THE EFFECT OF USING DUOLINGO PLATFORM ON STUDENTS' VOCABULARY MASTERY IN EFL LEARNING

(*Quasi-experimental research in SMP N 2 Rejang Lebong*)

THESIS

This Thesis is Submitted to Fulfill the Requirement for "Sarjana" Degree in English Language Education

Written by:

ANISA APRIANI

NIM. 19551008

ENGLISH TADRIS STUDY PROGRAM

FACULTY OF TARBIYAH

STATE INSTITUTE ISLAMIC OF CURUP (IAIN)

CURUP

2023

Hal : Pengajuan Skripsi

Kepada

Yth. Bapak Dekan Tarbiyah IAIN Curup

Di-

Curup
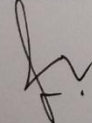
Assalamu'alaikum Warahmatullahi Wabarakatuh.

Setelah mengadakan pemeriksaan dan perbaikan seperlunya, maka kami berpendapat bahwa skripsi atas nama **Anisa Apriani, 19551008** mahasiswa IAIN Curup Prodi Tadris Bahasa Inggris, yang berjudul **"The Effect of Using Duolingo Platform on Students' Vocabulary Mastery in EFL Learning"** sudah dapat diajukan dalam siding munaqasyah Institut Agama Islam Negeri (IAIN) Curup.

Demikian permohonan ini kami ajukan agar dapat dierima, terlebih dahulu diucapkan terima kasih.

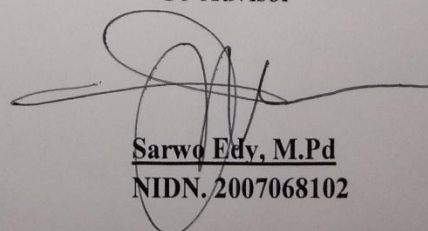*Wassalamualaikum Warahmatullahi Wabarakatuh.*

Curup, 20 Juli 2023

Advisor   Co-Advisor

Jumatul Hidayah, M.Pd   **Sarwo Edy, M.Pd**
NIP. 19780224 200212 2 002   NIDN. 2007068102

The writer who signs below:

Name   : Anisa Apriani

Nim   : 19551008

Department   : Tarbiyah

Study program : English Study Program

     State the thesis under the title "**The Effect of Using Duolingo Platform on Students' Vocabulary in EFL Learning**". This statement is made truly, if in the next day there is any mistake, the writer ready to accept the punishment or the other criticism from IAIN suitable with regulation.

Curup, 20 July 2023

Anisa Apriani
NIM. 19551008

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH
Jln. Dr. AK Gani No. 01 Kotak Pos 108 Telp.(0732) 21010-21759 Fax
Homepage: http/www.iaincurup.ac.id Email: admin@iaincurup.ac.id Kode Pos 39119

A P P R O V A L
No : 2926 /In.34/1/FT/PP.00.9/ /2023

Name   : **Anisa Apriani**
NIM   : **19551008**
Department : **English Tadris Study Program**
Title   : **The Effect of Using Duolingo Platform on Students' Vocabulary Mastery in EFL Learning**

Has been examined by examining board of the English *Tadris* Study Program of Institut Agama Islam Negeri (IAIN) Curup, on :
Day/Date   : **Wednesday, August 9 2023**
Time   : **13.30 PM - 15.00 PM**
At   : **PGMI Room 2 IAIN Curup**
Has been received to fulfill a partical requirement for the degree of strata I in English Tadris Study Program of Tarbiyah Faculty of IAIN Curup.

Curup,   th August 2023

Examiners,

Head

Jumatul Hidayah, M.Pd
NIP. 19780224 200212 2 002

Secretary

Sarwo Edy, M.Pd
NIDN. 2007068102

Examiner I

Henny Septia Utami, M.Pd
NIDN. 2020108101

Examiner II

Dr. Paidi Gusmuliana, M.Pd
NIP. 19840817 201503 1 004

Dekan

Prof. Dr. H. Hamengkubuwono, M.Pd
NIP. 19650826 199903 1 001

PREFACE

With the permission of Allah SWT that the writer had finally finished writing her thesis entitled, **"The Effect of Using Duolingo Platform on Students' Vocabulary in EFL Learning"**.

This thesis is submitted as a part of the completion for undergraduate degree of strata 1 (S1) in English Study Program of IAIN Curup. The writer realized that this thesis is not perfect, therefore the writer really appreciates some suggestion and critics to be perfect in the future.

Last but not least, the writer hopes that thesis will be really useful for those who are interested in this field of the research.

Curup,   July 2023

Writer

Anisa Apriani

19551008

ACKNOWLEDGEMENT

Assalamualaikum Wr.Wb

Alhamdulilahirabbi'alamin, all of praises and thanks are due to Allah SWT the lord of all that exist. May the peace and blessing of Allah be upon Muhammad SAW, the messenger of Allah, and his family and companion and who follows them in righteousness until the Day of the Judgement.

The researcher finished this thesis entitled **"The Effect of Using Duolingo Platform on Students' Vocabulary in EFL Learning".** This thesis is presented in order to fulfill of the requirement for the degree of strata in English study Program of IAIN Curup. In this process of conducting this research, the researcher accepted valuable support, assistance, guidance, contribution and motivation from others. Here the writer would like to present her deepest appreciation to:

1. Prof. Dr. Idi Warsah, M.Pd.I as the head of IAIN Curup.

2. Dr. Hamengkubuwono, M.Pd as the Dean Faculty of Tarbiyah.

3. Jumatul Hidayah, M.Pd as the head of English Study Program of IAIN Curup and as my thesis advisor, thank you for support, guidance and motivation since I decided my thesis's title. May Allah bless every step in your life.

4. Sarwo Edy, M.Pd as my Co-Advisor, who is always help and support me. So that I am stronger enough to finish this thesis.

5. Nastiti Handayani, M.Pd as my Instrument's validator and lecturer who help support my thesis.

6. The entire lectures especially English lecturer for supplying knowledge and lesson during my study.

7. The entire staff of IAIN Curup, the researcher would like to say thank you very much for them toward beneficial knowledge, insight, and their unconditional supports.

8. All of SMP N 2 RL teachers especially Ms. Heni Dwi Astuti, S.Pd, Ms. Nurazizah Srie Udayani, S.Pd, Ms. Sri Okter Heriyani, S.Pd, M.Pd who always support me and students who had been good respondent and gave their contribution on this research.

9. My wonderful and beloved family, my first love and the greats man ever my father Mr. Andi Putra. The most patient and beautiful woman ever, my mother Rahma Zariah, thank you for your support and hard work for your beloved daughter.

Finally, the writer needs constructive suggestion for being perfect in the future. Hopefully, the result of this research can give beneficial contribution to the development of education in the others school. For acknowledgment above and those are not mentioned, may Allah SWT give them the best reward. Aameen.

Wassalamualaikum,Wr.Wb

Curup,   July 2023
Writer

Anisa Apriani
19551008

MOTTO AND DEDICATION

"YOUR DREAM IS NOT HIGH ENOUGH IF IT DOES

NOT MAKE YOU SCARED"

"FACE IT!"

In the name of Allah this thesis is dedicated to:

1. My wonderful and beloved family, the greats man ever my father Mr. Andi Putra, the most patient and beautiful woman ever, my mother Rahma Zariah. Thank you for everything.
2. My siblings, Dang, Ongah, Abang, Dodo and Den who always become my partners and who always support me.
3. My great advisor Ms. Jumatul Hidayah, M.Pd who always give me motivation, suggestion, guidance in finishing my study at IAIN Curup,
4. My co-advisor Mr. Sarwo Edy, M,Pd who gave the researcher guidance, support and suggestion in finishing this thesis
5. My Genjiehh squad, Aprillia Mutmainatun Khasana, Lydia Hasanah and Rahayu Astari. Thank you for being a friend since four years ago. Thank you for everything in every single day on English Study Program. I hope we can be useful people outside with our knowledge.
6. My best friends Vreciosa Nopitabela, Vega Ostri Yuliani, Suci Meliania, Widi Tria Aryani N, Andini, Marlinda W. Angraeni, Nesya R. Anwar, Yulita A. Dewi and Saumi R. A thousand thanks for always support me
7. My adorable Friends TBI A, for TBI A thank you for you all, without the inspiration, encouragement, and support you have given me, I might be nothing right now.
8. My participants the teachers and the students of SMP N 2 RL, thank you for your support, your information guys, so that I could finish this study.
9. And the last one, to my favorite person Mr. R, thank you for always be by my side and cheer me up day by day.

ABSTRACT

Anisa Apriani, 2023. "The Effect of Using Duolingo Platform on Students' Vocabulary Mastery in EFL Learning".

Advisor   : Jumatul Hidayah, M.Pd

Co-advisor: Sarwo Edy, M,Pd

The purpose of this research was to find out the empirical evidence of the effect of using *Duolingo* application on students' vocabulary mastery. In this research, the quantitative method was used and the research design was a quasi-experimental. To conduct the research, 64 students of seventh grade student of SMP N 2 Rejang Lebong academic year of 2022/2023 are chosen as the sample in this research. They were 7D class as the experimental class, and 7J class as the control one. Each class consisted of 32 students. Duolingo application was used as a medium in the experimental class while the control class was taught with teacher's presentation and flash cards. Based on the calculation, the post-test mean scores of the experimental class was 64,0 while that of the control class was 49,1. The result of statistical hypothesis testing by using independent sample t-test revealed that on degree of significance 5% ($\alpha = 0.05$), t test was 3,679 while t table was 2,000 or t test > t table. Therefore, H0 was rejected and Ha was accepted. The result indicated that using *Duolingo* is effective through students' vocabulary mastery and had a moderate effect at the seventh grade of students SMP N 2 Rejang Lebong in the academic year of 2022/2023.

Keywords: *Duolingo,* Vocabulary mastery

TABLE OF CONTENT

REFERENCES

APPENDIXES

LIST OF TABLES

LIST OF APPENDIXES

CHAPTER I

INTRODUCTION

A. Research Background

In this 4.0 era technology has helped people in different ways, it makes people activities in life are easier, including in English as a Foreign Language learning. Technology can be used as an engaging, supplementary tool to foster English Language Learners. Due to the evolution of technology, this research focuses on the use of technology in order to promote language learning. On the occasion of discuss about a language the most important to learn it is about the vocabulary first. Vocabulary and language are intertwined each other because it is the main point to learn a new language for 4 skills (speaking, reading, listening and writing). In the event that students' grammar is excellent, they are still having difficulties to communicate English without a wide vocabulary. Due to that fact, increase students' vocabulary is necessary. No matter how perfect students in learning grammar, and how good the accent is without vocabulary communication cannot occur in any meaningful way[1].

According to Nation there are a few in number reasons, why the vocabulary parts of language subject must be arranged carefully. The first, the differences of vocabulary between non-native and native language gives totally different criticism for learning. The second, most of language showing subjects make vocabulary learning more difficult than it ought to be. Also, the third,

---

[1] McCarthy, M. 1990. *Vocabulary*. Oxford: Oxford University Press

vocabulary learning opportunities and the quality of vocabulary learning have the option to work on through the careful plan of both vocabulary and other expertise exercises[2]. In addition, vocabulary is necessary to learning English, yet many students still lack of vocabularies. The teaching and learning vocabulary process in the classroom tend to be boring since the lack of media use and monotonous technique. It makes them difficulty to understand texts or when the students want to express their words in spoken form.

Further, in this research, the researcher combined the innovation to educating vocabulary. One of the media in showing vocabulary is utilizing application in view of CALL (Computer Assisted Language Learning) with learning media that helped by computer. CALL is one more medium of learning a language which integrates computers as a coach. In this advanced period, the utilization of computer assisted language learning (CALL) become normal for instructive purposes. This exploration centers around Duolingo application as a visual media.

Duolingo has a few benefits to use as a media in showing learning framework. Duolingo gives gamification framework that makes students getting a charge out of to learning and simple to remembering. Duolingo has reiteration framework that make the user simple to recollect word by word. And furthermore, there is an element possessed by Duolingo and not quite the same as different applications. The element name is Badge, it is portrayed as a

[2] Nation (1994, p.20 as cited in Muttahidah, 2011) Nation, P. (1994). *New Ways in Teaching Vocabulary*. Alexandria: TESOL. Muttahidah, N. (2011). *Improving Students' Vocabulary Through Vocabulary Card (a Classroom Action Research in The First Grade of Mts. Nurul Falah School at Pondok Ranji Ciputat Tangerang).* Jakarta: UIN Syarif Hidayatullah.

prerequisite to get objectives, gain ground, and accomplish brings about a learning climate.

Using Duolingo as a media in learning and teaching foreign language has been approving by some researcher, such as Pamela Toassi, Glouberlia Maria Bezerra de Sousa and Lidia Cardoso, they mentioned that *Duolingo* could help students on mastering vocabulary[3]. It is proven in research above that the researcher found many significant differences about students' vocabulary before and after using *Duolingo* platform. De Castro, da Hora Macedo, and Bastos, state that Duolingo is able to motivate the students to practice by using the foreign daily words because it is found that the Duolingo application contributed to increasing the vocabulary, improving pronunciation, and simple grammatical.

Duolingo has complete aspects to learn vocabulary such as able to record sound to be translated, provides text, audio visual in vocabulary learning[4], has a level/degree of difficulty in learning vocabulary, can choose language input to be learned (Indonesian- English / English- Indonesian), vocabulary in the application according to the oxford dictionary.

In the pre-observation at SMPN 2 RL, the researcher found that students in regular class have different experience in learning English. Regular class taught by using text book and using flashcard as a medium in the classroom.

---

[3] Sousa, Glouberlia & Cardoso, Lidia & Toassi, Pamela. (2018). *DUOLINGO AS A TOOL TO IMPROVE VOCABULARY WRITING IN ENGLISH AS A FOREIGN LANGUAGE.* Universidade Federal do Ceará
[4] Agudo, J. E., Rico, M., & Sánchez, H. (2016). *Design and assessment of Adaptive Hypermedia Games for English acquisition in preschool. J. UCS*, 22(2), 161–179.

And the researcher curious why students still lack of vocabulary. In the pre-observation the researcher was found that the students may not be exposed to a wide variety of words in their daily environment and also curricula may not prioritize vocabulary development or provide enough challenging reading materials that expose students to advanced words. Because of this problem, the effect is students hinder comprehension of academic texts and materials, affecting performance in English subject.

Nation states, there are several ways to addressing the issue such as Engage students in word games, puzzles, and crosswords to make learning new words enjoyable, engage students in discussions that require higher-level vocabulary use, fostering active learning and participation and utilize multimedia resources, interactive software, and online platforms to make vocabulary learning engaging[5]. According to the theory above, the researcher decided to implemented a new medium such as language learning application in the classroom to see is there any differences between using flashcard as a medium and Duolingo application.

To find out the problem, the researcher conducted a basic English vocabulary test by using multiple-choice in the form of several definitions, synonyms or antonyms of which one is correct. test to find out the students' vocabulary comprehension. The test contains 15 questions about nouns, verbs and adjectives. The researcher used a random sample by testing 100 students from different classes and this pre-observation was carried out for 2

---

[5] Nation, P. (2001). *Learning Vocabulary in Another Language*. Cambridge University Press.

consecutive days. The results of this pre-observation found that 80% or approximately 79 students were unable to fill in the questions properly and correctly. From this, the researcher concluded that students were still unable to absorb vocabulary.

It is proven by some aspects, one of them is; students have no ability to recognize of adjectives, verbs and nouns. Because when students' master in vocabulary the students are able to mastering some indicators; First, students are able to identify the vocabularies of adjectives, verbs, nouns, adverbs, and pronouns. Second, when students able to understand the text structures and language elements of vocabularies of adjectives, verbs, nouns, adverbs, and pronouns and last, Students are able to implement the vocabularies of adjectives, verbs, nouns, adverbs, and pronouns[6].

There were several researches which had carried out the research relating to *Duolingo* application as the English learning teaching media, as follows; Nushi, Musa & Eqbali M. Hosein 2017, in this research entitled "*Duolingo*: A mobile application to assist second language learning"[7], another research from Heba Bahjet Essa Ahmed has conducted studies on *Duolingo* as a Bilingual Learning App: A Case Study[8]. And other previous researcher Laila Mahmuda, 2015 has conducted studies on "An Analysis of Pronunciation Exercises in

---

[6] Ibid
[7] Nushi, Musa & Eqbali M. Hosein. *"Duolingo: A mobile application to assist second language learning"*. (ERIC journal, 2017)
[8] Heba Bahjet Essa Ahmed. *"Duolingo as a Bilingual Learning App: A Case Study".* (Saudi Arabia: AWEJ, 2016). p.255-267

Duolingo Application and its Contribution as English Learning Media[9]". This research explained that *Duolingo* Application is worthy to be medium of teaching and learning English, and the previous researcher found that *Duolingo* Application has ten criteria to be relevant in digital resources. The differences between its research with previous research was lied in the domain of English, in which her research focused on how pronunciation which done by *Duolingo* Application, meanwhile in this research focused on the students' ability in vocabulary.

Considering some explanations, theories and observation above the researcher would like to implement *Duolingo* platform in EFL learning to increase and improving students' vocabulary and also would like to research the benefits and effectiveness of this platform in students' learning vocabulary progress. To this end, this proposal is titled **"The effect of using Duolingo platform to increase students' vocabulary mastery in efl learning"**.

B. Research Question

With reference to the background of the research above, it is necessary to analyze the effect of using *Duolingo* to increase students' vocabulary mastery in EFL learning. The researcher formulates the research question as follows:

---

[9] Mahmudah, Laila (2015) *An analysis of pronunciation exercises in Duolingo application and its contribution as English learning media.* Undergraduate (S1) thesis, UIN Walisongo.

