A THESIS

**USING DUOLINGO APPLICATION FOR STUDENTS'
VOCABULARY MASTERY AT THE SECOND GRADE
STUDENTS OF MTS NEGERI PINRANG**

BY

**SITTI SULEHA SYARIFUDDIN
REG. NUM. 18.1300.042**

**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2023

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Submitted to the English Study 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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A Thesis

**As partial Fulfillment of the Requirement for the Degree
Of Sarjana Pendidikan (S.Pd.)**

English Education Study Program

Submitted by :

**SITTI SULEHA SYARIFUDDIN
REG. NUM. 18.1300.042**

TO

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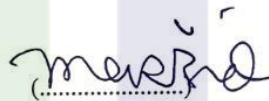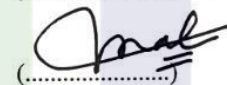|		
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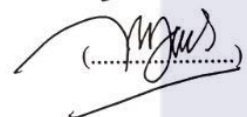
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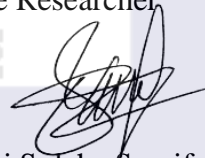
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Parepare, January 9 th 2023
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DECLARATION OF THE AUTHENTICITY OF THE THESIS

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

Parepare, January 9 th 2023
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ABSTRACT

Sitti Suleha Syarifuddin, *Using Duolingo Application For Students'*
Vocabulary Mastery at The Second Grade Students of MTs Negeri Pinrang
(Supervised by Arqam and Magdahalena Tjalla)

The research aims to improved the students' English vocabulary mastery was at
MTs Negeri Pinrang. Many factors cause students to be unable to memorize the
vocabulary, one of which is that many teachers adopt the traditional way of teaching
and learning. As was the case, in the eighth grade students of MTs Negeri Pinrang,
based on the observation before most of the students were unable to memorize and
recognize the vocabulary properly. Based on this problem, the researcher want to
conduct research using duolingo application.

This study used a pre-experimental design with one group pre-test and post-test.
The pre-test was given before treatment to determine their prior vocabulary mastery,
while the post-test was given after treatment to determine their vocabulary mastery
after treatment. The population of this study was the second grade students of MTs
Negeri Pinrang. The researcher selected VIII.6 as the sample, which included 22
students.

This study discovered a significant difference between the pre-test and post-test
score. The pre-test mean score was 56.59, while the post-test mean score was 71.81.
The result showed that the t-test value was 7.03 higher than the t-table value of 1.721
for the level of significance 0.05 degree of freedom 21. Based on the findings, the
researcher concluded that the use of Duolingo application was able to improve
students' vocabulary mastery at the second grade students of MTs Negeri Pinrang.

Keyword : *Vocabulary Mastery, Duolingo Application, English Learning*

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CHAPTER I

INTRODUCTION

A. Background

Vocabulary is a primary basis for developing skills in speaking, writing, listening, and reading. Conversely, developing a good vocabulary will improve a person's linguistic abilities[1]. Since vocabulary is crucial for comprehending word meanings, students who lack it will find it difficult to express their ideas, feelings, thoughts, and desires. It will be simpler to learn English for someone who has a large vocabulary. Being able to use a large enough vocabulary is one criterion for learning English.

However, it was discovered that in Indonesia, the teaching and learning vocabulary is overlooked when studying English[2]. Kebiel in Dewi Nur Aisyah discovered that the majority of teachers and students lacked sufficient knowledge of learning methodologies and vocabulary acquisition strategies. The English curriculum does not include vocabulary learning tools, and teachers are unaware of the value of vocabulary[3]. Students still appear to be lacking vocabulary, which appears to be a major problem in language learning. Priyono, who discovered that students' limited vocabulary has been their greatest obstacle to learning English in an EFL setting, backs up this assertion. This may have to do with how vocabulary is

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[1] Iriany Wijaya et al., *"The Effectiveness of Mobile Learning Based Android in Learning English Vocabularies"* (2019).

[2] Bambang Yudi Cahyono and Utami Widiati, "*The Teaching of EFL Vocabulary in the Indonesian Context: The State of the Art*," TEFLIN journal 19, no. 1 (2015): 1–17.

[3] Dewi Nur Asyiah, "*The Vocabulary Teaching And Vocabulary Learning: Perception, Strategies, And Influences On Students'vocabulary Mastery*," Jurnal Bahasa Lingua Scientia 9, no. 2 (2017): 293–318.

taught and learned in English as a second language (ELT) practice as well as how teachers and students view vocabulary teaching and learning.

