KEPUTUSAN REKTOR
UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA
Nomor: 0656 /R/KM/2024

T e n t a n g
PENGANGKATAN PANITIA SIDANG TESIS
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
SEKOLAH PASCASARJANA UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA
SEMESTER GENAP TAHUN AKADEMIK 2023/2024

Bismillahirrahmanirrahim,
REKTOR UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA:

Menimbang : a. Bahwa mahasiswa Program Studi Pendidikan Bahasa Inggris Sekolah Pascasarjana UHAMKA yang telah menyelesaikan ujian semua mata kuliah dan penyusunan tesisnya yang berbobot 4 (empat) sks, dipandang perlu untuk dilaksanakan Sidang Tesis.

b. Bahwa untuk kelancaran sidang tesis sebagaimana dimaksud konsideran a, maka dipandang perlu mengangkat Panitia Sidang Tesis dengan Surat Keputusan Rektor.

Mengingat : 1. Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tanggal 8 Juli 2003, tentang Sistem Pendidikan Nasional;
2. Undang-Undang Republik Indonesia Nomor 12 Tahun 2012 tanggal 10 Agustus 2012, tentang Pendidikan Tinggi;
3. Undang-Undang Republik Indonesia Nomor 14 Tahun 2005 tanggal 30 Desember 2005, tentang Guru dan Dosen;
4. Peraturan Pemerintah Republik Indonesia Nomor 4 Tahun 2014 tanggal 30 Januari 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
5. Peraturan Presiden Republik Indoensia Nomor 8 Tahun 2012 tanggal 17 Januari 2012, tentang Kerangka Kualifikasi Nasional Indonesia;
6. Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 3 Tahun 2020 tanggal 24 Januari 2020, tentang Standar Nasional Pendidikan Tinggi ;
7. Keputusan Direktur Jenderal Pendidikan Tinggi Depdikbud Republik Indonesia Nomor 138/DIKTI/Kep/1997 tanggal 30 Mei 1997, tentang Perubahan Bentuk Institut Keguruan dan Ilmu Pendidikan (IKIP) Muhammadiyah Jakarta menjadi Universitas Muhammadiyah Prof. DR. HAMKA;
8. Keputusan Direktur Jenderal Pendidikan Tinggi Depdikbud Republik Indonesia Nomor 155/D/T/2007 tanggal 29 Januari 2007, tentang Izin Pembukaan Program Studi Pendidikan Bahasa Inggris Program Magister Pada Universitas Muhammadiyah Prof. DR. HAMKA di Jakarta yang diselenggarakan oleh Persyarikatan Muhammadiyah;
9. Peraturan Pimpinan Pusat Muhammadiyah Nomor 01/PRN/I.O/B/2012 tentang Majelis Pendidikan Tinggi dan Pedoman Pimpinan Pusat Muhammadiyah Nomor 02/PED/I.O/B/2012 tentang Perguruan Tinggi Muhammadiyah;
10. Ketentuan Majelis Pendidikan Tinggi Pimpinan Pusat Muhammadiyah Nomor 178/KET/I.3/D/2012 tentang Penjabaran Pedoman Pimpinan Pusat Muhammadiyah Nomor 02/PED/I.0/B/2012 tentang Perguruan Tinggi Muhammadiyah;

TERAKREDITASI BAN-PT DENGAN PERINGKAT UNGGUL

11. Keputusan Pimpinan Pusat Muhammadiyah Nomor 66/KEP/I.0/D/2023 tanggal 24 Januari 2023, tentang Penetapan Rektor UHAMKA Masa Jabatan 2023-2027;
12. Statuta Universitas Muhammadiyah Prof. DR. HAMKA Tahun 2023;
13. Keputusan Rektor Universitas Muhammadiyah Prof. DR. HAMKA tentang Perbaikan Surat Keputusan Rektor Nomor 530/A.31.01/2012 tentang Pengubahan Nama Program Pascasarjana menjadi Sekolah Pascasarjana Universitas Muhammadiyah Prof. DR. HAMKA;
14. Keputusan Rektor Universitas Muhammadiyah Prof. DR. HAMKA Nomor 515/A.01.01/2023 tanggal 30 Mei 2023 tentang Pengangkatan Direktur Sekolah Pascasarjana UHAMKA Masa Jabatan 2023-2027

Memperhatikan : Kurikulum Operasional Program Studi Pendidikan Bahasa Inggris Sekolah Pascasarjana UHAMKA;

M E M U T U S K A N

Menetapkan :

Pertama : Mengangkat Panitia Sidang Tesis Pendidikan Bahasa Inggris Sekolah Pascasarjana Universitas Muhammadiyah Prof. DR. HAMKA Semester Genap Tahun Akademik 2023/2024 sebagaimana tercantum dalam lampiran 1 Keputusan ini.

Kedua : Apabila salah seorang di antara Panitia Penguji tidak dapat melaksanakan tugas karena sakit atau karena hal lainnya, maka ditunjuk penguji pengganti oleh Direktur.

Ketiga : Menetapkan peserta Ujian Sidang Tesis Program Studi Pendidikan Bahasa Inggris sebagaimana tercantum pada lampiran 2 lajur 4, dengan judul tesis sebagaimana tersebut pada lajur 5 Keputusan ini.

Keempat : Ujian sidang tesis dilaksanakan secara lisan oleh penguji pada hari dan tanggal sebagaimana tercantum dalam lampiran Surat Keputusan ini.

Kelima : Pelaksanaan Sidang Tesis diketuai oleh Direktur, diuji oleh dua orang penguji dan dua orang pembimbing sebagai anggota tim penguji tesis dari masing-masing mahasiswa yang mengikuti sidang tesis.

Keenam : Semua biaya yang berkaitan dengan sidang tesis ini dibebankan kepada anggaran Sekolah Pascasarjana UHAMKA yang diatur khusus untuk kepentingan tersebut.

Ketujuh : Pengumuman lulus atau tidak lulus disampaikan oleh Direktur kepada peserta ujian tesis berdasarkan hasil rapat Panitia Sidang Tesis pada hari pelaksanaan ujian, setelah keseluruhan peserta selesai mengikuti Sidang Tesis.

Kedelapan : Keputusan ini berlaku sejak tanggal ditetapkan sampai dengan berakhirnya pelaksanaan Sidang Tesis

Kesembilan : Surat Keputusan ini disampaikan kepada pihak-pihak yang terkait untuk dilaksanakan sebagaimana mestinya.

Kesepuluh : Apabila dalam keputusan ini terdapat kekeliruan, maka akan diperbaiki sebagaimana mestinya.

Ditetapkan di : Jakarta
Pada tanggal : <u>29 Dzulhijjah 1445 H</u>
6 Juli 2024 M

Rektor,

Prof. Dr. H. Gunawan Suryoputro, M.Hum.

PANITIA SIDANG TESIS
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
SEKOLAH PASCASARJANA UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA
SEMESTER GENAP TAHUN AKADEMIK 2023/2024

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Ketua   : Direktur Sekolah Pascasarjana
                     Prof. Dr. H. Ade Hikmat, M.Pd.

Sekretaris   : Ketua Program Studi Pendidikan Bahasa Inggris
                     Siti Zulaiha, M.AL, Ph.D.

Anggota Penguji   : 1. Siti Zulaiha, M.AL, Ph.D.
                      2. Prof. Herri Mulyono, Ph.D.
                      3. Dr. Syaadiah Arifin, M.Pd.
                      4. Silih Warni, Ph.D.
                      5. Hamzah Puadi Ilyas, Ph.D.
                      6. Dr. Akhmad Haqiqi Ma'mun, M.Pd.

Pelaksana Teknis   : 1. Sekretaris SPs I, Prof. Dr. H. Abd. Rahman. A. Ghani, M.Pd.
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                      4. Kasubag Akademik, Nurlaelah, S.KM.
                      5. Kasubag Keuangan, Ahmad Rizky, A.Md.
                      6. Kasubag Umum, Agus Purlianto, A.Md.
                      7. Staf Sekolah Pascasarjana
                          Universitas Muhammadiyah Prof. DR. HAMKA

Rektor,

Prof. Dr. H. Gunawan Suryoputro, M.Hum.

DAFTAR NAMA PESERTA, PEMBIMBING DAN PENGUJI SIDANG TESIS
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
SEKOLAH PASCASARJANA UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA
SEMESTER GENAP TAHUN AKADEMIK 2023/2024

Hari, Tanggal : Kamis, 11 Juli 2024
Tempat   : Sekolah Pascasarjana UHAMKA (Jl Warung Jati Barat No. 17, Jakarta Selatan) SB 301

NO (1)	WAKTU (2)	NIM (3)	NAMA (4)	JUDUL TESIS (5)	PEMBIMBING / PENGUJI (6)	PENGUJI (7)
08.00 – 08.30				PEMBUKAAN DAN PENGARAHAN UJIAN TESIS		
1.	08.30-09.30	2009067023	ELLY AZIZAH	Teachers' Strategies in Teaching Speaking to Young Learners	1. Dr. Syaadiah Arifin, M.Pd. 2. Hamzah Puadi Ilyas, Ph.D.	1. Siti Zulaiha, M.AL., Ph.D. 2. Dr. Akhmad Haqiqi Ma'mun, M.Pd.
2.	09.30-10.30	2009067018	AHMAD PELANI	Fostering Students Writing Motivation and Writing Self Efficacy through Digital Literacy	1. Dr. Syaadiah Arifin, M.Pd. 2. Prof. Herri Mulyono, Ph.D.	1. Dr. Akhmad Haqiqi Ma'mun, M.Pd. 2. Silih Warni, Ph.D.
3.	10.30-11.30	2009067025	ANDRIANI	Improving the Students' Writing Skills by Using Duolingo Application in SMP Islam Nurul Hikmah, Tangerang, Indonesia	1. Hamzah Puadi Ilyas, Ph.D. 2. Dr. Syaadiah Arifin, M.Pd.	1. Silih Warni, Ph.D. 2. Dr. Akhmad Haqiqi Ma'mun, M.Pd

NO	WAKTU	NIM	NAMA	JUDUL TESIS	PEMBIMBING / PENGUJI	PENGUJI
(1)	(2)	(3)	(4)	(5)	(6)	(7)
4	13.00-13.45	2009067007	SYILFA ERPINDA RAHMAN	Students' Difficulties in Writing Narrative Text at the Tenth Grade Students of SMA Negeri 1 Tajurhalang Depok	1. Hamzah Puadi Ilyas, Ph.D. 2. Silih Warni, Ph.D.	1. Siti Zulaiha, M.AL., Ph.D. 2. Dr. Akhmad Haqiqi Ma'mun, M.Pd.

Rektor,

Prof. Dr. H. Gunawan Suryoputro, M.Hum.

DAFTAR NAMA PESERTA, PEMBIMBING DAN PENGUJI SIDANG TESIS
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
SEKOLAH PASCASARJANA UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA
SEMESTER GENAP TAHUN AKADEMIK 2023/2024

Hari, Tanggal : **Kamis, 11 Juli 2024**
Tempat   : **Sekolah Pascasarjana UHAMKA (Jl Warung Jati Barat No. 17, Jakarta Selatan) SB 302**

NO (1)	WAKTU (2)	NIM (3)	NAMA (4)	JUDUL TESIS (5)	PEMBIMBING / PENGUJI (6)	PENGUJI (7)
08.00 – 08.30				PEMBUKAAN DAN PENGARAHAN UJIAN TESIS		
1.	08.30-09.30	2209067003	SYIFA NADHIRA	The Implementation of HOTS in Reading: English Teachers' Strategies at Senior High School	1.Hamzah Puadi Ilyas, Ph.D. 2.Siti Zulaiha, M.A., Ph.D.	1.Silih Warni, Ph.D. 2.Dr. Syaadiah Arifin, M.Pd.
2	09.30-10.30	2209067004	ASTI TASLIMAH	The Use of Authentic Materials in Reading Lesson: Students' Perceptions and Preferences	1. Dr. Syaadiah Arifin, M.Pd. 2. Silih Warni, Ph.D.	1. Siti Zulaiha, M.AL., Ph.D 2. Hamzah Puadi Ilyas, Ph.D.
3	10.30-11.30	2209067017	MUAMMAR KHADAFI	Exploring Levels and Correlation of Writing Anxiety and Writing Self Efficacy of Indonesian EFL University	1. Prof. Herri Mulyono, Ph.D. 2. Silih Warni, Ph.D.	1. Dr.Syaadiah Arifin, M.Pd. 2. Siti Zulaiha, M.AL., Ph.D.

