

A THESIS
STUDENTS' MOTIVATION TO LEARN ENGLISH BY USING
DUOLINGO APPLICATION AT GRADE 8TH OF SMPN 6
PAREPARE



BY
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ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE
PAREPARE

2023 M / 1444 H

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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic Institute of Parepare in Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd.)

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SUBMISSION PAGE

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Thesis

**As a Part of Fulfillment of the Requirement for the Degree of
Sarjana Pendidikan (S.Pd.)**

English Education Program

Submitted by

**EKA NOVIA FARADITA
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To

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PAREPARE**

2023 M / 1444 H

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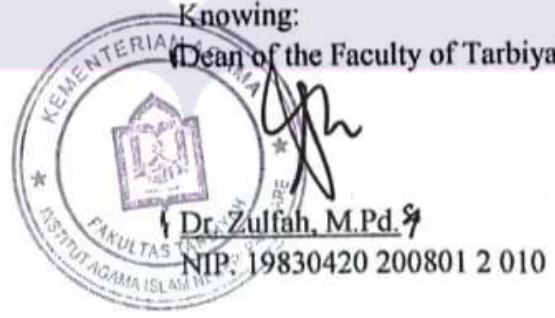
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DECLARATION OF THE AUTHENTICITY OF THE THESIS

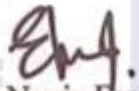
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Stated this thesis was her own writing and if it can be proved that it was copied, duplicated or compiled by any other people, this thesis and the degree that has been gotten would be postponed.

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ABSTRACT

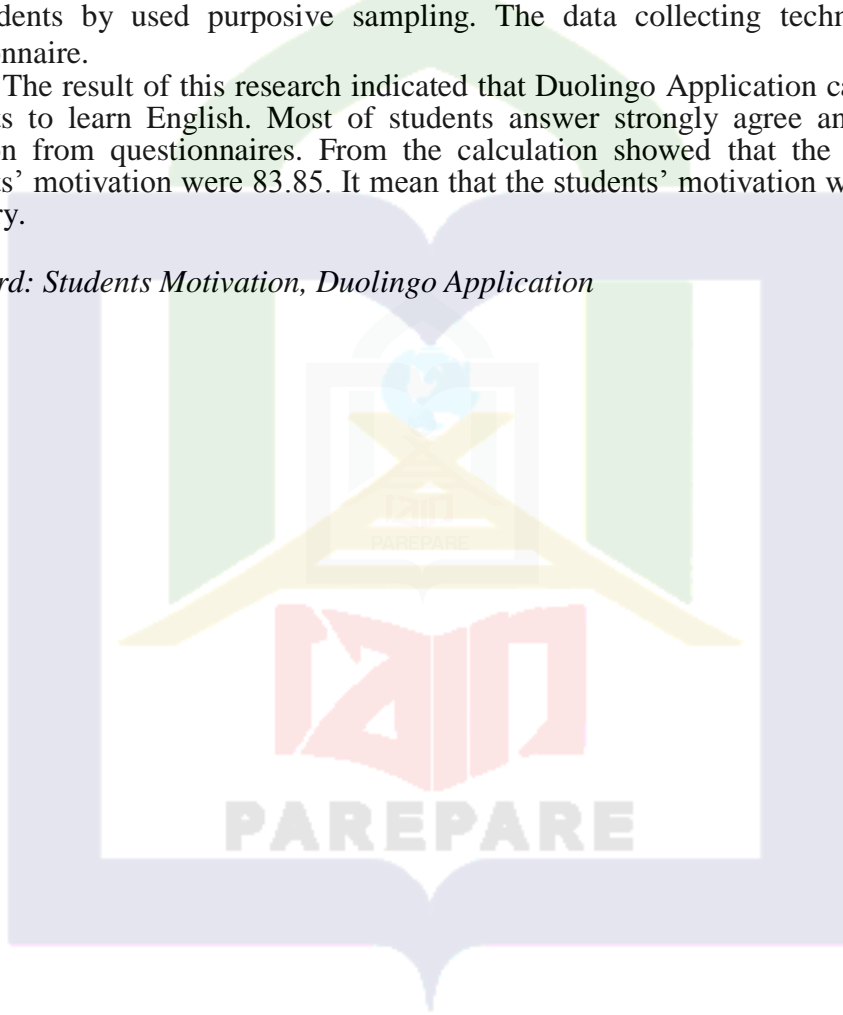
Eka Novia Faradita. *Students' Motivation to Learn English by Using Duolingo Application at Grade 8th of SMPN 6 Parepare.* (Supervised by Arqam and Mujahidah).

The purpose of this research was to find out how is students motivation to learn English by using Duolingo Application at grade 8th of SMPN 6 Parepare.

This research used descriptive quantitative. The population of this research were the students at the eighth grade of SMPN 6 Parepare. The sample of this research were 27 students by used purposive sampling. The data collecting technique by using questionnaire.

The result of this research indicated that Duolingo Application can motivate the students to learn English. Most of students answer strongly agree and agree in the question from questionnaires. From the calculation showed that the average of the students' motivation were 83.85. It mean that the students' motivation was in very high category.

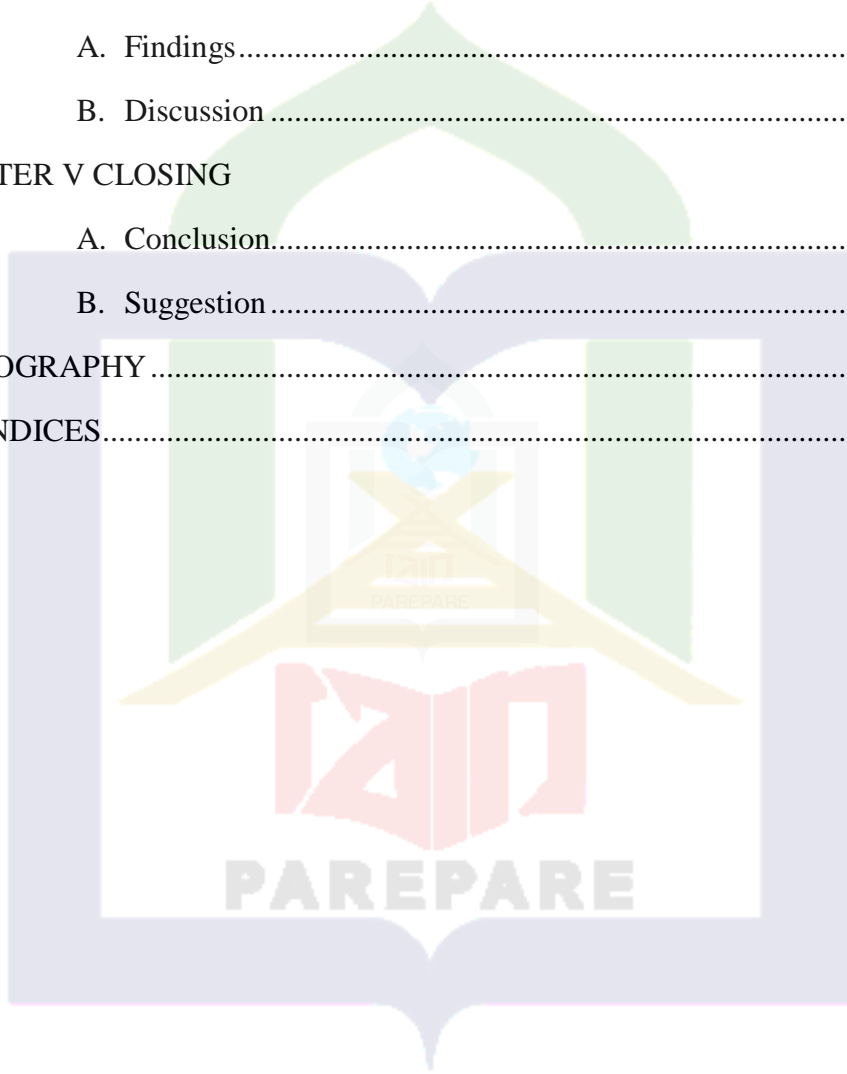
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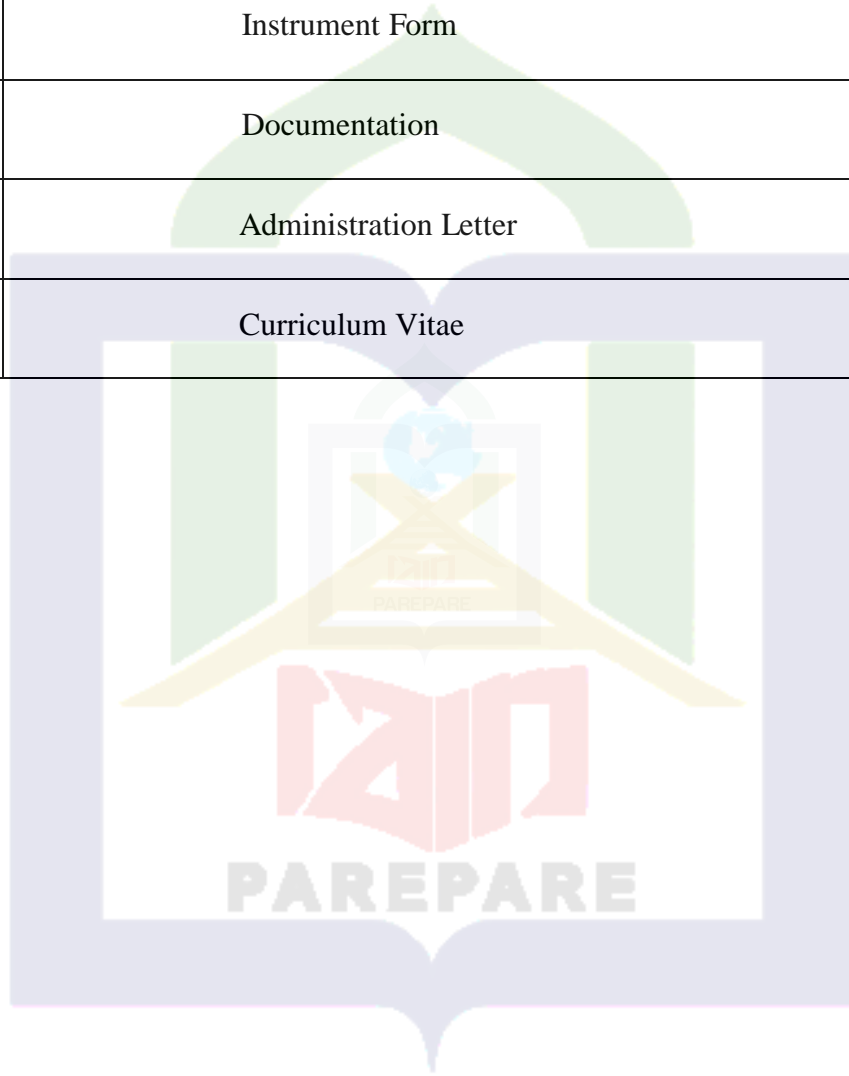
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CHAPTER I

INTRODUCTION

A. Background

English is one of the international languages. In this age of globalization, learning English is essential to staying up to date with advances in science and information technology worldwide. English must therefore be introduced as early as feasible. English is now the first foreign language that students should be taught as one of their topics in elementary school through university education, according to the Indonesian government. Learning English is very important because according to Johnstone, if people learning English, they are gain knowledge, learn subject matter, acquire skills, shape attitudes, develop themselves in a purely linguistic way.¹ The study of English is acquired through education. For some students, the process of learning a language has a big impact on their ability to speak English.