Additionally, when I conducted observations, the researcher discovered a similar issue in MTs Negeri Pinrang. When I visited VIII.6 class with their English teacher, almost all of the students in the class that amounts 22 students seemed uninterested in learning English, and they expressed their displeasure by saying out loud that they should learn the language again. Then I speak with a few students around 8 students who have expressed concerns about learning English face-to-face. The results of the interview led me to the conclusion that there are issues with learning English, such as difficulties with vocabulary memorization and grammar, boredom, and a sense that learning it is not necessary. Many factors contribute to this, one of which is that many teachers adopt the traditional way of teaching and learning. such as Teachers instruct students to rewrite the vocabulary on the whiteboard, pay attention to the teacher's explanation, and memorize the vocabulary that they have written at home. Due to this circumstance, learning becomes monotonous and boring. Teachers should consider and develop new methods and media to boost students' enthusiasm for studying language. According to Southerland, Junior High School teachers must capture their students' attention because students at this age are easily bored[4]. It is critical to use new strategies that are appropriate for students to make teaching and learning English easier, and and there are goals that must be met. According to Depdiknas (2006),

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[4] Southerland, "The Effects of Using Interactive Word Walls to Teach Vocabulary to Middle School Students."

Junior High School students should be able to master 1500 words to understand and use the four language skills[5].

Teachers must adapt their learning materials to this modern era, when automatic and digital technologies are present in every aspect of life. Utilizing a MALL-based application (Mobile Assisted Language Learning) is one type of media that can be utilized. The Duolingo app is one of the MALL programs. In addition to language learning websites and applications, Duolingo is a platform for free language learning that offers digital language proficiency tests.

Practice is important for enabling students to acquire English skills. Exercises are also very important because they serve as a tool for measuring and assessing a student's ability to acquire a given material. When exercising, someone needs to make sure that the exercise is appropriate. Researchers are focusing on the vocabulary exercises presented in the Duolingo Free Language Learning Application.

Users can practice at any time with the Duolingo Free Language Learning Application, which can be downloaded to their phone or computer. Young learners can practice whenever and wherever they want, especially in English. Due to its highly motivating learning system, Duolingo has an excellent learning strategy. Provide incentives for students to continue learning by utilizing game mechanics strategies. It's very structured, like a computer game where each level requires players to complete. There are three levels of language taught to students. After the student has mastered the previous material, the next lesson will begin. Exercises such as

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[5] *Ratna Zawil, "Using Make a Match Technique to Teach Vocabulary*," English Education Journal 7, no. 3 (2016): 311–328.

multiple-choice, writing, and microphone conversation are available to users. The majority of Duolingo's lessons and exercises are repeated.

Therefore the researcher chooses the title "Using Duolingo application for students' vocabulary mastery at the second grade students of MTs Negeri Pinrang" because the researcher wants to apply Duolingo Application. In order for Mts Negeri Pinrang students to be able to use Duolingo anywhere, at anytime, and to help them recall vocabulary and use it in daily communication, as well as to motivate them to enjoy studying language without becoming bored. Additionally, the difference of this research from other research is the author using different research method that is pre experimental, number of population and sample, research location, data analysis technique and focuses on the using duolingo application for vocabulary mastery at the second grade students of Mts Negeri Pinrang.

B. Research Question

Based on the background of the study above, the researcher formulates research question "Is using duolingo application able to improve students' vocabulary mastery at the second grade students of MTs Negeri Pinrang?"

C. The Objective of the Research

The objective of this research is to find out whether the using duolingo application able to improve students' vocabulary mastery at the second grade students of MTs Negeri Pinrang.

D. Significance of the Research

The significance of the research are:

1. Teachers

   Duolingo is a learning tool that teachers can use to teach English, especially vocabulary. It can help students who have trouble learning and developing their vocabulary, making the classroom learning process more fun and engaging for students.

2. Students

   Students will be happier and enjoy their English studying in class or at home if they learn to utilize Duolingo. Then it can help them improve their vocabulary, particularly in terms of the significance of words in phrases. As a result, students can use Duolingo anywhere and at anytime, which will help them expand their vocabulary and enhance their ability to communicate in English.

