

**THE EFFECT OF APPLYING STAD TYPE COOPERATIVE METHOD ASSISTED
BY DUOLINGOMEDIA ON THE STUDENT ACHIEVEMENT
IN IDENTIFYING MAIN IDEA OF PARAGRAPH**

SKRIPSI

*Submitted in Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
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Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
5/10/2019	Chapter I	
	Chapter II	
	Chapter III	
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	Chapter V	
	Referensi	
	Apendix	
	acc. j. final	

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ABSTRACT

DelsianaPasaribu. 1502050248. The Effect of Applying STAD Type Cooperative Method Assisted By Dungolino Media on the Student Achievement Identifying Main Idea of Paragraph. University of Muhammadiyah Sumatera Utara, Medan 2019.

The objective of this study was to investigate The Effect of Applying STAD Type Cooperative Method Assisted by Dungolino Media on the Student Achievement Identifying Main Idea of Paragraph. This research was conducted at SMK PAB 3 MEDAN ESTATE. There were 2 classes which taken for this study in each class there were 24 students in X-AK and 17 students in X- OP. this number was taken as the sample of this study by using the total sampling Then, the research data were obtained by giving the test to the students in experimental and control groups. Reading test was used as the instrument. Each group was given a pre-test, treatment, and post-test. The result of this study showed that t-test (12.63) was higher than t-table (0,188), at $\alpha = 0,05$ and df 41. The final hypothesis showed that H_0 was rejected and H_a was accepted. It can be concluded there was a significant Effect of Applying STAD Type Cooperative Method Assisted By Dungolino Media on the Student Achievement Identifying Main Idea of Paragraph.

Keywords: *STAD Strategy, Reading, Main Idea, Students' Achievement*

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CHAPTER I

INTRODUCTION

A. Background of the problem

Reading is a crucial skill for students both English as a second Language (ESL) and English as a Foreign Language (EFL). By reading activities, in the writer's view the students can get information that is needed and they can broaden their horizons. Moreover, ESL/EFL readers will make greater progress and attain greater development in all academic areas. Besides, indirectly they can communicate and interact with the people who have a different language, social and cultural background. Reading is also as language process. It means that reading is not just saying but also it must be meaning getting process. At an over simplified level, reading has been equated with word calling. At this level, reading includes only the pronunciation of a written form. An extension of this definition would be the correct pronunciation of the word aloud by the reader followed by a comprehension of that words as it is known from spoken vocabulary.

Cline (2006:2) mentions that reading is decoding and understanding written texts. Decoding requires translating the symbols of writing system (including Braille) into the spoken words which they represent. Understanding is determined by the purposes for reading, the context, the nature of the text, and the reader strategies and knowledge. Oakhill (2005:1) explains reading comprehension is important, not only to understanding text, but for broader learning, success in education, and employment. Reading is one of the four skills which needs to be

learned besides listening, speaking, and writing. Reading has the considerable role in the language teaching to strengthen the skill which are acquired by the students in listening, speaking, and writing (Maxom, 2009:139)

In fact, based on the an internship experienced in SMK PAB 3 Medan ESTATE, most of the students are not yet achieved the minimum standard criteria of reading especially identifying main idea of paragraph taught in tenth grade. Some students lack interest in reading short text and they also low mastery in grammar in lack of vocabulary it is unconsciously they will find difficulties in identifying the main ideas of paragraph and it might be very hard for them to understand the content of text.

Through media Duolingo in teaching learning the researcher is expected the students can identifying main idea of paragraph and Duolingo has many benefits. Paula (2016: 60) claims Duolingo is an application for cell phones or computers. It is one of the most famous and praised language teaching applications on the market. It has won several awards, it is available for Android, IOS, Windows Phone and web, it works in a very simple way and it is very useful for those who are studying English and several other languages, such as Spanish, Italian, German and Turkish. It can be used for at least five minutes a day, and the users define how they would like to practice it right from the beginning. The four skills, reading, writing, listening and speaking, are present during the learning process in Duolingo, trough elaboration of questions, affirmative and negative sentences, small texts and excerpts to be heard and transcribed, and it is also possible to the students to record their own pronunciation to assess their oral performance.

By using media application Duolingo in teaching reading, students are expected to be motivated in identifying main idea paragraph , the students also improving their vocabulary and grammar.

Considering that Duolingo can improve the students' reading skill, this research is aimed to identifying main idea of paragraph whether the media give a significant *The Effect of Applying STAD Type Cooperative Method Assisted By Duolingo Media on The Student Achievement In Identifying Main Idea of Paragraph.*

B. The Identification of The Problem

Based on the previous statements, it was formulated problem statements as follow :

1. The students faced difficulties to find main idea of paragraph.
2. Some students lack interest in reading short text
3. they also have poor grammar mastery due to lack of vocabulary

C. The Formulation of The Problem

The problem of this study is to find out significant effect of applying STAD method assisted Dualingo media on the students' achievement in identifying main idea.”

D. Objective of The Problem

The present study is intended to find out the effect of using STAD type cooperative method assisted by Duolingo media on the class X students of SMK PAB 3 ESTATE Med.

E. Scope and Limitation

Based on the background the scope of this study is reading which focused on main idea of paragraph.

F. The signification of study

The finding of the study will be expected to be useful in:

a. Theoretically

This study can be used as reference for people who want to conduct a research in English teaching-learning process, especially in reading text.

b. Practically

1. For teachers: this research can be an additional resource in improving reading skills with the presence of Duolingo media because this research helps teachers to consider appropriate media to improve the teaching of reading text.
2. For students: this research seeks to find solutions to help students improve their reading skills in text through the application of media Duolingo.

CHAPTER II

THE REVIEW OF LITERATURE

A. Theoretical Framework

1. Reading

Reading is one of English skills besides speaking, listening, and writing. It is the way to understand written messages. According to Cline et al (2006:2), states that reading is decoding and understanding written texts. Decoding requires translating the symbols of writing system (including Braille) into the spoken words which they represent. Understanding is determined by the purposes for reading, the context, the nature of the text , and the readers strategies and knowledge. Reading is one of the crucial academic language skills in English besides speaking, listening and writing skills. It is very important for students in all stages from Elementary School up to Senior High School to comprehend the reading for certain purpose. Through reading we can get more information, knowledge, enjoyment and solving the problem from what we see like symbol and text. According to Alyousef (2006, p. 64), reading is a process between a reader and a text which leads to automaticity. In the process, the reader interacts dynamically with the text to get the meaning. Reading cannot be separated from comprehension because understanding of what we read is the purpose of reading. Grabe and Stoller (2002:9) state that reading is the ability to draw meaning from the printed page and interpret this information appropriately. The reader tries to reconstruct the meaning that the writer states in the text. From the interaction

perspective, it requires information from context and combine elements into anew whole in order to construct the meaning, to make sense out of text.

1.1 Reading Comprehension

Reading comprehension is conceptualized as an interactive process requiring the dynamic combination of reader's background knowledge with the information decoded from text (Wong 2004:252). Sweet and Snow (2003:1) define reading comprehension as the process simultaneously extracting and constructing meaning. It recognizes both challenges: figuring out how print represents words and engaging in the translation of print to sound accurately and efficiently (extracting), and at the same time formulating a representation of the information being presented, which certainly requires building new meaning and integrating new with old information (constructing meaning).

Therefore, the words constructing and extracting are used to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. According to Schumm (2006:263) reading comprehension is a complex task that involves processing information at the word, sentences, paragraph, and passage or book levels. It involves an active engagement of the reader before, during, and after reading when the reader takes in author's message interprets the message, responds to the message, and retains the message for a variety of different purposes.

1.2 Reading Skills

Reading is an active skill. As mentioned earlier, it constantly involves guessing, predicting, checking and asking oneself questions. This should therefore be taken into consideration when devising reading comprehension exercises. It is possible, for instance, to develop the students' powers of inference through systematic practice, or introduce questions which encourage students to anticipate the content of a text from its title and illustrations or the end of a story from the preceding paragraphs.

Reading skill is the most important matter of involving appropriate, efficient comprehension strategies. Reading is one of the two skills in language learning that broadly studied. Reading can be viewed as an essential element in most reading activities.

The reading skills listed below foster the thinking process which students need to develop in order to read standard English effectively. The list is not exhaustive, and the skills, some of which overlap, will be familiar to many teachers.

Reading skills

1. Automatic decoding. being able to recognize a word at a glance
2. Previewing and predicting. Giving the text a quick once-over to be able to guess what is to come.
3. Specifying purpose. Knowing why a text is being read
4. Identifying genre. Knowing the nature of the text in order to predict what the form and content will be.

5. Questioning. Asking questions in an inner dialog with the author.
6. scanning. Looking through a text very rapidly for specific information.
7. Recognizing topics. Finding out what the text is about.
8. Classification of ideas into main topics and details. Categorizing words and ideas on the basis of their relationship; distinguishing general and specific.
9. Locating topic sentences. Identifying, where possible, the sentence in a passage which is the generalization.
10. Stating main idea of a sentence, paragraph or passage. Knowing what the author is expressing about the text.

a. Cognition and Metacognition

Cognitive skills are the strategies which the reader employs in making sense of a passage, the reading skills listed above are example of cognitive skills. Research, mostly with first language speakers, has shown that student of all ages learn new strategies or thinking process best when they are consciously aware of what they are doing and what their purpose is for doing it.

This means that reading skills lesson should not be taught as “ recipes ” or as rote exercises. Student should know the rationale for what they are learning and doing. According to Etown, Armbuster, and Baker (1986;68): providing the rationale for each component strategy leads to an understanding of the significance of those activities, and this awareness contributes to continued unprompted use in other words, once they are conscious of the skills and how to use them, students can learn to monitor their own comprehension and apply

appropriate strategies as needed for making sense of a text. And that is what is meant by metacognition.

Metacognition transcends cognition by enabling individuals not just to use particular strategies, but to be aware of the importance of these strategies and how to appraise them. Metacognitive emphasizes broad control processes rather than highly specific task strategies.

Describes three types of metacognitive processes”

- Self- know jedge – knowing one’s own reading strengths and weaknesses
- Task knowledge – knowing which strategies to use in a given situation
- Self –monitoring – being aware of when one does not understand and knowing which strategies to use to deal with (i.e., re-reading ahead) .

b. Previewing

Previewing is a high-speed reading skill, it is a powerful skill because by previewing, the reader gains enough information from the text to begin hypothesizing about it and to begin the cognitive process of matching new information with the is already known.

Because most schools introduce new textbooks at the beginning of the semester, it is a good idea to teach previewing as the frist reading skill, this will allow the students many opportunities to apply the skill authentically to all of their new texts.

c. Steps in previewing

1. Read the title
2. Look at any pictures
3. Notice if the text is divided into parts
4. Read the first sentence of each paragraph
5. Read the last paragraph or at least the last sentence
6. Notice names, numbers, dates and words that stand out

d. Predicting

Predict is guessing what the text will be about. In this step, the students do the prediction about the text by brainstorming activity. The teacher asks the students to predict what the text will tell about by using text clues such as the title, headings, picture/ diagrams or initial paragraph, etc. the brainstorming activity allows the students to tap into their prior knowledge (boyle 2010:210) . the teacher can also guide the students in the prediction step by asking questions like” what do you think the text is going to be about?”or “ what clues from the text helped you make your prediction?” these questions can encourage the students to be aware of their own meracognitive processes. It is clear that the prediction step has the purpose to activate the students’ prior knowledge while doing the brainstorming activity.

e. Sample Rationale

Before you read, you can do something to improve your understanding. You can guess what will be in the passage. This is called predicting. When there is a

title, a picture, or some other information about what you will read, stop and think!