All English skills must be mastered by the students, either actively or passively. The several abilities required to study English might generate stress in students. It is the teacher's responsibility to make learning more enjoyable so that students will retain the material. The teacher needs to understand how students are driven to learn English in order to ensure that they enjoy their English classes.

Motivation is an effort to get a language because of the desire to do and a sense of satisfaction. It is an important factor in the success of language learning. Motivation can be seen through criteria or indicators of motivation, namely: (1) interest and attention to the lesson, (2) enthusiasm for carrying out learning tasks, (3)

¹ Richard, Johnstone. (Ed). *Learning Through English: Policies, Challenges, and Prospects*. (Malaysia: British Council, 2010), P. 8

responsibility in carrying out learning tasks, (4) reactions shown to the stimulus provided, and (5) a sense of pleasure and satisfaction in carrying out the tasks given.²

Motivation will make students enthusiastic in the teaching-learning process so they will be pushed to study English well. Students must be enthusiasm, commitment, and perseverance because this is the main determinant of students' success or failure in learning. It is supported by Dornyei states that motivation of students is one of the most important factors influencing success or failure in learning the language.³ It shows that motivation is one of the key point in learning English.

Vasellinov and Grego showed that the main factor of Duolingo's effectiveness is to motivate students to learn and significantly improve their language learning process.⁴ Students that use Duolingo can benefit from more interesting content and a more engaging learning environment. This is possibly the most effective approach for students to master the components of language learning and advance their English proficiency. The four English language learning abilities that Duolingo offers are speaking, reading, writing, and listening. The interface of the app is designed to resemble a game. As a result, students shouldn't be bored while learning because the game-like design will encourage them to complete the activities.

To find out students' motivation in English language learning an application used a game like design called Duolingo has proposed to be used in this research to describe students' motivation to learn English. This issue choosen with the reason the researcher found that the student in SMPN 6 Parepare has a low motivation in

² Nana Sudjana, "Penilaian Hasil Proses Belajar Mengajar" (Bandung: Remaja Rosdakarya, 2016). p. 61

³ Zoltan, Dornyei. *The Psychology of the Language Learner: Individual Differences in Second Language Acquisition*. (London: Lawrence Erlbaums, 2005), P. 65

⁴ Vasselinove, R., & Grego, J. 2012. *Duolingo Effectiveness Study*. City University of New York, USA.

learning English language. There are students who believe that learning English is hard. This explains their lack of enthusiasm in learning more about the English language. Based on the explanation above, we know that motivation is considered as an important element along with language capacity in shaping success in learning a new language in the classroom. In learning English each student has different motivations. In this study the writer wanted to know the students' motivation in learning English. So the writer conducted a study entitled "Students' Motivation to Learn English by using Duolingo Application at grade 8th of SMPN 6 Parepare."

B. Research Question

Based on the background of the study above, the research try to formulate research question that how is students' motivation to learn English by using duolingo application at grade 8th of SMPN 6 Parepare?

C. Objective of the Research

To describe students' motivation to learn English by using duolingo application at grade 8th of SMPN 6 Parepare

D. Significance of the Research

The significance of the research is theoretically and practically.

1. Theoretical Significances

The finding of this research provides significant information about students' motivation to learn English by using duolingo application. In addition, This research can contribute to the other researchers as a reference for further studies on a similar topic.

2. Practical Significances

This research can provide understanding to the teachers about students' motivation, so that it can help them to improve the learning process in the classroom.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Finding

Yuni Amalia, in her research about Students' Motivation in Learning English (A case Study at tenth grade of MAN 1 Cilegon). The result of her research indicated that the total mean score for students' intrinsic motivation is 3.92, it is considered as high rating level and the total mean score for students' extrinsic motivation is 3.49, it is considered moderate in rating motivational level. From this result, it can be said that the students had intrinsic motivation higher than extrinsic motivation in learning English. In other words, the motivation inside of students were bigger than the motivation comes outside the students.⁵

Moch. Syamsul Hadi, in his research about The Effectiveness Using Animation Video on Student's Motivation and Vocabulary Mastery. The result of his research indicated that the teaching vocabulary by using animation video toward the eighth grade students at SMPN 2 Sumbergempol was effective. It could be seen from their enthusiasm and interest during participating the vocabulary learning by using animation video. There was also the significant difference between the students' score of the experimental and control group. Based on the research finding in this study, it was known that the mean score of students' vocabulary test of experimental group was 73.33. Meanwhile, the control group was 66.75. The mean score of motivation from experimental group was 70.39, while the control group was 62.56. It means that there is any difference on the mean score of vocabulary mastery and

⁵ Yuni Amalia "*Students's Motivation in Learning English*" (Unpublished Thesis UIN Sultan Maulana Hasanuddin Banten, 2020)

motivation between the students who are taught by using animation video and non-animation video.⁶

Ika Ayu Ningrum, in her research about The Student's Motivation in Learning English Vocabulary by Series Picture. The result of her research indicated that data intrinsic the students' motivation in learning English vocabulary by series picture. The students had intrinsic motivation, learning English and picture series. The example of intrinsic motivation is I think learning English vocabulary by series picture is suitable for me have mean-score 4.14, I am enjoy learning vocabulary by series picture have mean-score 4.02, and learning vocabulary by series picture make us excited have mean-score 3.78. The example for intrinsic learning English vocabulary is I use series picture will help to describe a vocabulary have mean score 4.16, I always use series picture in learning English vocabulary have mean-score 3.55, I am able to have a wider range of vocabulary activities using series picture in learning English have mean-score 3.78, and I will improve my vocabulary by series picture have mean-score 3.95. And then the example of intrinsic picture series is I use picture series can make me better understand about the purpose in picture have 4.18, I feel learning English vocabulary so easy by series picture have mean-score 3.94, and I think vocabulary exercise through series picture will distract to the English word have mean-score 3.87. The result of data research by questionnaires the researcher getting interpretation was high for the each point intrinsic. Because of that, the students' motivation in learning English vocabulary by series picture was good and had high interpretation mean-score.⁷

⁶ Moch. Syamsul Hadi “*The Effectiveness Using Animation Video on Student's Motivation and Vocabulary Mastery*” (Unpublished Thesis IAIN Tulungagung, 2019)

⁷ Ika Ayu Ningrum “*The Student's Motivation in Learning English Vocabulary by Series Picture*” (Unpublished Thesis Universitas Islam Kalimantan Muhammad Arsyad Al Banjari, 2021)

B. Some Pertinent Ideas

I. The Concept of Motivation

a. Definition of Motivation

In Cambridge dictionary, motivation is enthusiasm for doing something.⁸ A cognitive view of motivation includes factors, such as the need for exploration, activity, stimulation, new knowledge, and ego enhancement. A motivation is a state of a cognitive arousal which provokes a “decision to act” as a result of which there is “sustained intellectual and/or physical effort” so that the person can achieve some “previously set a goal”.⁹

Motivation is the term most often used to explain the success or failure of almost any complex task. Almost all experts also agree that a theory of motivation is concerned with the factors that encourage behavior and provide direction to that behavior. It is also generally accepted that a person's motives for engaging in a particular activity are based on underlying needs.¹⁰ Motivation is some kinds of internal drive which pushes someone to do things in order to achieve something. This definition is introduced in some theories, the most widely known are motivation to learn, to work, and get achievement.

Meanwhile, according to other opinions, motivation to learn is “anything intended to encourage or provide encourage someone who is carrying out learning

⁸ Dictionary Cambridge “*Definition of Motivation*” on <https://dictionary.cambridge.org/dictionary/english/motivation>

⁹ Jeremy Harmer, *The Practice of English Language Teaching*, (England: Longman, 2001), 3rd Ed., P.51.

¹⁰ Idham Kholid, “*Motivasi dalam Pembelajaran Bahasa Asing*”, *Jurnal Tadris*, vol 10 No. 1 (2017), p. 62

activities to become even more active in studying to obtain better achievements."¹¹ So, if students have high motivation in learning, then he will be able to obtain good learning achievements. Good learning achievement can be shown from the achievement of good student learning outcomes.

That will be analyzed in this research is motivation to learn, it is a kind of internal and external drive which pushed students who are studying about something to improve their attitude, generally is influenced some supporting factors, they are:

- a. Desire to success
- b. There is pushing of study
- c. There are necessities in study
- d. There is expectation in future
- e. Appreciation in the learning process
- f. There are attractive activities in the teaching learning process
- g. Good learning environment¹²

Motivation is one of the important factors that influence English learning achievement. Maintaining a high level of motivation during a period of language learning is one of the best ways to make the whole process more successful. As each student is motivated in different ways, the teacher has to find the right balance of incentives to succeed and disincentives to fail, encouragement, and the right environment to learn. Based on several expert opinions regarding understanding motivation above, it can be seen that what is meant motivation is an encouragement

¹¹ Purwa Atmaja Prawira, *Psikologi Pendidikan dalam Perspektif Baru*, (Jogjakarta: Ar-Ruzz Media, 2013), p. 320.

