

**THE USE OF GUESSING GAME “DUOLINGO” IN IMPROVING
STUDENTS ABILITY IN SPEAKING**

SKRIPSI

*Submitted in Partial fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

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ABSTRACT

Khaidir, 1702050064. The Use Of Guessing Game Duolingo in Improving Students Ability in Speaking . Skripsi English Education Program, Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara. Medan.2022.

The goal of this research is to analyze how students use the Duolingo game application, an English learning application, to evaluate whether the Duolingo application helps students learn English and to assess students' speech skills in speaking English. Data is collected using post-test and pre-test methods in research techniques. This research uses post-test and pre-test. The data source for this study was students from MUHAMMADIYAH 1 Medan Junior High School, who focus on eleventh grade classes by providing multiple-choice questions to test students using Duolingo applications. The researcher was the student's instrument. The quantitative design was used in this study. Techniques for data analysis include 1) data collection procedures, 2) data analysis techniques, and conclusions. According to data analysis findings, students provided improvements to English learning and students' speech more smoothly and with a better tone. However, learning English had a number of advantages, including: Students provided proof when using the Duolingo application in English learning because the application in Duolingo is a form of multiple-choice problem so that students enjoy and enjoy, but they help the problem of speech and used repetition of words so that students could follow how to say or speak.

Keywords: Guessing game Duolingo, speaking ability, Application Solved

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The researcher

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TABLE OF CONTENTS

ABSTRACT	i
ACKNOWLEDGEMENT	ii
TABLE OF CONTENTS	vi
LIST OF APPENDICES	vii
CHAPTER I. INTRODUCTION	
1.1. Background of the Study	1
1.2. Identification of the Problem	4
1.3. The Formulation of the Study	5
1.4. The Objective and benefits of the research	5
1.5. Scope and Limitation of study	5
1.6. The Significant of Study	5
CHAPTER II. THE REVIEW OF LITERATURE	
A. Theoretical Framework	7
2.1. Game In Teaching	7
2.2. Duolingo.....	7
2.3. Game Online	9
2.4. Guessing Game	9
B. Previous Related Study	10
C. Conceptual Framework	12

CHAPTER III RESEARCH METHODOLOGY

3.1. Location Of The Research	14
3.2. Population and Sample	14
3.3. Research Design	15
3.4. The Instrument of Data Collection	16
3.5. Procedures of Data Collection	16
3.6. Technique of Analyzing Data	17

CHAPTER IV RESULT DAN DISCUSSION

A. Data Analysis	20
B. Findings	31

CHAPTER V CONCLUSION AND SUGESSTION

A. Conclusion	33
B. Suggestion	33

REFERENCES..... 35

LIST OF APPENDICES

Appendix 1	Logo of Application <i>Duolingo</i>
Appendix 2	Data of Application <i>Duolingo</i>
Appendix 3	Lembar Persetujuan Judul
Appendix 4	Form K-1
Appendix 5	Form K-2
Appendix 6	Form K-3
Appendix 7	Berita Acara Bimbingan Proposal
Appendix 8	Surat Keterangan Seminar Proposal
Appendix 9	Lembar Pengesahan Proposal
Appendix 10	Berita Acara Seminar Proposal
Appendix 11	Surat Pernyataan Plagiat
Appendix 12	Surat Izin Riset
Appendix 13	Surat Balasan Riset
Appendix 14	Surat Bebas Pustaka
Appendix 15	Berita Acara Bimbingan Skripsi
Appendix 16	Lembar Pengesahan Skripsi
Appendix 17	Curriculum Vitae

CHAPTER I

INTRODUCTION

1.1 Background of The Study

Technology has advanced rapidly in Indonesia and around the world in this era. Developed-country technology developers compete with one another to develop their own products. Indonesia, as a developing country, is not immune to technological competition; technology has infiltrated various aspects of human life up to this point. Technology exists to solve human problems and to help people with their various activities. In this case, the advancement of such technology seems to have an impact on the world of education as well. There are innumerable methods available as a result of technological advancements that can be used to support education. In fact, technological inventions such as printing machines, radios, computers, televisions, and others were not created specifically for educational purposes, but they can be used in the teaching and learning process. Darmawan (2013, p. 50) reveals that "... Educational technology includes both tools that are not specifically designed for the benefit of education but can be used in the educational process and tools that are specifically designed for educational purposes." Even though technology is intimately connected to the media, it falls under the purview of education. Educational and media technology learning are inextricably linked. Schram in Riyana (2008, p. 24) stated that learning media is "Messenger technology that can be used for learning purposes. the lowest level We feel at ease playing this game because it has a simple interface and pleasing colors to look at. The gameplay is simple enough that

running this game application will not be confusing. Overall, this game is very creative and unique in terms of challenging our brains to find the answers to each picture presented. Being able to answer one image will cause curiosity for the next image. The more level up will be more addictive to be able to finish this game immediately.

When we learn English, we must pay attention to two aspects: fun and learning. "Fun" refers to a sense of joy when learning English, whereas "learning" refers to aspects of learning the language that cannot be ignored, so it is more than just having fun. Learning that focuses solely on "fun" will be meaningless because the learning process disregards the learning aspect. On the other hand, when the learning aspect is highlighted, the learning process appears to be very serious, less pleasant, and can eventually reduce learning motivation. As a result, both fun and learning must be included in the process of learning English. As a result, both fun and learning must be included in the process of learning English. If both elements are covered in the learning process of learning, the learning results can be achieved optimally.

The game's goal is to help the player train his or her logic and imagination. The previous paragraph explained how the game works, namely that the player is presented with a series of images that must be correctly interpreted with the mind. As a result, the player must use his imagination and reasoning to the fullest. Why is it so significant to know how to play this Guess the Picture game in today's society? In real life, guess the picture game is frequently a method or style in the early childhood learning process that is more appropriate to increase the child's interest in learning so that the learning process feels more fun. The guess the

picture method is also a development of educational games as an educational method that makes the child want to learn. As a result, the benefits of this game include the opportunity for children to hone their imagination skills.

Speaking is a complicated interactive language skill that requires learners to produce acceptable utterances in spontaneous conversation based on their limited knowledge of grammar, vocabulary, and phonology in their L2. Learning Grammar speaking entails a wide range of elements, such as intonation, pronunciation, rhythm of speech, fluency, lexical collocation (cf. Feng, Crezee, & Grant, 2018), and speech progression, all of which aid learners in developing a knowledge map that reflects their cognitive competence and sociocultural awareness. Chappell investigated inquiry dialogue from a genre perspective in Australian EICOS (English Language Intensive Courses for Overseas Students) (Chapter 7), recognizing that teachers should manage the quality of students' in-class talk by clarifying inquiry dialogue genres, so that students can be motivated to interact more effectively and develop cumulative talk by building on each other's ideas. Similarly, Pang and Burri's (Chapter 8) research on the Canadian EAP (English for Academic Purposes) program indicates that the Six Hats approach (cf. de Bono, 1993) benefits both teachers and students. Within this framework, L2 teachers can encourage students to learn paralinguistic features and gain confidence in teamwork. In the current global economy, language as “a means of production and as a product itself” plays a central role (Heller, 2005, p. 1). Out of the over five thousand languages currently spoken in the world, English is regarded as the language with the highest value in the global economy (de Swaan, 2001). Many parts of the world have seen the global spread of English.

