

**THE USE OF DUOLINGO APPLICATION TO
INCREASE 8TH GRADE STUDENT OF KYAI
HASYIM JUNIOR HIGH SCHOOL MOTIVATION IN
LEARNING ENGLISH**

THESIS

Submitted in partial fulfillment of the requirement for the degree of
Sarjana Pendidikan (S.Pd) in Teaching English



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ABSTRACT

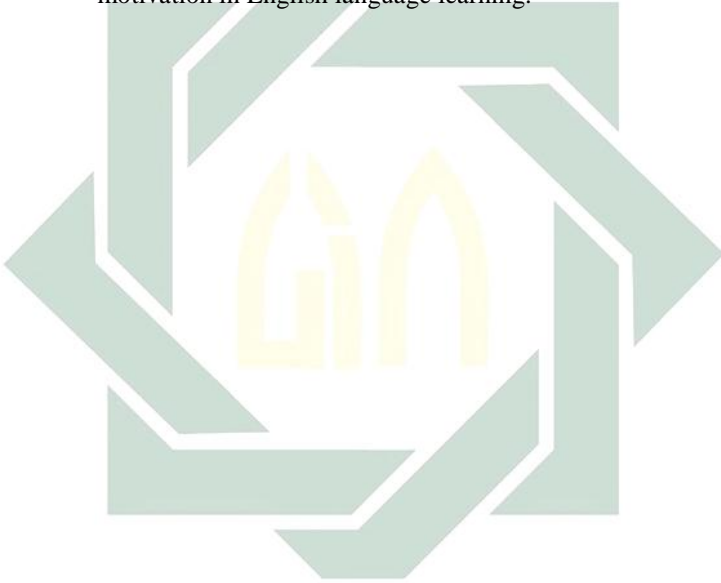
Pamuji, Tika Intan. 2019. *The Use of Duolingo Application to Increase 8th Grade Student of Kyai Hasyim Junior High School Motivation in Learning English*. A Thesis. English Teacher Education Department, Faculty of Education and Teacher Training, Sunan Ampel State Islamic University, Surabaya. Advisor: H. Mokhammad Syaifudin, M.Ed. Ph D

Key Words: Duolingo Application, Motivation.

Motivation is important factor in second language learning achievement because learner's motivation greatly affects their willingness to take part in learning process. In particular situation, less motivated student are likely to lose their attention, misbehave and cause discipline problems. In contrary motivated student are likely to learn more and learn quickly. This quantitative research aimed to describe the use of Duolingo to increase student's motivation in learning English and the student responses toward Duolingo used. In purpose to answer the research question the researcher collected the data using test, questionnaire and observing course progress in Duolingo. The data analyzed using SPSS 16. From the analysis the researcher found that pre-test mean was 65, 67 and post-test mean was 81, 33, data distribution was normal and from t-test the significance of the data was lower than the level of significance. So, the alternate hypothesis was accepted. It means the use of Duolingo application can increase 8th grade student of Kyai Hasyim Junior High School motivation in learning English. It also supported by student course progress which show student willingness to engage with the learning process.

The student responses toward the use of Duolingo was as follows: Students agree that Duolingo is fun, they fell more motivated and loved to learn English using Duolingo because they really want to increase their English skill. 17 students agree learning using Duolingo is additive. 28 students agree that they would continue learning English using Duolingo. 25 students agree that learning using Duolingo is easy and give

them a better understanding the English material. Student agree that Duolingo game like design makes their learning become more attractive, give them a new experience in their way of learning, useful and help them a lot to daily practice their English skill,. Students agree that they like to collect XP and lingot and also fell excited learn using Duolingo because they will get a reward if they get a high degree. And most of them disagree that learning using Duolingo is stressful. It can be concluded that Duolingo can be used to increase student motivation in English language learning.



ABSTRACT

Pamuji, Tika Intan. 2019. *The Use of Duolingo Application to Increase 8th Grade Student of Kyai Hasyim Junior High School Motivation in Learning English*. A Thesis. English Teacher Education Department, Faculty of Education and Teacher Training, Sunan Ampel State Islamic University, Surabaya. Advisor: H. Mokhammad Syaifudin, M.Ed. Ph D

Key Words: Duolingo Application, Motivation.

Motivasi adalah faktor penting dalam pencapaian pembelajaran bahasa kedua karena motivasi siswa sangat mempengaruhi keinginan siswa untuk berperan dalam proses pembelajaran. Dalam situasi tertentu, siswa yang kurang memiliki motivasi biasanya terlihat kurang memperhatikan, berperilaku kurang baik, atau bahkan memiliki masalah dalam kedisiplinan. Kebalikannya siswa yang termotivasi akan belajar lebih giat dan lebih cepat. Penelitian kuantitatif ini bertujuan untuk mendeskripsikan penggunaan Duolingo untuk meningkatkan motivasi siswa dalam belajar bahasa Inggris dan respons siswa terkait dengan penggunaan Duolingo. Dengan tujuan menjawab pertanyaan penelitian peneliti mengumpulkan data menggunakan tes, kuesioner dan pengamatan peningkatan belajar siswa di Duolingo. Data penelitian dianalisis menggunakan SPSS 16. Dari hasil analisa peneliti menemukan bahwa rata – rata nilai pretest adalah 65,67 dan rata – rata nilai posttest 81,33. Distribusi data normal dan dari hasil t-test signifikansi data lebih rendah dari level signifikansi. Sehingga hipotesis alternatif diterima sehingga dapat disimpulkan bahwa penggunaan aplikasi Duolingo bisa meningkatkan motivasi siswa kelas 8 SMP Kyai Hasyim dalam pembelajaran bahasa Inggris. Hal ini didukung oleh peningkatan belajar siswa di aplikasi Duolingo yang memperlihatkan kemauan siswa untuk terlibat dalam proses pembelajaran. Respons siswa setelah penggunaan Duolingo adalah sebagai berikut : Siswa setuju bahwa Duolingo itu menyenangkan, Mereka merasa lebih termotivasi dan senang belajar menggunakan Duolingo karena siswa ingin

meningkatkan kemampuan bahasa Inggris mereka. 17 siswa setuju bahwa belajar bahasa Inggris menggunakan Duolingo membuat keconduan. 28 siswa setuju bahwa mereka akan melanjutkan belajar menggunakan Duolingo, 25 siswa setuju bahwa belajar menggunakan Duolingo itu mudah dan membuat mereka lebih memahami materi bahasa Inggris. Siswa setuju bahwa bentuk Duolingo yang menyerupai game membuat pembelajaran menjadi lebih atraktif, memberi mereka cara belajar yang baru, berguna, dan membantu siswa untuk belajar bahasa Inggris sehari – hari. Siswa setuju mereka senang mengumpulkan XP dan lingot dan merasa bersemangat untuk belajar menggunakan Duolingo karena mereka akan mendapatkan hadiah jika mendapat nilai yang tinggi. Sebagian besar siswa tidak setuju bahwa belajar menggunakan Dulingo penuh tekanan. Jadi dapat disimpulkan bahwa aplikasi Duolingo bisa digunakan untuk meningkatkan motivasi siswa dalam pembelajaran bahasa Inggris.

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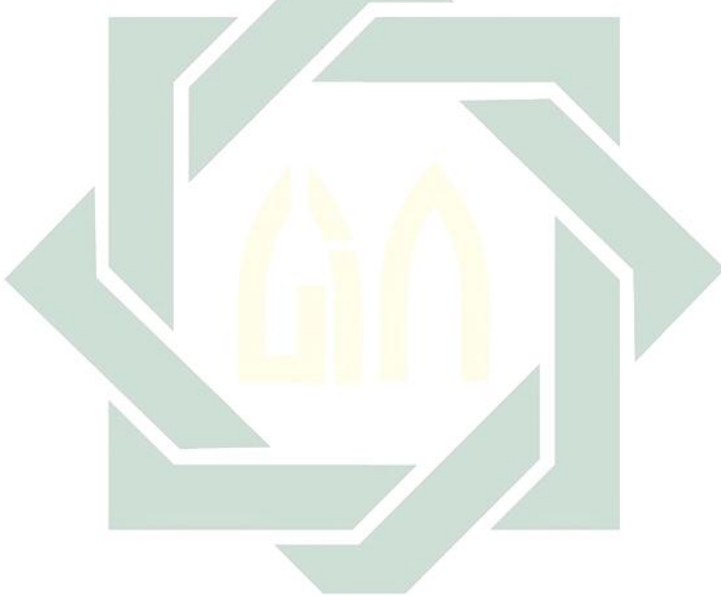
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CHAPTER I

INTRODUCTION

This chapter discusses the area of the study that will be covered in some headings (1) research background (2) research questions (3) Objectives of the study (4) significance of the study (5) scope and limitation of the study (6) definition of the key terms.

A. Research Background

In recent years technology has been used in every aspect of our life. Those aspects are business, economy, communication, and education. Technology in education made nowadays people easily access the information they need to support their learning process. It can be supported by the statement of Clyde and Delohery that technology can be a valuable tool in increasing the experiential components of learning¹

Those valuable tool provided by technology in education that commonly used includes e-learning, internet learning, distributed learning, networked learning, tele-learning, virtual learning, computer-assisted learning, Web-based learning, and distance learning.² That can be said that technological invention have been supporting educational aspect by providing many applications or programs to support the educational process.

According to many applications provided, the technology in education especially in English language learning, which is called computer assisted language learning (CALL), offers a new ways of teaching and learning that is more attractive and more fun to student today. It is hopefully can increase the student engagement and students' motivation in the learning process of mastering English language, Juniar said that more motivated people achieve higher level in English

¹ William Clyde and Andrew Delohery, *The guide to classroom technology for mainstream faculty* (New Haven: Yale University Press, 2004). p 78

² Mohamed, Ally. "Theory and Practice of Online Learning": *Foundation of Educational theory from online learning*. Athabasca University. p 4

language learning.³ Means people who have a motivation in learning English language will get a better result in their learning process rather than a less motivation people that learning English language.

For the purpose to increasing students' motivation in English language learning an application used a game like design called Duolingo has proposed to be used in this study to increase 8th grade student of Kyai Hasyim Junior High School motivation in learning English. This issue chooses by the researcher by some reasons that are as follows:

First, when the researcher did the real classroom teaching program in this school, the researcher found a fact that the student in Kyai Hasyim Junior High School has a low motivation in learning English language. Some of the students think that learning English language is difficult. That's why they are not interested to learn more about English language.

Second, The Duolingo application chooses to increase the student's motivation in learning English because it provides many exercises that could help to increase the English mastery of the students in more attractive and more fun process of learning. The Duolingo provides 4 skills in English language learning that are listening, reading, writing and also speaking that comes in a game like design. So learning should not be bored anymore for the students because the game like design will motivate the students to do the exercises.

Third, The Duolingo application is also chosen because this application is easy to access. This application could be downloaded easily in Google play store so that English language learner (in this study is the 8th grade Student of Kyai Hasyim Junior High School) could easily obtain the application. Duolingo application is free language learning program. So that the student do not need to paid to use the Duolingo application. As long the students have an internet connection, they will easily use the Duolingo application for learning.

³ Juniar, Rima, *The role of motivation in learning english for Indonesian students*. Universitas Islam Indonesia. 2016. P.66

Here are some information about Duolingo application. Duolingo is a language learning application that can be downloaded and use for free from application store. To use the application the student just simply need to sign up to the application and choose what their native language and what target language they want to learn. Duolingo is an application designed similar with common Pc game that divided in certain level. The English language learners who open the first level should master the first level material to open the next level material. In every level there are divided exercises which start from the easy form to the complex form. It will be represent by a node that will be change into different color every the student do an exercise and mastering certain level in Duolingo. The student will also get XP or score at Duolingo by finishing certain level in Duolingo. Every exercise is provided with four skills in English learning. So, the language learner can learn the four skills from Duolingo application independently. There are some activity that commonly appear at Duolingo application : The first is guessing the vocabulary after see a picture represent the word, second translate a sentence from English into our native language or from our native language to English, Third is dictation that you can choose to use the slow or fast mode, Fourth is pronouncing a word or sentence , fifth is match a word, six is arrange a word into the right order, and the last choosing the right translation from the word. According to Munday, the mobile version of Duolingo has limited activity than the desktop version of Duolingo. In the mobile version of Duolingo Application you will only meet the tree or the list of Duolingo assignment, the Lingot store, and for some people already gain some skill they can see a leaderboard of some people they follow in this application. But in the desktop version there will be the tree, a list of word that student already learned during the use of duolingo application, activity that look alike a network place to connect with other duolingo user, Discussion, lingot store (Lingot is currency that Duolingo used to reward the users) and immersion. The immersion is for more advanced student that allows people to upload a document with any languages than the people on the apps will began to translating the document into other language. The time of doing

the exercises in Duolingo could be chosen by the language learner so that they will not feel bored, because the length of learning time is chosen by them self. This application also provides an automatic check which gives a feedback directly after the language learner answer a question. According to Wikipedia, it is explained that “Duolingo uses a heavily data-driven approach to education. At each step along the way, the system measures which questions the users struggle with and what sort of mistake they make. It then aggregates those data and learns from the pattern it recognized.”⁴ means in that way the feedback shown to the English language learners, hopefully the student will know in what part they master the English language yet and they could learn that part more so they will get a better mastery.

B. Research Question

Based on background of the research above, the problem of this research can be stated as follow:

1. How is the implementation of Duolingo application to motivate students in learning English at Kyai Hasyim Junior High School?
2. What are the student responses toward Duolingo application at Kyai Hasyim Junior High School?