¹² Hamzah B. Uno, *Teori Motivasi & Pengukurannya (Analisis di Bidang Pendidikan)*, Jakarta: Penerbit Bumi Aksara, 2008), P.23.

that causes a person to act or act in learning activities to achieve the desired goals, so that changes in his behavior are expected to occur.

b. Kinds of Motivation

According to Tambunan, intrinsic motivation and extrinsic motivation is a type of motivation based on its source. The intrinsic motivation and extrinsic motivation are:

- 1) Intrinsic motivation is the motivation that arises from a person. This motivation usually arises because of hopes, goals and objectives someone's desire for something so that he has the passion to achieve it.
- 2) Extrinsic motivation is something that is expected to be obtained from outside a person. This motivation is usually in the form of the value of a material, for example a reward in the form of money or other incentives obtained for an effort that has been made.¹³

Meanwhile, according to Sardiman, says that intrinsic and extrinsic motivation are as follows:

- 1) Intrinsic motivation is the motives that become active or function without any need for external stimulation, because in every individual there is an urge to do something.
- 2) Extrinsic motivation are motives that become active or function because of external stimuli.¹⁴

According to the opinion of the experts above, it can be concluded that the motivations that exist in students include intrinsic motivation and extrinsic motivation. Intrinsic motivation is motivation that arises from within the students

¹³ Tambunan, *Jenis Motivasi Belajar*. (Jakarta: Gaung Persada, 2015). p.196

¹⁴ Sardiman. *Interaksi dan Motivasi Belajar Mengajar*. (Jakarta: Rajawali Pers: 2018), p. 89

themselves, without any external stimulation, on the other hand extrinsic motivation is motivation that arises due to stimuli from outside the students.

c. Factors Affecting Motivation

According to Oemar Hamalik there are several factors that influence motivation, both intrinsic motivation and extrinsic motivation including:

- 1) The level of student awareness of the needs that encourage behavior/deeds and awareness of the learning objectives to be achieved.
- 2) The attitude of the teacher towards the class, the teacher who is wise and always stimulates students to act towards a clear and meaningful goal for the class.
- 3) The influence of student groups. If the influence of the group is too strong, then the motivation is more likely to be extrinsic.
- 4) The class atmosphere also influences the appearance of certain traits on students' learning motivation¹⁵

d. Function of Motivation

According to Sadirman, the function of motivation is divided into three can be explained as follow:

- 1) Encourage someone to do Activities

What is meant by encouragement is an action and effort made by someone to do something. So based on this explanation, motivation functions as a driving force in a person in carrying out activities with the goals to be achieved

¹⁵ Oemar Hamalik, *Kurikulum dan Pembelajaran*, (Jakarta: Bumi Aksara, 2003), p.121

2) Giving Direction

Motivation can function as a direction, namely in the form of a goal to be achieved. In learning, motivation is needed because it serves to direct them to achieve the goals they want, and the efforts they make to achieve these goals.

3) Define Action

The function of determining the action is to know the action that must be taken. Actions taken are in line with the goals to be achieved. Thus, students must have motivation to learn, because of good motivation, they will get good achievements and results.¹⁶

e. Source of Motivation in the Learning Process

The motivation that brings students to the task of learning English can be affected and influenced by the attitude of a number of people. It is worth considering what and who these are since they form of the world around students feeling and engagement with the learning process.¹⁷

1) The society people in live

Outside any classroom there are attitudes to language learning and the English language in particular. How important is Learning of English considered to be in the society. In school situation, for example, is the language learning part of curriculum of high or low status? If school students offered the choice of two languages to learn, which one would they choose? and why?

¹⁶ Sadirman, *Interaksi dan Motivasi Belajar Mengajar* (Jakarta: Raju Grafindo Persada: 2012)

¹⁷ Jeremy Harmer, *The Practice of English Language Teaching*, (England: Longman, 2001) p.

2) Significant others

From the culture of the world around students, their attitude to language learning will be greatly affected by the influence of people who are close to them. The attitude of parents and older siblings will be crucial. The attitude of students peers also crucial. If they are critical of the subject or the activity, the students own motivation may suffer. If they are enthusiasm learners, they may take the student along with them.

3) The teacher

The teacher is clearly a major factor in the continuance of students' motivation. Teacher is a person who has an important role in teaching and learning activity to socialize and shaping motivation among student. Teacher is not only a person who transfers the knowledge to students, but also as a motivator who always motivates and supports the students in teaching and learning. Dornyei informs that teacher's skill in motivating students should be seen as the central in teaching and learning process.¹⁸ Teacher is the key instrument to handle and organize students in the classroom.

4) The method

It is vital both teacher and students have some confidence in the way teaching and learning take place. When either loses this confidence, motivation can be disastrously affected, but when both are comfortable with the method being used, success in much more likely.

¹⁸ Zoltan Dornyei, *Motivation in Second and Foreign Language Learning*, Language Teaching, (1998) p.130

f. How to Arouse Students' Learning Motivation

Teachers can use a variety of ways to move their students learning motivation or generate. Hamalik stated that there are several ways of evoking motivation of study students:

1) Gives the numbers

Numbers in this case as a symbol of the value of learning activities, the main precisely to achieve a number or a good value. The good numbers for students are very strong motivations.

2) Prize

Prize can also be said as motivation, to the pupil over things that have to do with successful beneficial as learning stimulus. Prize gives rise to a sense of satisfied and happy.

3) Rival / competition

Rival or competition can be used as a motivational tool to encourage student learning. Competition, both individual competition and group competition can improve student learning achievement.

4) Ego-involvement

Foster awareness of students to feel the importance of the task and accept it as a challenge so working hard by risking self-esteem, is one form of motivation that is quite important.

5) Give a test

Students will study hard if they know there will be a test. Therefore, giving this test is also a means of motivation.

6) Know the results

By knowing the results of work, especially if there is progress, will encourage students to be more active learning.

7) Praise

If there are students who succeed in successfully completing the task properly, praise must be given. This compliment is a positive form of reinforcement and is also a good motivation.

8) Punishment

Punishment as a negative reinforcement but if given correctly and wisely becomes a motivational tool. Therefore the teacher must understand the principles of punishment.

9) The desire to learn

Means there is an element of deliberation, there is an intention to learn. This will be better, when compared to all activities without intent.

10) Interest

Motivation arises because there is a need, so is interest so it is appropriate that interest is a basic motivational tool. Regarding this interest, among others, can be generated in the following ways:

- a) Arouse a need
- b) Connecting with past experience issues
- c) Give an opportunity to get good results
- d) Use various forms of teaching.

11) Recognized goal

Goals that are recognized and accepted well by students will be a very important motivational tool. Because by understanding the objectives achieved, because it is very useful and profitable, there will be a passion for learning.¹⁹

Language learners were simultaneously motivated instrumentally and integratively. It was indicated learners were highly motivated towards learning English. Motivation has a key role in the development of language skills. Teachers can play a significant role in motivating learners to the learning of a second or foreign language.²⁰

g. Measure of Motivation

There are some measurements that can be used to know the motivation that are:

- 1) Performance test is the measurement to get information about loyalty, sincerity, targeting, awareness, duration and frequency of activist.
- 2) Questionnaire is to know the persistence and loyalty
- 3) Free compose is to understand information about the vision and aspirations
- 4) Achievement test is to get the information about the achievement of the students academic
- 5) Scale is to understand information about attitude.

In this research the researcher use the one of measurement about that is questionnaire. In the questionnaire there are five options that are strongly

¹⁹ Sadirman A.M, “*Interaksi dan Motivasi Belajar Mengajar*” (Depok: Rajawali Pers, 2018) p. 92-95

²⁰ Mitra Alizadeh, *The Impact of Motivation on English Language Learning*, *International Journal of Research in English Education*, (Lahijan Branch: Islamic Azad University, 2016) p. 11-13

agree, agree, neutral, disagree, and strongly disagree. The answer of the questionnaire would be change become score by using likert scale.

2. The Concept of Duolingo

a. The Definition of Duolingo

Duolingo is the world's largest online language learning platform.²¹ Duolingo is a free application created by Luis Von Ahn and Severin Hacker in November 2011. Its slogan is "Free language education for the world." According to its website, it has more than 30 million registered users.

The techniques which Duolingo provides in learning are so various and comfortable for beginner who learn a new language from the basic. It is so easy to use because the procedures for the use are simple. It is because the target of Duolingo can be used for all ages such as children, teenagers, parents and others. Munday stated that Duolingo is preferred than regular assignment and media because of the convenience it provides, it is based on his research.²² It is mean that Duolingo is easy to use and more interesting so it will be comfortable to be one of the media that we use in teaching in classroom. Grego and Vasselinov (2012), they did research which is see the effectiveness of Duolingo in learning language. Their research showed that the students are satisfied in learning language with Duolingo, and they enjoyed learning with it.

Duolingo has several game like features, which will engage students to learn a language:

²¹ Vasselinov, R., and Grego, J. *Duolingo Effectiveness Study* (USA: City University of New York, 2012), p. 2

²² Munday, Pilar. *The Case for Using Duolingo as Part of the Language Classroom Experience*, (2016), p. 96

- a) Duolingo has a skill tree that consists of several lessons that the user can go through and unlock the next skill. Each lesson contains 10 to 15 exercises with different types of exercises.
- b) Duolingo is the leader board, which is activated when the user adds friends to their list.
- c) Duolingo has a shop, whose currency is called Lingot, which the user can use to buy additional skills, and bonuses such as freezing or customizing the appearance of Duolingo the owl mascot.
- d) Duolingo also has a feature on the web called Duolingo for Schools where teachers can create virtual classrooms to view Duolingo curriculum content, monitor student progress, and assign assignments to classroom activities or homework.²³

b. Types of Duolingo Task

There are four separate tasks on Duolingo, such as vocabulary task, a listening and transcription task, a sentence completion task, and a speaking task. As indicated earlier, because the test is computer adaptive, the order and number of times each task appears may differ for each test taker on the basis of his or her responses.

1) Vocabulary

In the vocabulary assignment, a number of words on the boxes in the screen can be seen by the test taker. After that, the words which is proper in English words should be selected by the test taker also. It has rule that the test taker only has one minute in completing the assignment.

²³ An Nisa Cesarini, *Utilizing Duolingo In Learning Vocabulary*, Proceedings International Conference on Education (Suryakancana University,2021),p.112

2) Listening and Transcription

Listening and Transcription has purpose to assess test taker's ability in listening. The test taker must type the sentence that they heard which is presented aurally to them. Usually this assignment is absolutely a dictation model. The test should complete the assignment and it can hear the audio text up to three times. The test taker only has one minute to finish this assignment.

3) Sentence Completion

Sentence completion is the task that labeled to complete sentences. Here, the test taker will present some short text arranged of several sentences. There are five blank spaces in the assignment and it should be choosed by clicking on the blank space to answer the question from a list of eight answer that provided. This assignment is identic to a selected-response or rational close task. In completing this assignment, it has the rule that the test taker only has three minutes.

