THE EFFECT OF DUOLINGO APPLICATION ON STUDENTS' VOCABULARY MASTERY AT MTS DARUL ILMI BATANG KUIS

A THESIS

Submitted to the Faculty of Tarbiyah and Teachers Training State Islamic University of North Sumatera Medan as Partial Fulfillment of the Requirements for the Degree of SarjanaPendidikan

By :

SUWANDI

34.16.2.138

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH AND TEACHERS TRAINING

STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN

2020

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2020

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SURAT PENGESAHAN

Skripsi yang berjudul : "The Effect of Duolingo Application on Students' Vocabulary Mastery at MTs Darul Ilmi Batang Kuis" oleh Suwandi, yang telah dimunaqasyakan dalam sidang munaqasah Sarjana Strata (S1) Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan pada tanggal:
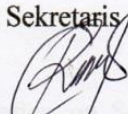
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dan telah diterima sebagai persyaratan untuk memperoleh gelar Sarjana Pendidikan (S.Pd) pada jurusan Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan.

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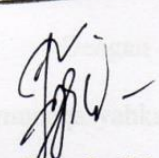**Fakultas Ilmu Tarbiyah dan Keguruan UIN SU Medan**

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Assalammualaikum Wr.Wb.

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Dengan ini kami menilai bahwa skripsi ini dapat diterima untuk dimunaqasyahkan dalam sidang munaqasyah Fakultas Ilmu Tarbiyah dan Keguruan UIN-SU Medan.

Demikian kami sampaikan atas perhatian saudara kami ucapkan terimakasih.

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Mastery at MTs Darul Ilmi Batang Kuis

Menyatakan dengan sepenuhnya bahwa skripsi yang berjudul di atas adalah asli dari buah pikiran saya, kecuali kuripan-kutipan yang disebutkan di dalamnya sebagai sumbernya.

Apabila dikemudian hari saya terbukti dapat dibuktikan ini hasil jiblakan, maka gelar dan ijazah yang diberikan Universitas batal saya terima.

Medan, 15 Agustus 2020

Yang Membuat Pernyataan,

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ABSTRACT

Suwandi. Registration Number: 34162138. The Effect of Duolingo Application on Students' Vocabulary Mastery at MTs Darul Ilmi Batang Kuis, English Education Program, Faculty of Tarbiyah and Teacher Training, State Islmic University of North Sumatera, 2020-14-08.

The objective of this research to indenify the difficulties faced by the seventh grade dtusentd at MTs Darul Ilmi Batang Kuis, to identify factors of causing the students difficulties in memorizing the vocabulary at the elevent grade students at MTs Darul Ilmi Batang Kuis in academic year 2020/2021. This research is quantitative research. The subject of the research was the eleventh garde of MTs Darul Ilmi Batang Kuis in academic year 2020/2021. The total of the population was 25 students and the researcher took each experimental and controll class are 25 students of the sample. In collecting the data the researcher used test in the form of multiple choices as the instrument. The tests were Pre-test which was given before the treatment and the Post-test which was given after the treatment. Then, the data obtained were analysed by using t-test in SPSS IBM 16 with 5% (0.05) significance level. Further, the reseracher found that the mean score of post-test in test result also presents that to (8.984) was higher than the t-table the significance level 5% (0.05) with the degree of freedom 23 is 1.699. Therefore, the t0 result > t-table generated that H0 (null hyphothesis) was rejected and Ha (alternative hyphothesis) was accepted. The calculation of the effect size was 1.37 which the range of the effect criteria included to strong effect. Thus, Duolinggo Application has significant effect on the students' vocabulary mastery at the sevent grade of MTs Darul Ilmi Batang Kuis.

Keywords : Duolingo application, Vocabulary master

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Bismillahirrahmaanirrahim

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This thesis is submitted to the Department of English Education, Faculty of Tarbiyah and Teachers Training, State Islamic University of North Sumatera as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan. In the process of completing this *thesis,*The researcher is sure that this *thesis* would not be completed without the help, supports and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported and suggested her during the process of writing this *thesis*. This goes to:
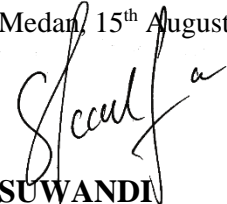
1. **Dr. AmirruddinSiahaan, M.Pd**as the dean of Faculty of Tarbiyah and Teachers Training State Islamic University of North Sumatera Medan.

2. **Dr. SholihatulHamidahDaulay, S.Ag.,M.Hum** the Head of English Educational Department.

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Finally, the writer realizes that this thesis is still far from perfection. Thus, comments, critics and suggestions will be openly appreciated for better future studies. The writer hopes that this research would be a positive contribution to the educational development, the readers and the other researchers.

Medan, 15ᵗʰ August 2020

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CHAPTER I

INTRODUCTION

A. The Background of Study

Globalization has made English the world's most widely spoken language for trade, education, business and tourism. It means English is much used by people of different mother tongues and countries of origin as language as contact in immediate interactions. [1] In Indonesia, English has become a compulsory subject taught at elementary school to university level. It's has been explicitly stating in several official documents released by the government especially those related to education. This language can become a tool to achieve the goal economy, the relationship among countries, social-cultural process, education career development for people.

Teachers should think and implement the creative method and media which will increase students" motivation in learning vocabulary. As Southerland mentioned that Junior High School teachers should gain their students' attentionbecause the student in this age are easily bored.They are indeed using media in teaching, but ignore to support vocabulary learning with those. In this case theteaching of the 4 skills should be taught together with vocabulary for languagelearners to avoid many problems in learning English language.

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[1] Fithriani, Rahmah, *Discrimination Behind Nest and Nnest Dichotomy in ELT Professionalism,* (State Islamic University of North Sumatra: Knowledge E, Volume 2018),p.741

One of the importance point in learning language is mastering vocabulary of target language. Moreover, there are some researchers regarding that vocabulary more important than grammar. Carter stated that vocabulary is knowledge about words and word meanings.[2] Vocabulary is a basic competence that must be reached by students in order to get other competence like reading, writing, listening, and speaking. In order to communicate well, the students need to have adequate vocabulary. It is difficult to master the other competences without mastering and understanding the vocabulary well. Students should know about vocabulary in learning English, because by knowing the words, they will try how to use it to express their ideas and communicate. In fact, vocabulary can not be separated from other aspects of language. Hornby stated that vocabulary as all the words that a person knows or uses when they are talking about particular subject in particular learning.[3] Nation describes the relationship between vocabulary knowledge and language use as complementary: knowledge of vocabulary enables language use and, conversely, language use leads to an increase in vocabulary knowledge.[4] One of the common problems found on EFL learners is vocabulary mastery particularly misspelling.[5]

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[2] Carter, R., and McCarthy, M, (2014). *Vocabulary Teaching and Learning.* New York: Routledge.

[3] A.S, Hornby, (2003), *Oxford Advanced Learner' Dictionary of Current Englis.* Oxford: Oxford University Press, p. 959

[4] I.S.P.Nation, (2001). *Learning Vocabulary in Another Language.* Cambridge:Cambridge University Press

[5]RahmahFithriani and AndangSuhendi, *Learning to Write for Beginers*, Banguntapan: NailaPustaka. p. 3-14

The importance of vocabulary is not sufficient to trigger the practice of English Language Teaching (ELT).It was found that the vocabulary teaching and learning are neglected in learning English especially in Indonesiancontext.[6] The situation above seems causing the most crucial problem in language learning which is students are still lack of vocabulary. This fact is confirmed by Priyono who found that students' limited vocabulary has been the main problem for students in learning English in EFL context. This problem may have something to do with how teachers and students perceive vocabulary teaching and learning as well as how vocabulary is taught and learned in the practice of ELT.[7]

Susanto and Fazlinda stated that vocabulary mastery plays an important role in the four language skills and it has to be considered that vocabulary mastery is one of the needed components of language.[8]One of the media in teaching vocabulary is by using application based on MALL (Mobile Assisted Language Learning). MALL can be defined as use of mobile phones in language learning and language teaching.[9]In accordance with that, the

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[6]Bambang Cahyono, Y. and Utami Widiati, (2008).*The Teaching of EFLVocabulary in Indonesian Context:* The State of The Art. TEFLIN Journal, Volume 19,Number 1.

[7]Priyono. (2004). *Logical Problems of Teaching English as a Foreign Languagein Indonesia.* Malang: State University of Malang Press. p. 17-28.

[8]Susanto, A. &Fazlinda, A. (2016). *English Vocabulary Aquisition through Vocabulary Learning Strategy and Socio-Educational Factors: A Review: Applied Science and Technology, 1(1), 173, p. 166-173.*

[9] Beatty, K. (2003). *Teaching and Researching Computer-Assisted Languagelearning.Esse.* England: Pearson Education Limited

National Reading Panels stated that gadgets technology can be used effectively as a medium to help teaching vocabulary. Especially application based game that not only able to enrich student's vocabulary but also able to attract student's intention in learning vocabulary. Furthermore, Thornbury mentioned that useful games encourage learners to recall words and preferably.[10]

Therefore, the researcher would like to see how the influence of Duolingo application if teacher implemented it in the class reaching to the students of the students of MTs Darul Ilmi Batang Kuis. It will be aimed to see whether it will help them to improve their vocabulary or not. It is expected to be positive atmosphere in the classroom. It is also can be an alternative way to keep the students' vocabulary. According to the explanation above, the researcher intends to conduct an experimental research entitled: **"The Effect of DuolingoAplication on Students' Vocabulary Mastery at MTs Darul Ilmi Batang Kuis"**

B. The Identification of the Study

The researcher limits this research on the students difficulties in English vocabulary, especially the difficulties of students on reading text that the materials in English vocabulary. The researcher limits the problem only at the seventh grade students of MTs Darul Ilmi Batang Kuis.

The researcher would like to analyze the difficulties that faced by students in vocabulary mastery by using Duolingo Application focuses to analyze: greeting, to be

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[10] Scott Thornbury.(2002).*How to Teach Vocabulary.* England : Pearson Longman.p.102.

pronoun, family, and occupationof the students difficulties in vocabulary mastery at seventh grade students of MTs Darul Ilmi Batang Kuis.

C. The Formulation of Study

Based on the research problems above, the researcher formulated the probleminto a research question as follow: *"*Is there any significant effect of using Duolingo application on the student's vocabulary mastery?*"*

D. The Objective of Study

In line with the problem formulation above, the object of the study was to find out the significant effect of using Duolingo Application on students' vocabulary mastery.

E. The Significance of Study

There are two benefits of this of this research, namely theoretical and practical benefits. The expected results of this both theoretically and practically are:

1. Theoretical Significance

    The results of the study are expected to contribute to the knowledge of English, especially on the mastery of vocabulary through Duolingo application. They are also expected to contribute as a solution to the problem of learning vocabulary in the class.

2. Practical Significance

    a. For Teacher

        To input teaching material that Duolingo application can be used in the learning process as an alternative to ordinary learning. It also improves

teacher skills and competencies in carrying out the learning process to make it more interesting.

b. For Students

To help students improve vocabulary skill and it can increase motivation in classroom lerning.

c. For Future Researchers

To find out how far the vocabulary is improved by using Duolingo application.

CHAPTER II

LITERATURE REVIEW

This chapter presents the theories that suit to this research. the nature of Duolingo Application, teaching vocabulary,

A. The Nature of Vocabulary

A.1 The Definition of Vocabulary

Vocabulary is the most important aspect in English which must considered in learning language. It is a basic element of language because vocabulary is required when language learners learn to speak, read, write, and to make them understand from what they listen from a language that they have listened. It means that a limitation in mastering vocabulary will cause the obstacles to language learners in learning language vocabulary. Vocabulary is a center of language, and without vocabulary, human cannot communicate effectively or express their ideas in both oral and written form. To support the speaker's interaction in communication, vocabulary becomes important because it can be used as a basic foundation to construct a word into a good sequence of the sentence. Therefore, students should have to obtain vocabulary mastery.

Jack C. Richards stated that vocabulary is a core component of language and provides much of the basic how well learners speak, listen, read, and write. Without an extensive vocabulary and strategies for acquiring new word, from making use language learning opportunities around them such as listening radio, listen to native speakers,

Using the language in different context, reading, or watching television.[11] Kamal (2012) stated that vocabulary is hardly get in learning process in classroom although it is the easiest aspect of second language to learn.Students must master vocabulary to develop another aspect in language, such as speaking, reading, listening, and writing.[12]Without mastering vast vocabulary, language learner cannot both producing and receiving the target language. Similarly, Richard and Renandya stated that vocabulary is a core component of the language proficiency and provides much of the basis for how well learners speak, listen, read, and write.

Vocabulary is a core part of language proficiency since it has a big role in all language skill; speaking, listening, reading, and writing as well.[13]Hornby (1995) as cited in Alqahtani (2015) defined the mastery of vocabulary as complete knowledge or complete skill. From that definition, mastery means complete knowledge or great skill that makes someone a master in a certain subject. Vocabulary mastery refers to the great skill in processing words of a language (Susanto & Fazlinda, 2016). It is an individual achievement and possession (Alqahtani, 2015). Due to that reason, the biggest responsibility of increasing knowledge is in the individual himself. The success in widening the vocabulary mastery requires their own motivation and interest in the words of a language. As in conclusion, vocabulary mastery is an individual's great skill in using words of a language, which is acquired based on their own interest needs and

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[11]Richards, J. C., and Renandya, W. A. (2002), *Methodology in Language Teaching: An Anthology of Current Practice.* Cambridge: Cambridge University Press.

[12] Kamal (2012). *Language Teaching Methodology*. New York:Prentice Hall.

[13] Richards, J. C., & Renandya, W. A. (Eds.). (2013). *Methodology in language teaching: ananthology of current practice* (1st publ., 17. print). Cambridge: Cambridge Univ.Press, p. 255

motivation.[14]In Al-Qur‟an, learning new thing and vocabulary are mentioned in Al-Baqarah verse 31:

وَعَلَّمَ ءَادَمَ ٱلۡأَسۡمَآءَ كُلَّهَا ثُمَّ عَرَضَهُمۡ عَلَى ٱلۡمَلَـٰٓئِكَةِ فَقَالَ أَنۢبِـُٔونِى بِأَسۡمَآءِ هَـٰٓؤُلَآءِ إِن كُنتُمۡ صَـٰدِقِينَ ﴿٣١﴾

Meaning :

"And Allah (**He**) taught Adam all the names. Then**He**displayed them to theangels and said, "Inform **Me** the names of these, if you are truthful.""[15]

قَالَ رَسُولُ اللّٰهِ صَلَّى اللّٰهُ عَلَيۡهِ وَسَلَّمَ: طَلَبُ الۡعِلۡمِ فَرِيضَةٌ عَلَى كُلِّ مُسۡلِمٍ

Translation:

"Studying knowledge is an obligation for every Muslim. (HR.Muslim).[16]"

Based on the verse above the researcher concludes that God taught Adam's names entirely, which gives him the potential of knowledge about the names or words used pointed objects, or objects of teaching function. This verse informs that God endowed human potential to know the name or function and characteristics of objects,

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[14]Alqahtani, M. (2015). The importance of vocabulary in language learning and how to be taught. *International journal of teaching and education*, *3*(3), 21-34.