C. Objective of the Research

Referring to the research question above, the objective of the research is:

1. To describe the implementation of Duolingo application to increase students motivation in learning English at Kyai Hasyim Junior High School.
2. To describe the student responses toward the use of Duolingo application at Kyai Hasyim Junior High School.

⁴ Jack Richards, et.al., Longman Dictionary of Applied Linguistic,)London: Longman, 1990), p.232

D. Hypothesis

The hypothesis of this research :

- a. Alternative hypothesis (H_a) : The use of Duolingo application can increase 8th grade student of Kyai Hasyim junior high school motivation in learning English.
- b. Null Hypothesis (H_o) : The use of Duolingo application cannot increase 8th grade student of Kyai Hasyim junior high school motivation in learning English.

E. Significance of the Research

This study is expected to give significant:

1. For the teachers: It can give inspiration to the teacher especially in how to improve student English skill and also improve students' motivation in learning English by using Duolingo application as a learning media.
2. For the student: It can help students to improve their skill in a new way. The game like design that is used in Duolingo application is expected to change the student's point of view in learning English which can be simple, easy, and fun.
3. For readers: It can give further information about using Duolingo application as a learning media to improve English skill or learning other language.

F. Scope and Limitation of The Research

To avoid overly broad scope of research, the researcher limited that this study will focus on how the implementation of the Duolingo application that will be run as a learning media to emerge students' interest so it will motivate the student to learn English more because learning English can become more easy and fun way. Hopefully the implementation of Duolingo application will also make the student become more engage in English learning class in the future. The researcher will describe the student response after using the Duolingo application and point whether there is a positive or negative effect of the used of Duolingo application and whether the application help them a lot in learning English.

G. Definitions of Key Terms

1. Duolingo

Duolingo is a browser-based and mobile application launched in 2012 that allow users to learn a language for free. According to Vasellinov and Grego Duolingo application claims as the more efficient program for language learning than a university course, estimating that 34 hours using Duolingo is equivalent to the instruction provided in a 16-week university semester.⁵ In this research Duolingo application used as a learning media to increase 8th grade student of Kyai Hasyim Junior High School motivation in learning English. Hopefully after the student getting more motivate they will be more engage to the learning process and it will give a better score in their English language learning.

2. Motivation

Motivation comes from the word motive. According to Shanks, motivation can be defined as the act of providing motive that causes someone to act⁶. In short we can conclude that motivation is self-decision of someone to being act or motivate or not motivate of something. So this act is come from their self and not influenced from other people.

⁵ Vasellinov, R., & Greggo, J. (2012). *Duolingo Effectiveness Study*. Retrieved from Duolingo website :http://static.Duolingo.com/s3/DuolingoReport_Final.pdf

⁶ Shanks, Nancy H. "Chapter 2." *Management and Motivation*. Jones and Barlett. 23-35. Print

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Literature

In a research, it is important to describe the theories related to the problems of this study in order to give relevant knowledge in the field. Therefore this chapter described some theories related to the area of interest of the research, The review of related theories are about Duolingo application, primary aim of duolingo application, The Duolingo Founders Professional Resume, Gamification design application, Duolingo for school, definition of motivation, motivation theories, types of motivation, motivation in language learning, and improving learners motivation in language learning. Then the review of previous studies is described in the last subchapter.

1. Duolingo Application

a. Definition of Duolingo

Duolingo is a browser-based and mobile application launched in 2012 that allow users to “learn a language for free forever.”⁷ This application designs so that as users progress through the lessons, they simultaneously offer assistance to interpret diverse site and other. It was created to translate the web and as the side impact there are millions of people learning a foreign language.

Garcia stated that Duolingo is an online language learning site that can be used for free; this application has an aim to help users to learn a language while they are did the learning exercises simultaneously by translating the web. Language is learned through translation with, concurring to the Duolingo creators, Duolingo application being as effective as any previous language learning software. For website translation, machine translation is not great enough

¹⁰ Ibid

and trusting as it were on proficient translators, is too expensive so far. Duolingo application offers a third way, with translation as a by-product of its language learning. Translation which will be, if as promised, almost as inexpensive 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.⁸

According to Vasellinov and Grego Duolingo application claims as the more efficient program for language learning than a university course, estimating that 34 hours using Duolingo is equivalent to the instruction provided in a 16-week university semester.⁹ it means if someone learn a language using this application they would mastering the language they learn equally like a university student do and the good point of using this application is they can set by themselves how long they want to finish the course because they can set the learning time per day as they wish. Means they can decide whether they want to learn a language 15 minutes a day, 30 minutes a day or more by them self and do the exercise whenever they have a free time.

Duolingo web also stated that this application is a popular language learning app with over 60 million users (Dec 2014), which Apple chose as App of the Year 2013. These applications can also access by android or personal computer and it's providing many languages to learn. According to the user that downloading , using the application, and some review of the application, researcher conclude that this application is recommended to download as a learning

⁸ International Journal of English Linguistics; Vol. 3, No. 1; 2013 ISSN 1923-869X E-ISSN 1923-8703 (Canadian Center of Science and Education, 2013)

⁹ Ibid

media in language learning because the application is easily access for free, have a fun gamification design, included four skill of language learning and provide many language.

b. The Primary Aims of Duolingo

The essential thought of Duolingo development is exceptionally profound. This application unifies human and computing power to solve problems that could not solve by people or computers alone. Human computation is a study that has a focus to learn how to harness this unifies power. This study purposed to bring out online education as a new vehicle and incentive echanism for human computation. The main hypothesis is troublesome issues for computers can be changed into educational assignments, so that the students could solve the issues whereas they learn. According to millions of people learning online, education could provide a powerful motivator for participation in distributed human computation. This project will appear that education permits essentially more complex issues to be assaulted with human computation than has been conceivable with past worldview for human computation. Moreover, The project will investigate whether human computation can be a motivator for education.¹⁰

c. Gamification design application

Gamification has been explained as the use of game design elements in non-game contexts such as education.¹¹ A gamification design application has

¹⁰ Laila Mahmudah (113411023) “*An Analysis of Pronunciation Exercises in Duolingo Application and Its Contribution as English Learning Media*”. A final project, Semarang: Bachelor Program of English Language Education of Education and Teacher Traning Faculty (FITK), Walisongo State Islamic University Semarang, 2015.

¹¹ Deterding, S., Dixon, D., Khaled, T., & Nacke, L.(2011). *From game design elements to gamefullness: Defining “gamification”*. In A. Lugmayr (Ed.), *MindTrek 2011* (pp. 9-15). Tampere, Finland: ACM.

started used worldwide as a new media of learning that comes in a fun and easy way. But because this gamification concept comes from the root word being *game* and that is equated to play, entertainment, no productivity, and having fun which typically is not associated with learning, there remains a negative connotation surrounding the gamification concept.

Contrary of that negative connotation, Gamification is supported by evidence-based research that legitimizes the use of learning theories and principles through its implementation verifying that the process is not just play. According to Gee there are 36 learning principles that have been identified present in the gamification process. These include critical learning, design, semiotic domains, Meta level thinking, self-knowledge and achievement learning principles just to name a few.¹²

Specific researchers that have implemented and conducted research on gamification have documented the effectiveness of using gamification in classrooms. Research has also indicated that there are benefits to playing video games that improve cognitive abilities (attention, focus and reaction time), motivation, emotional and social benefits.¹³ So, the use of gamification element in education is eligible. And could be count as a new learning media to increase student engagement and motivation in English language learning process.

d. Duolingo for school

According to Duolingo website, Duolingo for school is a great tool for students and educators to get the most out of their time together in the classroom. It

¹² Gee, J. P. (2007). *What video games have to teach us about learning and literacy*. (Rev. Ed.) New York, NY: Palgrave Macmillan.

¹³Theresa A. Papp, International Journal for Cross-Disciplinary Subjects in Education (IJCDS), Volume 8, Issue 3, September 2017 *Gamification Effects on Motivation and Learning: Application to Primary and College Students, University of Saskatchewan, Canada*

is Duolingo adapted for groups of students and their educators. Whether as an extra credit homework assignment, an in-class exercise, or as a way for students to stay language fit over the summer, instructors are finding many uses for the exciting new (and free!) Duolingo for Schools.¹⁴

For that reason, to conduct the research the researcher proposed to use the Duolingo for school version because the duolingo mobile version is related to self-learning media using a placement test before starting the application so it will be difficult to give the student a same task in the same time.

2. Motivation

a. Definition of motivation

Motivation is come from the word motive. Webster's Dictionary defines motive as something that causes a person to act. According to Shanks, motivation can be defined as the act of providing motive that causes someone to act¹⁵. In short we can conclude that motivation is self-decision of someone to being act or motivate or not motivate of something. So this act is come from their self and not influenced from other people. According to Juniar, motivation deals with the questions of why people choose to do an activity over another, how much energy and effort they will be putting in to do the activity and how long they will continue to do the activity. When students choose to participate enthusiastically in a language lesson and are willing to extend sufficient efforts even when the activity is challenging, they are said to be motivated to learn and are likely to take in more and remember more from the lesson.¹⁶

¹⁵ Ibid

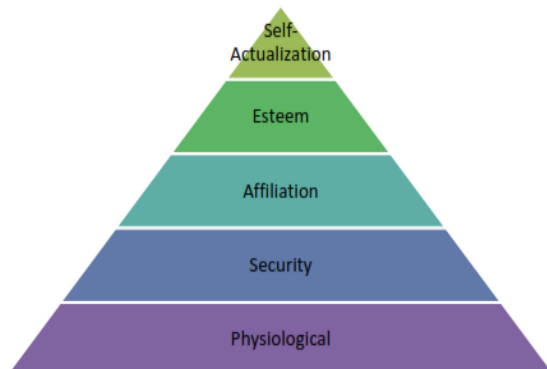
¹⁶ Ibid p.1

b. Motivation Theories

There are many theories that help to define what motivation is. According to Burton the following are some theories that have been proven and accepted by society these include Maslow's hierarchy of needs, Herzberg's two-factor theory, different types of motivation, such as intrinsic and extrinsic, and the PERMA model. But according to Juniar, a good place to begin to understand student's motivation is to examine the Maslow's Hierarchy of Needs. Here is the explanation about the theory:

Maslow's Hierarchy Of Needs

Abraham Maslow was born in April of 1908 to Jewish immigrants from Russia. Maslow's studied law at City College of New York and Cornell. After getting married he moved to Wisconsin and study at the University of Wisconsin. There he studied psychology and learned his BS, MS, and PhD in 1934. Later in 1943, Maslow discovered his theory in which he called the hierarchy of needs (Abraham Maslow). Maslow believed every person had needs that need to be met. He transferred his idea into a triangle design. The follow displays Maslow's hierarchy of needs (Hodder Education):



Maslow believed that people are motivated to fulfill their own needs. Every person starts at the bottom of the pyramid and works to achieve the goals of the next layer working to the top sector. If they can meet the need from first layer, they could move to the next layer but if they cannot they should come back to the layer they have met. The explanation of every layer is as follows:

a. Physiological needs

These are the basic needs that are to be met in order to survive, including food, water, clothing, sleep, and shelter.

b. Security needs

These needs represent the importance of security, protection, stability, freedom from fear and anxiety, and the need for structure and limits.

c. Affiliation need

These needs related to the need of love or acceptance especially from family or people closed to the person. Healthy motivated people avoid the feeling of loneliness.

d. Esteem

These needs related to the need of respect and self-worth.

e. Actualization

This level is defined as someone has met each of the previous stages; means he have fulfilled all his needs.

Maslow believes that no one is ever completely self-actualized. People are always striving to be better and use their talents in new ways. This is important to motivation because a person must be motivated to fulfill their needs and strive for the next level until they reach self-actualization. These needs motivate humans to care for themselves and live a rich life

c. **Types of motivation**

Motivation can be divided in various categories. According to Saranraj There are four of the major ways in which motivation is categorized which are intrinsic (natural) motivation, Extrinsic (Artificial) motivation, Integrative motivation, and Instrumental motivation.¹⁷ And the explanations are as follow:

1. **Intrinsic (Natural) Motivation**

Intrinsic motivation refers to a force within the individual and it works from within the individual. It can be associated with the inner feelings of learners and it considers how learners engage in the task, and if they are willing to be involved in the activity. The rewards do not relate to external factors. Deci & Ryan suggest that learners who are intrinsically motivated, their learning level will be high.¹⁸

2. **Extrinsic (Artificial) Motivation**

Extrinsic motivation refers to environmental energizers like money, food, recognition, etc. Which guide behavior so as to attain a goal. It is driven by a desire for reward from outside: parents, employers, teachers or others. Ryan & Deci suggested extrinsic motivation may also have a negative purpose to avoid punishment.¹⁹

3. **Integrative Motivation**

According to Gardner, integrative motivation plays an essential role in successful language learning.

¹⁷SARANRAJ L AND * SHAHILA ZAFAR, GALAXY International Interdisciplinary Research Journal ISSN 2347-6915 GIIRJ, Vol.4 (1), JANUARY (2016), pp. 7-13, *Motivation In Second Language Learning – A Retrospect*. VIT University, Vellore, Tamil Nadu, India

¹⁸ Deci, L.E., & Ryan, R.M. (1985). *Intrinsic motivation and self-determination in human behavior*. New York: Plenum Press.

¹⁹ Ryan, R. M., & Deci, L. (2000). *Intrinsic and extrinsic motivations: Classic definitions and new directions*. *Contemporary Educational Psychology*, 25, 54-67.