When you predict, you find out :

1. What kind of text you will read. Is it a newspaper article, a story, an advertisement, a textbook ,a recipe, a letter, or what ?
2. What you already know about what you will read.
3. How carefully you want to read it. Will you read to remember every word? Will you scan, for one or two pieces of information? Will you read for pleasure, with no need to remember?

In practice, we know that predicting is usually unconscious and is done prior to reading. But for the purpose of highlighting the process of predicting, it is necessary to give the students some training with exercises which isolate the skill. Naturally students should be instructed to apply the skill whenever they read, and predicting should be an explicit part of all-class, intensive reading lessons.

f. Scanning

Scanning is a high-speed reading skill used for locating specific information. Scanning is often confused with skimming, a much more complicated skill demanding a great degree of language knowledge and reading skill to perform effectively. Skimming is discussed in a later section.

Scanning is a very important and useful skill for all readers. When students learn to scan, they learn can obtain information from a text without reading every word. In addition, they develop the ability to visualize words reading every word

in English as they scan for them. and they learn that they can use scanning as a strategy for speeding up their samping of any text.

g. Teacher-designed materials

As with doze exercises, many different text can be used for scanning practice, but current, interesting material is best, i.e., newspaper ads, magazine articles, catalogs. The most exciting and productive scanning exercises are those which the teacher designs, because they can be geared to the ages and interests of the students in the class. Successful scanning lessons have been based on restaurant menus, TV program schedules, article from Time and Newsweek, restaurant reviews, movie listings, and most popular of all, classified ads.

In a scanning lesson, you can ask many different kinds of question. The best question are those which you write with a specific class in mind. (for instance,the scanning exercise can serve simultaneously as a review of whquestions) .by varying the questions, the same material can be used for students with widely differing proficiencies in English. (for example, two levels of questions are presented in sample exercise C,5.

h. Sample Rationale

When you need information from a newspaper or a book, you do not need to read every word.

Today we will work on a reading skill called scanning. This is very high speed skill. You can scan whenever you need a piece of information from a text. For example, if you need to find someone's telephone number, you do not read the whole telephone directory! You read only what you need, can you think of any

other times you can scan? (students will probably mention schedules, indexes, ads, and dictionaries) . you can improve you reading in English if you learn to scan and read only the words you need.

1.3 Skimming and Summarizing

Skimming is a technique that enables the reader to cover a vast amount of material very rapidly. Skimming is used to quickly identify the main ideas of a text. People often skim when they have lots of material to read in a limited amount of time. According to Sutz and Weverka (2015), when the readers skim a page, they take the main ideas from the reading material without reading all the words. The readers look for and seize upon words that appear to give the main meaning. Sutz and Weverka also consider that the term comes from the act of skimming milk, when the dairy farmer skims the cream — the richest material — from the top of the milk before it's processed. In skimming certain text, the readers hunt for the choicest information and hope important material doesn't pass them by.

Readers skim when time is short or when they need to understand the general ideas but not the particulars of an article or book. It takes three or four times faster than normal reading. According to Sutarsyah (2010:64), some of the words are not so important to understand that the readers may neglect them since they sometimes do not really connect to the idea being searched. The readers do not need to observe every single words in the text. Skimming takes place while reading and allows the readers to look for details in addition to the main ideas. Brown (2004:213) explains that skimming is the process of rapid coverage of reading matter to determine its gist or main idea. Skimming is useful when the

readers want to survey a text to get a general idea of what it is about. In skimming the readers ignore the details and look for the main ideas. Main ideas are usually found in the first sentences of each paragraph and in the first and last paragraphs so that it is also useful to pay attention to the organization of the text.

A summary is a short or condensed version of the information you have read (Skidell:2001:158). A summary is a short statement or statements that give only the main points or core information of something excluding redundant information (kalyan-city.blogspot). Basically it reproduces main points of a speech, article, section, chapter or book. It does not strive for the style and tone of the original. Summarization is a skill and requires proper guidance, constant practice, special efforts and proper training.

1.4 Teaching Reading

Teaching is a complex process it does not only give the information from the teacher to the students. There are many activities that can be doing especially when the process of teaching and learning in the classroom. The aim of teaching is to make students become an effective and efficient reader.

According to Cahyono (2010:128) teaching is the process of transferring knowledge from the teacher to the students or from someone to another whether in a formal or informal situation. Harmer (2007:23) said that teaching is not an easy job, but it is a necessary one, and can be very rewarding when we see our students' progress and know that we have helped to make it happen. It is true that some students can be difficult and stressful at times, but it is also worth remembering that at its best teaching can also be extremely enjoyable. The main

task in teaching reading is to teach understanding. To assess the problem of what to teach when teaching understanding, we must try to determine what is likely to prevent a child from comprehending a given text.

In the classroom, the teacher's job to promote these learning processes by the use of appropriate teaching acts. Thus, the teacher presents and explains new material in order to make it clear, comprehensible and available for learning, gives practice to consolidate knowledge, and tests. In order to check what has been mastered and what still needs to be learned or reviewed. And also, the teacher's responsibilities in helping learners achieve these goals will be to motivate reading by selecting or creating appropriate text, to design useful reading tasks, to set up effective classroom procedures, to encourage critical reading, and to create a supportive environment for practicing reading. Each learner will have different strengths to build on and different weaknesses to overcome. Therefore there can be no single, set, rigid methodology for reading. The teacher will need to focus on different goals at different times and to use a range of materials and tasks (Hedge, 2000:205).

2. Definition Paragraph

Understanding paragraphs in English. A paragraph consists of several sentences or more than one sentence. Paragraph is a series or set of sentences that are related in a series to compile a thing that is related to the main idea or main thought and the writing begins with a new line Dalman, 2011: 77. Paragraphs are separate sentences composed of systematic logic which is a unity of thought that is relevant and contains the main thoughts implicit in the whole

Tarigan, 2008: 5. Paragraph is the opening sentence that discusses a discussion or topic. Sentences in paragraphs that determine the thoughts that are owned or have relevance in formation that are related to the topic Arifin, 2008: 115. The paragraph is the core of casting thoughts in an essay. In paragraphs there is one core of thoughts that is supported by all the sentences in the paragraph, starting from the introduction sentence, main sentence or topic sentence, explanatory sentences to the closing sentence. These sentences are interrelated in a series to form an idea Akhadiah et al., 2012: 144.

2.1. Deductive Paragraph

Says that deductive paragraphs are paragraphs whose main sentence is at the beginning of the paragraph. The topic sentence is developed by explanation or description to small parts so that the understanding of general topic sentences becomes clear.

2.2 .Inductive paragraph

Gives an explanation of the inductive paragraph, namely the paragraph in which the topic sentence is located at the end of the paragraph. The paragraph begins with an explanation of the concrete or special sections outlined in a few developer sentences. Then give general conclusions expressed by the topic sentence at the end of the paragraph.

2.3 Inductive-Dedicated Paragraph (Mixed)

Explains that mixed paragraphs are paragraphs whose topic sentences are in the first sentence and the last sentence. The paragraph can begin with the

topic sentence followed by the sentences sentence and end the explanatory sentence.

3. Main Idea

Basically, main idea refers to important information that tells more about the overall idea of a paragraph or section of a text. Suparman (2011) states the main idea is the most important idea stated in the topic sentence and developed by supporting sentences in a single paragraph. Commonly, the main purpose of comprehension is getting the main idea. Usually the topic sentence tells what the rest paragraph is about in some paragraphs because the main idea is the only idea that should be developed in one paragraph. Naturally once we can find the topic, we are ready to find the main idea. Thus, the main idea is actually the point of the paragraph. It is basically the most important thought about the topic.

Elementary-aged children, unfortunately, find identification of main ideas in expository text problematic see Baumann, 1982a, for a review, in spite of the considerable attention paid to main idea comprehension in instructional resources Johnson & Barrett, 1981. It would seem appropriate, consequently, to examine the nature of main idea comprehension instruction students receive. Perhaps students' insensitivity to main ideas is due, in part, to the character of main idea instruction in instructional resources. Certainly, Durkin's 1978-79, 1981 data reveal a correspondence between basal reader manual prescriptions and teachers' behaviors.

While acknowledging that the identification of the main and subsidiary points of a text is a complex process, it can be broken down into essentially three main types of reading strategies. These are: Global reading strategies, Problem-solving strategies and Support strategies. According to Mokhtari and Sheorey (2002, Global strategies include using background knowledge, identifying the purpose for reading, and self questioning. Problem-solving strategies include deciding what to focus on, getting back on track when concentration weakens, and monitoring comprehension. Support reading strategies include note taking, underlining key ideas or words, and listing major ideas.

3.1 Topic noun

Topic noun is the arrangement of words / phrases that describe the topic of a paragraph. Therefore the phrase must represent the contents of the paragraph.

Example

Yogyakarta is a popular city for tourists. Every year thousands of people go to Yogyakarta. They visit some places and beautiful temples. in the restaurants they enjoy delicious traditional food” gudeg “. In the stop, they purchase handicraft such as traditional clothes called “ batik “and silver jewelry.

3.2 Identifying the main idea

Main ideas explain more about the topic of a paragraph. Main ideas are something stated in the first, last sentences or in the middle of a paragraph. The other sentences of the paragraph describe or explain further about the main idea. In the example above the main idea is “ Yogyakarta is a popular city for tourists’,

all the information in the paragraph talks about this main idea (the popularity of the city of Yogyakarta).

3.3 Diagram of the main idea in paragraph

Sometimes we need to know the details of a main idea to help us better understand and remember about paragraphs. To make these details divide the paragraph into 3 components : Main ideas, Major details and Minor details. Major details explain the main ideas, while minor details explain the major details.

3.4 Stating the Main idea

Sometimes the main idea of a paragraph is not clearly stated. The reader is expected to find out for himself. Main ideas like this are called implied main ideas (main ideas that are not stated directly)

Example :

Long distant swimmer use Vaseline to protect their bodies from cold water. Movie stars use it to stimulate tear-drops. Photographers smears it on negatives to eliminate starches. Baseball players rub it into their glove to make the leather more plastic. Motorist and their wind shields to prevent frosting. A razorblade manufacturer uses it to coat billions blades against rust. Blind persons use it to keep their fingertips soft for reading Braille .

The topic of the paragraph above is “ Vaseline “. We do not find main ideas that are stated (written) directly in a sentence. All sentences are too specific. This paragraph has “ implied main idea “ so we must state the main idea with our own sentences. For the paragraph above, we can state the “ Vaseline is used for many different purposes” .

4. Cooperative Method

According to Johnson (2005), cooperative is not assigning a job to a group of students where one student does all the work and the others put their names on paper. It is not having students sit side by side at the same table to talk with each other as they do their individual assignment as well. It is not having students do a task individually with introduction that the one who finishes first are to help the slower students. From the statement above it can be concluded that cooperative learning is a teaching strategy where the small teams and each of the students with different levels of ability use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is being taught but also for helping team mates learn thus creating an atmosphere of achievement so students work through the assignment until all group members successfully understand and complete it.

4.1 Student Teams Achievement Division

Slavin (1995) states the Student Teams Achievement Division (STAD) is one of the simplest of all cooperative learning methods and is a good model to begin with teachers who are new to the cooperative learning approach. STAD has been described as the simplest and easiest of a group of cooperative learning methods. In the STAD approach students are assigned or divided to four or five members' team reflecting a heterogeneous grouping of high, average, and low achieving students of diverse ethnic background and different genders.

