Improving Students' Speaking Skills by Using Duolingo Application

Author

Yelsa Dearestiani
Widya Gama Mahakam University, Indonesia
dearestianiyelsa4@gmail.com
https://orcid.org/0009-0007-4507-0319

Abdul Rohman
Widya Gama Mahakam University, Indonesia
abdulrohman@uwgm.ac.id

Widi Syahtia Pane
Widya Gama Mahakam University, Indonesia
widi.pane@gmail.com

Abstract

Background:
This research aimed to find out the Improving Students' Speaking Skills by Using Duolingo Application. The subject of this research was a class which consisted of 31 students at eight grade of SMP Negeri 35 Samarinda 2022 Academic year. The research was conducted by using Classroom Action Research (CAR) and the technique of analyzing the data of this research was using quantitative data. The quantitative data were taken from the test such as: Pre-test and Post-test to find the mean score of students speaking. It showed that the improving of students speaking skills through Duolingo application could improve students speaking skills and could give an effect on students speaking fluency. The students got more enthusiastic, active and interested in learning English language. So, it can be concluded that the improving of students' speaking skills through Duolingo application was effective to improve their speaking fluency, pronoun, grammar, and comprehension.

Methodology:
This research is design to look at the problem in a class about how to fix the problem and improve Students English skills.

Findings:
The researcher did the research and got the complete data from all the research instruments.

Conclusion:
Duolingo improves students' speaking skills. According to research, using Duolingo to practice speaking improves speaking skills. The study found that the mean score increased in every cycle.

Originality:
This research aimed to find out the Improving Students' Speaking Skills by Using Duolingo Application. This Research design is to look at the problem in a class about to fix the speaking skills and the researcher did the research and got the complete data. From this conclusion Duolingo Application is works to help the teacher teach the students in a class especially on their speaking ability.

1. INTRODUCTION

English Language has become an international language, and English is one of the four subjects that are nationally tested in Indonesia. However, only a small percentage of students in each school have adequate abilities in the four English competencies of speaking, writing, reading, and listening, with speaking being the most important. Total number of pupils who have demonstrated mastery of the four skills. Conversely, there exists a percentage of students with absolutely minimal ability. This could be due to a lack of student enthusiasm for learning, limited scheduled time, insufficient resources and materials, and the fact that students have previously seen spoken English as extremely difficult (Alsowat, 2017; Fareed et al. 2018). Language is essential in the modern day, particularly English, for expanding connection with other nations. It is particularly advantageous for Indonesia that English is taught to kids from elementary school (SD) to college.

It is essential for a teacher to constantly seek innovative approaches to language instruction. Therefore, it is necessary for teachers to think creatively to attract students' attention in learning foreign languages. Creative teaching is an educational exchange that teachers facilitate in a unique and meaningful way (Rinkevich, 2011), and the teaching becomes interesting, enjoyable, and innovative (Craft, 2011).

Students must possess many English skills, including reading, listening, writing, and speaking, in order to participate in classroom teaching and learning activities. In addition, there are other aspects of the language that may not need to be translated and can be overlooked in the English classroom. However, there are numerous languages that require translation into the native language (Trisvianti, 2018). Importantly, students must have been instructed to talk in a foreign language.

Students can enhance their speaking abilities by utilizing the Duolingo application, which includes both written and audio learning. The application's microphone allows students to immediately practice speaking. If every word they say is accurate, they will receive points indicating that their speaking ability has improved and is now accurate. Users can go to the next higher chapter or stage once they have gained enough points, but they can still review what they have learnt.

The Duolingo application is also a free application; therefore, if students like to continue their language study, they can utilize the virtual money offered by the Duolingo application, called "Lingots," which is a portmanteau of "Lingo" and "Ingots" or "metal sticks." Every user can obtain Lingot by rigorously finishing chapters, leveling up, using Duolingo for 10 consecutive days, and inviting others to download Duolingo via social media. With this, there is no reason why students cannot continue their practice of foreign languages via the Duolingo app.