According to the British Council, there are 1.75 billion people worldwide who are learning English (2013), with roughly three-quarters of them speaking English as a foreign language. (Crystal, 2003). It is forecasted that by 2020 two billion people will be using English (British Council, 2013). With the growing popularity of English learning, the English language teaching market has expanded dramatically around the world, particularly in Asia. As the demand for and scale of English language instruction in Asia has grown, Asian governments have recognized the high value placed on English speakers as a community in the global economy, as well as the high costs of private English education practices like tutoring, cram schools, and early study abroad in an English-speaking country. Various Asian governments have attempted to strengthen their public education programs for English language learning in order to reduce this significant cost and meet the high demand for English education. To that end, Asian governments have increased the number of native-English-speaking teachers in their public education systems, resulting in a large number of native English speakers participating in the expanding Asian English language teaching context.

1.2. The Identification of The Problem

In relation of the background of study, the researcher will identify as follows:

1. The students get difficulties in speaking test.
2. The students still have less confident if they are asked to speak, and
3. The students still get low score in ability in speaking.

1.3. Formulation of The Problem

Based on the identification of the problem above, the formulation of the problems are “Was there any effect of applying Speaking Ability to students’ speaking test for the practice”

1.4. The Objectives and Benefits of The Research

Based on the formulation of the problems above, the objectives of the study was “to find out the effect of applying Speaking Ability to students’ speaking ability on speaking test for the practice”.

1.5. The Scope and Limitation of Study

The scope of this research was focused on speaking ability by using Application Duolingo and was limited at eight grade students of SMP MUHAMMADIYAH 01 Medan in first semester at Academic Year 2021/2022.

1.6. The Significant of Study

In this study, many contributes are given, theoretically and practically

1. Theoretically: This study can enrich theory and developments speaking ability to further research.
2. Practically: The finding of the research be useful to:
 - a. For the researcher, it can increase the knowledge in Application Duolingo, it also can share to people who want to research in this field.

- b. For the readers, to know Application Duolingo which applied in speaking ability.
- c. For the teachers, it can be applied in speaking strategy during teaching learning process which make the students have fun and enjoyable in learning.
- d. For the other reseacher, it can help them to further research as reference in it.

CHAPTER II

THE REVIEW OF LITERATURE

A. Theoretical Framework

Theories are required when conducting research to explain some concepts used in the research. To avoid confusing the readers, the terms must be defined clearly. In order to get the points across clearly, the researcher was presented some theories related to the study.

1.1 Game in teaching

A game is a natural way for children to learn about their surroundings. As a result, it should be an integral part of their education, including the acquisition of foreign languages. Thus, the purpose of this article is to provide a description of the game, its classification, and its benefits for English teaching. Furthermore, the appropriate timing for incorporating games into teaching is taken into account. The author also discusses various approaches to using games in language classrooms. Finally, she offers a list of tried-and-true books and websites for ready-made games.

1.2 Duolingo

The source of the data is taken from game **Duolingo** (*/ˌdjuːooˈlɪŋɡoo/ DEW-oh-LING-goh*) is a website and mobile app for learning American languages, as well as a digital language proficiency assessment exam. The company operates on a freemium model, with the app and website

available for free, but Duolingo also offers a premium service for a fee. As of June 20, 2021, The website and app for language learning provide 106 different language courses in 40 languages. The app has over 300 million registered users globally.

Language has enormous power, but it can also be a lot of fun. In fact, a sense of humor can enhance the power of language. Language and play are complementary and enriching to one another. Language games are created when the two are combined. (Rooyackers, 2002: Foreword) A game is a natural way for children to learn about their surroundings. As a result, it should be an integral part of their education, including the acquisition of foreign languages. The use of games in children's learning is not a new concept. This thought was already supported by Czech teacher Jan Amos Komensky in his book *Schola Ludus* (Osobnosti.cz, n.d.) in the 17th century. This book is a collection of plays which should serve for the teaching of Latin. Furthermore, Komensky in this book emphasized that all teaching should be illustrative with the help of specific examples. In addition, the teacher should proceed in his teaching from easy. Furthermore, the teacher should progress from simple to difficult examples in his instruction. The research you are reading is attempting to address the needs of both the above-mentioned elements of language learning, namely fun and learning. The game becomes one of the most interesting learning tools in the game, which is always filled with fun and learning elements. Language learners will feel happy while playing games, and they will be unaware that they are learning English at the same time. This is the intriguing aspect of playing the

game. Of course, the game used is more than just a game; it also contains mangaju or certain aspects of the language that you want to learn.

1.3 Game online

Online gaming has become a hugely popular digital pastime for people all over the world. However, the growing popularity of online video games can lead to addiction, a phenomenon that has received a lot of attention. The purpose of this observation is to look at the consequences of mental possession, gaming motivation, and primary–secondary manipulate on video game addiction (OGA). Based on 436 valid responses from online questionnaires, the partial least squares structural equation modeling technique was used to test the research model. The findings show that success and escapism motivations are unquestionably related to mental possession towards a digital gaming environment. A growing body of research on the video game-play experience investigates the critical role of game-play meaning to the individual game player (Oswald et al., 2014). Motivational models and media effects models have greatly contributed to our understanding of the video game-play experience, but they frequently focus on the content of the video games rather than the player (Lee and Peng, 2006; Oswald et al., 2014).

1.4 Guessing game

This study explores sleep effects in the p-beauty contest, or “guessing game” (Nagel, 1995). This well-known game serves as a foundation for more complex environments that require iterative reasoning skills. Decision-making

that requires iterative reasoning and anticipating the behavior of others is a high-level skill that sleepy decision-makers risk losing. The sophistication of children's reasoning was positively related across the two games, implying a common factor three level progression from mastery of procedures to a competitive attitude to advanced strategy. At the same time, the unique demands of each game were evident in the earlier appearance of a competitive attitude in Tic Tac Toe (TTT) and in a ceiling effect found for Guessing Game (GG) performance. Curricular implications are drawn using a constructivist framework.

B. Previous Related Study

There have been a number of previous studies that are similar to this one. This research is used by researchers to assist and expand their knowledge in order to complete this research.

