena sering terjadi kesalahan dalam ritme, intonasi dan pengucapan.
	1 (fair)	Kata-kata yang tidak apat dimengerti.
Vocabulary	4 (excellent)	Penggunaan kosakata yang efektif hanya sedikit ketidaksesuaian.
	3 (good)	Penggunaan kosa kata yang efektif dengan beberapa contoh yang tidak tepat.
	2 (adequate)	Penggunaan kosa kata yang terbatas dengan ketidaksesuaian yang sering terjadi.
	1 (fair)	Kosakata yang tidak tepat dan tidak memadai.
Grammatical accuracy	4 (excellent)	Sangat sedikit kesalahan tata bahasa
	3 (good)	Terjadi beberapa kesalahan dalam penggunaan struktur kalimat dan bentuk tata bahasa tetapi tidak mengganggu pemahaman.

	2 (adequate)	Ucapan yang tidak tertata dan menyimpang dari tujuan oleh kesalahan yang sering terjadi.
	1 (fair)	Tidak dapat menyusun kalimat yang dapat dipahami.
Interactional strategies	4 (excellent)	Berinteraksi secara efektif dan siap berpartisipasi dan mengikuti diksusi.
	3 (good)	Penggunaan strategi interaktif umumnya memadai tetapi kadang-kadang mengalami beberapa kesulitan dalam mempertahankan interaksi secara konsisten.
	2 (adequate)	Interaksi tidak efektif, jarang dapat mengembangkan interaksi.
	1 (fair)	Minim nya pemahaman dan interaksi.

## RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMP Al Falah Pasir Sakti

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : VII/I

Materi Pokok : 3.2 dan 4.2 Teks Interaksi transaksional Lisan dan Tulis  
Sederhana tentang Perkenalan Diri

Alokasi Waktu : 2 x 40 menit (pertemuan 1)

### **H. Kompetensi Inti**

5. Menghargai dan menghayati ajaran agama yang dianutnya
6. Menghargaidan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
7. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
8. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang)sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

### I. Kompetensi Dasar Indikator Pencapaian Kompetensi

KOMPETENSI DASAR	INDIKATOR
<p>3.2 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, sesuai dengan konteks penggunaannya. {Perhatikan unsur kebahasaan dan kosa kata terkait hubungan keluarga; pronoun (<i>subjective, objective, possessive</i>)</p>	<p>3.2.1 Mengidentifikasi informasi terkait jati diri (<i>name, origin, home address</i>) dalam teks sederhana.</p> <p>3.2.2 Menjawab pertanyaan dari teks sederhana terkait jati diri (<i>name, origin, home address</i>).</p>
<p>4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan</p>	<p>4.2.1 Menyusun teks interaksi lisan sederhana terkait informasi jati diri (<i>name, origin, home address</i>)</p> <p>4.2.2 Bermain peran dialog sederhana meminta dan memberikan informasi terkait jati diri</p>



yang benar dan sesuai konteks	
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### **J. Tujuan Pembelajaran**

Melalui serangkaian kegiatan pembelajaran dengan menggunakan media YouTube “LucyMax English”, peserta didik kelas VII SMP Al Falah Pasir Sakti mampu:

- Mengidentifikasi informasi terkait jati diri (*name, origin, home address*) dalam teks sederhana dengan benar.
- Menyusun teks interaksi lisan sederhana yang memuat informasi terkait jati diri (*name, origin, home address*) dengan tepat.
- Bermain peran dialog sederhana meminta dan memberikan informasi terkait jati diri dengan benar.