NO (1)	WAKTU (2)	NIM (3)	NAMA (4)	JUDUL TESIS (5)	PEMBIMBING / PENGUJI (6)	PENGUJI (7)
4	11.30-12.30	2009067004	REVA ADINDA	Students' Perception of the Online Learning Media Used by EFL Teachers	1. Prof. Herri Mulyono, Ph.D. 2. Siti Zulaiha, M.A., Ph.D.	1. Hamzah Puadi Ilyas, Ph.D. 2. Dr. Syaadiah Arifin, M.Pd.
5	13.00-13.45	2209067001	AHMAD SETIADI	Students' Perceptions towards Peer Assessment in the Digital Response to the Biography (DRB) Project	1. Siti Zulaiha, M.AL., Ph.D. 2. Prof. Herri Mulyono, Ph.D.	1. Dr. Syaadiah Arifin, M.Pd. 2. Hamzah Puadi Ilyas, Ph.D.

Rektor,

Prof. Dr. H. Gunawan Suryoputro, M.Hum.

Improving The Students' Writing Skills by Using Duolingo Application in SMP Islam Nurul Hikmah, Tangerang, Indonesia.

Thesis

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DEPARTMENT OF ENGLISH EDUCATION

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MUHAMMADIYAH UNIVERSITY OF PROF. DR. HAMKA

JAKARTA

2024

THESIS ADVISOR APPROVAL

IMPROVING THE STUDENTS' WRITING SKILLS BY USING DUOLINGO

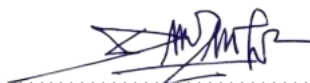**APPLICATION IN SMP ISLAM NURUL HIKMAH, TANGERANG, INDONESIA.**
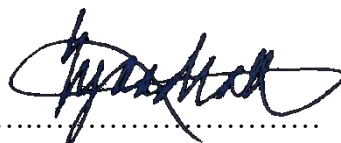
BY

ANDRIANI

2009067025

Advisor	Signature	Date
Hamzah Puadi Ilyas, Ph.D	………………………..	….……………………….
Dr. Syaadiah Arifin, M.Pd	………………………	….………………………..

Jakarta, ... 2024

Chair of English Education Department Graduate School

University of Muhammadiyah Prof. Dr. HAMKA

Siti Zulaiha, M.A., Ph.D.

SURAT PERNYATAAN

Yang bertanda tangan di bawah ini:

Nama   : Andriani

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Program Studi   : Pendidikan Bahasa Inggris

                                    Sekolah Pascasarjana

                                    Universitas Muhammadiyah Prof. DR. HAMKA

Judul Tesis   : Improving The Students' Writing Skills by Using Duolingo Application in SMP Islam Nurul Hikmah, Tangerang, Indonesia.

Demi Allah dengan ini saya menyatakan bahwa:

1. Tesis/Disertasi ini merupakan hasil karya saya sendiri, bukan plagiat dari karya orang lain atau dibuatkan orang lain.

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Jakarta, 28 Juli 2024
Penulis

Andriani

ABSTRAK

Andriani. *Meningkatkan Keterampilan Menulis Siswa dengan Menggunakan Aplikasi Duolingo di SMP Islam Nurul Hikmah, Tangerang, Indonesia. Program studi Pendidikan Bahasa Inggris, Sekolah Pascasarjana, Universitas Muhammadiyah Prof. DR. HAMKA. Juni. 2024.*

Penelitian ini mengeksplorasi efektivitas integrasi aplikasi Duolingo sebagai alat tambahan untuk meningkatkan keterampilan menulis siswa di SMP Islam Nurul Hikmah di Tangerang, Indonesia. Studi ini bertujuan untuk mengatasi tantangan yang dihadapi oleh siswa sekolah menengah dalam mengembangkan kemampuan menulis yang mahir dan menyelidiki dampak pembelajaran bahasa yang ditingkatkan dengan teknologi terhadap kemampuan bahasa Inggris siswa. Melalui kombinasi analisis kuantitatif dari skor pre-test dan post-test, eksplorasi kualitatif dari refleksi guru, dan penggunaan metodologi Penelitian Tindakan Kelas (PTK), penelitian ini menyoroti hasil positif dari mengintegrasikan Duolingo ke dalam kurikulum pembelajaran bahasa. Meskipun ada keterbatasan seperti ukuran sampel yang terbatas dan ketergantungan pada data yang dilaporkan sendiri, penelitian ini memberikan wawasan berharga ke dalam literatur yang ada tentang pendekatan pembelajaran bahasa yang ditingkatkan dengan teknologi. Temuan ini menggarisbawahi pentingnya memanfaatkan alat inovatif seperti Duolingo untuk mendukung pengembangan bahasa siswa dan memberikan rekomendasi untuk penelitian lebih lanjut guna mengatasi keterbatasan yang diidentifikasi dan meningkatkan hasil pembelajaran bahasa di lingkungan pendidikan.

Kata kunci:

      aplikasi Duolingo, keterampilan menulis, pembelajaran bahasa.

ABSTRACT

Andriani. *Improving Students' Writing Skills by Using the Duolingo Application at SMP Islam Nurul Hikmah, Tangerang, Indonesia. English Education Study Program, Graduate School, Universitas Muhammadiyah Prof. DR. HAMKA. June, 2024.*

This study explores the effectiveness of integrating the Duolingo application as a supplementary tool for improving students' writing skills at SMP Islam Nurul Hikmah in Tangerang, Indonesia. The study aims to address the challenges faced by middle school students in developing proficient writing abilities and investigates the impact of technology-enhanced language learning on students' English proficiency. Through a combination of quantitative analysis of pre-test and post-test scores, qualitative exploration of teacher reflections, and the use of Classroom Action Research (CAR) methodology, the research highlights the positive outcomes of incorporating Duolingo into language learning curricula. Despite limitations such as sample size constraints and the reliance on self-reported data, the study contributes valuable insights to the existing literature on technology-enhanced language learning approaches. The findings underscore the importance of leveraging innovative tools like Duolingo to support students' language development and provide recommendations for future research to address identified limitations and enhance language learning outcomes in educational settings.

Keywords :

Duolingo application, writing skills, language learning.

ACKNOWLEDGMENTS

Finally, I would like to acknowledge the greatest support from my beautiful daughter, Yasmin Nur Aulia Yuandri, which made this research possible. Her generosity is deeply appreciated and has been vital to the successful completion of this thesis.

I also would like to thank my friends, especially Ms. Elly who have been supported me during this hard time. To everyone who has contributed to this work, directly or indirectly, I extend my heartfelt thanks. This accomplishment would not have been possible without your support and encouragement. Thank you.

Jakarta, 25 Juni 2024

Andriani

Improving The Students' Writing Skills by Using Duolingo Application in SMP Islam

Nurul Hikmah, Tangerang, Indonesia.

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MUHAMMADIYAH UNIVERSITY OF PROF. DR. HAMKA

JAKARTA

2024

CHAPTER 1

A. Background

Writing skill is a fundamental component of education, playing a critical role in students' academic development and overall communication abilities (Graham & Perin, 2007; Hyland, 2003). In the context of middle school education, particularly for students in junior high school, writing skills are essential for several reasons (Applebee & Langer, 2011; Graham, 2019). Firstly, Writing is a primary means of demonstrating knowledge and understanding across various subjects (Graham & Perin, 2007; Applebee, 1984). It allows students to articulate their thoughts, present arguments, and convey information clearly and coherently (Graham & Perin, 2007). Developing strong writing skills in middle school sets the foundation for more advanced academic writing required in higher education and professional settings.

For middle school students, Writing is not just a tool for academic success but also a vital skill for personal expression and communication (Elbow, 1998; Graham, 2006). At this developmental stage, students are learning to express complex ideas and emotions. Writing enables them to explore and communicate these thoughts effectively. However, aAchieving proficiency in writing can be particularly challenging for middle school students due to their ongoing cognitive and linguistic development (Graham & Perin, 2007). They must learn to organize their ideas, use appropriate grammar and vocabulary, and follow the conventions of different writing genres, all of which require significant practice and guidance (Fitzgerald & Shanahan, 2000).

In the context of English language learning, writing becomes even more challenging. Students learning English as a second language must navigate the additional complexities of mastering a new language while developing their writing skills. This dual challenge often results in lower confidence and increased anxiety about writing tasks (Hyland, 2003). Consequently, effective teaching strategies and supportive learning environments are crucial to help these students overcome their difficulties and improve their writing proficiency.

Middle school educators face the task of finding engaging and effective methods to teach writing. Traditional approaches may not always address the diverse needs and learning styles of students, necessitating the integration of innovative tools and techniques (Tomlinson, 2001; Graham & Harris, 2013). Technological advancements, such as language learning applications like Duolingo, offer promising solutions by providing interactive and personalized learning experiences that can enhance students' writing skills (Hockly, 2015). These digital tools can supplement traditional instruction, offering students additional practice opportunities and instant feedback, which are essential for improving their writing abilities.

Writing is often considered a challenging skill for middle school students due to several interrelated factors. Firstly, writing requires a high level of cognitive engagement and coordination of various skills, such as organizing ideas, selecting appropriate vocabulary, and applying grammatical rules. At the middle school level, students are still developing these foundational skills, which makes writing a complex task (Graham & Perin, 2007). Unlike speaking, which is often more spontaneous, writing demands

careful planning, drafting, and revision, processes that many middle school students find difficult to manage.

Moreover, middle school students are at a developmental stage where they are transitioning from concrete to abstract thinking. This cognitive shift can make it challenging for them to express complex ideas and arguments in writing. They may struggle with structuring their essays, developing coherent arguments, and using transitional phrases to link their ideas logically. Additionally, the need to adhere to the conventions of different writing genres, such as narrative, expository, and persuasive writing, adds another layer of difficulty (Fitzgerald & Shanahan, 2000).

For students learning English as a second language, the challenges are even greater. They must not only master the content and structure of their writing but also navigate the intricacies of a new language. This includes understanding idiomatic expressions, mastering syntax, and expanding their vocabulary. The pressure to write correctly can lead to anxiety and reduced confidence, further hindering their ability to write effectively (Hyland, 2003).

Furthermore, many middle school students have limited exposure to extensive reading and writing outside the classroom, which impacts their ability to develop strong writing skills. Reading widely and regularly is known to improve writing proficiency, but if students do not engage in this practice, they miss out on opportunities to learn and apply new vocabulary, understand different writing styles, and improve their overall literacy (Shanahan, 2006).

Effective writing instruction at this level requires teachers to provide ample practice, constructive feedback, and motivational support. Innovative tools like language learning applications can offer additional support by providing interactive and engaging ways for students to practice writing. These tools can help address some of the challenges by offering personalized feedback and varied writing activities that cater to different learning styles (Hockly, 2015).

To address these challenges, educators are increasingly turning to technology-based solutions that can cater to the varied learning preferences of their students. There are several applications available that can be used to improve students' writing skills. For example, Duolingo, Wordament, Quizziz, Prodigy, Storybird, Pobble 365, Scholastic Story Starters, Fictionary, and Nanowrimo Young Writers Program are some notable options. Among these, Duolingo stands out as a prominent tool suitable for junior high school students. Duolingo is a language learning application that offers interactive and gamified experiences, making it engaging for learners. By integrating such innovative technologies into the curriculum, educators aim to enhance student engagement and improve writing skills more effectively than traditional methods alone (Alm, 2013; Warschauer & Grimes, 2007).