In addition to being beneficial and accessible to users of various backgrounds, duolingo launched an official English test on July 22, 2014. This test is an online language certification that can be completed on the Web, iOS, and Android. This test is also monitored by a microphone and camera; hence, it may be compared to other English tests, such as TOEFL and IELTS, and has been accepted by a number of leading universities and corporations. The user will undergo two examinations in order to complete this examination: a trial test and certification. Users can take a free test before purchasing the $49 exam, which will last 20 minutes and be graded within 48 hours.

2. METHOD

This research is design to look at the problem in a class about how to fix the problem and improve Students English skills. Besides that, the researcher used the model of Kemmis and Mc Taggart (2010: 17) Action Research Spiral, consisting of Planning, Acting, Observing, and Reflecting. To easier the reader understanding what is the meaning of each cycle, the researcher has already give the definition of planning, acting, observing, and reflecting.

The study was carried out at SMP Negeri 35 Samarinda and conducted from June to August, 2022. The reason for choosing this school the condition of this research is good for the students who didn't really know about English, and they will get to know about Duolingo application

to improve their speaking ability in English. The research planned in the second semester of the academic year 2022/2023 based on the academic calendar and class schedule. The researcher will use a speaking test as the instrument for data collection in this study; this test will be administered both before and after the intervention to determine whether or not the students' oral communication skills have improved; the speaking scoring rubric developed by Brown (2004) will be used to tally the students' test results. The researcher's roles will include those of observer and person responsible for implementing the plan with the Duolingo app in the classroom. The researcher counted the students' improvement score using quantitative data. After gathering data, the researcher reviewed test results to compare students' speaking ability before and after using Duolingo in the classroom. Quantitative data was gathered. The researcher found all pupils' Duolingo speaking scores. The speaking score for each student is calculated by adding fluency, pronunciation, grammar, and comprehension, then multiplying by 5. If a student has 20 total points, 5 for each facet, their speaking score is 100.

3. FINDINGS AND DISCUSSION
3.1. Findings

The researcher did the research and got the complete data from all the research instruments. To gain the objectives of the research, the researcher had analyzed the data by complete the cycle to apply the Duolingo Application on improving students speaking skills. Researcher describes the findings in this chapter into two parts, students score of pre-test and post-test cycle one and students score of pre-test and post-test cycle two. They would describe as follows:

a. Students' Score of Pre-test and Post-test in Cycle 1

31 students in class VIII A will enhance their speaking skills with Duolingo. Before using Duolingo, students took a speaking pre-test. The mean speaking test score in the first cycle was 44.67, with a low of 30 and a high of 60. The researcher uses Duolingo to teach and learn speaking in class after specifying pre-test rating data.

Researchers invite students to download Duolingo on their smartphones and introduce its use. The researcher then instructed the students to open the Duolingo app and complete registration before answering the "Unit 1" question. On the second meeting, the researcher asked students to answer, "Unit 1 Level 1" questions about "Understanding Basic Phrases." Students will choose the proper picture, translate vocabulary, translate sentences, finish sentences, and choose the word they hear. On the second meeting, students finish Unit 1 Level 1 parts 1-3. The third researcher asks students to proceed to unit 1 level 2 part 1 with choose the proper picture, translating "Boys eat bread" and composing the word translation, hearing a sentence and translating it, and saying a sentence questions.

After the treatment, the researcher did a post-test of speaking to see if the students' speaking score improved from the pre-test. The researcher's post-test speaking score improved from 44.67 to 47.41, with a range of 30 to 35 to 60 to 65. Appendix I table 4.1 shows pre- and post-test results. Table 4.1 of pre-test and post-test scores in cycle 1 shows that cycle 1 of increasing speaking skills using Duolingo failed. Each student's score is still poor, therefore the researcher continued to cycle 2 of increasing speaking abilities with Duolingo.

b. Students' Score of Pre-test and Post-test in Cycle 2

The treatment in cycle one of this study has not improved students' speaking skills. Students with a lowest score under 40 and a highest score of 65 do not meet the success threshold of 75 on SMP Negeri 35 Samarinda. So, the researcher plans to use Duolingo to improve students' speaking skills. The researcher gave the students a new pre-test to see if they had the same score as the post-test in cycle 1 or if they had improved. The last post-test mean is 47.41, while the researcher's pre-test speaking score in cycle 2 is 54.83. It's become better because students are speaking English in class. The lowest score of 40 and the highest score of 70 nearly meet the study's standards.