1. How are students' English vocabulary mastery under teaching by using conventional system?

2. How are students' English vocabulary mastery under teaching by using *Duolingo* platform?

3. Is there any effect of using *Duolingo* platform on students' English vocabulary mastery?

C. The Objective of the Research

Based on the research questions above, there are find three the objectives of this research aim to:

1. To find out the students' vocabulary mastery under teaching by using conventional system.

2. To find out the students' vocabulary mastery under teaching by using *Duolingo* platform.

3. To find out is there any effect of using Duolingo platform on students' English vocabulary mastery.

D. Limitation of the research

The research is focused on comparing students' vocabulary mastery before and after using *Duolingo*. In terms of subject, this study is delimited to the seventh grade of junior high school students in SMPN 2 Rejang Lebong.

E. Significance of the Research

In learning English foreign language, vocabulary and language are intertwined each other. In the light of the fact that, it is the main point to learn a new language. This is an obligation to makes the students need to increase their vocabulary knowledge. By means of increasing students' vocabulary knowledge, then they are expected to master their English vocabulary successfully. Therefore, this study would be useful:

1. For researcher herself, this research is written to fulfill the Proposal Examination in English *Tadris* Study Program**.**

2. For the teachers, to give an alternative way to enrich students' vocabulary knowledge in interactive learning process.

3. For the students, to raise their mastery in vocabulary and have interest in increasing their English vocabulary because it more fun and enjoyable.

4. For the researchers, the results of this study are expected to expand new insight in conducting research with reference to *Duolingo* platform in learning and teaching English vocabulary.

F. Operational Definition

The operational definitions of this research are:

1. Vocabulary Mastery

    Vocabulary is a list or set of words for specific language or a list of words that individual speakers of language use and mastery is great skill or knowledge or it very well may be finished up as comprehend or higher than grasp something. According from a book book by Paul Nation discusses vocabulary acquisition and explores the levels of word knowledge that contribute to vocabulary mastery, vocabulary mastery refers to an individual's comprehensive and adept command of a diverse array of words in a language. It encompasses the ability to recognize, understand, and employ words accurately and contextually in various forms of communication, enabling nuanced expression, effective comprehension, and successful interaction.[10]

    Based from theories above, the researcher concludes that students' vocabulary mastery is when the students are able to identify, understand the text structures and language elements and able to use the vocabularies of adjectives, verbs, nouns, adverbs and pronouns about the material.

2. Duolingo platform

---

[10] Nation, P. (2001). *Learning Vocabulary in Another Language*. Cambridge University Press.

Duolingo is a game-like multilingual learning application designed to keep students interested and engaged. Learning applications that are designed like games made it more straightforward for understudies to remember a ton of new vocabularies. Duolingo was founded in 2011 by Luis von Ahn and Severin Hacker. It provides a range of language courses for learners of all levels, from beginners to more advanced users. The platform offers interactive lessons that cover vocabulary, grammar, reading, writing, listening, and speaking skills. Users progress through the lessons, earning points and unlocking new content as they learn. Munday stated, "Duolingo likewise have motto, in which "Free language education for the world." As per its site, "it has in excess of 30 million enrolled clients. It offers a few languages for English speakers as well as others for non-English speakers"[11].

Duolingo platform gives many provides for new language learners such as; game-like elements, such as rewards, achievements, and progress tracking, to motivate learners and make language learning enjoyable also available as a mobile app for iOS and Android devices, allowing users to learn on the go. It is the main reason why the researcher desire to apply this platform as a teaching media.

G. The Organization of the Research

---

[11] Munday, P (2016). *The Case for using Duolingo as part of the language classroom experience.*1138-27.

The following is the research's systematic approach: Chapter I is the Introduction; It discusses the research's background, research question, objectives, limitations, operational definition, research hypothesis, significance of the research, and research organization. Chapter II consist of literature review; it is about audit of related theories and survey of related finding. Chapter III consist of strategy of the methodology research including kind of the research, population and sample, procedure of the research, technique of collecting data and technique of analysis data. Chapter IV consist of finding and discussion; it is calculating of pretest and posttest in both groups and discusses the result of the pretest, treatment and posttest. And the last is, Chapter V consist of conclusion and discussion.

CHAPTER II

LITERATURE REVIEW

A. Review of Related Theories

1. The concept of vocabulary

a. Definition of vocabulary

The body of words and phrases used in a particular language or subject matter is referred to as vocabulary. It incorporates the words that an individual knows and uses, and can be considered a proportion of their semantic and social skill. Vocabulary mastery could characterize as various words in a language which contains data about it is importance in structure and utilization correspondence[12].

There are different ways of characterizing and measure vocabulary size, including the quantity of words known and practicing in regular language, the quantity of words that can be perceived and figured out in perusing, and the quantity of words that can be delivered in talking or composing. Vocabulary size has been demonstrated to be areas of strength for an of scholastic and expert achievement, as well as generally speaking mental capacity.

In view of the definition above, can be surveyed that vocabulary is the fundamental component which somebody needs in learning

---

[12] *Op.cit*

dialects exceptionally to actually impart. In addition, the researcher comes to the conclusion that mastering vocabulary is a fundamental requirement. It is sensible as a result of the four-language expertise need information on the word. By having too restricted vocabulary the students tracked down hardships in dominating different abilities.

b. Vocabulary Assessment

Vocabulary assessment is a crucial component of language proficiency evaluation, language teaching, and language research. It involves measuring a person's knowledge and understanding of words, their meanings, and their usage within a language. According to Paul Nation's work includes various vocabulary assessment technique, including productive and receptive vocabulary tests, cloze tests (fill-in-the-blank), and word association tasks. *Productive vocabulary*, this pertains to the words a person can effectively use in speaking or writing. *Receptive vocabulary* This refers to the words an individual can recognize and understand when they encounter them in reading or listening. [13]

Nation states that advocates for using both direct and indirect methods to assess vocabulary knowledge, such as assessing vocabulary through reading comprehension. Direct methods use discussions, pictures and examples to expose students to the new word; relate the word to students' lives and engage in activities that require students to

---

[13] Nation, I. S. P. (2001). *Learning Vocabulary in Another Language.*

use the new word. However, indirect methods introduce unfamiliar word during daily interactions with students and use new words in songs, or ask students to read books that incorporate new words[14]. Another assessments method from others expert is:

a. Multiple-Choice: Test takers select the correct definition or synonym for a given word from a list of options

b. Fill in the Blanks: Test takers complete sentences by choosing the appropriate word from a provided list

c. Word Association: Test takers connect words with their meanings or related concepts.

d. Contextual Usage: Test takers use words appropriately in sentences or short passages.

e. Synonym/Antonym Matching: Test takers match words with their synonyms or antonyms.

f. Depth of Knowledge: Assessments can differentiate between basic understanding and nuanced comprehension of words.

Additionally, to make a perfect assessment of vocabulary, there should several tools to do it, such as; *Vocabulary Tests*, structured assessments designed to measure a person's vocabulary knowledge; *Reading Comprehension* assessing a person's understanding of texts

---

[14] Ibid

can indirectly gauge their vocabulary proficiency and *Language Corpus Analysis*, analyzing large collections of language data to determine word frequency and usage patterns[15].

c. Importance of vocabulary

Vocabulary defines as an urgent part in correspondence and articulation of contemplations, thoughts, and feelings. It enables to express our thoughts and ideas in a clear and concise manner and contributes to the meaningfulness of language. Vocabulary's significance could be understood from the following: Phonetic exploration, etymologists have found that vocabulary size is serious areas of strength for an of understanding cognizance and language capability. *Second*, education; vocabulary is basic for progress in school. Understudies with an enormous vocabulary perform better on perusing perception tests, composing tasks, and government sanctioned tests.

Third, career advancement: Knowledge of vocabulary is also important in the workplace. People who have a rich vocabulary have a better chance of coming out on top in their professions, as they can convey really, understand complex materials, and express their thoughts in an unmistakable and compact way. What's more, *the Last*, Social and self-improvement: vocabulary is likewise significant for individual and social turn of events. Having a rich vocabulary could

---

[15] Op.cit

work on one's capacity to discuss really with others, express feelings, and grasp others' viewpoints.[16]

In conclusion, vocabulary is a crucial component of communication and language. It is a potent instrument for understanding, expressing, and achieving success in a variety of life areas.

d. The purpose of learning vocabulary

Vocabulary is an important part of language and communication. It assumes a critical part in our capacity to communicate our thoughts successfully, understanding others, and fabricate connections. Here are a portion of the vital advantages of having a rich vocabulary. One, *Enhanced Communication*, rich vocabulary allows individuals to articulate their thoughts and feelings more accurately, leading to clearer and more effective communication[17]. Vocabulary mastery contributes to successful interactions in both spoken and written forms. Two, *Comprehension and Reading Skills*, a strong vocabulary is essential for understanding written texts, whether they are academic materials, literature, news articles, or any other form of written communication. A well-developed vocabulary enhances reading

---

[16] Nation and Waring (1997), *"Vocabulary size is one of the strongest predictors of reading comprehension"*.

[17] Op.cit

comprehension and overall literacy[18]. Three, *Academic Achievement*, vocabulary plays a crucial role in academic success. It enables students to engage with complex subject matter, grasp concepts, and perform well in examinations. A strong academic vocabulary contributes to higher achievement across various disciplines[19]. Four, *Effective Writing*, vocabulary mastery empowers individuals to express themselves eloquently in writing. It allows for more vivid descriptions, precise explanations, and the ability to convey ideas persuasively and convincingly[20]. Five, *Career and Professional Growth*, a strong vocabulary is crucial in professional settings. Effective communication in the workplace, whether in meetings, presentations, or written reports, is often predicated on a nuanced and accurate use of language[21]. Six, *Cultural and Social Interaction*, vocabulary enables individuals to engage in cultural conversations, understand idiomatic expressions, and navigate social interactions with native speakers[22]. A diverse vocabulary promotes cross-cultural communication. Last, *Critical Thinking and Cognitive Development*, vocabulary acquisition is linked to cognitive development and critical thinking skills. A rich

---

[18] Nagy, W., & Anderson, R. C. (1984). How many words are there in printed school English? Reading Research Quarterly, 19(3), 304-330.

[19] Beck, I. L., McKeown, M. G., & Kucan, L. (2002). Bringing Words to Life: Robust Vocabulary Instruction. Guilford Press.

[20] Zamel, V. (1983). The composing processes of advanced ESL students: Six case studies. TESOL Quarterly, 17(2), 165-187.

[21] Crystal, D. (2019). The Cambridge Encyclopedia of the English Language. Cambridge University Press.

[22] Kachru, B. B. (1986). The Alchemy of English: The Spread, Functions, and Models of Non-Native Englishes. University of Illinois Press.

vocabulary allows for deeper analysis of ideas, making connections between concepts, and engaging in complex reasoning[23].

Furthermore, having a rich vocabulary is a significant device for viable correspondence, understanding, and individual and scholastic achievement.

2. Definition of vocabulary mastery

Vocabulary mastery assumes as an important part inside the four language abilities and it's to be thought about vocabulary mastery is one of the expected pieces of the language. Vocabulary mastery refers to an individual's comprehensive and adept command of a diverse array of words in a language. It encompasses the ability to recognize, understand, and employ words accurately and contextually in various forms of communication, enabling nuanced expression, effective comprehension, and successful interaction[24].

In past section, the expert has referenced that students' vocabulary mastery is the point at which the students be able to; First, able to recognize, comprehend the text designs and language components and use

[23] McKeown, M. G., & Beck, I. L. (2016). *Morphology and Vocabulary Development: Convergences and Interactions in Theory and Practice*. Routledge
[24] Op.cit

the vocabularies of descriptors, action words, things, modifiers, and pronouns.[25]

3. The Concept of Duolingo

a. Definition of Duolingo

Looking at the problem above, the researcher applies to one of the media to make students have an interest while learning English vocabulary. Duolingo is a free language learning applications and site. Like what the creator said at their site, "Duolingo builds a world with free education and no language barriers. Users are able to learn languages for free while simultaneously translating web". Duolingo is an application intended to assist the students with learning the language effectively and fun so that students do not feel like learning instead of having fun with the application. Furthermore, Jaskova says that Duolingo is a decent application in language learning for vocabulary[26]. It can make students more obvious and remember the words, make them intrigued, appreciate, and blissful in learning since it gives battle in the educational experience.[27]

The researcher advantage in picking Duolingo application is that the application utilizes gamification procedures that make it simple

---

[25] Cameron, Lynne. 2001. *Teaching Language to Young Learner. Cambridge Language Teaching Library. Cambridge*: Cambridge University press.
[26] Jaskova, V. (2014). *Duolingo as a New Language-Learning Website and its Contribution to E-learning Education.* Brno: Masarykova University.
[27] *ibid*

and amusing to utilize. Gamification is a game-based and tasteful learning component that draws in individuals to think, play, rouse, and take care of issues[28]. It has different and exceptional methods in learning language particularly on vocabulary. It very well may be a future in learning language. It can without much of a stretch access and gives a great deal of language, this Applications that can be utilized on iOS, Android, and Windows phone is made so that clients can keep on working on the capacity to examine whenever and anyplace. Thus, it is so useful to the individuals who need to learn vocabulary.

b. The procedure of using Duolingo

Duolingo is a compelling and fun language learning stage to use in the study hall. The strategy that can be utilized to show involving Duolingo in the classroom is Blended Learning. Blended learning is a learning strategy that consolidates the utilization of innovation and direct guidance by the educator to make a successful and intuitive growth opportunity. In blended learning, students get sufficiently close to computerized learning assets, like learning recordings, instructive games, and web-based learning stages, which are utilized related to coordinate showing by the teacher in the classroom[29]. In blended learning, the teacher use innovation to introduce topic and give tasks

---

[28] Kapp, K. M. (2012). *The Gamification of Learning and Instruction: Game-Based Methods and Strategies for Training and Education*. San Francisco, CA: Pfeiffer.
[29] Michael B. Horn & Heather Staker (2014). *Blended: Using Disruptive Innovation to Improve Schools.* San Francisco, Jossey-Bass.

that require the utilization of innovation. Students be able to concentrate on material whenever and anywhere, while getting direction and criticism from the teacher in class.

Blended learning empowers students to learn independently and foster the innovation abilities fundamental in the present computerized time, while as yet getting active direction and social cooperation with teachers and classmates. Blended learning is able to produce learning experiences for students that are more engaging, interactive, and effective by combining direct teacher instruction with technology.

The showing strategy in the classroom utilizes the blended learning technique with Duolingo media. Coming up next are the means for showing in the classroom utilizing the mixed learning strategy with Duolingo media:

- Preliminary

    a. Introduction

        1) The teacher determines the learning objectives to be achieved and create a lesson plan that includes direct teaching by the teacher and the use of Duolingo as a media in teaching. The teacher needs to prepare learning materials that delivered to students. Make sure the material is understandable by students and appropriate to their language abilities.

2) Before starting the lesson, the teacher should introduce their students to Duolingo. Provide information on how to use the application, the benefits that can be obtained, and how to measure their language skills through the application, including how to use the platform and available features.

- Activities

b. Teaching and learning process

1) The teacher creates tasks and activities that can be done in class, for example, you can display materials from Duolingo and teach how to pronounce words in the app or have group discussions about lessons learned on Duolingo or teacher-led language exercises.

2) The teacher gives assignments and activities that can be done outside of class, such as writing short essays using the vocabulary that has been learned.

- Closing

c. Give Regular feedback

The teacher provides regular feedback to students on their progress on Duolingo and in the classroom. To find out how effective the blended learning method is using Duolingo as a learning medium, evaluate students' language skills

regularly. For example, evaluating student learning outcomes through tests that involve using the language that has been learned through Duolingo and direct instruction by the teacher.

In using the blended learning method with Duolingo, it is important to ensure that direct teaching by the teacher remains the main focus, while Duolingo is used as an additional learning resource that can improve students' language vocabulary skills effectively.

c. Benefits of using Duolingo

According to Diaz on his research, by utilizing Duolingo, there were a few benefits of utilizing Duolingo, for example, improving learning and furthermore making their inspiration. There are a few benefits of Duolingo as vehicle of learning in homeroom. Among the advantages are; *Increased language proficiency*: Duolingo gives a gamified way to deal with language discovering that has been displayed to increment language capability in clients A study published in the Journal of Educational Psychology found that Duolingo clients made huge additions in their language capability after only 34 hours of purpose. *Convenient and accessible*: Duolingo is a versatile application that is accessible on the two iOS and Android gadgets, making it simple for clients to access and utilize at whatever point they have spare energy. *Cost-effective*: Dissimilar to numerous

customary language courses, Duolingo is totally allowed to utilize. This makes it an available choice for individuals who might not have the assets to pay for language classes or guides[30].

Improves memory and cognitive function: Learning another language has been displayed to further develop memory and mental capability in grown-ups. Duolingo gives a tomfoolery and connecting method for working on these abilities. *Promotes motivation and engagement*: Duolingo's gamified way to deal with language learning is intended to keep students persuaded and drew in, improving the probability that students stayed with the program and keep on gaining ground in their language learning venture.[31]

Generally, Duolingo is a useful asset for anybody hoping to become familiar with another dialect in a helpful, open, and savvy way. Whether you're an understudy, proficient, or just somebody who is hoping to further develop their language abilities, Duolingo can give various advantages to assist you with accomplishing your objectives.

B. Review of related findings

[30] Diaz, M., Bermudez, B.G.M., &Mauricio, N. (2017). *Duolingo: A useful complementary mobile tool to improve English as a foreign language learning and teaching.* Thesis (Universidad Nacional Abierta y a Distancia, Colombia).

[31] Carlos Pereira Santos, Kevin Hutchinson, Vassilis-Javed Khan, and Panos Markopoulos.2017. *Measuring Self-Esteem with Games.* In Proceedings of the 22nd International Conference on

There have been a number of previous studies that have looked into the same topic. The first study is entitled:

1. *Duolingo*: A mobile application to assist second language learning[32]. This research conducted of university students in Iran. Utilized the qualitative approach and descriptive method by interviewing students who has experience in using Duolingo. The result of this research is Duolingo does affect the second language learning process.