[15]ShehnazShaikh and Kausar Khatri. (2007). *The Glorious Quran.* New Delhi :Alhuda Publications, p.7

[16]Imam Nawawi, *Terjemah RIyadhus Sholihin,* (Jakarta: Pustaka Amani, 1999), p.317

such as fire function of the wind, and so forth. He was also awarded the potential to speak.

From all the explanation above, the researcher concludes that vocabulary can be defined as the collection of words that can be used and understood by people in order to be able and fluent in speaking, writing, reading and listening of language. Vocabulary is necessary to be understood to everyone because it is not only help people to communicate each other but also help people to live in the world. Even the intelligence of someone can be known by what vocabulary they used and understood.

A.2 The Importance of Vocabulary Mastery in Language Learning

Mastering vocabulary means that students have comprehensive knowledge about the vocabularies which include the meanings, the spoken form, the written form, the grammatical behavior, the word derivation, the collocations of the words, the register of the word-spoken and written, the connotation or associations of the word, and word frequency.[17]To learn vocabulary, students should know the importance of the things what they would like to learn. In fact, the importance of learning vocabulary is to help the students in understanding a target language what they want to study. Learning language is not only prepared the material of the language but it also provides training to the students how to speak that language, whether oral or written. There many definition of learning vocabulary purposed and can be found, Indonesian National Education Department (cited in Muttahidah, 2011) pointed about learning vocabulary. He stated that in accordance essentially language learning, learning vocabulary is not

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[17]Thornbury, Scout. (2002). *How to Teach Vocabulary*. London : Longman.

taught the words of phrases separated off, but it was involved in discourse context, with regarding to subjects and also related with specific areas as an example of the discourse on the theme of games. In order to achieve optimal learning outcomes vocabulary, teachers need to equip their students with words related to particular field. In every its part of science used special words. Vocabulary enrichment effort needs to be done continuously and it can be obtained through certain areas.[18]

From the explanation above, the researcher can conclude that mastering vocabulary is important to understand a language. The students can communicate verbally or orally. To gain the students' need, teacher must ensure all the components in teaching learning process adequate to master vocabulary. Therefore, the words related in specific areas, it is like nouns, verbs, adjectives and adverbs.

A. 3 Teaching Vocabulary

In this chapter review of related literature, the writer begins with what is language in our life and then what's a function of language itself, because language is a tool of communication. How to make relation or communication, that's because of language. We can express our ideas and feel by language or communication.

Teaching vocabulary is a crucial aspect of learning a language as languages are based on words.[19] It is almost impossible to learn a language without words; even communication between human beings is based on words. Recent research indicates

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[18]Muttahidah, N. (2011). *Improving Students' Vocabulary Through VocabularyCard (a Classroom Action Research in The First Grade of Mts. Nurul Falah School at Pondok Ranji Ciputat Tangerang).* Jakarta: UINSyarif Hidayatullah.

[19] *Ibid ....* Alqahtani, M. (2015)

that teaching vocabulary may be problematic because many teachers are not confident about the best practice in vocabulary teaching and at times do not know where to begin to form an instructional emphasis on word learning.[20] Walter stated that either teachers or students agree that acquisition of the vocabulary is a central factor in teaching a language (Walters, 2004).[21] Teaching vocabulary is considered as one of the most discussed parts of teaching English as a foreign language. When the teaching and learning process takes place, problems would appear to the teachers. They have problems with how to teach students in order to gain satisfying results. The teachers should be concerned that teaching vocabulary is something new and different from the student's native language. They also have to take into account that teaching English for young learners is different from adults. The teacher should prepare and find out the appropriate techniques, which will be implemented to the students.

A good teacher should prepare himself or herself with various and up-to-date techniques. Teachers should be creative and be able to master the material in order to be understood by students and make them interested. The teachers have to know the characteristics of his\her learners. They moreover need to prepare good techniques and suitable material in order to gain the target of language teaching.

Biancarosa and Snow stated that improving students' vocabulary is an area of urgent need if we are to develop the advanced literacy levels required for success in school   and

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[20]Berne and Blachowicz, C. L. Z.,(2008), What reading teachers say about vocabulary instruction: Voices from the classroom. The Reading Teacher 62 (4).314-323.

[21] Walter. (2004), *LearingVocabuaryIn another Language.* Cambridge: Cambridge University Press.

beyond.[22] Vocabulary is also an area where teachers are asking for guidance on instructional approaches, strategies, and materials.[23] The researcher believes that digital tools and media are available in most schools that teachers could harness now to improve vocabulary learning, tools that capture the interest of students and that provide scaffolds and contexts in which to learn with, and about, words more profitably.

B. Technology Integration in Language Learning

B.1 Mobile Assisted Language Learning (MALL)

As access to wireless networks expands and ownership of devices that can communicate with such networks increases, the use of mobile device to support language learning becaimes ever more common. Mobile Assisted Language Learing differs from computer assisted language learning in its useof personal, portable devices that enable mew ways of learning emphasizing continuity or spontaneity of access and interaction across different contexts of use. Laurillard stated that as has been pointed out that typical m-learning activity could build in more opportunities for digitally-facilitated site-specific activities, and for ownership and control over what the learners do. In general, MALL would be expected to use technologies such as mobile phones, MP3/MP4 players, PDAs and palmtop computers.

An investigation of the MALL literature reveals that it is, indeed, these devices that research in the field has tended to employ. For the purposes of the current paper, a

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[22] Biancarosa, C., and Snow, C. E. (2006), *Reading next-A Vision for Action and Research in middle and High School Literacy: A Report to Carnegie Corporation of New York.* Retrieved from Washington, D.C

[23] *Ibid ...* Berne &Blachowicz, C. L. Z.,(2008)

survey was carried out of MALL-related literature published in major, peer-reviewed, CALL-related journals (such articles were found in ReCALL, Computer Assisted Language Learning, JALT-CALL and System). The Academic Search Complete database and Google Scholar were also queried to search for literature in this field, whether this was published in the area of CALL or in more general e-learning journals. Furthermore, several relevant papers presented at mobile learning conferences are included. While the overview presented here is not – and, because of the rapid rate of publication of MALL-related articles cannot be – comprehensive, it identifies current trends in the use of mobile devices to support language learning.[24]

Mobile Assisted Language Learning (MALL) can be defined as use of mobile phones in language learning and language teaching.[25]It creates the fun and interesting learning process rather than usual.[26]Mobile phone devices have opened a new horizon in the area pertinent to learning of language and mobile technology. According to Leila and Mehry, Mobile Assisted Language Learning (MALL) is a branch of technology-enhanced   learning

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[24]Laurillard, D. (2007), *Pendagogial Forms of Mobile Learning: Framing Research Questions.* In Pachler, p. 165

[25] Beatty, K. (2003).*Teaching and Researching Computer-Assisted Languagelearning.Esse.* England: Pearson Education Limited.

[26]RahmahFithriani, Utami Dewi, Sholihatul Hamidah Daulay, Maryati Salmiah and Widia Fransiska. (2019). Using Facebook in EFL Writing Class : Its Effectiveness from Students" Perspective. In *The Second Annual International Conference on Languageand Literature, KnE Social Sciences,* p.637.DOI 10.18502/kss.v3i19.4892.

which can be implemented in numerous forms including face-to face, distant or on-line modes.[27]

From definitions above, the researcher conclude that Mobile-Assisted Language Learning (MALL) is a language learning process using mobile phone as a tool to help either the students or the teacher in teaching and learning process.

Some advantages of using mobile device in learning are stated by researchers that mobile learning takes advantage of powerful features on mobile phones and other devices that make it easy for users to create simple content (photos, videos,texts, recordings) and to share them with others. It can also make use of devicefeatures that detect a user"s location and their movements. Researcher also views that Mobile learning and Mobile technology are much better for activities which are beyond the classroom and outside the classroom. Through these activities original and practical experiences of life can be bonded with technology. Additionally informal learning can be done though mobile phone which can help students improve theirlanguage learning and learning skills.[28]Furthermore, in learning English, a great number of studies shows that learners have positive attitudes towards the use of mobile technologies about the

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[27]Leila Khubyari and Mehry Haddad Narafshan.(2016). In *A Study on The Impactof MALL (Mobile Assisted Language Learning) on EF L's Learner's ReadingComprehension.*International Journal of English Language Teaching. Vol.4 No.2 p. 62

[28] Kukulska-Hulme and Lucy Noris and Jim. (2015). *Mobile Pedagogy forEnglish Language Teaching : A Guide for Teachers.* ELT Research Papers. P.8

language learning process. However, the focus of MALL is mostly on speaking, vocabulary, phrases, and grammar, rather than early reading skills.[29]

In this occasion, the researcher will only show the studies of mobile devices in English vocabulary. Taj, Ali, Sipra& Ahmad, for instance, studied the effect of technology enhanced language learning on vocabulary acquisition of EFL learners and found out that vocabulary learning activities presented through PCs in language labs and receiving vocabulary cards through mobile phones are effective in vocabulary acquisition.[30] Lu carried out a research study which aims to investigate the effectiveness of using the mobile phone in English vocabulary learning. The results show that students held positive attitudes towards learningvocabulary with the help of mobile phones.[31] Learning vocabulary can also be accompanied by the pictorial annotation shown on learners' mobile devices for better understanding of new words. In a study conducted by Chen, et al.,learners were provided with verbal as well as pictorial annotation for learning. English vocabulary. Results of a post-test showed that the pictorial

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[29]Leila Khubyari and Mehry Haddad Narafshan.(2016) *A Study on The Impact ofMALL (Mobile Assisted Language Learning) on EFL Learners' Reading Comprehension.*Vol. 4 No.2 p.64

[30]Taj, I. H., Ali, F., Sipra, M. A., & Ahmad, W. (2017). Effect of technology enhanced language learning on vocabulary acquisition of EFL learners. *InternationalJournal of Applied Linguistics & English Literature*, *6*(3), 262-272

[31]Lu, M. (2008).Effectiveness of vocabulary learning via mobile phone.*Journalof Computer Assisted Learning*, *24*(6), 515-525.

annotation assisted learners with lower verbal and higher visual ability to retain vocabulary.[32]

C. Nature of DuolingoAppliction

C.1 Definition of Duolingo Application

In this chapter review of related literature, writer begins with what is Duolingo application. Duolingo is a free language learning app created by Luis von Ahn and Severin Hacker. This app is not only available in the web version but it is also available in Android, iOS and Windows Phone versions. In November 2016, the app provides 66 different language courses available in 23 languages; there are 22 more courses that are still being developed. English courses for Indonesian users are available and used by 1.39 million users. On the contrary, the Indonesian course for English speakers is still in the development stage.Vesselinov and J. Grego stated that interactive exercises provide immediate feedback to help the student improve English skills on the spot. Continue tobe motivated with rewards.[33]

Students can earn virtual coins, open new levels, and see the value of fluency in increasing as students' ability to master new words, phrases, and grammar. Duolingo provides both written and sound learning, there is also speaking practice for more

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[32]Chen, C. M. & S.-H.Hsu.(2008). "Personalized Intelligent Mobile Learning System for Supporting Effective English Learning".*Educational Technology & Society*,(3), pp. 153-180

[33] Vesselinov, R., & Grego, J. (2012). *Duolingo effectiveness study*. City University of New York: USA.

experienced users. Duolingo has a tree of capabilities whereby the user can complete a chapter later toward another branch of the tree. Users are hitting "experience points" (XP) after they complete a chapter, enough points can raise the user level. The completed chapter will be golden, eventually, if the users rarely practice, the gold color will disappear and the user must complete the chapter. B. Settles and B. Meeder stated that if the user has completed all the chapters in one course they can repeat the exercise.

De Castro Ana Paula stated that duolingo can be used by teachers and students. Teachers can monitor the abilities and weaknesses of each student and help them improve their language skills.[34]

According to International Journal of English Linguistics "Duolingo, a free online language learning site, has as its mission to help users to learn a language while simultaneously using their learning exercises to translate the web". Language is learned through translation with, according to developers, Duolingo being as effective as any of the leading language learning software. For translating the web, machine translation is not good enough and relying only on professional translators, far too expensive. Duolingo, we are told, offers a third way, with translation as a by-product of its language learning. The translation which will be, if as promised, almost as cheap as if done by machines and almost as good as if by professionals. Launched in June 2012, Duolingo boasts already at the time of writing 300,000 active language learners ready for the task. This article independently assesses the extent to which Duolingo, at its current stage of development, meets those expectations.

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[34]de Castro, Ana Paula, Suzana da Hora Macedo, and Hélvia PereiraPinto Bastos.2016. *DUOLINGO: AN EXPERIENCE IN ENGLISH TEACHIN.*

C.2 Teaching Vocabulary Using DuolingoApplication

In any classroom, it is important to get students paying attention and listening. English is a compulsory subject that must be learned at all level. The first thing that students must know about the vocabulary we can express our idea in communication. According to the Rivers (1983) states that an adequate vocabulary is a vocabulary, the researcher will be unable to use the structure and function but we may have learned for comprehensible communication. By using Duolingo the teacher introduces first to the students how to apply the media in vocabulary learning, besides that the teacher also as guide and guide in arranging student learning activity, so that the learning process run effectively and efficiently.

C.3 Step how to use Duolingo Application

a. First Step

The main display of Duolingo Application before we log in

b. Second Step

The second display of Duolingo Application when we want to log in.

There are two ways to log in :

1. We can log in by using Facebook Account
2. We can log in by using Google Account
3. We can log in by register ourself with our account if we have it before.

c. Tird Step
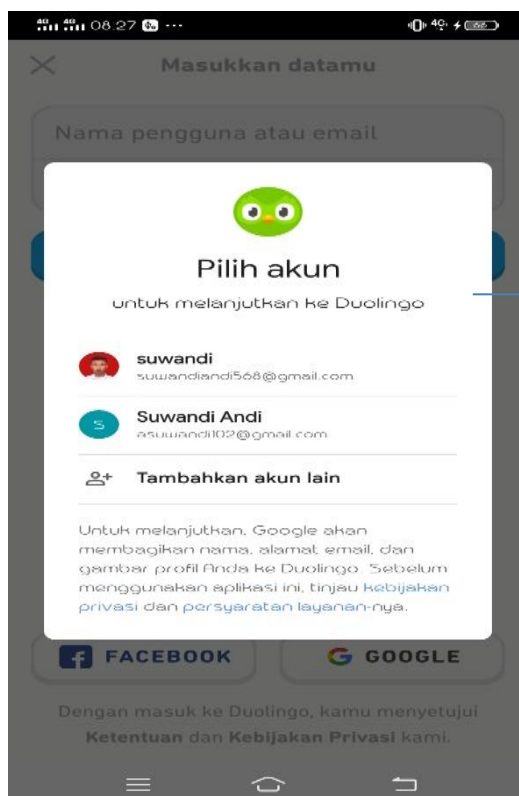
The third display of Duolingo Application when we want to log in.

Here is the Google account display, the researcher log in by using google accunt.

d. The fourth Step

The fourth display of Duolingo Application when we have loged in.