### **B. Materi Pembelajaran**

- Materi pembelajaran lebih rinci ada dalam buku *When English Rings the Bell*
- Video pembelajaran dialog meminta dan memberikan informasi jati diri <https://youtu.be/78GhhuwR7M4>



- Fungsi sosial: untuk memberikan informasi terkait jati diri kepada orang lain
- Unsur kebahasaan:
  4. Kata sapaan *hi, hello*
  5. Kata tanya *what, where*
  6. Kata ganti kepunyaan *my*
  7. Intonasi, pengucapan, tanda baca dan tekanan kata

#### K. Metode Pembelajaran

4. Pendekatan Pembelajaran : Pendekatan Saintifik
5. Model Pembelajaran : Discovery Learning
6. Metode : Tanya jawab, diskusi

### L. Media, Alat Dan Sumber Pembelajaran

4. Media : Gawai, laptop, video
5. Alat/bahan : speaker dan LKPD
6. Sumber belajar
  - Youtube : video perkenalan diri <https://youtu.be/78GhhuwR7M4>
  - Buku : \_Wahidah, Siti et.al 2017. *When English Rings The Bell*.  
Jakarta: Pusat Kurikulum dan Perbukuan, Balitbang,  
Kemendikbud.

### M. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"> <li>- Guru mengucapkan salam dan mengajak peserta didik untuk berdoa bersama (religius)</li> <li>- Mengabsen kehadiran peserta didik (disiplin)</li> <li>- Guru memberikan motivasi dan apersepsi dengan memperkenalkan dirinya secara pribadi serta menginformasikan tujuan pembelajaran (peduli)</li> </ul>	11 menit
Inti	<p><b>Stimulasi</b></p> <ul style="list-style-type: none"> <li>- Guru memutar video untuk</li> </ul>	60 menit

	<p>menstimulus anak dengan kegiatan pembelajaran.</p> <p><b>Identifikasi Masalah</b></p> <ul style="list-style-type: none"> <li>- Setelah memutar video pembelajaran guru masuk ke materi pembelajaran pada hal. 22</li> <li>- Guru memberikan pertanyaan yang berhubungan dengan gambar hal 22             <ol style="list-style-type: none"> <li>1. <i>How many persons are there in the picture?</i></li> <li>2. <i>Who are they?</i></li> <li>3. <i>What information can you get from text?</i></li> </ol> </li> </ul> <p><b>Pengumpulan Data</b></p> <ul style="list-style-type: none"> <li>- Guru mengumpulkan jawaban peserta didik mengenai informasi dalam teks sederhana jati diri</li> </ul> <p><b>Pengolahan Data</b></p> <ul style="list-style-type: none"> <li>- Peserta didik dapat mengidentifikasi informasi jati diri yang terdapat dalam buku teks hal.22 secara mandiri</li> </ul>	
--	--	--

	<p><b>Pembuktian dan Penarikan Kesimpulan</b></p> <ul style="list-style-type: none"> <li>- Peserta didik bermain peran melakukan dialog sederhana seperti hal.25 secara berpasangan</li> </ul>	
Penutup	<ul style="list-style-type: none"> <li>- Siswa diminta membuat kesimpulan pembelajaran pada pertemuan ini.</li> <li>- Siswa diminta untuk mencari informasi mengenai preposition (<i>in, on, at</i>)</li> <li>- Guru menutup pembelajaran dengan berdoa bersama</li> </ul>	11 menit

## N. Penilaian Hasil Pembelajaran

### 4. Jenis/Teknik Penilaian:

- c. Penilaian diri sendiri
- d. Test Lisan (Performance Test)
- e. Test Tulis (Hasil Kerja)

### 5. Bentuk Instrumen:

- a. Aspek Sikap: observasi dan peer assesment
- b. Aspek Pengetahuan: uraian
- c. Aspek Ketrampilan: Role Play, speaking

## 6. Rubrik Penilaian

## g. Rubrik penilaian sikap

No	Aspek yang dinilai	Kriteria	Nilai
1	Sopan santun (respect)	Sangat sering menunjukkan sikap santun	5
		Sering menunjukkan sikap santun	4
		Beberapa kali menunjukkan sikap santun	3
		Pernah menunjukkan sikap santun	2
		Tidak pernah menunjukkan sikap santun	1
2	Bertanggung Jawab (responsible)	Sangat sering menunjukkan sikap bertanggung jawab	5
		Sering menunjukkan sikap bertanggung jawab	4
		Beberapa kali menunjukkan sikap bertanggung jawab	3
		Pernah menunjukkan sikap bertanggung jawab	2
		Tidak pernah menunjukkan sikap bertanggung jawab	1
3	Jujur (honest)	Sangat sering menunjukkan sikap kerja sama	5
		Sering menunjukkan sikap kerja sama	4
		Beberapa kali menunjukkan sikap kerja sama	3