The researcher started cycle 2 by continuing Unit 1 level 2 part 2 with a game. On the first meet, the students will be given a phone with questions from Duolingo Unit 1 level 2 part 2 about picking the proper picture, and they will pass the phone while singing "Baby Shark" and the music will stop by the code the researcher gives. Once the song ends, the phone passing will stop. The last student holding the phone must read and answer a question; this game is played 15 times based on the amount of questions in level 2 part 2. After the icebreaker, the researcher asked the students to continue level 2 part 3 on Duolingo, but they had to read and act according to the questions and conversations. The second meeting, the students have come to the last portion of level 2 called Time to story (Waktunya Cerita). The researcher asks the students one by one to come in front of the class and read the story and answer a question from the narrative until 15 times according to the story's questions. On the third meet, students solve Unit 2 level 1's "Express frequent phrases" question. Part 1 of this level has 15 questions for pupils.

After treatment, the researcher tested their speaking skills using a speaking test. See if their speaking score has improved from the pre-test and meets the study's criteria. From the researcher's post-test, the speaking score met the study's objectives. The mean speaking score has risen from 54.83 to 78.06, the lowest score has risen from 40 to 50, and the maximum score from 70 has reached 95. Pre-test and post-test results are in appendix 1 table 4.2. According to Table 4.2, Duolingo is efficient in improving students' speaking skills. Cycle two students already pass the study's success criterion, compared to cycle one. So, the researcher had success enhancing students' speaking skills with Duolingo after two cycles, and students can use the program to do so

3.2. Disscussion

The research findings were interpreted based on students' speaking scores. This investigation showed 8th graders at SMP Negeri 35 Samarinda improved their speaking ability. 2022/2023. The first cycle's pre- and post-test scores improved on the second. This study employed Duolingo to increase students' speaking skills because it's an engaging learning tool with little games on each level.

Fira La Husen's (2022) study on using Duolingo to improve student translation found that all students wish to utilize it in teaching and learning. To get the data, she took a pre- and post-test of the successful and unsuccessful. Her research technique was pre-experimental, and she found that Duolingo improves pupils' translating.

Munday (2016) says Duolingo is an easy-to-use tool that can help students learn in an enjoyable way. This app is mobile and has many functions.

This research and the previous study used Duolingo Application to improve students' English language skills as the media and the researcher took a reference from the previous study. The results of both studies showed that using Duolingo Application as a tool in teaching learning progress on class is effective and can improve students' English language skills, especially Speaking Skills.

4. CONCLUSION

This study used Duolingo to improve students' speaking skills. Duolingo improves students' speaking skills. According to research, using Duolingo to practice speaking improves speaking skills. The study found that the mean score increased in every cycle. Cycle one's mean was 47.41, which needs to be improved, while cycle two's mean was 78.06, which is much better. Cycle two's outcome and mean were substantially better than cycle one's (cycle one). The percentage of top and bottom scorers rose. In cycle one, the highest score rose from 65 to 95 and the lowest from 35 to 50.

Duolingo could increase students' speaking skills and drive them to practice language speaking, which could assist them engage in teaching learning process. In the first cycle, kids don't pay attention when they have to answer questions without games or engagement. At the second cycle, the researcher tried to break the ice and get them to talk with their friends in English. After playing a short game with their seatmate, the students had greater confidence and fun answering questions on each level.

Duolingo is a wonderful approach to improve students' speaking skills in class because it helps them talk and corrects their speech. Duolingo always acknowledges students in the

concluding portion following the questions. The questions can be answered alone or in groups, creating a fun learning environment in class.

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