“Young Children’s Reasoning in Games of Nonsocial and Social Logic: “Tic Tat Toe” and a “Guessing Game” by David E. Fernie These are the results of a developmental comparison of children’s play and reasoning in games of mathematical logic (Tic Tat Toe) and social logic (a Guessing Game), exploring a distinction posed in Selman (1980). Eightyseven children, 3- to 7-years old; played a series of each game with an experimenter and then participated in an exploratory interview. Children’s sophistication in reasoning was positively related across the two games, suggesting a common three level progression from mastery of procedures to a competitive attitude to advanced strategy. At the same time, the unique demands of each game were evident in the earlier appearance of a competitive attitude in Tic Tat Toe (TTT) and in a ceiling effect found for

Guessing Game (GG) performance. Curricular implications are drawn using a constructivist framework. Games with rules are both a common childhood occupation and a potential classroom activity. They are an important resource within a childhood “peer culture” (Corsaro, 1985), communicated and passed generationally from children to children largely outside the purview of adults (Opie & Opie, 1975). The value of games, however, has not escaped the notice of theorists and researchers. For example, Piaget (1932/1965) documented how children’s consciousness and practice of rules developed in the game of marbles and found in this description a paradigm for moral development.

“Rationality around the clock: Sleep and time-of-day effects on guessing game responses” by David L. Dickinson, Todd McElroy This study explores sleep effects in the p-beauty contest, or “guessing game” (Nagel, 1995). This well-known game serves as a foundation for more complex environments that require iterative reasoning skills. Decision-making that requires iterative reasoning and anticipating the behavior of others is a high-level skill that sleepy decision-makers risk losing. We present findings from a novel experimental design in which subjects are recruited to complete an online survey within a one-hour time frame that is randomly assigned, and a one-shot Guessing Game is implemented with real financial incentives within the survey. Responses are time-stamped for compliance, and other survey questions yield measures of the respondent's sleepiness and previous night's sleep. Sample selection in our experimental design implies that we likely have a conservative estimate of true behavioral effects. Our findings show that negative sleep characteristics cause Guessing Game responses that are consistent with lower levels of iterative

reasoning, and that these behavioral effects grow in magnitude and significance for individuals who have multiple negative sleep attributes.

“Can you guess the game you are playing?” by s (see, e.g., Fudenberg and Levine, 1998). By and large, The focus of this literature is on learning how to play a game rather than learning about a game. That is, the question of how players perceive a game has received little attention thus far. A normal form game has a set of players, a set of possible strategies, and a payoff function for each player. Learning about a game thus implies that players who have insufficient knowledge of some of these elements learn about them while playing the game. The goal of the experiment described in this paper is to see how players react to a game about which they are only partially informed. As a first step, we make the set of players and strategies widely known. Furthermore, each player is aware of his or her own payoff function. However, he is unaware of his opponent's payoff function. After allowing fixed pairs of subjects to play a given 2 2 game for 15 rounds, we ask subjects to complete a questionnaire about their opponents' payoff function and reward them for correct guesses. Following that, the same pairs play the game for 5 more rounds with higher-powered incentives. This enables us to address a number of previously untested experimental questions.

C. Conceptual Framework

Duolingo ([/ˌdjuːoʊˈlɪŋɡoʊ/](#) *DEW-oh-LING-goh*) is an A website and mobile app for learning American languages, as well as a digital language proficiency assessment exam, are available. The business operates on a freemium model : The app and website are free to use, but Duolingo also provides a premium service for a fee. The language-learning website and app currently offer 106 different

language courses in 40 languages as of June 2021. The app has over 300 million registered users worldwide.

The study concentrated on the analysis of guessing games found in the online game Duolingo. Gaming was defined in this study as a medium for teaching students via the Duolingo app.

Children's reasoning sophistication was positively related across the two games, implying a three-level progression from procedure mastery to a competitive attitude to advanced strategy. At the same time, the distinct demands of each game were visible in the early emergence of a competitive attitude in Tic Tat Toe (TTT) and in a ceiling effect found for Guessing Game (GG) performance. Curricular implications are drawn using a constructivist framework.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Location of the Research

The research was conducted at SMP MUHAMMADIYYAH 01 MEDAN. It was conducted at the 8th Grade students at Academic Year 2021/2022. This school was chosen because the researcher found some problems about students' speaking ability. The researcher was held on first semester at the 8th Grade during two weeks.

3.2 Population and Sample

1. Population

A population is defined as all members of well defined, class of people, events, or objects. Arikunto (2010) state that population is all subject of the research. The population of this research were taken from 8th Grade students of MTs Al-Azhar Bulu Cina at Academic Year 2021/2022. This research was conducted in two classes, they were VIII-T3 which consist of 34 students, VIII-B was consisted of 34 students.

Table 3.1
The Population

NO.	CLASS	POPULATION
1.	VIII-T3	25
2.	VIII-T2	25
3.	VIII-T1	25
Total		75

2. Sample

The sample of this research was taken by using the cluster random sampling technique. This kind of sampling refers to as cluster random sampling since the unit chosen is not an individual but a group of individual who are naturally together (Jaya, 2010) Not all of the population was taken as the samples. To determine two chosen classes, the researcher was chose by using lottery technique. Number 1 is for experiment class and number 2 was for control class.

Table 3.2
The Sample of Research

NO.	CLASS	POPULATION
1.	VIII-T2	25
2.	VIII-T3	25
Total		50

3.3 Research Design

This research would applied quantitative method. According to Arikunto (2010) quantitative research involved a study of the effect of the systematic manipulation of one variable(s) on another variable. The manipulated variable is called the experimental treatment or the independent variable. The observed and measured variable was called the dependent variable.

Table 3.3
The Research Design

Group	Pre-test	Treatment	Post-test
Experimental (X)	√	Application Duolingo	√
Control (Y)	√	Speaking Ability	√

In this research, the researcher was divided class into two groups, namely experimental group and control group. The experimental group which taught by using Application Duolingo and control group which taught using speaking

ability. In two class (experimental and control) was given same test based on the lesson to know the differences between experiment class and control class.

3.4 The Instrument of Data Collection

The instrument is a tool used in collecting the data. There is also mention that the instrument is a tool used to detect the data, measure the frequency, and magnitude of the phenomenon. In this study, the instruments was used to collect the data namely, test. Test is used to measure Conceptually, Ary, D et al (2010) defines a test as a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned. To measure the students' speaking ability , the students of both groups were be asked to answer multiple choices after reading the text.

3.5 Procedures of Data Collection

The procedure of the research used in this research as follows:

1. School orientation, it is needed to see the condition of the class, total number of the students and the way to teach English at the school.

2. Do the instrument research to class VIII-T2, and VIII-T3 in speaking ability test to know the validity and reliability of the test. students. Then, continue by providing an explanation. Finally, the reseacher was found the results and draw conclusions from this study

3. Make the lesson plan, the students' worksheets, for experimental VIII-T2 using Speaking skill test, and VIII-T3 without using speaking skill test technique. Before conducting the research, the students are given a test to know their ability.