		kerja sama	
		Pernah menunjukkan sikap kerja sama	2
		Tidak pernah menunjukkan sikap kerja sama	1
4	Disiplin (discipline)	Sangat sering menunjukkan sikap disiplin	5
		Sering menunjukkan sikap disiplin	4
		Beberapa kali menunjukkan sikap disiplin	3
		Pernah menunjukkan sikap disiplin	2
		Tidak pernah menunjukkan sikap disiplin	1
5	Percaya diri (confidence)	Sangat sering menunjukkan sikap percaya diri	5
		Sering menunjukkan sikap percaya diri	4
		Beberapa kali menunjukkan sikap percaya diri	3
		Pernah menunjukkan sikap percaya diri	2
		Tidak pernah menunjukkan sikap percaya diri	1

## h. Rubrik penilaian pengetahuan

No	Aspek yang dinilai	Kriteria	Nilai
1	Tujuan	Sangat memahami	5

	Komunikatif	Memahami	4
		Cukup memahami	3
		Kurang memahami	2
		Tidak memahami	1
2	Keruntutan Teks	Struktur teks yang digunakan sangat runtut	5
		Struktur teks yang digunakan runtut	4
		Struktur teks yang digunakan cukup runtut	3
		Struktur teks yang digunakan kurang runtut	2
		Struktur teks yang digunakan tidak runtut	1
3	Pilihan Kosa Kata	Sangat variatif dan tepat	5
		Variatif dan tepat	4
		Cukup variatif dan tepat	3
		Kurang variatif dan tepat	2
		Tidak variatif dan tepat	1

## i. Rubrik penilaian keterampilan speaking

Aspek yang dinilai	kategori	Indikator
Fluency	4 (excellent)	Penyampain secara alami, hanya sesekali terhenti untuk mencari



		kata atau ekspresi yang sesuai.
	3 (good)	Siswa ragu ragu dan mengulangi sendiri.
	2 (adequate)	Berbicara dengan pelan dan ragu ragu
	1 (fair)	Siswa berbicara sedikit sehingga tidak ada kelancaran dalam berbicara.
Pronunciation	4 (excellent)	Kadang-kadang terjadi kesalahan pengucapan beberapa inkonsistensi ritme, intonasi dan pengucapan tetapi pemahan tidak terhalang.
	3 (good)	Terjadi beberapa kesalahan pengucapan dalam irama, intonasi dan pelafalan yang kadang-kadang dapat menyebabkan ketidakpahaman.
	2 (adequate)	Pemahaman terganggu karena sering terjadi kesalahan dalam ritme, intonasi dan pengucapan.
	1 (fair)	Kata-kata yang tidak dapat dimengerti.
Vocabulary	4 (excellent)	Penggunaan kosakata yang efektif hanya sedikit ketidaksesuaian.
	3 (good)	Penggunaan kosa kata yang efektif dengan beberapa contoh yang tidak tepat.
	2 (adequate)	Penggunaan kosa kata yang

		terbatas dengan ketidaksesuaian yang sering terjadi.
	1 (fair)	Kosakata yang tidak tepat dan tidak memadai.
Grammatical accuracy	4 (excellent)	Sangat sedikit kesalahan tata bahasa
	3 (good)	Terjadi beberapa kesalahan dalam penggunaan struktur kalimat dan bentuk tata bahasa tetapi tidak mengganggu pemahaman.
	2 (adequate)	Ucapan yang tidak tertata dan menyimpang dari tujuan oleh kesalahan yang sering terjadi.
	1 (fair)	Tidak dapat menyusun kalimat yang dapat dipahami.
Interactional strategies	4 (excellent)	Berinteraksi secara efektif dan siap berpartisipasi dan mengikuti diskusi.
	3 (good)	Penggunaan strategi interaktif umumnya memadai tetapi kadang-kadang mengalami beberapa kesulitan dalam mempertahankan interaksi secara konsisten.
	2 (adequate)	Interaksi tidak efektif, jarang dapat mengembangkan interaksi.
	1 (fair)	Minim nya pemahaman dan interaksi.