2. *Duolingo* as a Bilingual Learning App: A Case Study[33]. This research conducted a case study method that involves one participant who used Duolingo to learn Spanish and English simultaneously for two months. The participant is a male school student whose age is 12 years old, and he lives in Riyadh, Saudi Arabia. After collecting the data, they were analysed and described to have the final results. At the end, the results displayed that Duolingo can promote acquiring two languages for beginners, but it has limitations. Thus, it is recommended to develop Duolingo for advanced levels as well as for English language learners.

3. An Analysis of Pronunciation Exercises in *Duolingo* Application and its Contribution as English Learning Media[34]. The topic is

---

[32] Nushi, Musa & Eqbali M. Hosein. *"Duolingo: A mobile application to assist second language learning"*. (ERIC journal, 2017)
[33] Heba Bahjet Essa Ahmed. *"Duolingo as a Bilingual Learning App: A Case Study".* (Saudi Arabia: AWEJ, 2016). p.255-267
[34] Op.cit

discussed through descriptive qualitative approach. The pronunciation exercises in "Duolingo application" are used as data. The data gathered by applying, reading, identifying, selecting and classifying the application. All data the analyzed by using evaluating application (content analysis). The result of analysis reveals that in term of aim of exercise, the pronunciation exercises are sufficient enough to improve the learners' ability in pronunciation skill, especially for beginner English learners.

As several previous researches about using Duolingo application above, the researcher decided to make the different research, that is the research about using Duolingo to see whether any effect of using it on junior high school students' vocabulary mastery in English Foreign Language learning or not. The previous studies above, no one applying Duolingo by using quantitative approach and using experimental method.

Considering several previous studies above, no previous studies have talked about **"The Effect of Using Duolingo Platform to Increase Students' Vocabulary Mastery in EFL Learning"**, so this is what makes my research different from previous studies.

C. Hypothesis of The Research

The hypothesis of the research conducted the statical direction with the function to shows changes or differences that do not lead to one particular direction, but can be greater or less than the estimated value. This test tests whether there is a significant difference in both directions. There are two hypotheses for this research:

1. Alternative Hypothesis (Ha): There is an effect of Duolingo to help students to increase their vocabulary students' vocabulary mastery or if p-value $<$ sig $\alpha = 0.05$ (5%). It means that the alternative hypothesis (Ha) is accepted and the null hypothesis (H_0) is rejected.

2. Null Hypothesis (H_0): There is no effect of Duolingo to help students to increase their vocabulary students' vocabulary mastery or if p-value $>$ sig $\alpha = 0.05$ (5%). It means that the alternative hypothesis (Ha) is rejected and the null hypothesis (H_0) is accepted.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Research Method

1. Kind of the Research

This research used quantitative methods and adopted a quasi-experimental design as its primary research methodology. Experimental research is to compare two or more variables and determine how one affects another, experimental research is used. According to Barry Gribbons, a quasi-experimental design is particularly useful in tending to assessment inquiries regarding the effectiveness and effect of projects[35]. This research design is in order to investigate whether the use of *Duolingo* application could increase students' vocabulary mastery.

Based on the description given above, it is possible to make the conclusion that experimental research is research that is, to recognize a given action as the research subject. This research has two variables. The first variable is called as independent variable and the second variable is called as dependent variable. The independent variable is the variable impacted by the dependent variable. In this research, independent variable is Duolingo and the dependent variable is the

---

[35] Gribbons, Barry; Herman, Joan., "*Practical Assessment, Research & Evaluation*", Electronic Journal. Vol. 5, No 14, (1997)

variable which worth impacted by independent variable. Mastery of vocabulary is the dependent variable in this research. The variable of this research is clearly depicted in the figure below:
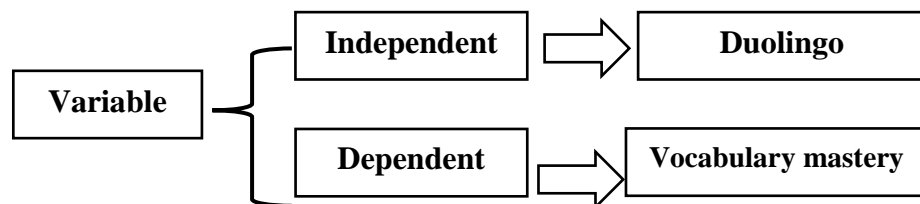
In this research, there are two accessible groups which include experiment and control group. Experiment demonstrates the class given the treatment through teaching vocabulary by involving Duolingo as the medium of teaching. In any case, the control group is used as the comparative group that is taught by using conventional system by using flashcard as the medium. Both experiment and control group are given the pre-test and post-test in which pre-test is given before the treatment and post-test is given after treatment. Last, the scores of post-tests are compared and the scores of pre-tests on the data analysis move toward obtain the genuine after effect of the research.

This research is use two classes with different treatment between experimental and controlled group. In the experimental group, the researcher is applying with the treatment of *Duolingo* application. Another group, the control class which taught by using conventional system. Both experimental and control group give the pre-test and post-test after the treatment process on the experimental group has

been done. The formula of quasi-experimental design is described as follows:

Select control group (Homogeneity test)	Pretest	Conventional	Posttest
Select experimental group (Homogeneity test)	Pretest	Experimental treatment	Posttest

After that, the scores of post-tests are contrast with the scores of pre-tests on the data analysis step to acquire the real result of study.

B. Population and Sample

1. Population

As indicated by Fraenkel and Wallen, population is the group of interest to the researcher, the group to whom the researcher might want to sum up the consequences of the research[36]. The population of this research are seventh grade students of Junior High School in SMPN 2 Rejang Lebong 2022/2023. The sample of this research is two classes of the seventh-grade students. The experimental class which applying Duolingo application as a medium for the treatment. The students from those classes have several homogenous characteristics such as the same age, level, burden of learning ability.

---

[36] Jack R. Fraenkel, Norman E. Wallen & Helen H. Hyun, *how to Design and Evaluate Research in Education,* (McGraw-Hill, 2012), 8th Ed., P. 92

This school is chosen because in the pre-observation the researcher found so many students at first grade were still difficult to learning vocabulary and also this school never apply Duolingo as a teaching media before. In this phase, the students need more instruction and learn new vocabulary with an interesting way.

Table 3.1

Population of the research

No	Class	Total
1.	VII A	34
2.	VII B	32
3,	VII C	33
4.	VII D	33
5.	VII E	32
6.	VII F	33
7.	VII G	33
8.	VII H	33
9.	VII I	32
10.	VII J	32
11.	VII K	32
Total population		360

2. **Normality and Homogeneity test**

   a. **Normality Test**

      Generally, the normality testing used to find out is the data distribution normal or not. The normality test, according to

Bundiatara et al., is a method used to determine if the data is inside the normal distribution or is from a population with a normally distributed population.[37] The purpose of the normality test itself is to be able to increase the objectivity of the assessment and minimize bias in the estimation of the sample against the population. By using the IBM SPSS 24 application to perform a normality test on the results of the vocabulary test in all eleven classes of the seven tests to determine if the normality test was based on the students' scores and was declared to be normal or not.

The researcher conducted Shapiro-Wilk to perform the normalcy test. The normalcy test's decision-making premise, namely:

a. If sig (significance) < 0.05, then the data is not normally distributed.

b. If Sig (significance) > 0.05 then the data is normally distributed. The results are as follows:

Table 3.2

The Number of Normality Test

Tests of Normality				
		Shapiro-Wilk		
	Class	Statistic	df	Sig.

---

[37] Budiantara et.al, Dasar-Dasar Statistik Penelitian (Universitas Mercu Buana Yogyakarta:Gramasurya) 2017, p. 79

hasil	hasil test kelas 7a	.962	34	.117
	hasil test kelas 7b	.946	32	.095
	hasil test kelas 7c	.909	33	.075
	hasil test kelas 7d	.927	32	.086
	hasil test kelas 7e	.929	32	.090
	hasil test kelas 7f	.912	33	.076
	hasil test kelas 7g	.949	33	.087
	hasil test kelas 7h	.955	33	.093
	hasil test kelas 7i	.917	32	.082
	hasil test kelas 7j	.925	32	.089
	hasil test kelas 7k	.902	32	.081

Based on data normality test from the Shapiro Wilk test, the data obtained from preliminary vocabulary test result for all students was higher than 0,05 which means that H1 is rejected and H0 is accepted, which means that the data was normally distributed.

b. **Homogeneity Test**

The next step is to do a homogeneity test after determining that the population employed in this study is normal. A homogenous test, as defined by Gay and Peter, is the process of choosing individuals who are comparable in terms of exercise, perspective, or outlook. This produces a small, homogenous sample, which facilitates data collecting and processing.[38].

---

[38] *Op Cit*

In order to identify the sample, the researcher performed a homogeneity test to students from 7th grade. The homogeneity test seeks to produce a homogenous class. Based on the curriculum and content, researchers developed a test for the first grade at SMP N 2 Rejang Lebong. The test form of homogeneity sampling is multiple choice test about basic vocabulary such as (noun, verb, adjective, adverb and pronoun) in 20 items. The test was taking from English for Nusantara book for 7th grade student in Kurikulum Merdeka. Of the many forms of questions, the researcher only took 20 items to shorten the time. But the questions given had been considered to cover all the basic aspects of vocabulary and the researcher modified to make it simpler. The researcher took almost 14 days to do the test. The first test was in 7D, 7E and 7F because those classes have English subject in the same time and the same teacher. After that, in 7B, 7C, for these classes the researcher took after school hours because on that day those three classes had no English Class. The next day is 7I, 7J, 7K, the next week is 7A, 7G and 7H. The students were cooperative to do the test although most of students was cheating.

The researcher by used the IBM SPSS 24 application to carry out a homogeneity test by entering the reading test scores

from the three classes (7A-7K). The following table summarizes the outcomes for each class:

Table 3.3

The Number of Homogeneity

Test of Homogeneity of Variance		Levene Statistic	df1	df2	Sig.
hasil	Based on Mean	1.270	2	64	.435
	Based on Median	1.158	2	64	.479
	Based on Median and with adjusted df	1.158	2	62.467	.479
	Based on trimmed mean	1.210	2	64	.420

As a basis for making decision on homogeneity tests are:

a. If the possible value of sig. $< 0{,}05$, then the variance of two or more population groups or data samples is not homogeneous.

b. If the possible sig. $> 0{,}05$, then the variance of two or more population groups or data samples is homogeneous.

Based on the information presented above, the value of sig is 0.435. The sig. $0{,}222 > 0{,}05$ indicates that the variance provisions of two or more populations or data samples are homogenous.

3. **Sample**

A sample is a subset of people or things chosen from a larger population to be studied. In his research David mentioned that,

"Sample is a piece of populace from which we gather data. A sample used to make conclusion about the whole population"[39]. The most common way of taking sample from populace is brought in the specialized term as "sampling". The process of selecting this subset in a manner that enables researchers to draw valid and reliable conclusions about the entire population is known as sampling. In this research, the researcher utilizing random sampling group with irregular picked by the class in light of the fact that the example is as of now gathered into classes.

After calculating the homogeneity score the researcher have carried out normality tests and homogeneous tests which can be seen in Tables 3.2 and 3.3. The samples used for this investigation came from two groups: the control group and the experimental group. The researcher utilizes a random generator to select the class by categorizing each class as experimental or control. The control class was discovered in the first screening, while the experimental class was discovered in the second screening. See the table below for further information about the sample number:

Table 3.4

The Number of Sample

No.	Class	Total
1	Control Group (7J)	32

---

[39] David s More, *The Basic Practice of Statistics*, (Newyork: Purdue University, 1996), P.202

2	Experiment Group (7D)	32
	Sum of Population	64

C. Procedure of the research

The students had been treated by the researcher to the experimental and control group receiving the treatment. The research gets the students how use Duolingo application and Flashcard in the classroom. Paul Nation's approach to teaching vocabulary emphasizes the importance of engaging learners actively and providing multiple exposures to target words in meaningful contexts. Incorporating technology applications can enhance this process by making vocabulary learning more interactive and enjoyable. Meanwhile, Paul Nation's approach to teaching vocabulary through flashcards focuses on repeated exposure, meaningful contexts, and active engagement. Flashcards are a versatile tool that can be used in various ways to enhance vocabulary learning[40]. Here's a procedure for teaching vocabulary using application and flashcards, based on Nation's principles:

Table 3.5
Procedure in Experimental & Control Group

---

[40] *Nation, I. S. P. (2008). Teaching Vocabulary: Strategies and Techniques.*

No.	Experiment group		Control Group	
1.	App Selection	Choose vocabulary-building apps that align with the principles of meaningful exposure, interactivity, and repeated encounters with words. Look for apps that offer a variety of activities such as quizzes, games, flashcards, and contextual usage.	Word selection	Choose target words that are relevant to your learners' needs and align with their proficiency level. Prioritize high-frequency words that will have the most impact on their overall language comprehension and communication.
2.	Pre-teaching preparation	Introduce the theme or context of the vocabulary using the app, providing a brief overview or preview of	Flashcard creation	Create physical or digital flashcards that include the target word on one side and its definition, example sentence, image, or

		the words learners will encounter.		translation on the other.
				Ensure that the context provided on the flashcard helps learners understand how the word is used.
3.	App exploration	Guide learners in navigating the app and exploring its features. Explain how each activity contributes to vocabulary learning. Encourage learners to interact with the app's content, practicing the target words in different contexts.	Pre-teaching preparation	Introduce the theme or topic related to the vocabulary you'll be teaching using the flashcards. Engage learners in a brief discussion or activity that activates their prior knowledge and prepares them for the new words.
4.	Word presentation and practice	Use the app to present new	Word presentation and explanation	Present a set of flashcards,

		words in context, along with explanations, examples, and audio pronunciation. Engage learners in interactive exercises that require them to use the words in sentences, match definitions, or complete cloze activities.		showing one side to the learners (e.g., the word side) and explaining its meaning, pronunciation, and context. Encourage learners to repeat the word after you and ask clarifying questions if needed.
5.	Active engagement	Incorporate app-based vocabulary games that encourage learners to actively engage with the words, such as word puzzles, word associations, or vocabulary quizzes.	Contextual usage	Flip the flashcard to reveal the other side with the definition, example sentence, or image that illustrates the word's usage. Discuss the context in which the word is commonly used

				and have learners create their own sentences using the word.
6.	Repeated exposure	Design activities within the app that allow learners to encounter target words in different contexts or scenarios. Encourage learners to revisit the app regularly for reinforcement and additional exposure to the vocabulary.	Active engagement	Engage learners in interactive activities using the flashcards, such as matching the word to its definition or completing sentences with the correct word. Encourage group activities like vocabulary games, peer quizzing, or role-playing using the flashcards.
7.	Tracking Progress	Utilize the app's tracking and assessment features to monitor	Repetition and Review	Incorporate spaced repetition by revisiting the flashcards over time. Gradually

		learners' progress and identify areas that need further focus. Provide feedback on learners' performance and encourage them to set goals for vocabulary improvement.		increase the intervals between reviews. Use the flashcards in subsequent lessons to reinforce learners' memory and retention of the vocabulary.
8.	Real-world Application	Encourage learners to apply the vocabulary they've learned from the app in authentic contexts, such as writing assignments, presentations, or discussions.	Real-world Application	Encourage learners to use the target words from the flashcards in their speaking and writing tasks. Provide opportunities for learners to integrate the vocabulary into discussions, presentations, and creative projects.

9.	Learner Autonomy	Empower learners to take control of their vocabulary learning by exploring the app's features independently and setting their own learning pace. Encourage learners to discover additional resources and strategies for vocabulary enhancement beyond the app.	Learner Autonomy	Teach learners effective ways to use flashcards independently for self-study and vocabulary practice. Guide learners in setting goals for vocabulary improvement and tracking their progress using the flashcards.
10.	Review and Reflection	Regularly review and reflect on the vocabulary learned through the app. Encourage learners to identify words	Review and Reflection	Periodically review the vocabulary introduced through the flashcards and encourage learners to reflect on their progress.

		they've mastered and those that require further practice.		Adjust the pace and content of flashcard activities based on learners' feedback and performance.

D. Technique of Collecting Data

The technique for collecting data is test. The test used in this research is pre-test and post-test.

1. Pre-test

Pre-test is assessments or measurements conducted before intervention treatment is administered to a group of participants[41]. The pre-test provided a measure of some characteristics, the researcher assesses participants in the trial before they received treatment. The first pre-test in control group was conducted on May 30th 2023 in SMPN 2 Rejang Lebong at 7J and 7D in 20 minutes. 15 minutes before the pre-test started, the researcher checking students' attendance list. After that, the researcher giving information all about Duolingo, the definition, benefits and giving tutorial how to operate the application and giving information what the researcher teaching planning in control class for one month ahead.

---

[41] Ibid

For the pre-test the researcher is using 11 Multiple choice items and 19 items Meaning matching based on syllabus from students' book started from chapter 1-3 consist of basic vocabulary, such as their characteristics words such as (nouns, verbs, adjectives, adverbs and pronoun) and about daily activities (simple present test and adverb of frequency). Students got 100 points when they can answer all questions correctly. The objective of the test is to know the basic score of students' vocabulary.