4.2 The Components of Students Team Achievement Division (STAD)

There are five major components of STAD approach in cooperative learning, as follows:

1. Class Presentation

Firstly the materials in STAD are introduced in class presentation. This is a direct teaching like class discussion lead by the teacher. The differences between class presentation and usual teaching are that the presentation should be in focus on STAD unit. From this way, the students are aware that they have to give full pay attention during the class presentation, because it can help them to do the quizzes.

2. Teams (in heterogeneous form)

Student in team are assigned to four member learning teams are mixed in performance level, gender and ethnicity. The main function of the team is to make sure that all team member study seriously and to prepare their member to do the quizzes well. Team is important component in STAD, in each point it emphasize to make the team member do better and team also have to do best to help each member.

3. Individual Quizzes

The teacher give individual quizzes after one or two period and after the teacher give class presentation, and team practice, the student will do individual quizzes. The student may not help one, so every student responsible individual to comprehend the materials.

4. Individual Improvement Scores

The aim of individual improvement score is to give every student reward that can be achieved if they do better than before. Every student can give maximal contribution point to their team. Then, the students will collect point of their based on average level of the score quizzes than their base score.

5. Team Recognition

The team will get certificate or other reward if their average score can reach the criteria. Every week, the teacher introduces new materials through a lecture, class discussion, or some form of a teacher presentation [class presentation]. Team members collaborate on worksheets designed to expand and reinforce the material taught by the teacher. Team members may work on the worksheet in pairs take turns quizzing each other, discuss problem as a group or whatever strategies they wish to learn the assigned materials.

5. Definition Media

Media comes from Latin. *Medius* which literally means 'Medium' than Intermediary means 'Introduction'. Gerlach and Elly in Arsyad (2013: 3) said that media if understood in board outline is human, material, or event build conditions that make students can get knowledge, skill, and attitudes. In this skill teacher, textbook, and the school environment is the media. If the media is carried a message or purposeful information instructional and contain intent the purpose of teaching is the media is called instructional Media. Meanwhile, Arsyad (2013: 4) implicitly said that learning media including existing tools physically used for convey the contents of teaching materials, which consists of books, tape recorders,

tapes videos, images, graphics, television, and computer. Based on experts it can be concluded that media is tools physically used for convey the contents of teaching materials, which consists of books, tape recorders, tapes videos, images, graphics, television, and computer.

5.1 Types of Media

Based on Sahid (2010: 3) teaching media can be grouped as follows:

- a. **Visual Media:** the media which can show information that just can be seen and read. For example: picture, photo, graphic, diagram, poster, cartoon, comic, book, etc.
- b. **Audio Visual:** the media that can show information that just can be heard, for example: radio, tape recorder, language laboratory, MP3 player, etc.
- c. **Projected Still Media:** the media that need projector to show the information which inform of non-motion picture/writing. For example: Power Point slide, micro film, etc.

5.2 Function of Media

Using media as teaching material is very important and the media used can be useful for teachers and students in learning process that are more effective and efficient. Media can make easier to understand for the student because it can make the students' interest in learning.

Sudjana (2001:64) the function of teaching media in teaching and learning process as follow:

- a. The using of media in teaching learning process is not addition function, but has own function as an aid to express effective teaching learning situation.

- b. The using of teaching media is integral part of all learning situation. It means that teaching media is one of element that should be developed by teacher.
- c. The using of teaching media is more important to accelerate teaching and learning process and help student in comprehend material from teacher.

6. Application

Application or application is the use of abstraction in concrete situations or special situations. Such abstractions may be ideas, theories, or technical instructions. Applying abstraction into a new situation is called an application. Repeatedly applying it to old situations will turn to rote knowledge or skills. A situation will still be seen as a new situation if the problem-solving process continues. For this application or application students are required to have the ability to select or choose a particular abstraction (concepts, laws, arguments, rules, ideas, ways) correctly to be applied in a new situation and apply it correctly. In this level, students are able to think about the application of concepts, formulas, theories and something else in new and concrete situations.

6.1 Application Duolingo

DUOLINGO is an application for cell phones or computers. It is one of the most famous and praised language teaching applications on the market. It has won several awards, it is available for Android, IOS, Windows Phone and web, it works in a very simple way and it is very useful for those who are studying English and several other languages, such as Spanish, Italian, German and Turkish. It can be used for at least five minutes a day, and the users define how they would like to practice it right from the beginning. The four skills,

reading, writing, listening and speaking, are present during the learning process in Duolingo, through elaboration of questions, affirmative and negative sentences, small texts and excerpts to be heard and transcribed, and it is also possible for the students to record their own pronunciation to assess their oral performance.

Indeed, teachers must orient and assist their students to guide pedagogical practice, using creativity and new technologies in their classrooms. The new target audience of language schools is mostly young and familiar with the use of the Internet for learning. The teacher needs to follow these new trends, inserting in his practice the use of the internet, mobile applications and technology platforms. According to Jordão 2009. The teacher is the first author who must change his way of thinking and acting in education, because there is a great tendency of repetition, in the classroom, of the models that worked in his own learning process. For this reason, teacher training must take place permanently and during his entire life.

There will always be new resources, new technologies and new teaching and new learning strategies. Jordão, 2009:12. Although the students already use the cell phone to obtain the English or other languages, it is essential to guide them when choosing the applications used and to motivate them to spend their free time improving the practice of these languages, not only restricted to the classroom the learner's contact with English, for example. This habit will make the difference in the students' fluency in the language, giving them self-

confidence and better pronunciation gradually, preparing them in a more holistic and complete way, demands of the current globalized world.

(...)What is really intended is human formation, in its broad sense, with access to the universe of scientific and technological knowledge produced historically by humanity, integrated to a professional formation that permeates understanding the world, understanding ourselves in the world and acting in it searching for the improvement of one's own living conditions (...) BRASIL, 2007: 13. There is no doubt that the Language teacher is a fundamental piece in this gear, since he can stimulate students to obtain better results and guide them to choose applications such as Duolingo, in which is even possible to learn more than one language at the same time.

B. Relevant Research

There are some previous studies which show that pre-test and post-test test in indentifying main idea of paragraph through Duolingo as media. First, a study done by Pilar Munday (2016) entitled *The Case for Using Duolingo as Part of the Language Classroom Experience*. The researcher showed that Duolingo is an easy-to-use app that is useful and has potential, although its main lessons are not based on communicative competence. It is usually enjoyed by students because of several elements, such as the accessibility on a mobile device, its gamification aspect, and the variety of tasks.

Second, a study also done by Hana, Suzana, and Helvia (2016) entitled *Duolingo: An Experience in English Teaching*. The study showed that the application contributed to increase the vocabulary, to improve pronunciation

and in simple grammatical structures. Duolingo has motivated the students to the daily practice of a foreign language. By using this tool, the students enjoyed some benefits not previously considered, managed to interact by themselves building knowledge and gaining familiarity with the English language.

Third, a study done by Mulyadi syahputra (2019) entitled *Duolingo Gamification: Does it Reduce Students' Grammatical Errors in Writing*. This study also showed that the result of the use of Duolingo gamification platform was sufficient to reduce the students' grammatical errors in writing a report text. Therefore, the platform was highly recommended to use to increase the quality of student' writing skill especially in the report text. Those researcher studies show that teaching Duolinguo media could be effective activities which provide students with many of opportunities to practice their ability in indentifying main idea paragraph in certain context of real life.

C. Conceptual framework

In learning English, students expected to be able to master four language skills such as listening, speaking, writing, and reading. All of the skills are important to improve students' ability in learning English but the most important among the four English skills Reading is one of the skills in learning English. Reading is also a source of knowledge and information, understanding in reading is the process of understanding the contents of a writing such as the meaning of a word or sentence. In teaching reading, there are several models and methods that can be used to improve students' reading comprehension. Application Duolingg is one of the strategies of learning reading comprehension methods to help students

learn to read well. Teachers can make instruction for students to actively read in English, in teaching reading comprehension, the teacher first presents reading lessons in a way that is more interesting and relevant to needs learning. Application Duolingo Therefore, can be needed to make the learning process more interesting.

Reading can help students express something about the understanding they read, explore and ideas, and find words that are unfamiliar. Discussion text is part of the text that describes the subject. To improve students in reading paragraphs, it is not an easy task, often students have difficulty in reading. Most of them pronunciation and vocabulary are still not said to be good. By using application Duolingo, students are expected to improve reading skills well. Based on observations made by researchers at SMK PAB 3 Medan ESTATE in the 2019/2020 academic year. They still have some problems in learning to read. So it is expected that using application Duolingo in teaching reading will affect students' reading achievement which is considered effective and interesting.

D. Hypothesis

- a. Hypothesis alternative (Ha): there is significant Effect of Applying STAD Type Cooperative Method Assisted By Duolingo Media on The Student Achievement in Identifying Main Idea of Paragraph.
- b. Hypothesis null (Ho): there is not a significant Effect of Applying STAD Type Cooperative Method Assisted By Duolingo Media on The Student Achievement in Identifying Main Idea of Paragraph.

CHAPTER III

RESEARCH METHODOLOGY

A. Location and Time

This research was conducted at SMK PAB 3 MEDAN ESTATE where located at JL. MESJID No.1 PTPN MEDAN ESTATE, Academic year 2019/2020 and this research will be conducted on the odd semester. The selection being a place of research because the researcher found that English teachers still use conventional methods and have several internal factors, which means that some of the teachers do not use the media application by reading, so there is a lack of interest in reading to students, lack of teacher creativity so students are bored to read and they are asked a number of questions related to text that students cannot answer.

B. Population and Sample

1. Population

The population of this research was taken from the tenth grade students at SMK PAB 3 MEDAN ESTATE in the academic year 2019/ 2020. There are 2 parallel classes, they are X AK consist of 24 students, X AP consist of 17 students. So, the total population of this research are 41 students.

Table 3.1
Population

No.	Classes	Population
1	X AK	24
2	X AP	17
Total		41

2. Sample

To take samples, researchers was use the Cluster Sampling Technique. (Sugiyono, 2018) said that the sample is part of the number and characteristics of the population. if the population is large, and researchers are not likely to learn all that exists in the population, for example, due to limited funds, energy and time, the researchers can use samples taken from that population. Based on Sugiyono's explanation, the researcher decided to take a sample of this study by using a lottery to determine it, after which the researcher chose class X AK as a experimental class consisting of 24 students and class X AP as control class the consisting of 17 students.

Table 3.2
Sample Class

No.	Classes	Population	Sample
1	X AK	24	Experimental class
2	X AP	17	Control Class
Total		41	

C. Research Design

Experimental research is a study carried out in the presence of treatment. experimental research can be interpreted as a research method used to find the effect of certain treatments on others in controlled conditions. In this study what is needed is data that reflects the learning outcomes of students after the teaching program that is conducting teaching and learning experiments on two class groups with using STAD cooperative assisted by Duolingo type media on student achievement in identifying main ideas of paragraph. And in the end the learning

process in both groups was measured using the same measuring instrument, namely through student learning outcomes tests.