**APPENDICES 11**

**THE DOCUMENTATION OF RESEARCH**







## APPENDICES 12



**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.iaim@metrouniv.ac.id

Nomor : /In.28.1/J/TL.00//2023  
Lampiran :-  
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,  
Linda Septiyana (Pembimbing 1)  
(Pembimbing 2)  
di-

Tempat  
*Assalamu'alaikum Wr. Wb.*

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

Nama	: SHOFIYA HIKMATUN NAZILAH
NPM	: 1801073002
Semester	: 11 (Sebelas)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris
Judul	: THE EFFECTIVENESS OF DUOLINGO IN TEACHING SPEAKING SKILL FOR THE SEVENTH GRADE STUDENTS OF SMP AL FALAH PASIR SAKTI

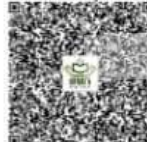
Dengan ketentuan sebagai berikut :

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,  
Belum di proses.



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



## APPENDICES 13

01/12/22 11.14

IZIN PRASURVEY



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBİYAH 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.iaim@metrouniv.ac.id

Nomor : B-5185/In.28/J/TL.01/11/2022  
Lampiran : -  
Perihal : **IZIN PRASURVEY**

Kepada Yth.,  
Kepala SMP AL FALAH PASIR  
SAKTI  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

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

Nama : **SHOFIYA HIKMATUN NAZILAH**  
NPM : 1801073002  
Semester : 9 (Sembilan)  
Jurusan : Tadris Bahasa Inggris  
Judul : **THE EFFECTIVENESS OF LEARNING ENGLISH  
BASED ON E-LEARNING IN IMPROVING THE  
STUDENTS OF SMP AL FALAH PASIR SAKTI  
SPEAKING SKILL**

untuk melakukan prasuvey di SMP AL FALAH PASIR SAKTI, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 30 November 2022

Ketua Jurusan,



**Andianto M.Pd**

NIP 19871102 201503 1 004



## APPENDICES 14



**YAYASAN PON-PES BAHRUL FALAH**  
**SMP AL FALAH**

**KEC. PASIR SAKTI KAB. LAMPUNG TIMUR**

No. Kemenkumham : AHU-0004105.AH.01.04 Tahun 2018  
 No. Akte Notaris : C-64-HT.03.01-Th.2000 Tgl. 25 Januari 2000  
 Email : smaalfalahpasirsakti@gmail.com No.HP : 085267046404

Alamat : Jln. Lintas Pantat Timur Sumatera Dusun II Desa Purworejo Kec. Pasir Sakti Kab. Lampung Timur Kode Pos 38184

**SURAT KETERANGAN**

**Nomor : 052/SK/SMP.AF/PS/XI/2022**

Sehubungan Surat IZIN PRASURVEY dari Tadris Bahasa Inggris IAIN METRO, Nomor B-5185/In.28/J/TL.01.11/2022, Hal Izin Prasurvey tertanggal 02 Desember 2022, maka Kepala SMP AL FALAH PASIR SAKTI dengan ini menerangkan nama mahasiswi di bawah ini :

Nama : Shofiya Hikmatun Nazilah

NPM : 1801073002

Semester : 9 (Sembilan)

Jurusan : Tadris Bahasa Inggris

Benar telah mengadakan Prasurvey di SMP AL FALAH PASIR SAKTI Pada Tanggal 02 Desember 2022 guna melengkapi Tugas Akhir/Skripsi yang berjudul : *"The Effectiveness Of Learning English Based On E-Learning In Improving The Students Of SMP AL FALAH PASIR SAKTI Speaking Skill"*.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana perlunya.