When the learners' attitudes and motivation towards the target culture is positive, the second language learners easily become a part of the second language culture.²⁰

4. Instrumental Motivation

Instrumental motivation is related to learners' practical needs, such as getting a job, passing an exam or to get high income. Instrumental motivated learners want to achieve a goal for their own satisfaction. According to Ellis integrative motivation was observed as having more importance in formal learning than instrumental motivation. Integrative motivation and instrumental motivation also needed to sustain in the second language learning process. Motivation is an important factor in L2 achievement, which is why it is important to identify various types and combination of motivation that assists in the successful acquisition of a second language.²¹

d. Motivation in language learning

Motivation is a key to the success of second language learning. Studies have shown that the motivation of learners greatly affects their willingness to take part in the process of learning. Spolsky stated that motivated students are likely to learn more and learn more quickly than students who are less motivated. In a particular learning situation, students who are less motivated are likely to lose their attention, misbehave and cause discipline problems. On the contrary, students who are more highly motivated will participate actively and pay more attention to a certain learning task or activity. Gardner defines that motivation as the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the

²⁰ Gardner, r.c. (2000). *correlation, causation, motivation and second language acquisition*. canadian psychology, 41, 1-24.

²¹ Ellis, R. (1997). *The study of Second Language Acquisition*. Oxford: Oxford University Press.

language. This definition includes three components: effort expended to reach the goal, desire to achieve the goal, and favorable attitude towards learning language.²² Williams and Burden interpreted motivation as a state of cognitive and emotional arousal, which leads to a conscious decision to act, and which gives rise to a period of sustained intellectual and/or physical effort in order to attain a previously set goal. Some of them are learners' internal factors, such as interest, curiosity, or a wish to succeed. Others are external, such as the influence of the learning contexts, the learning situation and the influence of other people. This internal-external distinction has played a significant role in many theories of motivation.²³ Schmidt defined; motivation is the learner's orientation with regard to the goal of learning a second language. Students develop a motivation to learn; they initiate learning activities, stay involved in a learning task and exhibit a commitment to learning.²⁴

Generally, motivation and attitude work together to ensure learners' successful acquisition of a second language; As emphasized by Dornyei, "teacher skills in motivating learners should be seen as central to teaching effectiveness". Motivated learners are enthusiastic, eager to work hard, concentrate on the tasks given, do not require constant encouragement, willingly confront challenges, and could even motivates others, facilitating collaborative learning.²⁵ Feng and Chen highlighted the impact of teacher's behavior on learning "An enthusiastic and considerate teacher can offer satisfaction to the learner's extra needs. This helps strengthen the learner's study motivation. On the other hand, a teacher's attitude

²² Gardner, R. (1985). *Social Psychology and Second Language Learning: The Role of Attitude and Motivation*. London: Edward Arnold.

²³ Williams, M., & R.L.Burden. (1997). *Psychology for Language Teachers*. Cambridge: Cambridge University Press.

²⁴ Schmidt. (1996). *Foreign Language Motivation: Second Language Teaching & Curriculum Centre*.

²⁵ Dornyei, Z. (2001). *Teaching and Researching Motivation*. England: Pearson Education Limited. P.116

towards the learner has major influence on the learner's learning. As regards emotional cramming, a teacher's physically and mentally pouring into his teaching, and being filled with affection, will help arouse the learning enthusiasm of the learners. However, if the teacher only works as a 'teaching craftsman' and puts no emotion into teaching, the classroom will become static to lessen the learning enthusiasm of the learners."²⁶ Modifications in teachers' perception of learning tasks, instructional methods, and motivation may all lead to more encouraging, interesting, and accommodating classroom environment, which seems to promote success in second language learning. Then Oxford and Shearin have examined a number of motivational theories and six variables that influence motivation in language learning, these are :

1. Attitudes (i.e. sentiments towards the target language).
2. Beliefs about self (i.e. expectations about one's attitudes to succeed, self-efficiency, and anxiety).
3. Goals (perceived clarity and relevance of learning goals as reasons for learning).
4. Involvement (i.e. extent to which the learner actively and consciously participates in the learning process).
5. Environmental support (i.e. extent of teacher and peer support).
6. Personnel attribute (i.e. aptitude, and language learning experience).²⁷

²⁶ Feng, R. & Chen, H. (2009). An analysis on the importance of motivation and strategy in postgraduates English acquisition. *English Language Teaching*, 2(3), 93-97.

²⁷ Oxford, R. & Shearin, J. (1994). Language learning motivation: expanding the theoretical framework. *Modern Language Journal*, 78, 12-28.
<http://dx.doi.org/10.1111/j.1540-4781.1994.tb02011.x>

e. Improving learners motivation in language learning

The researcher believes that most learners' motivation can be improved by any support for the learners. Motivational strategies by Dörnyei are methods that a teacher can use to increase learners' motivation. They are founded on Dörnyei and Ottó's process-oriented model. And the explanation is as follows:

Motivating learners can be performed in various ways and it is likely that at least one of the motivational strategies used by a teacher suits each learner. In the second language learning context, Dörnyei has divided the motivational strategies into four categories:

- 1) Creating the basic motivational conditions,
- 2) Generating initial motivation,
- 3) Maintaining and protecting motivation and
- 4) Encouraging positive retrospective self-evaluation.

Creating the basic motivational conditions includes, for example, creating a comfortable and safe atmosphere in the classroom and formulating group rules. Generating initial motivation contains, for instance, improving students' attitudes towards the language and making it easier for them to succeed. Maintaining and protecting motivation could mean, for example, supporting students' self-reliance or developing learner autonomy. Encouraging positive retrospective self-evaluation involves among other issues giving positive feedback and prizes to learners.²⁸

B. Review of Previous Study

The researcher provided previous studies that have been completed by the previous researcher. There are four previous studies which have been read by the researcher.

First the research entitled "Duolingo as a new language-learning website and its contribution to e-learning

²⁸ Dörnyei, Z. (2001a). *Motivational strategies in the language classroom*. Cambridge: Cambridge University Press.

education” by Veronika Jašková. In this research the researcher explain duolingo as a new media in e learning, the researcher also explores more about the duolingo application, then critic the application and evaluate the application in terms of the appropriateness as an educational portal especially in language learning. The subject of this research is 118 people from Creech republic which is come from wide variety of people. I.e.: Men, woman, teenagers, or adult with any jobs. The methods that the researcher used in this research is questionnaire survey with 15 questions where 14 questions is closed answer and 1 is opened answer. The aim of the questionnaire survey is to determine awareness of duolingo in Creech public and its potential success. And the result showed that Majority of the people does not know duolingo. The people want to learning foreign language in a new entertaining and motivating ways because they are not satisfied with the current methods of learning. But some of the people also learning in traditional ways, but even they are learning in traditional way the people said if they found an appropriate source they will prefer e-learning.

Second research entitled “The affordances of Duolingo for Mobile-Assisted Language Learning” by Harri Mehtala. In this research the researcher explained duolingo as a gamification design application and connected this application with the concept of Mobile Assisted Language Learning (MALL) and Computer Assisted Language Learning (CALL) and explores different language learning affordances in duolingo from the view point of the sociocultural theory and its ecological perspective. The result suggest that from sociocultural and ecological standpoint duolingo is more appropriate as a supportive tool alongside other forms of learning

Third research entitled “The Use of Duolingo to Improve Students Vocabulary” by Addal Muddin. In this research, the researcher explained about the effect of duolingo application to improve students’ ability in mastering vocabulary. The result appeal of this research explained that Duolingo application not only successfully improve the student vocabulary but also give a positive attitude toward the implementation of the application. Some positive effect that

comes as the result of the research are : the student easy to understand the material, the student have less boredom in learning, the student facilitated in remembering and practicing the material in daily life. The student becomes more enthusiastic learning activity and etc. The subject of the study is the first year student of MTSN 2 Aceh Besar subject chooses because the English material score still under expectation and the student is misbehave in class. This research used pre experimental research with one group pretest and posttest.

Fourth research entitled “An Analysis of Pronunciation Exercises in Duolingo Application and its Contribution as English Learning Media” by Laila Mahmudah. This research is a descriptive qualitative study that using a data analysis technique. In this research the researcher explained about the pronunciation exercises analysis of duolingo application in terms of purposed in exercises, types of exercises, the strength the weakness and the appropriateness of the application as English learning media.

Fifth research entitled “The Effectiveness of Duolingo In Improving Vocabulary Ability at the Sixth Grade of Madrasah Ibtidaiyah Darul Ilmi Banjarbaru School Year 2017/2018” by Ahmad Ridha Fauzi. This research used quantitative methods in the form of quasi experimental design. The subject of the research is 26 students of VI A class and 25 students of VI B class in Madrasah Ibtidaiyah Darul Ilmi Banjarbaru. This research explained the effectiveness of Duolingo application as a tool to increasing sixth grade students of MI Darul Ilmi Banjarbaru vocabulary in English language learning.

Therefore, the researcher concluded that the previous studies above have similarities and differences area of the research. Those previous studies become the resource and foundation to continue the current research about the use of Duolingo application in English language learning and teaching. In this research, the researcher focused on the use of Duolingo application to improve the 8th grade student of Kyai Hasyim Junior High School motivation in learning English

CHAPTER III

Research Methods

This chapter discusses research design, research setting, data collection technique, data analysis technique, research validity of findings and data collection process. This chapter explains how the research conducted to gather the relevant data to answer the research objectives and research questions and also testing hypothesis. A number of steps took to maintain the validity and reliability of this research.

A. Research Design

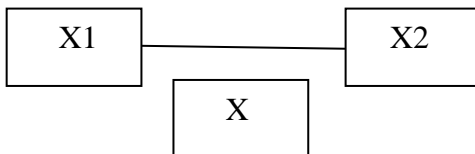
In this method the researcher uses experimental research. In quantitative design, experimental is the best method used to decide probable cause effect²⁹. It is the ways to find the causal relationship in determine cause and effect.

The Experimental research classified into true experimental, quasi experimental and pre experimental design. Related with the research problems, the researcher used pre experimental research design with one group pretest and posttest in this research. Pre experimental does not have random treatment or assignment to control extraneous variable³⁰ According to Samsuddin and Damaianti to know the leaners' English skill one class was researched before and after implementing the media.³¹ The pretest and the post test will show the students' English skill improvement and show the effectiveness of the media as a treatment in English language learning. In short the success of the treatment is determined by comparing the posttest and pretest score. If the student score at post-test better than pretest score means the use of Duolingo application can increase Kyai Hasyim student motivation in learning English. The explanation of the pre experimental research design was as follows:

²⁹ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Quaitative Research*, 4th Edition (Boston: Pearson, 2011), p.295

³⁰ Donald Ary, *Introduction to Research in Education* (Unites States of Ameica: Wadsworth Thompson Learning, 2002), p.302.

³¹ Syamsuddin & Damaianti, Usmaia. (2009). *Metode Penelitian Pendidikan Bahasa*. Bandung: Rosda.



Notes:

X : Pretest

X2 : Posttest

X : Treatment

By applied this pre experimental design with one group pretest and posttest design the researcher wanted to find out any significant different of student motivation in learning English before and after using Duolingo application.

B. Research Setting

Research location takes place at Kyai Hasyim Junior High School. It is located on Jl. Tenggilis Kauman No.28.

Depend on Bryman, the population is the whole in which a sample is chosen by the researcher, while the sample is the part chosen by researcher to represent the whole unit or group. The population is not always human or people.³² The population of this research is the 8th grade students of Kyai Hasyim Junior High School The school choose because when the researcher did her real class room teaching program at this school she found that there are students that have no motivation to learning English and thinking that learning English is difficult and also less engage with the learning process. According to Semiawan "the sample is a segment of the population chosen to represent it"³³. In this study the research sample proposed to be the subject at this researcher are the 8th B Class of Kyai Hasyim Junior High School.

³² Bryman, A. (2001). *Social Research Method*. USA: Oxford University Press.

³³ Semiawan, R. C. (2007). *Catatan Kecil Tentang Penelitian dan Pengembangan Ilmu Pengetahuan*. Jakarta: Kencana.

C. Data Collection Technique

In this research the researchers use two instruments which were test and questionnaire. The instrument chosen based on the research questions. The test used to determine the Duolingo application effectiveness after being implemented to student. Questionnaire was used to examine the impact of the application to students' motivation and to know the students perception after learning by using Duolingo. The explanations of the instruments used were as follows:

1. Test

The first instrument is test. The researcher used posttest in this research. The pretest held before implementing Duolingo application as a treatment to the student. The materials of pretest were about pronoun, conjunction and date and time. The aim of the test was to know the students' basic score in English subject. After pretest, the researcher evaluate the data of pretest, the next was treatment using Duolingo application. After 3 times of treatment, researcher conducted the posttest. The purpose of the posttest was to know the students score after using Duolingo application as a treatment to increase student motivation in learning English. The posttest score analyzed in arrange to know the effectiveness of Duolingo in improving students' English skill because if the students score increased it means the application was successfully improve the students' motivation in learning English. Overall, approach used in this research was quantitative; In quantitative the data used was in forms of number.³⁴ Then, the researcher analyzed the data using SPSS 16 version to measure the pretest and post test score and explained the research result descriptively.

2. Questionnaire

The second instrument is questionnaire. The research questionnaire was in close ended questions form.

³⁴ Suharsimi, A. (1993). *Prosedur Penelitian*. Jakarta: Rineka Cipta.