2. **Treatment**

After giving the pre-test and giving treatment the researcher conducted 8 meetings. Each meeting the researcher gave material to the student using the *"Duolingo"* Application face to face in the Experiment group and using the conventional teaching by using flashcard in the Control group. It took 2 times study or 90 minutes (45 x 2) for every treatment. The schedule of treatment can be seen as follows:

Table 3.6

Meet	Day	Materials	Activities	
			Exp. Group	**Cont. Group**
1st	Tue,May 30th 2023	-	Pre-test	Pre-test
2nd	Mon,Jun 12th 2023	About Me	Treatment I	Conventional teaching
3rd	Tue, Jun	About Me	Treatment	Conventional

	13th 2023		II	teaching
4th	Wed,Jun 14th 2023	Culinary and Me	Treatment III	Conventional teaching
5th	Mon,Jun 19th 2023	Culinary and Me	Treatment IV	Conventional teaching
6th	Tue,Jun 20th 2023	Home sweet home	Treatment V	Conventional teaching
7th	Thu,Jun 22nd 2023	Home sweet home	Treatment VI	Conventional teaching
8th	Fri,Jun 23rd 2023	-	Post-test	Post-test

3. **Post-test**

   After giving the treatment the students are given a post-test, if the pre-test is assessments or measurements conducted before intervention treatment then the post-test is assessments or measurements conducted after intervention treatment is administered to a group of participants[42]. The treatment held in class meeting after students' final test, the treatment was start from June 12th – 22nd. The treatment was given 4 times in a week for both group (control and experiment) so in two weeks the researcher was able to finish the treatment.

   The post-test in control and experiment group was conducted on June 23rd at 7J and 7D in 20 minutes, given after the last treatment day. After giving the last treatment in control and experimental group, the

---

[42] Ibid

researcher asking the students to finish the post-test based from the treatment was giving before. Similar with the pre-test, there are 11 items of Multiple-choice tests and 19 items Meaning matching. The contents of the test were different from the previous tests but still have the same composition and characteristics.

In this research, the researcher using one formula to calculating students' score in pretest and posttest. The formula presented below:

$$Result = \frac{the\ number\ of\ correct\ answer}{the\ number\ of\ test\ item}\ x\ 100$$

If students get 100 points, it means the students be able to answer all questions correctly. The purpose of this test is to find out the scores of students' vocabulary before and after applying Duolingo application.

E. Research instrument

1. Writing Blue print

The blue print is consisting of a few points: identifying the syllabus, determining the objective of the test, level of vocabulary mastery, sort of test and number of items. The blue print is the researcher's preparation and guide lining in carry out the test. In short, blue prints is the assortment of pointers needs by researchers to check

whether participants fit into these standards and can be utilized to see where the level of participants is and use as guide for building a test.

For writing the blue print, the researcher depends on the book *English for Nusantara Fase D Kelas VII (Kurikulum merdeka) 2022.* First of all, the researcher should know some aspects of indicators in mastering vocabulary such as students are able to identify, understand and use the basic vocabulary such as (nouns, verbs, adjectives, adverbs and pronoun) by using the materials on students' text book for grade 7th. And after all, the researcher can make the test based on that material and indicators.

The test made in 30 items (11 items multiple choice and 19 items meaning matching). Because of the blue print made for pre-test and post-test, so the researcher made two different tests with same contents. From 30 items, the researcher divided it by three groups questions based on the indicators of vocabulary mastery.

2. Vocabulary Test

This test used to find out the students' vocabulary mastery level. The test gives through pre-test and post-test to find out the initial achievement of students' English words before use it application while a post-test conducted to find out the increase in students' vocabulary after the treatment to be given. The form of vocabulary tests are the Multiple-Choice Test and Meaning Matching which consisted of 30

questions about basic vocabulary such as (nouns, verbs, adjectives, adverbs and pronoun) and daily activities (simple present test and adverb of frequency). For pre-test and post-test and the contents of the test were different but still have the same composition and characteristics.

Table 3.7

Blue Print of Vocabulary test:

Material	Indicator	Test format	Items number
Vocabulary Related to 1) About Me 2) Culinary & Me 3) Home sweet home	• Students are able to identify the vocabularies (Verb, Noun, Adjective, Pronoun, Adverb of Frequency and Simple Present Tense) • Students are able to understand the text structures and language elements of vocabularies (Verb, Noun, Adjective, Pronoun,	M U L T I P L E C H O I C E	1-11

	Adverb of Frequency and Simple Present Tense)	M E A N I N G	
	• Students are able to use the vocabularies (Verb, Noun, Adjective, Pronoun, Adverb of Frequency and Simple Present Tense)	M A T C H I N G	12-30
Total			**30**

3. Analyzing the test validity

After writing the test, the researcher should be assuring the test. Validity is necessary in writing the test. By comparing the test's materials to the school's syllabus, content validity was established. Analyzing the validity test by and large dedicated by getting professional judgment. The detail data could be seen in the following explanation.

4. **Experts' validation**

In expert's validation, the test tested by experts who have a lot of knowledge and experience about how to build and make tests for vocabulary mastery. After constructing the blueprint and the vocabulary test, the experts have been corrected the tests and give feedback. The first validation was conducted in May 24th 2023 with Ms. Nastiti Handayani. There are several aspects of the validation. That is, the first is content, including the correlation between the statements and indicators has mentioned in theory. The second is the accuracy of grammatical aspects used in the instrument (the spelling).

5. **First revision**

Next step is the first revision; first revision is purpose to evaluate the test questions or some points that have to be revised. The first revision, was conducted on May 28th 2023. The researcher revised based on the expert's judgement, such as make sure the questions are appropriate for the students' level of English Competence, revise several questions since many tests seem to test reading for stated detailed questions and also, the validator gave some forms of vocabulary and references that the researcher can be used in the test. After the expert validation correct all the test questions or some points was made by the researcher, then the researcher revise some items based on the suggestion from the expert.

6. Trying out the test

After first revision, the researcher gives try out before the real test. The try out was conducted on May 29th 2023 at 7E, since the homogeneity test from 7E similar with 7D and 7J class. The test form similar with pre-test form to see if the test items valid or not. Trying out the test purpose to producing the requirement data with relatively valid instrument. The trying out the test gave to another class which have same characteristic as the subject of the research. This test did not give to control or treatment class. This aimed to get the valid instruments.

7. Analyzing the result of the try out

The result of try out was analyzed to estimate the validity and reliability of the test. In this research the researcher using excel to calculate the data of validity and using KR-21 for calculate the reliability by using interpretation of reliability from Guilford theory to interpreting the result. To see the result of validity and reliability, the researcher explained in the next sub-chapter.

F. The Validity and Reliability of the Vocabulary

1. Validity

66

In quantitative research, one of the main criteria for researching results was validity. In this research, the researcher using two steps for the validity, the first one is analyzing the test with materials finished the syllabus applied by the school. Analyzing the test validity generally committed by getting professional judgment. And the second one is expert's validation. The experts corrected the tests and give feedback by using several aspects of the validation that is, the qualified indicators, qualified number of tests, the qualified and specific function of the test.

The validity test was to assure that this study instrument could be proper to become pretest and posttest. The data with 30 questions based from student's worksheet was calculate by using excel. In this research, the subject is 32 students (32-2) then the r-table is 0,3494 to get valid status the result of r11 should be higher than r-table. Then, after calculating all the questions the result is all of the questions were valid, because to get valid status the r11 should be higher than r-table (r11 > r-table).

To know the test validity, the researcher presents the table result as the following below:

Table 3.8

No soal	r xy	r tabel	Status
1	0,4434	0,3494	Valid
2	0,4054	0,3494	Valid
3	0,4614	0,3494	Valid

4	0,3921	0,3494	Valid
5	0,3934	0,3494	Valid
6	0,3749	0,3494	Valid
7	0,3899	0,3494	Valid
8	0,3911	0,3494	Valid
9	0,4024	0,3494	Valid
10	0,4478	0,3494	Valid
11	0,4306	0,3494	Valid
12	0,4411	0,3494	Valid
13	0,4420	0,3494	Valid
14	0,3640	0,3494	Valid
15	0,4360	0,3494	Valid
16	0,4364	0,3494	Valid
17	0,3949	0,3494	Valid
18	0,3567	0,3494	Valid
19	0,4306	0,3494	Valid
20	0,4297	0,3494	Valid
21	0,4054	0,3494	Valid
22	0,3839	0,3494	Valid
23	0,3815	0,3494	Valid
24	0,4171	0,3494	Valid
25	0,3552	0,3494	Valid
26	0,4173	0,3494	Valid
27	0,3676	0,3494	Valid
28	0,5106	0,3494	Valid
29	0,3694	0,3494	Valid
30	0,3878	0,3494	Valid

2. Reliability

To quantify the test is reliable or not, the researcher does the reliability of the test before the instrument/test consistently is made as pre and post-test in which it is valid for of the test movement. As long as the measured variable does not fluctuate, the test is reliable if it returns consistent results.

Giving the test, scoring the test, giving pretest in the similar condition with the first test, scoring the retest, and comparing the test by using the formula, the researcher use the formula of reliability that is Kuder Richardson (KR-21) as follow:

$$r = \frac{k}{(k-1)}\left\{1 - \frac{Mt(k-Mt)}{k.St^2}\right\}$$

$$r = \frac{30}{29}\left\{1 - \frac{19,906(10,094)}{30 \cdot 30,397}\right\}$$

$$r = \frac{30}{29}\left\{1 - \frac{19,906(10,094)}{911,91}\right\}$$

$$r = \frac{30}{29}\left\{1 - \frac{200,931164}{911,91}\right\}$$

$$r = \frac{30}{29}\left\{1 - 0,2203\right\}$$

r = 0,80

The Range Score and Interpretation of Reliability

Guilford theory of coefficient reliability[43]

Index Range	Reliability Interpretation
• 0,80 ≤ r11 ≤1,00	: Highest
• 0,60 ≤ r11 ≤0,80	: High
• 0,40 ≤ r11 ≤0,60	: Moderate
• 0,20 ≤ r11 ≤0,40	: Low
• 0,00 ≤ r11 ≤0,20	: Lowest (not reliable)

Similar with validity test, the researcher also using excel to calculate the data. First of all, the researcher should count the mean

[43] Guilford, J. P. (1956). The Guilford-Zimmerman Aptitude Survey. *Personnel & Guidance Journal*, 35, 219-233

total and many more. And after get the result, the researcher was analyzing the result by using the range score and interpretation of reliability from Guilford theory, to know if the questions are reliable or not. In this research, reliability result is 0,80 then based from the calculation, result and index range above, the researcher concludes that the reliability interpretation is high to highest.

G. Data analysis Technique

The researcher also analyzed the students' vocabulary mastery improvement after using *Duolingo*. The data get from pre-test and post-test was analyzed through the following steps:

1. Mean score

   To get the mean score of pre and post test result in the control group the, the researcher used the formula below[44]:

   $$My = \frac{\sum Y}{N}$$

   Where:

   My: Mean score of control group

   $\sum Y$: The sum of students' scores in control group

   N: The number of students at control group

---

[44] Sudjana in Fajar Bagus Tiadi, *Pengaruh pendekatan bermain dalam meningkatkan teknik passing pendek.* (Jakarta: Universitas Pendidikan Indonesai, 2013) p.39

For the experimental group, the researcher used the formula below:

$$Mx = \frac{\sum X}{N}$$

Where:

Mx: Mean score of experimental groups

$\sum x$: The sum of students' scores in experimental group

N: The number of students at experimental group

2. Standard deviation

To get the standard deviation of scored in conducting the study in the control group by using the following formula:

$$SD_y = \sqrt{\frac{\sum Y^2 - \frac{(\sum Y)^2}{N}}{N-1}}$$

Where:

SD_y = Standard deviation of control group

Y = score of control group

N = the number of students'

For the experimental group, the researcher used the formula below:

$$SD_x = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}}$$

Where:

SD$_x$= Standard deviation of experimental group

X = score of experimental groups

N = the number of students'

3. Hypothesis testing's

In testing the hypothesis devised previously, the researcher used the statistical formula, the following formula:

$$t = \frac{M_1 - M_2}{\sqrt{\frac{S_x{}^2}{N_x} + \frac{S_y{}^2}{N_y}}}$$

Where:

t = t test

M_x = mean score of the post-test at experimental group

M_y = mean score of the post-test at control group

$S_{x=}$ standard deviation of post-test at experimental group

$S_{y=}$ standard deviation of post-test at control group

$N_{x=}$ the number of students at experimental group

$N_{y=}$ the number of students at control group

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

1. **The Result of Pre-test**

   a. **Students learning vocabulary in control group (using conventional learning)**

      In this research the conventional learning system is implemented in the control group (7J). In taking data before the treatment, the researcher provides students the pre-test. The score of pre-test which the researcher has   taken on the table below:

Table 4.1

No Subject	Control		
	Pretest	**Score (Y)**	**(Y²)**
1	8	27	729

2	9	30	900
3	9	30	900
4	9	30	900
5	11	37	1369
6	13	43	1849
7	11	37	1369
8	14	47	2209
9	21	70	4900
10	14	47	2178
11	10	33	1089
12	21	70	4900
13	9	30	900
14	11	37	1369
15	10	33	1089
16	9	30	900
17	12	40	1600
18	15	50	2500
19	24	80	6400
20	10	33	1089
21	14	47	2178
22	14	47	2178
23	13	43	1878
24	21	70	4900
25	13	43	1849
26	13	43	1849
27	18	60	3600
28	15	50	2500
29	14	47	2178
30	9	30	900
31	13	43	1849
32	10	33	1089
Total		**1390**	**66087**

The test above was calculate by using formula in the previous chapter, that is:

$$Result = \frac{the\ number\ of\ correct\ answer}{the\ number\ of\ test\ item}\ x\ 100$$

The Y score is got from count the number of correct answer and divided by the number of test item then, the score times 100. And after all, sum up all of the scores and it is called as a Y total score ($\sum Y$). On the table above the $\sum Y$ result is 1390. After counting the $\sum Y$, the next step is counting the squaring the Y score or commonly called as a Y^2. The way to counting Y^2, the Y score must be squaring and after squaring all the score and sum up all of it, the total score of Y^2 ($\sum Y^2$) is found that is 66087.

These two scores, from $\sum Y$ and $\sum Y^2$ is used to counting the Mean and Standard deviation score below:

$$M_y = \frac{\sum Y}{N}$$

$$= \frac{1390}{32}$$

$$= \mathbf{43{,}4}$$

Where:

My: Mean score of control group

$\sum Y$: The sum of students' scores in control group

N: The number of students at control group

$$SD_y = \sqrt{\frac{\sum Y^2 - \frac{(\sum Y)^2}{N}}{N-1}}$$

$$= \sqrt{\frac{66087 - \frac{(1390)^2}{32}}{32-1}}$$

$$= \sqrt{\frac{66087 - 60378}{31}}$$

$$= \sqrt{\frac{57,00}{31}}$$

$$= \sqrt{183,8}$$

$$= \textbf{13,4}$$

Where:

SD_y= Standard deviation of control group

Y = score of control group

N = the number of students'

Based from the data on the table above, the mean score of calculation from 32 students in pre-test at control group is 43,4 and the standard deviation score is 13,4 from the result above, it proves that the students' score was not good enough, there were a big range score between them. Several students get higher and the rest get lower score.

b. **Students learning vocabulary in experimental group (using duolingo application learning)**

The experiment group teaching under Duolingo application as a medium that implemented in (7D). In taking data before the treatment, the researcher provides students the pre-test. The score of pre-test which the researcher has taken on the table below:

Table 4.2

No Subject	Experiment		
	Pretest	Score (X)	X^2

1	16	53	2809
2	22	73	5329
3	9	30	900
4	11	37	1369
5	8	27	729
6	17	57	3249
7	7	23	529
8	10	33	1089
9	12	40	1600
10	9	30	900
11	11	37	1369
12	21	70	4900
13	10	33	1089
14	11	37	1369
15	11	37	1369
16	10	33	1089
17	25	83	6889
18	9	30	900
19	10	33	1089
20	12	40	1600
21	13	43	1849
22	12	40	1600
23	14	47	2209
24	14	47	2209
25	13	43	1849
26	7	23	529
27	11	37	1369
28	12	40	1600
29	10	33	1089
30	13	43	1849
31	18	60	3600
32	15	50	2500
Total		**1343**	**62418**

The test above was calculate by using the previous formula, that is:

$$Result = \frac{the\ number\ of\ correct\ answer}{the\ number\ of\ test\ item} \times 100$$

The X score is got from count the number of correct answer and divided by the number of test item then, the score times 100. And after all, sum up all of the scores and it is called as a X total score ($\sum$X). On the table above the $\sum$X result is 1343. After counting the $\sum$X, the next step is counting the squaring the X score or commonly called as a X². The way to counting X², the X score must be squaring and after squaring all the score and sum up all of it, the total score of X² ($\sum$X²) is found that is 62418.

These two scores, from $\sum$X and $\sum$X² is used to counting the Mean and Standard deviation score below:

$$Mx = \frac{\sum x}{N}$$
$$= \frac{1343}{32}$$
$$= 41,9$$
$$= \mathbf{42,0}$$

Where:

Mx: Mean score of experimental groups

$\sum$x: The sum of students' scores in experimental group

N: The number of students at experimental group

$$SD_x = \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N-1}}$$
$$= \sqrt{\frac{62418 - \frac{(1343)^2}{32}}{32-1}}$$

$$= \sqrt{\frac{62418 - 56364}{31}}$$

$$= \sqrt{\frac{6072}{31}}$$

$$= \sqrt{195,8}$$

$$= \mathbf{13,9}$$

Where:

SD_x = Standard deviation of experimental group

X = score of experimental groups

N = the number of students'

Based from the data on the table above, the mean score of calculation from 32 students in pre-test at experimental group is 42,0 and the standard deviation score is 13,9. In calculating the result of pretest of both groups, it has some basic functions to see five aspect in scoring, highest, lowest, total, mean score and standard deviation. The aspects can be viewed on the table below:

Table 4.3

Group	Highest Score	Lowest Score	Total Score	Mean Score	Standard Deviation
Experiment	83	23	1343	42,0	13,9
Control	80	27	1390	43,4	13,4

From the result of pretest above, the highest score in experimental;

group is 83 by one student and the lowest score is 23 by two students.