3. For other researcher

   This study could serve as a point of comparison and reference for other researchers, particularly language researchers, who are interested in conducting research with the same goal.

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CHAPTER II
REVIEW OF RELATED LITERATURE

A. Previous Research Finding

There are many Duolingo studies have been conducted. Their findings are consecutively presented below:

Abdul Manan Za in his research "The implementation of duolingo as media to improve students' English language skill at IAIN Langsa" This study focuses on the use of technology to increase language learning. Duolingo is a new program that makes learning a foreign language easier. As a result, the study's goal was to confirm the efficiency of Duolingo in aiding students' learning at IAIN Zawiyah Cot Kala Langsa. It was a survey study with a questionnaire. It was also a case study with 26 people who utilized Duolingo to learn English at the same time for two months. After collecting the data, he found that Duolingo can be a useful learning tool for students at IAIN Zawiyah Cot Kala Langsa[6].

Latief in his research "The Implementation of Duolingo Android Application and Autonomous Learning to Enhance Students' Writing Simple Sentences". This study focuses on the implementation of Duolingo application and Autonomous Learning on students' ability to writing simple sentences. His research used Classroom Action Research (CAR) with two cycles. It was also a case study with 23 students who utilized Duolingo to learn writing simple sentences. This study relied on qualitative data and was backed up by quantitative data. The observation checklists used by students and teachers were used to collect qualitative data. Meanwhile, scores from

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[6] Abdul Manan Za, "*The Implementation Of Duolingo As Media To Improve Students'english Language Skill At Iain Langsa*" (Institut Agama Islam Negeri Langsa, 2017).

pre-test I, pre-test II, post-test I, and post-test II were collected to quantitave data. Based on the result of his research he found that implementing the Duolingo and Autonomous Learning could enhance the students' writing simple sentences. as evidenced by the fact that the cycle I's mean pre-test and post-test scores range from 67.65 to 73.13. While, Cycle II pre-test and post-test means range from 71.04 to 73.78. It means that the percentages who passed the passing grade of post-test cycle II is higher than post-test cycle I[7].

Cecep Abdul Fatah in his research "The Effect of Using Duolingo Application to Develop Students' Vocabulary Knowledge (A Quasi-experimental Study at the Seventh Grade of SMP Islam Taman Quraniyah Jakarta Selatan in Academic Year 2018/2019)" This study focuses on the effect of using Duolingo application on students' vocabulary knowledge in SMP Islam Taman Quraniyah Jakarta Selatan. His research used Quasi-experimental design with sample were consist 20 students from VII A as the experimental class and 20 students from VII B as the controlled class. The researcher used t-test to analyzed the data. Based on the result of his research he found that the Duolingo program has a substantial impact on students' vocabulary knowledge, as evidenced based on a statistical calculation with a significance level of 5%, to t-test = 2.881 is greater than t-table = 1.672[8].

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[7] Ja'far Abdu Latief, "*The Implementation Of Duolingo Android Application And Autonomous Learning To Enhance The Students'writing Simple Sentences (A Classroom Action Research For The Tenth Grade Students Of Smk Bhakti Nusantara Salatiga In The Academic Year 2018/2019)*" (IAIN SALATIGA, 2019).

[8] Cecep Abdul Fatah, "*The Effect of Using Duolingo Application to Develop Students' Vocabulary Knowledge (A Quasi-Experimental Study at the Seventh Grade of SMP Islam Taman Quraniyah Jakarta Selatan in Academic Year 2018/2019)*," 2019.

Based on several previous studies that the author uses as a reference, There are elements of significant difference. The research that the author will discuss here as a common thread with previous research includes the following discussion:

1. There are differences in research methods.

2. The number of populations and samples used are different.

3. The research location is different.

4. Data analysis techniques differ.

5. There is a different frame of mind

6. The author focuses on using Duolingo application for vocabulary mastery at the second-grade students of Mts Negeri Pinrang.

Based on a review of the results of the previous studies mentioned above, it can be concluded that this research is significantly different from previous research, and it can be used as a reference for future researchers to be useful for further research.