Specifically, questionnaire used to know the students' point of view after learning English using Duolingo and to analyzed was Duolingo application could improve the students' motivation in English language learning. The questionnaire contain about how student perception about English language learning, their difficulties in learning English, their hope in learning English, the student perception of Duolingo application, the positive or negative impact of the application to the student and how the application improving the student intrinsic or extrinsic motivation. The questionnaires given at the last meeting to the student, the questionnaires distribute and returned after the student finished.

D. Data Analysis Technique

Approach used in this research was quantitative, So that after conducted the research the researcher analyzed the research data using statistic. Here the researcher using SPSS 16 version in analyzing the numerical data. In this research the researcher will measure the mean of students' pretest and posttest score. The student score was used to measure the improvement of the student's score before and after treatment using Duolingo application. The researcher assumes if the student score increase it means they are motivated in learning English using Duolingo. The statistic data also used to get the result of the hypothesis. The steps of the data analysis were as follows:

1. Normality Test

Normality distribution test was a test used to measure the distribution of the data whether it was normal or not.³⁵ In this research the researcher used one sample kolmogorov smirnov test using SPSS 16 version. To know the research data normality the hypothesis for testing normality was:

- a. H_0 : Data is in normal distribution.
- b. H_a : Data is not in normal distribution.

³⁵ Djarwanto. (2003). *Statistik Non Parametik*. Bandung : BPFE

Ho rejected when the significance value was lower than 0,05 ($\alpha = 5\%$) and Ho accepted when the significance value higher than 0,05 ($\alpha = 5\%$)

2. Hypothesis Test

After get the value of normality test, The researcher did hypothesis test using SPSS 16 Version in paired sample T-test of pretest and posttest score used to know the difference between the pretest mean (mean before implementing the application) and posttest mean (mean after implementing the treatment).³⁶ The hypothesis used was as follows:

- a. H_0 : There are no significant different between the mean score of pretest and posttest
- b. H_1 : There are significance different between the mean score of pretest and posttest.

H_0 accepted when the significant value was higher than 0,05 and the H_0 was rejected when the significance value was lower than 0,05..

After got the pretest result, the researcher analyze the data and measure the improvement of students English score from pre-test up to posttest score.

The questionnaire used to get the information of students' responses and to know whether it can improve students' motivation in learning English toward the using of Duolingo application in English language learning. The questionnaire data analyzed using the following formula³⁷:

$$P = \frac{f}{n} \times 100\%$$

³⁶ Duwi Priyatno. (2010). *Cara Kilat Belajar Analisis Data..* Yogyakarta : ANDI

³⁷ Sudjana, (2002). *Metoda Statistika*, Bandung: PT. Tarsito.

P = Percentage

f = Respondents frequency

n = Number of sample

100 = Constants value

And also using student response by wesely levels³⁸

E. Research Validity of Findings

Fundamental necessities of great educational testing which represent an acceptable on research is validity. Validity determines the purpose that will be reaching by using test. In this research the researcher uses outcome and process validity. The outcome validity requires action emerging from specific research leads to successful determination of the issues by using new media in English language teaching, then the process validity is “the validity that requires a research has been conducted in a “dependable” and competent “manner”. From the explanation above researcher conclude that the outcome validity can be seen from student pretest and posttest result. Moreover, in process validity can be seen from documentation during the research. For example the researcher note of the research process, the screen shoot of the student course progress at Duolingo, and the data of the questionnaires that used to measure the student motivation improvement.

F. Data Collection Process

To collect the research data, the researcher use pretest, posttest and questionnaire then implement it to VIII-B class of Kyai Hasyim Junior High School as the research subject. Before did the research, the researcher meet the headmaster to ask for permission to did the research in Kyai Hasyim Junior High School , then meet the English language teacher and ask for permission to did the research at VIII B class and sharing with the teacher whether there are any problem with the teaching process in the class then discuss with the English language teacher to choose the material used by looking at

³⁸ Wesely P. (2012) Learner attitudes, perceptions and beliefs in language learning. Foreign Language Annals, 45 : S98 – S117

content standard and standard competency should be teach at the time the researcher conduct the research.. After agreeing the material the researcher explain the teacher about the research planning that was explained as follows:

1.1st Meeting

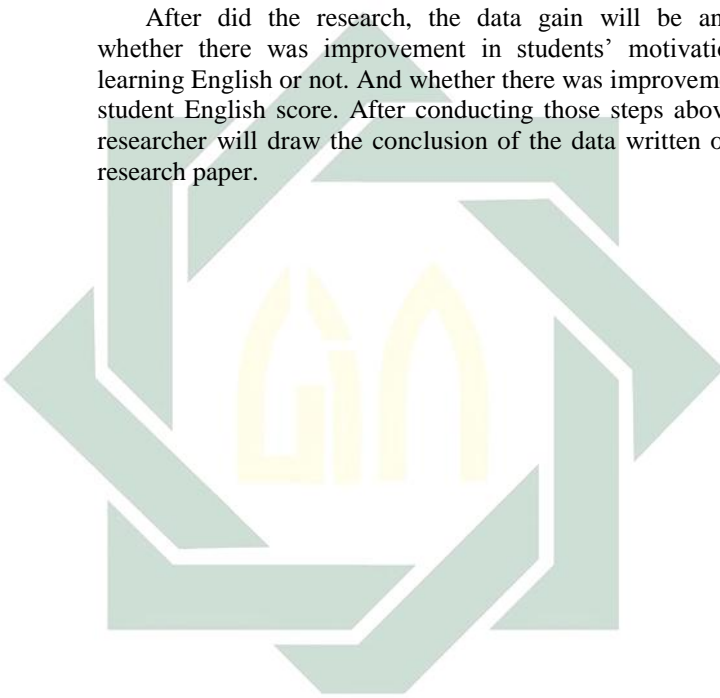
In the first meeting, the researcher introduced herself to the students. After the researcher introduce herself to the students, the researcher checking the attendance list. After checking the attendance list, the researcher explained that the researcher purpose of coming to their class was for collected data that the researcher need for her research. In this first meeting the researcher also explain the material used in this researcher thesis that is “The Use of Duolingo Application to Improve Students’ Motivation in Learning English.” Then the researcher starts the class by giving the pre-test to each student. The researcher did the treatment outside the class room using Duolingo application, so that the researcher also explained how to access the Duolingo application and how to join the class in Duolingo application and ask the student email or contact to connect with student if there any question about the application outside the class. The researcher gave the student 3 tasks in different time as treatment in Duolingo application. The task time set for 4 days. So that in the next meeting there will be explanation from the researcher about the material and also posttest to gain the final data.

2. 2nd Meeting II

At the second meeting, the researcher greet the students, checking the attendance list, and review the material they have learn, discuss the student course progress and student xp during the use of Duolingo application. The researcher said thank you to all of 8A student because their help and their cooperation during the research and then give the student the post test and

questionnaire to measure the improvement of student score and to know the student responses after using Duolingo application to learning English. After the student finished the researcher take the post test and questionnaire back then closing the class

After did the research, the data gain will be analyze whether there was improvement in students' motivation in learning English or not. And whether there was improvement to student English score. After conducting those steps above the researcher will draw the conclusion of the data written on the research paper.



CHAPTER IV RESEARCH FINDINGS AND DISCUSSIONS

A. Finding

This chapter presents finding and discussion about the implementation of using Duolingo Application to increase 8th grade student of Kyai Hasyim Junior High School Motivation in Learning English and how the student responses toward the use of Duolingo Application in order to answer the question in the research problem.

1. The Implementation of Duolingo Application to Increase 8th grade student of Kyai Hasyim Junior High School Motivation In Learning English

In this research the researcher tried to applied Duolingo Application as a media of English language learning and examine whether this application could increase student motivation in learning English or not. The participant were 30 student of 8th A class and the research take place in Kyai Hasyim Junior High school located at Tenggilis mejoyo Surabaya. First meeting was held on Monday 17 June 2019 and Second meeting was held on Thursday 20 June 2019. The details of each meeting were described as follows:

a. First Meeting

In the first meeting the researcher greeting the student, checking the attendance list and introduce herself. After introducing herself the researcher explained the purpose of the research and explained what duolingo application is. To make sure that the students get the instruction clearly, the researcher gave the student the set up instruction and explained how to download, signed up and used Duolingo application (The detail steps of the Duolingo class set up was described at appendix). The researcher give the student her phone number and also ask the student phone number to connect with student if there was any problem to access the application. The researcher also

explained that the student will get three tasks in their Duolingo Account which was possessive pronoun, conjunction, and date and time. The assignment has been set for 4 days. After all student know how to access the application the researcher gave the student the pretest and questionnaire sheets to know the student responses and the student score before using the application. The researcher assume if the student have a willingness to try learning English using the application after researcher explanation means the student motivated by the application. Next, the student progress can be seen in the researcher Duolingo for school account which would be explained below. Then the posttest aim to measure the student English skill improvement. After taking back all the pretest and questionnaire sheets, the researcher was close the class and say thank you for the student help, and remembered them to contact the researcher when they have a trouble or difficulties in accessing Duolingo Application.

b. Second Meeting

In the second meeting the researcher greet the student, check the attendance list and discuss the student course progress and student xp during the use of Duolingo application. The researcher said thank you to all of 8A student because their help and their cooperation during the research and then give the student the post test and questionnaire to measure the improvement of student score and to know the student responses after using Duolingo application to learning English. After the student finished the researcher take the post test and questionnaire back then closing the class. The fining of the test and student responses will be described below.

2. The Analysis of Tests

In the purpose to know the effect of using Duolingo in Kyai Hasyim junior high school student abilities in English

language learning the tests were given to the students. The analysis of the pretest and posttest was used to know the difference between the test score before treatment and the test score after the treatment. The researcher set that the minimum score was 70. The test result was as follows:

Result of Pretest and Posttest

The pretest did before the treatment to identify the student basic score and to know the student competence in English language learning. In pretest, the student answer 10 questions related to the material used in Duolingo consist of three materials. Those were possessive pronouns, conjunctions and date and time. So there were 3 questions about possessive pronouns, 3 questions about conjunctions and 4 questions about date and time as pretest material. The material In Duolingo application for treatment has been choose according to the 8th grade student material in second semester. The Pre-Test was conducted on Monday 17th June 2019. The post-test was conducted on Thursday 20th June 2019. The posttest did after the treatment to identify the student competence in English language learning after learning English using Duolingo. In posttest the students answer 10 questions that were different with the pretest but all of pretest and posttest material was modified by questions in Duolingo application. The arrangement of the posttest material was the same with the pretest material which consist of 3 questions about possessive pronouns, 3 questions about conjunctions and 4 questions about date and time. The pretest an posttest result was as follows:

Table 4.1 Student Pre-test and Post-test Score

NO	Student Name	Pretest Score	Posttest Score
1.	AAS	60	70
2.	ADZ	50	70
3.	AFN	70	80

4.	AAJ	70	80
5.	AANA	60	70
6.	CDS	70	90
7.	CFL	70	70
8.	EMS	60	80
9.	HPR	70	80
10.	JB	60	70
11.	KK	80	90
12.	MA	60	80
13.	MFP	50	70
14.	MFR	60	90
15.	NM	70	80
16.	NG	80	90
17.	OPPM	60	80
18.	R	60	80
19.	RAP	60	90
20.	RIM	70	80
21.	RAR	70	90
22.	RM	80	100
23.	RDAMS	70	80
24.	SBF	70	80
25.	TFP	70	90
26.	VSA	70	90
27.	WW	60	70
28.	YDA	60	80
29.	EK	60	80
30.	KWK	70	90
TOTAL		1970	2440

According to the data, the highest score on pretest was 80 and the lowest score was 50. There were 16 students who reached the minimum score which was 70 and there were 14 students who did not reach the minimum score. According to posttest result, the highest score was 100 and the lowest posttest score was 70. From the data shown above all students had passed the minimum mastery score. From the data we could conclude that there was an improvement at student

score after the treatment. After conducted pretest and posttest, to get better measurement of the research, the researcher using SPSS 16 version to analyze the student pretest and posttest data statistically. And the value gained was as follows:

Table 4.2 Normality Test Value

Variable	t-statistic	Sig	Description
Pretest	1.345	.054	Normal
Posttest	1.267	.081	Normal

The hypothesis for testing normality was:

- c. H_0 : Data is in normal distribution.
- d. H_a : Data is not in normal distribution.

H_0 rejected when the significance value was lower than 0,05 ($\alpha = 5\%$) and H_0 accepted when the significance value higher than 0,05 ($\alpha = 5\%$)

Depend on normality test using one sample kolmogorov smirnov test we can conclude that the pretest H_0 was accepted because the significance value was higher than 0,05 and that the posttest H_0 was accepted because the significance value was higher than 0,05. So the data distribution of pretest and post test data was normal.

Table 4.3 T-test Value

Variable	t-statistic	Sig.	Level of Sig.
Pretest and Posttest	-12.639	0,00	0,05
N : 30			

The hypothesis used was as follows:

- c. H_0 : There are no significant different between the mean score of pretest and posttest
- d. H_1 : There is significance different between the mean score of pretest and posttest.

H_0 accepted when the significant value was higher than 0, 05 and the H_0 was rejected when the significance value was lower than 0, 05. Depend on paired sample t-test; the significance of the data was lower than the level of significance. It means H_0 was rejected and H_1 was accepted. It means that there are significance different between the mean score of pretest and posttest. In this research, it means that the alternate hypothesis was accepted. So we can conclude that the use of Duolingo application can increase 8th grade student of Kyai Hasyim Junior High School motivation in learning English. The full analysis of the data using SPSS 16 version will be described at appendix.