Meanwhile, in control group the highest score is 80 by one student and

the lowest score is 27 by one student. From calculation it shows that the

mean score in experimental group is 42,0 and the standard deviation

score is 13,9. Whereas, in control group the mean score is 43,4 and the

standard deviation score is 13,4.

2. **The result of post-test**

a. **Students learning vocabulary in control group (using conventional learning)**

To list the result of posttest, the table also to get the highest,

lowest, total, the mean score and the standard deviation for control

group by using the same formulas in the pretest result.

Table 4.4

No Subject	Control		
	Posttest	Score (Y)	(Y²)
1	10	33	1089
2	10	33	1089
3	9	30	900
4	12	40	1600
5	13	43	1849
6	17	57	3249
7	9	30	900
8	15	50	2500
9	23	77	5929
10	18	60	3600
11	10	33	1089
12	21	70	4900

13	12	40	1600
14	10	33	1089
15	15	50	2500
16	11	37	1369
17	17	57	3249
18	17	57	3249
19	26	87	7569
20	15	50	2500
21	15	50	2500
22	15	50	2500
23	15	50	2500
24	25	83	6889
25	13	43	1849
26	14	47	2209
27	15	50	2500
28	17	57	3249
29	17	57	3249
30	11	37	1369
31	13	43	1849
32	11	37	1369
Total		**1570**	**83851**

The posttest result from control group above was calculate by using the previous formula, that is:

$$Result = \frac{the\ number\ of\ correct\ answer}{the\ number\ of\ test\ item} \ x\ 100$$

The Y score is got from count the number of correct answer and divided by the number of test item then, the score times 100. And after all, sum up all of the scores and it is called as a Y total score ($\sum Y$). On the table above the $\sum Y$ result is 1570. After counting the $\sum Y$, the next step is counting the squaring the Y score or commonly called as a Y². The way to counting Y², the Y score must be squaring and after

squaring all the score and sum up all of it, the total score of Y² ($\sum$Y²) is found that is 83851.

These two scores, from $\sum$Y and $\sum$Y² is used to counting the Mean and Standard deviation score below:

$$M_y = \frac{\sum Y}{N}$$

$$= \frac{1570}{32}$$

$$= \mathbf{49,1}$$

Where:

My: Mean score of control group

$\sum$Y: The sum of students' scores in control group

N: The number of students at control group

$$SD_y = \sqrt{\frac{\sum Y^2 - \frac{(\sum Y)^2}{N}}{N-1}}$$

$$= \sqrt{\frac{83851 - \frac{(1570)^2}{32}}{32-1}}$$

$$= \sqrt{\frac{83851 - 77028}{31}}$$

$$= \sqrt{\frac{6823}{31}}$$

$$= \sqrt{220,1}$$

$$= \mathbf{14,8}$$

Where:

SD$_y$= Standard deviation of control group

Y = score of control group

N = the number of students'

Based from the data on the table above, the mean score of calculation from 32 students in post-test at control group is 49,1 and the standard deviation score is 14,8.

b. **Students learning vocabulary in experiment group (using Duolingo application learning)**

To list the result of posttest, the table also to get the highest, lowest, total, the mean score and the standard deviation for experiment group by using the same formulas in the pretest result. The table of posttest of experiment group presented below:

Table 4.5

No Subject	Experiment		
	Posttest	Score (X)	X²
1	25	83	6889
2	27	90	8100
3	19	63	3969
4	15	50	2500
5	19	63	3969
6	22	73	5329
7	15	50	2500
8	15	50	2500
9	17	57	3249
10	24	80	6400

11	17	57	3249
12	25	83	6889
13	21	70	4900
14	16	53	2809
15	17	57	3249
16	25	83	6889
17	29	97	9409
18	19	63	3969
19	15	50	2500
20	17	57	3249
21	20	67	4489
22	17	57	3249
23	18	60	3600
24	17	57	3249
25	18	60	3600
26	12	40	1600
27	16	53	2809
28	23	77	5929
29	14	47	2209
30	16	53	2809
31	25	83	6689
32	19	63	3969
Total		2047	136718

The posttest result from experiment group above was calculate by using the previous formula, that is:

$$Result = \frac{the\ number\ of\ correct\ answer}{the\ number\ of\ test\ item} \; x \; 100$$

The X score is got from count the number of correct answer and divided by the number of test item then, the score times 100. And after all, sum up all of the scores and it is called as a X total score ($\sum X$). On the table above the $\sum X$ result is 2047. After counting the $\sum X$, the next step is counting the squaring the X score or commonly called as a X^2.

The way to counting X², the X score must be squaring and after squaring all the score and sum up all of it, the total score of X² ($\sum X^2$) is found that is 136718.

These two scores, from $\sum X$ and $\sum X^2$ is used to counting the Mean and Standard deviation score below:

$$Mx = \frac{\sum x}{N}$$

$$= \frac{2047}{32}$$

$$= \mathbf{64{,}0}$$

Where:

Mx: Mean score of experimental groups

$\sum x$: The sum of students' scores in experimental group

N: The number of students at experimental group

$$SD_x = \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N-1}}$$

$$= \sqrt{\frac{136718 - \frac{(2047)^2}{32}}{32-1}}$$

$$= \sqrt{\frac{136718 - 41902}{31}}$$

$$= \sqrt{\frac{94816}{31}}$$

$$= \sqrt{305{,}8}$$

$$= \mathbf{17{,}5}$$

Where:

SD_x = Standard deviation of experimental group

X = score of experimental groups

N = the number of students'

Based from the data showed on the table above, the mean score of calculation from 32 students in post-test at experimental group is 64,0 and the standard deviation score is 17,5. The score of post-test was gained after the treatment of applying *Duolingo* was done. According to the result of the post-test, it has seen that the mean of post-test was improved to 64,0.

From the data description from the pre-test to the post-test, it is concluded that there was positive effect of using *Duolingo* application on students' vocabulary mastery. In calculating the result of pretest of both groups, it has some basic functions to see five aspects in scoring, highest, lowest, total, mean score and standard deviation. The aspects can be viewed on the table below:

Table 4.6

Group	Highest Score	Lowest Score	Total Score	Mean Score	Standard Deviation
Experiment	97	40	2047	64,0	17,5
Control	87	30	1570	49,1	14,8

From the result of post-test above, proves that the highest score in experimental; group is 97 by one student and the lowest score is 40 by one student. Meanwhile, in control group the highest score is 87 by one student and the lowest score is 30 by two students. From calculation it shows that the mean score in experimental group is 64,0 and the standard deviation score is 17,5. Whereas, in control group the mean score is 49,1 and the standard deviation score is 14,4.

3. Analysis of pretest and posttest results

In analyzing the result of pretest and posttest, the score from both groups were compared to find out whether the treatments by using Duolingo has the effect or not on students' vocabulary.

Table 4.7

Group	Mean score		Standard Deviation		Students who get the score >70		Students who get the score <70	
	Pre-test	Post-test	Pre-test	Post-Test	Pre-test	Post-test	Pre-test	Post-test
Control	43,4	49,1	13,4	14,8	1	4	31	28
Experiment	42,0	64,0	13,9	17,5	1	10	31	22

The table presented the mean score of experimental group in the pretest is 42,0 and in the posttest is 64,0. Furthermore, the pretest in the control group there is one student got score up to 70, thirty one students

got the score less than 70 and in the posttest there were four students who got the score up to 70 and twenty eight students got the score less than 70. Meanwhile in the experiment group the pretest score got one student got score up to 70, thirty-one students got the score less than 70 and in the posttest there were ten students who got the score up to 70 and twenty two students got the score less than 70. The mean score of control group in the pretest is 43,4 and in the posttest is 49,1. And the score of experiment group is 42,0 and 64,0 in the posttest.

After counting and find the result of data in the table above, it becomes clear that the experimental group achieves higher scores than the control group. It can demonstrate by the computation of mean scores claimed by the two groups. In the control group, the mean score got score 43,4 from the pretest and got score 49,1 from posttest. The scope of expanding score just arrives at 5,7 points. One might say that the conventional learning just further develops learning jargon as high as 5,7. Meanwhile, in the experiment group, the mean score got score 42,0 from the pretest and got score 64,0 from posttest. The scope of expanding score arrives at 22 points. It might say that the Duolingo application can further develops learning vocabulary as high as 22 points.

The explanation above, suggests that the Duolingo application's treatment of this research was successful. It can deliver the huge improvement of students' vocabulary. To get additional data worried with the information of the two groups, the researcher frames the table below:

Table 4.8

No subject	Control Group		Experiment Group	
	Pretest	Posttest	Pretest	Posttest
1	27	33	53	83
2	30	33	73	90
3	30	30	30	63
4	30	40	37	50
5	37	43	27	63
6	43	57	57	73
7	37	30	23	50
8	47	50	33	50
9	70	77	40	57
10	47	60	30	80
11	33	33	37	57
12	70	70	70	83
13	30	40	33	70
14	37	33	37	53
15	33	50	37	57
16	30	37	33	83
17	40	57	83	97
18	50	57	30	63
19	80	87	33	50
20	33	50	40	57
21	47	50	43	67
22	47	50	40	57
23	43	50	47	60
24	70	83	47	57
25	43	43	43	60
26	43	47	23	40
27	60	50	37	53
28	50	57	40	77
29	47	57	33	47
30	30	37	43	53
31	43	43	60	83
32	33	37	50	63
Total	1390	1570	1343	2047
Mean Score	43,4	49,1	42,0	64,0

Standard Deviation	13,4	14,8	13,9	17,5

a. Hypothesis testing

To examine the hypothesis, the researcher applies the t-test formula. Generally, the objective of t-test is to prove whether the "t" which is obtained refers to a significant difference between the mean score of both groups (control and experimental). The t-test calculation is needed to do because it can more certainly to assure whether hypothesis alternative can be accepted or not. The data calculation of both groups is done by applying the t-test which can be seen on the table below:

Table 4.9

Data analysis of post-test in control group

No Subject	Control		
	Students	Score (Y)	(Y²)
1	10	33	1089
2	10	33	1089
3	9	30	900
4	12	40	1600
5	13	43	1849
6	17	57	3249
7	9	30	900
8	15	50	2500
9	23	77	5929
10	18	60	3600
11	10	33	1089
12	21	70	4900
13	12	40	1600
14	10	33	1089
15	15	50	2500

16	11	37	1369
17	17	57	3249
18	17	57	3249
19	26	87	7569
20	15	50	2500
21	15	50	2500
22	15	50	2500
23	15	50	2500
24	25	83	6889
25	13	43	1849
26	14	47	2209
27	15	50	2500
28	17	57	3249
29	17	57	3249
30	11	37	1369
31	13	43	1849
32	11	37	1369
Total		**1570**	**83851**

Table 4.10

Data analysis of post-test in experimental group

No Subject	Experiment		
	Posttest	**Score (X)**	**X²**
1	25	83	6889
2	27	90	8100
3	19	63	3969
4	15	50	2500
5	19	63	3969
6	22	73	5329
7	15	50	2500
8	15	50	2500
9	17	57	3249
10	24	80	6400
11	17	57	3249
12	25	83	6889
13	21	70	4900
14	16	53	2809

15	17	57	3249
16	25	83	6889
17	29	97	9409
18	19	63	3969
19	15	50	2500
20	17	57	3249
21	20	67	4489
22	17	57	3249
23	18	60	3600
24	17	57	3249
25	18	60	3600
26	12	40	1600
27	16	53	2809
28	23	77	5929
29	14	47	2209
30	16	53	2809
31	25	83	6689
32	19	63	3969
Total		**2047**	**136718**

1. Standard Deviation of Post-test result in Experimental Group

$$Mx = \frac{\sum x}{N}$$

$$= \frac{2047}{32}$$

$$= \textbf{64,0}$$

$$SD_x = \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N-1}}$$

$$= \sqrt{\frac{136718 - \frac{(2047)^2}{32}}{32-1}}$$

$$= \sqrt{\frac{136718 - 41902}{31}}$$

$$= \sqrt{\frac{94816}{31}}$$

$$= \sqrt{305,8}$$

$$= \mathbf{17,5}$$

2. Standard Deviation of Post-test result in Control Group

$$M_y \quad = \frac{\Sigma Y}{N}$$

$$= \frac{1570}{32}$$

$$= \mathbf{49,1}$$

$$SD_y \quad = \sqrt{\frac{\Sigma Y^2 - \frac{(\Sigma Y)^2}{N}}{N-1}}$$

$$= \sqrt{\frac{83851 - \frac{(1570)^2}{32}}{32-1}}$$

$$= \sqrt{\frac{83851 - 77028}{31}}$$

$$= \sqrt{\frac{6823}{31}}$$

$$= \sqrt{220,1}$$

$$= \mathbf{14,8}$$

3. Hypothesis testing (the "t" Calculation & SPSS)

In this research, the researcher applies two ways to calculate the hypothesis testing that is SPSS and using "t" calculation to ensure that the hypothesis is accepted. SPSS calculation is presented below:

Table 4.11

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Differenc e	Std. Error Differenc e	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil_Pembelajaran	Equal variances assumed	.31 7	.57 5	- 5.91 7	62	.000	-20.500	3.464	- 27.42 5	- 13.57 5
	Equal variances not assumed			- 5.91 7	61.96 1	.000	-20.500	3.464	- 27.42 5	- 13.57 5

To ensure the result from SPSS, the researcher also counting by using "t" test, the "t" calculation result presented below:

Mx= 64,0

My= 49,1

SDx= 17,5

SDy= 14,8

Nx= 32

Ny= 32

$$t = \frac{M_X - M_y}{\sqrt{\frac{SD_x{}^2}{N_x} + \frac{SD_y{}^2}{N_y}}}$$

$$t = \frac{64{,}0 - 49{,}1}{\sqrt{\frac{(17{,}5)^2}{32} + \frac{(14{,}8)^2}{32}}}$$

$$t = \frac{14{,}9}{\sqrt{9{,}57 + 6{,}84}}$$

$$t = \frac{14{,}9}{4{,}05} = 3{,}679$$

t-test = 3,679

Where:

t = t test

M_x = mean score of the post-test at experimental group

M_y = mean score of the post-test at control group

S_x = standard deviation of post-test at experimental group

S_y = standard deviation of post-test at control group

N_x = the number of students at experimental group

N_y = the number of students at control group

After find the result of "t" test, the next step is found out the t table, the formula of t table is presented below:

df = n - k

df = 64 − 2

df = 62

Where:

df = Degree of freedom

n = Total of subject (the number of students in control + experiment group)

k = Total of variable

t table = 2,000

t-test > t table

3,679 > 2,000

Ha is accepted

H_0 is rejected

Furthermore, based from the result of t test is 3,679 and the t table for 62 students is 2,000. Hypothesis testing accepted when the t test is higher than t table (3,679>2,000). For the Independent table test calculation, the hypothesis significant (2-tailed) result is 0.00. To proving the calculation of hypothesis testing, there must be a rule, that is; (Ha) Alternative Hypothesis and (H_0) Null Hypothesis. (Ha) Alternative Hypothesis, if there is an effect of Duolingo on students' vocabulary mastery and (H_0) Null Hypothesis, if there is no effect of Duolingo to help students to increase their vocabulary students' vocabulary mastery. Or if p-value < sig α = 0.05 (5%). It means that the alternative hypothesis (Ha) is accepted and the null hypothesis (H_0) is rejected but if p-value > sig α = 0.05 (5%). It means that the alternative hypothesis (Ha) is rejected and the null hypothesis (H_0) is accepted.

Because of the result in t test is higher than t table (3,679>2,000) and the result from independent sample test is p value is lower than sig α =

0.05 (5%) (0,00<0,05), means that there is a significant difference between both of group. And the Hypothesis testing by using t test and independent sample test is accepted.

B. Discussion

The experimental research is designed to investigate whether any effect of one variable to another. In this research, applying Duolingo learning language application as a learning and teaching media to investigate there is an effect on students' vocabulary or not. This research conducted in SMPN 2 Rejang Lebong and the population is all students in seventh grade. Based on the result of calculating score from both groups (control and experimental) above, there was a significant effect of using Duolingo application on students' vocabulary mastery. The calculation presented that the experimental group got the higher score than control group.

In the control group, it was taught by using conventional learning system. Before conducting the treatment, the mean for the control group reaches from 43,4 and after conducting treatment the score reaches 49,1. It increased 5,7 points; it can be said that there was an increasing score of the range from score in control group. Based on explanation above, the students' learning vocabulary was quietly good because there was an improvement in increasing score after they had learnt by using conventional learning.

In another hand, the mean score in experimental group which taught by using Duolingo application before conducting treatment is 42,0 and after

conducting treatment by using Duolingo application reaches 64,0 it increased 22 points. It means that there was also increasing range score between control and experiment group because there was a significant effect of using Duolingo application on students' vocabulary mastery because there was an increasing score that was higher than the control group score.

Based from explanation above, the result of mean score from the experimental group was higher than control group. It indicated that Duolingo application had an effect on students' vocabulary mastery. Duolingo could be apply as a medium in the class in the future because Duolingo could help students to learn a new language. In line with previous researcher about Duolingo; De Castro, da Hora Macedo, and Bastos, state that "Duolingo can motivate the students to practice using the foreign language daily because it is found that the Duolingo application contributed to increasing the vocabulary, improving pronunciation, and simple grammatical". And for support the statement, the main theory from Pamela Toassi, Glouberlia Maria Bezerra de Sousa and Lidia Cardoso, they mentioned that "Therefore, Duolingo Application in English classes seemed to be an effective tool to assist students' acquisition of vocabulary." It means that Duolingo application was effective toward students' vocabulary mastery because this application could help students increasing their vocabulary.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The result from previous chapter, the researcher takes several conclusions:

1. The students' vocabulary mastery can improve after conventional teaching. It is proven by the mean of the posttest. The mean score of pretest by using conventional system was 43,4 however the mean score of posttest after using conventional system by using flashcard as a medium was 49,1. It is concluded that there is an effect after teaching under conventional system.