Here is step when you want to learn English, there are 2 types of it. First is basic step and second is advanced step.

e. Fifith Step
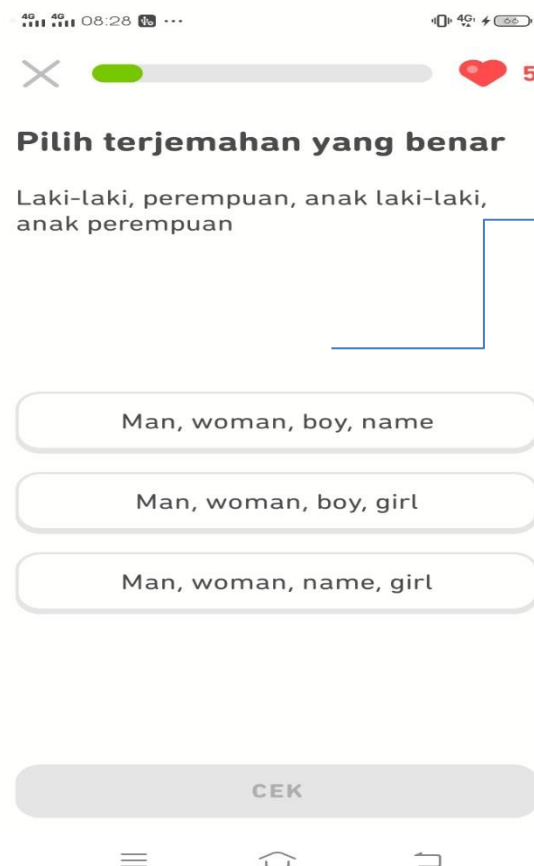
The fifth step to learn English in Duolingo Application. The last you can clict submit

You do it to the next lesson.

D. Previous Study

There are many studies of Duolingo which have been done (e.g., Vesselinov & Grego, 2012, Munday, 2016, Heba Bahjet Essa Ahmed, 2016). Vesselinov & Grego stated that discussed about the motivation for learning a new language take a primary role in the progress of the learners' levels in improving their new language.[35] People who are motivated are more likely to follow the program's regulations. The participants had to learn Spanish for two months by depending on Duolingo though some of them were not committed to the program. The findings displayed that the majority of learners developed over time without any external sources or assistance. The results indicate the importance of being determined and having an incentive in order to learn energetically and independently by using online websites and apps, such as Duolingo.

The study which had done by Munday stated that The Case for Using Duolingo as Part of The Language Classroom Experienceexamined theefficiency of Duolingo in corporate with the traditional teaching method, and it was used in Spanish university courses.[36] The purpose of the study was not to cram for Spanish learning, but to enhance their learning process by not limiting them to a number of hours. At the end, it was shown that Spanish learners enjoyed the app, and achieved more than the required

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[35] Vesselinov, R., & Grego, J. (2012*). Duolingo effectiveness study.* City University of New York, USA.

[36]Munday, P. (2016). *The case for using DUOLINGO as part of the languageclassroom experience/DUOLINGO como parte del curriculum de las clases de lengua extranjera. Revista Iberoamericana de Educación a Distancia*, 19(1), pages 83-101

Levels. However, advanced learners did not show an adequate development in comparison to first-level learners who improved rapidly through the course. Munday stated that recommended that Duolingo should be used in the classrooms as the learners prefer to have it instead of homework. Furthermore, there are students who kept using Duolingo even after the end of the course. The results demonstrate that Duolingo could be more enjoyable and beneficial for basic level learners than the sophisticated levels.

This study was done by Heba Bahjet Essa Ahmed (2016). It explored on the use of technology in order to promote language learning. Duolingo is one of the modern applications that facilitate acquiring a second language. Hence, the study aims to confirm the hypothesis that Duolingo helps promote acquiring two languages simultaneously for beginners. The results showed that Duolingo can promote acquiring two languages for beginners, but it has limitations. Thus, it is recommended to develop Duolingo for advanced levels as well as for English language learners. From previous study findings reviewed, it can be understood that Duolingo can help students, especially who is still beginner in improving their English.[37]

E. Hypothesis

Based on the related studies above, the researcher proposes the hypothesis for this study as follows:

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[37]H. B. E. Ahmed, (2016). *Duolingo as a Bilingual Learning App: a Case Study.* Arab World English Journal, 7(2), 255-267

1. Null Hypothesis (H$_0$) : There is no significant effect of using Duolingo application on the students' vocabulary mastery at the seventh grade students of MTs Darul Ilmi Batang Kuis.

2. Alternative Hypothesis (H$_a$) : There is significant effect of using Duolingo application on the students" vocabulary mastery at the seventh grade students of MTs Darul Ilmi Batang Kuis.

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher presents the design and data that need to complete this research. It consists of research design, population, sample, and sampling, research instruments, validity and reliability testing, and data analysis method.

A. Research Design

In this study, the researcher used quantitative research. The researcher decided to use an experimental design that in the form of quasi experimental design. Quasi experimental design contains of pre- and pos– test. The researcher compared two classes of research. One class of students was given special treatment of Duolingo application as experiment class while another class will be a control class. The control class is VII-1 whereas experiment class is VII-1 too. The design of quasi experimental can be described as the following:

Table 3.1 Nonequivalent Control Group Design

O1	X	O2

O1 :pre – test for the experimental group

O2 : post – test for the experimental group

X: treatment for experimental group (using Duolingo application)

In this design, there are two tests; those are before and after experiment. Those tests called pre – test, and post – test, in which pre – test is the observation which is conducted before the experiment and post – test is the observation which is conducted after the experiment. In this design, there are two groups of students as the samples. At the first time, both of groups are given pre – test in order to know their competence in vocabulary mastery before they are given a treatment. In the experimental group, they would be treated by Duolingo application, while the controlled group would be treated by using conventional technique.

B. Research Setting

The research will be conducted at MTs Darul Ilmi Batang Kuis at VII-1 in 2020/2021 school year, at Tanjung Sari village, Tamora street, Batang Kuis Bakaran Batu, Batang Kuis sub-district, Deli Serdang District, North Sumatera, Indonesia.

C. Population and Sample

C.1 Population of the Research

Population is a big group which the generalization can be made. It is well-defined as a whole subjects, class of people, events or objects.[38] While according to Sudjana population is totality of all value which possible, result of counting/calculating or measurement, quantitative and also qualitative hit the certain characteristic from all

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[38]Iskandar, (2009). *Metode Penelitian Kualitatif.* Jakarta: Gaung Persada Press, p. 118

clear and complete corps member which is learned by the nature.[39] The Population of this research is all students of VII-1 grade consists of 25 students. The total number of students is 25 students.

C.2 Sample of the Research

A part of population is called as sample. This part is commonly in a small group form that will be observed by the researcher.[40] In this chance, the researcher divided the population into two classes by using cluster random sampling, namely:

a. Experimental class; a group of students who will be taught vocabulary by using Duolingo application.
b. Control class; a group of students who will be taught vocabulary without using Duolingo application.

From the preliminary data found by the researcher when did an observation at the school, there was similar percentage of learning outcomes between class VIII-A and VIII-B among the others. This circumstance influenced the result because the researcher needs the similar group so they can be compared to reach the conclusion of the effect of Hello English application. Therefore, the researcher chose these two classes to be the sample of the study. This option also had been discussed with the eighth grade English teacher. The VIII-A class consisted of 32 students and VIII-B class consisted of 32 students. VIII-A class was the experimental class and VIII-B was the control class.

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[39]Sudjana, (2005). *Metode Statistik.* Bandung: Tarsito, p. 74

[40]Sugiono, (2012). *Metode Penelitian Kuantitatif dan Kualitatif,* Bandung: CV Alfabeta, p. 118

Then it can be concluded that both class VII-1 grade will be the two samples were selected from all population classes.

D. Instrument of The Study

Before the research is carried out, the instrument for the data collection should be well prepared.

The instrument that the researcher used in this research is Test. Heaton (2004, p. 89) states that the test used must be appropriate in term of our object, the dependable in the evidence provides, and applicable to our particular situation. In this case, the researcher gave the students multiple choice test.

This study aimed at knowing the effectiveness of Duolingo application in improving students' vocabulary ability from identifying the result of the test. There are 20 questions to collect the data and it will be collected from all instruments, as follow:

1. Pre-Test

   The test is will be given by a series exercises that use for measurig the students' ability of English vocabulary. The pre test will be submitted before doing a treatment. The aim of pre test is for detecting how far the students ability in comprehending the lesson. The type of the test is multiple choice. It is 20 items, that are appropriat with the students' level. There are four topics in this test; greeting, to be and pronoun, family, and occupation. Greeting are in test item number 1, 2, 4, and 9. To be pronoun are in test item number 3, 8, 13, 16, 17,18,

and 19. Family are in test item number 7, 10, 11, 12, 14, and 15. Occupation are in test item number 4, 5, and 20.

2. Post-Test

The post test is the test that will be given after treatment. It is used for measuring students' ability and to know whether there is any improvement after doing the treatment. The result of the post test will be used to answer the research question in this research. The type of the test is same with pre-test, including difficult degree and the number of test. There are four topics in this test; greeting, to be and pronoun, family, and occupation. Greeting are in test item number 1, 2, 4, and 9. To be pronoun are in test item number 3, 8, 13, 16, 17,18, and 19. Family are in test item number 7, 10, 11, 12, 14, and 15. Occupation are in test item number 4, 5, and 20.

E. Data Collection Procedure

There are several procedures in collecting data, namely:

1) Observation is to know the students' condition during teaching learning process, especially vocabulary.

2) Determining the population and sample.

3) Creating a learning tool in accordance with lesson plans that will be examined, it is useful to support the activities during research.

4) Making the instrument test research, the test is performed to determine learning outcomes. The form of test is multiple choice.

5) Performing the validation of instruments.

6) Conducting teaching and learning by doing in class experiments using Duolingo application in teaching vocabulary to exercise vocabulary in the application, and teaching vocabullary in control class without using Duolingo application but using textbook.

7) Drawing up posttest.

8) Doing a test on a sample of students who aretreated.

9) Analyzing data andconclusion.

F. Data Analysis Procedure

Before the instrument is used for the research, it will be tried in VII grade of SMP MTs Darul Ilmi Batang Kuis who have gotten a material. Instrument will be processed and analyzed after that. The following analysis that is used to know the validity, reliability, and suitability of research instrument:

F.1 Validity Test

According to Arikunto, a test will be called to be valid if there is sufficient evidence that test score correlated fairy highly with actual ability in the skills being tested, and then it may feel reasonable safe in assuming that the test is valid for the purpose of the research. The researcher corrects all of the items to know whether each of them valid or not. Is measurement that shows the validity of instrument? It is counted using product momentformula:

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

Explanations:

r_{xy} : Correlation coefficient between X variable with Y variable

N : Total of test participant

X : Score for each item

Y : Total Score

After getting the result, the writer categorizes it into the standard validity as follows:

Table 3.2 Standard Validity

Value	Category
0, 80 - 1, 00	Very Valid
0, 60 - 0, 79	Valid
0, 40 - 0, 50	Valid Enough
0, 20 - 0, 39	Less Valid
0, 00 - 0, 19	Not Valid

A test is said valid when it can measure what is intended to measure. Calculation result of r_{xy} is compared with r table of product moment by 5% degree of significance. If r_{xy} is higher than r table, the item of question is valid.

F.2 Realibility Test

According Sugiyonostated that reliability is the instrument when used several times to measure same object who will generate same data. [41] Reliability

Instrument have level for understanding engineering and creativity is calculated by the formula KR 20 (Kuder Richardson), because instrument score is not a stretch, but correct or wrong. Formula KR 2, Sugiyono statef that there are as follows:[42]

$$r_i = \frac{k}{(k-1)} \left\{ \frac{s_t^2 - \sum p_i q_i}{s_t^2} \right\}$$

Explanation:

r_i: Instrument reliability coefficient

k : Number of item in the instrument

p_i : Proportion of the number of subject who answered on item 1

q_i: 1 - p_i

s_t : Total variance

After get r_{count}, then compared with the criteria from Guilford to know about the interpretation of reliability has been calculated. Guilford Criteria split into 5 reliability criteria like very low, low, moderate, high and very high.

Tabel 3.3 Classification Reliability Coefficient

Value	Category
0, 80 - 1, 00	Very Valid
0, 60 - 0, 79	Valid

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[41] Sugiyono, (2013). *Penelitian Kuantitatif dan Kualitatif dan R&D,* Bandung: Alfa Beta, p.121

[42]Ibid., p. 359

0, 40 - 0, 50	Valid Enough
0, 20 - 0, 39	Less Valid
0, 00 - 0, 19	Not Valid

A test is said valid when it can measure what is intended to measure. Calculation result of r_{xy} is compared with r table of product moment by 5% degree of significance. If r_{xy} is higher than r table, the item of question is valid.

F.3 Normality Test

It will test the normally data that will be tested in this study. Researcher uses Chi-Square test of Sudjana as follow:[43]

a. The significanceLevel

The significance level used $\alpha = 5\%$

b. Statistic test $\quad x^y = \sum_{i=1}^{k} \frac{(O_i - E_i)2}{E_1}$

Explanation:

Oi: Frequency of hope

EI: the expected Frequency

K: the number ofobservations

This test uses program SPSS 22.o of Kolmogrov Smirnov Test of normality in the study carried out using the program SPSS 17.0. With the provisions if the significance is greater than 0.05 then it can be inferred.

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[43]Sudjana, op.cit. *Metode Statistik.* Bandung: Tarsito, p. 273

F.4 Homogeinety Test

It is used to know whether experimental group and control group, that are decided, come from population that has relatively same variant ornot. The formula is:

Notice:

$$F = \frac{Vb}{Vk}$$

Vb : bigger varian

Vk : smaller varian

F.5 Hyphoteses Test

Hypothesis will be counted with:

$H_0 : \mu_1 \leq \mu_0$

$H_a : \mu_1 > \mu_0$

Hypothesis test will use formula as follow:

$$t_{hitung} = \frac{\overline{X} - \mu_0}{\frac{s}{\sqrt{n}}}$$

Where:

$\dot{X}$: mean from *post-test*

μ : mean from *pre-test*

S   : deviation standard *post-test*

n   : total of sample

Test Criteria as follow:

If $t_h \leq t_o$, H_o accepted

If $t_o \leq t_h$, H_o ignored

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

a. Description of The Data

In this chapter, the researcher discusses the result of the research. It describes some findings and discussion about the effectiveness by using Duolingo application on students' vocabulary mastery at the seventh grade of junior high school at MTs Darul Ilmi Batang Kuis. The aim of the research is to find out the effect of using Duolingo application to teach vocabulary mastery. The researcher obtained two kinds of the data; the score of pre-test and post-test.

To investigate the students' vocabulary mastery before and after teaching by Duolingo application. The researcher conducted pre-test and post-test. In this research, the researcher chooses one class as the sample. The instrument was given to the VII-1 students of MTs Darul Ilmi Batang Kuis which consisted of 25 students. The students' score of pre-test and post-test could be seen in table 4.1 below:

4.1 Students' score of pre-test and post-test

Name	Pre-test	Post-test
AI	40	60
AS	60	70
AD	70	90
AZ	60	70
AW	70	70
AT	60	80
DM	50	70

FS	30	60
FM	70	80
FR	60	70
FH	40	70
HF	40	70
HI	80	100
INT	40	60
MRI	60	80
MF	50	70
MA	70	80
NH	50	50
NS	60	70
NR	50	70
NL	60	70
SP	50	70
SR	70	80
ST	60	90
SL	60	70

There were 25 students are respond of this research. Based on the table 4.1 above, the highest score of the students' pre-test was 80 and the lowest was 30. While the highest score of post-test was 100 and the lowest score was 50 .