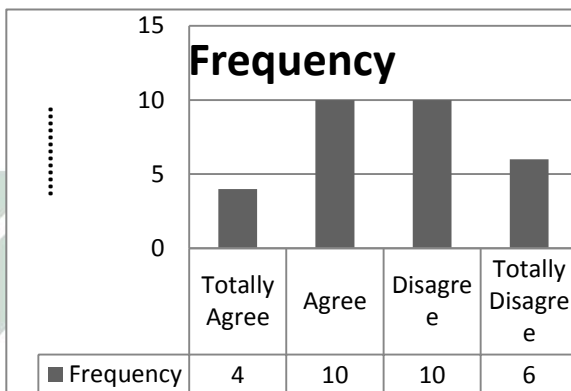
From the data analysis value on SPSS 16 version also shown that the mean of the student pretest score was 65,6667 and the post test score mean was 81.3333 from this data we can conclude that the student posttest score was increased or better than the pretest score.

3. The Analysis of Questionnaire

In purposed to gained the data about the students' perception about English language learning and students' responses after treatment using Duolingo application as the learning media, the researcher was decided to used questionnaires. There were two questionnaires which consist of ten questions for the pre-test questionnaire and consist of fourteen questions for the post-test questionnaire. Both of the questionnaires were designed in a closed ended questionnaire. The data would be described as follows:

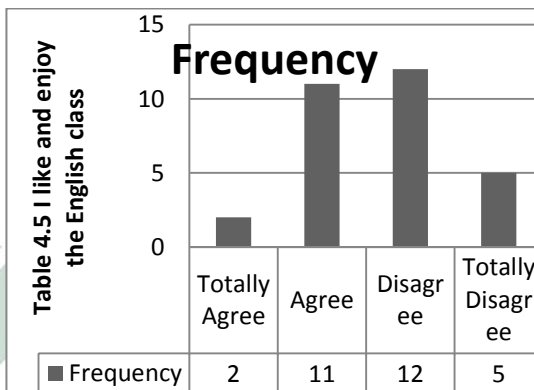
A. Pre-test Questionnaire.

Table 4.4: I like the English language



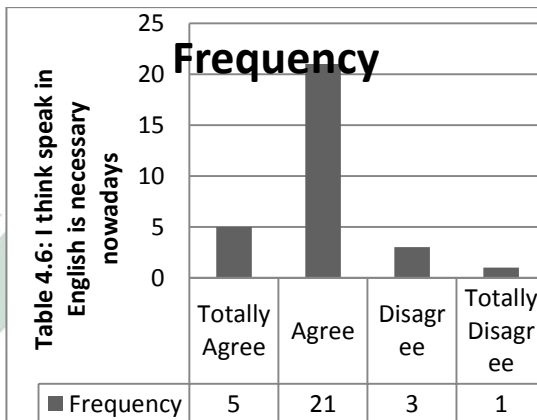
Based on the chart above there were 4 student (13, 33%) totally agree that they were like English language, 10 student (33, 33%) agree that they were like English language, 10 student (33, 33%) disagree that they were like English language, and 6 student (20%) totally disagree that they were like English language. From the data we could conclude that there were 14 student (46, 66%) like English language and 16 (53, 33%) student did not like English language. In short the number of student who did not like the English language was more than the number of student who like the English language.

Table 4.5 : I like and enjoy the English class



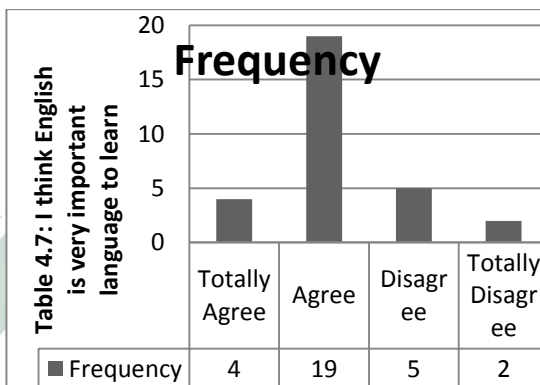
Based on the chart above there were 2 student (6, 67%) totally agree that they were like and enjoy the English class, 11 student (36, 67%) agree that they were like and enjoy the English class, 12 student (40%) disagree that they were like and enjoy English class, and 5 student (16, 67%) totally disagree that they were like and enjoy English class. From the data we could conclude that there were 13 student like and enjoy English class and 17 student did not like and enjoy the English class. In short the number of student who did not like and enjoy the English class was more than the number of student who like and enjoy the English class.

Table 4.6: I think speak in English is necessary nowadays



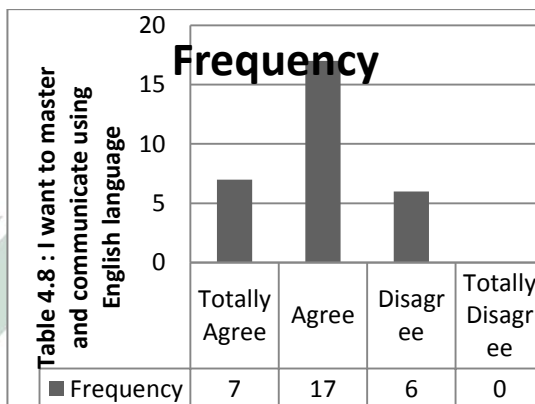
Based on the chart above there were 5 student (16, 67%) totally agree that speak in English was necessary nowadays, 21 student (70%) agree that speak in English was necessary nowadays, 3 student (10%) disagree that speak in English was necessary nowadays, and 1 student (3, 33%) totally disagree that speak in English was necessary nowadays. From the data we could conclude that there were 26 student (86, 67%) agree that speak in English was necessary nowadays and 4 student (13, 33%) did not agree that speak in English was necessary nowadays. In short most of the student at the class were agree that speak in English was necessary nowadays.

Table 4.7: I think English is very important language to learn



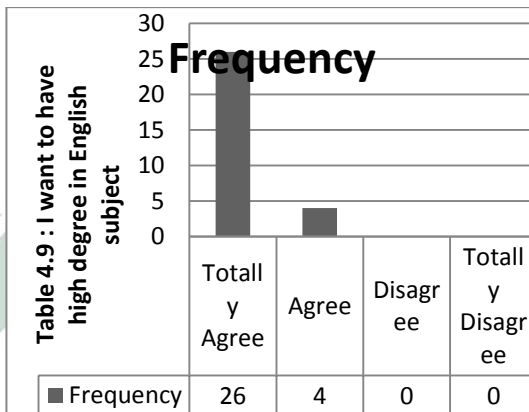
Based on the chart above there were 4 student (13, 33%) totally agree that English was very important language to learn, 19 student (63, 33%) agree that English was very important language to learn, 5 student (16, 67%) disagree that English was very important language to learn, and 2 student (6, 67%) totally disagree that English was very important language to learn. From the data we could conclude that there were 23 students (76, 67%) agree that English was very important language to learn and 7 students (23, 33%) did not agree that English was very important language to learn. In short most of the students at the class were agree that English was very important language to learn.

Table 4.8: I want to master and communicate using English language



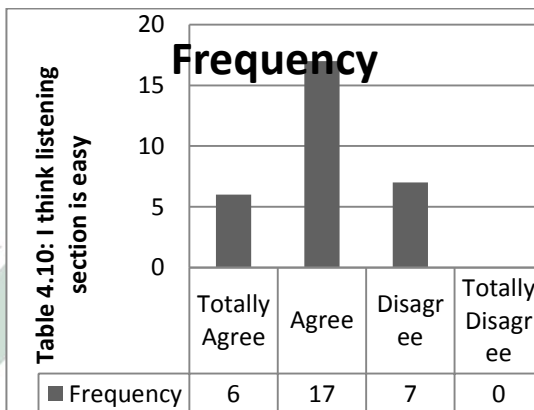
Based on the chart above there were 7 student (23, 33%) totally agree that they want to master and communicate using English language, 17 (56, 67%) student agree that they want to master and communicate using English language, and 6 student (20%) disagree that they want to master and communicate using English language. From the data we could conclude that there were 24 students (80%) agree that they want to master and communicate using English language and there were 6 students (20%) disagree that they want to master and communicate using English language. In short most of the students at the class were agree that they want to master and communicate using English language.

Table 4.9: I want to have high degree in English subject



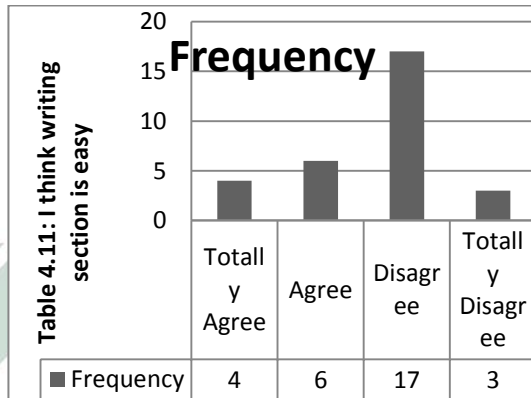
Based on the chart above there were 26 student (86, 67%) totally agree that they want to have high degree in English subject, and 4 student (13, 33%) agree that they want to have high degree in English subject. From the data we could conclude that the entire 8A student wants to have high degree in English subject.

Table 4.10: I think listening section is easy



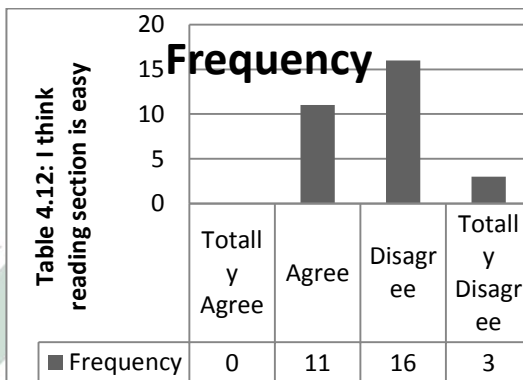
Based on the chart above there were 6 student (20%) totally agree that listening section was easy, 17 student (56, 67%) agree that listening section was easy, and 7 student (23, 33%) disagree that listening section was easy. From the data we could conclude that most of 8A student think that listening section in English subject was easy.

Table 4.11: I think writing section is easy



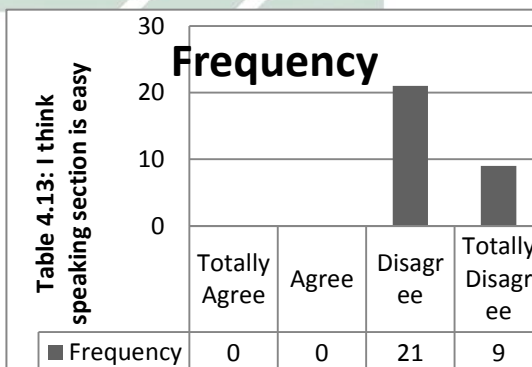
Based on the chart above there were 4 student (13, 33%) totally agree that writing section was easy, 6 student (20%) agree that writing section was easy, 17 student (56, 67%) disagree that writing section was easy, and 3 student (10%) totally disagree that writing section was easy. From the data we could conclude that 10 student (33, 33%) agree that writing section was easy and 20 student (66, 67%) disagree that writing section was easy. In short, most of 8A student think that writing section in English subject was not easy.

Table 4.12: I think reading section is easy



Based on the chart above there were 11 student (36, 67%) agree that reading section was easy, 16 student (53, 33%) disagree that reading section was easy, and 3 student (10%) totally disagree that reading section was easy. From the data we could conclude that most of 8A student think that reading section in English subject was not easy.

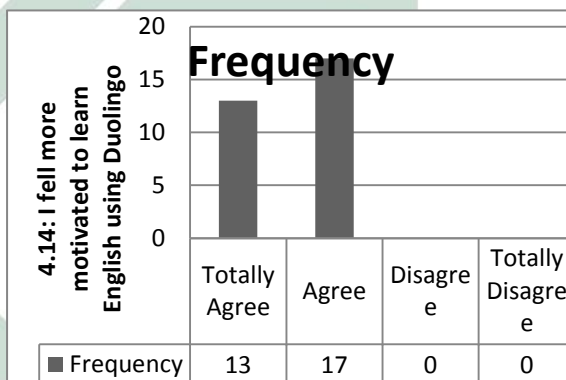
Table 4.13: I think speaking section is easy



Based on the chart above there were 21 students (70%) disagree that speaking section was easy and 9 students (30%) totally disagree that speaking section was easy. From the data we could conclude that all of 8A student think that speaking section in English subject was not easy.

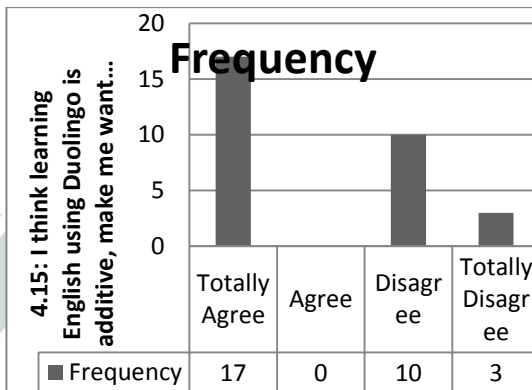
B. Post-test Questionnaire

Table 4.14: I fell more motivate to learn English using Duolingo



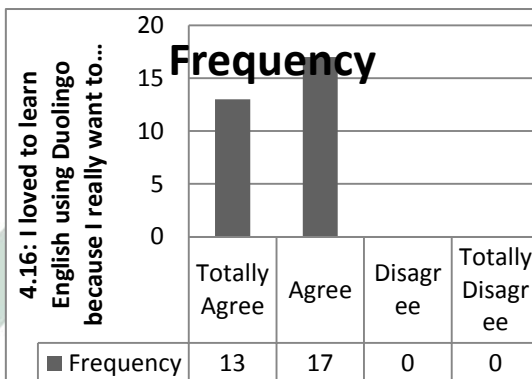
Based on the chart above there were 13 student (43, 33%) totally agree that they were fell more motivate to learn English using Duolingo and there were 17 student (56,67%) agree that they were fell more motivate to learn English using Duolingo. From the data we could conclude that all of 8A student were agree that they were fell more motivate to learn English using Duolingo.