Duolingo plays a significant role in enhancing writing skills for middle school students by providing an engaging and interactive platform for language learning. As a widely-used language learning application, Duolingo offers a variety of exercises that focus on different aspects of language acquisition, including vocabulary, grammar, and sentence structure. These elements are fundamental to developing strong writing skills. The app's gamified approach to learning makes it particularly appealing to middle school students,

who often find traditional writing instruction monotonous and challenging. By incorporating elements of play and competition, Duolingo motivates students to practice regularly, thereby reinforcing their learning and improving their writing proficiency (Vesselinov & Grego, 2012).

Duolingo's adaptive learning technology personalizes the learning experience based on the user's progress and areas of difficulty. This personalized feedback is crucial for middle school students, who benefit from targeted practice and immediate correction of errors. The app's exercises, which include translating sentences, filling in blanks, and constructing sentences, directly contribute to the improvement of writing skills by encouraging students to think critically about sentence structure and word usage (Loewen et al., 2019). Furthermore, the repetition and reinforcement provided by Duolingo help students internalize grammatical rules and vocabulary, which are essential for effective writing.

Another advantage of Duolingo is its flexibility and accessibility. Students can practice writing at their own pace and on their own time, making it a convenient supplementary tool to classroom instruction. This flexibility is particularly beneficial for middle school students, who may need additional practice outside of school hours to master writing skills. Additionally, Duolingo's structured progression through different levels and skills ensures that students build a strong foundation before moving on to more complex writing tasks (Krashen, 1982).

In summary, Duolingo supports middle school students in developing their writing skills by providing engaging, personalized, and accessible language learning experiences.

Its focus on grammar, vocabulary, and sentence construction, combined with its gamified approach, makes it an effective tool for enhancing writing proficiency in young learners. Therefore, the writer conducted the research about Improving The Students' Writing Skills by Using Duolingo Application in SMP Islam Nurul Hikmah, Tangerang, Indonesia.

B. Limitations of the study

This study is limited to one class of eighth grade students in SMP Islam Nurul Hikmah, Tangerang, Indonesia. As a result, the findings may not be generalizable to all students in different grades or other schools with varying educational environments. The primary objective of this study is to improve students' ability to write sentences correctly based on grammar. In addition, This study only utilizes the Duolingo application to enhance writing skills. Relying on a single tool may not provide a comprehensive approach to language learning and writing skill development, which typically benefits from a variety of instructional methods and resources. Students' access to technology and their proficiency in using the Duolingo application could vary, potentially affecting their ability to fully engage with and benefit from the tool.

C. Research questions

This research aims to learn about:

1. How is the effectiveness of the Duolingo application in improving writing skills measured in SMP Islam Nurul Hikmah?

2. What challenges does the teacher encounter when implementing Duolingo to improve writing skills?

D. Significance of the study

The writer expects that the results of this study will provide valuable contributions for several reasons. Firstly, it aims to help students improve their English skills using Duolingo, demonstrating its effectiveness as a supplementary tool for language learning. Secondly, this study seeks to add to the existing literature by highlighting the effectiveness of Duolingo in teaching English as a foreign language. Additionally, the findings are expected to encourage professional teachers to integrate technology, such as Duolingo, into their English language teaching practices, thereby enhancing the overall learning experience for students.

CHAPTER 2

LITERATURE REVIEW

A. Review of the study

Some previous studies only focus on the use of Duolingo in teaching English as a foreign language. Some of the previous studies are as follows:

The first study about Duolingo was done by Cheng Zheng and Linda Fisher in 2023 from University of Cambridge. This study aims to examine the impact of mobile-assisted language learning (MALL) apps like Duolingo on Chinese junior high school students' intrinsic motivation for English. The authors present a model based on self-determination theory and propose the idea of "motivational transfer" to explain the psychological mechanism underpinning the impact of technology. They conducted a case study with 20 Year 8 Chinese junior school students who used Duolingo to learn English as a foreign language (EFL) after school for 6 weeks.

The findings support the hypothesis that learners' activity-specific intrinsic motivation (IM) for using Duolingo and their underlying psychological need for autonomy and competence can be transferred to a more general level, thereby enhancing learners' global intrinsic motivation for L2. This theoretical model expands our understanding of how digital technology stimulates learners'L2 motivation and can help L2 educators design better technological affordances to promote learners' motivation both in and outside the classroom.

The second study of Duolingo application was done by Hernadijaya (2020) from English Education, Faculty of Language and Arts, Surabaya State University . This study

said that Teaching vocabulary in English as a Foreign Language (EFL) is challenging due to the lack of target language input and classroom instruction, leading to boredom. Therefore, it explores the use of the MALL application, Duolingo, to enhance students' knowledge and interest in learning English vocabulary through mobile technologies. A quasi-experimental study was conducted on seventh-grade students with two groups: experimental and control. The research instruments used were pre-test and post-test scores, and data were analyzed using t-test calculation of SPSS 20 to identify vocabulary improvement from each group.

The results indicate a positive effect, with a significant difference in the experimental group after treatment. The experimental group achieved an average score of 87.94 compared to the control group's 75.52. Duolingo can be considered a gamified language learning app that can develop vocabulary skills of the seventh grade. This study aims to investigate student vocabulary improvement through the gamification of Duolingo as a language learning platform, focusing on seventh-graders.

The third study on Duolingo was conducted by Windya et al. in 2023 at Universitas Potensi Utama, Medan, Indonesia. This study investigated the utilization of the Duolingo application in junior high school language education aimed at enhancing speaking proficiency. Employing a quasi-experimental design, the research divided students into two groups: one receiving traditional instruction and the other utilizing Duolingo as a supplementary tool. Data were collected through speaking assessments, student surveys, and classroom observations. The results demonstrated a significant enhancement in speaking proficiency among the Duolingo group compared to the traditional instruction group, specifically in Grade 8 classes.

The application's interactive features, gamified elements, and accessibility make it an engaging and effective learning experience. Student feedback also indicated increased motivation and interest in language learning. The study highlighted the potential of integrating Duolingo into language education and its implications for curriculum design, technology role in language learning, and addressing diverse learning styles.

"The fourth study on Duolingo was conducted by Rosyidah, J.U, et al. in 2023 at Malang State University. This research investigates the challenges encountered by students majoring in English Language Education (ELED) and those not majoring in ELED while learning the English language, along with their coping strategies for these difficulties. The study involved six participants, three from the ELED program and three from non-ELED programs, respectively. Both ELED and non-ELED students shared common challenges related to vocabulary limitations, grammar complexities, pronunciation issues, and deficiencies in speaking and listening skills.

This study aimed to examine whether the integration of gamification into the Duolingo App could enhance the listening proficiency of junior high school students in English. It employed a quasi-experimental design with a quantitative approach. Data were collected through tests and observations and analyzed using SPSS 26 App. The results indicated a significant difference ($p = 0.002$, 2-tailed) between the post-test scores of the experimental class and the control class, suggesting that gamification in the Duolingo app positively impacts the English listening proficiency of junior high school students. Consequently, Duolingo App demonstrates potential as a valuable tool for educators seeking to enhance their students' listening skills.

The fifth study on Duolingo was conducted by Aulia, H.R., et al. in 2020 at Jember University. This research examined the effect of the Duolingo application on students'

English vocabulary mastery using a quasi-experimental design with a post-test only design. The participants in this research were eighth-grade students from one of the junior high schools in Jember. In this study, the experimental group got treatment by using

Duolingo application; meanwhile, the control group taught as usual by using flashcard as the media. The data was collected from vocabulary test and was analyzed by using SPSS with independent sample t-test. The result showed a significant difference between students who use Duolingo application and who didn't with the value of significance (0.017) which was less than 0.05 and the mean score of the experimental group (84.69) was higher than the mean score of the control group (80.78). This demonstrates that using Duolingo Application hasa significant effect on students' vocabulary mastery.

B. The gap between the previous studies and this research

After reviewing the provided studies, the writer identified a gap between this study and others in the field. This study uniquely focuses on improving students' writing skills using the Duolingo application at SMP Islam Nurul Hikmah in Tangerang, Indonesia, presenting a contemporary approach to language learning. While, the previous studies focused to the various topic, enhanced intrinsic motivation (Zheng & Fisher, 2023), improved vocabulary scores (Hernadijaya, 2020; Aulia et al., 2020), increased speaking proficiency (Windya et al., 2023), and coping strategies for language learning challenges (Rosyidah et al., 2023). By emphasizing the integration of technology in the classroom, the study underscores the potential benefits of incorporating innovative tools to enhance students' writing proficiency.

The gap between this study and previous research lies in the research methodology. Previous studies employed methodologies such as case studies, quasi-experimental

designs, and investigations targeting specific language skills like speaking, listening, and vocabulary. In contrast, this study utilized a combination of Classroom Action Research (CAR) and a teacher's diary. By integrating quantitative analysis with qualitative exploration, particularly through the use of a teacher's diary, this study aims to underscore the positive impact of Duolingo on students' English language skills, specifically within the eighth-grade classroom setting.

However, there are also similarities between this study and previous ones. Both this study and prior research utilized data collection methods such as pre-tests, post-tests, and classroom observations. Additionally, SPSS was employed in this study to analyze data validity regarding the effectiveness of Duolingo in enhancing students' writing skills.

C.   Theoretical framework

1.   Writing Skills

Writing skill encompasses the ability to effectively communicate ideas, thoughts, and information through written language. It involves various components that contribute to the creation of coherent and meaningful written texts. One fundamental aspect of writing skill is grammatical proficiency, which encompasses knowledge of sentence structure, punctuation, verb tense, and word usage (Connor & Mbaye, 2002). Additionally, writing skill includes proficiency in vocabulary selection and usage, enabling writers to convey their ideas accurately and concisely (Nation, 2001). Another crucial component is organizational skills, which involve structuring written texts in a logical and coherent manner, including the use of paragraphing, transitions, and cohesive devices (Graham & Perin, 2007). Moreover, writing skill encompasses the ability to generate and develop ideas effectively, including critical thinking, problem-solving, and creativity (Kellogg,

1996). Finally, writing skill also involves proficiency in genre-specific conventions, such as understanding the features of narrative, descriptive, expository, and persuasive writing (Fitzgerald & Shanahan, 2000).

Furthermore, writing skill involves the ability to adapt language and style to different audiences and purposes. Effective writers are adept at tailoring their writing to suit the needs of specific readerships and to achieve specific communicative goals (Flower & Hayes, 1981). Additionally, writing skill encompasses proficiency in revision and editing, as writers must be able to review and refine their work to ensure clarity, coherence, and accuracy (Hayes et al., 1987). Moreover, writing skill extends beyond the mechanics of language to include aspects of rhetorical awareness, such as understanding the persuasive techniques and rhetorical devices used in different types of writing (Wardle & Downs, 2014). Overall, writing skill is a multifaceted construct that encompasses linguistic, cognitive, and rhetorical dimensions, all of which contribute to effective written communication.

Additionally, writing skill involves the ability to engage in metacognitive processes, such as planning, monitoring, and reflecting on one's writing (Bereiter & Scardamalia, 1987). Skilled writers are able to set goals for their writing, monitor their progress as they work, and reflect on their strategies and outcomes to make improvements (Flavell, 1979). Furthermore, writing skill is influenced by socio-cultural factors, including exposure to diverse writing practices and experiences, as well as socio-economic background (Bizzell, 1992). As such, writing skill is not solely determined by individual abilities but is also shaped by social and cultural contexts. Overall, writing skill is a complex and multifaceted competency that involves a range of linguistic, cognitive, metacognitive, and socio-cultural dimensions, all of which contribute to effective written communication in various contexts.

2. Duolingo

a. Definition and History of Duolingo

Duolingo is a language learning platform that produces learning apps and provides language certification. It was founded in 2011 by Luis von Ahn and Severin Hacker and has become one of the world's most popular language-learning platforms. Duolingo is a free app for learning 40+ languages through quick, bite-sized lessons. Designed by language experts and loved by hundreds of millions of learners worldwide, the app helps users prepare for real conversations in Spanish, French, Chinese, Italian, German, English, and more. Whether learning a language for travel, school, career, family, friends, or brain health, users find Duolingo engaging and effective.