4) Speaking

The last task is speaking. In this task, the test taker will give instruction on the screen such "Speak this sentence." Then, the microphone icon should be 21 clicked by test takers and the written sentence should be read aloud together with clocking the icon. This task also has the rule that it only has one minute to complete it.²⁴

²⁴ Wagner, E., & Anthony J. *Language Assessment Quarterly*. 2015. p. 322

c. The Characteristics of Duolingo Application

Duolingo as a free language-learning application can offers a wider range of features that requires an internet connection during using this application. Here are the characteristics of Duolingo application, such as:

- 1) Achievements is a Duolingo application feature given out when the learners or users has been completed the lessons through best effort.
- 2) Lingots is a small jewel icon that the learners have completed the activities and level successfully to get “lingots”. It can be changed for bonus extra practices.
- 3) Crown Levels are new feature in Duolingo application. Each skill has a “Crown Levels”. When you have completed a skill, you will get a crown, and continued to new skills.
- 4) Daily Goal is about appreciation for the learners who have completed a daily goal. Duolingo application gives a reward to them with surprising sounds and unique pictures and make the learners feel more enjoyable.
- 5) Clubs User Networking is a feature for learners to communicate and sharing with other users about language learning. It also can compete to gain (10) XPs and see their friends“ score.²⁵

d. Step to use Duolingo

There are some steps you must do when you want to use duolingo application, they are:

- 1) Download the Duolingo app in Google Play Store,
- 2) Select the language you want to learn and speak,

²⁵ Cecep Abdul Fatah “*The Effect of using Duolingo Application to Develop Students’ Vocabulary Knowledge*” (Unpublished Thesis UIN Jakarta, 2019), p. 16

- 3) You must set your pick a daily goal,
- 4) The app will ask you to choose one of them below,
- 5) Then, you must finish some short exercises in this app. After that, create a new account. You can sign-up with e-mail, Google or Facebook account (for Android users) and Twitter or Facebook account (for iOS users)²⁶

e. The Objectives of Duolingo Application

Lionetti states that there are some objectives of duolingo application, as follows:

- 1) To teach users to speak another language for free
- 2) To understand and be able to speak a phrase or sentence in another language
- 3) To listen a phrase or sentence in your target language and type it out
- 4) To be able to write the correct words to the matching pictures
- 5) To develop the skills to translate your words and sentences from your chosen language to English
- 6) To be able to translate words and sentences from English to your chosen language
- 7) To help users online to translate as much of the web as possible
- 8) To provide a gamified learning experience for users

²⁶ Kartika, B. (2014). *Belajar Bahasa Asing Sambil Bermain dengan Duolingo* (REVIEW), available on <https://id.techinasia.com/review-duolingo-aplikasi-belajar-bahasa-asing>

- 9) To provide our clients with the most accurate translation to their webpage²⁷

f. The Strengths and Weaknesses of Duolingo

Duolingo as a learning media have some strength, the are:

- 1) The application is user friendly, with free, simple, and informative lessons.
- 2) Learning is based around subject.
- 3) Teaches grammatical rules. E.g. masculine and feminine plural.
- 4) Tips and notes about grammar at bottom of each lesson.
- 5) Can be accessed on various electronic devices like mobile phone or PC, so learners can keep a detailed record of progress.
- 6) Can set daily goals for motivation.
- 7) Virtual shop with rewards for progress.
- 8) Course offered and taught in multiple languages.

Furthermore, this app also has some weakness follows:

- 1) Requires internet access.
- 2) Not much about culture is taught.
- 3) Duolingo class as a teacher only can accessed with web address not available at menus' in Duolingo application.

g. Particular Lesson in Duolingo

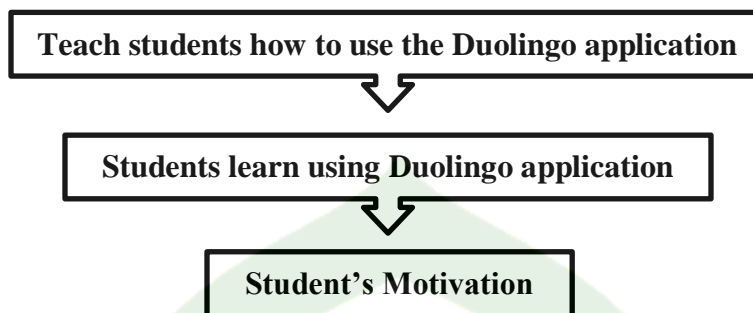
Futhermore, in improving our skill, duolingo make available lesson as follows:

²⁷ Lionetti, L. (2013). *Duolingo*. on <https://lclionetti.files.wordpress.com/2013/11/duolingo-e-learning-tool.pdf>.

- 1) At the first level there are: Basic 1, Basic 2 – these are requirements for the lessons on the second, which are: Common Phrases, Food and Animals.
- 2) Second level: Plurals
- 3) Third: adjective – predicative
- 4) Fourth: Clothing – Present 1
- 5) Fifth there is a shortcut (illustrated by a key), where a learner can take three attempts to unlock the following lessons without passing these five previous in case he/she is more advanced
- 6) Sixth: Nominative Pronouns, Accusative Pronouns
- 7) Seventh: Family
- 8) Eighth: Household, Conjunctions
- 9) Ninth: Dative Case, Numbers
- 10) Tenth: Dative Pronouns, Travel, Negatives
- 11) After the tenth lesson there is a shortcut
- 12) Eleventh: People
- 13) Twelfth: Colours, Formal You, Occupations
- 14) Thirteenth: Comparisons, Qualifiers
- 15) Fourteenth: Adjectives – Predicative 2, Prepositions
- 16) Fifteenth: Medical, Verbs – Modal
- 17) Sixteenth: Dates and Time
- 18) Seventeenth: Adverbs 1
- 19) Eighteenth: Frequency, Verbs – Modal
- 20) Nineteenth: Nature, Genitive Case
- 21) Twenty-first: Adjectives – Nominative 1, Adjectives-Accusative

- 22) Twenty-second: Adjectives – Dative – shortcut
- 23) Twenty-third: Adjectives – Nominative 2, Places, Adverbs 2
- 24) Twenty-fourth: Verbs – Preterits, Verbs – Present Perfect, Verbs Past Perfect
- 25) Twenty-fifth: Objects, Communication
- 26) Twenty-sixth: Verbs - Future 1
- 27) Twenty-seventh: Education, Science, Verbs - Future Perfect
- 28) Twenty-eighth: Verbs Reflexive – shortcut
- 29) Twenty-ninth: Business 1, Language
- 30) Thirtieth: Abstract Objects 1, Verbs - Present 3
- 31) Thirty-first: Verbs – Future 2, Verbs – Conditional
- 32) Thirty-second: Abstract Objects 2, Verbs – Conditional Perfect
- 33) Thirty-third: Business 2
- 34) Thirty-fourth: Sports, Spiritual, Arts
- 35) Thirty-fifth: Passive Voice, Verbs – Imperative, Politics
- 36) Thirty-sixth: Abstract Objects 3
- 37) Thirty-seventh: Abstract Objects 4, Verbs – Conditional 2, Verbs – Present 4.

C. Conceptual Framework



In the diagram above learning English by using Duolingo application and students' motivation classify briefly in the following:

1. Teaching duolingo application refers to the mastery of the students' learning English.
2. Students' learn using Duolingo refers to know students motivation

D. Operational Defenition

Students's Motivation is the desire of more than students to learn English, such as encouragement of students to be more courageous and the spirit of learning English, and an important part in learning the language itself.

Duolingo Application is a smart application designed to help you in the foreign language learning process that is packaged in a modern way and prioritizes user comfort.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Research Design

This research used quantitative design by using descriptive method. This method used to find the phenomenon by identifying number, graphic in research data.²⁸ The researcher used descriptive method because it describes the students' motivation to learn English by using Duolingo Application.

B. Location and Time of the Research

The location of the research was at SMPN 6 Parepare on Jl. Pendidikan, Bukit Harapan, Soreang, South Sulawesi. This research focused at the eighth grade in academic year 2021/2022. The time of the research was about one month.

C. Population and Sample

1. Population

Population is the generalization area consist of: object or subject that has the quality and certain characteristics set by the researcher to be studied and then draw conclusions.²⁹ The population of the research was the eighth-grade students of SMPN 6 Parepare. The total population were 55 students.

²⁸ Setiadi, Ag, B, *Metode Penulisan untuk Pengajaran Bahasa Asing: Pendekatan Kuantitatif dan Kualitatif*, (Yogyakarta: Graha Ilmu, 2006)

²⁹ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan Kombinasi (Mixed Methods)*, (Bandung: Alfabeta, 2015)

Table 3.1 Research Population

No.	Class	Students		Total
		Male	Female	
1.	81	13	15	28
2.	82	12	15	27
Total		25	30	55

2. Sample

Sample is partly or representative of population.³⁰ The sample of the research will be the class 82 which consist of 27 students, the criteria chosen by follows purposive sampling.

D. Instrument of the Research

The instrument of this research was questionnaire. It was aimed to find out the students' motivation in learning English by using Duolingo application.

E. Procedure of Collecting Data

1. Observation

The researcher observed in the classroom, especially for the object of the research.

2. Implementation

The researcher implemented how to use Duolingo application

3. Questionnaires

The researcher distributed the questionnaire to the students by giving a check in the questionnaire based on their opinion and feeling using positive statement.

³⁰ Suharsimi Arikunto, *Prosedur Penelitian* (Jakarta: PT. Rineka Cipta, 1997).

After the students had completed answering the questions, students submitted the questionnaires to the researcher. The questionnaires use five alternative based on the Likerts' scale is used to measure attitude, opinion, perception based on the certain object or phenomena.³¹ The indicator of the questionnaire were explain as follows: Strongly Agree (Sangat Setuju), Agree (Setuju), Neutral (Ragu-ragu), Disagree (Tidak Setuju), and Strongly Disagree (Sangat Tidak Setuju).

Table 3.2 Likert Scale

Option	Score
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

(Source: Rating Scale Sugiyono)

F. Technique of Data Analysis

The data of the questionnaire are analyzed by percentage technique. Calculated the percentage of factors that hamper the students by using the following formula:

$$P = \frac{F}{N} \times 100$$

Where:

P = Percentage

F = The frequency of Terms

³¹ Sugiyono, *Metode Penelitian Manajemen*, (Bandung: Alfabeta,2015), p. 168

N = Total sample³²

To rate students' motivation, the researcher uses the criteria as follow:

Table 3.3 The categorized students' score

Score	Categorized
81-100	Very High
61-80	High
41-60	Intermediate
21-40	Low
0-20	Very Low

(Source: Depdikbud in Nurleni 2012)

³² L. R. Gay, *Educational Research Competencies for Analysis and Applications*, Second Edition (Columbus Ohio: Person Merrill Prentice Hall, 1981), p. 282.