2. The students' vocabulary mastery increased after using Duolingo application as a medium in the classroom and the result is much better than the previous one. It could be proving from the mean score, the mean score

in pretest is higher than the mean score in posttest (42,0 > 64,0). It is concluded that the using Duolingo application is effective toward students' vocabulary mastery.

3. The using of Duolingo application on students' vocabulary mastery is better that conventional system. This application is more attractive, fun, enjoying learning moment but also make students are able to increase the words. This application is more effective to be implemented toward students' vocabulary mastery. It is proven by the students' score in the experimental group is higher than the score in the control group (64,0 >49,1).

B. Suggestion

After completing this research which figure out the effect of using Duolingo platform on students' vocabulary mastery in English as the foreign language learning, in obtain result of the research, the researcher has a few suggestions for certain individuals who are presumably connected with the examination.

1. For the teacher, the teacher ought to consider that utilizing Duolingo application is one of elective medium to teaching vocabulary in the classroom. By applying this application, the teacher will be more straightforward to cause students to become active and enjoy. In light of the fact that learning English vocabulary in the classroom will be more fun

and students won't feel exhausted. Students will be able to increase their vocabulary more easily if they use this application.

2. For the students, the students ought to have high motivation to learn new words as many as possible. One of medium that could help to get all the newer English vocabulary is by utilizing Duolingo application. This medium will assist students with having more vocabulary for the sake of entertainment and enjoy way in each teaching experience. Also, obviously, it will make the teaching learning process more effective.

3. Also, the keep going for the following researcher who need to direct this application for the research, the researcher trusts that this medium could be acquainted with the effectiveness of Duolingo application on students' vocabulary mastery.

REFERENCES

Agudo, J. E. (2016). Design and assessment of adaptive hypermedia games for English acquisition in preschool. *J. UCS,22(2)*, 161-179.

Ahmed, H. B. (2016). Duolingo as a Bilingual Learning app: a case study. *AWEJ*, 255-267.

Brown, E. H. (1995). vocabulary, semantics and language education. *Cambridge University Press* , 45.

Cameron, L. (2001). Teaching Language to Young Learner. Cambridge language teaching Library. *Cambridge University Press*.

Carlos Pereira Santos, K. H.-J. (2017). Measuring Self-esteem with games. *22nd*

international conference on intelligent user interfaces (IUI '17) (pp. 95-105). New york, USA: Assosiation for Computing Machinery.

Diaz M Bermudez, B. &. (2017). Duolingo: an useful complementary mobile tool to improve English as a foreign language learning and teaching.

Gribbons, B., & Herman, J. (1997). Practical assessment, research & evaluation . *Electronic Journal Vol 5 No 14*.

Guilford, J. P. (1956). Personnel & Guidance Journal 35. *The Guilford-Zimmerman Apptitude Survey*, 219-223.

Jack R Fraenkel, N. E. (2012). how to design and evaluate research in education. 92.

Jascova, V. (2014). Duolingo as a new language-learning website and its contribution to E-learning Education . *Masarykoya University*.

Kapp, K. M. (2012). The gamification of learning and instruction: Game-Based methods and strategies for training and education. *San Francisco, CA: Pfeiffer*.

L, L. (2018). Exploring Language learning with mobile technology: a quantitative content analysis of vocabulary learning apps for ESL learners in Canada. *The University of Ontario*.

Larasati. (2011). Improving students vocabulary mastery through Board Games. *Surakarta*.

M, M. (1990). Vocabulary. *Oxford:Oxford University Press*.

Megan, c. (2013). the use of technology to support vocabulary development of english language learners. *st. john fisher college*, 2.

More, D. s. (1996). The basic practice of statistics . *Newyork: Purdue University*, 202.

Munday, P. (2016). The case for using Duolingo as part of the language classroom experience. 27-1138.

N, M. (2011). Improving students' vocabulary through vocabulary card (a classroom action research in the first grade of Mts. Nurul Falah School at Pondok Ranji Ciputat Tangerang). *jakarta:UIN Syarif Hidayatullah*, 1-3.

Nation. (1994). *new ways in teaching vocabulary.* Alexandria: TESOL.

Nushi, M. &. (2017). Dulingo: a mobile application to assist second language learning. *ERIC Journal*.

Petter, G. a. (n.d.). Educational Researcher competencies and analysis application. 134.

Sousa, G. &. (2018). Duolingo as a tool to improve vocabulary writing in English as a foreign language. 1-5.

Staker, M. B. (2014). Blended: Using Discruptive innovation to improve Schools.

Thonbury. (2002). How to teach vocabulary. *London: Longman*.

tiadi, S. i. (2013). pengaruh pendekatan bermain dalam meningkatkan teknik passing pendek. 39.

Waring, P. n. (1997). Vocabulary size is one of the trongest of reading comprehension.

Zainuri, A. M. (2003). English Vocabulary I. *Fakultas ilmu tarbiyah dan keguruan. Universitas Islam Negri Syarif Hidayatullah, Jakarta*, 1.

ALUR DAN TUJUAN PEMBELAJARAN

BAHASA INGGRIS

FASE D

SMPN 2 REJANG LEBONG

Pengantar

Alur dan tujuan pembelajaran ini memuat peta jalur pembelajaran Bahasa Inggris pada fase D yang merupakan turunan dari capaian pembelajaran (CP) yang sudah ditetapkan. Alur dan tujuan ini memuat enam keterampilan berbahasa yaitu menyimak - berbicara, membaca - memirsa, dan menulis - mempresentasi. Setiap keterampilan berbahasa tersebut memiliki capaian tertentu yang kesemuanya mengerucut pada tujuan akhir yakni kemampuan berinteraksi dan berkomunikasi dalam Bahasa Inggris. Kemudian, pada fase ini dibagi kedalam tiga tingkatan

kelas yakni 7, 8, dan 9. Setiap tingkatan tersebut memiliki kedalaman dan keluasan konteks materi yang berbeda, dalam hal ini disebut sebagai lingkup keluarga dan kelas untuk kelas 7, lingkup kehidupan remaja untuk kelas 8, dan lingkup global untuk kelas 9.

Alur dan tujuan pembelajaran ini juga dilengkapi dengan penjelasan singkat di setiap tujuannya. Hal ini dimaksudkan untuk membantu mendekatkan konsep pembelajaran yang diharapkan. Alur dan tujuan pembelajaran ini tidak bersifat kaku dan mengikat, guru diberikan keleluasaan untuk mengembangkannya sesuai dengan kondisi dan kebutuhan kelas yang diajar. Oleh karena itu, jenis kegiatan yang dicantumkan pada bagian penjelasan singkat adalah bukan sebagai suatu hal yang wajib untuk diterapkan oleh guru, melainkan sebagai bantuan pilihan yang dapat diterapkan.

Alur dan tujuan pembelajaran ini disusun dengan format tabel dan diberikan penomoran di setiap tujuan pembelajaran untuk memudahkan kodefikasi dan penelaahan. Pada setiap bagiannya memuat *tujuan pembelajaran, perkiraan jam pelajaran, kata frasa/kunci, topik/konten, glosarium, dan penjelasan singkat.* Kesemua hal tersebut ditujukan untuk membantu guru mengembangkan ide-ide pembelajaran yang akan diterapkan di kelas.

Rasional

Alur dan tujuan pembelajaran ini disusun berdasarkan pendekatan berbasis *genre*. Pendekatan tersebut sejalan dengan tujuan pembelajaran bahasa secara umum yakni untuk berkomunikasi, yang pada prosesnya tidak sekedar menekankan pada permasalahan *grammatical* semata, melainkan lebih kepada memberikan kesempatan nyata kepada siswa untuk memahami tentang bagaimana bahasa itu dibangun dan bagaimana bahasa tersebut digunakan dalam berbagai konteks sosial.

Capaian Pembelajaran Fase D:

Pada akhir fase D, siswa menggunakan teks lisan, tulisan, dan visual dalam Bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal, berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks asli menjadi rujukan utama dalam mempelajari Bahasa Inggris di fase ini. Siswa menggunakan

Bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam Bahasa Inggris yang terstruktur dengan kosa kata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam Bahasa Inggris.

Capaian Pembelajaran Fase D per Elemen Berbahasa

Menyimak – Berbicara	Pada akhir fase D, siswa menggunakan Bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan pergantian kosa kata, pelajar memahami ide utama dan detil yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana.
Membaca – Memirsa	Pada akhir fase D, siswa membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.
Menulis – Mempresentasikan	Pada akhir fase D, siswa mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosa kata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat.

Kelas 7

Tujuan Pembelajaran	7.1 **Mengidentifikasi** konteks, gagasan utama, dan informasi terperinci dari ragam teks lisan/tulisan yang disajikan dalam bentuk multimoda dalam lingkup keluarga dan kelas.
Perkiraan Jumlah JP	6 JP
Kata Frasa/Kunci	Mengidentifikasi konteks, gagasan utama, dan informasi terperinci, lingkup keluarga dan kelas.
Topik/Konten Inti	Unsur kebahasaan teks
Glosarium	Konteks : Bagian suatu uraian atau kalimat yang dapat mendukung atau menambah kejelasan makna. Gagasan utama : Pikiran utama Informasi terperinci : Penerangan bagian terkecil Teks multimoda : Teks yang disajikan dalam berbagai bentuk baik verbal, visual dan atau audiovisual.

Penjelasan Singkat	● Fokus pembelajaran adalah tentang aktifitas mengidentifikasi konteks teks, gagasan utama, dan informasi terperinci.
	● Jenis aktifitas pembelajaran yang dapat diterapkan guru:
	  ● Brainstorming
	  ● Analyzing verbal/visual/audiovisual text.
	  ● Developing vocabulary
	  ● Previewing expression
	  ● Predicting content
	  ● Discussion
	  ● Etc.

Tujuan Pembelajaran	7.2 **Menjelaskan** konteks, gagasan utama, dan informasi terperinci dari ragam teks lisan/tulisan yang disajikan dalam bentuk multimoda dalam lingkup keluarga dan kelas.
Perkiraan Jumlah JP	8 JP
Kata Frasa/Kunci	Menjelaskan konteks, gagasan utama, dan informasi terperinci,

	lingkup keluarga dan kelas.
Topik/Konten Inti	Unsur kebahasaan teks
Glosarium	Konteks : Bagian suatu uraian atau kalimat yang dapat mendukung atau menambah kejelasan makna. Gagasan utama : Pikiran utama Informasi terperinci : Penerangan bagian terkecil Teks multimoda : Teks yang disajikan dalam berbagai bentuk baik verbal, visual dan atau audiovisual.

Penjelasan Singkat	● Fokus pembelajaran adalah tentang aktifitas memahami konteks teks, gagasan utama, dan informasi terperinci.
	● Jenis kegiatan pembelajaran yang dapat diterapkan guru:
	   ● Brainstorming
	   ● Analyzing verbal/visual/audiovisual text.
	   ● Developing vocabulary
	   ● Previewing expression
	   ● Predicting content
	   ● Discussion
	   ● Etc.

Tujuan Pembelajaran	7.3 **Mengemukakan** ide dari berbagai ragam teks yang disajikan dalam bentuk multimoda dalam lingkup keluarga dan kelas.
Perkiraan Jumlah JP	8 JP
Kata Frasa/Kunci	Mengemukakan ide, multimoda, lingkup keluarga dan kelas.
Topik/Konten Inti	Unsur kebahasaan teks
Glosarium	Ide : Rancangan yang tersusun dalam pikiran, gagasan. Teks multimoda : Teks yang disajikan dalam berbagai bentuk baik verbal, visual dan atau audiovisual.

Penjelasan Singkat	● Fokus pembelajaran adalah tentang aktifitas mengemukakan ide dari berbagai ragam teks.
	● Jenis kegiatan pembelajaran yang dapat diterapkan guru:
	   ● Brainstorming
	   ● Analyzing verbal/visual/audiovisual text.

	● Developing vocabulary ● Previewing expression ● Predicting content ● Discussion ● Etc.

Tujuan Pembelajaran	7.4 **Menggunakan** struktur teks dan unsur kebahasaan dari ragam teks yang disajikan dalam bentuk multimoda dalam lingkup keluarga dan kelas.
Perkiraan Jumlah JP	8 JP
Kata Frasa/Kunci	Menggunakan struktur teks, unsur kebahasaan, multimoda, lingkup keluarga dan kelas
Topik/Konten Inti	Unsur kebahasaan teks
Glosarium	Struktur teks : Hubungan antar unsur-unsur yang membentuk sebuah teks dalam satu kesatuan. Unsur kebahasaan : Unsur-unsur yang membangun sebuah Bahasa atau kalimat. Teks multimoda : Teks yang disajikan dalam berbagai bentuk baik verbal, visual dan atau audiovisual.
Penjelasan Singkat	● Fokus pembelajaran adalah tentang aktifitas menggunakan struktur teks dan unsur kebahasaan dari ragam teks. ● Jenis kegiatan pembelajaran yang dapat diterapkan guru: 　● Brainstorming 　● Analyzing verbal/visual/audiovisual text. 　● Developing vocabulary 　● Previewing expression 　● Predicting content 　● Arranging jumbled text 　● Discussion 　● Etc.

Tujuan Pembelajaran	7.5 **Menganalisa** struktur teks, unsur kebahasaan dan konteks dari ragam teks yang disajikan dalam bentuk multimoda pada konteks yang berbeda dalam lingkup keluarga dan kelas.
Perkiraan Jumlah	10 JP

JP	
Kata Frasa/Kunci	Menganalisa struktur teks, unsur kebahasaan, konteks teks, multimoda, lingkup keluarga dan kelas.
Topik/Konten Inti	Unsur kebahasaan teks
Glosarium	Struktur teks : Hubungan antar unsur-unsur yang membentuk sebuah teks dalam satu kesatuan. Unsur kebahasaan : Unsur-unsur yang membangun sebuah Bahasa atau kalimat. Teks multimoda : Teks yang disajikan dalam berbagai bentuk baik verbal, visual dan atau audiovisual.

Penjelasan Singkat	● Fokus pembelajaran adalah tentang aktifitas menganalisa struktur teks, unsur kebahasaan, dan konteks.
	● Jenis kegiatan pembelajaran yang dapat diterapkan guru:
	   ● Brainstorming
	   ● Analyzing verbal/visual/audiovisual text.
	   ● Developing vocabulary
	   ● Previewing expression
	   ● Predicting content
	   ● Discussion
	   ● Etc.

Tujuan Pembelajaran	7.6 **Mengaplikasikan** struktur teks dan unsur kebahasaan dari ragam teks yang disajikan dalam bentuk multimoda pada konteks yang berbeda dalam lingkup keluarga dan kelas.
Perkiraan Jumlah JP	10 JP
Kata Frasa/Kunci	Mengaplikasikan struktur teks, unsur kebahasaan.
Topik/Konten Inti	Unsur kebahasaan teks
Glosarium	Struktur teks : Hubungan antar unsur-unsur yang membentuk sebuah teks dalam satu kesatuan. Unsur kebahasaan : Unsur-unsur yang membangun sebuah Bahasa atau kalimat. Teks yang disajikan dalam berbagai bentuk baik verbal, visual dan atau audiovisual.

	Teks multimoda :

Penjelasan Singkat	● Fokus pembelajaran adalah tentang aktifitas mengaplikasikan struktur teks dan unsur kebahasaan.
	● Jenis kegiatan pembelajaran yang dapat diterapkan guru:
	  ● Brainstorming
	  ● Analyzing verbal/visual/audiovisual text.
	  ● Developing vocabulary
	  ● Previewing expression
	  ● Predicting content
	  ● Arranging jumbled text
	  ● Comparing text
	  ● Discussion
	  ● Etc.

Tujuan Pembelajaran	7.7 **Merancang** berbagai ragam teks tulisan maupun lisan sederhana yang disajikan dalam bentuk multimoda dalam lingkup keluarga dan kelas
Perkiraan Jumlah JP	10 JP
Kata Frasa/Kunci	Merancang teks tulisan/lisan sederhana
Topik/Konten Inti	Unsur kebahasaan teks
Glosarium	Teks multimoda : Teks yang disajikan dalam berbagai bentuk baik verbal, visual dan atau audiovisual.

Penjelasan Singkat	● Fokus pembelajaran adalah tentang aktifitas merancang teks tulisan/lisan sederhana.
	● Jenis kegiatan pembelajaran yang dapat diterapkan guru:
	  ● Brainstorming
	  ● Analyzing verbal/visual/audiovisual text.
	  ● Developing vocabulary
	  ● Previewing expression
	  ● Predicting content
	  ● Arranging jumbled text
	  ● Comparing text
	  ● Mind mapping
	  ● Making outline
	  ● Discussion
	  ● Etc.

Tujuan Pembelajaran	7.8 **Memproduksi** berbagai ragam teks tulisan maupun lisan sederhana yang disajikan dalam bentuk multimoda dalam lingkup keluarga dan kelas.
Perkiraan Jumlah JP	12 JP
Kata Frasa/Kunci	Memproduksi teks tulisan, lisan
Topik/Konten Inti	Unsur kebahasaan teks
Glosarium	Teks multimoda : Teks yang disajikan dalam berbagai bentuk baik verbal, visual dan atau audiovisual.
Penjelasan Singkat	● Fokus pembelajaran adalah tentang aktifitas memproduksi berbagai ragam text sederhana. ● Jenis kegiatan pembelajaran yang dapat diterapkan guru: ● Brainstorming ● Analyzing verbal/visual/audiovisual text. ● Developing vocabulary ● Previewing expression ● Predicting content ● Arranging jumbled text ● Comparing text ● Mind mapping ● Making outline ● Discussion ● Etc.