After got the students' score of pre-test and post-test the researcher organized the result of statistic and the frequency of the students' score in pre-test by using IBM Statistic 16. The following tables 4.2 and 4.3 showed the result of statistic and frequency of the students' score in the pre-test.

Table 4.2 The result of statistic

Statistics

		Pre25-test	Post-test
N	Valid	25	25
	Missing	0	0

Table 4.3 Frequency of Score in Pre-test

Pre-test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30	1	4,0	4,0	4,0
	40	4	16,0	16,0	20,0
	50	5	20,0	20,0	40,0
	60	9	36,0	36,0	76,0
	70	5	20,0	20,0	96,0
	80	1	4,0	4,0	100
	90	0	0	0	**100,0**
	Total	**24**	**100,0**	**100,0**	

Based on the table above, it can be seen that 1 of 25 students got a very poor score. The students got score 60 are nine students, that means the students have good achievement in vocabulary. Then, five students got to score 70, it means they belongs to very good criteria in vocabulary.

The researcher organized the result of the statistical frequential frequency and percentage of the students' scores in post-test by using IBM SPSS 16. Table 4.4 and 4.5 showed the result of statistics and frequencies of the score in post-test. The table can be seen below:

Table 4.4 The Result of Statistic

Statictics

		Pre-test	Post-test
N	Valid	25	25
	Missing	0	0

Table 4.5 Frequency of Score Post-test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	1	4,0	4,0	4,0
	60	3	12,0	12,0	16,0
	70	13	52,0	52,0	68,0
	80	5	20,0	20,0	88,0
	90	2	8,0	8,0	96,0
	100	1	4,0	4,0	**100,0**
	Total	**24**	**100,0**	**100,0**	

Based on the table above, it can be seen that one student got 50 score, it means that the student got poor score, and it indicate that the students' vocabulary was not clear, it is less of new vocabulary and the meaning is not suitable with the word. The students got 70 score are thirteen students, it means that the students belong to good in vocabulary. Then, the students got score 80 are five students, it means that the score are high but the achivement of the students are very good in vocabulary. Then, the students got 90 is two students. Then, 100 is one student and it is the maximum score and the students are vey good in vocabulary.

Therefore, there are differences between before and after the treatment process done. The data showed that there is a significant progress. It means that by using Duolinggo application is effective in increasing the students' vocabulary mastery.

b. Normality and Homogeneity

a) The result of normality testing. Normality is to know whether the data is normal distribution or not. According to Rohmah normality of the data is important because if the data were in the normal distribution, the data are considered to be representative of the population. In this research, the researcher used one of the methods of normality tetsting was done towards both try out of pre-test and post-test score. The researcher used SPSS IBM 16 one sample klomorgove test by significant value 0,005 the result could be seen in the table as follow:

Table 4.6 Normality Testing

One-Sample Kolmogorov-Smirnov Test

N		25	25
Normal Parameters	Mean	51.25	72.50
	Std. Deviation	13.699	11.733
Most Extreme	Absolute	.181	.234
Differences	Positive	.179	.234
	Negative	-.181	-.166
Kolmogorov-Smirnov Z		.905	1.172
Asymp. Sig. (2-tailed)		.386	.128

a. Test distribution is Normal

Based on the table 4.6 the significant score is 0.386 and $0.128 > 0.05$, it means that residual score is a normal distribution. Bluman states that t-test is a statistical test for the population mean, and it is used when population is normal distributed or approximately normally distributed 0 is unknown and $n > 30$ (1998:378).

b. The result of Homogeneity Testing

Homogeneity testing is conducted to measure whether the data has homogenous variance or not. The researcher used the test of homogeneity of variance SPSS by the value of significance (α) = 0,05 the result can be seen below:

Table 4.7 Homogeneity Testing

Test of Homogeneity of Variance

Levene Statistics	df1	df2	Sig.
.390	1	48	.535

Based on the table above, the sig. Value is 0.535 and it was bigger than 0,05. It means that H_0 is rejected and H_a is accepted. It can conclude that the data is homogeneity.

B. Data Analysis

Data analysis was done to know the differences score before and after doing the test, and after doing the test and found the score before the tetst and after the test. The researcher used a statistical test using the Paired Sample Test on IBM SPSS statistics 16 to ensure the effect of teaching vocabulary by using Duolingo application. The result is shown as follows:

Table 4.8 Descriptive Statistic for Pre-test and Post Test

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Pre-test	25	60	30	80	14.30	57.20	13.69	187.67
Post-test	25	50	50	100	18.20	72.80	11.73	137.67
Valid N (listwise)	25							

From the table above, it could be seen that the mean of the post-test score (72.80) was larger than the mean of pre-test score (57.20). It means that the used of Duolingo application has

caused in improving students' vocabulary. While N for each other is 25. Meanwhile, the standard deviation of the pre-test is 13.6 and the standard deviation of post-test is 11.7.

Table 4.9 Paired Sample Statistics

Paired Sample Correlations

	N	Correlation	Sig.
Pair 1 Pre-test and Post-test	25	.543	.005

Based on the table 4.9 above, the output of paired sample correlation showed the large correlation between samples, where can be seen that numeral both sorrelation are 0.543 and numeral of significance is 0.005, if the sig > 0.05, it means that H_0 is accepted in another word if the sig < 0.05, it means that H_0 is rejected. The table above showed that the sig is 0.005. it is lower than 0.05, it means that H_0 is rejected and H_a is accepted. From the result above, it can be concluded that there was a significant difference between the students' score between pre-test and post-test.

Table 4.10 Paired Sample T-test

Paired Sample Test

	Paired Differences					t	df	Sig (2-tailed)
	Mean	Std. Deviation	Std. Eror Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair Pre-test Post test	-4.240	3.218	.644	-5.568	-2.912	-6.588	24	.000

Based on the table 4.10 above, it can be seen that T_{Count} is 6.355 with the df is 24 standard means eror 1.56000 the lower different 20.6666 the upper different 10.5333 and the sig. (2 tailed) is 0.000.

The way to test null hypothesis can be rejected or not was by comparing P_{Value} was less than 0.05 (0.000 < 0.05). It means that the null hyphithesis could be rejected and it couold be concluded that the use of Duolingo application was effective in improving students' vocabulary mastery.

C. Discussions

From the data analysis, the objective of he research is to know if there is an effect in applying Duolingo application in teaching vocabulary mastery at the Seventh Grade of SMP Al-Ithidahiyah Teladan.

Based on the research method, the researcher conducted the first step, it is giving Pre-test on the students. It means that to know the students' vocabulary mastery before being taught by Duolingo application. The researcher gave the treatment to the students, the treatment here was applying Duolingo application. After the researcher gave the treatment to the students, then the researcher gave the posttest to the students. It means that to know students' vocabulary mastery after being traeted by Duolingo application.

Based on the result of the statistical computation using $T_{est,}$ the result shows that there is some significant between Pretest and Posttest. The result T_{test} is 6.355, if teh T_{test} is compared to T_{table} with the degree of freedom 25 as stated hypothesis tsting, the T_{test}6.355 is higher. Based on the hypothesis testing. H_a is accepted and H_0 is rejected. It means that it was significant

difference between Mean score of Pretest and Posttest. It can be concluded that the students got good achievement in mastering vocabulary after being taught by Duolingo

application. The students' vocabulary achivement improves significantly, so teaching vocabulary by using Duolingo application if it is effective to improve students' achivement on vocabulary.

D. Previous Related Study

The advantages of the use of Duolingo application gives a positive effect on students' vocabulary mastery. It has been verified by the result of the data analysis that there are significant differences between students' vocabulary mastery before and after being taught using Duolingo application is effective toward students' vocabulary mastery because it can help the students to improve their new vocabulary words at the seventh grade of MTs Darul Ilmi Batang Kuis.

The study of using Duolingo application was conducted by Laila Mahmuda (2015) and Natanael Mauricio Mendez Bermudez (2017).

The differences between this research and these two previous researches are Laila Mahmuda used descriptive qualitative approach and the field of her research was pronnounciation. Natanael Mauricio Mendez Bermudez also used qualitative approach, the compliment for English lesson. Whereas, in this research, the researcher used the quantitative approach with a quasi experimental design. The purpose of this research is to know the effect of Duolingo application on students' vocabulary mastery at seventh grade of MTs Darul Ilmi Batang Kuis, and how Duolingo application can improve the students' vocabulary by using and without using Duolingo application of the seventh grade of MTs Darul Ilmi Batang Kuis. By usning Duolingo application is effective with high category of cohen's D Effect Size Category. Without using Duolingo application in control class, it was not better than using Duolingo application in experiment class.

Based on the result of the posttest, there are some significant differences between the highest and the lowest score. The highest score of the test students' vocabulary who used Duolingo application was also 100 with five students who got score 100. The highest score of the test of the vocabulary students who did not use Duolingo application was also 100 but only

2 studnets who got score 100. Then, the lowest score of the vocabulary of students who used Duolingo application was 80.the lowest score of vocabulary students who did not use Duolingo application was 40.

When students have fun, they are more likely to take risks, they make mistakes without having a feeling of failure, and try to overcome the initial confusion when they find new words and pattern. Moreover, games help to creat a context in which students' attention that language items are being practiced.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion on the implementation of using Duolingo application towrd students' vocabulary mastery.

A. Conclusion

The implementation of using Duolingo application at MTs Darul Ilmi Batang Kuis is very useful to increase students' vocabulary mastery. The implementation of the Duolingo application in teaching and learning make students more fun and effective. Students can learn language for free while learning points for correct answer, racing against the clock, and leveling up. Moreover, the students are more active and confidence during the process of teaching ang learning vocabulary in the class. Based on the formulation of the study discussed in the previous chapter, there are some conclusions that can be drawn. The students' vocabulary before being taught using Duolingo application at MTs Darul Ilmi Batang Kuis in the average score is 57.20. Meanwhile, the students after being taught by using Duolingo application rises up, because the average score in post test is 72.80. It shows that the students got good achivements in mastering vocabulary after being taught using Duolingo application.

There are some significant differences in the achivement of the students' before and after using Duolingo application. The result pretest and posttest presented in Table 4.9 and Table 4.10 support this finding result. The result of Table 4.10 shows that the Mean score of posttest are higher than pretest, revealing that Duolingo application is able to promote the students' achivement higher than before being taught by using Duolingo application. Teaching vocabulary by using Duolingo application makes students increasingly want to know what the

next chapter will they learn, it is caused of the picture that showed in the application., Duolingo applicatoion also makes students to be more eager to lear English vocabulary, becasue the method of teaching vocabulary by using Duolingo application is different from what the teacher teaches in the class in general.

Therefore, from the result of the data analysis above, it can be concluded that there are some significant differences in the achivement of the students before and after being taught by usning Duolingo application. Moreover, it is more effective and intersting than the conventional teaching in teaching English about vocabulary to the students, especially for junior highb school.

B. Suggestion

The finding of the research shows that there is significant effect between students before and after beaing taught by using Duolingo application for increasing students' vocabulary achivement. So, the researcher tries to give some suggestions as follow:

First, the suggestion goes to MTs Darul Ilmi Batang Kuis. The school must be able to provide adequate learning facilities for students, especially when learning in using Duolingo application in the form of an internet connection. When the researcher taught the students' English skill, there were some students who complained about an inadequate internet connection in the form of Wifi. It is supported beacause not all the students had data packages for online learning such as the Duolingo application. It is not only that, the teacher at the school, especially English teacher. English teacher is expected to use Duolingo application of teaching vocabulary to develop students to expand their skill, it is especially for junior high school. The variation of the method for teaching to the students seen more fun and interesting, it is acuse of the picture and the display of the Duolingo application has more colorful.

Secondly, it is directed to the students. Since, the effectiveness of Duolingo applicatoion is proved in this research, it is suggested that the students should be more active and creative in doing exercise.

Thirdly, it is addressed to researchers, the study is only directed to get data of teaching vocabulary at MTs Darul Ilmi Batang Kuis. There are still many things related to the teachuing of English that is possible to be studied further. So, the researcher suggests for the further researcher to make some studies related to the teaching English lesson in this school or out the school.

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LESSON PLAN

Subject   : Greeting

Class   : VII

Time allocation : 2x35 minutes

Date   : Wednesday, 5th August 2020

Meeting   : 1st

Topic   : Hi, How Are You?

A. CORE COMPETENCE

CC 1:   Respect and appreciate the teachings of the religion they hold

CC 2:   Respect and appreciate honest behavior, discipline, responsibility, care (tolerance, mutual cooperation), polite, confident, in interacting effectively with the social and natural environment within the reach of relationships and existence

CC 3:   Understanding and applying knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related to phenomena and events that appear to the eye.

CC 4:   Processing, presenting, and reasoning in concrete domains (using, decomposing, assembling, modifying and creating), and abstract domains (writing, reading, calculating, drawing and composing) in accordance with what is learned in school and other sources in the same perspective /theory.

B. BASIC COMPETENCE (BC) AND COMPETENCY ACHIEVEMENT ACHIEVEMENT (GPA)

BC		GPA	
3.1	Identifying social functions, text structure, and linguistic elements of oral and written interpersonal interaction texts which involve	3.1.1	Understand the social function of oral and written interpersonal interaction texts that involve greeting expressions (Greeting) and respond to greetings that are appropriate to the context of their use.

		3.1.2	Identifying pronunciation (pronunciation), tone in pronunciation (intonation) and writing / spelling (spelling) in greeting expressions and responding to verbal greetings in accordance with the context of their use
	the act of greeting, saying good-bye, saying thank you, and apologizing, and responding, according to the context of its use.	3.1.3	Understanding the structure of the text structure (generic structure) that is commonly used in a variety of greetings (Greeting) as well as responding to each of them well as writers
4.1	Compose text interpersonal interaction written and very short and simple which involves the act of greeting, saying goodbye, saying thank you, and apologizing, and responding with regard to social functions, text structure, and linguistic elements that are correct and in context	4.1.1	Compose short dialog texts that are very short and simple which involve greeting and responding to verbal greetings in accordance with generic structure structures that are commonly used
		4.1.2	Presenting very short and simple dialogue expressions of the harmony of speech in accordance with the general pronunciation (intonation) and the spelling (spelling) of the greetings and responding to the greeting orally in accordance with the generic structure (generic structure) commonly used.