CHAPTER IV

FINDINGS AND DISCUSSION

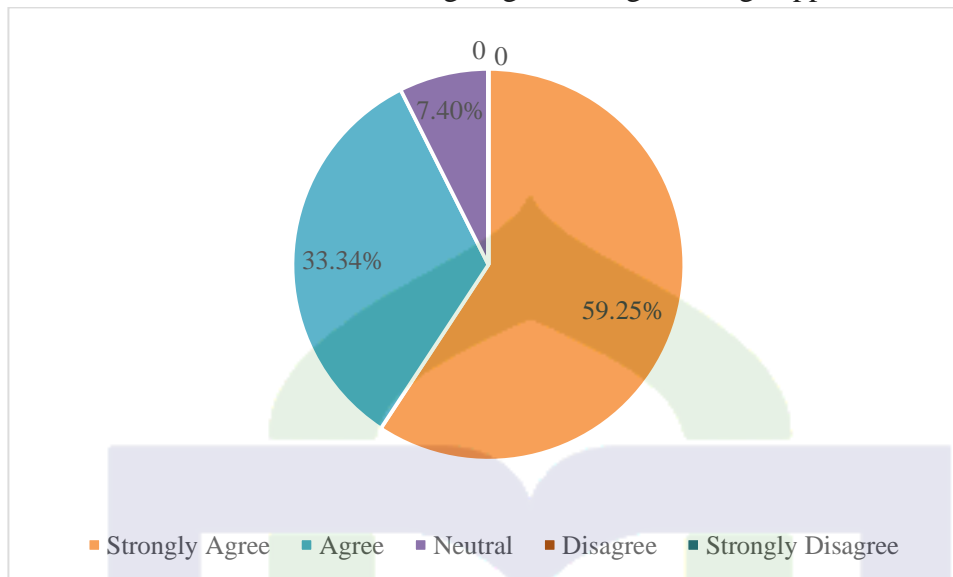
A. Findings

This research focused on students' motivation which conducting in class 82 at SMPN 6 Parepare. Motivation become the main focused in this research. The researcher spread questionnaire to the students to answer the questionnaire by the instrument of the research.

In this research, the researcher tried to applied Duolingo Application as a media of English language learning. Firstly, the researcher explain about Duolingo Application is one of application that can be used to learn foreign language, one which is English. The researcher implemented how to use the Duolingo application. To make sure that the students get the instruction clearly, the researcher gave the student instruction and explain how to download, sign up and use Duolingo application. After all students know how to access the Duolingo Application, the researcher asked the students to do the assignments in the application.

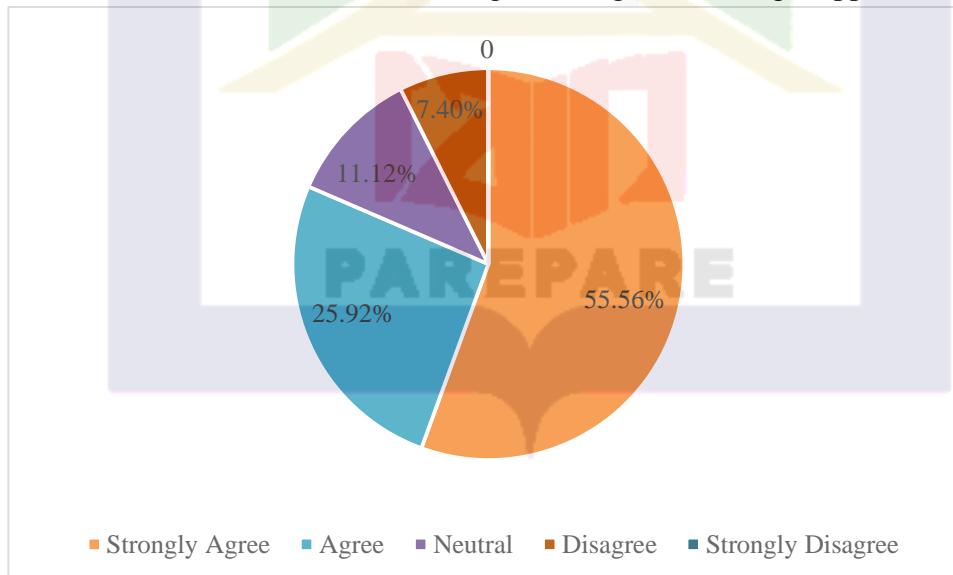
The last meeting the researcher give questionnaire. The questionnaire used to know students' motivation to learn English using Duolingo Application. The questionnaire was distributed to 27 student of class 82 as a sample. The questionnaire consisted of 10 items. The following table is the classification about each item:

Item No.1. I am interest in learning English using Duolingo application.



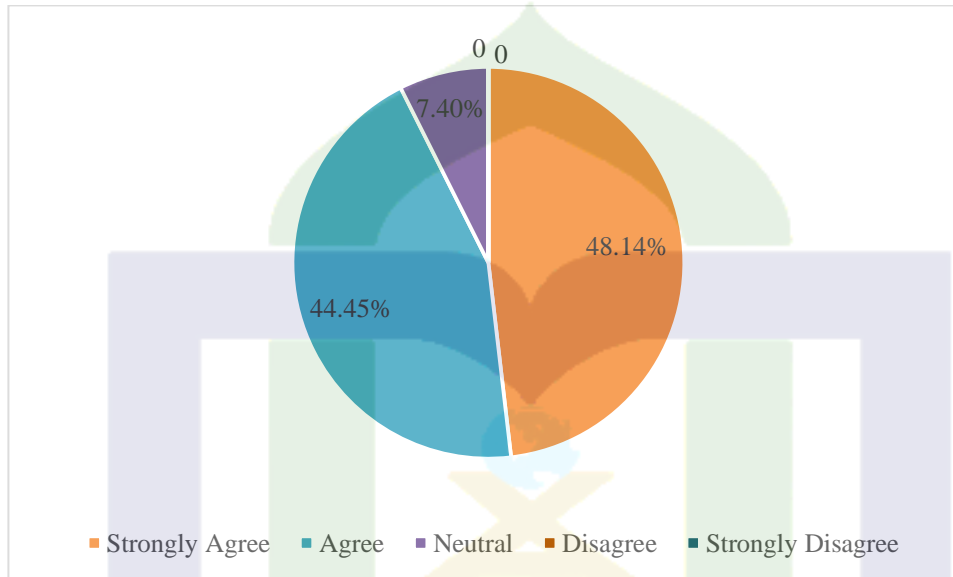
From the question number 1, 16 (59,25%) students strongly agree, 9 (33,34%) students agree, 2 (7,40%) students neutral with this statement.

Item No.2. I feel motivate to learn English using the Duolingo Application



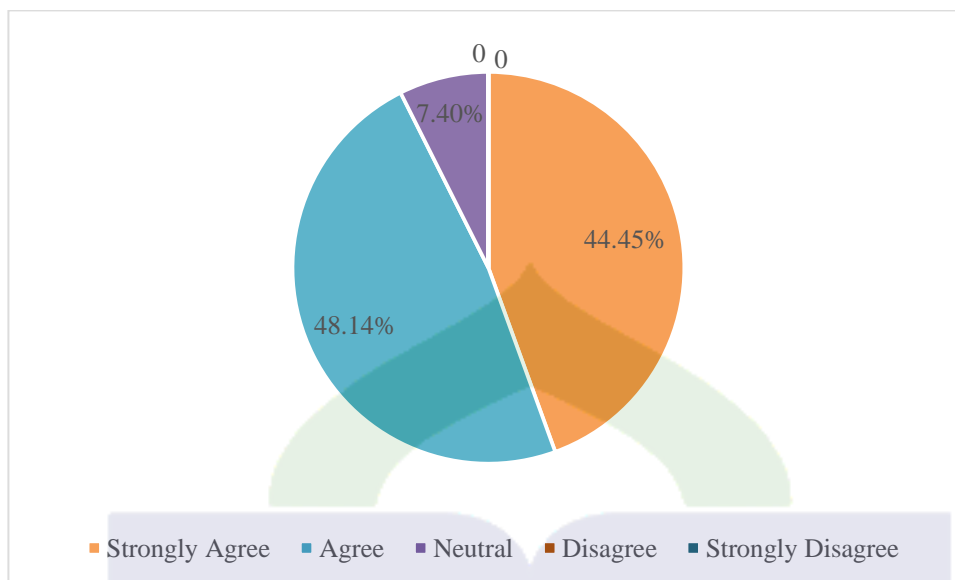
From the question number 2, 15 (55,56%) students strongly agree, 7 (25,92%) students agree, 3 (11,12%) students neutral, 2 (7,40%) students disagree with this statement.

Item No.3. Learning English using Duolingo application is more fun.



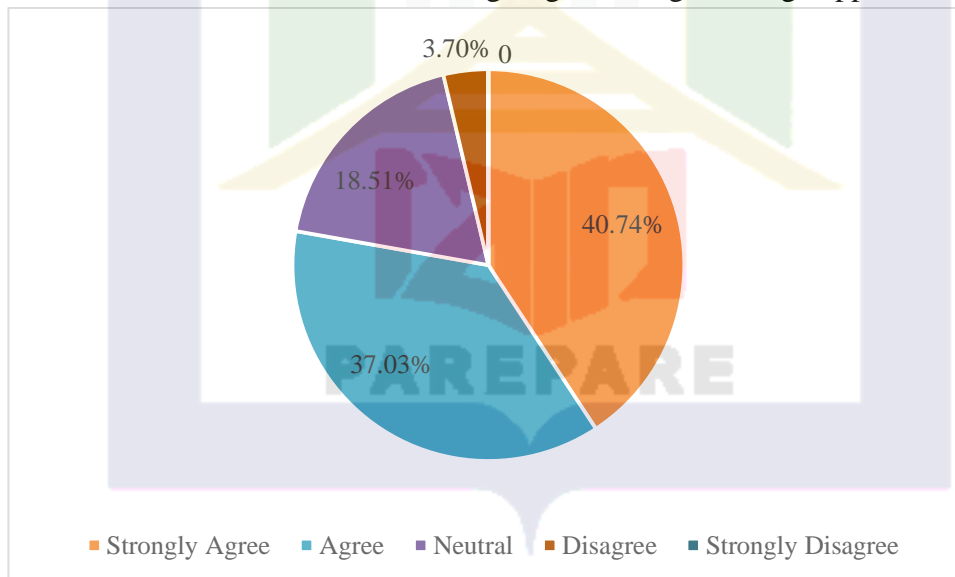
From the question number 3, 13 (48,14%) students strongly agree, 12 (44,45%) students agree, 2 (7,40%) students neutral with this statement.