The design can be represented as follow:

No	Class	Group	Pre-test	Treatment	Pos-test
1	X-AK	Experimental Group	✓	Applying Media Duolingo	✓

D. The Instrument of Research

1. Validity

The validity of each test was calculated by using person's product moment formula as follow:

$$R_{xy} = \frac{N \sum XY - (\sum X) (\sum Y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\} \{N \sum y^2 - (\sum y)^2\}}}$$

Notes:

R_{xy} : the correlation of the scores on the scores on the two halves of the test

N : the number of the students in each group

X : the score of each text

Y : the sum of all texts' score

XY : the multiplication of the X and Y scores

$\sum X$: the sum of total X score in each group

$\sum Y$: the sum of total score from each student

$\sum XY$: the sum of multiple of score from each student with total score

ΣX^2 : the sum of the square in each text

ΣY^2 : the sum of all texts' square

2. Reliability

The reliability of each test was calculated by using person's product moment formula as follows:

$$r = \frac{N(\Sigma XY) - (\Sigma X)(\Sigma Y)}{\sqrt{[N(\Sigma x^2) - (\Sigma x)^2][N(\Sigma y^2) - (\Sigma y)^2]}}$$

Notes:

R : the reliability of the test

ΣX : sum of the X scores

ΣY : sum of the Y scores

Σx^2 : sum of the squared X scores

Σy^2 : sum of the squared Y scores

ΣXY : sum of the products of paired X and Y scores

N : number of paired scores

E. Technique of Collecting Data

Data Collection Techniques In this study, researchers used data consisting of measuring numbers because this study uses quantitative collection. So the data collection techniques used are:

1. Pre-tests

Both of two groups, the experimental group and control group was given pre-test before treatment. The fuction of the pre-test is to measure the main score of both groups.

2. Treatment

The experimental and control groups will be taught using the same skills, namely reading ability but they will be treated differently. This means that in the experimental group will be taught using application Duolingo, while in the control group will be taught without implementing application Duolingo.

Table 5.1
The Process of the Treatment Design as Follow

Meeting	Experimental Group	Students Activities
1	The teacher greeted the students to prepare the class.	The students give attention to the teacher.
2	The teacher explained the topic material about main idea of paragraph.	students gave attention to the teacher explanation.
3	The teacher introduces media duolingo and explains to students how to use the application to answer text.	Student gave attention to the teacher's explanation about.
4	The teacher gives instructions to students	Students are ready to begin lessons.

Table 5.2
The procedur of research in control class

No	Teachers Activities	Students Activities
1	The teacher greeted the students to prepare the class	The students gave attention to the teacher.
2	The teacher explain about main idea of paragraph in reading skill	Students gave attention to the teacher's explanation and wrote the explanation.
3	The teacher explained gave some example of teks indetermining the main idea of paragraph.	Students pay attention to the teachers explanation and write it.
4	The teacher asked the students to translate new words	1.1 Students found the new words and open the dictionary to translate the new word
5	The teacher gave the test which related the material.	1.2 Students did their exercise

3. Post-Test

The procedure of pre-test and post-test was the same. Pre-test is done in the beginning of the study. In contrast, post-test is given after the whole treatments had been done. In addition, post-test is aimed to analyze whether or not the treatments the sample in the experimental group.

F. The Technique for Analyzing Data

The steps taken in analyzing the data in this research are:

1. Data Reading Test

a. Score Mean

$$\text{Mean } X = \frac{\sum f_i \cdot x_i}{\sum f_i}$$

b. Standard Deviation

$$\text{Standard deviation: } s^2 = \frac{n \sum f_i x_i^2 - (\sum f_i x_i)^2}{n(n-1)}$$

c. Calculate the Standard Deviation

Standard deviations can be found by the formula:

$$SD = \sqrt{\frac{\sum X^2}{N} - \left(\frac{\sum X}{N}\right)^2}$$

Notes:

SD : Standard deviation

$\frac{\sum X^2}{N}$: Each score is squared then summed and divided by N.

$\left(\frac{\sum X}{N}\right)^2$: All scores are summed divided by N then squared.

2. Prerequisite Test

a. Normality Test

This test is carried out to see samples taken from each group having normal or abnormal distribution.

Steps for calculating the normality test:

1. H_0 = sample with normal distribution

2. Calculate the mean and standard deviation using the formula:

$$X = \frac{\sum x_i}{n} \text{ dan } S = \sqrt{\frac{n \sum x^2 - \frac{(\sum x)^2}{n}}{n-1}}$$

3. Every data x_1, x_2, \dots, x_n is made as standard numbers Z_1, Z_2, \dots, Z_n by using the formula $Z_{\text{score}} = \frac{x_i - X}{s}$, (X and S are the sample of mean and standard deviation).

4. For each of these standard numbers using the standard normal distribution list, then calculate the probability $F_{(z_i)} = P(Z \leq Z_i)$. Calculation of opportunity $F_{(z_i)}$ can be done using a list of wide areas under the normal curve.

5. Furthermore, the proportion of Z_1, Z_2, \dots, Z_n which is smaller or equal to Z_i is calculated. if this proportion is stated by $S(Z_i)$.

So, $S_{(Z_i)} = m \frac{\text{many } z_1, z_2, \dots, z_n \leq z_i}{n}$ to make it easier to calculate this proportion, the order of the smallest to largest data.

6. Calculate the difference $F(Z_i) - S(Z_i)$ then determine the absolute price
7. Take the largest price among the absolute prices of the difference. Mention this biggest price L_0 .
8. To accept or reject the null hypothesis, we compare this L_0 with the critical value of L for the real level $\alpha = 0.05$. The criterion is to accept H_0 if L_0 is smaller than L table.

b. Homogeneity Test

This test is conducted to determine whether the population variance comes from the same population.

1. In this case what is being tested is the similarity of the variance of the two sample populations

$H_0: \sigma^2_1 = \sigma^2_2$ (data from populations that have the same variation)

$H_a: \sigma^2_1 \neq \sigma^2_2$ (data from different population)

2. The similarity of this variance will be tested by the formula:

$$F = \frac{\text{Greatest Variants}}{\text{Smallest Variants}}$$

3. Test Criteria

If $F_{\text{count}} < F_{\text{table}}$ then H_0 is accepted, if $F_{\text{count}} > F_{\text{table}}$ then H_a is accepted and

H_0 is rejected. Thus taking $n = (n_1 - 1)$ with a real level $\alpha = 0,05$.

3. Statistical Hypothesis

A different sample test was performed to determine whether there was a significant effect between the two examined samples with a significant level of 0.05. Two sample different tests were performed on post-test data and in conducting two different test samples used the t-test (independent samples T-Test). With the following formula:

$$t = \frac{X_1 - X_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Where:

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 1}$$

Notes:

X_1 : The average value of the experimental class

X_2 : The average value of the control class

n_1 : Number of students in the experimental class

n_2 : Number of control class students

S_1 : Value of the experimental class variance

S_2 : Value of the control class variance

Test criteria is if $t_{obs} > t_{table}$ then H_0 is rejected, H_a is accepted and if $t_{obs} < t_{table}$, H_0 is accepted and H_a is rejected. In accordance with the testing conditions. If $t_{count} < t_{table}$ and significant value $> \alpha$ (0.05) then H_0 is accepted, H_a is rejected. However, if $t_{obs} > t_{table}$ and significant value $< \alpha$ (0.05), then H_0 is rejected and H_a is accepted, which means there is a significant Effect of Applying STAD Type Cooperative Method Assisted By Duolingo Media on The Student Achievement in Identifying Main Idea of Paragraph.

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CHAPTER IV

DATA AND DATA ANALYSIS

A. Data Collection

In order to get the data of the study, the researcher: 1) gave pre-test, 2) did the treatment, and 3) gave the post-test. After data were collected, the researcher compared the result of experimental group of result of control group to know whether there was significant effect on teaching students byby Duolingo Media on The Student Achievement in Identifying Main Idea of Paragraph.

Table 4.1
The score in Pre-test and Post-test of Each Group

Criteria	Experimental Group		Control Group	
	Pre-test	Post-test	Pre-test	Post-test
Maximum	60	100	60	80
Minimum	20	80	20	60
Mean	38.33	91.04	38.82	38,82
Satndard Deviation	15.51	10.93	14.95	9.054
Total	920	2180	660	1175

Based on the result of pre-test from experimental group showed that the lowest score of pre-test was 20 and the highest score was 60 Then, the highest score of the post-test was 100 and he lowest score was 80.

The data showed that the highest score of the pre-test from control group was 20 and the lowest score was 60. While, the highest score of the post-test was 80 and the lowest score was 60.

B. Analysis

In order to investigate the effect of The Effect of Applying STAD Type Cooperative Method Assisted By Duolingo Media on the Student Achievement Identifying Main Idea of Paragraph, the next procedure is analyzing the data obtained by following these steps. Each step was described as followed:

Table 4.3

Different Score Between of Post-test in Both Experimental Control Group

1	N = 24	N = 17
2	$\Sigma X = 2185$	$\Sigma X = 1175$
3	SD = 10.93252	SD = 9.054573105
4	VAR = 119,5199	VAR = 81.98529412
5	Mean = 91.04	Mean = 69.11

Notes:

X_1 : result of students' reading achievement taught with Duolingo media

X_2 : result the students' reading achievement taught without Duolingo media

So from the results of research students who are by Duolingo media on the student achievement in identifying main idea of paragraph learning have an average value of students that is equal to 91.04 with a maximum value of 92, and the variance of 119,5199 includes good grades obtained by students thanks to the Duolingo through STAD type cooperative. By the results, the level of reading to

the students is very good. However, there are different levels of listening to students, can be seen below:

1. Testing Validity

Test validity is a measure that shows the validity of the test you want to use. The test is said to be valid if $r_{\text{count}} > r_{\text{table}}$. From the validity and reliability test data that are attached are summarized in the form of a table as follows:

Table 4.11
The Validity of Each Item's Test

6	0,555593872	0,423	Valid
7	0,717747899	0,423	Valid
8	0,716672686	0,423	Valid
9	0,618183858	0,423	Valid
10	0,555593872	0,423	Valid
11	0,717747899	0,423	Valid
12	0,429794781	0,423	Valid
13	0,554774033	0,423	Valid
14	0,716672686	0,423	Valid
15	0,675405978	0,423	Valid
16	0,554774033	0,423	Valid
17	0,554774033	0,423	Valid
18	0,59243749	0,423	Valid
19	0,554774033	0,423	Valid
20	0,554774033	0,423	Valid
21	0,554774034	0,424	Valid
22	0,554774035	0,425	Valid
23	0,554774036	0,426	Valid
24	0,554774037	0,427	Valid

Table 4.12
Difficulty Level of Each Item

2	0,7	Easy
3	0,75	Easy
4	0,85	Easy
5	0,85	Easy
6	0,85	Easy
7	0,85	Easy
8	0,7	Easy
9	0,65	Middle
10	0,85	Easy
11	0,85	Easy
12	0,75	Easy
13	0,9	Easy
14	0,7	Easy
15	0,95	Easy
16	0,9	Easy
17	0,9	Easy

Classification of Test Difficulty Levels

Besar P	Interpretasi
$P < 0,30$	Difficult
$0,30 \leq P < 0,70$	Middle
$P \geq 0,70$	Easy

Table 4.13
Different Power of Each Item

1	0,753070169	Very good
2	0,761794361	Very good
3	0,502366455	Good
4	0,753070169	Very good
5	0,606272865	Good
6	0,606272865	Good
7	0,753070169	Very good
8	0,761794361	Very good
9	0,678059235	Good
10	0,606272865	Good
11	0,753070169	Very good
12	0,502366455	Quite good
13	0,597555191	Good
14	0,761794361	Very good
15	0,699873188	Good
16	0,597555191	Good
17	0,597555191	Good
18	0,632499939	Good
19	0,597555191	Good
20	0,597555191	Good
21	0,753070169	Very good
22	0,761794361	Very good
23	0,502366455	Good
24	0,502366456	Good

No	Different Power Index	Classification
1	0,0 – 0,19	Bad
2	0,20 – 0,39	Quite Good
3	0,40 - 0,69	Good
4	0,70 – 1,00	Very Good
5	Minus	Not Good

2. Testing Reliability

Item Reliability Test Question to test the reliability of the test in the form of description, an alpha formula is used stated by Arikunto, namely:

$$r_{11} = \left(\frac{n}{n-1} \right) \left(1 - \frac{\sum \sigma_i^2}{\sigma_t^2} \right)$$

$$\sigma_i^2 = \frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N}$$

$$\sigma_t^2 = \frac{\sum Y^2 - \frac{(\sum Y)^2}{N}}{N}$$

Note:

r_{11} : Reliability sought

$\sum \sigma_i^2$: Number of variance scores for each item

σ_t^2 : Total variance

n: Number of questions

N: Number of respondents

With the test reliability criteria:

- a. $r_{11} < 0.20$ very low reliability
- b. $0.20 < r_{11} < 0.40$ Low reliability
- c. $0.40 < r_{11} < 0.60$ moderate reliability

- d. $0.60 < r_{11} < 0.80$ high reliability
- e. $0.80 < r_{11} < 1.00$ very high reliability

Then from the results of the data that has been attached that the r_{count} is **0.108** and r_{table} for $\alpha = 0,05$ and $n = 24$ then the value of r_{table} is **0.188** and it is known that $r_{\text{count}} > r_{\text{table}}$ then the test is declared reliable, and reliability is very high.