B. Some Partinent Ideas

1. The Concept of Vocabulary

a. Definition of Vocabulary

Vocabulary can be defined as "Words we must know to communicate successfully; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)". Hornby defines vocabulary as "The entire amount of words in a language; vocabulary is a collection of words with their meanings". While Ur states: "Vocabulary can be characterized, basically, as the words we teach in the other language". On the other hand, a new vocabulary item might include more than one word: for instance, mother-in-law and post office are both made up of two or three words but convey the

same concept. In all of these situations, referring to vocabulary "items" rather than "words" is a useful strategy. Furthermore, Burns defines vocabulary as "a collection of words which is used by a person, class, or profession." according to Zimmerman, cited in Coady and Huckin, "Vocabulary is important to language and of critical importance to the typical language learning process"[9]. According to Kamil and Hiebert, "vocabulary is generally understood as the knowledge of word meanings"[10]. It indicates that vocabulary refers to what we know and comprehend about the meaning of words. According to the American Heritage Dictionary in John defines, vocabulary is defined as "the sum of words used by, understood by or at the command of a specific person or group"[11].

According to the above definitions, vocabulary is the total number of words needed to convey ideas and convey the speaker's meaning. Having a solid grasp of vocabulary is therefore essential.

b. The Importance of Vocabulary

Vocabulary is a fundamental component of language proficiency[12]. Because limited vocabulary makes it difficult to communicate effectively in a second language, vocabulary knowledge is an essential component of

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[9] Susan B Neuman and Julie Dwyer, "*Missing in Action: Vocabulary Instruction in pre-K*," The reading teacher 62, no. 5 (2009): 384–392.

[10] Elfrieda H Hiebert and Michael L Kamil, *Teaching and Learning Vocabulary: Bringing Research to Practice* (Routledge, 2005).

[11] John J Pikulski and Shane Templeton, "*Teaching and Developing Vocabulary: Key to Long-Term Reading Success*," Current research in reading/language arts 1, no. 12 (2004): 1–12.

[12] Liu Yu, "*Vocabulary Recognition and Memorization: A Comparison of Two Methods,*" (2011).

language learning. In addition, according to Cameron, one of the most important knowledge in language is vocabulary, as one of the knowledge areas in language, vocabulary plays a significant role for learners in the acquisition of a language[13]. It means that vocabulary cannot be separated from language because it is a necessary part of language and without it, the language wouldn't be able to remember everything. To develop other aspects of language, such as speaking, writing, reading, and listening, students must comprehend vocabulary. Additionally, students should be taught vocabulary specifically for activities related to learning a foreign language because even if they are proficient in grammatical form, they will lack the self-assurance to communicate or speak if they do not know vocabulary.

Vocabulary mastery is necessary for any language ability. For instance, if children do not comprehend the meaning of the terms used in the text, they will have difficulty comprehending the material. They won't be able to communicate effectively in a foreign language if they only have a limited vocabulary. If you don't start with the easiest language, learning a new language without knowing its vocabulary is impossible.

c. Kinds of Vocabulary

Some experts classify vocabulary into two categories: vocabulary that is active and passive. In Notion, Harmer says that there are two types of vocabulary. The first kind of vocabulary is the kind that the students have been taught and that they should be able to use. The second one is about terms that students will probably know when they meet them but won't be able to

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[13] Lynne Cameron, *Teaching Languages to Young Learners* (Cambridge university press, 2001).

say. Hatch and Brown cite Haycraft, who says that there are two kinds of vocabulary: receptive and productive vocabulary[14].

1) Receptive Vocabulary

Receptive vocabulary refers to words that students cannot accurately deliver but can understand. The example students will recognize when they read a book, but they will not be able to use it in writing or speaking.

Example : The soldiers slaughtered hundreds of men, women, and children.

2) Productive Vocabulary

Productive vocabulary is the words that students are able to comprehend, correctly pronounce, and use in a constructive manner when they speak and write. It necessitates both the ability to speak or write at the appropriate time and what is required for receptive vocabulary. As a result, productive vocabulary can be approached as an active process because students can come up with the words to communicate their ideas to others[15].

Example : The soldiers killed hundreds of men, women and children.

d. Aspect of Vocabulary

According to Lado, which is cited in Mardianawati, students must acquire knowledge of five aspects of vocabulary. They are as follows: (1)

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[14] Jack C Richards, *Longman Language Teaching and Applied Linguistics* (Pearson Education, 2002). p. 83

[15] Mofareh Alqahtani, "*The Importance of Vocabulary in Language Learning and How to Be Taught*," International journal of teaching and education 3, no. 3 (2015): 21–34.