The test is in the form of multiple choice items. This test was used to know the group of the students, if they had high/low interest.

4. Provision of the test result to learn. Students' achievement test is given on each group. They are given after the end of the learning process that aims to determine the increase mastery experienced by students during the learning process. Further, statistical test to learn speaking ability outcomes and draw conclusions and make suggestions.

3.6 Technique of Analyzing Data

The data analysis technique is a way to find and organize systematically test data to improve the understanding of the researcher who investigated the case and present the findings to others. The hypothesis was analyzed by using Independent Group T-Test through Statistical Package for Social Science (SPSS) version 2.0 for window. The researcher used the level of significance 0.05 in which the hypothesis was approved if $\text{Sign} < \alpha$. It means that the probability of error in the hypothesis was only 5%. Technically, the analysis of the data performed in this study through two stages.

1. Normality Test

The testing of normality was used to know whether the sample taken was normally distributed or not. Testing for normality in this research used a *Kolmogorov-Smirnov test* through SPSS 20. The criterias are:

- a. If the numbers *Kolmogorov-Smirnov test* of significance > 0.05 then the normal distribution of data.

- b. If the numbers *Kolmogorov-Smirnov* test of significance < 0.05 then the distribution of data is not normal.

2. Homogeneity Test

Test of homogeneity of variance were tested with *Levene's test* with SPSS 20.0 program. The test conducted on the homogeneity of variance score variable Y after X. This test is very important because the variance is a reflection of the actual state of the population. Therefore, the assumption of homogeneity of variance was things to consider in doing the research. The interactions between both independent variables toward dependent variable are proven by using Fobserved analysis. The further tests are done to verify the accurateness of the effect of teaching technique in speaking ability.

3. Hypothesis Testing

The hypothesis was tested by using SPSS test the hypotheses. In calculation of SPSS 20.0 would be used to prove whether the hypothesis which was proposed in this research is accepted or not. The following are the hypothesis of this research:

Hypothesis 1 : $H_0: \mu_{A1} = \mu_{A2}$

$H_a: \mu_{A1} > \mu_{A2}$

Where:

μ_{A1} = the mean of students' achievement in speaking ability taught by speaking ability

μ_{A2} = the mean of students' achievement in speaking ability taught by
using speaking ability

CHAPTER IV
RESULT DAN DISCUSSION

A. Data Analysis

The data were the students' scores in the pre-test and post-test. Both the experimental and control groups were given pre-test and post-test in form of speaking test. The result of the pre-test and post-test for the two groups were presented in the following tables.

Table 4.1
The Result of Pre-Test and Post -Test in the Experimental Group
Class VIII-T3

No	Name	Pretest	Post Test
1	Adinda Zahra Raisyah	60	65
2	Alfath Faiz Rizqan	55	65
3	Ali Akbar	60	70
4	Azzahra Rianty Putry	65	75
5	Banisa Ayura	65	75
6	Dava Syuhada	60	70
7	Eka Natasya Pratiwi	70	75
8	Intan Maulida Pratiwi	75	80
9	Jihan Aqila	75	85
10	Kalifa Sakinah	70	70
11	Kanaya Aisyah Dina	80	85
12	Keylila Putri Sartika	85	90
13	M.Arkan Azharan Nst	55	65
14	M. Syafiq Zaidan	60	65
15	Latifa Zahara Pohan	65	70
16	M. Fahmi Harra	75	80
17	M. Fahri Putra Perkara	60	75
18	M. Fathir Helmi Ibrahim	70	75
19	M. Fatih Hanafi	70	75
20	Nadira Nouravia	65	70
21	Ramadhani Putri Dwiansyah	55	65
22	Syafa Syahputri	50	60
23	Yuga Aditya Pramana	80	90
24	Syifa Ulfa Zahidah	85	90

25	Nazra Azzahra	70	85
	Mean	67,2	74,8

From the table above, it can be seen that the average speaking assessment of class VIII-T3 students before and after using speaking test by application, it can be seen in this study that the average score before using speaking test by application for class VIII-T3 was 67.2 with the highest score of 85, and the lowest 60. after passing the Speaking test by application, there was an increase in the speaking ability of class VIII-T3 students with an average of 74.8, the highest score was 90 and the lowest was 60. Next, see also the tests conducted for class VIII-T2.

Table 4.2
The Result of Pre-Test and Post -Test in the Experimental Group
Class VIII-T2

No	Nama	Pre Test	Post Test
1	Afrand Syahromi	70	80
2	Alzha Zhira Zaldy	75	85
3	Alya Febrina	80	90
4	Amira Devani P	65	75
5	Aulia Riski Ananda	60	70
6	Desi Ajiska Putri	75	85
7	Keysa Aura Sakila	80	90
8	Kesya Diandra	75	85
9	M.Zidhan Ramadhan	65	80
10	M.Atta Hillah Febri	70	80
11	M.Mirza Uqail	70	85
12	M. Ziaul Kausar	80	85
13	Nadya Jasmine	70	90
14	Najdi Ahmad Syakir	70	75
15	Nazri Attlani	60	75
16	Rasya Azzaki	65	75
17	Rahsyia Adli	70	85
18	Syaqila Aisyah Ayudia	80	85
19	Fajira Sabila	80	90
20	Ysmin Zhaia Andira	65	75

21	Nur Jannah	70	85
22	Risnia Annisa Siregar	80	90
23	Yozanoe Fariza Fisena	65	85
24	Tengku Alfath Mahfuz	80	95
25	Nisa Azura	70	80
Mean		71,6	83

From the table above, it can be seen that the average speaking assessment of class VIII-T2 students before and after using the Application Duolingo , it can be seen in this study that the average score before using the Application Duolingo for class VIII-T3 was 71.6 with the highest score 80, and the lowest score 60, after doing the Application Duolingo there was an increase in the speaking ability of class VIII-T2 students with an average of 83, the highest score was 95 and the lowest was 70, from the table it can be seen that class VIII-T3 has better speakin skills than class VIII-T2 .

B. Data Analyze

1. Distribution of respondents' answers

Below was explained the percentage of respondents' answers from the questionnaire that has been distributed, in this study there are 6 statement items for the Application Duolingo variable and 5 statement items for the speaking ability variable, the scale used in this study is the Likert scale with answer choices 1-4.

Table 4.3 Distribution of Answers to Variable X

No	TB		KB		B		SB		Total	
	F	%	F	%	F	%	F	%	F	%
1. application duolingo helps me in understanding the text	-	-	4	8	12	24	34	68	50	100
2. I have no problem learning speaking ability using application duolingo	-	-	2	4	16	32	32	64	50	100
3. In my opinion, my teacher is able to make you active during speaking ability learning by using the application duolingo in class	1	2	2	4	15	30	32	64	50	100
4. I have no problem understanding the meaning of words or sentences in the text	-	-	1	2	24	48	25	50	50	100
5. I don't have a problem understanding and figuring out the conclusion from the text	-	-	4	8	28	56	18	36	50	100
6. the text given by the teacher can be interesting, i said	-	-	-	-	23	46	27	54	50	100

The explanation from the table above is

1. On the question “application duolingo method helps me in understanding the text” the majority of responden answer Very Good (SB) as much 34 person (68%) its mean application duolingo helps students in understanding the text.