Duolingo offers game-like lessons and fun characters that help build solid speaking, reading, listening, and writing skills. Its science-based teaching methodology is proven to foster long-term language retention. The platform includes features to enhance the language learning experience, such as a chatbot for conversation practice, a vocabulary builder, and a feature that allows practice with native speakers. Additionally, Duolingo uses machine learning algorithms to personalize the learning experience based on the user's strengths and weaknesses.

The app has five levels of progression: Newcomer, Traveler, Explorer, Conqueror, and Daily Refresh. Each level comprises a different number of units: Newcomer has 8 units, Traveler has 20 units, Explorer has 14 units, Conqueror has 7 units, and Daily Refresh has

6 units. These units include various quizzes that test listening, speaking, writing, reading, and grammar skills. Users earn rewards such as XP scores, diamonds, level-ups, and compete in the Duolingo League. Duolingo can be played individually or with a group, and users can set goals for how many days they want to play, starting from 5 days up to 30 days or more. The app also features achievement categories based on the number of XP or the series of daily targets.

b. The fitur of Duolingo that can be advantages for the students.

Duolingo offers several ways to track your progress as you learn a new language. One of the primary methods is the **skill tree**, a visual representation of your progress through the lessons and exercises. As you complete each lesson, a new skill lights up on the tree, indicating mastery of that skill. Another method is through **XP (experience points) and levels**. You earn XP for completing lessons and exercises, and as you accumulate more XP, you level up, with your XP and level visible in the top left corner of the screen. **Streaks** are also tracked, encouraging daily practice by showing the number of consecutive days you have completed at least one lesson, which can be seen on your profile page. Additionally, Duolingo offers various **badges** that you can earn for achieving certain milestones or completing specific tasks, such as completing a set number of lessons or maintaining a long streak. Lastly, Duolingo provides a **progress quiz** to assess your overall proficiency in the language you are learning. The quiz covers a range of topics and skills and provides a detailed report of your strengths and weaknesses .

c. Operation procedures of Duolingo on a mobile phone or laptop

The procedure for using Duolingo on a mobile phone or laptop is relatively straightforward. First, download the Duolingo app from the App Store or Google Play Store, or visit the Duolingo website on your laptop. Once installed, create an account by providing your email address or logging in with your Google or Facebook account. Next, choose the language you want to learn and select your current proficiency level. Begin with the basics and progressively work your way through the lessons and exercises. Complete daily goals to earn points, level up, and unlock new content. Throughout the learning process, you will practice speaking, listening, reading, and writing in the chosen language. Additionally, you can track your progress and review your mistakes to continually improve your skills. The lessons start with simple vocabulary and gradually move to more complex sentences, including combining two sentences, depending on the level. Various types of quizzes are presented, often accompanied by pictures to aid learning.

The type of quizzes will be shown in some pictures as follows:
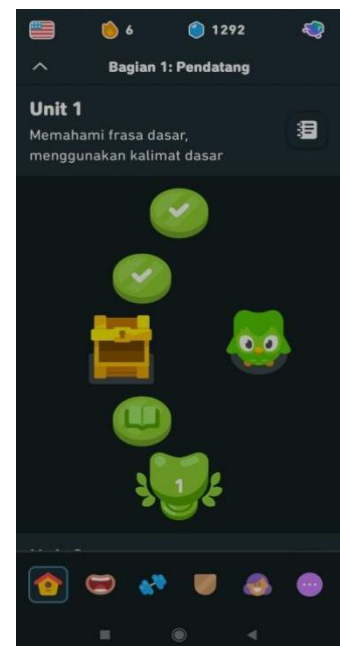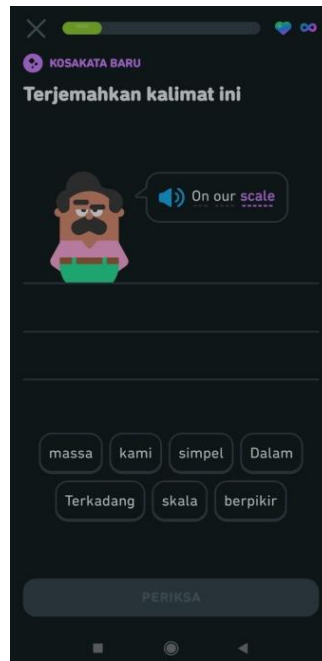
People thought that these laws were true for mass and energy.

hukum	energi	ini	untuk
hukum	orang	berpikir	berlaku
massa	bahwa	Orang	dan

PERIKSA

Pilih yang kamu dengar

| All | the | teachers | have |
| different | techniques | | |

| book | own | responsible |

✓ **Luar biasa! Arti:**
Semua guru punya teknik yang berbeda-beda.

LANJUTKAN

KOSAKATA BARU

Terjemahkan kalimat ini

These points are positions on the surface of the Earth.

| di | adalah | tanpa | poin | Poin |
| bumi | posisi | ini | permukaan |

PERIKSA

Terjemahkan kalimat ini

There is no official definition.

skala	sudah
permukaannya	ada	massa
definisi	resmi	Tidak

PERIKSA
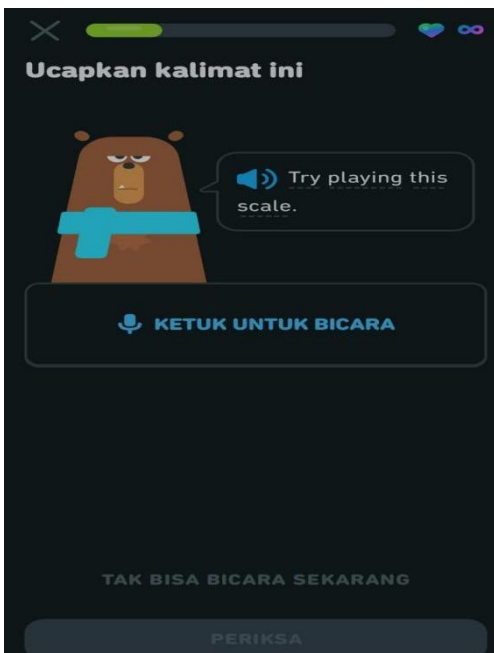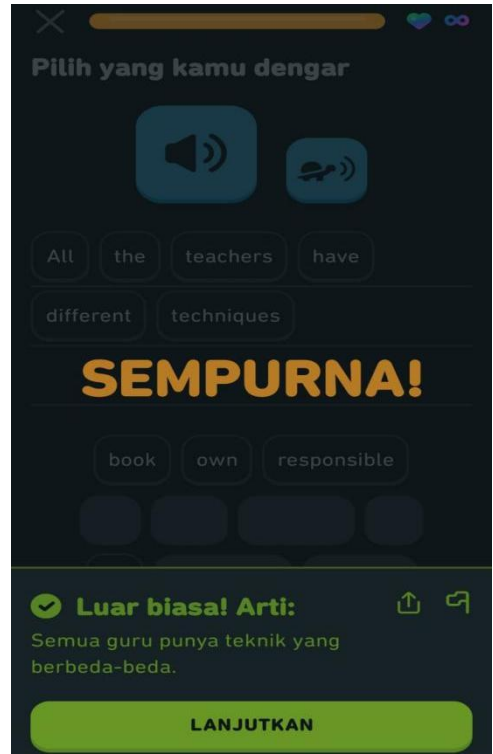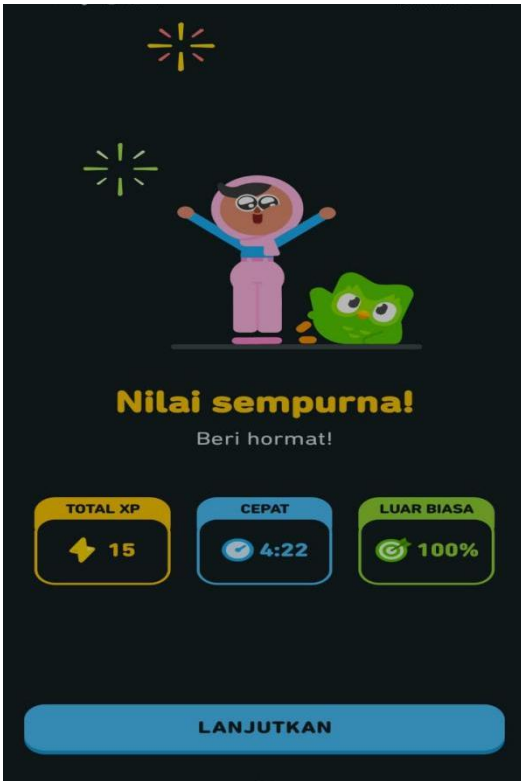
Source: www.Duolingo.com

d. Advantages and disadvantages of using Duolingo for teaching English as a Foreign Language.

According to Pramesti and Susanti (2020), Duolingo offers several advantages and disadvantages for learning English. One of the primary benefits is that it is free and easily accessible, allowing users to learn without financial barriers. Additionally, Duolingo can be accessed anytime with an internet connection, providing flexibility in learning schedules. The design of the app is simple, clear, and attractive, with minimal advertisements, ensuring a user-friendly experience that is not confusing. The content supports graphics, video, and other multimedia elements, and it is presented through interactive games and quizzes, making the learning process engaging. Duolingo's game-like concept adds an element of fun to language learning. The study also found that respondents had a positive perception of Duolingo's usability, context, control, connectivity, mobility, blending, content, technical support, and cost, highlighting the platform's overall effectiveness and appeal.

However, the study also identified several disadvantages of using Duolingo for language learning. One major drawback is that Duolingo requires an internet connection, which can limit accessibility for some users. Additionally, it is not suitable as the primary source of language learning due to its limitations in providing comprehensive grammar explanations, which are essential for mastering a language. The app uses a system of "hearts" to track mistakes, with users starting with only five hearts. Each incorrect answer decreases the number of hearts, and it takes time for hearts to refill. While users can opt for Super Duolingo for unlimited hearts, this feature is not free.

Alternatively, students can watch advertisements or join challenges to earn additional hearts, but these options can be time-consuming and may disrupt the learning flow.

CHAPTER 3

Research Methodology

A. Research Design

This study employed a mixed-method approach, combining both quantitative and qualitative research methods to assess the effectiveness of the Duolingo application in improving students' writing skills at SMP Islam Nurul Hikmah, Tangerang, Indonesia. A mixed-method approach allowed for a comprehensive analysis, integrating numerical data with contextual insights to provide a holistic understanding of the research problem (Creswell & Plano Clark, 2018).

The quantitative component involved the use of pre-test and post-test scores to measure the students' writing skills before and after the implementation of Duolingo. This method provided objective data on the improvement in students' writing proficiency, allowing for statistical analysis of the effectiveness of Duolingo. A paired sample t-test was conducted to compare the pre-test and post-test scores, assessing whether the differences were statistically significant (Cohen, Manion, & Morrison, 2018).

The teacher's diary served as a primary qualitative data collection tool, capturing detailed reflections, observations, and insights throughout the research process (Feldman & Minstrell, 2000). This diary documented the teacher's experiences, challenges encountered, and strategies used during the implementation of Duolingo, providing rich qualitative data that complemented the quantitative findings.

By integrating quantitative data from pre-test and post-test scores with qualitative data from the teacher's diary, this mixed-method study aimed to gain a comprehensive

understanding of how the Duolingo application impacted students' writing skills over time. The combination of numerical data and contextual insights provided a more nuanced view of the effectiveness of Duolingo, as well as valuable insights into the implementation process. The research involved eighth-grade students at SMP Islam Nurul Hikmah in Tangerang, Indonesia, as participants. The study utilized a range of instruments to collect data, including the Duolingo application itself, pre-tests, and post-tests to measure students' writing skills before and after the intervention. An observational checklist was employed to monitor student engagement and participation during Duolingo activities. Additionally, a feedback questionnaire was administered to students to gather their perceptions of the Duolingo application.