Meaning; (2) Spelling; (3) Pronunciation; (4) Word Classes and (5) Word Use[16]. These aspects are described in the following paragraphs:

1. Meaning

   Meaning refers to how a word give a meaning to language users, it becomes one of the most important things that students should acquire. When a term is employed in a new context, it frequently has multiple meanings. For example, as a noun, the word present has always denoted a time period that is currently taking place. As a noun, the term present can be described as anything you offer to someone, usually for a special occasion. As a result, students must learn the meaning of the word because it will aid them in using and comprehending the message conveyed by the word when it appears in a new context. The link between words can also define a word's meaning. To understand the negative or positive meanings that exist in a word, one must also understand its denotation and connotation.

   a) Synonymy is derived from the Greek words syn- and -nymy. The words "same" and "name" are used interchangeably. Synonymy is concerned with similarity of meaning, or more than one word having the same meaning, or more than one phrase expressing the same idea. In other terms, a synonym is a word that has the same denotation but a distinct connotation.

   b) Antonym: An antonym is a word that has the opposite meaning. It comes from the Greek words ant- and -nymy, which imply opposing +

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[16] Rabos Andzselika, "*Vocabulary Memorizing Strategies Used by EFL Learners*" (2020).

name. The term antonym refers to the opposite of a word's meaning. Antonyms are not distinguished by formality, dialect, or technicality; they can be found in the same style, dialect, or register.

c) Denotation: Den notational meaning, conceptual meaning, cognitive meaning, referential meaning, ideational meaning, and proportional meaning are all examples of words with denotative meaning. This is referred to as denotational, conceptual, referential, or ideational because the meaning refers to a specific referent, concept, or idea via reference. Denotative meaning is also known as cognitive meaning because it is concerned with consciousness or knowledge.

d) Connotation: Connotation is a more difficult concept to grasp than denotation. Connotation refers to the feelings and emotions associated with a word. As a result, connotation might be defined as a denotative meaning that has been stretched. Connotation, in other terms, is the sensation or emotion linked with a meaning.

2. Spelling

When the students encounter a word for the first time, they need to know how to spell that word. Spelling refers to what a word look like (its spelling). By knowing the spelling of a word, the students will know how to write a word correctly in written form. Therefore, it is really important for the students to know the spelling of the word.

3. Pronunciation

When a learner is learning vocabulary, they must also be aware of how a word sounds (its). It will assist the student in comprehending what the

other is saying. It will be difficult for someone to understand a word that sounds improper. As a result, knowing how to pronounce a word correctly is critical for students to avoid misunderstandings in spoken communication.

4. Word Use

The way a term is utilized in a language is referred to as word use. The usage of words may also entail grammar, and thus be the subject of in-depth examination.

5. Word classes

One way to think of word classes is as groups of words. Semantic feature analysis relies heavily on it. There are many different types of words, such as adjective, adverb, verb, preposition, and noun. The classification of a language is determined by the role that its words play in communication.

e. Teaching and Learning Vocabulary

Teachers have always been interested in learning how students learn new words. If we know more about learner methods and what works well, we can assist learners in obtaining more benefit strategies. A study by Brown and Payne produced a very clear model in which the strategies are broken down into fundamental steps:[17]

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[17] David A Payne and Mary Jo McGee-Brown, "*Designing Educational Project and Program Evaluations: A Practical Overview Based on Research and Experience*" (1994).

1) Getting the word meaning.

Getting the word meaning may require a different kind of description for language learners, depending on the words being taught and why they are used.

2) Consolidating word form and meaning in memory.

The students complete the exercises in this step to make a lasting connection between the words' meaning and form. The form-meaning relationship can be developed through a variety of vocabulary training methods, including crossword puzzles, matching activities, and flashcards.

3) Using the word.

Using the words is the final step in learning vocabulary. Its purpose is to create a semblance of assurance that once words are understood, they will not vanish from memory.

2. The Concept of Duolingo Application

a. Definition of Duolingo Application

Duolingo is the world's largest online language learning platform[18]. In November 2012, Luis Von Ahn and Severin Hacker developed it. In addition to the web version, this application is also available for Android, iOS, and Windows Phone. Duolingo creates a world where there are no language barriers and free education. While translating web pages, users can learn languages for free. The app offered 66 distinct language courses in 23

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[18] Roumen Vesselinov and John Grego, "*Duolingo Effectiveness Study*," City University of New York, USA 28, no. 1–25 (2012).

languages in November 2016, with 22 additional courses in the works. This application has been downloaded by approximately 120 million individuals from all over the world.