Pasir Sakti, 02 Desember 2022

Kepala SMP Al Falah



Tembusan

1. Pengurus Yayasan Pon-Pes Bahrul Falah Pasir Sakti
2. Guru Yang Bersangkutan
3. Arsip

## APPENDICES 15



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
 INSTITUT AGAMA ISLAM NEGERI METRO  
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Inggmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507, Faksimili (0725) 47296, Website: www.tarbiyah.metrouniv.ac.id, e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-5719/In.28/D.1/TL.00/12/2023  
 Lampiran : -  
 Perihal : **IZIN RESEARCH**

Kepada Yth.,  
 KEPALA SMP AL FALAH PASIR  
 SAKTI  
 di-  
 Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-5720/In.28/D.1/TL.01/12/2023, tanggal 12 Desember 2023 atas nama saudara:

Nama : **SHOFIYA HIKMATUN NAZILAH**  
 NPM : 1801073002  
 Semester : 11 (Sebelas)  
 Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMP AL FALAH PASIR SAKTI bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP AL FALAH PASIR SAKTI, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECTIVENESS OF DUOLINGO APPLICATION IN TEACHING SPEAKING SKILL FOR THE SEVENTH GRADE OF SMP AL FALAH PASIR SAKTI".

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 12 Desember 2023  
 Wakil Dekan Akademik dan  
 Kelembagaan,



**Dra. Isti Fatonah MA**  
 NIP 19670531 199303 2 003

## APPENDICES 16



**YAYASAN PON-PES BAHRUL FALAH**  
**SMP AL FALAH**

**KEC. PASIR SAKTI KAB. LAMPUNG TIMUR**

No. Kemenkumham : AHU-0004105.AH.01.04 Tahun 2018

No. Akte Notaris : C-64-IIT 03.01-Th.2000 Tgl. 25 Januari 2000

Email : smaalfalahpasirsakti@gmail.com No.HP : 085267046404

Alamat : Jln. Lintas Pantai Timur Sumatera Dusun II Desa Purworejo Kec. Pasir Sakti Kab. Lampung Timur Kode Pos 38184

**SURAT KETERANGAN**

**Nomor : 086/SK/SMP.AF/PS/XI/2023**

Sehubungan Surat IZIN RESEARCH dari Tadris Bahasa Inggris IAIN METRO, Nomor B-5719/In.28/D.1/TL.00/12/2023. Hal Izin Research tertanggal 12 Desember 2023, maka Kepala SMP AL FALAH PASIR SAKTI dengan ini menerangkan nama mahasiswi di bawah ini :

Nama : Shofiya Hikmatun Nazilah

NPM : 1801073002

Semester : 11 (Sebelas)

Jurusan : Tadris Bahasa Inggris

Benar telah mengadakan research di SMP AL FALAH PASIR SAKTI Pada Tanggal 12 Desember 2023 guna melengkapi Tugas Akhir/Skripsi yang berjudul : "The effectiveness of Duolingo Application in Teaching Speaking Skill for the Seventh Grade of SMP Al Falah Pasir Sakti

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana perlunya.

Pasir Sakti, 12 Desember 2023

Kepala SMP Al Falah

**ABDUL RAHMAT, M.Pd**

*Tembusan*

1. Pengurus Yayasan Pon-Pes Bahrul Falah Pasir Sakti
2. Guru Yang Bersangkutan
3. Arsip

## APPENDICES 17



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
UNIT PERPUSTAKAAN**

NPP: 1807062F0000001

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp (0725) 41507; Faks (0725) 47298; Website: digilib.metrouniv.ac.id; pustaka.iaim@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-1540/ln.28/S/U.1/OT.01/12/2023**

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

Nama : Shofiya Hikmatun Nazilah  
NPM : 1801073002  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2023/2024 dengan nomor anggota 1801073002

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, 21 Desember 2023  
Kepala Perpustakaan

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



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Inggmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507, Faksimili (0725) 47256, Website: [www.tarbiyah.metroiniv.ac.id](http://www.tarbiyah.metroiniv.ac.id), e-mail: [tarbiyah.ian@metroiniv.ac.id](mailto:tarbiyah.ian@metroiniv.ac.id)

**SURAT KETERANGAN BEBAS PUSTAKA**

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

Nama : Shofiya Hikmatun Nazilah

NPM : 1801073002

Program Studi: Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris. Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, Desember 2023