3. Testing Normality

One of the analysis techniques in the normality test is the *Lilliefors* analysis technique, which is a test requirement of analysis technique before doing a hypothesis test. Provided that if $L_{\text{count}} < L_{\text{table}}$ then the data distribution has a normal distribution $> L_{\text{table}}$ then the data distribution is not normally distributed. The results of the normality analysis for each sub-group can be explained as follows:

a. Scores of Data The Effect of Applying STAD Type Cooperative Method Assisted By Dungolingo Media on the Student Achievement Identifying Main Idea of Paragraph X_1).

No Responden	X1	F	ZI	FZI	SZI	FZI-SZI
1	75	3	-0.75593	0.224846	0.333333	0.108487434
2	80	7	-0.37796	0.352728	0.666667	0.313938174
3	100	14	1.133893	0.87158	33.33333	32.46175296
Mean	85	24			L HITUNG	0.108
SD	13.22876				L TABEL	0,188

Based on the results of normality test calculations for samples on the students' writing achievement in reading taught Duolingo media (X1) obtained L_{count} value = 0.108 with L_{table} value = 0.188. Because the $L_{\text{count}} < L_{\text{table}}$ i.e. $0.108 < 0.188$. Then, it can be concluded the null hypothesis is accepted. Therefore, it can be said that the sample on students' reading achievement taught Duolingo media through STAD type cooperative on reading skill is normally distributed.

Note:

$$L_{\text{count}} = 0.108$$

$$L_{\text{table}} = 0.188$$

Because $L_{\text{count}} < L_{\text{table}}$, so normal distribution.

b. Scores of Data The Effect of Listening Ability of Students by Using Conventional Method (X₂)

No Responden	X1	F	ZI	FZI	SZI	FZI-SZI
1	60	8	- 6.88551	2.87903E- 12	20	-20
2	75	5	- 6.88551	2.87903E- 12	25	-25
3	80	4	- 6.88551	2.87903E- 12	26.66667	26.6667
Mean	71.666667	17			L HITUNG	26.66
SD	10.40833				L TABEL	1,230

Based on the results of normality test calculations for samples on the results of students' reading achievement with conventional ways (X₂) obtained L_{observed} value = 19,86 with L_{table} value = 19,91. Because the $L_{\text{count}} < L_{\text{table}}$ i.e. $26.66 < 1,230$. Then it

can be concluded the null hypothesis is accepted. Therefore, it can be said that the sample on students' reading achievement taught with conventional method is normally distributed.

Note:

$$L_{\text{count}} = 26.66$$

$$L_{\text{table}} = 1,230$$

Because $L_{\text{count}} < L_{\text{table}}$, so normal distribution.

Table 4.7
Summary of Normality Test Results with Lilliefors Analysis

Group	L-count	L-table	Finding
(X1)	0.108	0.188	Ho accepted, normal
(X2)	26,66	1,230	Ho accepted, normal

Note :

X1: Results Students' reading achievement on reading text Duolingo through STAD strategy

X2: Results Students' reading achievement on reading text with a Conventional Method.

4. Testing Homogeneity

Homogeneity testing of variance which is normally distributed will be done by Bartlett test. With formula below:

$$\text{Log } S^2 = \frac{\sum(db \cdot si^2)}{\sum db} = \frac{4262.228}{41} = 103,956$$

$$\text{Value } B = (\sum db) \log s^2 = 41 \times 10,806 = 443,046$$

$$\begin{aligned} \text{Value } X^2 &= (\ln 10)(B - \sum(db) \cdot \log s^2) \\ &= 2.3 \times (2185 - 1175) = 4 \end{aligned}$$

$$\text{Value } X\text{-table} = 23,230$$

VAR	DB (n-1)	1/DB	SI2	DB.SI2	LOG SI2	DB. LOG SI2	X - hitung	x - tabel	keputusan
X1	24	0.041666667	119.519928	2868.478261	2.077440321	49.858568	2,591	2,112	homogen
X2	17	0.058823529	81.9852941	1393.75	1.913735959	32.533511			
JUMLAH	41	0.100490196		4262.228261		82.392079			

From the calculation results x^2_{count} (chi-squared) obtained a smaller value than the value of x^2_{table} . The statistical hypotheses are stated as follows:

H0 : Group X₁ and X₂ data come from the same homogeneous variance

Ha : Group X₁ and X₂ data come from variances that are not homogeneous

Because the value of $X_{\text{count}} < X_{\text{table}}$, it can be concluded that the two groups of data from this study come from populations that have homogeneous variance.

5. Scores of Data The Effect of Applying STAD Type Cooperative Method Assisted By Dungolingo Media on the Student Achievement Identifying Main Idea of Paragraph(X₁).

a. To Determine Range

$$\begin{aligned}\text{Range} &= \text{the largest data} - \text{the smallest data} \\ &= 100 - 80 \\ &= 20\end{aligned}$$

b. To determine many class interval

$$\begin{aligned}\text{Many class} &= 1 + (3.3) \text{Log } n \\ &= 1 + (3.3) \text{Log } 24 \\ &= 5.554\end{aligned}$$

So many classes are taken 5.

c. To determine the length of the class interval

$$P = \frac{\text{range}}{\text{manyclasses}} = \frac{20}{5.554} = 0.003$$

Because the interval class is 5. Therefore, frequency distribution for The Effect of Applying STAD Type Cooperative Method Assisted By Dungolingo Media on the Student Achievement Identifying Main Idea of Paragraph(X_1) as follow:

Table 4.3

Frequency Distribution of Type Cooperative Method Assisted By Dungolino Media on the Student Achievement Identifying Main Idea of Paragraph (X₁)

NO	CLASS INTERVAL	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY
1	70-80	3	4%
2	80-90	7	33%
3	90-100	14	62%
	TOTAL	24	100%

6. Scores of Data The Effect of Applying STAD Type Cooperative Method Assisted By Dungolino Media on the Student Achievement Identifying Main Idea of Paragraph(X₂)

a. To Determine Range

$$\begin{aligned} \text{Range} &= \text{the largest data} - \text{the smallest data} \\ &= 80 - 60 \\ &= 40 \end{aligned}$$

b. To determine many class interval

$$\begin{aligned} \text{Many class} &= 1 + (3.3) \text{ Log } n \\ &= 1 + (3.3) \text{ Log } 17 \\ &= 5.059 \end{aligned}$$

So many classes are taken 5.

c. To determine the length of the class interval

$$P = \frac{\text{range}}{\text{manyclasses}} = \frac{40}{5059} = 0.007$$

Because the interval class is 5. Therefore, frequency distribution for The Effect of Applying STAD Type Cooperative Method Assisted By Dungolingo Media on the Student Achievement Identifying Main Idea of Paragraph(X_1) as follow:

Table 4.4
Frequency Distribution Type Cooperative Method Assisted By
Dungolingo Media on the Student Achievement Identifying Main Idea of
Paragraph (X_2)

NO	CLASS INTERVAL	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY
1	80-90	4	20%
2	70-80	5	25%
3	60-70	8	65%
	TOTAL	17	100%

Based on the frequency table there is a class interval which is how to determine it from the class length where the class length is 5. Whereas the absolute frequency many students get the value of the results of the class interval, so that many students become 24 students. Then to get what percentage of the relative frequency is by means of the results of the absolute frequency in times 100 then divided by the number of students, so that the total can all be 100%.

C. Testing Hypothesis

After analyzing their data with the application of learning media and strategy to see whether Duolingo through STAD strategy has a significant effect on students' reading achievement because they have used this media and strategy.

Furthermore, one of characteristics of good hypothesis is test ability. It means that hypothesis should be done in order to know it is accepted or rejected in testing hypothesis. Hypothesis formulation to test the difference of the two experimental and control class averages as follows:

H_0 : There is no The Effect of Applying STAD Type Cooperative Method Assisted By Duolingo Media on the Student Achievement Identifying Main Idea of Paragraph.

H_a : There is significant The Effect of Applying STAD Type Cooperative Method Assisted By Duolingo Media on the Student Achievement Identifying Main Idea of Paragraph. The basic for testing hypothesis was as follow:

If the significant value > 0.05 and $t_{obs} < t_{table}$, then H_0 is accepted

If the significant value > 0.05 and $t_{obs} > t_{table}$, then H_0 is rejected.

Then the following is a table of test results of the difference between the results of the experimental class and the control class.

Table 4.9
The Result of Testing Hypothesis Control Group and Experimental Group

Group	Mean	SD	Variants	t-obs	t-table	Resolution
X1	91.04	10,932517	119.5199275	0,108	0,188	Ha accepted. Ho rejected
X2	69.11	90545711	81.98529412			

Based on the table 4.10 the test the mean score were calculated as follow:

$$T = X_1 - X_2$$

$$= 91.04 - 69.11$$

$$= 21.93$$

Based on the table above from the results of the calculation of the independent t-test analysis it can be seen that the average value of the experimental class is 91.04 and the average value of the control class is 69.11 then the experimental class variance is 119.5199275 and the control class is 81.98529412 .

Next t-test will be done, where in the table above we can see that t-observed and t-table **0,108** can be concluded that $t_{\text{obs}} > t_{\text{table}}$ so $0.108 > 0,188$. This means that the research hypothesis is Ha accepted, and Ho rejected.

So, there is significant The Effect of Applying STAD Type Cooperative Method Assisted By Dungolino Media on the Student Achievement Identifying Main Idea of Paragraph and there are differences in the level of reading achievement reading text between students taught in the control class and the experimental class.

4.10

The Summary of Testing Hypothesis

	Students' reading achievement	
	Duolingo media through STAD strategy	Conventional Method
Mean	$\bar{x}_1 = 91.04$	$\bar{x}_2 = 69.11$
Standard Deviation	$s_1 = 10.93$	$s_2 = 9054$
Variants	$s_1^2 = 119.5$	$s_2^2 = 81.98$

Before testing hypotheses, homogeneity tests of the two data groups are first performed.

$$F = \frac{\text{Greatest Variants}}{\text{Smallest Variants}} = \frac{81.98}{11.95} = 6.86025$$

The number of samples is 22 then the numerator dk = 22 - 1 = 21 and the denominator dk = 22 - 1 = 21. The F_{table} value for the numerator dk and the denominator dk 21 is 1.684 and it turns out that the calculated $F_{\text{count}} < F_{\text{table}}$ 1.136 < 1.684 can be concluded that the variance of the two samples is homogeneous.

$$t = \frac{X_1 - X_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}} = \frac{81,19 - 65,47}{\sqrt{\frac{82,26}{21} + \frac{72,26}{21}}} = \frac{15,72}{7,359} = 2,136$$

The t value is then compared with the value of t_{table} taken from the distribution table t with $dk = n_1 + n_2 - 2 = 24 + 17 = 41 - 2 = 39$ with $dk 39 = 1,683$ then t table is $= 1,683$ then compare between t_{obs} with t_{table} , where $t_{\text{obs}} 2,136 > t_{\text{table}} 1,683$. Then the hypothesis obtained is that H_0 is rejected and H_a is accepted. There are differences in students' listening abilities.

