The Effect of Duolingo Application in Teaching Speaking for The Eight Grade Students

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Article Info	ABSTRACT
	The aim of the research is to investigate the effect of duolingo application as a media on teaching speaking eight grades students. This research has two group: experimental and control class. This research will take place at the SMP Negeri 8 Madiun. In this research, used quantitative research to acquired and collect the data, the quantitative technique is a way for evaluating objective hypotheses by investigating the relationship between variables. The method in analyzing relationship between variables to determine the history of an object. These variables can be measured using instrument. From the results, using duolingo apllication in teaching speaking descriptive text for the eight-grade students is effective. The data described in the previous section shows pre-test the control class got total score 1712 and the experimental class got 1776. From here, the total score of the experimental class are higher than the control class. From the conclusions above, the treatment by using duolingo application in speaking descriptive text could be called successful because it can provide positive benefits to the students. The use of duolingo can increase the students" ability to generate ideas. Then, by using duolingo, the students are more excited and make the class become fun. The students who are treated by duolingo are more active and motivated to learn to speak. Therefore, the learning process can run well.

1. INTRODUCTION

Teaching speaking for students is not easy. The teacher must choose an effective strategysuitable the needs of students. The purpose of teaching speaking is to make students get knowledge and ability. To achieve the purpose of teaching speaking, the teacher should be creative in making materials and strategies to easily understand by the students (Iksan & Dirham, 2018). The teacher should be able to use some kind of teaching strategy, if the teacher cannot use a proper teaching strategy, teaching and learning process would not run effectively. It can be concluded that the teacher's role is very important to make teaching speaking run well.

Learning to speak is difficult for students, especially in junior high school. Students must think and construct sentences without learning grammatical structures and having reasonable knowledge of appropriate vocabulary. Therefore, students have many problems in speaking. According to Bueno et al. (2006), "Speaking is one of the most difficult skills language learners have to face. The researcher found the difficulties of learning to speak at SMPN 8 Madiun, the problems during teaching speaking in the class. The first problem is students are afraid to speak in English. The second students do not pay attention during speaking class. Third, the students get difficulties whenever the teacher asks students to make a dialogue. From some of these problems can be identified that students have difficulties in learning speaking because didn't have many vocabularies in their minds to speak. Based on the explanation above it can be concluded that students have difficulty in finding the right words to express their opinions or idea. As a result, most students preferred quiet. When the teacher asks some questions they simply hesitated to answer. Students need a long time to say something when their speak. There are many problems in teaching speaking above, one of the solutions is using media in teaching learning process. Media is divide into two, there are conventional media and electronic media. According to Vrunda

et all, (2022) the impact of using electronic media can help students to memorize vocabulary and easy to make a sentence in their mind. According to Mantiri (2014), the benefits of using media can help students learn better and understand more easily.

Duolingo is one of the electronic media can use in teaching speaking. Duolingo is a language-teaching platform that free online courses available on mobile apps and the web. Also duolingo has previously been shown to be highly effective at teaching receptive listening and reading comprehension skills (Jiang et all, 2020). The research from Loewen et all, (2020) the results show that all learners gained in vocabulary and grammar but only 59% of them improved in speaking.

The effectiveness of using duolingo application to improve students' speaking and listening skills. The third research from Siti & Pahmi (2019) This research find out The research was carried out at SMP IT Al- Hafit Pekanbaru. This demonstrates that the use of duolinggo to improve speaking and listening skills in junior high school students is proven to be effective. show that using technology such as duolingo application can help improve students English skills, the result from this research seen from the score in pre-test and post-test.

The effect of Duolingo application on students English vocabulary mastery. The fourth research from Husnur, et all (2020). The participant of this research was the eighth-grade students in one of junior high school in Jember. The result showed a significant difference between students who use Duolingo application and who didn't. This demonstrates that using Duolingo Application has a significant effect on students' vocabulary mastery.

The use of duolingo to enhance students knowledge and interest in learning English, The last previous is from Nadya (2020). This study was tasted to seventh-grades with two group sample, each group consist of 17 students. The result is learning using duolingo can develop vocabulary skills of the students.

Learning on Duolingo is very clear. there are five types of activities used in Duolingo in learning, namely: The first exercise is an exercise in selecting pictures for vocabulary where the learner is instructed to choose the correct meaning of the picture and vice versa. b.) The next exercise is translating sentences. There is a translation from the learner's native language to the target language and vice versa. There are two kinds of ways to translate sentences. First, students just have to choose the right translation of the words provided and they have to arrange them into the right sentences. Second, the learner must type the correct translation based on the sentence. c.) There is also a listening exercise in which students listen to spoken sentences and type what they hear. d.) Speech practice is also offered, in which students must read a sentence in the language they are learning. e.) Lastly, Practice filling in the blanks. In practice in the form of essay choices. Students must choose to arrange the words provided so that they become complete sentences.

Each account has three hearts for each practice meaning they only get three chances to get every lesson at each level right; otherwise, they have to start over. According to Arsyad (2011), Drill and Practice provides examples to students in improving their abilities which will later make them practice directly. The important thing from this concept is that students will not continue learning and practice if they do not understand the lesson.

Based on the explanation above, it can be understood that Duolingo can help students, especially beginners, improve their English. we can use duolingo in teaching speaking for students, it will suitable and make student interest especially for junior high school. Because in duolingo have easy feature and also teacher can monitor the student learning development.