Item No.4. I like learning English using Duolingo application



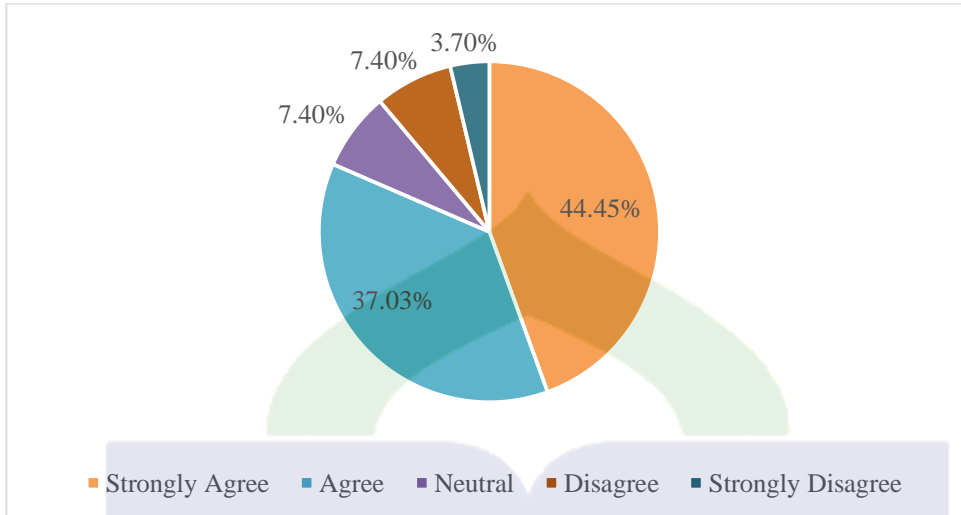
From the question number 4, 12 (44,45%) students strongly agree, 13 (48,14%) students agree, 2 (7,40%) students neutral with this statement.

Item No.5. I am excited when learning English using Duolingo application



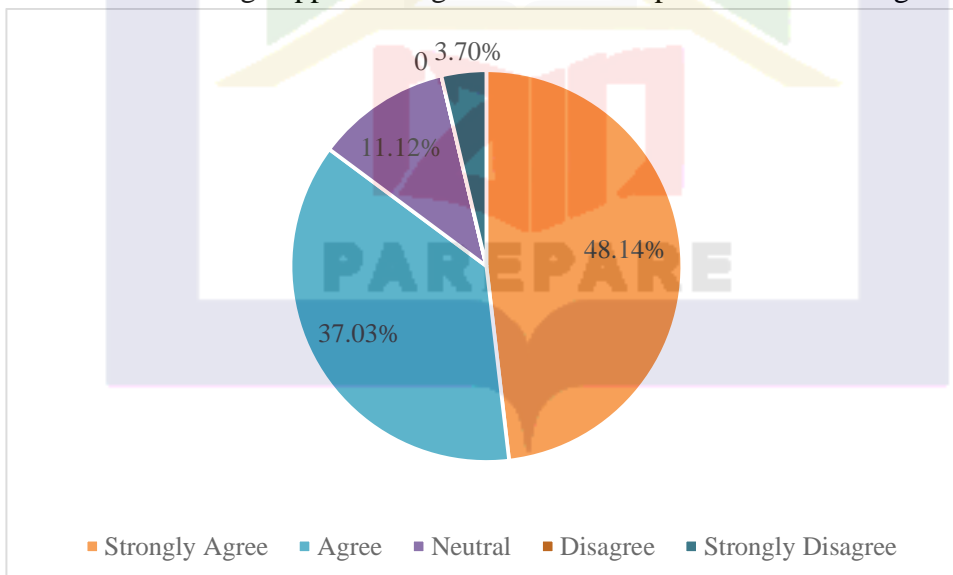
From the question number 5, 11 (40,74%) students strongly agree, 10 (37,03%) students agree, 5 (18,51%) students neutral, 1 (3,70%) student disagree with this statement.

Item No.6. Duolingo application makes learning activities more interesting.



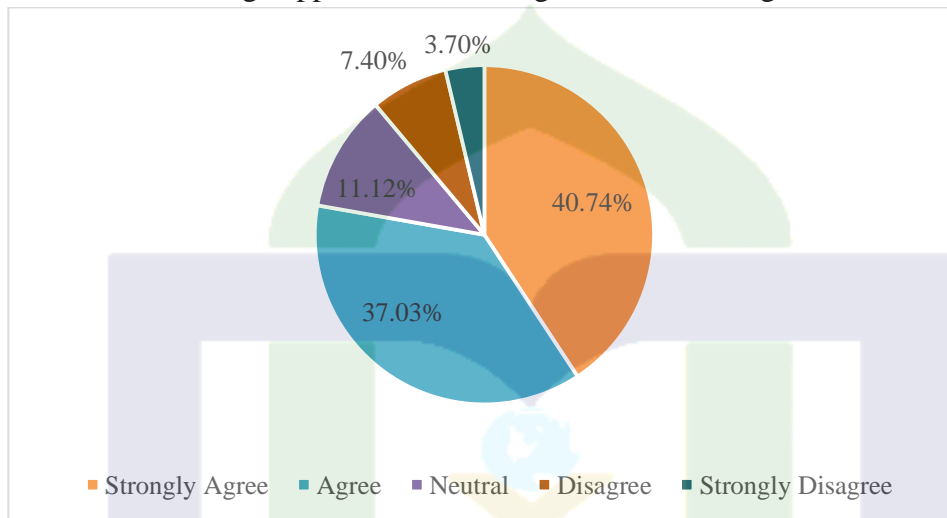
From the question number 6, 12 (44,45%) students strongly agree, 10 (37,03%) students agree, 2 (7,40%) students neutral, 2 (7,40%) students disagree, 1 (3,70%) student strongly disagree with this statement.

Item No.7. Duolingo application give me a new experience in learning English.



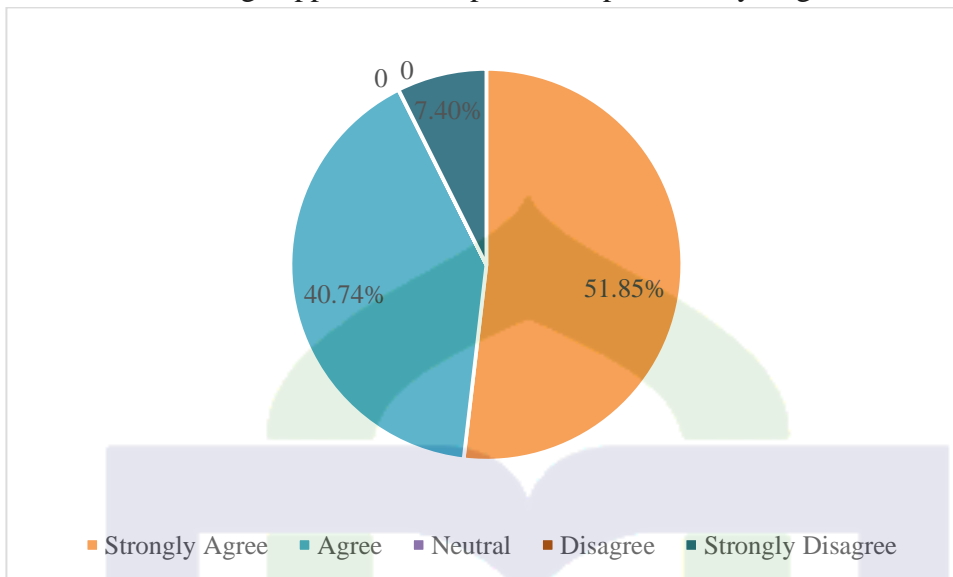
From the question number 7, 13 (48,14%) students strongly agree, 10 (37,03%) students agree, 3 (11,12%) students neutral, 1 (3,70%) student strongly disagree with this statement.

Item No.8. Duolingo application encourage me to learn English to be more active.



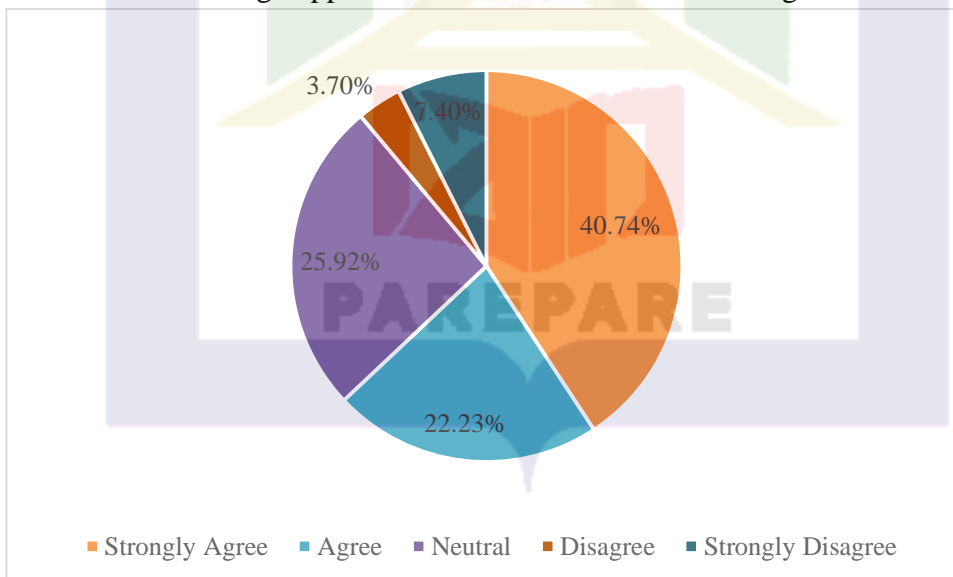
From the question number 8, 11 (40,74%) students strongly agree, 10 (37,03%) students agree, 3 (11,12%) students neutral, 2 (7,40%) students disagree, 1 (3,70%) student strongly disagree with this statement.

Item No.9. Duolingo application helps a lot to practice my English skill.



From the question number 9, 14 (51,85%) students strongly agree, 11 (40,74%) students agree, 2 (7,40%) students strongly disagree with this statement.

Item No.10. Duolingo application make me want to learn English all the time.



From the question number 10, 11 (40,74%) students strongly agree, 6 (22,23%) students agree, 7 (25,92%) students neutral, 1 (3,70%) student disagree, 2 (7,40%) students strongly disagree with this statement.