Ketua Program Studi TBI



**Dr. Much Deniatur, M.Pd.B.I.**  
NIP. 198803082015031006

## APPENDICES 18

SHOFIYA HIKMATUN NAZILAH  
1801073002 (THE  
EFFECTIVENESS OF DUOLINGO  
APPLICATION IN TEACHING  
SPEAKING SKILL FOR THE  
SEVENTH GRADE STUDENTS OF  
SMP AL FALAH PASIR SAKTI)

by TBI IAIN Metro

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**AN UNDERGRADUATED THESIS**

**THE EFFECTIVENESS OF DUOLINGO APPLICATION IN TEACHING  
SPEAKING SKILL FOR THE SEVENTH GRADE STUDENTS OF SMP  
AL FALAH PASIR SAKTI**



By

**SHOFIYA HIKMATUN NAZILAH**

Student Number. 1801073002

**ENGLISH EDUCATION DEPARTMENT  
TARBIYAH AND TEACHER TRAINING FACULTY  
STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO  
1445 H/ 2023 M**



SHOFIYA HIKMATUN NAZILAH 1801073002 (THE EFFECTIVENESS OF DUOLINGO APPLICATION IN TEACHING SPEAKING SKILL FOR THE SEVENTH GRADE STUDENTS OF SMP AL FALAH PASIR SAKTI)

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## APPENDICES 19



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Jalan Ki. Hajar Dewantara Kampus 15 A Kemuning Mekar Kota Metro Lampung 34111  
 Telpun (0725) 41507, Faksimil (0725) 47296, Website: www.tarbiyah.metroiau.ac.id, e-mail: tarbiyah.iainmetroiau.ac.id

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

Nama : Shofiya Hikmatun Nazilah  
 NPM : 1801073002

Prodi : TBI  
 Semester : IX

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Thursday, Dec. 1 <sup>st</sup> 2022	✓	chapter 1-3	
2.	Tuesday, Feb. 14 <sup>th</sup> 2023	✓	chapter 1-3	
3.	Wednesday, May. 17 <sup>th</sup> 2023	✓	Revisi chapter 1-3.	
4.	Monday, May. 22 <sup>nd</sup> 2023	✓	Acc. Proposal Seminar	

Mengetahui  
 Ketua Prodi TBI

Andrianto, M.Pd  
 NIP. 19771102 201503 1 004

Dosen Pembimbing

Linda Septivana, M.Pd  
 NIDN. 2016099001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Inggmulyo Metro Timur Kota Metro Lampung 34111  
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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Shofiya Hikmatun Nazilah  
NPM : 1801073002

Jurusan : TBI  
Semester : XI

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Tuesday, August 15 <sup>th</sup> 2023	Linda S	Instrument	
2.	Friday, August 25 <sup>th</sup> 2023	Linda S	Acc Instrument	

Mengetahui  
Ketua Jurusan TBI

**Andianto, M.Pd**  
NIP. 19871102 201503 1 004

Dosen Pembimbing

**Linda Septiyana, M.Pd**  
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
 IAIN METRO

Nama : Shofiya Hikmatun Nazilah  
 NPM : 1801073002

Program Studi : TBI  
 Semester : XI

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Tuesday Dec 12 <sup>th</sup> 2023	Linda Septiyana	chapter 4	
2.	Tuesday Dec. 19 <sup>th</sup> 2023	Linda Septiyana	Chapter 4-5, abstract	
3.	Thursday, Dec. 21 <sup>st</sup> 2023	Linda Septiyana	Arc Munagoryah	

Mengetahui  
 Ketua Program Studi TBI



Dr. Much Deiniatur, M.Pd.BI  
 NIP.198803082015031006

Dosen Pembimbing

Linda Septiyana, M.Pd  
 NIDN. 2016099001

## CURRICULUM VITAE

Shofiya Hikmatun Nazilah was born in Labuhan Maringgai, East Lampung on 7 December 1997. She is the second child of Mr. Sholeh and Mrs.Piranti.



She attended Tarbiyatul Athfal Elementary School for 6 years, from 2004 to 2010. From 2010 to 2013, she studied in Mts Ma'arif 18 RU Pasir Sakti for 3 years. She continue her study at MAN 1 Lampung Timur from 2013 to 2016. Then 2018 she was enrolled as an SI student of English Education Department of The State Institute for Islamic Studies (IAIN) of Metro.