Duolingo offers both textual and audio lessons, as well as speaking practice for more advanced users. In Duolingo, users can complete a chapter and then move on to the next branch of the ability tree.

After completing a chapter, users earn "experience points" (XP), which may be used to raise their level. The completed chapter will be golden; but, if the user does not practice regularly, the hue of gold may fade over time, requiring the user to complete the chapter. The user can redo the activity if they have completed all of the chapters in one course.

There are sentences in each chapter that need to be translated; The user can copy the meaning of the sentences by hovering the mouse pointer over each word, which may include new or previously taught terms. The user can immediately determine whether their translation is accurate after sending it; Points can be awarded for each correct translation, and vice versa; The user can review what they have learned once the chapter is finished. Each text can be reviewed by other users; Some people will notice issues, and others will laugh because the sentence sounds funny and strange.

The student can use this application to learn a variety of languages, including Spanish, English, French, Italian, and Portuguese. When you initially use the program, you only have to select the language you want to use. And, without a doubt, this program will assist you in expanding your vocabulary.

b. The Purpose of Duolingo Application

Anyone learning a new language, but especially those learning a foreign language, must master vocabulary. Because it is difficult to comprehend the beginning of a sentence, it will be difficult for them to comprehend what they read or hear if they lack vocabulary. To comprehend a language, a large vocabulary is therefore essential. A fun method for teaching students vocabulary should be familiar to the teacher.

The ability to comprehend and use a language is the goal of Duolingo. If Duolingo emphasizes vocabulary mastery as part of its learning offerings, users will be able to tell. It claims that teachers can use Duolingo in the classroom to help their students master vocabulary and that Duolingo can be a tool for students to improve their vocabulary.

c. Duolingo Application and the Features

1. The first step is to sign up on the Duolingo application. Please go to the Google Play Store and download the Duolingo application. After that, please use your email address to log in to Duolingo. Finally, the Duolingo application can be used.
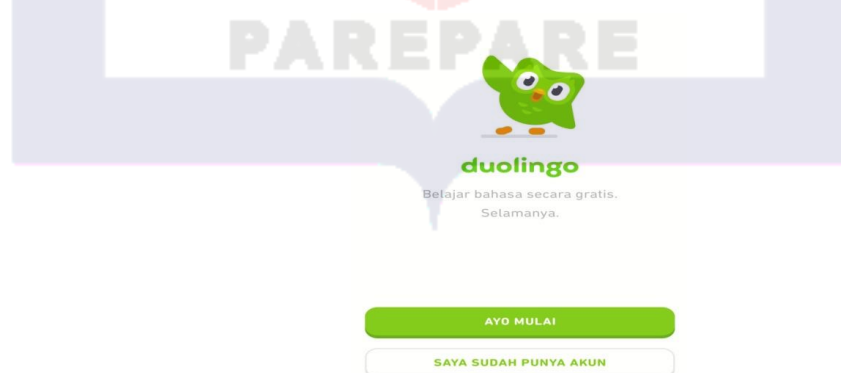
Figure 2.1 Duolingo Application register