2. On the question “I have no problem learning speaking ability using the application duolingo “the majority of responden answer Very Good (SB) as much 32 person (64%) its mean students have no problem learning speaking abilty using the application duolingo.
3. On the question “In my opinion, my teacher is able to make you active during speaking ability learning by using the application duolingo in class“the majority of responden answer Very Good (SB) as much 32 person (64%) its mean application duolingo In students opinion, the teacher is able to make you active during speaking ability learning by using the application duolingo in class.
4. On the question “I have no problem understanding the meaning of words or sentences in the text“the majority of responden answer Very Good (SB) as much 25 person (50%) its mean application duolingo In students opinion, the teacher is able to make you active speaking ability learning by using the application duolingo in clas.
5. On the question “I don\’t have a problem understanding and figuring out the conclusion from the text“the majority of responden answer Very Good (SB) as much 18 person (36%) its mean student don\’t have a problem understanding and figuring out the conclusion from the text.
6. On the question “the text given by the teacher can be interesting, I said “the majority of responden answer Very Good (SB) as much 27 person (54%) its mean the text given by the teacher can be interesting.

From the table above, it can be seen that the percentage of answers for the variable using the Application Duolingo, from the table it can be seen that the

majority of respondents answered very well, so it can be concluded that the users of the Application Duolingo on the research object are considered very good and acceptable.

Table 4.4 Distribution of Answers to Variable Y

No	TB		KB		B		SB		Total	
	F	%	F	%	F	%	F	%	F	%
1. application duolingo helps me in understanding the text	-	-	6	12	23	46	21	42	50	100
2. I have no problem learning speaking ability using application duolingo	-	-	12	24	26	32	12	24	50	100
3. In my opinion, my teacher is able to make you active spaking ability learning by using application duolingo in class	1	2	7	14	21	42	21	42	50	100
4. I have no problem understanding the meaning of words or sentences in the text	-	-	1	2	27	54	22	44	50	100
5. I don\'t have a problem understanding and figuring out the conclusion from the text	-	-	3	6	26	52	21	42	50	100

The explanation from the table above is

1. On the question “application duolingo helps me in understanding the text“the conversation of responden answer Good (B) as much 23 person (46%) its mean application duolingo helps student in understanding the text.
2. On the question “I have no problem learning speaking ability using the application duolingo “the majority of responden answer Good (B) as much 26 person (52%) its mean application duolingo have no problem learning speaking ability by student.
3. On the question “In my opinion, my teacher is able to make you active during speaking ability learning by using the application duolingo in class“the majority of responden answer Good (B) as much 21 person (42%) its mean In student opinion, the teacher is able to make active during speaking ability learning by using the application duolingo in class
4. On the question “I have no problem understanding the meaning of words or sentences in the text“the majority of responden answer Good (B) as much 27 person (54%) its student mean have no problem understanding the meaning of words or sentences in the text.
5. On the question “I don't have a problem understanding and figuring out the conclusion from the text“the majority of responden answer Good (B) as much 26 person (52%) its mean student don't have a problem understanding and figuring out the conclusion from the text .

From the table above, it can be seen that the percentage of answers for the variable using the speaking ability, from the table it can be seen that the majority of respondents answered very well, so it can be concluded that the users of the speaking ability on the research object are considered very good and acceptable.

2. Validity and Reliability Test

a. Validity Test

Validity test can be done in two ways, namely by Corrected Item-Total Correlation and Correlation Between Items and Total. Test the validity with this Correlation Between Item and Total different from the Corrected Item-Total Correlation method (Hulu And Sinaga, 2019). Validity testing is carried out with the following criteria:

1. If $r_{count} > r_{table}$, with a significant level = 0.05 then H_0 rejected means the instrument is valid
2. If $r_{count} < r_{table}$, with a significant level = 0.05 then H_0 accepted means that the instrument is invalid

The results of the validity test can be seen from the table below

Tabel 4.5
Validity Test Result Var X

No. Butir	r- count	significant level	Status
1	0,556	0,05	Valid
2	0,434	0,05	Valid
3	0,721	0,05	Valid
4	0,724	0,05	Valid
5	0,233	0,05	Valid
6	0,461	0,05	Valid

From the table above, it can be seen that the validity results for the work culture variable, where all instrument values are above 0.05, , it means that all instruments for measuring variable Y can be investigated further.

Tabel 4.6
Validity Test Result Var Y

No. Butir	r-count	r-table	Status
1	0,493	0,273	Valid
2	0,624	0,273	Valid
3	0,408	0,273	Valid
4	0,447	0,273	Valid
5	0,693	0,273	Valid

From the table above, it can be seen that the validity results for the work culture variable, where all instrument values are above 0.05, it means that all instruments for measuring variable Y can be investigated further.

b. Reliability Test

The test used is to determine whether the measuring instrument used is appropriate and consistent. What this means is whether the questionnaire that the author uses now will give the same results if it is used many times at different times or in the future. The following is the Cronbach alpha formula for reliability testing

Table 4.7
Reliability Test

Instrument	Nilai realibilitas	Status
Application Duolingo	0,690	Reliable
Speaking Ability	0,669	Reliable

Based on the table above, it is known that the coefficient value with the reliability interpretation is higher than 0.6, thus all instrument variables in this study are reliable or feasible, so the data used for subsequent analysis is also feasible, because it is reliable (can be trusted).

3. Normality Test

The testing of normality will be used to know whether the sample taken was normally distributed or not. Testing for normality in this research used a *Kolmogorov-Smirnov test* through SPSS 20

Table 4.8
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		50
Normal Parameters ^a	Mean	.0000000
	Std. Deviation	1.36838783
Most Extreme Differences	Absolute	.101
	Positive	.101
	Negative	-.085
Kolmogorov-Smirnov Z		.717
Asymp. Sig. (2-tailed)		.683
a. Test distribution is Normal.		

Data is accepted normally if the significance value is greater than 0.05 or the calculated z value (Kolmogorov Smirnov Z). The data above shows that all significance values are greater than 0.05 (<0.717). All data are normally distributed.

4. Homogeneity Data in the Experimental Group

Table 4.9
Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
<i>Pretest</i>	.068	3	96	.977
<i>Pos Test</i>	.400	3	96	.753

Test of Homogeneity of Variances Output. The testing criteria are, if the significance is < 0.05 then the variant of the group is not homogeneous. Conversely, if the significance is > 0.05 , it means the data group variant is homogeneous. From the output it can be seen that the significance is 0.977 and 0.753. So it may be concluded that the variations of the 2 records from experimental agencies namely, pretest and submit take a look at had been homogeneous.