1. Research Setting and Participants

The research was conducted at SMP Islam Nurul Hikmah, located on Jl. Jayaningrat kp. Manungtung, Legok, Tangerang, Indonesia. As this study utilized Classroom Action Research (CAR) methodology, data collection involved pre-tests and post-tests. Additionally, the researcher maintained a teacher diary to document the challenges encountered during teaching writing with Duolingo. The participants were eighth-grade students from SMP Islam Nurul Hikmah. The selection of eighth grade was based on the mid-test data from the first semester, where the majority of students scored below the minimum curriculum completion threshold (KKM), around 70 grades. Only approximately 20% of students scored above KKM, accounting for nearly 12 out of 60 students across three parallel classes. Consequently, the researcher introduced Duolingo as a learning tool, aiming to enhance students' English learning experience and significantly improve their proficiency. The researcher guided participants through Duolingo-based learning over the course of 8 sessions. The findings revealed that

Duolingo effectively improved students' writing skills, while also highlighting challenges faced by teachers during the implementation process.

Furthermore, to ensure a representative sample, the researcher employed random sampling techniques to select participants from the eighth-grade cohort. Random sampling helped to minimize bias and ensure that each student had an equal chance of being selected for the study. By using this technique, the researcher aimed to generalize the findings to the broader population of eighth-grade students at SMP Islam Nurul Hikmah. This approach enhanced the validity and reliability of the study's results, providing a more comprehensive understanding of the impact of Duolingo on students' writing skills. Through the combination of CAR methodology, pre-tests, post-tests, teacher diaries, and random sampling techniques, the study aimed to provide valuable insights into the effectiveness of Duolingo as a supplementary tool for English language learning in middle school settings.

A. Data Collection Methods

To addressed the research questions, the researcher has opted for two data collection methods: pre-test, treatment, and post-test.

1. Pre-test:

A pre-test is a common method used in research to assess certain conditions or variables before the actual study or intervention takes place (Trost, 2006). It establishes a baseline measurement, evaluates the suitability of research methods, and identifies pre-existing trends that could affect the study's outcomes. In this study, students were administered a pre-test consisting of 20 questions to gauge their English proficiency before any treatment.

2. Implementation of Action:

Following the pre-test, students had undergone treatment in the form of learning through Duolingo for 8 sessions over a period of 4 weeks. Each session last for 100 minutes, during which students utilized the Duolingo application on their own mobile devices.

3. Post-test:

A post-test, as described by Johnson (2001), is an assessment conducted after a study or intervention to evaluate its outcomes or effectiveness. It measures the impact of the intervention by comparing the results obtained before and after the treatment. After completing the Duolingo sessions, students did a post-test identical to the pre-test, consisting of 20 questions to assess any changes in their English proficiency.

4. Teacher's Diary

Throughout the study, the researcher maintained a teacher's diary to document observations, reflections, and challenges encountered during the implementation of Duolingo in the classroom. The teacher's diary served as a qualitative data collection tool, allowing the researcher to record insights into student engagement, responses to the Duolingo activities, and any adjustments made to the teaching approach. According to Richards and Farrell (2005), teacher diaries are valuable instruments for capturing the complexity of classroom experiences and providing a deeper understanding of the teaching and learning process. By systematically documenting daily experiences and reflections, the teacher's diary in this study contributed to a comprehensive analysis of the effectiveness of Duolingo in enhancing students' writing skills. Additionally, the teacher's diary provided valuable context for interpreting quantitative data collected through pre-tests, post-tests, and other assessments, offering insights into the nuances of student learning experiences with Duolingo.

B.   Data Analysis

To analyze the data collected from the pre-tests, post-tests, and teacher's diary entries, both quantitative and qualitative methods will be employed.

1. Quantitative Analysis:

The quantitative analysis involved statistical techniques to examine the numerical data obtained from the pre-tests and post-tests. Descriptive statistics such as mean, median,

and standard deviation will be calculated to summarize the students' performance before and after the intervention with Duolingo. Additionally, inferential statistics such as t-tests or ANOVA may be conducted to determine the significance of any observed differences between the pre-test and post-test scores (Trochim, 2006).

2. Qualitative Analysis:

The qualitative analysis involved thematic analysis of the data collected from the teacher's diary entries. Themes were identified based on recurring patterns, insights, and reflections recorded by the researcher throughout the study. Through qualitative analysis, deeper insights into the challenges faced by teachers and the nuances of student engagement with Duolingo were gained (Braun & Clarke, 2006).

By combining quantitative and qualitative analyses, a comprehensive understanding of the effectiveness of Duolingo in improving students' writing skills was achieved.

Chapter 4

Finding and discussion

A. Findings

The findings and discussions of this study provide valuable insights into the effectiveness of integrating the Duolingo application as a supplementary tool for enhancing students' writing skills in an eighth-grade English language classroom. Through a combination of quantitative analysis of pre-test and post-test scores and qualitative exploration of teacher reflections, this section aims to delve into the impact of Duolingo on students' writing proficiency, examine the challenges encountered during its implementation, and discuss implications for future instructional practices. By synthesizing both quantitative and qualitative findings, a comprehensive understanding of the potential benefits and limitations of Duolingo in language learning settings will be attained.

The table below shows the result of pre-test and post-test by learning with Duolingo that indicate how effective Duolingo application for students :

NO	NAME	PRE-TEST	POST TEST
1	AURA DAANISH	52	89
2	CINTA ANINDITYA	59	97
3	CLEOSA AGASTYA ARSA	88	88
4	DARIELL GIBRAN PADANTYA	81	90
5	ERMAULANA WIJAYA	35	71
6	FARIDAH FATIMAH AZZAHRA FAJAR	75	96
7	GILARD PUTRA NUGROHO	74	85
8	IBRAHIM UMBARA	66	89

9	JUSTIN IWANUGRAHA	78	93
10	KENZO ALTHAF SOFYAN	75	97
11	MUHAMAD DZAKI NURFALLAH	89	98
12	MUHAMMAD ARYA KUSUMA	60	93
13	MUHAMAD RIZKY NURHIDAYAT	24	87
14	NAHLA SYAHIRA PUTRI	69	93
15	NAJLA RAISSA AZALIA	71	89
16	NARENDRA RESPATI	92	96
17	NYAI RATU IKLIMA	49	93
18	SAFIRA AZZAHRA	72	87
19	SILVA AL JAZEERA	76	94
20	SITI BENING FADILAH	70	98

Table 1. students' score recap

a. Descriptive statistic

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test	20	24.00	92.00	67.7500	17.32620
Post Test	20	71.00	97.00	88.5500	6.18551
Valid N (listwise)	20				

Table 2. Descriptive statistics

The table above shows that the participants who were completing the assessment consisted of 20 students (10 male and 10 female). All of the are junior high school students grade 8th Ja'far shadiq class. The minimum score is 2

b. One Tailed T-Test

A one-tailed t-test is a statistical test used to determine whether the mean of a sample is significantly different from a known population mean in a specific direction. It is called "one-tailed" because it only tests for a difference in one direction, either greater than or less than the known population mean.

In a one-tailed t-test, the null hypothesis (H0) is that the population mean is equal to a known value, and the alternative hypothesis (H1) is that the population mean is either greater than or less than that known value. The test is used to determine whether the observed difference between the sample mean and the known population mean is statistically significant, indicating that the population mean is likely to be different from the known value in the direction specified by the alternative hypothesis.

The hypothesis in this study as follows :

H0: There is no improvement of using Duolingo for students' English skill

Ha: There is any improvement of using Duolingo for students' English skill

c. Result

Parameter	Value
P-value	0.000003441
t	6.1257
Sample size (n)	20
Average of differences ($\bar{x}_d$)	20.8
SD of differences (S_d)	15.1852
Normality p-value	0.1992
A priori power	0.6951
Post hoc power	1
Skewness	0.8306
Skewness Shape	▲ Potentially **Symmetrical** (pval=0.105)
Excess kurtosis	0.4394
Kurtosis Shape	▲ Potentially **Mesokurtic**, normal like tails (pval=0.658)
Outliers	

Based on the Test, Results of the paired-t test indicated that there is a significant large difference between Before (M = 67.8 ,SD = 17.3) and After (M = 88.5 ,SD =

6.2), t(19) = 6.1, p < .001. This study used Paired sample T-test, with T(df:19) distribution (right-tailed)[Validation]

1. H hypothesis

Since the p-value < α, H is rejected.

The After population's average is considered to be greater than the Before population's average.

In other words, the sample average of After is greater than Before, and the difference is big enough to be statistically significant.

2. P-value

The p-value equals 0.000003441, ($P(x \leq 6.1257) = 1$). It means that the chance of type I error (rejecting a correct H) is small: 0.000003441 (0.00034%).

The smaller the p-value the more it supports H .

3. Test statistic

The test statistic T equals 6.1257, which is not in the 95% region of acceptance: [-∞, 1.7291].

The after minus before (20.8), is not in the 95% region of acceptance: [-∞, 5.8713].

The 95% confidence interval of after minus before is: [14.9287, ∞].

4. Effect size

The observed effect size d is large, 1.37. This indicates that the magnitude of the difference between the average of the differences and the expected

average of the differences is large.

Since the H0 is rejected, it means that there is any improvement of using Duolingo for

students' writing skill.

5. Calculation

$$t = \frac{\bar{x}_{differences} - d}{S_{differences} / \sqrt{n}}$$

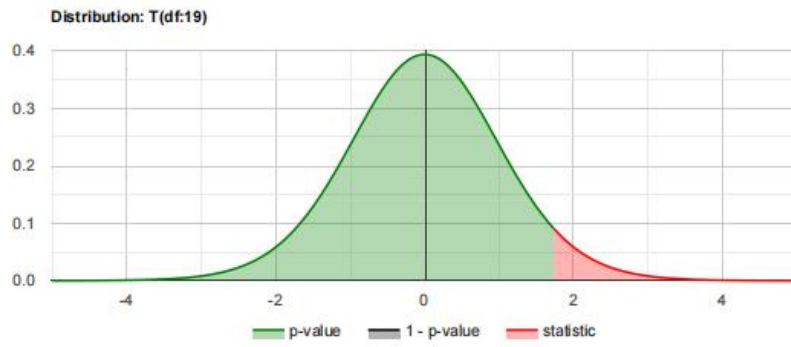$$S.E = S_{differences} / \sqrt{n} = 15.1852/\sqrt{20} = 3.3955$$

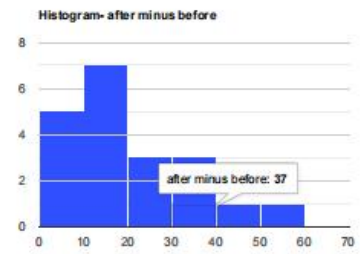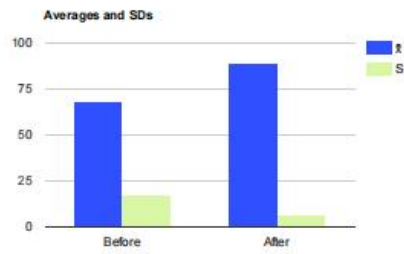$$t(19) = \frac{20.8 - 0}{3.3955} = 6.1257$$

$$p = p(x \leq 6.1257) = 1$$

$$p\text{-value} = 1 - p = 1 - 1 = 0.000003441$$

$$\text{Cohen's D} = \frac{|\bar{x}_d - d|}{S_d}$$

$$\text{Cohen's D} = \frac{|20.8 - 0|}{15.1852} = 1.3698$$

Distribution: T(df:19)

Significance level (α)

Averages and SDs

Histogram- after minus before

B. Discussion

The discussion section of this study offers a comprehensive analysis of the effectiveness of integrating the Duolingo application as a supplementary tool for improving students' writing skills. The presented findings, comprising pre-test and post-test scores of 20 eighth-grade students from Ja'far Shadiq class at SMP Islam Nurul Hikmah,The quantitative analysis of pre-test and post-test scores clearly indicates significant improvements in students' writing skills. Before using Duolingo, the average pre-test score was 67.8 (SD = 17.3). After implementing Duolingo, the average post-test score increased to 88.5 (SD = 6.2). A paired sample t-test revealed that this difference is statistically significant (t(19) = 6.1, p < .001), thus rejecting the null hypothesis (H0) and supporting the alternative hypothesis (Ha) that using Duolingo significantly improves students' English writing skills. The large effect size (d = 1.37) further emphasizes the substantial impact of Duolingo on students' writing proficiency.