4.15: I think learning English using Duolingo is additive, make me want to learn every time.



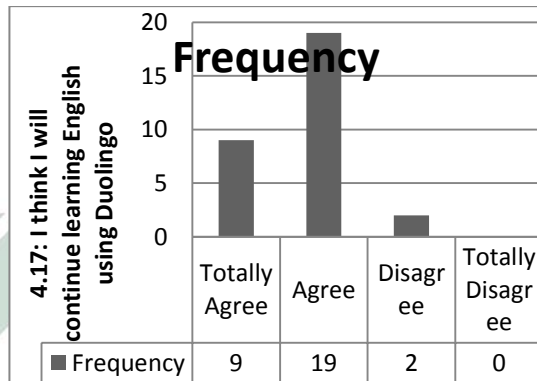
Based on the chart above there were 17 student (56, 67%) totally agree that learning English using Duolingo was additive, 10 student (33, 33%) disagree that learning English using Duolingo was additive, and 3 student (10%) totally disagree that learning English using Duolingo was additive. From the data we could conclude that 17 student (56, 67%) were agree that learning English using Duolingo is additive, and 13 student (43, 33%) disagree that learning English using Duolingo is additive. In short most of the student were agree that learning English using Duolingo is additive.

4.16: I loved to learn English using Duolingo because I really want to increase my English skill



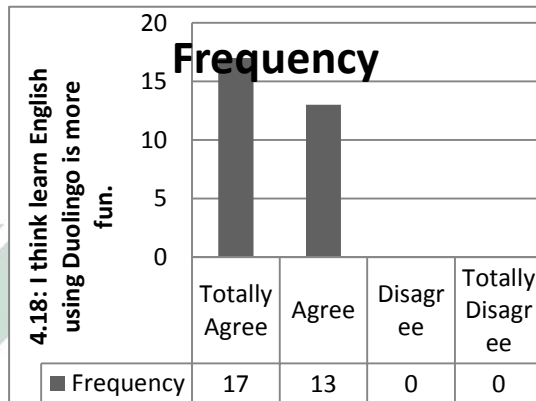
Based on the chart above there were 13 student (43, 33%) totally agree that they were loved to learn English using Duolingo because they really want to increase their English skill, and there were 17 student (56, 67%) agree that they were loved to learn English using Duolingo because they really want to increase their English skill. From the data we could conclude that all of 8A student were agree that they were loved to learn English using Duolingo because they really want to increase their English skill.

4.17: I think I will continue learning English using Duolingo



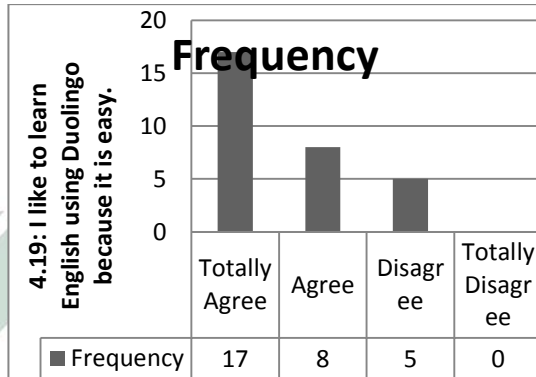
Based on the chart above there were 9 student (30%) totally agree that they will continue learning English using Duolingo, 19 student (63, 33%) agree that they will continue learning English using Duolingo and there were 2 student (6, 67%) disagree that they will continue learning English using Duolingo. From the data we could conclude that most of 8A student were agree that they will continue learning English using Duolingo.

4.18: I think learn English using Duolingo is more fun.



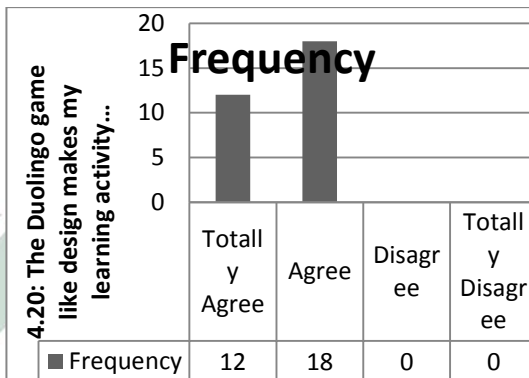
Based on the chart above there were 17 student (56, 67%) totally agree that learn English using Duolingo was more fun, and there were 13 (43, 33%) student agree that learn English using Duolingo was more fun. From the data we could conclude that all of 8A student were agree that learn English using Duolingo was more fun.

4.19: I like to learn English using Duolingo because it is easy.



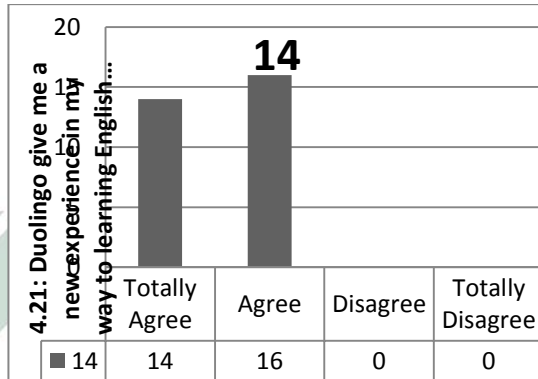
Based on the chart above there were 17 student (56, 67%) totally agree that learn English using Duolingo was easy, 8 student (26,67 %) were agree that learn English using Duolingo was easy, and there were 5 student (16, 67%) disagree that learn English using Duolingo was easy. From the data we could conclude that 25 student (83, 33%) were agree that learn English using Duolingo was easy and 5 student (16, 67%) were disagree that learn English using Duolingo was easy. In short, most of the students were agree that learn English using Duolingo was easy.

4.20: The Duolingo game like design makes my learning activity become more attractive



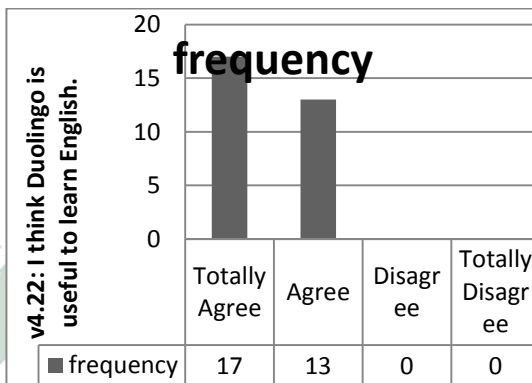
Based on the chart above there were 12 students (40%) totally agree that the Duolingo game like design makes my learning activity become more attractive, and there were 18 student (60%) agree that the Duolingo game like design makes my learning activity become more attractive. From the data we could conclude that all of 8A student were agree that the Duolingo game like design makes my learning activity become more attractive.

4.21: Duolingo give me a new experience in my way to learning English material.



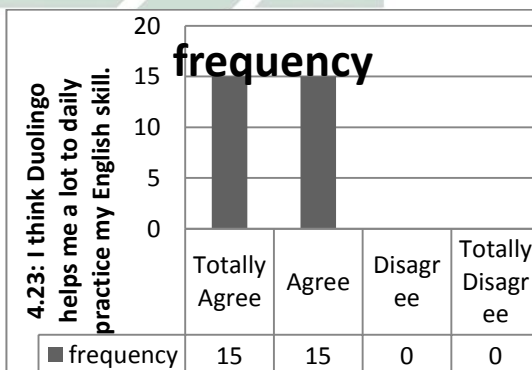
Based on the chart above there were 14 student (46, 67%) totally agree that Duolingo give them a new experience in their way to learning English material, and there were 16 student (53, 33%) agree that Duolingo give them a new experience in their way to learning English material. From the data we could conclude that all of 8A student were agree that Duolingo give them a new experience in their way to learning English material

4.22: I think Duolingo is useful to learn English.



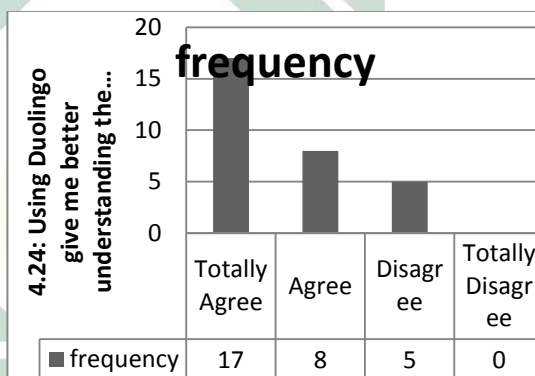
Based on the chart above there were 17 students (56, 67%) totally agree that Duolingo was useful to learn English, and there were 13 student (43, 33%) agree that Duolingo was useful to learn English. From the data we could conclude that all of 8A student were agree that Duolingo was useful to learn English.

4.23: I think Duolingo helps me a lot to daily practice my English skill.



Based on the chart above there were 15 student (50%) totally agree that Duolingo was helps them a lot to daily practice their English skill, and there were 15 student (50%) agree that Duolingo was helps them a lot to daily practice their English skill. From the data we could conclude that all of 8A student were agree that Duolingo was helps them a lot to daily practice their English skill.

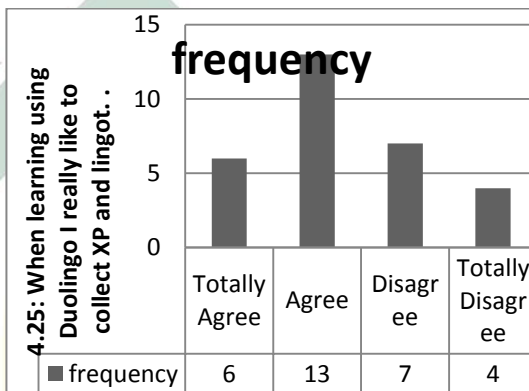
4.24: Using Duolingo give me better understanding the English material.



Based on the chart above there were 17 student (56, 67%) totally agree that the use of Duolingo give them better understanding the English material, 8 student (26, 67%) agree that that the use of Duolingo give them better understanding the English material, and there were 5 student (16, 67%) that disagree that the use of Duolingo give them better understanding the English material. From the data we could conclude that 25 student (83, 33%) were agree that the use of Duolingo give them better understanding the English material and 5 student (16, 67%) disagree that the use of Duolingo give

them better understanding the English material. In short, most of the student were agree that the use of Duolingo give them better understanding the English material.

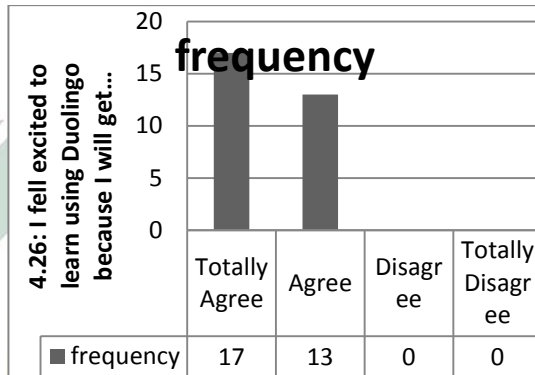
4.25: When learning using Duolingo I really like to collect XP and lingot.



Based on the chart above there were 6 student (20%) totally agree that when they learned using Duolingo they really like to collect XP and lingot, 13 student (43, 33%) agree that when they learned using Duolingo they really like to collect XP and lingot, 7 student (23, 33%) disagree that when they learned using Duolingo they really like to collect XP and lingot and there were 4 student (13, 33%) totally disagree that when they learned using Duolingo they really like to collect XP and lingot. From the data we could conclude that 19 student (63, 33%) were agree that when they learned using Duolingo they really like to collect XP and lingot and 11 student (36,67 %) disagree that when they learned using Duolingo they really like to collect XP and lingot. In short, most of the

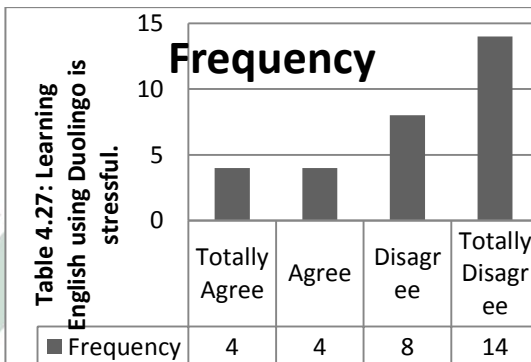
students were agree that when they learned using Duolingo they really like to collect XP and lingot.

4.26: I fell excited to learn using Duolingo because I will get reward if I get a high grade.



Based on the chart above there were 17 student (56, 67%) totally agree that they fell excited to learn using Duolingo because they will get reward if they get a high grade, and there were 13 student (43, 33%) agree that they fell excited to learn using Duolingo because they will get reward if they get a high grade. From the data we could conclude that most of 8A student were agree that they fell excited to learn using Duolingo because they will get reward if they get a high grade.