2. RESEARCH METHOD

This research will take place at the SMP Negeri 8 Madiun. It is located on Jl. Pilang Mulya No. 20, Pilangbango, Kec.Kartoharjo, Madiun city, East Java. This research was conducted for approximately six months at SMPN 8 Madiun. In this research, used quantitative research to acquired and collect the data according to (Creswell, 2012), the quantitative technique is a way for evaluating objective hypotheses by investigating the relationship between variables. The method in analyzing relationship between variables to determine the history of an object. These variables can be measured using instrument. The goal of this research was to determine the efficacy duolingo application as a media of teaching speaking to eight grade students. Quantitative analysis was employed as a method for answering research question. This research was designed as a Quasi-experimental. It is an experiment, which is a type of experimental design.

The exam was given to a study sample. They are divided into two groups, there are experimental and control. The students will get pre-test to know their ability and its work before beginning treatment. Both the groups score will figure the result. The result will from the administered test, and were used to know the significant difference from control group. The researcher used teaching using duolingo as a media in teaching speaking skills. the researchers used the population in class VIII SMP Negeri 8 Madiun in the 2023 academic year. The samples taken in this study were all students in class VIII C and all students in class VIII A, and the sample for the research in class VIII C was either 30 students as an experimental class or groups treated with the Duolingo application

3. RESULTS AND ANALYSIS

The tabel descriptive statistics above pre-test from experimental group and control group. From the table above, the samples of both groups are 30 students. The mean of experimental group is 59,20 and mean of control

group is 57,07. The minimum of experimental group is 48 and control group are 44. The sum of experimental group is 1776 and sum of control group is 1712. Meanwhile the standard deviation of experimental group is 7,232 and standard deviation of control group is 6,297. There was no significant difference in the both groups' values. After obtaining descriptive statistics from the pre-test data, the outperformed the experimental group by a very little gup researcher conducted a normality test. This test is used to measure a student's writing score is normal or not.

Present the test result, the normality test was used to determine whether or not the student scores were normally distributed. Based on the table above, the sample data of pre-test showed that the significance values in Shapiro-Wilk was higher than 0.05 both in the experimental group (148 > 0.05) and control group (148>0.05) which indicated that sample data of pre-test in both groups was normally distributed.

Presented the homogeneity test of pre-test data from the experimental group and control group. The homogeneity test is using Levene's test for equality of variance. Based on the table, the significance of the pre-test from experimental group and control group are 0.66. It indicates that the pre-test data from both groups are homogeneous because it is higher than 0.05 (0.66>0.05).

The tabel descriptive statistics above pre-test from experimental group and control group. Descriptive statistics are used to quickly and simply describe and summarize large data sets. The researcher used mean, minimum, maximum, sum, and standard deviation to conduct descriptive statistics. From the table above, the samples of both groups are 30 students. The mean of experimental group is 81,20 and mean of control group is 76,40. The minimum of experimental group is 68 and control group are 60. The maximum of experimental group and control group are 92. The sum of experimental group is 2423 and sum of control group is 2292. Meanwhile the standard deviation of experimental group is 5,372 and standard deviation of control group is 6,589. There was no significant difference in the both groups' values. After obtaining descriptive statistics from the pre-test data, the outperformed the experimental group by a very little gup researcher conducted a normality test. This test is used to measure a student's writing score is normal or not.

Present the test result, the normality test was used to determine whether or not the student scores were normally distributed using Shapiro-Wilk Test in this study. Based on the table above, the sample data of pre-test showed that the significance values in Shapiro-Wilk was higher than 0.05 both in the experimental group (165 > 0.05) and control group (248>0.05) which indicated that sample data of pre-test in both groups was normally distributed.

Show the hypothesis test of pre-test data from the experimental group and control group. The hypothesis test is significant (2-tailed). Based on the table, the significance of the pre-test from experimental group and control group are 0.003. It indicates that the pre-test data from both groups are homogeneous because it is lower than 0.05 (0.003<0.05).

From the data analyzed in the previous section, the researcher got the results. From the results, using duolingo apllication in teaching speaking descriptive text for the eight-grade students is effective. The data described in the previous section shows pre-test the control class got total score 1712 and the experimental class got 1776. From here, the total score of the experimental class are higher than the control class. Then, the researcher conducts treatment for the experimental class and conventional teaching for the control class. After the researcher conducts a pre-test and delivered the material, the researcher also conducts a post-test. The result of the control class post-test is 2292. Meanwhile, the total score of the experimental class is 2432. It means that the students who are treated by using duolingo application got higher than the students who are treated without duolingo application.

In addition, the alpha value used by researchers is 0.05. The results shows that the significance of the homogeneity test and normality test are homogeneous and normal with homogeneity results is 0,663 and normality result is 0,061 from the experimental class and 0,060 from the control class. After that, the results of hypothesis testing from the post-test data of the two classes also show different significance. The significance is 0,141 which is higher than the alpha value (0,1410,05)

4. CONCLUSION

We can concluded that, the treatment by using duolingo application in speaking descriptive text could be called successful because it can provide positive benefits to the students. The use of duolingo can increase the students' ability to generate ideas. Then, by using duolingo, the students are more excited and make the class become fun. The students who are treated by duolingo are more active and motivated to learn to speak. Therefore, the learning process can run well. The weakness of this research is the lack of confidence of students to speak in front of the class. This is influenced by time constraints in using duolingo application so that the results obtained from learning speaking are not optimal. It would be better if there is enough time so that can see the significant on students. Finally, it can be concluded that there was a significant effect on students" speaking skill at the the eight grade of SMPN 8 Madiun in academic year 2022/2023.

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