Furthermore, the individual scores of the students highlight the extent of improvement on a personal level. For instance, Aura Daanish's score jumped from 52 in the pre-test to 89 in the post-test, demonstrating a remarkable improvement. Similar significant gains were observed for other students such as Cinta Aninditya, whose score increased from 59 to 97, and Muhammad Rizky Nurhidayat, who improved from 24 to 87. These substantial increases across the majority of the students underscore the effectiveness of Duolingo in enhancing writing skills. Even students who initially had higher pre-test scores, like Cleosa Agastya Arsa with a pre-test score of 88, maintained their performance, indicating that Duolingo was beneficial across different proficiency levels. The consistency of these improvements among diverse students emphasizes the robustness of Duolingo as a supplementary educational tool, capable of catering to

varying levels of initial proficiency and contributing positively to overall academic performance.

Moreover, The teacher's diary entries revealed several challenges encountered by educators during the implementation of the Duolingo intervention. One prominent challenge highlighted in the diary was the variability in students' access to technology, particularly mobile devices required for utilizing the Duolingo application. Limited access to smartphones or internet connectivity posed obstacles for some students, impacting their ability to fully engage with the Duolingo lessons. Additionally, teachers noted difficulties in monitoring students' progress and providing individualized support during Duolingo sessions, particularly in a classroom setting with limited resources and competing instructional demands. These challenges underscore the importance of addressing technological disparities and implementing strategies to support equitable access to educational resources for all students.

Furthermore, the teacher's diary entries reflected on the need for ongoing professional development and support for educators in integrating technology effectively into language learning instruction. Teachers expressed concerns about their own proficiency in using the Duolingo application and the need for additional training to maximize its potential for enhancing students' writing skills. These reflections emphasize the importance of providing teachers with adequate training and resources to navigate the complexities of integrating technology into classroom practice effectively.

Overall, the teacher's diary entries provide valuable insights into the challenges faced by educators during the Duolingo intervention, highlighting the need for ongoing support and professional development in leveraging technology to enhance language learning outcomes.

CHAPTER 5

CONCLUSION, LIMITATION, AND SUGGESTION

A. Conclusion

In conclusion, the findings of this study underscore the effectiveness of integrating the Duolingo application as a supplementary tool for enhancing students' writing skills in an eighth-grade English language classroom. Through a combination of quantitative analysis of pre-test and post-test scores and qualitative exploration of teacher reflections, it was evident that Duolingo had a significant positive impact on students' English proficiency. The substantial increase in mean post-test scores compared to pre-test scores, as well as the statistically significant difference between the two, indicate the practical significance of the Duolingo intervention.

Despite the challenges encountered, such as technological disparities and the need for ongoing professional development for educators, the study highlights the potential benefits of incorporating technology into language learning environments. The positive outcomes observed in this study contribute to the growing body of literature on the effectiveness of technology-enhanced language learning approaches and underscore the importance of leveraging innovative tools like Duolingo to support students' language development.

Moving forward, future research should focus on addressing the limitations identified in this study, such as technological disparities and the need for ongoing teacher training and support. By addressing these challenges and building upon the findings of this study,

educators can continue to enhance language learning outcomes and provide students with the necessary skills to thrive in an increasingly globalized world.

B. Limitation

The limitations of this study provide valuable insights into the boundaries and constraints that may have influenced the research outcomes. One limitation is the relatively small sample size, consisting of 20 eighth-grade students from a single class at SMP Islam Nurul Hikmah. This limited sample size may restrict the generalizability of the findings to a broader population of students. Additionally, the study's duration, comprising only 8 sessions over a period of 4 weeks, may not have allowed for a comprehensive assessment of the long-term effects of the Duolingo intervention on students' writing skills.

Furthermore, the reliance on self-reported data from the teacher's diary entries may introduce potential biases or subjectivity into the analysis. While the diary entries provided valuable insights into the challenges faced by educators during the Duolingo intervention, the subjective nature of qualitative data collection methods may limit the reliability and validity of the findings.

Moreover, the study's focus on eighth-grade students from a specific school in Tangerang, Indonesia, may limit the generalizability of the findings to other educational contexts or student populations. Cultural, linguistic, and socioeconomic factors unique to the study setting may have influenced the outcomes and may not be applicable to different contexts.

Despite these limitations, this study contributes to the existing literature on technology-enhanced language learning and provides valuable insights into the effectiveness of integrating the Duolingo application into language learning curricula.

Future research should aim to address these limitations by employing larger sample sizes, longer intervention periods, and more diverse participant demographics to ensure the robustness and applicability of the findings.

C. Suggestion

Moving forward, several suggestions can be proposed to address the limitations identified in this study and further enhance the effectiveness of integrating the Duolingo application into language learning environments. Firstly, future research endeavors should consider expanding the sample size and diversifying the participant demographics to ensure the generalizability of the findings across different contexts and populations. Additionally, extending the duration of the intervention period beyond 4 weeks would enable researchers to assess the long-term effects of Duolingo on students' writing skills more comprehensively.

Furthermore, to mitigate potential biases associated with self-reported data, researchers could consider employing mixed-methods approaches that combine quantitative analysis of pre-test and post-test scores with qualitative exploration of student and teacher experiences. This would provide a more holistic understanding of the impact of Duolingo on language learning outcomes.

Moreover, addressing technological disparities among students by providing equitable access to mobile devices and internet connectivity is crucial for ensuring the successful implementation of technology-enhanced language learning initiatives. Educators should also receive ongoing professional development and support to enhance their proficiency in integrating Duolingo and other technological tools into language learning instruction effectively.

Finally, future research should explore the scalability and sustainability of integrating Duolingo into language learning curricula on a larger scale, considering factors such as cost-effectiveness, institutional support, and student engagement over an extended period.

By implementing these suggestions, educators and researchers can continue to optimize the integration of technology into language learning environments and maximize the benefits for students' language development.

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APPENDICES

Appendix 1 : Pre-Test and Post-Test questions

Name   :

Class   :

Answer these questions below correctly !

Fill in the Blank:

1. She _____ (go) to the store every Saturday.

2. I am _____ (study) English every day.

3. They _____ (play) soccer in the park yesterday.

4. My brother _____ (like) to read books at night.

5. We _____ (have) dinner at 7 PM.

Pilihan Ganda:

6. Choose the correct verb form: "He _____ to school every day."

a) goes

b) go

c) going

d) gone

7. Choose the correct translation for "Saya suka makan pizza."

a) I like eat pizza.

b) I likes eating pizza.

c) I like eating pizza.

d) I liked eating pizza.

8. Which sentence is correct?

a) She go to the market every Sunday.

b) She goes to the market every Sunday.

c) She gone to the market every Sunday.

d) She going to the market every Sunday.

9. Choose the best word to complete the sentence: "He _____ his homework before dinner."

a) do

b) doing

c) did

d) done

10. Choose the correct translation for "Apakah kamu sudah makan?"

a) Have you eaten?

b) Did you eat?

c) Are you eat?

d) You have eat?

Menerjemahkan Kalimat:

11. Translate to English: "Mereka sedang belajar untuk ujian."

12. Translate to English: "Dia akan pergi ke pesta besok."

13. Translate to Indonesian: "She is reading a book."

14. Translate to Indonesian: "We have a meeting at 3 PM."

15. Translate to English: "Saya membeli buku baru kemarin."

Menyusun Kalimat Acak:

16. Arrange the words into a correct sentence: "to - school - I - every - day - go"

17. Arrange the words into a correct sentence: "is - She - studying - for - test - the"

18. Arrange the words into a correct sentence: "they - soccer - playing - are - park - the - in"

19. Arrange the words into a correct sentence: "book - reading - He - a - is"

20. Arrange the words into a correct sentence: "dinner - having - We - are - now"

Rubric for Writing Skills Assessment

Here is an assessment rubric for the given test, designed to evaluate different aspects of students' writing skills in English. The maximum score is 100, with criteria based on accuracy, grammar, vocabulary, and coherence. The rubric also includes a reference for the design of effective rubrics. It is adopted from Andrade, H. (2005), Brookhart, S. M. (2013).

Criteria	Description	Points
Fill in the Blank	(20 points)	
Accuracy	Correctly fills in the blank with the appropriate word/tense	4 points each (5 questions)
Multiple Choice	(20 points)	
Correct Answer	Chooses the correct option that accurately completes the sentence or translates the sentence	4 points each (5 questions)
Translation	(20 points)	
Accuracy	Translates the sentence correctly with proper grammar and vocabulary	4 points each (5 questions)
Sentence Construction	(40 points)	
Grammar and Syntax	Correctly arranges words to form grammatically correct sentences	4 points each (5 questions)
Coherence and Clarity	The sentence is clear and makes logical sense	4 points each (5 questions)

Total		100 points

Scoring Guide

A. **Fill in the Blank:**

Each correct answer is awarded 4 points. There are 5 questions, making a total of 20 points.

B. **Multiple Choice:**

Each correct answer is awarded 4 points. There are 5 questions, making a total of 20 points.

C. **Translation:**

Each correct translation is awarded 4 points. There are 5 questions, making a total of

20 points.

D. **Sentence Construction:**

Each correctly constructed sentence based on grammar and syntax is awarded 4 points.

Coherence and clarity in each sentence are awarded 4 points. There are 5 questions,

making a total of 40 points.

Appendix 4 :samples of students' pre-test results.

B : 7
5 : 3

Pre-test questions.

Name   : Narendra Raspati

Class   : 8C Kadan Mas said

Answer these questions below correctly !

Fill in the Blank:

✓ 1. She _goes_ (go) to the store every Saturday.

(studying)

✗ 2. I am _Studies_ (study) English every day.

(play)

✓ 3. They _played_ (play) soccer in the park yesterday.

✓ 4. My brother, _Likes_ (like) to read books at night.

(will have)

✗ 5. We _Have_ (have) dinner at 7 PM.

16

Multiple choice

✓ 6. Choose the correct verb form: "He _____ to school every day."

a) goes

b) go

c) going

d) gone

20

(92)

✓ 7. Choose the correct translation for "Saya suka makan pizza."

a) I like eat pizza.

b) I likes eating pizza.

c) I like eating pizza.

d) I liked eating pizza.

✓ 8. Which sentence is correct?

a) She go to the market every Sunday.

b) She goes to the market every Sunday.

c) She gone to the market every Sunday.

d) She going to the market every Sunday.

Narendra

✓ 9. Choose the best word to complete the sentence: "He _____ his homework before dinner."

a) do

b) doing

✗) did

d) done

✓ 10. Choose the correct translation for "Apakah kamu sudah makan?"

✗) Have you eaten?

b) Did you eat?

c) Are you eat?

d) You have eat?

Translation

16.

11. Translate to English: "Mereka sedang belajar untuk ujian." They are studying for the exam 4

12. Translate to English: "Dia akan pergi ke pesta besok." He will goes to the party, tomorrow 4

13. Translate to Indonesian: "She is reading a book." Dia sedang membaca buku 3

14. Translate to Indonesian: "We have a meeting at 3 PM." Kita punya jadwal rapat di jam 3 2

15. Translate to English: "Saya membeli buku baru kemarin." I bought a new book yesterday 3

Scramble sentences

16. Arrange the words into a correct sentence: "to - school - I - every - day - go" I go to school Every Day 8

17. Arrange the words into a correct sentence: "is - She - studying - for - test - the" She is studying for the test 8

18. Arrange the words into a correct sentence: "they - soccer - playing - are - park - the - in" they are playing Soccer in the park 8

19. Arrange the words into a correct sentence: "book - reading - He - a - is" He is reading a book 8

20. Arrange the words into a correct sentence: "dinner - having - We - are - now" we are having dinner now 8

Pre-test questions.

Name   : Dedem

Class   : 8c.

Answer these questions below correctly !