Mengetahui,   Curup, …………2023
Guru Mata Pelajaran   Mahasiswa

…………………   Anisa Apriani
NIP…………………….   NIM. 19551008

Nama

Penyusun   : Anisa Apriani **Instansi/Sekolah** : SMPN 2 RL **Jenjang / Kelas** : SMP / 7

Alokasi Waktu   : 3 X 6 Pertemuan (18 x 40 menit)

Tahun Pelajaran   : 2023 / 2024

A. KOMPONEN INTI

Fase : D

Pada akhir Fase D, peserta didik diharapkan dapat menggunakan teks lisan, tulisan dan visual dalam Bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal, berbagai jenis

teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks asli menjadi rujukan utama dalam mempelajari Bahasa Inggris di Fase ini. Pada buku ini, teks yang menjadi fokus adalah teks deskriptif, prosedur, dan pesan singkat. Selain itu, peserta didik dihimbau menggunakan Bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Peserta didik juga mampu lebih memahami teks tulisan dan muncul keterampilan inferensi ketika memahami informasi tersirat. Mereka mampu menciptakan teks tulisan dan visual dalam Bahasa Inggris yang terstruktur dengan kosa kata yang lebih beragam dengan memahami tujuan dan pemirsa dalam penciptaannya.

Elemen	Capaian Pembelajaran
Menyimak apresiasi kepada	Kemampuan memahami informasi, memberikan lawan bicara, dan memahami informasi yang didengar, sehingga dapat menyampaikan tanggapan secara relevan dan kontekstual.Proses yang terjadi dalam menyimak mencakup kegiatan seperti mendengarkan, mengidentiikasi, memahami, menginterpretasi bunyi bahasa, lalu memahami makna. Keterampilan menyimak juga merupakan kemampuan komunikasi nonverbal yang mencakup seberapa baik seseorang menangkap makna (tersirat dan tersurat) pada sebuah paparan lisan dan memahami ide pokok dan pendukung pada konten informasi maupun konteks yang melatari paparan tersebut (Petri, 2017).
Membaca	Kemampuan memahami, menggunakan, dan mereleksi teks sesuai tujuan dan kepentingannya, untuk mengembangkan pengetahuan dan potensi seseorang agar ia dapat berpartisipasi dengan masyarakat (OECD, 2000).
Memirsa	Kemampuan memahami, menggunakan, dan mereleksi teks visual sesuai tujuan dan kepentingannya.
Berbicara	Kemampuan menyampaikan

| | gagasan, pikiran, serta perasaan secara lisan dalam interaksi sosial. |
| **Menulis** | *Kemampuan menyampaikan, mengomunikasikan gagasan, mengekspresikan kreativitas dan mencipta dalam berbagai genre teks tertulis, dengan cara yang efektif dan dapat dipahami, serta diminati oleh pembaca dengan struktur organisasi dan unsur kebahasaan yang tepat.* |

Mempresentasikan	Kemampuan memaparkan gagasan secara fasih, akurat, dapat dipertanggungjawabkan dengan cara yang komunikatif melalui beragam media (visual, digital, dan audio visual), dan dapat dipahami oleh pendengar. Penyampaian dalam berbicara dan mempresentasikan perlu disusun dan dikembangkan sesuai dengan kebutuhan atau karakteristik penyimak.
Tujuan Pembelajaran	• Peserta didik mampu Memperkenalkan diri dan orang lain • Peserta didik mampu Berbicara tentang hobi • Peserta didik mampu Menggambarkan ciri-ciri fisik dan kepribadian orang, dan • Peserta didik mampu Menggambarkan kegiatan sehari-hari mereka.
Konsep Utama	Aku dan Kegiatan ku
Pertanyaan Pemantik	- Siapa nama kamu ? - Kamu tinggal di mana ? - Berapa usia kamu ? - Apa hobi kamu ?
Profil Pancasila	• Beriman, Bertaqwa kepada Tuhan Yang Maha Esa, dan Berakhlak Mulia • Berkebhinekaan global • Gotong Royong • Mandiri • Bernalar Kritis • Kreatif Fishing, hobbies, daily activities

Target Peserta Didik :

Peserta didik Reguler

Jumlah Siswa :

30 Peserta didik (dimodifikasi dalam pembagian jumlah anggota kelompok ketika jumlah siswa sedikti atau lebih banyak)

Assesmen :

Guru menilai ketercapaian tujuan pembelajaran
- Asesmen individu
- Asesmen kelompok

Jenis Assesmen :

• Presentasi
• Produk
• Tertulis
• Unjuk Kerja
• Tertulis

Model Pembelajaran

• TATAP MUKA
• PJJ Daring
• PJJ Luring

Ketersediaan Materi :

- Pengayaan untuk peserta didik berpencapaian tinggi:
YA/TIDAK
- Alternatif penjelasan, metode, atau aktivitas untuk peserta didik yang sulit memahami konsep:
YA/TIDAK

Kegiatan Pembelajaran Utama / Pengaturan peserta didik :

- Individu
- Berkelompok (Lebih dari dua orang)

Metode :

- Diskusi
- presentasi
- ceramah
- Kunjungan lapangan
- Pengamatan lingkungan

Materi Pembelajaran

Chapter 1 About Me

Unit 1 Galang from Kalimantan
1. Introducing myself
2. Greetings and Saying Goodbye

Media, Alat dan Bahan :

1. Sumber Utama
    a. Kemendikbud. 2021. Ba, Buku Siswa Kelas VII, Jakarta; Pusat Kurikulum dan Perbukuan.
    b. Laptop, LCD, PC,
2. Sumber Alternatif
    Duolingo Language Learning Application

Persiapan Pembelajaran :

- Menyiapkan bahan ajar/materi
- Menyiapkan alat dan bahan
- Menyiapkan rubric penilaian
- Menyiapkan alat penilaian

Langkah-langkah pembelajaran :

Pertemuan pertama

Kegiatan awal

- Guru membuka pembelajaran dengan salam dan berdoa, memperhatikan kesiapan peserta didik, memeriksa kehadiran, kerapihan pakaian, posisi, dan tempat duduk peserta didik.
- Mengatur tempat duduk peserta didik dan mengkondisikan kelas agar proses pembelajaran berlangsung menyenangkan

- Guru memotivasi peserta didik agar tetap memiliki semangat dalam prosespembejaran.
- Guru menyampaikan tujuan yang ingin dicapai dalam proses pembelajaran
- Guru mempersiapan segara peralatan yang akan digunakan dalam proses pembelajaran.
- Apersepsi guru dapat memulai pembelajaran dengan bertanya mengenai pengalaman pelajar saat belajar bahasa inggris di SD dahulu.
- Guru mengajukan pertanyaan lebih dalam untuk mengarahkan ke topik yang akan dipelajari.

Kegiatan Inti

- Guru mengarahkan Peserta didik untuk membuka Worksheet 1.1.

Worksheet 1.1
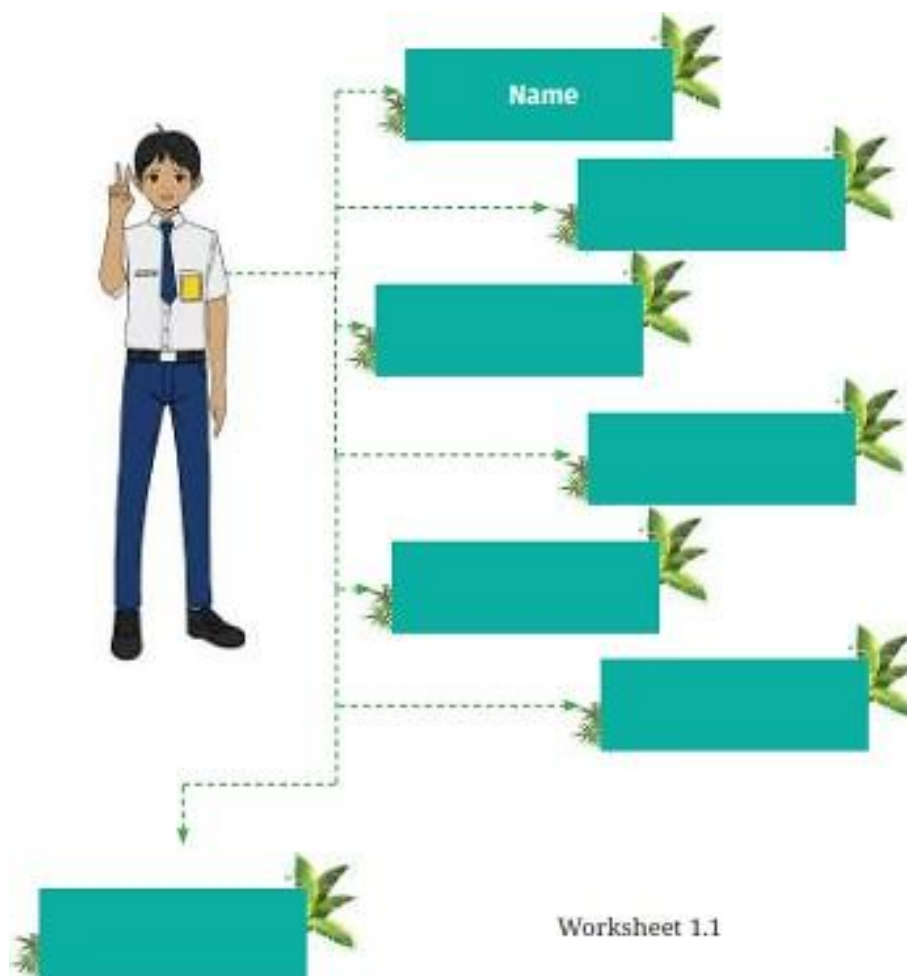
- Guru meminta peserta didik untuk mengidentiikasi hal-hal yang biasa dikatakan saat memperkenalkan diri. Bahasa Indonesia bisa digunakan bila peserta didik belum memiliki kosa kata jawaban dalam Bahasa Inggris.
- Guru meminta peserta didik untuk menulis respon mereka di bagan. Jawaban tidak terbatas seperti yang dicantumkan pada contoh jawaban. Guru dapat mengembangkan poin lainnya.
- Guru memperdengarkan Audio 1.1 tentang seorang anak laki-laki yang sedang memperkenalkan dirinya. Bila tidak tersedia alat pemutar audio, guru dapat memperdengarkan audio langsung kepada peserta didik dengan membacakan transkripnya.

Section 2 – Listening

a. Listen to Audio 1.1. A boy is introducing himself.

Comic strip 1.1 Galang's introduction

- Guru meminta peserta didik mendengarkan audio kembali sambil membaca teks. Bila guru membacakan transkrip kepada peserta didik, kecepatan membaca disesuaikan dengan kemampuan peserta didik.
- Guru membicarakan isi audio dan isi teks. Beberapa pertanyaan alternatif yang dapat disampaikan kepada peserta didik:

      a. Siapa yang memperkenalkan diri?

      b. Dari mana dia berasal?

      c. Apakah dia dari Bali?

      d. Apakah dia tinggal di Bali?

      e. Apakah dia berumur 13 tahun?

      f. Apa yang dia suka?

      g. Apakah dia memiliki saudara?

- Guru meminta peserta didik untuk menyimak Audio 1.1 dan membaca teks tentangGalang lagi.
- Guru membantu peserta didik berlatih melafalkan perkenalan Galang.
- Ketika peserta didik dianggap sudah bisa mengucapkan dengan baik, guru mengucapkan secara keseluruhan, yang diikuti oleh peserta didik.
- Guru menampilkan Worksheet 1.2. Guru bersama peserta didik menuliskan informasi yang ada pada rekaman audio dan menuliskannya pada Worksheet 1.2 (nama, asal, alamat, usia, hobi, sekolah, dan jumlah saudara kandung)

Name: Galang

Origin:

Age:

School:

Sibling:

Hobby:

Address:

Worksheet 1.2

- Guru menayangkan Worksheet 1.3.

Worksheet 1.3

Mengetahui,	Curup, ………2023
Guru Mata Pelajaran	Mahasiswa

<table>
<tr><td></td><td>Anisa Apriani</td></tr>
<tr><td>……………………</td><td>NIM. 19551008</td></tr>
<tr><td>NIP…………………….</td><td></td></tr>
</table>

A. KOMPONEN INTI

Fase : D

Pada akhir Fase D, peserta didik diharapkan dapat menggunakan teks lisan, tulisan dan visual dalam Bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal, berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks asli menjadi rujukan utama dalam mempelajari Bahasa Inggris di Fase ini. Pada buku ini, teks yang menjadi fokus adalah teks deskriptif, prosedur, dan pesan singkat. Selain itu, peserta didik dihimbau menggunakan Bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Peserta didik juga mampu lebih memahami teks tulisan dan muncul keterampilan inferensi ketika memahami informasi tersirat. Mereka mampu menciptakan teks tulisan dan visual dalam Bahasa Inggris yang terstruktur dengan kosa kata yang lebih beragam dengan memahami tujuan dan pemirsa dalam penciptaannya.

Elemen	Capaian Pembelajaran
Menyimak	Kemampuan memahami informasi, memberikan apresiasi kepada lawan bicara, dan memahami informasi yang didengar, sehingga dapat menyampaikan tanggapan secara relevan dan kontekstual. Proses yang terjadi dalam menyimak mencakup kegiatan seperti mendengarkan, mengidentiikasi, memahami, menginterpretasi bunyi bahasa, lalu memahami makna. Keterampilan menyimak juga merupakan kemampuan komunikasi nonverbal yang mencakup seberapa baik seseorang menangkap makna (tersirat dan tersurat) pada sebuah paparan lisan dan memahami ide pokok dan pendukung pada konten informasi maupun konteks yang melatari paparan tersebut (Petri, 2017).
Membaca	Kemampuan memahami, menggunakan, dan mereleksi teks sesuai tujuan dan kepentingannya, untuk mengembangkan pengetahuan dan potensi seseorang agar ia dapat berpartisipasi dengan masyarakat (OECD, 2000).
Memirsa	Kemampuan memahami, menggunakan, dan mereleksi teks visual sesuai tujuan dan kepentingannya.
Berbicara	Kemampuan menyampaikan gagasan, pikiran, serta perasaan secara lisan dalam interaksi sosial.
Menulis	*Kemampuan menyampaikan, mengomunikasikan gagasan, mengekspresikan kreativitas dan mencipta dalam berbagai genre teks tertulis, dengan cara yang efektif dan dapat dipahami, serta diminati oleh pembaca dengan struktur organisasi dan unsur kebahasaan yang tepat.*
Mempresentasikan	Kemampuan memaparkan gagasan secara fasih, akurat, dapat dipertanggungjawabkan dengan cara yang komunikatif melalui beragam media (visual, digital, dan audio visual), dan dapat dipahami oleh pendengar. Penyampaian dalam berbicara dan mempresentasikan perlu disusun dan dikembangkan sesuai dengan kebutuhan atau karakteristik penyimak.
Tujuan Pembelajaran	• Peserta Didik Mampu menggambarkan makanan favorit • Peserta Didik Mampu menanyakan dan memberi informasi tentang makanan • Peserta Didik Mampu mengidentifikasi alat dan bahan

	dalam resep, ● Peserta Didik Mampu membuat urutan langkah memasak.
Konsep Utama	Makanan kesukaan
Pertanyaan Pemantik	- Apa makanan kesukaan kalian ? - Apa kalian tahu cara membuat makanan tersebut ? - Apa saja bahan-bahanya ?
Profil Pancasila	● Beriman, Bertaqwa kepada Tuhan Yang Maha Esa, dan Berakhlak Mulia ● Berkebhinekaan global ● Gotong Royong ● Mandiri ● Bernalar Kritis ● Kreatif
Kata kunci	Food, drink, Snack, cooking step, texture, taste.

Target Peserta Didik :
Peserta didik Reguler

Jumlah Siswa :
30 Peserta didik (dimodifikasi dalam pembagian jumlah anggota kelompok ketika jumlah siswa sedikti atau lebih banyak)

Assesmen :
Guru menilai ketercapaian tujuan pembelajaran
-      Asesmen individu
-      Asesmen kelompok

Jenis Assesmen :
●   Presentasi
●   Produk
●   Tertulis
●   Unjuk Kerja
●   Tertulis

Model Pembelajaran
●   Tatap muka
●   PJJ Daring
●   PJJ Luring

Ketersediaan Materi :
●   Pengayaan untuk peserta didik berpencapaian tinggi:
YA/TIDAK
●   Alternatif penjelasan, metode, atau aktivitas untuk peserta didik yang sulit memahami konsep:
YA/TIDAK

Kegiatan Pembelajaran Utama / Pengaturan peserta didik :
● Individu
● Berkelompok (Lebih dari dua orang)

Metode :
● Diskusi
● presentasi
● ceramah
● Kunjungan lapangan
● Pengamatan lingkungan

Materi Pembelajaran
Chapter 2 Culinary and Me

Secret Recipe:
1. Identifying tools and ingredients.
2. Making a sequence of cooking step.
1 – Say What You Know
2 – Language Focus
3 – Reading
4 – Reading
5 – Language Focus
6 – Writing
7 – Your Turn: Writing

Media, Alat dan Bahan :
1. Sumber Utama
a.   Kemendikbud. 2021. Ba, Buku Siswa Kelas VII, Jakarta; Pusat Kurikulum dan Perbukuan.
b.   Laptop, LCD, PC,
2. Sumber Alternatif
   Duolingo Language Learning Application

Persiapan Pembelajaran :
● Menyiapkan bahan ajar/materi
● Menyiapkan alat dan bahan
● Menyiapkan rubric penilaian
● Menyiapkan alat penilaian

Langkah-langkah pembelajaran :

Pertemuan kedua
● Guru meminta peserta didik mendengarkan pengucapan makanan pada Audio 2.4 dan mengulang pengucapannya.

It's rica-rica chicken.
It's spicy and greasy.