C. Goal of the Study

By the end of the lesson the students will be able to:

a. Know the expression of greeting
b. Enrich their vocabulary

D. Resources

Bahasa Inggris untuk Kelas VII SMP/MTS

E. Teaching learning activity

a. Teacher activities

1. The teacher will great and check attendance list of the students

2. The teacher will ask some leading questions related to greeting
3. The teacher will explain the material related to greeting that using in learning activity
4. The teacher will ask the students to play their Duolingu

b. Students activities
1. Students complete task in Duolingu and it will be done individually
2. Students determine individual improvement

F. Implementation

a. Pre activities
1. Asking leading questions related to the material of Greeting
2. Teacher gives students learning objectives which are required in teaching and learning process.

b. While activities
1. Teacher ask the student to pay attention to the material about greeting
2. Teacher explains the material about greeting
3. Teacher asks the students to play their Duolingo on their smartphone
4. Teacher asks the student to open the category that will be learned today. The category is Frasa
5. Teacher asks the students to mention the vocabularies in the application
6. Teacher asks students to rewrite vocabularies on their note book
7. Teacher pronoucing the vocabularies
8. After that, teacher asks students to repeat the pronunciation of each vocabulary
9. Teacher asks students to do the excercise in Duolingo Application about 15 minutes
10. The teacher monitors students' work
11. Teacher gives suggestion or appreciation to the students at the end the work
12. After the completion of material today, the teacher asks the students again whether they are understand with the lesson
13. The teacher asks students' difficulties at the lesson

c. Post Activities

1. Teacher check the students' understanding and the response

2. The teachers conclude learning materials and strengthen the material

G. Closing

3. The teacher conveys a lesson plan for the next meeting to cultivate students' curiosity to read

4. The teacher conveys the students to play their Duolingu at home, or everywhere

5. The teacher closed the classroom meeting on this day by reading alhamdulillah

H. Material of Greeting

When we meet other people at home, at school, on the way, public places or wherever, we can give some greetingexpressions below.

Greetings (Salam)

Hi,... (Hai)

Hello,... (Helo)

Good morning,... (Selamat pagi)

I am fine (Saya sehat)

I am Okay (Saya baik)

Good afternoon,... (Selamat siang)

- Good night,... (Selamat malam)
- How are you? (Apa kabarmu?)
- Thank you. (Terima kasih.)
- I'm very well, thank you. (Saya sangat baik, terima kasih.)

I. Exercise
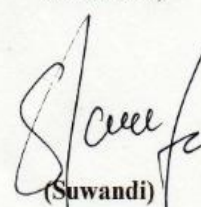
Screen shoot of task in Duolingo
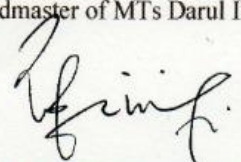
Agreed by

English Teacher

(Erli Murnita S.Pd)

Medan,

Researcher,

(Suwandi)

Approved by

Headmaster of MTs Darul Ilmi Batang Kuis.

(Rini Daraini, S.Si, M.Pd)

LESSON PLAN
(RPP)

Subject	: To be and Pronoun
Class	: VII
Time allocation	: 2x35 minutes
Date	: Thirsday, 6th August 2020
Meeting	: 2nd
Topic	: This is Shinta. She is a Student

A. CORE COMPETENCE

CC 1: Respect and appreciate the teachings of the religion they hold

CC 2: Respect and appreciate honest behavior, discipline, responsibility, care (tolerance, mutual cooperation), polite, confident, in interacting effectively with the social and natural environment within the reach of relationships and existence

CC 3: Understanding and applying knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related to phenomena and events that appear to the eye.

CC 4: Processing, presenting, and reasoning in concrete domains (using, decomposing, assembling, modifying and creating), and abstract domains (writing, reading, calculating, drawing and composing) in accordance with what is learned in school and other sources in the same perspective /theory.

B. BASIC COMPETENCE (BC) AND COMPETENCY ACHIEVEMENT ACHIEVEMENT (GPA)

BC		GPA	
3.1	Identifying social functions, text structure, and linguistic elements of oral and written interpersonal interaction texts which involve the act of greeting, saying good-bye, saying thank you, and apologizing, and responding, according to the context of its use.	3.1.1	Understand the social function of oral and written interpersonal interaction texts that involve greeting expressions (Greeting) and respond to greetings that are appropriate to the context of their use.
		3.1.2	Identifying pronunciation (pronunciation), tone in pronunciation (intonation) and writing / spelling (spelling) in greeting expressions and responding to verbal greetings in accordance with the context of their use
		3.1.3	Understanding the structure of the text structure (generic structure) that

				is commonly used in a variety of greetings (Greeting) as well as responding to each of them well as writers
4.1	Compose text interpersonal interaction written and very short and simple which involves the act of greeting, saying goodbye, saying thank you, and apologizing, and responding with regard to social functions, text structure, and linguistic elements that are correct and in context		4.1.1	Compose short dialog texts that are very short and simple which involve greeting and responding to verbal greetings in accordance with generic structure structures that are commonly used
			4.1.2	Presenting very short and simple dialogue expressions of the harmony of speech in accordance with the general pronunciation (intonation) and the spelling (spelling) of the greetings and responding to the greeting orally in accordance with the generic structure (generic structure) commonly used.

C. GOAL OF THE STUDY

By the end of the lesson the students will be able to:

1. Know the use of to be and pronoun
2. Enrich their vocabulary

D. Resources

Bahasa Inggris untuk Kelas VIISMP/MTs

E. Teaching learning activity

a. Teacher activities

1. The teacher will great and check attendance list of the students
2. The teacher will ask some leading questions related to the material as a warming up
3. The teacher will explain the material and using Duolingu application in learning activity

b. Students activities

1. Students complete task in Duolingo Application and it will be done individually
2. Students determine individual improvement

F. Implementation

a. Pre activities

1. Asking leading questions related to the material of to be and pronoun
2. Teacher gives students learning objectives which are required in teaching and learning process.

b. While activities

1. Teacher ask the student to pay attention to the material about to be and pronoun
2. Teacher explains the material about to be and pronoun
3. Teacher asks the students to play their Duolingo on their smartphone
4. Teacher asks the student to open the category that will be learned today. The category is Kata Ganti Objektif
5. Teacher asks the students to mention the vocabularies in the application
6. Teacher asks students to rewrite vocabularies on their note book
7. Teacher pronoucing the vocabularies
8. After that, teacher asks students to repeat the pronunciation of each vocabulary
9. Teacher asks students to do the excercise in Duolingo Application about 15 minutes
10. The teacher monitors students' work
11. Teacher gives suggestion or appreciation to the students at the end the work
12. After the completion of material today, the teacher asks the students again whether they are understand with the lesson
13. The teacher asks students' difficulties at the lesson

c. Post Activities

1. Teacher check the students' understanding and the response

2. The teachers conclude learning materials and strengthen the material

G. Closing

1. The teacher conveys a lesson plan for the next meeting to cultivate students' curiosity to read

2. The teacher conveys the students to play their Duolingu at home, or everywhere

3. The teacher closed the classroom meeting on this day by reading alhamdulillah

H. Material

a. Pronouns adalah kata ganti yang menyatakan seseorang atau sesuatu.

a) Personal Pronouns

Yaitu kata ganti orang. Di dalam kalimat, kata ganti ini digunakan sebagai subjek dan sebagai objek. Penggunaan yang berbeda membuat bentukya berubah. Untuk lebih lengkap, perhatikan tabel di bawah :

Subjek	Contoh Kalimat	Objek	Contoh Kalimat
I	**I** am a teacher.	Me	He loves **me**.
You	**You** are a teacher.	You	I love **you**.
She	**She** is a nurse.	Her	They love **her**.
He	**He** is a policeman.	Him	She loves **him**.
It	**It** is a pen.	It	He buys **it**.
We	**We** are happy.	Us	They join **us**.
They	**They** are sad.	Them	Let **them** come.

I. Task in Duolingo
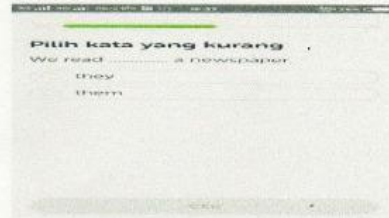
Agreed by

English Teacher

Medan,

Researcher,

(Erli Murnita S.Pd)

(Suwandi)

Approved by

Headmaster of MTs Darul Ilmi Batang Kuis.

(Rini Daraini, S.Si, M.Pd)

LESSON PLAN

Subject   : To be and Pronoun

Class   : VII

Time allocation   : 2x35 minutes

Date   : Monday, 10th August 2020

Meeting   : 3rd

Topic   : I love My Family

A. CORE COMPETENCE

CC 1:   Respect and appreciate the teachings of the religion they hold

CC 2:   Respect and appreciate honest behavior, discipline, responsibility, care (tolerance, mutual cooperation), polite, confident, in interacting effectively with the social and natural environment within the reach of relationships and existence

CC 3:   Understanding and applying knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related to phenomena and events that appear to the eye.

CC 4:   Processing, presenting, and reasoning in concrete domains (using, decomposing, assembling, modifying and creating), and abstract domains (writing, reading, calculating, drawing and composing) in accordance with what is learned in school and other sources in the same perspective /theory.

B. BASIC COMPETENCE (BC) AND COMPETENCY ACHIEVEMENT ACHIEVEMENT (GPA)

BC		GPA	
3.1	Identifying social functions, text structure, and linguistic elements of oral and written interpersonal interaction texts which involve the act of greeting, saying good-bye, saying thank you, and apologizing, and responding, according to the context of its use.	3.1.1	Understand the social function of oral and written interpersonal interaction texts that involve greeting expressions (Greeting) and respond to greetings that are appropriate to the context of their use.
		3.1.2	Identifying pronunciation (pronunciation), tone in pronunciation (intonation) and writing / spelling (spelling) in greeting expressions and responding to verbal greetings in accordance with the context of their use
		3.1.3	Understanding the structure of the

				text structure (generic structure) that is commonly used in a variety of greetings (Greeting) as well as responding to each of them well as writers
4.1	Compose text interpersonal interaction written and very short and simple which involves the act of greeting, saying goodbye, saying thank you, and apologizing, and responding with regard to social functions, text structure, and linguistic elements that are correct and in context	4.1.1	Compose short dialog texts that are very short and simple which involve greeting and responding to verbal greetings in accordance with generic structure structures that are commonly used
		4.1.2	Presenting very short and simple dialogue expressions of the harmony of speech in accordance with the general pronunciation (intonation) and the spelling (spelling) of the greetings and responding to the greeting orally in accordance with the generic structure (generic structure) commonly used.

C. Goal of the Study

By the end of the lesson the students will be able to:

a. Know the members of family
b. Enrich their vocabulary

D. Resources

Bahasa Inggris untuk Kelas VII SMP/MTS

E. Teaching learning activity

a. Teacher activities

1. The teacher will great and check attendance list of the students
2. The teacher will ask some leading questions related to the material as a warming up
3. The teacher will explain the material and using Duolingu application in learning activity

b. Students activities
1. Students complete task in Duolingo Application and it will be done individually
2. Students determine individual improvement

F. Implementation

a. Pre activities
1. Asking leading questions related to the material about family
2. Teacher gives students learning objectives which are required in teaching and learning process.

b. While activities
1. Teacher ask the student to pay attention to the material about family
2. Teacher explains the material about family
3. Teacher asks the students to play their Duolingo on their smartphone
4. Teacher asks the student to open the category that will be learned today. The category is Keluarga
5. Teacher asks the students to mention the vocabularies in the application
6. Teacher asks students to rewrite vocabularies on their note book
7. Teacher pronoucing the vocabularies
8. After that, teacher asks students to repeat the pronunciation of each vocabulary
9. Teacher asks students to do the excercise in Duolingo Application about 15 minutes
10. The teacher monitors students' work
11. Teacher gives suggestion or appreciation to the students at the end the work
12. After the completion of material today, the teacher asks the students again whether they are understand with the lesson
13. The teacher asks students' difficulties at the lesson

c. Post Activities

    1. Teacher check the students' understanding and the response

    2. The teachers conclude learning materials and strengthen the material

G. Closing

1. The teacher conveys a lesson plan for the next meeting to cultivate students' curiosity to read

2. The teacher conveys the students to play their Duolingu at home, or everywhere

3. The teacher closed the classroom meeting on this day by reading alhamdulillah

H. Material

Vocabularies of Family

- Family : keluarga
- Mother : Ibu
- Father : Ayah
- Parents : orang tua
- Grandfather : kakek
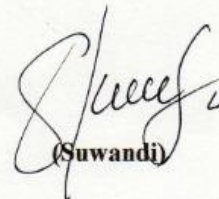
- Grandfather : kakek
- Grandmother : nenek
- Grandparents : Kakek nenek
- Aunt : tante / bibi
- Uncle : paman / om
- Cousin : sepupu
- Niece : keponakan perempuan
- Nephew : keponakan laki-laki
- Children : anak-anak
- Son : anak laki-laki
- Daughter: anak perempuan
- Grandson : Cucu laki-laki
- Granddaughter : Cucu perempuan
- Grandchild : cucu
- Mr : Tuan
- Mrs : Nyonya

Agreed by

English Teacher

(Erli Murnita S.Pd)

Medan,

Researcher,

(Suwandi)

Approved by

Headmaster of MTs Darul Ilmi Batang Kuis.

(Rini Daraini, S.Si, M.Pd)

LESSON PLAN

Subject   : Occupation

Class   : VII

Time allocation : 2x35 minutes

Date   : Tuesday, 11th August 2020

Meeting   : 4th

Topic   :Occupation

A. CORE COMPETENCE

CC 1:   Respect and appreciate the teachings of the religion they hold

CC 2:   Respect and appreciate honest behavior, discipline, responsibility, care (tolerance, mutual cooperation), polite, confident, in interacting effectively with the social and natural environment within the reach of relationships and existence

CC 3:   Understanding and applying knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related to phenomena and events that appear to the eye.

CC 4:   Processing, presenting, and reasoning in concrete domains (using, decomposing, assembling, modifying and creating), and abstract domains (writing, reading, calculating, drawing and composing) in accordance with what is learned in school and other sources in the same perspective /theory.

B. BASIC COMPETENCE (BC) AND COMPETENCY ACHIEVEMENT
ACHIEVEMENT (GPA)

BC		GPA	
3.1	Identifying social functions, text structure, and linguistic elements of oral and written interpersonal interaction texts which involve the act of greeting, saying good-bye, saying thank you, and apologizing, and responding,	3.1.1	Understand the social function of oral and written interpersonal interaction texts that involve greeting expressions (Greeting) and respond to greetings that are appropriate to the context of their use.
		3.1.2	Identifying pronunciation (pronunciation), tone in pronunciation (intonation) and writing / spelling (spelling) in greeting

				expressions and responding to verbal greetings in accordance with the context of their use
	according to the context of its use.			
		3.1.3	Understanding the structure of the text structure (generic structure) that is commonly used in a variety of greetings (Greeting) as well as responding to each of them well as writers	
4.1	Compose text interpersonal interaction written and very short and simple which involves the act of greeting, saying goodbye, saying thank you, and apologizing, and responding with regard to social functions, text structure, and linguistic elements that are correct and in context	4.1.1	Compose short dialog texts that are very short and simple which involve greeting and responding to verbal greetings in accordance with generic structure structures that are commonly used	
		4.1.2	Presenting very short and simple dialogue expressions of the harmony of speech in accordance with the general pronunciation (intonation) and the spelling (spelling) of the greetings and responding to the greeting orally in accordance with the generic structure (generic structure) commonly used.	