D. Research Finding

After conducting, research at SMK PAB 3 Medan Estate with the title by comparing the control class and the experimental class. Showing the results of data from the post-test conducted that the class taught by using Duolingo through STAD strategy in the experimental class has an average value of (X_1) of 91.04, Variance = 119.5199275, Standard Deviation (SD) = 10.93, Maximum value = 100, minimum value = 80 with a range of values = 20.

Meanwhile, the results of a control class study using conventional ways show the results of data that students' writing achievement can be described as follows: an average score (X_2) of 69.11, Variance = 81.98529412 Standard Deviation (SD) = 9.054 Maximum value = 80, value minimum = 60 with a range of values = 40 .

Then an independent t-test is performed to see the effect or the amount of difference between the experimental class taught by Duolingo media through STAD strategy and the control class taught by using conventional method. Then it can be

seen from the results of the t-test is $t_{\text{obs}} 0,108$ and $t_{\text{table}} 0,188$. then it can be concluded that $t_{\text{obs}} > t_{\text{table}}$ ($0,108 > 0,188$).It means in other words there is a difference between the students' ability to reading skill which is taught using Duolingo media through STAD strategy and those taught using conventional method and it also means that there is significant of Duolingo media through STAD strategy on the Students' reading achievement in reading skill.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the data, it was found that there was a The Effect of Applying STAD Type Cooperative Method Assisted by Duolingo Media on the Student Achievement Identifying Main Idea of Paragraphs, it was proved from the calculation of $t_{observe}$ which was higher than t_{table} , $0.108 > 0.188$ at $\alpha = 0.05$, and $df = 41$ it means that the alternative hypothesis or H_a is accepted.

B. Suggestion

After the researcher accomplishes the research, she would like to give some suggestions related to the researcher findings and discussions. The result of this study can be shown that it is effective to be applied in teaching and learning process. There are some points that might be suggested:

1. The teacher should be used Duolingo as a media to use in their teaching in reading. Therefore, it can help the student to make them better in reading.
2. The teacher should give many motivates to the students to make them more interested in study English by Duolingo media especially in reading.

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APPENDICES

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMK PAB 3 ESTATE MEDAN

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X / I

Materi Pokok : Narrative

Kemampuan : Membaca dan Menulis

Alokasi Waktu : 1 x 2 JP (90 menit)

A. Kompetensi Inti

- KI 1 Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2 Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3 Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di

sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.
- 4.8 Menangkap makna dalam teks deskripsi lisan dan sederhana.
- 4.10 Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

C. Indikator

(Sikap Spiritual)

- 1.1.1 Menunjukkan semangat mengikuti pembelajaran
- 1.1.2 Menunjukkan keseriusan mengikuti pembelajaran

(Sikap Sosial)

- 2.3.1 Menunjukkan perilaku santun dalam berkomunikasi interpersonal dengan guru dan teman.
- 2.3.2 Menunjukkan perilaku peduli dalam berkomunikasi dengan guru dan teman.

(Pengetahuan)

3.7.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan pada teks deskriptif tentang tempat wisata dan bangunan bersejarah.

(Penerapan)

4.8.1 Menangkap makna dalam teks deskriptif lisan dan tulis sederhana.

4.10.1 Menyusun teks deskriptif sederhana tentang tempat wisata dan bangunan bersejarah dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan secara benar dan sesuai dengan konteks.

D. Tujuan Pembelajaran

(Sikap Spiritual)

1.1.1 Siswa dapat menunjukkan semangat mengikuti pembelajaran.

1.1.2 Siswa dapat menunjukkan rasa antusias mengikuti pembelajaran.

(Sikap Sosial)

2.3.1 Siswa dapat menunjukkan perilaku santun dalam berkomunikasi interpersonal dengan guru dan teman.

2.3.2 Siswa dapat menunjukkan perilaku peduli dalam berkomunikasi interpersonal dengan guru dan teman.

(Pengetahuan)

3.7.1 Siswa dapat mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dari teks deskriptif tentang tempat wisata dan bangunan bersejarah dengan baik.

(Penerapan)

4.8.1 Menangkap makna dalam teks deskriptif lisan dan tulis sederhana dengan benar.

4.10.1 Siswa dapat menyusun teks deskriptif sederhana tentang tempat wisata dan bangunan bersejarah dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan secara benar dan sesuai dengan konteks dengan baik.

E. Materi

1. Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal.
2. Fungsi Sosial : Membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, mempromosikan, dsb.
3. Struktur Teks :
 - a. Penyebutan nama orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang dipilih untuk didiskripsikan.
 - b. Penyebutan sifat orang, tempat wisata, dan bangunan bersejarah terkenal dan bagiannya, dan
 - c. Penyebutan tindakan dari atau terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal.
4. Unsur Kebahasaan
 - a. Kata benda yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal.
 - b. Kata sifat yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal.
 - c. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.
 - d. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.
 - e. Rujukan kata.

F. Metode

Menyimak, diskusi kelompok, penugasan individu dan kelompok.

G. Media

Laptop, LCD, Gambar dan Power Point Presentation.

H. Sumber

- Buku Bahasa Inggris Solatif kelas XI Semester 1
- Buku Bahasa Inggris untuk SMA/MA/SMK/MAK kelas XI

semester 1

I. Langkah-Langkah Pembelajaran

1. Kegiatan Pendahuluan

Kegiatan Guru	Kegiatan Siswa	Waktu
- Guru memberikan salam kepada siswa	- Siswa membalas salam dari guru	10 Menit
- Guru mengajak siswa berdo'a	- Berdo'a bersama dengan guru	
- Guru menanyakan kabar siswa	- Siswa menjawab dan menanyakan kabar guru	
- Guru mengecek kehadiran siswa	- Siswa menanggapi	

2. Kegiatan Inti

Kegiatan Guru	Kegiatan Siswa	Waktu
a. Mengamati (Observing)		
- Guru menyajikan gambar-gambar tentang tempat wisata dan bangunan bersejarah terkenal.	- Siswa memperhatikan gambar dan melakukan tanya jawab berkaitan dengan ciri-ciri bentuk dan lokasi tempat sesuai dengan pengalamannya (ingin tahu, komunikasi).	10 Menit
b. Mempertanyakan (Questioning)		
- Guru memberikan pertanyaan terkait dengan gambar-gambar yang telah siswa amati.	- Berdasarkan gambar yang telah diamati, Siswa menjawab pertanyaan guru secara lisan (literasi, komunikasi).	10 Menit
- Guru memberi feedback terhadap jawaban yang ditemukan oleh siswa.	- Siswa mendengarkan dan memperhatikan penjelasan dan masukkan dari guru (ingin	

	tahu).	
c. Mengeksplorasi (Exploring)		
- Guru memberikan teks deskriptif kepada siswa dan memerintahkan siswa untuk membaca teks tersebut.	- Siswa membaca teks yang diberikan oleh guru (literasi).	10 Menit
- Guru memberikan pertanyaan berdasarkan teks yang telah diberikan.	- Siswa mendiskusikan dan menjawab soal secara berpasang-pasangan (kritis, kreatif).	
- Guru mendiskusikan materi tentang deskriptif text.	- Siswa mendengar dan memahami materi yang disampaikan oleh guru (literasi, menghargai, ingin tahu).	
d. Mengasosiasi (Associating)		
- Guru memberikan beberapa <i>clue</i> berkaitan dengan deskripsi sekolah tempat siswa belajar.	- Siswa membaca dan memahami <i>clue</i> yang diberikan oleh guru (literasi, ingin tahu).	10 Menit
- Guru meminta siswa berpasangan untuk menyusun teks deskriptif menggunakan <i>clue-clue</i> yang telah diberikan.	- Siswa menulis teks deskriptif secara berpasangan (kerjasama, kreatif).	
- Guru meminta siswa untuk menuliskan hasilnya dipapan tulis.	- Para siswa mengoreksi hasil pekerjaan temannya (kritis).	
e. Mengkomunikasikan (communicating)		
- Guru meminta siswa menuliskan satu teks deskriptif	- Siswa menuliskan satu teks deskriptif baik itu tempat wisata	

baik tempat wisata atau tempat bersejarah yang pernah mereka kunjungi di daerah Purwokerto.	atau bangunan bersejarah yang pernah dikunjunginya (kritis, kerja keras, kreatif).	30 Menit
- Guru meminta siswa menuliskan hasil pekerjaannya di papan tulis.	- Siswa menuliskan hasil teks deskriptif yang telah dibuat di papan tulis (kerja keras, aktif).	
- Guru meminta siswa untuk memberikan tanggapan terhadap teks deskriptif yang telah ditulis dipapan tulis	- Siswa menanggapi hasil teks deskriptif yang telah dibuat oleh siswa (kreatif, aktif, kritis)	
- Guru memberikan <i>feedback</i> terhadap teks deskriptif yang ditulis oleh siswa	- Siswa mendengarkan dan memperhatikan feedback yang diberikan oleh guru (menghargai)	

3. Kegiatan Penutup

Kegiatan Guru	Kegiatan Siswa	Waktu
- Guru menanyakan kesulitan siswa dalam menulis teks deskriptive	- Siswa menjawab pertanyaan guru dan menyampaikan kesulitan yang masih dihadapi (aktif, ingin tahu)	10 Menit
- Guru memberikan kesimpulan mengenai materi	- Siswa mendengarkan dan menyimak (menghargai, ingin tahu)	
- Guru memberikan penugasan secara individu untuk mengerjakan soal-soal dari berbagai macam teks	- Siswa mendengarkan dan mencatat tugas yang diberikan oleh guru (kerja keras, menghargai)	

deskriptif		
- Guru menyampaikan kegiatan pembelajaran pertemuan berikutnya	- Siswa mendengarkan arahan dari guru (ingin tahu, menghargai)	
- Guru mengakhiri pelajaran dan memberikan salam penutup	- Siswa menjawab salam guru (menghargai)	

J. Penilaian

1. Penilaian sikap spiritual dan sosial
(Lembar pengamatan sikap spiritual dan sosial terlampir)
2. Penilaian pengetahuan dilakukan dengan : tes tertulis (soal terlampir)
3. Penilaian penerapan dilakukan dengan penilaian rubrik (lembar rubrik terlampir)

Mengetahui,
Kepala Sekolah

Tempat, Tanggal Pembuatan
Guru Mata Pelajaran

NAMA.....

NAMA.....

NIP.

NIP.....

Soal Tes Tertulis

LEMBAR SOAL

Mata Pelajaran : Bahasa Inggris
Waktu : 60 menit
Kelas : X IPA/Bhs.

Petunjuk:

1. Berdoalah sebelum mengerjakan soal.
2. Baca soal dengan cermat.
3. Untuk soal pilihan ganda berilah tanda silang pada lembar jawab yang disediakan. Jika ingin mengganti jawaban berilah tanda (=) untuk jawaban yang salah dan beri tanda (X) kembali untuk jawaban yang dianggap benar.