It's iced-sweet tea.
It's cold and sweet.

- Guru meminta peserta didik memikirkan dua jenis makanan (bisa makanan berat atau makanan ringan atau keduanya) dan dua jenis minuman.

- Guru meminta peserta didik untuk mengerjakan Worksheet 2.19.

1. heat	a. the carrot and the potato
2. cut	b. the vegetable into small pieces
3. stir	c. the oil in the pan
4. mix	d. the water into the pan
5. turn on	e. the salt into the fried rice for seasoning
6. pour	f. the rice and the egg in the pan
7. put in	g. the stove
8. peel	h. the butter and flour mixture well

Worksheet 2.19

Mengetahui,	Curup, ………2023
Guru Mata Pelajaran	Mahasiswa

………………….   Anisa Apriani

NIP…………………….   NIM. 19551008

A. KOMPONEN INTI

Fase : D

Pada akhir Fase D, peserta didik diharapkan dapat menggunakan teks lisan, tulisan dan visual dalam Bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal, berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks asli menjadi rujukan utama dalam mempelajari Bahasa Inggris di Fase ini. Pada buku ini, teks yang menjadi fokus adalah teks deskriptif, prosedur, dan pesan singkat. Selain itu, peserta didik dihimbau menggunakan Bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Peserta didik juga mampu lebih memahami teks tulisan dan muncul keterampilan inferensi ketika memahami informasi tersirat. Mereka mampu menciptakan teks tulisan dan visual dalam Bahasa Inggris yang terstruktur dengan kosa kata yang lebih beragam dengan memahami tujuan dan pemirsa dalam penciptaannya.

Elemen	Capaian Pembelajaran
Menyimak	Kemampuan memahami informasi, memberikan apresiasi kepada lawan bicara, dan memahami informasi yang didengar, sehingga dapat menyampaikan tanggapan secara relevan dan kontekstual. Proses yang terjadi dalam menyimak mencakup kegiatan seperti mendengarkan, mengidentiikasi, memahami, menginterpretasi bunyi bahasa, lalu memahami makna. Keterampilan menyimak juga merupakan kemampuan komunikasi nonverbal yang mencakup seberapa baik seseorang menangkap makna (tersirat dan tersurat) pada sebuah paparan lisan dan memahami ide pokok dan pendukung pada konten informasi maupun konteks yang melatari paparan tersebut (Petri, 2017).
Membaca	Kemampuan memahami, menggunakan, dan mereleksi teks sesuai tujuan dan kepentingannya, untuk mengembangkan pengetahuan dan potensi seseorang agar ia dapat berpartisipasi dengan masyarakat (OECD, 2000).
Memirsa	Kemampuan memahami, menggunakan, dan mereleksi teks visual sesuai tujuan dan kepentingannya.
Berbicara	Kemampuan menyampaikan gagasan, pikiran, serta perasaan secara lisan dalam interaksi sosial.
Menulis	*Kemampuan menyampaikan, mengomunikasikan gagasan, mengekspresikan kreativitas dan mencipta dalam berbagai genre teks tertulis, dengan cara yang efektif dan dapat dipahami, serta diminati oleh pembaca dengan struktur organisasi dan unsur kebahasaan yang tepat.*
Mempresentasikan	Kemampuan memaparkan gagasan secara fasih, akurat, dapat dipertanggungjawabkan dengan cara yang komunikatif melalui beragam media (visual, digital, dan audio visual), dan dapat dipahami oleh pendengar. Penyampaian dalam berbicara dan mempresentasikan perlu disusun dan dikembangkan sesuai dengan kebutuhan atau karakteristik penyimak.

Tujuan Pembelajaran	● Peserta Didik Mampu menggambarkan makanan favorit ● Peserta Didik Mampu menanyakan dan memberi informasi tentang makanan ● Peserta Didik Mampu mengidentifikasi alat dan bahan dalam resep, ● Peserta Didik Mampu membuat urutan langkah memasak.
Konsep Utama	Makanan kesukaan
Pertanyaan Pemantik	- Apa makanan kesukaan kalian ? - Apa kalian tahu cara membuat makanan tersebut ? - Apa saja bahan-bahanya ?
Profil Pancasila	● Beriman, Bertaqwa kepada Tuhan Yang Maha Esa, dan Berakhlak Mulia ● Berkebhinekaan global ● Gotong Royong ● Mandiri ● Bernalar Kritis ● Kreatif
Kata kunci	Food, drink, Snack, cooking step, texture, taste.

Target Peserta Didik :
Peserta didik Reguler

Jumlah Siswa :
30 Peserta didik (dimodifikasi dalam pembagian jumlah anggota kelompok ketika jumlah siswa sedikti atau lebih banyak)

Assesmen :
Guru menilai ketercapaian tujuan pembelajaran
- Asesmen individu
- Asesmen kelompok

Jenis Assesmen :
● Presentasi
● Produk
● Tertulis
● Unjuk Kerja
● Tertulis

Model Pembelajaran
● Tatap muka
● PJJ Daring
● PJJ Luring

Ketersediaan Materi :
● Pengayaan untuk peserta didik berpencapaian tinggi:
YA/TIDAK
● Alternatif penjelasan, metode, atau aktivitas untuk peserta didik yang sulit memahami

konsep:
YA/TIDAK

Kegiatan Pembelajaran Utama / Pengaturan peserta didik :
●   Individu
●   Berkelompok (Lebih dari dua orang)

Metode :
●   Diskusi
●   presentasi
●   ceramah
●   Kunjungan lapangan
●   Pengamatan lingkungan

Materi Pembelajaran
Chapter 3 Home Sweet Home

Galang's House:
1. Describe rooms in a house and things in the rooms;
2. Talk about what people do and use to clean up a house; and
3. Give instructions on how to do something.

Media, Alat dan Bahan :
1. Sumber Utama
c.   Kemendikbud. 2021. Ba, Buku Siswa Kelas VII, Jakarta; Pusat Kurikulum dan Perbukuan.
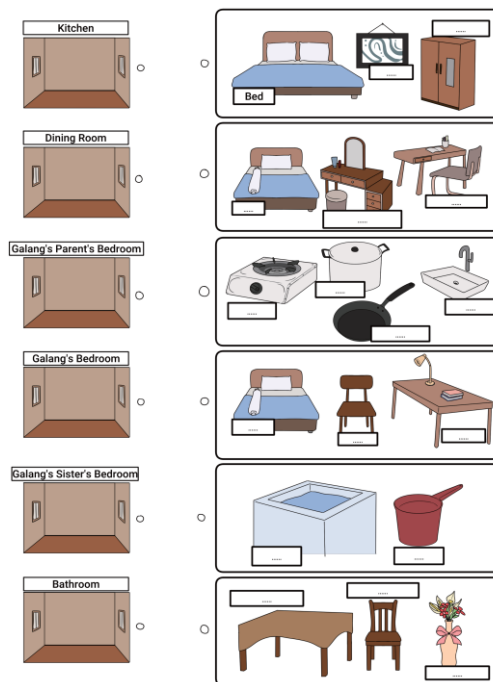d.   Laptop, LCD, PC,
2. Sumber Alternatif
   Duolingo Language Learning Application

Persiapan Pembelajaran :
●   Menyiapkan bahan ajar/materi
●   Menyiapkan alat dan bahan
●   Menyiapkan rubric penilaian
●   Menyiapkan alat penilaian

Langkah-langkah pembelajaran :

Pertemuan kedua

Worksheet 3.1

- Guru menjelaskan kepada peserta didik tentang benda-benda yang ada didalam rumah serta kegunaannya.
- Guru meminta peserta didik mendengarkan dan mengulangi nama-nama benda tersebut dalam Bahasa Inggris.
- Guru meminta murid untuk mengerjakan Worksheet 3.1 secara mandiri.

Mengetahui,   Curup, ………2023
Guru Mata Pelajaran   Mahasiswa

………………   Anisa Apriani

NIP…………………….   NIM. 19551008

Blue Print of Vocabulary test:

Material	Indicator	Test format	Items number
Vocabulary Related to 1) About Me 2) Culinary & Me 3) Home sweet home	• Students are able to identify the vocabularies (Verb, Noun, Adjective, Pronoun, Adverb of Frequency and Simple Present Tense)	M U L T I P L E C H O I C E	1-11
	• Students are able to understand the text structures and language elements of vocabularies (Verb, Noun, Adjective, Pronoun, Adverb of Frequency and Simple Present Tense)	M E A N I N G	
	• Students are able to		

	use the vocabularies (Verb, Noun, Adjective, Pronoun, Adverb of Frequency and Simple Present Tense)	M A T C H I N G	12-30
Total			**30**

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH
Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010
Fax. (0732) 21010 Homepage http://www.iaincurup.ac.id E-Mail : admin@iaincurup.ac.id

Nomor : 281 Tahun 2023
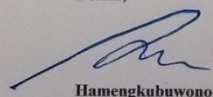
Tentang
PENUNJUKAN PEMBIMBING 1 DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

Menimbang	: a.	Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
	b.	Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
Mengingat	: 1.	Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
	2.	Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
	3.	Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
	4.	Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
	5.	Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026.
	6.	Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
	7.	Keputusan Rektor IAIN Curup Nomor : 0317 tanggal 13 Mei 2022 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
Memperhatikan	: 1.	Surat Rekomendasi dari Ketua Prodi TBI Nomor :B-137/FT.5 /PP.00.9/05/2023
	2.	Berita Acara Seminar Proposal Pada Hari Senin, 17 April 2023

MEMUTUSKAN :

Menetapkan
Pertama : 1. **Jumatul Hidayah, M.Pd** 19780224 200212 2 002
          2. **Sarwo Edy, M. Pd** 2007068102

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :
N A M A : Anisa Apriani
N I M : 19551008
JUDUL SKRIPSI : **The Effect of Using Duolingo Platform on Students' Vocabulary Mastery in EFL Learning**

Kedua : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
Ketiga : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
Keempat : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
Kelima : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
Keenam : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
Ketujuh : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
Pada tanggal 09 Mei 2023
Dekan,

Hamengkubuwono

Tembusan :
1. Rektor
2. Bendahara IAIN Curup;
3. Kabag Akademik kemahasiswaan dan kerja sama;
4. Mahasiswa yang bersangkutan.

PEMERINTAH KABUPATEN REJANG LEBONG
DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU
Jalan S.Sukowati No.60 ☎ Telp. (0732) 24622 Curup

S U R A T I Z I N
Nomor : 503/ 263 /IP/DPMPTSP/V/2023

TENTANG PENELITIAN
KEPALA DINAS PENANAMAN MODAL DAN PTSP KABUPATEN REJANG LEBONG

Dasar :
1. Keputusan Bupati Rejang Lebong Nomor 14 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan Berusaha Berbasis Resiko dan Non Perizinan Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong
2. Surat dari Wakil Dekan I Fakultas Tarbiyah IAIN Curup Nomor : **322/In.34/FT/PP.00.9/05/2023** tanggal 23 Mei 2023 Hal Rekomendasi Izin Penelitian

Dengan ini mengizinkan, melaksanakan Penelitian kepada :

Nama /TTL	:	Anisa Apriani/ Curup, 11 April 2000
NIM	:	19551008
Pekerjaan	:	Mahasiswa
Program Studi/Fakultas	:	Tadris Bahasa Inggris (TBI) / Tarbiyah
Judul Proposal Penelitian	:	**The Effect of Using Doulingo Platform on Students' Vocabulary Mastery in EFL Learning** (*Quasy-experimental research in SMPN 2 Rejang Lebong*)
Lokasi Penelitian	:	SMPN 2 Rejang Lebong
Waktu Penelitian	:	26 Mei 2023 s/d 23 Agustus 2023
Penanggung Jawab	:	Wakil Dekan I Fakultas Tarbiyah IAIN Curup

Dengan ketentuan sebagai berikut :
a) Harus mentaati semua ketentuan Perundang-Undangan yang berlaku.
b) Selesai melakukan penelitian agar melaporkan/menyampaikan hasil penelitian kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong.
c) Apabila masa berlaku Izin ini sudah berakhir, sedangkan pelaksanaan penelitian belum selesai perpanjangan izin Penelitian harus diajukan kembali kepada instansi pemohon.
d) Izin ini dicabut dan dinyatakan tidak berlaku, apabila ternyata pemegang surat Izin ini tidak menaati/mengindahkan ketentuan-ketentuan seperti tersebut di atas.

Demikian Izin ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.

Ditetapkan di : Curup
Pada Tanggal : 26 Mei 2023

Plt Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong

AGUS, SH
Pembina/ IV.a
NIP. 19780810 200903 1 004

Tembusan :
1. Kepala Badan Kesbangpol Kab. RL
2. Wakil Dekan I Fakultas Tarbiyah IAIN Curup
3. Kepala SMPN 2 Rejang Lebong
4. Yang Bersangkutan
5. Arsip

PEMERINTAH KABUPATEN REJANG LEBONG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH PERTAMA (SMP) NEGERI 2 REJANG LEBONG
SEKOLAH STANDAR NASIONAL (SSN)
Alamat : Jln. S. Sukowati Curup Telp. (0732) 21524
Website : Http://www.smpn1cute.edu20.org/site ~ Email: smpn2rejanglebong@gmail.com

SURAT KETERANGAN
Nomor : 421.3/498/PL/SMPN.2/RL/2023

Yang bertandatangan di bawah ini Kepala Sekolah Menengah Pertama (SMP) Negeri 2 Rejang Lebong Kabupaten Rejang Lebong Propinsi Bengkulu menerangkan bahwa :

Nama	:	**ANISA APRIANI**
NIM	:	19551008
Program Studi	:	Tadris Bahasa Inggris (TBI) / Tarbiyah

Telah selesai melaksanakan Penelitian pada SMP Negeri 2 Rejang Lebong Kabupaten Rejang Lebong Propinsi Bengkulu terhitung tanggal 26 Mei sd 23 Agustus 2023 dengan judul *"The Effect Of Using Doulingo Platform On Studensts' Vocabulary Mastery In EFL Leraning* (Quasy-experimental research in SMPN 2 Rejang Lebong)*".*
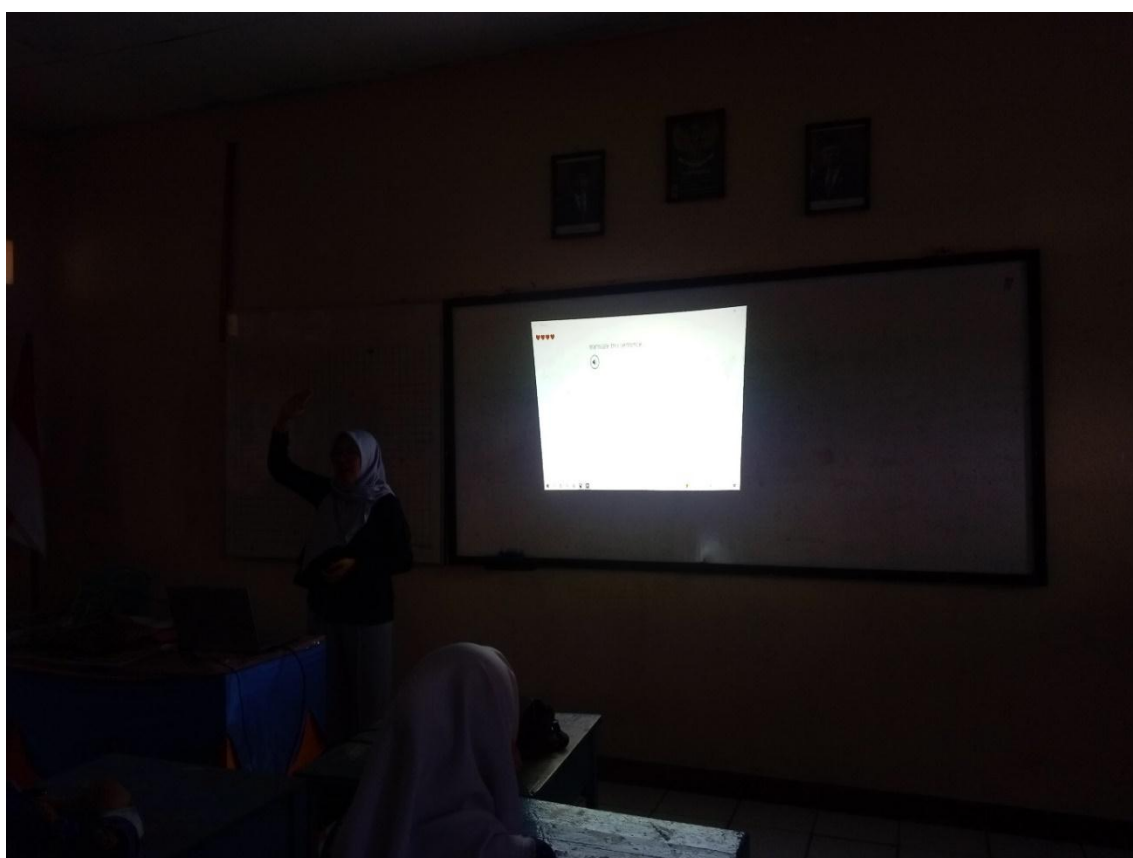
Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Curup, 22 Juli 2023
Kepala Sekolah

JUNAIDI, M.Pd
NIP. 19780426 200312 1 006

BIOGRAPHY

Anisa Apriani is a writer of this research. This 23 years old girl is an English *tadris* study program student in State Islamic Institute of Curup**.** She has a big interest with English since she was 12 years old. She was a member of English club in her Junior High School 2 Rejang Lebong and also joining as a member of Scrabble player in her Senior High School Idhata. Also, she once won a scrabble competition held at her school. This is what prompted her to choose to study English as a subject of study. Departing from her great love for the English language, she began to expand his friendship abroad and learned to start communicating with them using language learning applications. This is what inspired her to conduct research on the relationship between English language applications and language learning.