The result of the students questionnaire

Table 4.1 The Result of Questionnaire

No.	Name	Statement										Total	Score
		1	2	3	4	5	6	7	8	9	10		
1	AS	4	2	3	4	5	4	3	1	1	1	28x100:50=56	56
2	AR	5	5	4	4	4	4	4	5	4	4	43x100:50=86	86
3	AG	4	4	4	4	3	4	4	3	4	3	37x100:50=74	74
4	AP	4	4	5	4	4	5	5	5	5	4	45x100:50=90	90
5	AR	5	5	4	5	5	5	5	4	5	5	48x100:50=90	90
6	AR	5	5	5	5	5	5	4	4	5	5	48x100:50=90	90
7	ED	5	4	5	5	5	5	4	4	5	4	46x100:50=92	92
8	FN	5	5	5	5	5	5	5	5	5	5	50x100:50=100	100
9	FE	5	5	4	5	3	4	5	3	4	5	43x100:50=86	86
10	HA	5	5	5	5	5	5	5	4	4	4	47x100:50=94	94
11	JU	5	5	5	4	4	4	4	4	4	3	42x100:50=84	84
12	MA	4	3	4	4	3	4	4	2	4	3	35x100:50=70	70
13	MAS	4	2	3	4	5	4	3	2	1	2	30x100:50=60	60
14	MH	5	5	4	5	5	5	4	5	5	5	48x100:50=90	90
15	MW	4	5	5	4	5	4	5	5	5	4	46x100:50=92	92
16	NA	5	5	5	4	4	4	5	4	5	5	46x100:50=92	92

No.	Name	Statement										Total	Score
17	NAF	5	5	5	5	5	5	5	5	5	5	50x100:50=100	100
18	NF	5	4	5	3	4	2	3	5	4	3	38x100:50=76	76
19	NM	4	3	4	3	4	3	4	5	4	5	39x100:50=78	78
20	NS	3	4	5	5	3	2	5	5	5	3	40x100:50=80	80
21	NS	5	5	5	5	4	5	5	5	5	5	49x100:50=98	98
22	RAA	3	4	4	4	3	3	4	4	4	3	36x100:50=72	72
23	R	4	4	4	4	4	4	4	4	4	4	40x100:50=80	80
24	SZ	4	3	4	4	2	1	1	3	4	1	27x100:50=54	54
25	SA	5	5	4	4	3	5	5	4	5	3	43x100:50=86	86
26	SW	5	5	4	5	4	5	5	4	5	5	47x100:50=94	94
27	SAS	5	5	5	5	5	5	5	5	5	5	50x100:50=100	100
Mean Average												83.85	
2264 : 27 =													

Based on the result show that the mean score were 83.85. It mean that the students motivation was in very high category.

B. Discussion

In this part, the researcher using instrument to get the result, where the researcher using questionnaire to know students' motivation to learn English by using Duolingo application at grade 8th of SMPN 6 Parepare.

To find out the response students' motivation to learn English by using Duolingo application, the researcher used a questionnaire to answer the problem statement. There were five classification used by researcher to determine students'

motivation to learn English by using Duolingo application. If the score obtained is 81-100 it means that it is in the category of very high, if 61-80 it means in the high on category, if 41-60 is in the intermediate category, if 21-40 is in the low category, and if the 0-20 then very low category.

In this research, there were 10 items in the form of questionnaire with positive statement. Researcher analyzed one by one question item to determine student responses. Where on the question the students prefer answer strongly agree and agree. This proves that students response to the students' motivation to learn English by using Duolingo application at grade 8th of SMPN 6 Parepare is in the very high category.

This is evidenced by the result of the researcher analysis and the total number of students' scores, the result obtained are 83.85. where based on the classification used by the research in the previous chapter that 83.85 fall into the very high category. We can take conclusion of this research that most of the students in SMPN 6 Parepare especially in the eighth grade was dominated by good response.

CHAPTER V

CLOSING

A. Conclusion

Motivation is important in learning languages, including English. Without motivation, the goal of learning is difficult to be reach. Because the effort and desires of student affect in achieving learning objectives. Motivation is crucial in learning other languages, it can drive learners in reaching learning goal. By having motivation students will be enthusiastic in teaching learning process, so they will be pushed to study English well. Based on the research finding and discussion in the previous chapter in this study, the researcher concluded that the use Duolingo application can motivate the students at the eighth grade to learn English. Most of the students agree that Duolingo motivate them because the application give them a new way of learning English with fun in the learning process. Duolingo application was also easy to use by the student and help the student a lot to daily practice their English skill. From the calculation showed that the average of the students motivation were 83.85. It mean that the students' motivation was in very high category.

B. Suggestion

1. For teachers, teacher have to build students motivation every time they learn. It can be doing by improve their method or strategies in teaching English. In teaching and learning, teacher hoped to be creative to create a good atmosphere in teaching.

2. For students, students will continue to be motivated in learning English. The students should practice English and make it a habit. The most important thing is that the students must have a great desire to learn English.
3. For the future researchers, future researcher in order to develop again this research in order to deepen the motivation of learning, especially learning English in School.



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APPENDICES



APPENDIX 1: Instrument Form

	<p>KEMENTRIAN AGAMA INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE JURUSAN TARBIYAH DAN ADAB Jl. Amal Bakti No. 8 Soreang 911331 Telepon (0421)21307, Faksimile (0421) 2404</p>
	<p>VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI</p>

NAMA MAHASISWA : EKA NOVIA FARADITA
NIM/PRODI : 15.1300.163/PBI
FAKULTAS : TARBIYAH
JUDUL : STUDENTS' MOTIVATION TO LEARN ENGLISH
BY USING DUOLINGO APPLICATION AT
GRADE 8TH OF SMPN 6 PAREPARE

Instrumen Penelitian

Dalam Penelitian ini, peneliti akan menggunakan kuesioner serta dilengkapi dengan instruksi pada instrument sebagai berikut:

Instrument of Questionnaire

Nama:

QUESTIONNAIRE

Kelas:

Angket ini merupakan kumpulan pernyataan tertulis yang digunakan untuk memperoleh informasi dari responden tentang “Motivasi siswa untuk belajar Bahasa Inggris dengan menggunakan aplikasi Duolingo”. Hasil angket ini diharapkan dapat menjadi bahan kelengkapan peneliti, kepada siswa diharapkan menjawab pernyataan sesuai dengan yang disarankan dan sejujur-jujurnya. Hasil angket ini tidak berpengaruh terhadap nilai siswa. Terimakasih.

Petunjuk pengisian:

- A. Berilah tanda centang (✓) pada pilihan keterangan jawaban yang telah disediakan dibawah ini.
- B. Berilah jawaban sesuai dengan pendapat anda dan hati nurani anda dengan sejujur-jujurnya tanpa dipengaruhi oleh pihak lain.

Keterangan:

1. Sangat Setuju : (SS)
2. Setuju : (S)
3. Ragu-ragu (R)
4. Tidak Setuju : (TS)
5. Sangat Tidak Setuju : (STS)

QUESTIONNAIRE

NO.	Questionnaire	Answer				
		SS	S	R	TS	STS
1.	Saya tertarik belajar Bahasa Inggris menggunakan Aplikasi Duolingo					
2.	Saya merasa termotivasi untuk belajar Bahasa Inggris menggunakan aplikasi Duolingo					
3.	Belajar menggunakan Aplikasi Duolingo lebih menyenangkan					
4.	Saya suka belajar Bahasa Inggris menggunakan Aplikasi Duolingo					
5.	Saya semangat ketika belajar menggunakan aplikasi Duolingo					
6.	Aplikasi Duolingo membuat aktivitas belajar lebih menarik					
7.	Aplikasi Duolingo memberi saya pengalaman baru dalam belajar Bahasa Inggris					
8.	Aplikasi Duolingo sangat bermanfaat dalam pembelajaran Bahasa Inggris					
9.	Aplikasi Duolingo banyak membantu untuk melatih kemampuan Bahasa Inggris saya					
10.	Aplikasi Duolingo membuat saya ingin belajar setiap saat					

The Result of Questionnaire

QUESTIONNAIRE

NO.	Questionnaire	Answer				
		SS	S	R	TS	STS
1.	Saya tertarik belajar Bahasa Inggris menggunakan Aplikasi Duolingo.	✓				
2.	Saya merasa termotivasi untuk belajar Bahasa Inggris menggunakan aplikasi Duolingo.	✓				
3.	Belajar menggunakan Aplikasi Duolingo lebih menyenangkan.		✓			
4.	Saya suka belajar Bahasa Inggris menggunakan Aplikasi Duolingo.	✓				
5.	Saya semangat ketika belajar menggunakan aplikasi Duolingo.		✓			
6.	Aplikasi Duolingo membuat aktivitas belajar lebih menarik.	✓				
7.	Aplikasi Duolingo memberi saya pengalaman baru dalam belajar Bahasa Inggris.	✓				
8.	Aplikasi Duolingo mendorong saya untuk belajar Bahasa Inggris agar lebih giat.		✓			
9.	Aplikasi Duolingo banyak membantu untuk melatih kemampuan Bahasa Inggris saya.	✓				
10.	Aplikasi Duolingo membuat saya ingin belajar setiap saat.	✓				

QUESTIONNAIRE

NO.	Questionnaire	Answer				
		SS	S	R	TS	STS
1.	Saya tertarik belajar Bahasa Inggris menggunakan Aplikasi Duolingo.	✓				
2.	Saya merasa termotivasi untuk belajar Bahasa Inggris menggunakan aplikasi Duolingo.		✓			
3.	Belajar menggunakan Aplikasi Duolingo lebih menyenangkan.	✓				
4.	Saya suka belajar Bahasa Inggris menggunakan Aplikasi Duolingo.	✓				
5.	Saya semangat ketika belajar menggunakan aplikasi Duolingo.	✓				
6.	Aplikasi Duolingo membuat aktivitas belajar lebih menarik.	✓				
7.	Aplikasi Duolingo memberi saya pengalaman baru dalam belajar Bahasa Inggris.		✓			
8.	Aplikasi Duolingo mendorong saya untuk belajar Bahasa Inggris agar lebih giat.		✓			
9.	Aplikasi Duolingo banyak membantu untuk melatih kemampuan Bahasa Inggris saya.	✓				
10.	Aplikasi Duolingo membuat saya ingin belajar setiap saat.		✓			