A. Choose either a, b, c, d or e for the correct answer!

The following text is for questions 1 – 3.

Wakatobi is the name of an archipelago and regency in Sulawesi Tenggara, Indonesia. The name Wakatobi is derived from the names of the main island of the archipelago: Wangiwangi, Kaledupa, Tomea, and Binongko. The group is part of a larger group called the Tukangbesi island.

The archipelago, located in the diverse hotspot known as Wallacea. It is part of the Wakatobi National Park. Wakatobi as one of the world's marine tourism object is now preparing it self and ready to welcome you and your family with hospitality and its particular culture. The Wakatobi is also home to Operation Wallacea, a UK based, non profit conservation group looking at sustainable development of fisheries and coral reef research. An independent non commercial website has been set up about a marine park. This website contains tourist and travel information in Wakatobi, including the biodiversity, conservation and local people.

Wakatobi is also situated geographically at the world's coral reef triangle center with its 942 fish species and 750 coral reef species from a total of 850 world's collection comparing to the two world's famous diving center of the Caribbean Sea that owes only 50 species and other 300 species in the red sea.

1. What is the text about?
 - a. Wakatobi as a regency.
 - b. Wakatobi as a tourist spot.
 - c. Wakatobi as a research spot.
 - d. Wakatobi as a fishing center.
 - e. Wakatobi as a conservation center.

2. This website contains tourist and travel information in Wakatobi, including the biodiversity, conservation and local people. (Paragraph 2). The sentence above is a part of descriptive text called
- title
 - event
 - text body
 - description
 - identification
3. What is the operation of Wallacea?
- Non-profit conservation group looking at sustainable development of fisheries and coral reef research.
 - The additional sources about the biodiversity, conservation and local people.
 - Tourist and travel information about the wakatobi.
 - It is part of the Wakatobi National Park.
 - The world's marine tourism objects.

The following text is for questions 4 – 8.

The Yogya Kembali [Monument](#) is located in [Yogyakarta](#). It is three kilometres north of the Yogya city centre in the Jongkang [village](#) of the Sleman [Regency](#). The monument was inaugurated on [June](#) 29th, 1985 to commemorate the historic [Indonesian](#) struggle for independence. Yogya Kembali means Yogya Returns, as a reminder of the returning of the Indonesian Republic Government.

There are two sections of the Yogya Kembali Monument. The first section of the Cureng Aircraft is on the eastern gate, while the other section of Guntai Aircraft stands closer to the western entrance of the monument. The Monument has two wheeled-machine guns which [can](#) be seen from a podium towards the

eastern and the western side. In the southern end of the yard, there is a wall engraved with 420 [names](#) of freedom fighters who lost their lives during a great struggle, from December 19th, 1948 to June 29th, 1949. A [poem](#) by Chairil Anwar, titled Karawang [Bekasi](#), is written on one side of the wall dedicated to these unknown patriots.

The Yogya Kembali Monument is surrounded by fish ponds. It is divided into four alleys which [lead](#) to the [main](#) building. The main building consists of different floors displaying a wide range of collections during and after the war times. It shows dioramas, carved reliefs or [collection](#) of clothes and weapons.

4. What can be found in the western entrance of the monument?
 - a. Two wheeled machine guns.
 - b. A replica of the Guntai Aircraft.
 - c. A replica of the Cureng Aircraft.
 - d. A wall engraved with 420 names of freedom fighters.
 - e. A wide range of collections during and after the war times.

5. In the southern end of the yard, there is a wall engraved with 420 [names](#) of freedom fighters who lost their lives during a great struggle, from December 19th, 1948 to June 29th, 1949. (Paragraph 2).
The noun phrase of the sentence above is
 - a. who lost
 - b. there is a wall
 - c. a great struggle
 - d. wall engraved with
 - e. during a great struggle

6. What is the [topic](#) of the text above?

- a. Yogyakarta.
 - b. The Guntai Aircraft.
 - c. The history place in Jogjakarta
 - d. The Yogya Kembali Monument.
 - e. The history of Indonesian struggle.
7. From the text above we can conclude that
- a. the collection during and after the war is displayed outside the building
 - b. the Yogya Kembali Monument is surrounded by fish ponds
 - c. There are two sections of the Yogya Kembali Monument
 - d. dioramas can be seen in one of the four alleys
 - e. the main building has only one floor
8. The identification of the text above is shown by the sentence
- a. the Yogya Kembali Monument is surrounded by fish ponds.
 - b. the monument was inaugurated on [June](#) 29th, 1985 to commemorate the historic [Indonesian](#) struggle for independence.
 - c. a [poem](#) by Chairil Anwar, titled Karawang [Bekasi](#), is written on one side of the wall dedicated to these unknown patriots.
 - d. the main building consists of different floors displaying a wide range of collections during and after the war times.
 - e. there are two sections of the Yogya Kembali Monument. The first section of the Cureng Aircraft is on the eastern gate, while the other section of Guntai Aircraft stands closer to the western entrance of the monument.

The following text is for questions 9 – 12.

Jawa Timur Park

For [people](#) in [East Java](#), Jatim Park may have been heard many times because it is one of the [famous](#) tourist objects in [East Java province](#). Jatim Park offers a [recreation](#) pace as well as a [study](#) center. Jatim Park is located at Jl. Kartika 2 Barn, East Java. The [location](#) is easy to reach because it is only 2,5 kilometers from [Batu](#). This tourist object is about 22 hectares in width.

Visitors can [enjoy](#) more than 36 kinds of facilities that will entertain and educate them. After passing the gate, the visitor will find Galvy Nusantara, [continue](#) further we will step into Taman Sejarah which display the miniature size of famous landmark in East Java like Sumberawan Tample, Custom [House](#) of Kiai Hasan Besari Pnorogo and Sumerawan Statue.

Another facility that can be enjoyd is Agro Park. This area has an array of rare crops, fruits and [animal](#) diorama which con-sist of unique animals that have been con-served. Jatim Park is suitable for family and school recreation. The recreation area sites offer precious tour as an [alternative](#) media of study.

9. [How](#) many facilities can be enjoyed by visitors?
 - a. Two
 - b. Five
 - c. Thirty six
 - d. Thirty two
 - e. Twenty two

10. What does Jatim Park offer?
 - a. A [place](#) at Jl. Kertika no 2 East Java
 - b. A sports center for family and students
 - c. A place for recreation and a study center

- d. it is a place which is only 2,5 kilometers from [Batu](#)
- e. 22 hectares land used for used for Kiai Hasan's house

11. What is the main idea of the second para-graph?

- a. There are a lot facilities in Jatim Park
- b. Gallery Nusantara area located next to the gate
- c. East Java's [temple](#) is displayed in minia-ture size
- d. The Sumberawan Statue is a tourist ob-ject in Jatim Park
- e. Another facilities that can be enjoyed by the visitors is Agro park

12. "The recreation area sites offer precious tour" ([Paragraph 3](#)). The underline [word](#) is closest in meaning to

- a. [important](#)
- b. valuable
- c. urgent
- d. cheap
- e. [good](#)

The following text is for questions 13 – 16.

Stonehenge

The Stonehenge is a prehistoric monument located in Wiltshire, England. Various stones in the Stonehenge are fallen or missing, making the original plan difficult to understand.

The first major construction at Stonehenge was a circular ditch, with an internal bank and a smaller external bank. Archaeologist believe that it was built around 3000 B.C. There were two original entrances to the enclosure-a wide one to the north-east and a smaller one on the southern side. The stones of the central

cluster, are brought to the site about 2500 B.C, are of two types-the larger sarsens and the smaller bluestones. The sarsens were erected to two concentric arrangements

The inner one is horseshoe of five trilithones (two vertical stones capped by a horizontal lintel). Of these, three complete trilithones still stand (one fell in 1797 and was renovated in 1958), and two are partly fallen. Near the center is the Altar Stone, which is mostly buried beneath the fallen stone of the tallest trilithon.

13. The first major construction at Stonehenge was a circular ditch, with an internal bank and a smaller external bank. (part 2).

The sentence above is a part of descriptive text called

- a. title
- b. event
- c. text body
- d. description
- e. identification

14. The purpose of text about Stonehenge is

- a. to retell the history of Stonehenge.
- b. to persuade the readers to visit Stonehenge.
- c. to retell about Stonehenge renovation in 1958.
- d. to describe about the construction of Stonehenge.
- e. to explain about the archaeologists' discoveries at the Stonehenge site.

15. The sarsens were erected to two concentric arrangements. (Paragraph 2). The underlined word is similar in meaning to

- a. shaped

18. The gigantic trees in the forest indicate that the forest is well preserved.

1 2 3 4 5

The noun phrase is on number

- a. 1
- b. 2
- c. 3
- d. 4
- e. 5

19. Arrange the jumbled words below based on the order of the adjectives.

young – little – beautiful – a – girl

1 2 3 4 5

- a. 4 – 2 – 3 – 1 – 5
- b. 4 – 3 – 1 – 5 – 2
- c. 4 – 1 – 3 – 2 – 5
- d. 4 – 5 – 1 – 3 – 2
- e. 4 – 3 – 2 – 1 – 5

20. Arrange the jumbled words below based on the order of the adjectives.

Golden – an – unique – monkey

1 2 3 4

- a. 2 – 1 – 3 – 4
- b. 2 – 3 – 1 – 4
- c. 2 – 4 – 3 – 1
- d. 2 – 3 – 4 – 1
- e. 4 – 2 – 1 – 3

B. Read the text and answer the following question based on the text (1-5).

Tanjung Puting National Park

One of the internationally famous ecotourism destinations in Indonesia is Tanjung Puting National Park in the southwest of Central Kalimantan peninsula. Tanjung Puting National Park offers impressive experience to its visitors. This is called a park, but unlike any park that you have seen in your city, this is a jungle! It is a real jungle, which is home to the most incredible animals in the world: orang utans and proboscis monkeys! The male proboscis monkeys are interesting because they have enormous snout. So, imagine yourself to be in the jungle and meet these special animals in their original habitat. What will you do when you meet them?

To see orang utans we should go to Camp Leakey. Camp Leakey is located in the heart of Tanjung Puting National Park. This is a rehabilitation place for ex-captive orang utans and also a preservation site. This camp was established by Birute Galdikas, an important scientist who has studied orang utans since 1971.

To reach the place, we should take a boat down Sekonyer river. The boat is popularly called perahu klotok which is a boathouse that can accommodate four people. The trip by the boat to Camp Leakey takes three days and two nights.

The traveling in the boat offers another unforgettable experience. You sleep, cook, and eat in that klotok, night and day during your journey into the jungle. In daylight, on your way to Camp Leakey, you can see trees filled with proboscis monkeys. At night, you can enjoy the clear sky and the amazingly bright stars as the only lights for the night.

1. What is the kind of the text above? Give the reason to support your answer by using your own words.
2. As one of ecotourism destinations, what does Tanjung Puting National Park offer to tourists?
3. Identify the structure of the text above. Which one is the identification and which are the descriptions?
4. Mention all noun phrases that you can find in the text above.
5. How interested are you in visiting Tanjung Puting National Park? What makes you interested (or not interested) in the park

Key Answers

A. Multiple Choices

- | | |
|--------|-------|
| 1. B | 11. A |
| 2. D | 12. B |
| 3. A | 13. D |
| 4. B | 14. D |
| 5. C | 15. E |
| 6. D | 16. C |
| 7. B/C | 17. D |
| 8. B | 18. A |
| 9. C | 19. E |
| 10. C | 20. B |

B. Essay

1. The kind of the text above is descriptive text as it describes about Tanjung Puting National Park in details. I t's started from the

identification of Tanjung Puting National Park which is a park that offers many animals to be seen like monkey and orang utans. That's why, it is a park but it's not like a park. It's like a jungle. In the description it is explained how we can see Orang Utans. We have to go to the camp leakey. To arrive there, we can ride boat named perahu klotok. We can get a great experience during our journey to the camp leakey.