5. T- Test

Partial test or t-test is a test carried out to determine the effect of independent variables on the dependent variable, partially (alone) the criteria for partial testing can be the hypothesis testing model as follows:

- a. Based on t count
 - 1) If $t \text{ test} < t \text{ table}$, then H_0 is accepted or H_a is rejected.
 - 2) If $t \text{ test} > t \text{ table}$, then H_0 is rejected or H_a is accepted.

If the significance level is below 0.05 then H0 is rejected and Ha is accepted, ttable can be seen at = 0.05 Degree of denominator (df): n k = 50 2 = 48, ttable 0.05 = 2.010

b. Based on probability (Sig.)

- 1) if the probability is > 0.05 then H0 is accepted, meaning that there is no influence between the variables X and Y.
- 2) If the probability is < 0.05 then H0 is rejected, meaning that there is an influence between the variables X and Y

**Tabel 4.10 Coefficients^a
(T-Test)**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	12.454	3.029		1.279	.207
Speaking Ability	.184	.144	.182	4.112	.000

a. Dependent Variable: Speaking Ability

It can be seen in column t that the Application Duolingo (X) variable has a value of tcount (4,112) $>$ ttable (2,010), which means Ho is rejected and Ha is accepted. While the significant value is smaller than the probability value of 0.05 or a significant value of 0.000 $<$ 0.05. Thus, it can be concluded that the Application Duolingo (X) variable has a positive and significant effect on Speaking ability.

C. Findings

In this part, the researcher would like to discuss about the finding of the process of teaching and learning speaking ability by using duolingo as the first

formulation of the problem this research. Beside the process of teaching and learning, the researcher discussed the teacher's and the students' problems in teaching and speaking ability by using duolingo as the second and the third formulation of the problem. This research was produced by the participants of the research; they were the English teacher and the students of Eight Grade At Smp Muhammadiyah 1 Medan in the first semester in academic year 2020/2021 that had been observed in this research the Application Duolingo (X) variable has a value of $t_{count} (4,112) > t_{table} (2,010)$, which means H_0 is rejected and H_a is accepted. While the significant value is smaller than the probability value of 0.05 or a significant value of $0.000 < 0.05$. Thus, it can be concluded that the Application Duolingo (X) variable has a positive and significant effect on Speaking Ability.

CHAPTER V

CONCLUSION AND SUGESSTION

After collecting the data and analyzing the result of the research, the researcher drew some conclusion and suggestion in teaching and learning speaking ability through duolingo.

A. Conclusion

The Speaking Ability (X) variable has a value of tcount (4,112) > table (2,010), which means Ho is rejected and Ha is accepted. While the significant value is smaller than the probability value of 0.05 or a significant value of 0.001 <0.05. Thus, it can be concluded that the Application Duolingo (X) variable has a positive and significant effect on Speaking Ability at = 5%.

B. Suggestion

Considering the result of the research, the research would like to give some suggestion as follows.

1. For the English teacher
 - a. The teacher should manage time as good as possible
 - b. Make a student more be active.
 - c. Always give the students home work to practice speaking in their home to increase their speed of speaking and their vocabulary.
 - d. Give an attracting brainstorming that raises students' interest in learning speaking ability.
 - e. Review the speaking selection, and prepare a brief before start teaching.

- f. Use Variations or combine application duolingo with other strategy/technique during speaking to make student more attract to read the text. E.g. teacher could organize the student into pair works.
- g. Record the discussion session to see as it discussed.
- h. Teacher should engage students' enthusiasm to the post-speaking discussion. E.g. teacher gives bonus score and a prize for those who answer the question correctly. The teacher is supposed to give feedback and does reflection for the students.

2. For the Students

- a. The students should know the important of English especially in speaking ability.
- b. The students should have more time to practice speaking, not only in school but also in their home.
- c. The students should expand vocabulary mastery that can be used in their speaking activity.
- d. The students should study harder to get best future and be good students.
- e. For the Further Researchers The next researcher can conduct a study about teaching speaking ability with other strategies that make students conducive and effective in learning speaking ability to increase their speaking ability.

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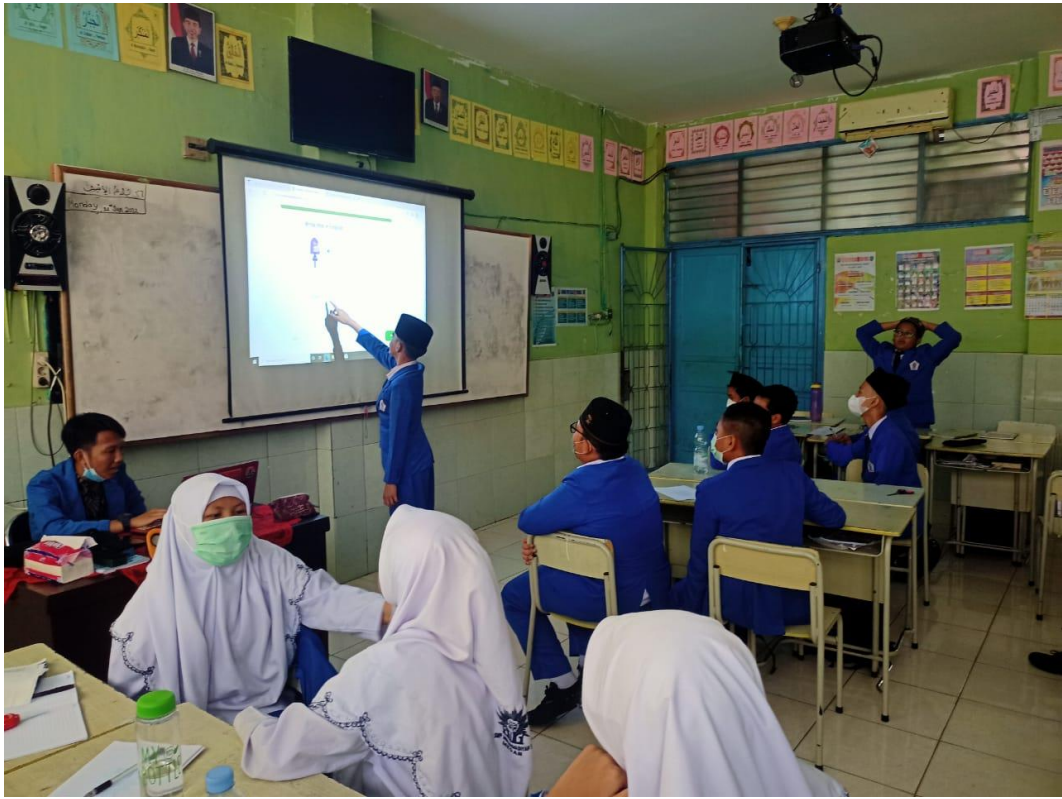
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duolingo

The screenshot shows a web browser window with the URL <https://www.duolingo.com/skill/id/Basics-1/2>. The page content includes a progress bar, the instruction "Write this in English", a brown bear character with a blue scarf, a speech bubble containing the Indonesian text "Saya suka susu.", and a drag-and-drop interface with words "I", "like", "milk", "that", "eat", "have", and "drink". A green banner at the bottom indicates a successful completion with a checkmark, the word "Great!", and a "CONTINUE" button. The Windows taskbar at the bottom shows the search bar, system tray with temperature (29°C Berawan) and time (7:58, 18/02/2022).