C. Goal of the Study

By the end of the lesson the students will be able to:

1. Know the various of occupation
2. Enrich their vocabulary

D. Resources

Bahasa Inggris untuk Kelas VII SMP/MTs

E. Teaching learning activity

a. Teacher activities

1. The teacher will great and check attendance list of the students

2. The teacher will ask some leading questions related to the material as a warming up

3. The teacher will explain the material and using Duolingu application in learning activity

b. Students activities

1. Students complete task in Duolingo Application and it will be done individually

2. Students determine individual improvement

F. Implementation

a. Pre activities

1. Asking leading questions related to the material of occupation

2. Teacher gives students learning objectives which are required in teaching and learning process.

b. While activities

1. Teacher ask the student to pay attention to the material about occupation

2. Teacher explains the material about occupation

3. Teacher asks the students to play their Duolingo on their smartphone

4. Teacher asks the student to open the category that will be learned today. The category is Pekerjaan

5. Teacher asks the students to mention the vocabularies in the application

6. Teacher asks students to rewrite vocabularies on their note book

7. Teacher pronoucing the vocabularies

8. After that, teacher asks students to repeat the pronunciation of each vocabulary

9. Teacher asks students to do the excercise in Duolingo Application about 15 minutes

10. The teacher monitors students' work

11. Teacher gives suggestion or appreciation to the students at the end the work
12. After the completion of material today, the teacher asks the students again whether they are understand with the lesson
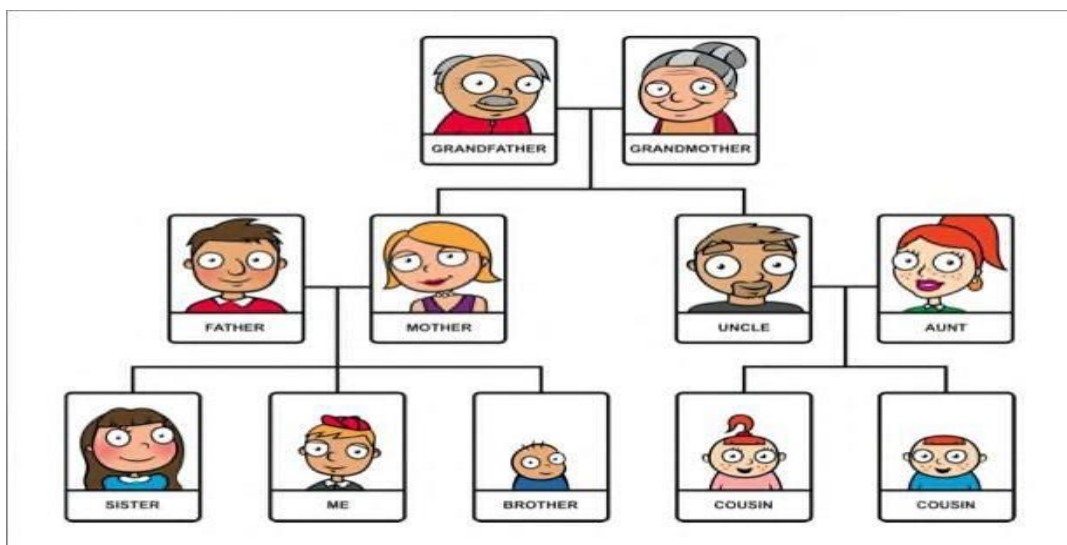13. The teacher asks students' difficulties at the lesson

c. Post Activities
1. Teacher check the students' understanding and the response
2. The teachers conclude learning materials and strengthen the material

G. Closing
1. The teacher conveys a lesson plan for the next meeting to cultivate students' curiosity to read
2. The teacher conveys the students to play their Duolingu at home, or everywhere
3. The teacher closed the classroom meeting on this day by reading alhamdulillah

H. Material of Occupation
- Teacher : Guru
- Doctor : Dokter
- Soldier : Tentara
- Nurse : Perawat
- Student : Pelajar
- Policeman : Polisi
- Singer : Penyanyi
- Pilot : Pilot
- Dancer : Penari
- Driver : Sopir

Contoh kalimat :

I am a singer   (Saya adalah seorangpenyanyi.)
You are a student   (Kamu adalah seorangpelajar.)

She is a doctor   (Dia adalah seorang dokter.)

He is a teacher   (Dia adalah seorang guru.)

He is a policeman   (Dia adalah seorang polisi.)

I.   **Task in Duolingo**
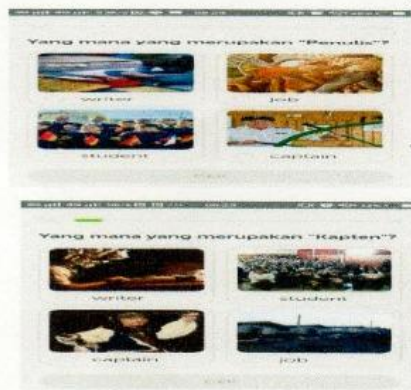
Agreed by	Medan,
English Teacher	Researcher,
(Erli Murnita S.Pd)	(Suwandi)

Approved by

Headmaster of MTs Darul Ilmi Batang Kuis.

(Rini Daraini, S.Si, M.Pd)

Tes Penguasaan Kosakata / Vocabulary Mastery Test

Waktu : 30 Menit

Petunjuk Umum : Tuliskan nama dan kelas anda pada lembar soal

Berikan tanda (X) atau lingkari huruf (A, B, C, atau D) yang dianggap jawaban paling benar pada lembar soal yang disediakan !

Bacalah setiap soal secara seksama sebelum anda menjawab !

Periksa kembali jawaban anda sebelum mengumpulkan kepda panitia !

Tes ini tidak mengurangi nilai UTS atau UAS anda !

Choose A, B, C, D for the correct answer !

Pre-Test

Name :_____

Class :_____

1. Terjemahkan kalimat (What do you do?)
   a. Apa yang kamu lakukan ?   c. Apa pekerjaanmu ?
   b. Apakabarmu ?   d. Siapa kamu ?

2. Terjemahkan kalimat (How do you do?)
   a. Apa yang kamu lakukan ?   c. Apa pekerjaanmu ?
   b. Apakabarmub. ?   d. Siapa kamu ?

3. Terjemahkan kalimat (How're you?)
   a. Apa yang kamu lakukan ?   c. Apa pekerjaanmu ?
   b. Apakabarmu ?   d. Siapa kamu ?

4. Langkapi kalimat (Dani and I ...... students)
   a. Is   c. Was
   b. Are   d. Am

5. Lengkapi kalimat (The deers ..... ruminan animal)
   a. Is   c. Am
   b. Was   d. Are

6. Susun kalimat ini dengan benar (Dani – later – you – see)
   a. Dani you see later   c. See you later Dani
   b. See you Dani latter   d. Later you see Dani

7. My father is a doctor, ... is a good doctor.
   a. She   c. Him
   b. He   d. Her

8. My aunt is a teacher, ... is a amazing teacher.
   a. She   c. Him
   b. He   d. Her

9. Terjemahkan kata (Kakek buyut)
   a. Great-grand father   c. Grand-father great
   b. Father-great Grand   d. Amazing-grand father

10. Lengkapi kalimat (My mother and Rani ...... my lovely family)
    a. Is
    b. Are
    d. Am
    e. Was

11. Shinta : Thank you so much Bob!
    Boby   : ....
    a. You are so much welcome
    b. You are cwelcom
    c. You are welcome
    d. Fine

12. The father of my father is ......
    a. My uncle
    b. My cousin
    c. My great-grand father
    d. My grand father

13. My <u>cousin</u> and friends are playing kite in the gardren. Arti kata bergaris bawah adalah ....
    a. Saudara
    b. Sepupu
    c. Sepupu laki-laki
    d. Sepupu perempuan

14. I play Vollyball with my <u>stepsister.</u> Arti kata yang bergaris bawah adalah....
    a. Saudara perempuan tersayang
    b. Saudara perempuan tiri
    c. Keponakan
    d. Sepupu

15. Terjemahkan kalimat (Dia berbicara bahasa Inggris)
    a. Him speaks English
    b. He speak English
    c. He speaks English
    d. He speaking English

16. My grand father has a son. He is my .....
    a. Uncle
    b. Aunt
    c. Cousin
    d. Great-grand father

17. Terjemahkan kalimat (Kucing itu minum susu)
    a. The cat drinking milk
    b. The cat drink milk
    c. The cat drinks milk
    d. The cats drinks milk

18. Arti kata (My cousing picks fruit)
    a. Sepupu saya makan buah
    b. Sepupu saya jual buah
    c. Sepupu saya memetik buah
    d. Sepupu saya memanen buah

19. Arti kata (blink)
    a. Memandang
    b. Berkata
    c. Berbakat
    d. Berkedip

20. Arti kata (My brother is a mechanic)
    a. Saudara laki-laki saya suka mekanik
    c. Saudara laki-laki saya seorang montir

b. Saudara laki-laki saya seorang piknik   d. Saudara laki-laki saya seorang
   suka montir

Answer Keys Pres-Test

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

Choose A, B, C, D for the correct answer !

Post-Test

Name :_____

Class :_____

21. Terjemahkan kalimat (How do you do?)
    c. Apa yang kamu lakukan ?   c. Apa pekerjaanmu ?
    d. Apakabarmu ?   d. Siapa kamu ?

22. Terjemahkan kalimat (See you later!)
    a. Benci melihatmu !   c. Kamu lihat surat !
    b. Sampai bertemu kembali !   d. Bertemu kamu !

23. Terjemahkan kalimat (I am Okey, and you?)
    c. Saya baik dan kamu ?   c. Apa pekerjaanmu ?
    d. Kamu sehat ?   d. Bagaimana kabarmu

24. Langkapi kalimat (Siska .... (go) to school at 6.40 A.M)
    c. Goes   c. Going
    d. Go   d. Gone

25. Lengkapi kalimat (The deers ..... ruminan animal)
    c. Is   c. Am
    d. Was   d. Are

26. Susun kalimat ini dengan benar (Dani – later – you – see)
    c. Dani you see later   c. See you later Dani
    d. See you Dani latter   d. Later you see Dani

27. My aunt is a nurse, ... is a good nurse.
    c. She   c. Him
    d. He   d. Her

28. My grandfather is an army, ... is a brave army.
    c. She   c. Him
    d. He   d. Her

29. Terjemahkan kata (Nenek buyut)
    c. Great-grand mother   c. Grand-mother great
    d. Mother-great grand   d. Amazing-grand mother

30. Lengkapi kalimat (My brother Andi ...... in the livingroom)
    c. Is
    d. Are
    d. Am
    e. Was

31. Farah   : Nice to meet you, Musa!
    Musa   : ....
    c. Too nice meet Musa
    d. Nice to meet you Musa
    c. Musa nice meet
    d. Meet you Musa

32. The father of my father is ......
    c. My uncle
    d. My cousin
    c. My great-grand father
    d. My grand father

33. My <u>niece</u> and friends are playing football in the gardren. Arti kata bergaris bawah adalah....
    c. Keponakan
    d. Sepupu
    c. Sepupu perempuan
    d. Sepupu nenek

34. I play vollyball with my <u>stepsister.</u> Arti kata yang bergaris bawah adalah....
    c. Saudara perempuan tersayang
    d. Saudara perempuan tiri
    c. Keponakan
    d. Sepupu

35. Terjemahkan kalimat (Siska berbicara bahasa Inggris)
    c. Siska speak English
    d. Siska English speak
    c. Siska speaks English
    d. Speaking English, Siska

36. My grand father has a son. He is my .....
    c. Uncle
    d. Aunt
    c. Cousin
    d. Great-grand father

37. Terjemahkan kalimat (Kucing itu minum susu)
    c. The cat drinking milk
    d. The cat drink milk
    c. The cat drinks milk
    d. The cats drinks milk

38. Arti kata (My cousing picks fruit)
    c. Sepupu saya makan buah
    d. Sepupu saya jual buah
    c. Sepupu saya memetik buah
    d. Sepupu saya memanen buah

39. Arti kata (sleep)
    c. Bermain
    d. Makan
    c. Berbakat
    d. Tertidur

40. Arti kata (My brother is a mechanic)
    c. Saudara laki-laki saya suka mekanik montir
    c. Saudara laki-laki saya seorang

d. Saudara laki-laki saya seorang piknik suka montir
d. Saudara laki-laki saya seorang

Answer Keys Post-Test

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

Name of students in Experimental and Controlled Class

No. Attendance List	Name of Students
1	Adi
2	Aisyah Ismail
3	Anastasya
4	Angel Suryani
5	Azrah
6	Azwan
7	Dimas
8	Faisal Ramadhan
9	Farhan
10	Febriyan Syaputra
11	Fikri Maulana
12	Hafizah
13	Haikkal
14	Intan
15	Muhammad Arifin
16	Muhammad Furqon
17	Muhammad Rafiqi Ihsan
18	Nasri
19	Nazwa Hutagaol
20	Nila
21	Nuri
22	Selfi Putri
23	Septi
24	Sherli
25	Syafira Ramadhani

Name	Pre-test	Post-test
AI	40	60
AS	60	70
AD	70	90
AZ	60	70
AW	70	70
AT	60	80
DM	50	70
FS	30	60
FM	70	80
FR	60	70
FH	40	70
HF	40	70
HI	80	100
INT	40	60
MRI	60	80
MF	50	70
MA	70	80
NH	50	50
NS	60	70
NR	50	70
NL	60	70
SP	50	70
SR	70	80
ST	60	90
SL	60	70

APPENDIX V

T-Table and The Critical Value of Kolmogorov-Smirnov Test

A. Kolmogrov-Smirnov Table

Tabel Nilai Kritis Uji Kolmogorov-Smirnov

Tabel Nilai Kritis Uji Kolmogorov-Smirnov

n	$\alpha = 0,20$	$\alpha = 0,10$	$\alpha = 0,05$	$\alpha = 0,02$	$\alpha = 0,01$
1	0,900	0,950	0,975	0,990	0,995
2	0,684	0,776	0,842	0,900	0,929
3	0,565	0,636	0,708	0,785	0,829
4	0,493	0,565	0,624	0,689	0,734
5	0,447	0,509	0,563	0,627	0,669
6	0,410	0,468	0,519	0,577	0,617
7	0,381	0,436	0,483	0,538	0,576
8	0,359	0,410	0,454	0,507	0,542
9	0,339	0,387	0,430	0,480	0,513
10	0,323	0,369	0,409	0,457	0,486
11	0,308	0,352	0,391	0,437	0,468
12	0,296	0,338	0,375	0,419	0,449
13	0,285	0,325	0,361	0,404	0,432
14	0,275	0,314	0,349	0,390	0,418
15	0,266	0,304	0,338	0,377	0,404
16	0,258	0,295	0,327	0,366	0,392
17	0,250	0,286	0,318	0,355	0,381
18	0,244	0,279	0,309	0,346	0,371
19	0,237	0,271	0,301	0,337	0,361
20	0,232	0,265	0,294	0,329	0,352
21	0,226	0,259	0,287	0,321	0,344
22	0,221	0,253	0,281	0,314	0,337
23	0,216	0,247	0,275	0,307	0,330
24	0,212	0,242	0,269	0,301	0,323
25	0,208	0,238	0,264	0,295	0,317
26	0,204	0,233	0,259	0,290	0,311
27	0,200	0,229	0,254	0,284	0,305
28	0,197	0,225	0,250	0,279	0,300
29	0,193	0,221	0,246	0,275	0,295
30	0,190	0,218	0,242	0,270	0,290
35	0,177	0,202	0,224	0,251	0,269
40	0,165	0,189	0,210	0,235	0,252
45	0,156	0,179	0,198	0,222	0,238
50	0,148	0,170	0,188	0,211	0,226
55	0,142	0,162	0,180	0,201	0,216
60	0,136	0,155	0,172	0,193	0,207
65	0,131	0,149	0,166	0,185	0,199
70	0,126	0,144	0,160	0,179	0,192
75	0,122	0,139	0,154	0,173	0,185
80	0,118	0,135	0,150	0,167	0,179
85	0,114	0,131	0,145	0,162	0,174
90	0,111	0,127	0,141	0,158	0,169
95	0,108	0,124	0,137	0,154	0,165
100	0,106	0,121	0,134	0,150	0,161