QUESTIONNAIRE

NO.	Questionnaire	Answer				
		SS	S	R	TS	STS
1.	Saya tertarik belajar Bahasa Inggris menggunakan Aplikasi Duolingo.	✓				
2.	Saya merasa termotivasi untuk belajar Bahasa Inggris menggunakan aplikasi Duolingo.	✓				
3.	Belajar menggunakan Aplikasi Duolingo lebih menyenangkan.		✓			
4.	Saya suka belajar Bahasa Inggris menggunakan Aplikasi Duolingo.		✓			
5.	Saya semangat ketika belajar menggunakan aplikasi Duolingo.		✓			
6.	Aplikasi Duolingo membuat aktivitas belajar lebih menarik.		✓			
7.	Aplikasi Duolingo memberi saya pengalaman baru dalam belajar Bahasa Inggris.		✓			
8.	Aplikasi Duolingo mendorong saya untuk belajar Bahasa Inggris agar lebih giat.	✓				
9.	Aplikasi Duolingo banyak membantu untuk melatih kemampuan Bahasa Inggris saya.		✓			
10.	Aplikasi Duolingo membuat saya ingin belajar setiap saat.		✓			

QUESTIONNAIRE

NO.	Questionnaire	Answer				
		SS	S	R	TS	STS
1.	Saya tertarik belajar Bahasa Inggris menggunakan Aplikasi Duolingo.		✓			
2.	Saya merasa termotivasi untuk belajar Bahasa Inggris menggunakan aplikasi Duolingo.			✓		
3.	Belajar menggunakan Aplikasi Duolingo lebih menyenangkan.		✓			
4.	Saya suka belajar Bahasa Inggris menggunakan Aplikasi Duolingo.			✓		
5.	Saya semangat ketika belajar menggunakan aplikasi Duolingo.		✓			
6.	Aplikasi Duolingo membuat aktivitas belajar lebih menarik.			✓		
7.	Aplikasi Duolingo memberi saya pengalaman baru dalam belajar Bahasa Inggris.		✓			
8.	Aplikasi Duolingo mendorong saya untuk belajar Bahasa Inggris agar lebih giat.	✓				
9.	Aplikasi Duolingo banyak membantu untuk melatih kemampuan Bahasa Inggris saya.		✓			
10.	Aplikasi Duolingo membuat saya ingin belajar setiap saat.	✓				

QUESTIONNAIRE

NO.	Questionnaire	Answer				
		SS	S	R	TS	STS
1.	Saya tertarik belajar Bahasa Inggris menggunakan Aplikasi Duolingo.	✓				
2.	Saya merasa termotivasi untuk belajar Bahasa Inggris menggunakan aplikasi Duolingo.		✓			
3.	Belajar menggunakan Aplikasi Duolingo lebih menyenangkan.	✓				
4.	Saya suka belajar Bahasa Inggris menggunakan Aplikasi Duolingo.			✓		
5.	Saya semangat ketika belajar menggunakan aplikasi Duolingo.		✓			
6.	Aplikasi Duolingo membuat aktivitas belajar lebih menarik.				✓	
7.	Aplikasi Duolingo memberi saya pengalaman baru dalam belajar Bahasa Inggris.			✓		
8.	Aplikasi Duolingo mendorong saya untuk belajar Bahasa Inggris agar lebih giat.	✓				
9.	Aplikasi Duolingo banyak membantu untuk melatih kemampuan Bahasa Inggris saya.		✓			
10.	Aplikasi Duolingo membuat saya ingin belajar setiap saat.			✓		

APPENDIX 2: Documentation





APPENDIX 3: Administration Letter



KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 804 TAHUN 2021
TENTANG

PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE

DEKAN FAKULTAS TARBIYAH

- Menimbang : a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2021;
- b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
7. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.
- Memperhatikan : a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor: DIPA-025.04.2.307381/2021, tanggal 23 November 2020 tentang DIPA IAIN Parepare Tahun Anggaran 2021;
- b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 140 Tahun 2021, tanggal 15 Februari 2021 tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2021.

MEMUTUSKAN

- Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2021;

- Kesatu : Menunjuk saudara: 1. Dr. Arqam, M.Pd.
2. Mujahidah, M.Pd.

Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :

Nama : Eka Novia Faradita
NIM : 15.1300.163
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Students' Motivation To Learn English By Using Duolingo Application At Grade 0th Of SMPN 6 Parepare

- Kedua : Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;

- Ketiga : Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;

- Keempat : Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare
Pada Tanggal : 12 Maret 2021





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBİYAH

Alamat : Jl. Amal Bakti No. 08 Sorong Parepare 91132 telp (0421) 21307 Fax 24494
PO Box 909 Parepare 91100, website: www.iainparepare.ac.id, email: mail@iainparepare.ac.id

Nomor : B.2427/In.39.5.1/PP.00.9/07/2022
Lampiran : 1 Bundel Proposal Penelitian
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Walikota Parepare
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di,-
Kota Parepare

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Eka Novia Faradita
Tempat/Tgl. Lahir : Kotu, 11 November 1996
NIM : 15.1300.163
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris
Semester : XIV (Empat Belas)
Alamat : Dusun Patahirang, Desa Bamba Puang, Kec. Anggeraja,
Kab. Enrekang

Bermaksud akan mengadakan penelitian di wilayah Kota Parepare dalam rangka penyusunan skripsi yang berjudul "Students' Motivation To Learn English By Using Duolingo Application At Grade 8th Of SMPN 6 Parepare". Pelaksanaan penelitian ini direncanakan pada bulan Juli sampai bulan Agustus Tahun 2022.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 13 Juli 2022

Waka Dekan I,

Bahriar



Tembusan :

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah

SRN IP0000533



PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jalan Veteran Nomor 28 Telp (0421) 23594 Faksimile (0421) 27719 Kode Pos 91111, Email : dpmptsp@pareparekota.go.id

REKOMENDASI PENELITIAN
Nomor : 534/IP/DPM-PTSP/7/2022

Dasar : 1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
 2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
 3. Peraturan Walikota Parepare No. 45 Tahun 2020 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

MENGIZINKAN

KEPADA
 NAMA : **EKA NOVIA FARADITA**

UNIVERSITAS/ LEMBAGA : **INSTITUT AGAMA ISLAM NEGERI (IAIN)**
 Jurusan : **PENDIDIKAN BAHASA INGGRIS**
 ALAMAT : **DUSUN PATTALLIRANG, KEC. ANGGERAJA, KABUPATEN ENREKANG**
 UNTLIK : melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **STUDENTS MOTIVATION TO LEARN ENGLISH BY USING DUOLINGO APPLICATION AT GRADE 8 OF SMPN 6 PAREPARE**

LOKASI PENELITIAN : **DINAS PENDIDIKAN DAN KEBUDAYAAN (SMP NEGERI 6 PAREPARE)**

LAMA PENELITIAN : **15 Juli 2022 s.d 14 Agustus 2022**

a. Rekomendasi Penelitian berlaku selama penelitian berlangsung
 b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: **Parepare**
 Pada Tanggal : **19 Juli 2022**




KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KOTA PAREPARE



HJ. ST. RAHMAH AMIR, ST, MM
 Pangkat : **Pambina (IV/a)**
 NIP : **19741013 200604 2 019**

Biaya : Rp. 0.00

- UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1
- Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah
- Dokumen ini telah ditandatangani secara elektronik menggunakan **Sertifikat Elektronik** yang diterbitkan **BSE**
- Dokumen ini dapat dibuktikan keasliannya dengan terdaftar di database DPMPTSP Kota Parepare (scan QRCode)

KETENTUAN PEMEGANG IZIN PENELITIAN

1. Sebelum dan sesudah melaksanakan kegiatan, harus melaporkan diri kepada Instansi/Perangkat Daerah yang bersangkutan.
2. Pengambilan data/penelitian tidak menyimpang dari masalah yang telah diizinkan dan semata-mata untuk kepentingan ilmiah.
3. Mentaati Ketentuan Peraturan Perundang-undangan yang berlaku dengan mengutamakan sikap sopan santun dan mengindahkan Adat Istiadat setempat.
4. Setelah melaksanakan kegiatan Penelitian agar melaporkan hasil penelitian kepada Walikota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah Kota Parepare) dalam bentuk Softcopy (PDF) yang dikirim melalui email : litbangbappedaparepare@gmail.com.
5. Surat Izin akan dicabut kembali dan dinyatakan tidak berlaku, apabila ternyata pemegang Surat Izin tidak mentaati ketentuan-ketentuan tersebut di atas.

Lembar Kedua Izin Penelitian

PAREPARE



PEMERINTAH KOTA PAREPARE
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD SMP NEGERI 6 PAREPARE

Jalan Pendidikan Telp. (0421) 22875 Kode Pos 91131 Parepare
Email : admin@smpn6-parepare.sch.id, Website : <http://smpn6-parepare.sch.id>

SURAT KETERANGAN PENELITIAN

Nomor : 421.3/215/SMPN.06/VIII/2022

Yang bertanda tangan dibawah ini Kepala UPTD SMP Negeri 6 Parepare menerangkan bahwa :

Nama : **EKA NOVIA FARADITA**
Tempat/Tgl.Lahir : Kotu, 11 November 1996
Jenis Kelamin : Perempuan
Pekerjaan : Mahasiswa Institut Agama Islam Negeri (IAIN) Parepare
Program Studi : Pendidikan Bahasa Inggris
NIM : 15.1300.163
Judul Penelitian : **"Students Motivation To Learn English By Using Duolingo Application At Grade 8 of SMPN 6 Parepare"**

Benar-benar telah melakukan Penelitian di SMP Negeri 6 Parepare selama 1 bulan (15 Juli 2022 s/d 14 Agustus 2022).

Demikian Surat Keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Parepare, 15 Agustus 2022

Kepala UPTD SMP Negeri 6 Parepare



PAREPARE

CURRICULUM VITAE



The writer was born on November 11th, 1996 in Kotu, Enrekang. She is the first child of three siblings, from the couple Firman Pandji and Sufiaty Malik. She has one brother and one sister. She began her study in Kindergarden (TK) Al-Fitrah Kotu and graduate on 2003. She continued her study in the same year on 2003 in Elementary School (SDN) 15 Kotu and graduated on 2009. She continued her study at Junior High School (SMPN) 3 Anggeraja and graduated on 2012. She registered in Vocational High School (SMKN) 1 Enrekang focussed on Computer and Network Technique, and graduated on 2015. She continued her education at State Islamic Collage (STAIN) Parepare but now it was changed become State Islamic Institute (IAIN) Parepare and took English Education of Tarbiyah Faculty as her major, and finished her study with Thesis entitled “*Students’ Motivation to Learn English by Using Duolingo Application at Grade 8th of SMPN 6 Parepare*”