Fill in the Blank:

1. She ___Is___ (go) to the store every Saturday.

2. I am ___a___ (study) English every day.

3. They ___are___ (play) soccer in the park yesterday.

4. My brother ___Is___ (like) to read books at night.

5. We ___are___ (have) dinner at 7 PM.

Multiple choice

6. Choose the correct verb form: "He _____ to school every day."

a) goes

b) go

c) going

d) gone

7. Choose the correct translation for "Saya suka makan pizza."

a) I like eat pizza.

b) I likes eating pizza.

c) I like eating pizza.

d) I liked eating pizza.

8. Which sentence is correct?

a) She go to the market every Sunday.

b) She goes to the market every Sunday.

c) She gone to the market every Sunday.

d) She going to the market every Sunday.

Dedem

9. Choose the best word to complete the sentence: "He _____ his homework before dinner."

a) do

b) doing

c) did

d) done

10. Choose the correct translation for "Apakah kamu sudah makan?"

a) Have you eaten?

b) Did you eat?

c) Are you eat?

d) You have eat?

4

Translation

11. Translate to English: "Mereka sedang belajar untuk ujian." = they are studying for ujian _2_

12. Translate to English: "Dia akan pergi ke pesta besok." She will leave is festibal _1_

13. Translate to Indonesian: "She is reading a book." = Dia sedang membaca sebuah buku _4_

14. Translate to Indonesian: "We have a meeting at 3 PM."

15. Translate to English: "Saya membeli buku baru kemarin."

Scramble sentences

_8_

16. Arrange the words into a correct sentence: "to - school - I - every - day - go" = I goto school Levery day

17. Arrange the words into a correct sentence: "is - She - studying - for - test - the" She is studying for the

18. Arrange the words into a correct sentence: "they - soccer - playing - are - park - the - in" Playing socer are in Park the Park

19. Arrange the words into a correct sentence: "book - reading - He - a - is" he is a reading book _1_

20. Arrange the words into a correct sentence: "dinner - having - We - are - now"

Pre-test questions.

Name   : Dedem

Class   : 8c.

Answer these questions below correctly !

Fill in the Blank:

1. She ___is___ (go) to the store every Saturday.

2. I am ___a___ (study) English every day.

3. They ___are___ (play) soccer in the park yesterday.

4. My brother ___is___ (like) to read books at night.

5. We ___are___ (have) dinner at 7 PM.

Multiple choice

6. Choose the correct verb form: "He _____ to school every day."

a) goes

b) go

c) going

d) gone

7. Choose the correct translation for "Saya suka makan pizza."

a) I like eat pizza.

b) I likes eating pizza.

c) I like eating pizza.

d) I liked eating pizza.

8. Which sentence is correct?

a) She go to the market every Sunday.

b) She goes to the market every Sunday.

c) She gone to the market every Sunday.

d) She going to the market every Sunday.

35

58

Nahla

9. Choose the best word to complete the sentence: "He _____ his homework before dinner."

a) do

b) doing

c) did

d) done

10. Choose the correct translation for "Apakah kamu sudah makan?"

a) Have you eaten?

b) Did you eat?

c) Are you eat?

d) You have eat?

12.

Translation

11. Translate to English: "Mereka sedang belajar untuk ujian."
    they are studying for exam   3
12. Translate to English: "Dia akan pergi ke pesta besok."
    She will go to the party tomorrow 4   16.
13. Translate to Indonesian: "She is reading a book."
    Dia sedang membaca sebuah buku 4
14. Translate to Indonesian: "We have a meeting at 3 PM."
    kita punya sebuah pertemuan di jam 3 siang 4
15. Translate to English: "Saya membeli buku baru kemarin."
    I buyed new book yesterday 1

Scramble sentences

16. Arrange the words into a correct sentence: "to - school - I - every - day - go"

17. Arrange the words into a correct sentence: "is - She - studying - for - test - the"

18. Arrange the words into a correct sentence: "they - soccer - playing - are - park - the - in"

19. Arrange the words into a correct sentence: "book - reading - He - a - is"

20. Arrange the words into a correct sentence: "dinner - having - We - are - now"

16. I - go - to - school - every - day 8
17. She - is - study - for - the - test 1
18. they - are - playing - soccer - in - the - park 8
19. He - is - reading - a - book 8
20. we - are - having - dinner - now 8

$B = 4$
$5 = 6$

Pre-test questions.

Name : Au Ra

Class : 8c

Answer these questions below correctly !

Fill in the Blank:

1. She __went__ (go) to the store every Saturday. ✗

2. I am __studying__ (study) English every day. ✓

3. They __playing__ (play) soccer in the park yesterday. ✗

4. My brother __liking__ (like) to read books at night. ✗

5. We __having__ (have) dinner at 7 PM. ✗   4

Multiple choice

6. Choose the correct verb form: "He _____ to school every day." ✓

a) goes

b) go

c) going

d) gone

(52)

7. Choose the correct translation for "Saya suka makan pizza." ✓

a) I like eat pizza.

b) I likes eating pizza.

c) I like eating pizza.

d) I liked eating pizza.

8. Which sentence is correct? ✗

a) She go to the market every Sunday.

b) She goes to the market every Sunday.

c) She gone to the market every Sunday.

d) She going to the market every Sunday.

60

Aura

9. Choose the best word to complete the sentence: "He _____ his homework before ✗ dinner."

a) do

b) doing ✗

c) did

d) done

10. Choose the correct translation for "Apakah kamu sudah makan?"

a) Have you eaten? ✓

b) Did you eat?

c) Are you eat?

d) You have eat?

12 _

Translation

11. Translate to English: "Mereka sedang belajar untuk ujian." *they are studying* 2

12. Translate to English: "Dia akan pergi ke pesta besok." *She will go to party every day* 2

13. Translate to Indonesian: "She is reading a book." *dia sedang membaca buku* 4

14. Translate to Indonesian: "We have a meeting at 3 PM." *Mereka akan meeting jam 3* 2

15. Translate to English: "Saya membeli buku baru kemarin." *I buy Book Now* 1

11

Scramble sentences

16. Arrange the words into a correct sentence: "to - school - I - every - day - go" *I - go - to - School - every - Day* 8

17. Arrange the words into a correct sentence: "is - She - studying - for - test - the" *She - is - Studying - for - the - test* 8

18. Arrange the words into a correct sentence: "they - soccer - playing - are - park - the - in"

19. Arrange the words into a correct sentence: "book - reading - He - a - is" *He - is - a - reading - Book* 1

20. Arrange the words into a correct sentence: "dinner - having - We - are - now" *We - are - having - Dinner - Now* 8

61

Appendix 5 : *samples of students' post-test results.*

Post test questions.

Name   : Narendra R

Class   : 8G Radon Mas sail

Answer these questions below correctly !

Fill in the Blank:

✓ 1. She __Goes__ (go) to the store every Saturday.

✓ 2. I am __Studying__ (study) English every day.

✗ 3. They __Played__ (play) soccer in the park yesterday.

✓ 4. My brother __Likes__ (like) to read books at night.

✗ 5. We __Have__ (have) dinner at 7 PM.   20

Multiple choice

✓ 6. Choose the correct verb form: "He _____ to school every day."

   ☒ goes

   b) go

   c) going

   d) gone

✓ 7. Choose the correct translation for "Saya suka makan pizza."

   a) I like eat pizza.

   b) I likes eating pizza.

   ☒ I like eating pizza.

   d) I liked eating pizza.

✓ 8. Which sentence is correct?

   a) She go to the market every Sunday.

   ☒ She goes to the market every Sunday.

   c) She gone to the market every Sunday.

   d) She going to the market every Sunday.

96

Narendra

V 9. Choose the best word to complete the sentence: "He _____ his homework before dinner."

a) do

b) doing

☒ did

. d) done

V 10. Choose the correct translation for "Apakah kamu sudah makan?"

☒ Have you eaten?

b) Did you eat?

c) Are you eat?

d) You have eat?

20.

Translation

17.

4 11. Translate to English: "Mereka sedang belajar untuk ujian." They are studying for the test

4 12. Translate to English: "Dia akan pergi ke pesta besok." She will go to the party, tomorrow

4 13. Translate to Indonesian: "She is reading a book." Dia sedang membaca sebuah buku

2 14. Translate to Indonesian: "We have a meeting at 3 PM." kami ada rapat pada jam 3 sore

3 15. Translate to English: "Saya membeli buku baru kemarin." I Bought new book, Yesterday

Scramble sentences

16. Arrange the words into a correct sentence: "to - school - I - every - day - go"

17. Arrange the words into a correct sentence: "is - She - studying - for - test - the"

18. Arrange the words into a correct sentence: "they - soccer - playing - are - park - the - in"

19. Arrange the words into a correct sentence: "book - reading - He - a - is"

20. Arrange the words into a correct sentence: "dinner - having - We - are - now"

8 16. I Go to School Every day

8 17. She is studying for the test

78 18. They are Playing soccer in the park

8 19. He is reading a book

8 20. We are Having dinner now.

39

63

Post test questions.

Name   : Deaen

Class   : 8c

Answer these questions below correctly !

Fill in the Blank:

1. She ~~is~~ (go) to the store every Saturday. *[is written above]*

2. I am __is__ (study) English every day.

3. They ~~are~~ (play) soccer in the park yesterday.

4. My brother __is__ (like) to read books at night.

5. We __have__ (have) dinner at 7 PM.

Multiple choice

6. Choose the correct verb form: "He _____ to school every day."

a) goes

b) go

c) going

d) gone

7. Choose the correct translation for "Saya suka makan pizza."

a) I like eat pizza.

b) I likes eating pizza.

c) I like eating pizza.

d) I liked eating pizza.

8. Which sentence is correct?

a) She go to the market every Sunday.

b) She goes to the market every Sunday.

c) She gone to the market every Sunday.

d) She going to the market every Sunday.

64

9. Choose the best word to complete the sentence: "He _____ his homework before dinner."

a) do

b) doing

c) did

d) done

10. Choose the correct translation for "Apakah kamu sudah makan?"

a) Have you eaten?

b) Did you eat?

c) Are you eat?

d) You have eat?

Translation   18

4. 11. Translate to English: "Mereka sedang belajar untuk ujian." there are studying for the test

4 12. Translate to English: "Dia akan pergi ke pesta besok." she will go to the party tomorow

4 13. Translate to Indonesian: "She is reading a book." Dia sdg mebaca sebuah buku

2 14. Translate to Indonesian: "We have a meeting at 3 PM." kami rapat pada jam 3 sore.

4 15. Translate to English: "Saya membeli buku baru kemarin." I Bought new Book yesterday

Scramble sentences   39

8 16. Arrange the words into a correct sentence: "to - school - I - every - day - go" = I go to school everyday

8 17. Arrange the words into a correct sentence: "is - She - studying - for - test - the" = She is studying for the test

8 18. Arrange the words into a correct sentence: "they - soccer - playing - are - park - the - in" that are socer playing in the park

7 19. Arrange the words into a correct sentence: "book - reading - He - a - is" he is a reading Book

8 20. Arrange the words into a correct sentence: "dinner - having - We - are - now"

we are having dinner now

Post test questions.

Name   : Aura

Class   : 8c Raden Mas 6no

Answer these questions below correctly !

Fill in the Blank:

✓ 1. She ___goes___ (go) to the store every Saturday.

✓ 2. I am ___studying___ (study) English every day.

✗ 3. They ___play___ (play) soccer in the park yesterday.

✓ 4. My brother ___likes___ (like) to read books at night.

✓ 5. We ___have___ (have) dinner at 7 PM.

S:3
B:7
20.

Multiple choice

✓ 6. Choose the correct verb form: "He _____ to school every day."

    a) goes

    b) go

    c) going

    d) gone

85
12.

✓ 7. Choose the correct translation for "Saya suka makan pizza."

    a) I like eat pizza.

    b) I likes eating pizza.

    c) I like eating pizza.

    d) I liked eating pizza.

✓ 8. Which sentence is correct?

    a) She go to the market every Sunday.

    b) She goes to the market every Sunday.

    c) She gone to the market every Sunday.

    d) She going to the market every Sunday.