2. Tanjung Puting National Park offers natural view to the tourist. It comes from the amazing animals we can see there and also the beauty of the jungle. We can also get a great experience by taking Perahu Klotok to reach to the Camp leakey. During the journey, we can eat, cook and sleep in the boat, we can also see the Proboscis monkey in the jungle we passed by. By the time we reach camp Leakey we will see Orang Utan.
3. The identification is the first paragraph
 - Tanjung Puting National Park is a park where we see Orang Utans and Proboscis monkey.
The description are in the paragraph 2,3 and 4
 - Paragraph 2 describes about camp leakey, a place where we can see Orang Utan.
 - Paragraph 3 describes about how to reach camp leakey, we have to take a boat and we will have a journey for three days and two nights.
 - Paragraph 4 describes about a great journey to the camp leakey by using Perahu Klotok. We not only can sleep, cook and eat but also see the Proboscis monkey during our journey, we can see beautiful view at night as well.
4. Noun Phrases found in the text :
 - famous ecotourism destination
 - Tanjung Puting National Park
 - impressive experience

- a jungle
- incredible animals
- male proboscis monkey
- enormous snout
- their original habitat
- their special animal
- a rehabilitation place
- a preservation site
- an important scientist
- unforgettable experience
- the clear sky

5. It depends on the student's opinion. All opinions will be correct as long as they give logical reasons.

True Friends

Once upon a time, there were two close friends who were walking through the forest together. They knew that anything dangerous can happen any time in the forest. So they promised each other that they would always be together in any case of danger.

Suddenly, they saw a large bear getting closer toward them. One of them climbed a nearby tree at once. But unfortunately the other one did not know how to climb up the tree. So being led by his common sense, he lay down on the ground breathless and pretended to be a dead man.

The bear came near the one who was lying on the ground. It smelt in his ears, and slowly left the place because the bears do not want to touch the dead creatures. After that, the friend on the tree came down and asked his friend that was on the ground, "Friend, what did the bear whisper into your ears?" The other friend replied, "Just now the bear advised me not to believe a false friend".

Questions

- 1 What is the topic of the text?
- 2 what is the main idea of the second paragraph ?
- 3 what does the second paragraph talk about ?
- 4 what is the topic of the 3rd paragraph ?
- 5 the main idea of the first paragraph ?

The Legend Of Malin Kundang

Long time ago, in a tiny town near the coastline in West Sumatera, lived a female and her son, Malin Kundang. Malin Kundang's papa had actually died when he was a child, as well as he had to live tough with his mom. Malin Kundang was a healthy, diligent, and also strong kid. He generally went to the sea to capture fish, as well as brought it to his mommy, or offered it in the community.

One day, when Malin Kundang was cruising customarily, he saw a vendor's ship which was being raided by a tiny band of pirates. With his take on and also power, Malin Kundang beat the pirates. The merchant was so happy and also asked Malin Kundang to cruise with him. Malin Kundang agreed.

Several years later on, Malin Kundang ended up being a wealthy seller, with a substantial ship, lots of trading goods, numerous ship crews, as well as a beautiful wife. In his journey, his ship arrived on a coastline. The citizens recognized him, and the news ran quick in the community: Malin Kundang came to be an abundant male and now he is right here. His mother, in deep furs adnees after years of isolation, ran to the beach to fulfill her precious boy once again.

When the mom came, Malin Kundang, in front of his well dressed other half, his teams and his own glory, rejected to satisfy that old, poor and filthy woman. For three times she pledge Malin Kundang and also for three times yelled at him. At last Malin Kundang said to her "Enough, old female! I have actually never ever had a mom like you, an unclean and also ugly peasant!" After that he bought his teams to set out. Angered, she cursed Malin Kundang that he would certainly turn into a stone if he didn't apologize. Malin Kundang simply giggled as well as set sail. In the quiet sea, unexpectedly an electrical storm came. His substantial ship was damaged and it was far too late for Malin Kundang to said sorry. He was thrown by the wave out of his ship, fell on a tiny island, and instantly transformed into rock.

Questions

1. What is the topic of the text ?
- 2 what is the main idea of the second paragraph ?
- 3 what does the second paragraph talk about ?
- 4 what is the topic of the 3rd paragraph ?
- 5 the main idea of the first paragraph ?

Hasil skor tes kemampuan membaca siswa yang diajarkan dengan model Duolingo post-test

No Responden	X ₁	No Responden	X ₂
1	100	1	80
2	100	2	60
3	100	3	60
4	100	4	75
5	100	5	80
6	100	6	75
7	100	7	80
8	100	8	80
9	100	9	75
10	100	10	75
11	100	11	75
12	100	12	60
13	100	13	60
14	100	14	60
15	75	15	60
16	75	16	60
17	80	17	60
18	80	JUMLAH	1175
19	75	Rata-Rata	69,11764706
20	80	Standar Devias	9,054573105
21	80	Varians	81,98529412
22	80	Jumlah Kuadrat	1380625
23	80	minimal	60
24	80	maximal	80
Jumlah	2185		
Rata-Rata	91,04166667		
Standar Devias	10,93251698		
Varians	119,5199275		
Jumlah Kuadrat	4774225		
minimal	75		
maximal	100		

Hasil skor tes kemampuan membaca siswa yang belum di ajarkan dengan model Duolingo
pre-test

No Responden	X1	No Responden	X2
1	40	1	60
2	40	2	60
3	40	3	60
4	20	4	60
5	40	5	40
6	40	6	40
7	40	7	40
8	40	8	40
9	20	9	40
10	40	10	40
11	40	11	40
12	40	12	20
13	20	13	20
14	20	14	20
15	20	15	20
16	20	16	20
17	20	17	40
18	20	Jumlah	660
19	60	Rata-Rata	38,82353
20	60	Standar Devias	14,9509
21	60	Varians	223,5294
22	60	Jumlah Kuadrat	3600
23	60	minimal	20
24	60	maximal	60
Jumlah	920		
Rata-Rata	38,33333		
Standar Devias	15,51063		
Varians	240,5797		
Jumlah Kuadrat	1600		
minimal	20		
maximal	60		



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Website : <http://www.fkip.umsu.ac.id> E-mail : fkip@umsu.ac.id

Form : K-1

Kepada Yth : Bapak/Ibu Ketua dan Sekretaris
Program Studi Pendidikan Inggris
FKIP UMSU

Perihal : PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan hormat saya yang bertanda tangan dibawah ini

Nama Mahasiswa : Delsiana Pasaribu
NPM : 1502050248
Prog. Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 154 SKS

IPK = 3,29

Persetujuan Ket/Sekret Prog. Studi	Judul yang Diajukan	Disahkan Oleh Dekan Fakultas
	The Effect of Applying STAD Type Cooperative Method Assisted by "Duolingo" Media on The Student Achivement in Identifying Main Idea of Paragraph	
	Improve speaking teaching through internet media to improve speaking skills in ninth grade junior high school student	
	Teaching literacy to young learners through picture books	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan. Atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 30 April 2019
Hormat Pemohon

Delsiana Pasaribu

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



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

Assalamu'alaikum Wr. Wb

Dengan hormat, yang bertanda tangan dibawah ini :


Nama Mahasiswa : Delsiana Pasaribu
NPM : 1502050248
Pro. Studi : Pendidikan Bahasa Inggris

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

The Effect of Applying STAD Type Cooperative Method Assisted by "Duolingo"
Media on the Students' Achievement in Identifying Main Idea of Paragraph

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu :

Khairil, S.Pd., M.Hum.

ACC 30/04-2019 

Sebagai Dosen Pembimbing Proposal/Skripsi saya.

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

Medan, 30 April 2019

Hormat Pemohon,



Delsiana Pasaribu

Keterangan

- Dibuat rangkap 3 :- Asli untuk Dekan/Fakultas
- Duplikat untuk Ketua / Sekretaris Jurusan
 - Triplikat Mahasiswa yang bersangkutan



FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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Nomor : 2273 /11.3/UMSU-02/F/2019
Lamp : ---
Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakatuh

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 : Delsiana Pasaribu
N P M : 1502050248
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Effect of Aplying STAD Type Cooperative Method Assisted by "Duolingo" Media on The Sstudents' Achievement in Identifying Main Idea of Paragraph .

Pembimbing : Khairil, S.Pd, 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 : 20 Mei 2020

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dikeluarkan pada Tanggal :
Medan, 26 Ramadhan 1440 H
20 Mei 2019 M
Dekan

Dr. H. Elfranto Nst, S.Pd, M.Pd.
NIDN : 0115057302

Dibuat rangkap 4 (empat) :

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



Unggul, Cerdas & Terpercaya

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

Jalan Kapten Muchtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Fax. (061) 6625474 - 6631003
Website: <http://fkfp.umsu.ac.id> E-mail: fkfp@umsu.ac.id

Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

Nomor : 533 /II.3/UMSU-02/F/2019
Lamp : ---
I f a l : Mohon Izin Riset

Medan, 16 Muharram 1441 H
16 September 2019 M

Kepada Yth. Bapak/Ibu Kepala
SMK PAB 3 Medan Estate
di-
Tempat

Assalamu'alaikum Warahmatullahi Wabarakaatuh

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 Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama : Delsiana Pasaribu
N P M : 1502050248
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Effect of Applying STAD Type Cooperative Method Assisted by Duolingo Media on the Student Achievement in Identifying Main Idea of Paragraph.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.



** Pertinggal **



PERKUMPULAN AMAL BAKTI (PAB)
SEKOLAH MENENGAH KEJURUAN
SMK (BM) PAB 3 MEDAN ESTATE

Program Keahlian : - Adm.Perkantora Akreditasi B
- Akuntansi Akreditasi B

NDS : 530710201-NSS: 344070106004-NPSN : 10214053-SIOP : 421/9618/PDM/2015,30 Desember 2015
Jl.Mesjid No.1 Medan Estate Kec.Percut Sei Tuan Kab.Deli Serdang (061)7347662 Kode Pos 20371

SURAT KETERANGAN PENELITIAN

Nomor : K.3/C/006-F/PAB/IX/2019

Kepala Sekolah SMK PAB 3 Medan Estate, dengan ini menerangkan bahwasanya yang tersebut di bawah ini :

Nama : DELSIANA PASARIBU
NPM : 1502050248
Prog.Studi : Pendidikan Bahasa Inggris
Judul Skripsi : **The Effect of Applying STAD Type Cooperative Method Assisted by Duolingo Media on the Student Achievement In Identifying Main Idea of Paragraph.**

Adalah benar telah penelitian/riset di SMK PAB 3 Medan Estate, pada tanggal,17 September 2019 s/d 30 September 2019 dan sejauh pengamatan kami telah dilaksanakan dengan baik.

Penelitian ini dapat kami setuju sehubungan dengan permohonan izin penelitian dari Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara Nomor : 5533/II.3-AU/UMSU-02/F/2019, tanggal, 16 September 2019.

Demikianlah Surat Keterangan penelitian ini diperbuat untuk dapat dipergunakan seperlunya.



Medan Estate, 30 September 2019

Kepala Sekolah

BRS MALUDDIN,MM

DOCUMENTATION



(Students' activities in Pre-test)



(Students' activities in post-test after giving the treatment)