Duolingo - The world's best x +
https://www.duolingo.com/skill/id/Basics-1/2

Write this in English

Saya suka susu.

I like milk

that drink have orange

Amazing!

REPORT DISCUSS CONTINUE

Type here to search 25°C Hujan ringan 14:33 07/03/2022

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https://www.duolingo.com/skill/id/Basics-1/2

2 IN A ROW

Write this in English

Saya minum air.

I drink water

like have eat you

Nice!

REPORT DISCUSS CONTINUE

Type here to search 25°C Hujan ringan 14:34 07/03/2022

3 IN A ROW

Write this in English

Kamu minum susu.

You drink milk

water apple eat like

Awesome!

REPORT DISCUSS CONTINUE

Type here to search 25°C Hujan ringan 14:35 07/03/2022

4 IN A ROW

Write this in English

Saya punya air.

I have water

milk drink like you


Amazing!

REPORT DISCUSS CONTINUE

Type here to search 25°C Hujan ringan 14:35 07/03/2022

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Write this in English

 Kamu makan itu.

You eat that

like apple an milk


Amazing! [REPORT](#) [DISCUSS](#) [CONTINUE](#)

Type here to search 25°C Hujan ringan 14:36 07/03/2022

Duolingo - The world's best! x +
 https://www.duolingo.com/skill/id/Basics-1/2

2 IN A ROW

Write this in English

 Saya minum susu, kamu minum air.

I drink milk you drink water

to apple orange have


Good job! [REPORT](#) [DISCUSS](#) [CONTINUE](#)

Type here to search Rain to stop 14:37 07/03/2022

Duolingo - The world's best x +
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3 IN A ROW

Write this in English



Kamu minum air.

You drink water

milk apple an that

Good job! CONTINUE


REPORT DISCUSS

Type here to search 50°F Cloudy 14:38 07/03/2022

Duolingo - The world's best x +
https://www.duolingo.com/skill/id/Basics-1/2

4 IN A ROW

Write this in English



Saya punya apel.

I have an apple

eat like that to

Nice job! CONTINUE

REPORT DISCUSS

Type here to search Rain to stop 14:38 07/03/2022



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Form : K-1

Kepada Yth: Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal: **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertandatangan di bawah ini:

Nama Mahasiswa : Khaidir
NPM : 1702050064
Prog. Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 134 SKS

IPK = 3.47

Persetujuan Ket/Sekret. Prog. Studi	Judul yang Diajukan	Disahkan Oleh Dekan Fakultas
	The Use Of Guessing Game Duolingo In Teaching Speaking English	
	An Analysis Of Teacher's Strategies In Teaching During In Pandemic	
	The Effect Of The Game On The English Skills Of Elementary Students Muhammadiyah 01 Demak	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan
Serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 24 Maret 2021
Hormat Pemohon,

(Khaidir)

Keterangan:
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- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan



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Form : K-2

Kepada Yth: Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Indonesia
FKIP UMSU

Assalamu'alaikum Wr. Wb

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Khaidir
NPM : 1702050064
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

1. Dr. T. Winona Emelia, M.Hum.

Acc ^{07/04-2021}

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 24 Maret 2021
Hormat Pemohon,

(Khaidir)

Keterangan:

Dibuat rangkap 3 : - Untuk Dekan Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan



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Nomor : 896/IL.3/UMSU-02/F/2021
Lamp : ---
Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : Khaidir
N P M : 1702050064
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Use of Guessing Game Duolingo In Teaching Speaking English
Pembimbing : Dr. T. Winona EMelia, M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 6 April 2022

Wa'alaikumssalam Warahmatullahi Wabarakatuh.



Dikeluarkan pada Tanggal :
Medan, 23 Sya'ban 1442 H
06 April 2021 M



Dibuat rangkap 4 (empat) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
WAJIB MENGIKUTI SEMINAR



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mochtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> Email: fkip@umsu.ac.id

BERITA ACARA BIMBINGAN PROPOSAL

Nama : Khaidir
NPM : 1702050064
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Use Of Guessing Game Duolingo In Teaching Speaking English

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
16-03-2021	Discuss the title	
29-06-2021	Discuss the Chapter I	
14-07-2021	Discuss the Chapter II	
06-09-2021	Discuss the Chapter III, Table of Content, Reference + ACC to submitted to Seminar Proposal	
16-09-2021	ACC to Submit Seminar Proposal	

UMSU
Unggul | Cerdas | Terpercaya

Diketahui/Disetujui
Ketua Prodi Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd., M.Hum.

Medan, September 2021
Dosen Pembimbing

Dr. Tengku Winona Emilia, S.Pd, M.Hum.



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. KaptenMuchtarBasri No .3 Telp. (061) 6619056 Medan 20238
Website :<http://www.fkip.umsu.ac.id> Email: fkip@umsu.ac.id

SURAT KETERANGAN



Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan bahwa :

Nama Mahasiswa : Khaidir
NPM : 1702050064
Program Studi : Pendidikan Bahasa Inggris

Adalah benartelah melaksanakan Seminar Proposal Skripsi pada :

Hari : Senin
Tanggal : 4 Oktober 2021
Dengan Judul Proposal : The Use Of Guessing Game Duolingo In Teaching Speaking English

Demikianlah surat keterangan ini kami keluarkan/diberikan Kepada Mahasiswa yang bersangkutan, semoga Bapak/Ibu Pimpinan Fakultas dapat segera mengeluarkan surat izin riset mahasiswa tersebut. Atas kesediaan dan kerjasama yang baik kami ucapkan banyak terimakasih. Akhirnya selamat sejahteralah kita semuanya. Amin.

Dikeluarkan di : Medan
Pada Tanggal : 4 Oktober 2021

Wassalam
Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd., M.Hum.



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mochtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> Email: fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

PENGESAHAN PROPOSAL

Panitia Proposal Penelitian Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara Strata – 1 bagi :

Nama Lengkap : Khaidir
NPM : 1702050064
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Use Of Guessing Game Duolingo In Teaching Speaking English

Dengan diterimanya proposal ini, maka mahasiswa tersebut dapat diizinkan untuk melakukan riset di lapangan.