Pendekatan

n	$1,07/\sqrt{n}$	$1,22/\sqrt{n}$	$1,35/\sqrt{n}$	$1,52/\sqrt{n}$	$1,63/\sqrt{n}$
200	0,076	0,086	0,096	0,107	0,115

B. T-Table

t Table

cum. prob	$t_{.50}$	$t_{.75}$	$t_{.80}$	$t_{.85}$	$t_{.90}$	$t_{.95}$	$t_{.975}$	$t_{.99}$	$t_{.995}$	$t_{.999}$	$t_{.9995}$
one-tail	0.50	0.25	0.20	0.15	0.10	0.05	0.025	0.01	0.005	0.001	0.0005
two-tails	1.00	0.50	0.40	0.30	0.20	0.10	0.05	0.02	0.01	0.002	0.001
df											
1	0.000	1.000	1.376	1.963	3.078	6.314	12.71	31.82	63.66	318.31	636.62
2	0.000	0.816	1.061	1.386	1.886	2.920	4.303	6.965	9.925	22.327	31.599
3	0.000	0.765	0.978	1.250	1.638	2.353	3.182	4.541	5.841	10.215	12.924
4	0.000	0.741	0.941	1.190	1.533	2.132	2.776	3.747	4.604	7.173	8.610
5	0.000	0.727	0.920	1.156	1.476	2.015	2.571	3.365	4.032	5.893	6.869
6	0.000	0.718	0.906	1.134	1.440	1.943	2.447	3.143	3.707	5.208	5.959
7	0.000	0.711	0.896	1.119	1.415	1.895	2.365	2.998	3.499	4.785	5.408
8	0.000	0.706	0.889	1.108	1.397	1.860	2.306	2.896	3.355	4.501	5.041
9	0.000	0.703	0.883	1.100	1.383	1.833	2.262	2.821	3.250	4.297	4.781
10	0.000	0.700	0.879	1.093	1.372	1.812	2.228	2.764	3.169	4.144	4.587
11	0.000	0.697	0.876	1.088	1.363	1.796	2.201	2.718	3.106	4.025	4.437
12	0.000	0.695	0.873	1.083	1.356	1.782	2.179	2.681	3.055	3.930	4.318
13	0.000	0.694	0.870	1.079	1.350	1.771	2.160	2.650	3.012	3.852	4.221
14	0.000	0.692	0.868	1.076	1.345	1.761	2.145	2.624	2.977	3.787	4.140
15	0.000	0.691	0.866	1.074	1.341	1.753	2.131	2.602	2.947	3.733	4.073
16	0.000	0.690	0.865	1.071	1.337	1.746	2.120	2.583	2.921	3.686	4.015
17	0.000	0.689	0.863	1.069	1.333	1.740	2.110	2.567	2.898	3.646	3.965
18	0.000	0.688	0.862	1.067	1.330	1.734	2.101	2.552	2.878	3.610	3.922
19	0.000	0.688	0.861	1.066	1.328	1.729	2.093	2.539	2.861	3.579	3.883
20	0.000	0.687	0.860	1.064	1.325	1.725	2.086	2.528	2.845	3.552	3.850
21	0.000	0.686	0.859	1.063	1.323	1.721	2.080	2.518	2.831	3.527	3.819
22	0.000	0.686	0.858	1.061	1.321	1.717	2.074	2.508	2.819	3.505	3.792
23	0.000	0.685	0.858	1.060	1.319	1.714	2.069	2.500	2.807	3.485	3.768
24	0.000	0.685	0.857	1.059	1.318	1.711	2.064	2.492	2.797	3.467	3.745
25	0.000	0.684	0.856	1.058	1.316	1.708	2.060	2.485	2.787	3.450	3.725
26	0.000	0.684	0.856	1.058	1.315	1.706	2.056	2.479	2.779	3.435	3.707
27	0.000	0.684	0.855	1.057	1.314	1.703	2.052	2.473	2.771	3.421	3.690
28	0.000	0.683	0.855	1.056	1.313	1.701	2.048	2.467	2.763	3.408	3.674
29	0.000	0.683	0.854	1.055	1.311	1.699	2.045	2.462	2.756	3.396	3.659
30	0.000	0.683	0.854	1.055	1.310	1.697	2.042	2.457	2.750	3.385	3.646
40	0.000	0.681	0.851	1.050	1.303	1.684	2.021	2.423	2.704	3.307	3.551
60	0.000	0.679	0.848	1.045	1.296	1.671	2.000	2.390	2.660	3.232	3.460
80	0.000	0.678	0.846	1.043	1.292	1.664	1.990	2.374	2.639	3.195	3.416
100	0.000	0.677	0.845	1.042	1.290	1.660	1.984	2.364	2.626	3.174	3.390
1000	0.000	0.675	0.842	1.037	1.282	1.646	1.962	2.330	2.581	3.098	3.300
z	0.000	0.674	0.842	1.036	1.282	1.645	1.960	2.326	2.576	3.090	3.291
	0%	50%	60%	70%	80%	90%	95%	98%	99%	99.8%	99.9%
						Confidence Level					

<div style="border: 1px solid black;">

APPENDIX VI

Documentation

</div>

LEARNING MEETING DOKUMENTATION

(Pre-test before leraning by using Duolingo application , 02ndMarch 2020)

(The learning process by using Duolingo application, 05th March 2020)

(The learning process by using Duolingo application, 9th, 12th, 20th, 23th
March 2020)

(The learning process by using Duolingo application, 9th, 12th, 20th, 23th
March 2020)

(Post-test and last meeting by using Duolingo application , 27thMarch 2020)

Choose A, B, C, D for the correct answer !

Pre-Test

Name : ALSYAH ISMAIL

Class : VII

1. Terjemahkan kalimat (What do you do?)
   a. Apa yang kamu lakukan ?   c. Apa pekerjaanmu ?
   b. Apakabarmu ?   ~~d. Siapa kamu ?~~

2. Terjemahkan kalimat (How do you do?)
   a. Apa yang kamu lakukan ?   c. Apa pekerjaanmu ?
   b. Apakabarmub. ?   ~~d. Siapa kamu ?~~

3. Terjemahkan kalimat (How're you?)
   a. Apa yang kamu lakukan ?   c. Apa pekerjaanmu ?
   ~~a. Apakabarmu ?~~   d. Siapa kamu ?

4. Langkapi kalimat (Dani and I ...... students)
   ~~a. Is~~   c. Was
   b. Are   d. Am

5. Lengkapi kalimat (The deers ..... ruminan animal)
   a. Is   c. Am
   ~~b. Was~~   d. Are

6. Susun kalimat ini dengan benar (Dani – later – you – see)
   a. Dani you see later   c. See you later Dani
   ~~b. See you Dani latter~~   d. Later you see Dani

7. My father is a doctor, ... is a good doctor.
   a. She   c. Him
   ~~b. He~~   d. Her

8. My aunt is a teacher, ... is a amazing teacher.
   a. She   c. Him
   b. He   ~~d. Her~~

9. Terjemahkan kata (Kakek buyut)
   ~~a. Great-grand father~~   c. Grand-father great
   b. Father-great Grand   d. Amazing-grand father

10. Lengkapi kalimat (My mother and Rani ...... my lovely family)
    a. Is   d. Am
    ~~b. Are~~   e. Was

11. Shinta : Thank you so much Bob!
    Boby : ....
    a. You are so much welcome   X You are welcome
    b. You are cwelcom   d. Fine

12. The father of my father is ......
    a. My uncle   c. My great-grand father
    X My cousin   d. My grand father

13. My cousin and friends are playing kite in the gardren. Arti kata bergaris bawah adalah
    ....
    a. Saudara   c. Sepupu laki-laki
    X Sepupu   d. Sepupu perempuan

14. I play Vollyball with my stepsister. Arti kata yang bergaris bawah adalah....
    X Saudara perempuan tersayang c. Keponakan
    b. Saudara perempuan tiri   d. Sepupu

15. Terjemahkan kalimat (Dia berbicara bahasa Inggris)
    a. Him speaks English   X He speaks English
    b. He speak English   d. He speaking English

16. My grand father has a son. He is my .....
    X Uncle   c. Cousin
    b. Aunt   d. Great-grand father

17. Terjemahkan kalimat (Kucing itu minum susu)
    a. The cat drinking milk   c. The cat drinks milk
    X The cat drink milk   d. The cats drinks milk

18. Arti kata (My cousing picks fruit)
    a. Sepupu saya makan buah   c. Sepupu saya memetik buah
    X Sepupu saya jual buah   d. Sepupu saya memanen buah

19. Arti kata (blink)
    X Memandang   c. Berbakat
    b. Berkata   d. Berkedip

20. Arti kata (My brother is a mechanic)
    a. Saudara laki-laki saya suka mekanik   c. Saudara laki-laki saya seorang montir
    b. Saudara laki-laki saya seorang piknik   X Saudara laki-laki saya seorang suka
        montir

Choose A, B, C, D for the correct answer !

Post-Test

Name : AISYAH ISMAIL

Class : VII

1. Terjemahkan kalimat (How do you do?)
   - a. Apa yang kamu lakukan ? ✗
   - b. Apakabarmu ?
   - c. Apa pekerjaanmu ?
   - d. Siapa kamu ?

2. Terjemahkan kalimat (See you later!)
   - a. Benci melihatmu !
   - b. Sampai bertemu kembali ! ✗
   - c. Kamu lihat surat !
   - d. Bertemu kamu !

3. Terjemahkan kalimat (I am Okey, and you?)
   - a. Saya baik dan kamu ? ✗
   - b. Kamu sehat ?
   - c. Apa pekerjaanmu ?
   - d. Bagaimana kabarmu

4. Langkapi kalimat (Siska .... (go) to school at 6.40 A.M)
   - a. Goes
   - b. Go
   - c. Going ✗
   - d. Gone

5. Lengkapi kalimat (The deers ..... ruminan animal)
   - a. Is ✗
   - b. Was
   - c. Am
   - d. Are

6. Susun kalimat ini dengan benar (Dani – later – you – see)
   - a. Dani you see later ✗
   - b. See you Dani latter
   - c. See you later Dani
   - d. Later you see Dani

7. My aunt is a nurse, ... is a good nurse.
   - a. She ✗
   - b. He
   - c. Him
   - d. Her

8. My grandfather is an army, ... is a brave army.
   - a. She
   - b. He ✗
   - c. Him
   - d. Her

9. Terjemahkan kata (Nenek buyut)
   - a. Great-grand mother
   - b. Mother-great grand ✗
   - c. Grand-mother great
   - d. Amazing-grand mother

10. Lengkapi kalimat (My brother Andi ...... in the livingroom)
    - a. Is
    - b. Are
    - d. Am
    - c. Was ✗

11. Farah : Nice to meet you, Musa!
    Musa : ....
    a. Too nice meet Musa
    b. Nice to meet you Musa 100
    c. Musa nice meet
    d. Meet you Musa

12. The father of my father is ......
    a. My uncle
    b. My cousin
    c. My great-grand father
    d. My grand father

13. My <u>niece</u> and friends are playing football in the gardren. Arti kata bergaris bawah adalah....
    a. Keponakan
    b. Sepupu
    c. Sepupu perempuan
    d. Sepupu nenek

14. I play vollyball with my <u>stepsister.</u> Arti kata yang bergaris bawah adalah....
    a. Saudara perempuan tersayang
    b. Saudara perempuan tiri
    c. Keponakan
    d. Sepupu

15. Terjemahkan kalimat (Siska berbicara bahasa Inggris)
    a. Siska speak English
    b. Siska English speak
    c. Siska speaks English
    d. Speaking English, Siska

16. My grand father has a son. He is my .....
    a. Uncle
    b. Aunt
    c. Cousin
    d. Great-grand father

17. Terjemahkan kalimat (Kucing itu minum susu)
    a. The cat drinking milk
    b. The cat drink milk
    c. The cat drinks milk
    d. The cats drinks milk

18. Arti kata (My cousing picks fruit)
    a. Sepupu saya makan buah
    b. Sepupu saya jual buah
    c. Sepupu saya memetik buah
    d. Sepupu saya memanen buah

19. Arti kata (sleep)
    a. Bermain
    b. Makan
    c. Berbakat
    d. Tertidur

20. Arti kata (My brother is a mechanic)
    a. Saudara laki-laki saya suka mekanik
    b. Saudara laki-laki saya seorang piknik montir
    c. Saudara laki-laki saya seorang montir
    d. Saudara laki-laki saya seorang suka montir

Choose A, B, C, D for the correct answer !

Pre-Test

Name : Muhamad Arifin

Class : VII

1. Terjemahkan kalimat (How do you do?)
   a. Apa yang kamu lakukan ?
   b. Apakabarmu ?
   c. Apa pekerjaanmu ?
   d. Siapa kamu ?

2. Terjemahkan kalimat (See you later!)
   a. Benci melihatmu !
   b. Sampai bertemu kembali !
   c. Kamu lihat surat !
   d. Bertemu kamu !

3. Terjemahkan kalimat (I am Okey, and you?)
   a. Saya baik dan kamu ?
   b. Kamu sehat ?
   c. Apa pekerjaanmu ?
   d. Bagaimana kabarmu

4. Langkapi kalimat (Siska .... (go) to school at 6.40 A.M)
   a. Goes
   b. Go
   c. Going
   d. Gone

5. Lengkapi kalimat (The deers ..... ruminan animal)
   a. Is
   b. Was
   c. Am
   d. Are

6. Susun kalimat ini dengan benar (Dani – later – you – see)
   a. Dani you see later
   b. See you Dani latter
   c. See you later Dani
   d. Later you see Dani

7. My aunt is a nurse, ... is a good nurse.
   a. She
   b. He
   c. Him
   d. Her

8. My grandfather is an army, ... is a brave army.
   a. She
   b. He
   c. Him
   d. Her

9. Terjemahkan kata (Nenek buyut)
   a. Great-grand mother
   b. Mother-great grand
   c. Grand-mother great
   d. Amazing-grand mother

10. Lengkapi kalimat (My brother Andi ...... in the livingroom)
    a. Is
    b. Are
    d. Am
    e. Was

11. Farah : Nice to meet you, Musa!
    Musa : ....
    a. Too nice meet Musa
    b. Nice to meet you Musa *too*
    c. Musa nice meet
    d. Meet you Musa

12. The father of my father is ......
    a. My uncle
    b. My cousin
    c. My great-grand father
    d. My grand father

13. My <u>niece</u> and friends are playing football in the gardren. Arti kata bergaris bawah adalah....
    a. Keponakan
    b. Sepupu
    c. Sepupu perempuan
    d. Sepupu nenek

14. I play vollyball with my <u>stepsister.</u> Arti kata yang bergaris bawah adalah....
    a. Saudara perempuan tersayang
    b. Saudara perempuan tiri
    c. Keponakan
    d. Sepupu

15. Terjemahkan kalimat (Siska berbicara bahasa Inggris)
    a. Siska speak English
    b. Siska English speak
    c. Siska speaks English
    d. Speaking English, Siska

16. My grand father has a son. He is my .....
    a. Uncle
    b. Aunt
    c. Cousin
    d. Great-grand father

17. Terjemahkan kalimat (Kucing itu minum susu)
    a. The cat drinking milk
    b. The cat drink milk
    c. The cat drinks milk
    d. The cats drinks milk

18. Arti kata (My cousing picks fruit)
    a. Sepupu saya makan buah
    b. Sepupu saya jual buah
    c. Sepupu saya memetik buah
    d. Sepupu saya memanen buah

19. Arti kata (sleep)
    a. Bermain
    b. Makan
    c. Berbakat
    d. Tertidur

20. Arti kata (My brother is a mechanic)
    a. Saudara laki-laki saya suka mekanik
    b. Saudara laki-laki saya seorang piknik montir
    c. Saudara laki-laki saya seorang montir
    d. Saudara laki-laki saya seorang suka montir

Choose A, B, C, D for the correct answer !