Aura

9. Choose the best word to complete the sentence: "He _____ his homework before dinner."

a) do

b) doing

(c) did

d) done

10. Choose the correct translation for "Apakah kamu sudah makan?"

(a) Have you eaten?

b) Did you eat?

c) Are you eat?

d) You have eat?

Translation

18

11. Translate to English: "Mereka sedang belajar untuk ujian." They are studying for the test 4

12. Translate to English: "Dia akan pergi ke pesta besok." She will go to the party tomorrow 4

13. Translate to Indonesian: "She is reading a book." dia sedang membaca sebuah buku 4

14. Translate to Indonesian: "We have a meeting at 3 PM." Kami ada rapat pada jam 3 sore 2

15. Translate to English: "Saya membeli buku baru kemarin." I bought New evry Day 4

Scramble sentences

39

8. 16. Arrange the words into a correct sentence: "to - school - I - every - day - go" I go to School evryDay

8. 17. Arrange the words into a correct sentence: "is - She - studying - for - test - the" She is studying for the test

8. 18. Arrange the words into a correct sentence: "they - soccer - playing - are - park - the - in" they are paying soccer In the park

7. 19. Arrange the words into a correct sentence: "book - reading - He - a - is" He is Reading book

8. 20. Arrange the words into a correct sentence: "dinner - having - We - are - now" We are having dinner now

Post test questions.

Name   : Nawla Syahira putri

Class   : 8 Raden mas said

Answer these questions below correctly !

Fill in the Blank:

✓ 1. She ___goes___ (go) to the store every Saturday.

✓ 2. I am ___studying___ (study) English every day.

✗ 3. They ___pleging___ (play) soccer in the park yesterday.

✓ 4. My brother ___likes___ (like) to read books at night.

✓ 5. We ___have___ (have) dinner at 7 PM.

Multiple choice

✓ 6. Choose the correct verb form: "He _____ to school every day."

a) goes

b) go

c) going

d) gone

16.

93

✓ 7. Choose the correct translation for "Saya suka makan pizza."

a) I like eat pizza.

b) I likes eating pizza.

c) I like eating pizza.

d) I liked eating pizza.

✓ 8. Which sentence is correct?

a) She go to the market every Sunday.

b) She goes to the market every Sunday.

c) She gone to the market every Sunday.

d) She going to the market every Sunday.

Nahla

✓ 9. Choose the best word to complete the sentence: "He _____ his homework before dinner."

a) do

b) doing

c) did

d) done

✓ 10. Choose the correct translation for "Apakah kamu sudah makan?"

a) Have you eaten?

b) Did you eat?

c) Are you eat?

d) You have eat?

B - 8
S = 2

20

Translation

11. Translate to English: "Mereka sedang belajar untuk ujian."
they are studying for the exam   4

12. Translate to English: "Dia akan pergi ke pesta besok."
she will go to the party tomorrow   4

13. Translate to Indonesian: "She is reading a book."
Dia sedang membaca sebuah buku   4

14. Translate to Indonesian: "We have a meeting at 3 PM."
kami ada rapat pada jam 3 sore   2

15. Translate to English: "Saya membeli buku baru kemarin."
I bought new book yesterday   4

18

Scramble sentences

16. Arrange the words into a correct sentence: "to - school - I - every - day - go"   8
I go to school every day

17. Arrange the words into a correct sentence: "is - She - studying - for - test - the"   8
She is studying for the test

18. Arrange the words into a correct sentence: "they - soccer - playing - are - park - the - in"
they are playing the soccer in the park   7

19. Arrange the words into a correct sentence: "book - reading - He - a - is"   8
He is reading a book

39.

20. Arrange the words into a correct sentence: "dinner - having - We - are - now"
we are having dinner now   8

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Appendix 6 : surat ujicoba instrumen

UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA
SEKOLAH PASCASARJANA
Jl. Warung Buncit Raya No. 17, Pancoran Jakarta Selatan 12790
Telp. (021) 79184063, 79184065 Fax. (021) 79184068
Email : sekolahpascasarjana@uhamka.ac.id, www.uhamka.ac.id

Nomor   : 765 /B.04.02/2024

Lampiran : ---

Perihal   : **Ujicoba Instrumen**

26	Dzulkaidah	1445 H
3	Juni	2024 M

Yang terhormat,
Kepala SMP Islam Nurul Hikmah
Jln. Jayadiningrat, Kp. Manungtung
Legok, Tangerang..

Assalamualaikum warahmatullahi wabarakatuh,

Pimpinan Sekolah Pascasarjana Universitas Muhammadiyah Prof. DR. HAMKA mohon kepada Bapak/Ibu kiranya berkenan memberikan izin ujicoba instrumen kepada mahasiswa kami :

Nama   : **Andriani**
NIM   : 2009067025
Program Studi   : Pendidikan Bahasa Inggris
Jenjang Pendidikan : Strata Dua (S2)
Semester   : Genap
Tahun Akademik   : 2023/2024

yang bersangkutan bermaksud memperoleh data dalam rangka menyusun tesis sebagai salah satu syarat penyelesaian Studi Magister di Sekolah Pascasarjana Universitas Muhammadiyah Prof. DR. HAMKA dengan judul :
"Improving the Students' Writing Skills by Using Duolingo Application in SMP Islam Nurul Hikmah Tangerang Indonesia".

Demikian permohonan ini kami sampaikan. Atas perhatian dan perkenan Bapak/Ibu kami menyampaikan terima kasih.

Wabillahittaufiq wal hidayah,
Wasalamualaikum warahmatullahi wabarakatuh.

a.n. Direktur
Kaprodi Pend. Bhs. Inggris,

Siti Zulaiha, M.A,. Ph.D.

Tembusan Yth :
Direktur (Sebagai laporan).

Appendix 7 : Surat Keterangan Telah Ujicoba

YAYASAN NURUL HIKMAH MANUNGTUNG

AKTE NOTARIS ABDUL AZIZ, S.H.,M.Kn

No. 05 Tgl. 10 Juni 2019

SMP ISLAM NURUL HIKMAH

Jl. Jayaningrat Desa Legok, Kecamatan Legok, Kabupaten Tangerang 15820

Telp. (021) 22227976

SURAT KETERANGAN

Nomor : 008/SMPI-NURHIK/VIII/2021

Sehubungan dengan surat dari fakultas Pendidikan Bahasa Inggris UNIVERSITAS MUHAMMADIYAH PROF. DR.HAMKA, Nomor: 755/B.04.02/2024, hal **Ujicoba Instrumen** tertanggal 03 Juni 2024, maka Kepala SMP Islam Nurul Hikmah Tangerang, dengan ini menerangkan nama dibawah ini :

Nama	: Andriani
NIDN	: 2009067025
Prodi	: Pendidikan Bahasa Inggris
Jenjang Pendidikan	: S2

Benar telah mengadakan **Ujicoba Instrumen** di SMP Islam Nurul Hikmah dengan judul : *"Improving the students' Writing Skills by Using Duolingo Application in SMP Islam Nurul Hikmah Tangerang Indonesia"*

Demikian surat ini kami sampaikan dan atas kerjasamanya kami ucapkan terimakasih.

Tangerang, 21 Juni 2024

Mohamad Chiorul Imam, S.Pd.I

Appendix 8 : Surat Izin Penelitian

UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA

SEKOLAH PASCASARJANA

Jl. Warung Buncit Raya No. 17, Pancoran Jakarta Selatan 12790
Telp. (021) 79184063, 79184065 Fax. (021) 79184068
Email : sekolahpascasarjana@uhamka.ac.id, www.uhamka.ac.id

Nomor   : 812 /B.04.02/2024   3 Dzulhijjah   1445 H
Lampiran : ---   10 Juni   2024 M
Perihal   : *Izin Penelitian*

Yang terhormat,
Kepala SMP Islam Nurul Hikmah
Jln. Jayadiningrat, Kp. Manungtung
Legok, Tangerang..

Assalamualaikum warahmatullahi wabarakatuh,

Pimpinan Sekolah Pascasarjana Universitas Muhammadiyah Prof. DR. HAMKA mohon kepada Bapak/Ibu kiranya berkenan memberikan izin penelitian kepada mahasiswa kami :

  N a m a   : **Andriani**
  NIM   : 2009067025
  Program Studi   : Pendidikan Bahasa Inggris
  Jenjang Pendidikan : Strata Dua (S2)
  Semester   : Genap
  Tahun Akademik : 2023/2024

yang bersangkutan bermaksud memperoleh data dalam rangka menyusun tesis sebagai salah satu syarat penyelesaian Studi Magister di Sekolah Pascasarjana Universitas Muhammadiyah Prof. DR. HAMKA dengan judul :
"Improving the Students' Writing Skills by Using Duolingo Application in SMP Islam Nurul Hikmah Tangerang Indonesia".

Demikian permohonan ini kami sampaikan. Atas perhatian dan perkenan Bapak/Ibu kami menyampaikan terima kasih.

Wabillahittaufiq wal hidayah,
Wasalamualaikum warahmatullahi wabarakatuh.

a.n.Direktur
Kaprodi Pend. Bhs. Inggris,

Siti Zulaiha, M.A,. Ph.D.

Tembusan Yth :
Direktur (Sebagai laporan).

Appendix 9 : Surat Keterangan Telah Meneliti

YAYASAN NURUL HIKMAH MANUNGTUNG

AKTE NOTARIS ABDUL AZIZ, S.H.,M.Kn ·

· No. 05 Tgl. 10 Juni 2019

SMP ISLAM NURUL HIKMAH

Jl. Jayaningrat Desa Legok, Kecamatan Legok, Kabupaten Tangerang 15820

Telp. (021) 22227976

SURAT KETERANGAN

Nomor : 009 /SMPI-NURHIK/VIII/2021

Sehubungan dengan surat dari fakultas Pendidikan Bahasa Inggris UNIVERSITAS MUHAMMADIYAH PROF DR.HAMKA, Nomor: 812/B.04.02/2024, hal **Izin Penelitian** tertanggal 10 Juni 2024, maka Kepala SMP Islam Nurul Hikmah Tangerang, dengan ini menerangkan nama dibawah ini :

Nama	:	Andriani
NIDN	:	2009067025
Prodi	:	Pendidikan Bahasa Inggris
Jenjang Pendidikan	:	S2

Benar telah mengadakan penelitian di SMP Islam Nurul Hikmah dengan judul : *"Improving the students' Writing Skills by Using Duolingo Application in SMP Islam Nurul Hikmah Tangerang Indonesia"*

Demikian surat ini kami sampaikan dan atas kerjasamanya kami ucapkan terimakasih.

Tangerang, 21 Juni 2024

Mohamad Choirul Imam, S.Pd.I

Daftar Riwayat Hidup

Andriani dilahirkan di Kumai, 3 Juni 1992. Anak ketiga dari tiga bersaudara pasangan H. Ali Pandi Sanusi dan (Alm) Hj. Nurul Qomar. Penulis memiliki seorang putri yang cantik dan cerdas bernama Yasmin Nur Aulia Yuandri.

Penulis menyelesaikan pendidikan di sekolah dasar di SDN 1 Kumai Hilir pada tahun 2004. Setelah itu penulis melanjutkan pendidikannya di MTsN 1 Kumai. Setelah lulus dari sekolah menengah pertama pad atahun 2007, penulis melanjutkan pendidikannya di SMAN 1 Kumai dan lulus pada tahun 2010.

Setelah itu, penulis melanjutkan pendidikannya di perguruan tinggi negeri, tepatnya di Universitas Palangka Raya pada tahun 2010 sebagai mahasiswa S1 Pendidikan Bahasa Inggris dan lulus pada tahun 2014. setelah lulus, penulis melanjutkan studinya dalam jenjang Magister di Universitas Muhammadiyah Prof. DR. HAMKA jurusan Pendidikan Bahasa Inggris di tahun 2021 dan mendpaatkan gelar Magister Pendidikan Bahasa Inggris di tahun 2024. Saat ini penulis bekerja sebagai guru Bahasa Inggris di SMP Islam Nurul Hikmah, Legok, Tangerang. Penulis dapat dihubungi melalui andrianijasmine30@gmail.com.