Diketahui oleh :

Diketahui/Disetujui Oleh
Ketua Program Studi

Mandra Saragih, S.Pd., M.Hum.

Dosen Pembimbing

Dr. Tengku Winona Emelia, M.Hum



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Angkasa M. Hatta Road No. 1 Telp. (061) 4019056 Medan 20131
Website: <http://www.kampus.umh.ac.id>

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ
BERITA ACARA SEMINAR PROPOSAL

Pada hari ini, Senin, Tanggal 4 Oktober Tahun 2021 diselenggarakan seminar
Presh Pendidikan Bahasa Inggris menyangkan bilawa :

Nama : Khaider
N.P.M : 1702050064
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Use Of Guessing Game Duolingo In Teaching Speaking English

NO	MASUKAN / SARAN
JUDUL	The Use Of Guessing Game Duolingo In Teaching Ability Speaking Background Of Study The Formulation of Problem The Objective of Study
BAB I	Scope and Limitation
BAB II	Conceptual Framework Location of the Research Population and Sample Research Design The Instruments of Data Collection
BAB III	Procedures of Data Collection
LAINNYA	
KESIMPULAN	() Disetujui () Ditolak () Disetujui Dengan Adanya Perbaikan

Medan, 4 Oktober 2021

Dosen Pembahas


Alfitiani Siregar, S.Pd, M.Ed

Dosen Pembimbing


Dr. Tengku Winona Emelia, M.Hum.

PANITIA PELAKSANA

Ketua

Maulana Saragih, S.Pd, M.Hum

Sekretaris

Pirman Ginting, S.Pd, M.Hum



Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kapten Mochtar Basri No. 3 Medan 20238 Telp. (061) 6622400
Website : <http://fkip.umsu.ac.id> E-mail : fkip@yahoo.co.id

Nomor : 3234 /II.3-AU/UMSU-02/F/2021 Medan, 23 Jum. Awwal 1443 H
Lamp : --- 27 Desember 2021 M
Hal : Permohonan Riset

Kepada Yth, Bapak/Ibu Kepala
SMP Muhammadiyah 01 Medan
di
Tempat


Bismillahirrahmanirrahim
Assalamualaikum Wr. Wb.

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan/aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu pimpin, Adapun data mahasiswa kami tersebut sebagai berikut :

Nama Lengkap : Khaidir
NPM : 1702050064
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Use Of Guessing Game Duolingo In Teaching Ability Speaking

Demikian hal ini kami sampaikan. Atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih, Akhirnya selamat sejahteralah kita semuanya. Amin



Dekan

Dra. H. Svanisuyurnita, M.Pd
NIP. 19670604 199303 2 002

****Penting!****



**MAJELIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN CABANG MUHAMMADIYAH MEDAN KOTA**

SMP MUHAMMADIYAH 1

NDS : G. 1701219 NSS : 204076001066 NPSN : 10239053
ALAMAT : JL. DEMAK NO. 3 MEDAN - 20214 TELP & FAX. (061) 7358509
Email : smpmuhammadiyah1medan@gmail.com

M E D A N

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**SURAT KETERANGAN
NO : 669/IV.4.AU/KET/F/2022**

Kepala SMP Muhammadiyah 1 Medan Jl. Demak No. 3 Medan, dengan ini menerangkan bahwa :

Nama : KHAIDIR
NIM : 1702050064
Program Studi : PENDIDIKAN BAHASA INGGRIS
Judul : "THE USE OF GUESSING GAME DUOLINGO IN
TEACHING ABILITY SPEAKING"

Benar nama tersebut diatas telah **melaksanakan Penelitian** yang bertempat di SMP Muhammadiyah 1 Medan Jl. Demak No. 3 Medan – 20214, yang nantinya dipergunakan untuk menambah wawasan dalam melengkapi penyusunan **Skripsi di FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA.**

Demikianlah surat keterangan ini diperbuat untuk dapat dipergunakan seperlunya.



• *pertinggal*



MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
UPT PERPUSTAKAAN

Alamat : Jalan Kapten Mukhtar Basri No.3 Telp. 6624567 -Ext. 113 Medan 20238
Website : <http://perpustakaan.umsu.ac.id> Email : perpustakaan@umsu.ac.id

Bila menjawab surat ini, agar disebutkan nomor dan tanggalnya.

SURAT KETERANGAN

Nomor : 174/ KET/II.3-AU/UMSU-P/M/2022

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

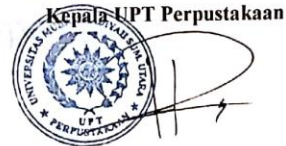
Berdasarkan hasil pemeriksaan data pada Sistem Perpustakaan, maka Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

Nama : Khaidir
NPM : 1702050064
Fakultas : FKIP
Jurusan : Pendidikan Bahasa Inggris

telah menyelesaikan segala urusan yang berhubungan dengan Perpustakaan Universitas Muhammadiyah Sumatera Utara Medan.

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 18 Rajab 1443 H.
19 Februari 2022 M.



Muhammad Arifin, S.Pd, M.Pd



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umh.ac.id> Email: fkip@umh.ac.id

LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama : Khaidir
NPM : 1702050064
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Use of Guessing Game Duolingo in Teaching Ability Speaking

sudah layak disidangkan.

Medan, Februari 2022

Disetujui oleh:
Pembimbing

Dr. T. Winona Emelia, M.Hum

Diketahui oleh:

Dekan

Dra. Hj. Syamsuyurnita, M.Pd

Ketua Program Studi

Pirman Ginting, S.Pd, M.Hum



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama : Khaidir
NPM : 1702050064
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Use of Guessing Game Duolingo in Teaching Ability Speaking

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
9/feb 2022	ACKNOWLEDGMENT ABSTRACT	
12/feb 2022	CHAPTER I INTRODUCTION	
16 feb 2022	CHAPTER II CHAPTER III	
18 feb 2022	CHAPTER IV CHAPTER V	

Medan, Februari 2022

Diketahui oleh:
Ketua Prodi

(Pirman Cinting, S.Pd, M.Hum)

Dosen Pembimbing

(Dr. T. Winona Emelia, M.Hum)

CURRICULUM VITAE

IDENTITY

1. Name : Khaidir
2. Place/Date of Birth : Medan, 17 November 1998
3. Student's Number : 1702050064
4. Gender : Male
5. Religion : Moslem
6. Address : Jl. Denai Rawa II Gg. Nangka
7. E-mail : khaidir989@gmail.com
8. Hobbies : Playing Football

EDUCATION

- Elementary School (SDN) Negeri 060821 (2005-2011)
- Junior High School (SMP) Swasta Nurul Islam Indonesia (2011-2014)
- Senior High School (SMK) Smk Swasta Mandiri Percut Sei Tuan (2014-2017)
- Bachelor's Degree Strata 1 in English Education Department, Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara (UMSU) (2017-2021)