Table 4.27: Learning English using Duolingo is stressful.



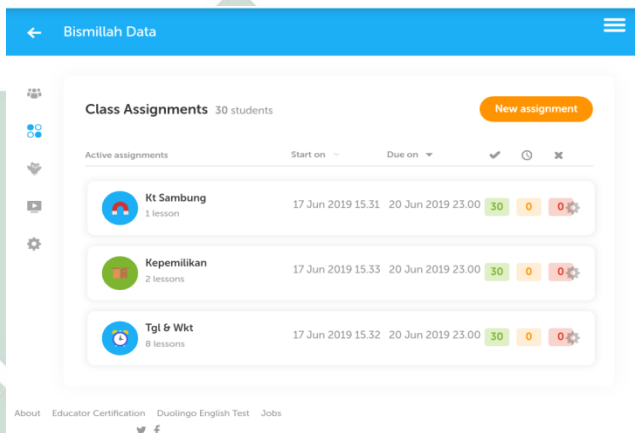
Based on the chart above there were 4 student (13, 33%) totally agree that Learning English using Duolingo was stressful, 4 student (13, 33%) agree that that learning English using Duolingo was stressful, 8 student (26, 67%) disagree that that learning English using Duolingo was stressful, and there were 14 student (46, 67%) totally disagree that that learning English using Duolingo was stressful. From the data we could conclude that 8 student (26, 67%) agree that learning English using Duolingo was stressful and 22 student (73, 33%) disagree that learning English using Duolingo was stressful. In short, most of 8A student disagree that learning English using Duolingo was stressful.

4. The Analysis of Duolingo Application.

In this research, the researcher used Duolingo for school application to give the treatment to the student. The researcher made a class in Duolingo for school consist of 30 student of 8A class and choose three materials as the treatment. The material of the treatment given to the student was choose from 2013 curriculum for second

semester of 8 grade student. They were conjunction, possessive pronoun, and date and time. The data of the Duolingo for school class gained during the treatment were as follows:

4.28 Duolingo Assignment



From the data above, we could see that all of 8A student were finished the conjunction, possessive pronoun, and date and time assignments before the deadline. It can be seen from the green area that was stated "30" which means the total number of the student who collected the assignment was 30 persons. If there was any student missed the assignment, it could be seen on the red area.

4.29 Detail of conjunction assignment (A)

The screenshot displays a user interface for a learning management system. At the top, there is a blue header with a back arrow, the text 'Bismillah Data', and a menu icon. Below the header, the user's profile 'Kt Sambung' is shown with a score of 30 and a status of 'Assigned on 17 Jun 2019 15:31 and due on 20 Jun 2019 23:00'. The main content area is titled 'LESSON 1' and lists the conjunctions: 'if, because, or, but, when, while, whenever, that'. Below this, a table lists 21 students, all of whom have completed the assignment.

Student	Status	Completed on
Eisanda	Completed	18 Jun 2019 13:54
No 1	Completed	18 Jun 2019 21:47
No 10	Completed	20 Jun 2019 00:12
No 11	Completed	18 Jun 2019 21:11
No 12	Completed	19 Jun 2019 18:58
No 13	Completed	19 Jun 2019 16:01
No 14	Completed	20 Jun 2019 00:42
No 15	Completed	20 Jun 2019 17:56
No 16	Completed	20 Jun 2019 22:17
No 17	Completed	20 Jun 2019 22:16
No 18	Completed	19 Jun 2019 13:44
No 20	Completed	20 Jun 2019 16:44
No 21	Completed	19 Jun 2019 19:39

4.30 Detail of conjunction assignment (B)



Student ID	Status	Timestamp
No 23	Completed	20 Jun 2019 14.12
No 24	Completed	20 Jun 2019 01.03
No 26	Completed	20 Jun 2019 13.32
No 27	Completed	20 Jun 2019 01.09
No 28	Completed	20 Jun 2019 10.54
No 30	Completed	20 Jun 2019 02.09
No 4	Completed	18 Jun 2019 22.29
No 5	Completed	18 Jun 2019 22.45
No 6	Completed	20 Jun 2019 20.34
No 7	Completed	20 Jun 2019 22.08
No 8	Completed	19 Jun 2019 15.08
No 9	Completed	19 Jun 2019 17.28
No2	Completed	20 Jun 2019 21.26
No3	Completed	18 Jun 2019 22.20
Sembilan belas	Completed	18 Jun 2019 20.55
C%Pfanktanツ	Completed	18 Jun 2019 21.00
F e i l x ツ	Completed	19 Jun 2019 12.32

From the data of conjunction assignment above we could see the detail of student assignment collection time. We can conclude that all of 8A student has collected the conjunction assignment in

Duolingo application before the deadline which was 20th of June 2019 at 23.00 WIB.

4.31 Detail of possessive pronoun assignment (A)

Kepemilikan
lessons

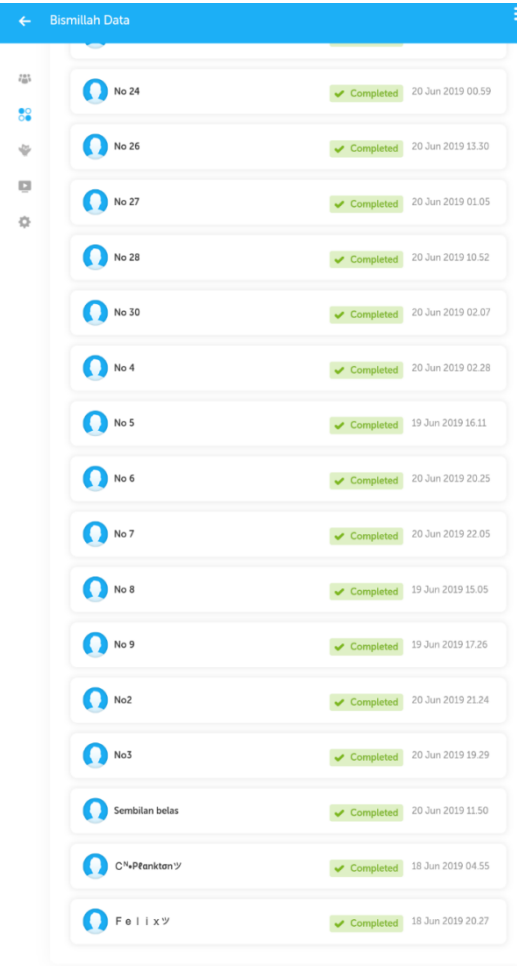
Assigned on 17 Jun 2019 15:33 and due on 20 Jun 2019 23:00

LESSON 1
his, her, my, its, their, our, your

LESSON 2
's, yours, 's, ours, mine

Student	Status	Completed on
Elsanda	Completed	18 Jun 2019 12:05
No 1	Completed	20 Jun 2019 01:47
No 10	Completed	20 Jun 2019 00:00
No 11	Completed	18 Jun 2019 20:47
No 12	Completed	19 Jun 2019 18:32
No 13	Completed	20 Jun 2019 21:56
No 14	Completed	20 Jun 2019 00:38
No 15	Completed	20 Jun 2019 17:40
No 16	Completed	20 Jun 2019 22:09
No 17	Completed	20 Jun 2019 22:14
No 18	Completed	19 Jun 2019 11:39
No 20	Completed	20 Jun 2019 16:41
No 21	Completed	19 Jun 2019 18:33
No 23	Completed	20 Jun 2019 14:05

4.32 Detail of possessive pronoun assignment (B)



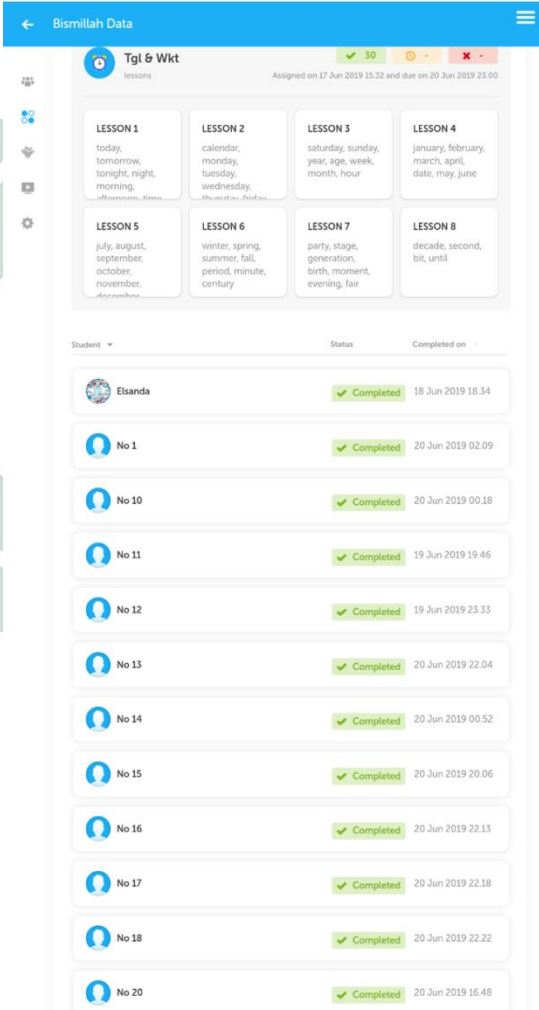
Assignment ID	Status	Completion Time
No 24	Completed	20 Jun 2019 00.59
No 26	Completed	20 Jun 2019 13.30
No 27	Completed	20 Jun 2019 01.05
No 28	Completed	20 Jun 2019 10.52
No 30	Completed	20 Jun 2019 02.07
No 4	Completed	20 Jun 2019 02.28
No 5	Completed	19 Jun 2019 16.11
No 6	Completed	20 Jun 2019 20.25
No 7	Completed	20 Jun 2019 22.05
No 8	Completed	19 Jun 2019 15.05
No 9	Completed	19 Jun 2019 17.26
No2	Completed	20 Jun 2019 21.24
No3	Completed	20 Jun 2019 19.29
Sembilan belas	Completed	20 Jun 2019 11.50
С%Ptenktenツ	Completed	18 Jun 2019 04.55
F e l l xツ	Completed	18 Jun 2019 20.27

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From the data of possessive pronoun assignment above we could see the detail of student assignment collection time. We could conclude that all

of 8A student had collected the possessive pronoun assignment in Duolingo application before the deadline which was 20th of June 2019 at 23.00 WIB.

4.33 Detail of date and time assignment (A)




The screenshot displays the 'Bismillah Data' interface in the Duolingo application. At the top, there is a blue header with a back arrow, the text 'Bismillah Data', and a menu icon. Below the header, the section is titled 'Tgl & Wkt lessons' with a timer showing 30 minutes. The assignment is dated 'Assigned on 17 Jun 2019 15:32 and due on 20 Jun 2019 23:00'. The main content area is divided into eight lesson cards, each with a title and a list of words:

- LESSON 1:** today, tomorrow, tonight, right, morning.
- LESSON 2:** calendar, monday, tuesday, wednesday, thursday, friday.
- LESSON 3:** saturday, sunday, year, age, week, month, hour.
- LESSON 4:** january, february, march, april, date, may, june.
- LESSON 5:** july, august, september, october, november.
- LESSON 6:** winter, spring, summer, fall, period, minute, century.
- LESSON 7:** party, stage, generation, birth, moment, evening, fair.
- LESSON 8:** decade, second, bit, until.

Below the lessons, there is a table showing the completion status for various students:

Student	Status	Completed on
Elsanda	Completed	18 Jun 2019 18:34
No 1	Completed	20 Jun 2019 02:09
No 10	Completed	20 Jun 2019 00:18
No 11	Completed	19 Jun 2019 19:46
No 12	Completed	19 Jun 2019 23:33
No 13	Completed	20 Jun 2019 22:04
No 14	Completed	20 Jun 2019 00:52
No 15	Completed	20 Jun 2019 20:06
No 16	Completed	20 Jun 2019 22:13
No 17	Completed	20 Jun 2019 22:18
No 18	Completed	20 Jun 2019 22:22
No 20	Completed	20 Jun 2019 16:48