Post-Test

Name : Muhamad Arifin

Class : VII

1. Terjemahkan kalimat (What do you do?)
   a. Apa yang kamu lakukan ?   c. Apa pekerjaanmu ?
   b. Apakabarmu ?   d. Siapa kamu ?

2. Terjemahkan kalimat (How do you do?)
   a. Apa yang kamu lakukan ?   c. Apa pekerjaanmu ?
   b. Apakabarmub. ?   d. Siapa kamu ?

3. Terjemahkan kalimat (How're you?)
   a. Apa yang kamu lakukan ?   c. Apa pekerjaanmu ?
   b. Apakabarmu ?   d. Siapa kamu ?

4. Langkapi kalimat (Dani and I ...... students)
   a. Is   c. Was
   b. Are   d. Am

5. Lengkapi kalimat (The deers ..... ruminan animal)
   a. Is   c. Am
   b. Was   d. Are

6. Susun kalimat ini dengan benar (Dani – later – you – see)
   a. Dani you see later   c. See you later Dani
   b. See you Dani latter   d. Later you see Dani

7. My father is a doctor, ... is a good doctor.
   a. She   c. Him
   b. He   d. Her

8. My aunt is a teacher, ... is a amazing teacher.
   a. She   c. Him
   b. He   d. Her

9. Terjemahkan kata (Kakek buyut)
   a. Great-grand father   c. Grand-father great
   b. Father-great Grand   d. Amazing-grand father

10. Lengkapi kalimat (My mother and Rani ...... my lovely family)
    a. Is   d. Am
    b. Are   e. Was

11. Shinta : Thank you so much Bob!
    Boby   : ....
    a. You are so much welcome   c. You are welcome
    b. You are cwelcom   d. Fine

12. The father of my father is ......
    a. My uncle   c. My great-grand father
    b. My cousin   d. My grand father

13. My cousin and friends are playing kite in the gardren. Arti kata bergaris bawah adalah
    ....
    a. Saudara   c. Sepupu laki-laki
    b. Sepupu   d. Sepupu perempuan

14. I play Vollyball with my stepsister. Arti kata yang bergaris bawah adalah....
    a. Saudara perempuan tersayang c. Keponakan
    b. Saudara perempuan tiri   d. Sepupu

15. Terjemahkan kalimat (Dia berbicara bahasa Inggris)
    a. Him speaks English   c. He speaks English
    b. He speak English   d. He speaking English

16. My grand father has a son. He is my .....
    a. Uncle   c. Cousin
    b. Aunt   d. Great-grand father

17. Terjemahkan kalimat (Kucing itu minum susu)
    a. The cat drinking milk   c. The cat drinks milk
    b. The cat drink milk   d. The cats drinks milk

18. Arti kata (My cousing picks fruit)
    a. Sepupu saya makan buah   c. Sepupu saya memetik buah
    b. Sepupu saya jual buah   d. Sepupu saya memanen buah

19. Arti kata (blink)
    a. Memandang   c. Berbakat
    b. Berkata   d. Berkedip

20. Arti kata (My brother is a mechanic)
    a. Saudara laki-laki saya suka mekanik   c. Saudara laki-laki saya seorang montir
    b. Saudara laki-laki saya seorang piknik   d. Saudara laki-laki saya seorang suka
        montir   montir

Choose A, B, C, D for the correct answer !

Pre-Test

Name : Hafizah

Class : Vii

1. Terjemahkan kalimat (What do you do?)
   a. Apa yang kamu lakukan ?   c. Apa pekerjaanmu ?
   b. Apakabarmu ?   d. Siapa kamu ?

2. Terjemahkan kalimat (How do you do?)
   a. Apa yang kamu lakukan ?   c. Apa pekerjaanmu ?
   b. Apakabarmub. ?   d. Siapa kamu ?

3. Terjemahkan kalimat (How're you?)
   a. Apa yang kamu lakukan ?   c. Apa pekerjaanmu ?
   b. Apakabarmu ?   d. Siapa kamu ?

4. Langkapi kalimat (Dani and I ...... students)
   a. Is   c. Was
   b. Are   d. Am

5. Lengkapi kalimat (The deers ..... ruminan animal)
   a. Is   c. Am
   b. Was   d. Are

6. Susun kalimat ini dengan benar (Dani – later – you – see)
   a. Dani you see later   c. See you later Dani
   b. See you Dani latter   d. Later you see Dani

7. My father is a doctor, ... is a good doctor.
   a. She   c. Him
   b. He   d. Her

8. My aunt is a teacher, ... is a amazing teacher.
   a. She   c. Him
   b. He   d. Her

9. Terjemahkan kata (Kakek buyut)
   a. Great-grand father   c. Grand-father great
   b. Father-great Grand   d. Amazing-grand father

10. Lengkapi kalimat (My mother and Rani ...... my lovely family)
    a. Is   d. Am
    b. Are   e. Was

11. Shinta : Thank you so much Bob!
    Boby : ....
    a. You are so much welcome   ✗ You are welcome
    b. You are cwelcom   d. Fine

12. The father of my father is ......
    ✗ a. My uncle   c. My great-grand father
    b. My cousin   d. My grand father

13. My cousin and friends are playing kite in the gardren. Arti kata bergaris bawah adalah
    ....
    ✗ a. Saudara   c. Sepupu laki-laki
    b. Sepupu   d. Sepupu perempuan

14. I play Vollyball with my stepsister. Arti kata yang bergaris bawah adalah....
    a. Saudara perempuan tersayang   c. Keponakan
    ✗ b. Saudara perempuan tiri   d. Sepupu

15. Terjemahkan kalimat (Dia berbicara bahasa Inggris)
    a. Him speaks English   c. He speaks English
    ✗ b. He speak English   d. He speaking English

16. My grand father has a son. He is my .....
    a. Uncle   ✗ c. Cousin
    b. Aunt   d. Great-grand father

17. Terjemahkan kalimat (Kucing itu minum susu)
    a. The cat drinking milk   ✗ c. The cat drinks milk
    b. The cat drink milk   d. The cats drinks milk

18. Arti kata (My cousing picks fruit)
    a. Sepupu saya makan buah   ✗ c. Sepupu saya memetik buah
    b. Sepupu saya jual buah   d. Sepupu saya memanen buah

19. Arti kata (blink)
    a. Memandang   c. Berbakat
    b. Berkata   ✗ d. Berkedip

20. Arti kata (My brother is a mechanic)
    a. Saudara laki-laki saya suka mekanik   ✗ c. Saudara laki-laki saya seorang montir
    b. Saudara laki-laki saya seorang piknik d. Saudara laki-laki saya seorang suka
       montir   montir

Choose A, B, C, D for the correct answer !

Post-Test

Name : Hafizah

Class : VII

1. Terjemahkan kalimat (How do you do?)
   a. Apa yang kamu lakukan ?
   b. Apakabarmu ?
   c. Apa pekerjaanmu ?
   d. Siapa kamu ?

2. Terjemahkan kalimat (See you later!)
   a. Benci melihatmu !
   b. Sampai bertemu kembali !
   c. Kamu lihat surat !
   d. Bertemu kamu !

3. Terjemahkan kalimat (I am Okey, and you?)
   a. Saya baik dan kamu ?
   b. Kamu sehat ?
   c. Apa pekerjaanmu ?
   d. Bagaimana kabarmu

4. Langkapi kalimat (Siska .... (go) to school at 6.40 A.M)
   a. Goes
   b. Go
   c. Going
   d. Gone

5. Lengkapi kalimat (The deers ..... ruminan animal)
   a. Is
   b. Was
   c. Am
   d. Are

6. Susun kalimat ini dengan benar (Dani – later – you – see)
   a. Dani you see later
   b. See you Dani latter
   c. See you later Dani
   d. Later you see Dani

7. My aunt is a nurse, ... is a good nurse.
   a. She
   b. He
   c. Him
   d. Her

8. My grandfather is an army, ... is a brave army.
   a. She
   b. He
   c. Him
   d. Her

9. Terjemahkan kata (Nenek buyut)
   a. Great-grand mother
   b. Mother-great grand
   c. Grand-mother great
   d. Amazing-grand mother

10. Lengkapi kalimat (My brother Andi ...... in the livingroom)
    a. Is
    b. Are
    d. Am
    e. Was

11. Farah : Nice to meet you, Musa!
    Musa : ....
    a. Too nice meet Musa
    b. Nice to meet you Musa too
    c. Musa nice meet
    d. Meet you Musa

12. The father of my father is ......
    a. My uncle
    b. My cousin
    c. My great-grand father
    d. My grand father

13. My <u>niece</u> and friends are playing football in the gardren. Arti kata bergaris bawah adalah....
    a. Keponakan
    b. Sepupu
    c. Sepupu perempuan
    d. Sepupu nenek

14. I play vollyball with my <u>stepsister.</u> Arti kata yang bergaris bawah adalah....
    a. Saudara perempuan tersayang
    b. Saudara perempuan tiri
    c. Keponakan
    d. Sepupu

15. Terjemahkan kalimat (Siska berbicara bahasa Inggris)
    a. Siska speak English
    b. Siska English speak
    c. Siska speaks English
    d. Speaking English, Siska

16. My grand father has a son. He is my .....
    a. Uncle
    b. Aunt
    c. Cousin
    d. Great-grand father

17. Terjemahkan kalimat (Kucing itu minum susu)
    a. The cat drinking milk
    b. The cat drink milk
    c. The cat drinks milk
    d. The cats drinks milk

18. Arti kata (My cousing picks fruit)
    a. Sepupu saya makan buah
    b. Sepupu saya jual buah
    c. Sepupu saya memetik buah
    d. Sepupu saya memanen buah

19. Arti kata (sleep)
    a. Bermain
    b. Makan
    c. Berbakat
    d. Tertidur

20. Arti kata (My brother is a mechanic)
    a. Saudara laki-laki saya suka mekanik
    b. Saudara laki-laki saya seorang piknik montir
    c. Saudara laki-laki saya seorang montir
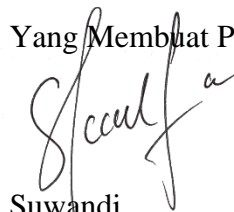   d. Saudara laki-laki saya seorang suka montir

BIOGRAPHY

Suwandi is the name given given by his parents when she was born on September 29th 1998 in Tebing Tinggi. He is the elevent and the last son in his family. He is 22 years old when conducting this research. He is Indonesian man who currently lives at Jl. Merpati, Bajenis sub-district, Tebing Tinggi city, North Sumatera, Indonesia. He is Muslim and a Javanese ethnic.

Suwandi started his formal education in Primary School at 2004-2009 at SD Negeri 167699. Then, he continued to Junior High School at SMP Negeri 5 Tebing Tinggi for three years. Suwandi was willing to continue his education life far away from his house which is at SMK Negeri 1 Tebing Tinggi. He started in 2013 and graduated in 2016. Because of his dream to be an educator, she kept his education to next step at State Islamic University of North Sumatera (UINSU) Medan. He choose English Education Department in Faculty of Tarbiyah and Teacher Training in 2016 and she graduated in 2020.

Medan, 15 Agustus 2020

Yang Membuat Pernyataan

Suwandi

NIM. 34.162.138

A. Research Permission

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl.Williem Iskandar Pasar V Medan Estate 20371
Telp. (061) 6615683-6622925 Fax. 6615683

Nomor : B-6683/ITK/ITK.V.3/PP.00.9/06/2020   13 Agustus 2020
Lampiran : -
Hal : **Izin Riset**

Yth. Bapak/Ibu Kepala Izin penelitian di Sekolah MTs Darul Ilmi Batang Kuis

Assalamulaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama	:	**Suwandi**
NIM	:	**0304162138**
Tempat/Tanggal Lahir	:	**Tebing Tinggi, 29 September 1998**
Program Studi	:	**Pendidikan Bahasa Inggris**
Semester	:	**VIII (Delapan)**
Alamat	:	**Jl. Merpati Lk. II Kec. Bajenis Kelurahan Pinang Mancung Kecamatan Bajenis**

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di MTs Darul Ilmi Batang Kuis, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

The Effect of Duolingo Application on Students' Vocabulary Mastery at MTs Darul Ilmi Batang Kuis

Demikian kami sampaikan, atas bantuan dan kerjasamannya diucapkan terima kasih.

Medan, 13 Agustus 2020
a.n. DEKAN
Wakil Dekan Bidang Akademik dan
Kelembagaan

Digitally Signed

Drs. RUSTAM, MA
NIP. 196809201995031002

Tembusan:
- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

info : Silahkan scan QRCode diatas dan klik link yang muncul, untuk mengetahui keaslian surat

B. Research Response Letter

MADRASAH TSANAWIYAH DARUL ILMI
BATANG KUIS – DELI SERDANG
Status : Terakreditasi (B)   NSM : 121212070013   NPSN : 10264170
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SURAT KETERANGAN SELESAI RISET
No. : 023/SKSP/MTS-DIL/VII/2020

Kepala Madrasah Tsanawiyah Darul Ilmi Batang Kuis Kabupaten Deli Serdang dengan ini menerangkan bahwa :

Nama	:	SUWANDI
NIM	:	0304162138
Program Studi	:	Pendidikan Bahasa Inggris
Semester	:	VIII (Delapan)
Fakultas	:	Ilmu Tarbiyah dan Keguruan
Universitas	:	Universitas Islam Negeri Sumatera Utara

Mahasiswa yang bersangkutan telah selesai melaksanakan Riset dari tanggal 27 Juli s/d 12 Agustus 2020 di Madrasah Tsanawiyah Darul Ilmi Kecamatan Batang Kuis Kabupaten Deli Serdang, guna melengkapi penyusunan Skripsi dengan judul :

"The Effect of Duolingo Application on Students' Vocabulary Mastery at MTs Darul Ilmi Batang Kuis".

Demikian Surat Keterangan ini diberikan untuk dapat dipergunakan sebagaimana mestinya.

Batang Kuis, 14 Agustus 2020
Kepala Madrasah,

RINI DARAINI, S.Si,. M.Pd