4.34 Detail of date and time assignment (B)

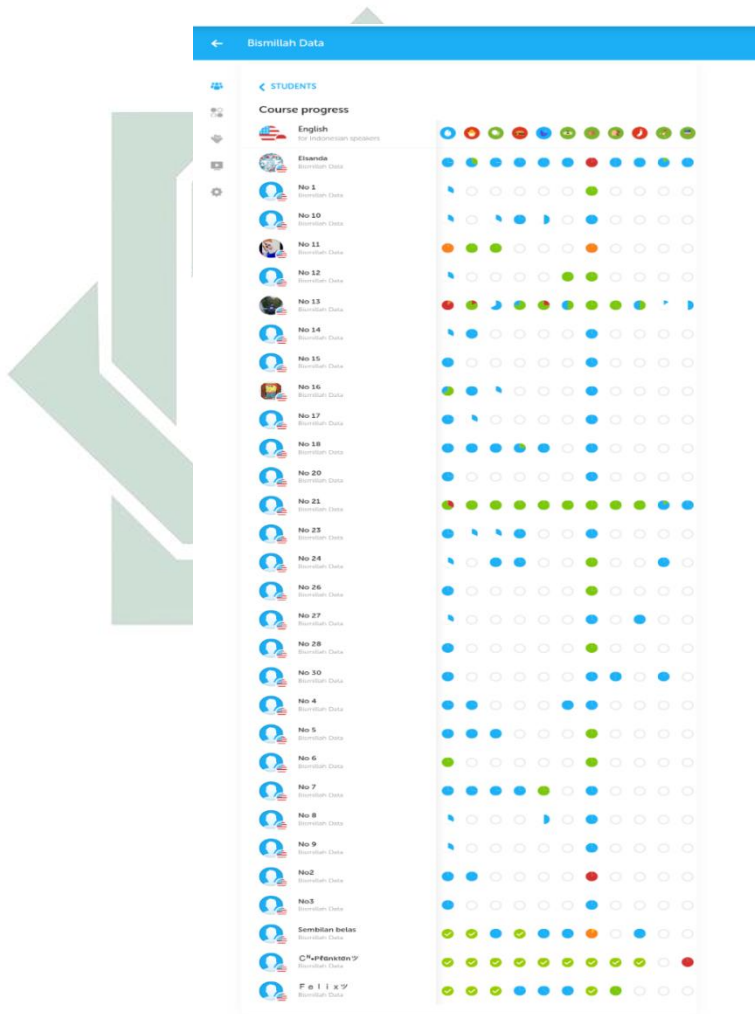


← Bismillah Data		
No 21	✓ Completed	19 Jun 2019 20:57
No 23	✓ Completed	20 Jun 2019 15:04
No 24	✓ Completed	20 Jun 2019 01:06
No 26	✓ Completed	20 Jun 2019 13:34
No 27	✓ Completed	20 Jun 2019 01:13
No 28	✓ Completed	20 Jun 2019 11:10
No 30	✓ Completed	20 Jun 2019 02:11
No 4	✓ Completed	20 Jun 2019 02:31
No 5	✓ Completed	19 Jun 2019 17:14
No 6	✓ Completed	20 Jun 2019 20:37
No 7	✓ Completed	20 Jun 2019 22:10
No 8	✓ Completed	19 Jun 2019 18:09
No 9	✓ Completed	19 Jun 2019 17:49
No2	✓ Completed	20 Jun 2019 21:30
No3	✓ Completed	20 Jun 2019 02:25
Sembilan belas	✓ Completed	20 Jun 2019 22:21
C*Ptenkton	✓ Completed	18 Jun 2019 21:24
F e l l x ʘ	✓ Completed	19 Jun 2019 15:51

From the data of date and time assignment above we could saw the detail of student assignment

collection time. We could conclude that all of 8A student had collected the date and time assignment in Duolingo application before the deadline which was 20th of June 2019 at 23.00 WIB.

4.35 Student Course Progress



Based from the data above, we can see the student course progress during 4 days treatment using Duolingo application. Most of the student not only did the assignment set by the researcher but also did other assignment appeals in Duolingo application. It means that there was a kind of self-motivation from the student to continue learning and trying different assignment using Duolingo application.

4.36 Student account and XP (A)

The screenshot displays a Duolingo teacher dashboard for a class named "Bismillah Data". The dashboard shows a list of 30 students, each with a profile picture, name, and XP score. The students are sorted by name. Each student's profile includes a green bar indicating their progress level (3) and three colored bars (green, orange, red) representing different skill levels. An "INVITE STUDENTS" button is visible in the top right corner.

Student Name	XP Score
Elsanda	634 XP
No 1	133 XP
No 10	194 XP
No 11	1232 XP
No 12	260 XP
No 13	729 XP
No 14	140 XP
No 15	110 XP
No 16	182 XP
No 17	117 XP
No 18	284 XP
No 20	135 XP
No 21	2516 XP
No 23	340 XP
No 24	280 XP
No 26	158 XP
No 27	130 XP
No 28	136 XP
No 30	128 XP
No 4	152 XP
No 5	312 XP
No 6	164 XP
No 7	313 XP
No 8	206 XP

4.37 Student account and XP (B)

No 9 202 XP	3	-	-	No2 150 XP	3	-	-
No3 138 XP	3	-	-	Sembilan belas 1755 XP	3	-	-
C%P%anktanツ 1356 XP	3	-	-	F e l i x ツ 2135 XP	3	-	-

Based on the data above, there was all data of point or XP that student got during 4 days treatment using Duolingo application. The highest XP was 2135 XP and the lowest XP was 110 XP. s

B. Discussion

The presented data followed by the short explanation above draw the general information about the implementation of Duolingo application for the 8th grade students of Kyai Hasyim Junior High School to increase their motivation in learning English and about the students' perception and responses through English language learning and the use of Duolingo application as their media of English language learning. As explained in the research method section, the researcher collected the data using test and questionnaire by the aim to answer the research questions. To get the average score of student pre-test and post-test and analyze the data the researcher used SPSS 16 version. After measure the numerical data, the data gain from SPSS 16 version was as follows: The average score of student pretest was 65, 67 and the average score for student post-test was 81, 33. Depend on normality test using one sample kolmogorov smirnov test we can conclude that the pretest H_0 was accepted because the significance value was higher than 0, 05 and that the posttest H_0 was accepted because the significance value was higher than 0, 05. So the data distribution of pretest and post test data was normal. After did normality test the researcher did a t-test to test the hypothesis. Depend on paired sample t-test; the significance of

the data was lower than the level of significance. It means H_0 was rejected and H_1 was accepted. It means that there was significance different between the mean score of pretest and posttest. In this research, it means that the alternate hypothesis was accepted. So we can conclude that the use of Duolingo application can increase 8th grade student of Kyai Hasyim Junior High School motivation in learning English.

Then, to analyze the questionnaire data, the researcher using this following formula:

$$P = \frac{f}{N} \times 100\%$$

Which P stands for percentage, f stands for respondents' frequency and n stands for number of sample. All of the data had been explained above at finding sections using table and diagram like using weasley levels of student responses.

In this research the researcher tried to answer two research questions which were how is the implementation of Duolingo application to motivate students in learning English? And what are the student responses toward Duolingo application?. For the first question the writer found that during the treatment using Duolingo application the entire student was give best attitude toward the assignment. Most of the student not only did the three task which were conjunction, possessive pronoun and date and time assignment in Duolingo application but also have a willingness to did other assignment. It means Duolingo application can motivate student to keep learning and practicing. The pre-test and the post-test score also showed the student improvement because the student post-test score was higher than student pre-test score (81, 33 > 65, 67) It means after four days treatment using Duolingo the student a better understanding about the material. It also proven by the t-test value that accepted the alternative hypothesis.

For the second question the researcher found good responses toward Duolingo from the student base on the data of pretest and posttest questionnaire. From the pretest

questionnaire the researcher try to find out how important is English language learning for 8th A student of Kyai Hasyim Junior High School. From the data the researcher found that 16 student from 30 student disagree that they like English language. 17 in sum disagree that they like and enjoy the English class. 26 students agree that in nowadays speaking English was necessary and 24 of them agree that they want to master and communicate using English language. All of the student have a willingness to get a high degree in English subject but I find out that from English four skills they might have a difficulties in writing, reading, and speaking. Only listening which agreed by 23 student that was the only skill of English language which easy. To know the detail of the listening experience in student class the researcher ask to the English language teacher of Kyai Hasyim Junior High School what kind of assignment usually used for listening section, and the teacher explained that usually the student learn listening by song or dictation by the teacher. For the post-test questionnaire, the question was focused to know the student responses toward the use of Duolingo application as a media in English language learning. The researcher try to know based on student intrinsic and extrinsic motivation. And the data gain was as follows: All of the students agree that they fell more motivate to learn English using Duolingo. 17 of 30 students agree that learning using Duolingo is additive and make them want to learn more and more. All of the student agree that they loved to learn English using Duolingo because they really want to increase their English skill. It means that the student also motivate by extrinsic factor like English class grade or else. 28 students were agreeing that they would continue learning English using Duolingo. All of the student think that learning English using Duolingo is more fun. When the student fell enjoy in the learning situation, it means that learning English used Duolingo had successes to motivate student. 25 of 30 student agreed that learning using Duolingo is easy. All of the student agree that Duolingo game like design makes their learning become more attractive. All of the student also agree that learning English using Duolingo give them a new experience in their way to learning English material. All of

them agree that Duolingo is useful and help them a lot to daily practice their English skill. 25 students agree that learning using Duolingo give them a better understanding the English material. Most of the students also agree that they like to collect XP and lingot in Duolingo. All of them also fell excited learn using Duolingo because they will get a reward if they get a high degree. And most of them disagree that learning using Duolingo is stressful.

It can be concluded that Duolingo can be used to increase student motivation in English language learning because this media provide a fun and attractive learning concept that could motivate student to learn in a new way which made student want to learn more and more and avoid a boredom of learning. When giving the treatment the researcher give a challenge for the student to check are the student motivate intrinsically or extrinsically. But the researcher conclude that the student motivated in both way because they motivated not only to get the reward but also already have a willingness to get high degree and also have a willingness to learn the other material appeal beside three assignment given that we could see from the course progress during the treatment.

CHAPTER V CONCLUSION AND SUGGESTION

This chapter discusses about the conclusion of this research about the use of Duolingo to increase 8th grade student motivation in Kyai Hasyim Junior High School, Furthermore this chapter also contain the suggestion regarding the research for students, teacher, also the next researchers.

A. Conclusion

In purpose to answer the research question, how is the implementation of Duolingo application to motivate student in learning English and what are the student responses toward Duolingo application in Kyai Hasyim Junior High School the researcher collected the data using test, questionnaire and analyze the Duolingo course progress during the treatment. To measure the research data the researcher using SPSS 16 version to analyzed the data. The data gain from the analysis using SPSS 16 version was as follows: the pre-test score the mean was 65, 67 and from the post-test score the mean was 81, 33. Depend on normality test using one sample kolmogorov smirnov test we can conclude that the pretest H_0 was accepted because the significance value was higher than 0, 05 and that the posttest H_0 was accepted because the significance value was higher than 0, 05. So the data distribution of pretest and post test data was normal. After did normality test the researcher did a t-test to test the hypothesis. Depend on paired sample t-test; the significance of the data was lower than the level of significance. It means H_0 was rejected and H_1 was accepted. It means that there was significance different between the mean score of pretest and posttest. In this research, it means that the alternate hypothesis was accepted. So we can conclude that the use of Duolingo application can increase 8th grade student of Kyai Hasyim Junior High School motivation in learning English. It also supported by the data from questionnaire that focus on the student perception of English language learning before implementing Duolingo and student responses after implementing Duolingo as the learning media based on 2 types of motivation which are intrinsic and extrinsic motivation.

Most of the students agree that Duolingo motivate them because Duolingo give them a new way of learning English with fun, attractive and less boredom and less stress level in the learning process. Duolingo application was also easy to use by the student and help the student a lot to daily practice their English skill. Hopefully the continuous use of the Duolingo application could increase student score and student mastery in English language learning. The improvement of student motivation could also be analyze by the course progress during the treatment using Duolingo which shown the student interest to collecting xp and student willingness to try any assignment in Duolingo application. From all data at the finding chapter, the researcher conclude that Duolingo used as media of English language learning help to increase the 8th A student of Kyai Hasyim Junior High School motivation in learning English.

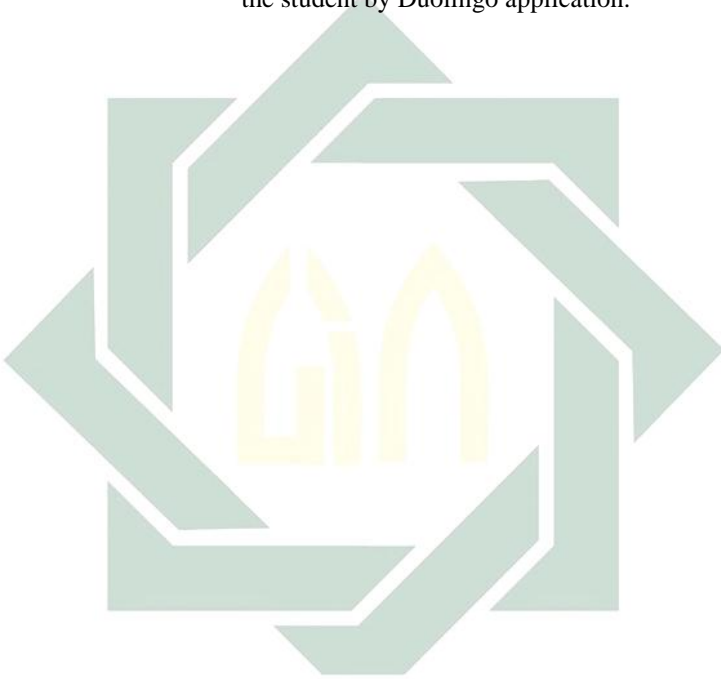
B. Suggestion

After conducted pre experimental research and analyzing the questionnaire, test and the course progress, the researcher proposed some suggestions to the student, teacher and further researcher who are interested in research using Duolingo application. They are as the following points:

1. To make learning process more interesting, enjoyable and provide a situation that motivate student to learn, the teacher should apply any appropriate media to support the learning activity. Besides using the text book the teacher also could use Duolingo for school application to teach in class or ask student to do a self-learning outside the class using Duolingo application in their leisure time. Continuous used of the application by the student would help give a better mastery of English language.
2. Using Duolingo as a self-learning media would not only increase student motivation because the game like design used by the application but would also help to give the student better

understanding about the material when the student using this application continuously.

3. This research could be used by the next researcher as a reference to their research. Because now there is a Duolingo for school application that help the teacher manage the assignment given to the student by Duolingo application.



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