2. After the user has completed the Duolingo registration process. In Duolingo, the main menu might appear in any category. Users just select the courses they wish to take. As you can see, Duolingo includes a lot of different categories, like Spain, France, Turkey, and many others. Students have the option of studying in English. In addition to one type of language, this Duolingo program offers dozens of other foreign languages to learn.
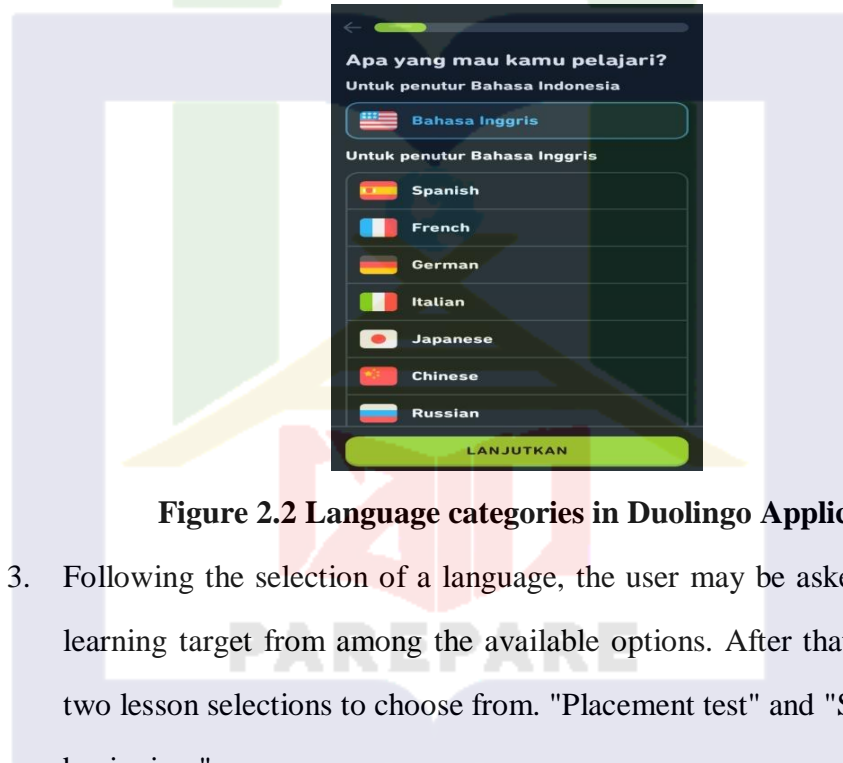
Figure 2.2 Language categories in Duolingo Application

3. Following the selection of a language, the user may be asked to select a learning target from among the available options. After that, you'll have two lesson selections to choose from. "Placement test" and "Start from the beginning."

   If the user feels the need to learn from the ground up, the choice Start from scratch is recommended. However, if users' fundamental vocabulary and phrase skills are sufficient, they should choose the second choice.
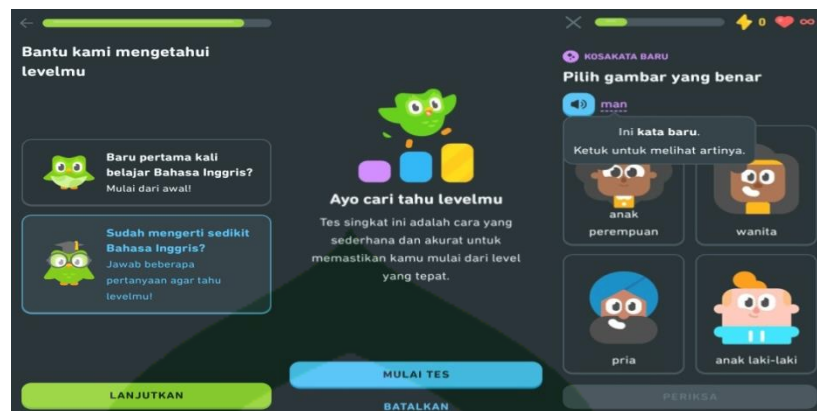
Figure 2.3 Basic level Duolingo Application

Each lesson consists of a series of questions that begin with a vocabulary introduction and progress through a series of short phrases. The user will be granted a value for each correct response, which will later be incorporated into the final grade.
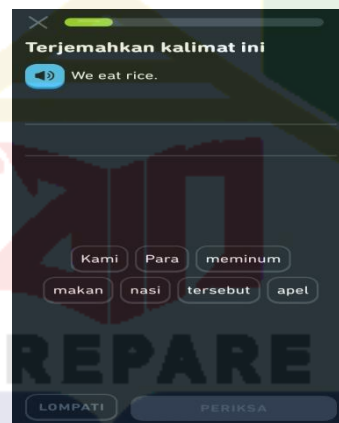
Figure 2.4 Duolingo Application's level

The format of advanced lessons is similar to that of basic lessons. However, there is no longer any acknowledgement of vocabulary at this level. The students are given the responsibility of composing the requested Indonesian sentence verbatim.

Duolingo's creators cleverly use gasification into their system to engage and inspire their users. The list is as follows:

a) Reward: Lingot is a reward in Duolingo. By finishing their course or skill, users can simply obtain a dozen lingots.

Figure 2.5 Reward in Duolingo Application

b) Leader-board: These are wonderful ways to encourage users to return and study, as they show them how they stack up against other users.
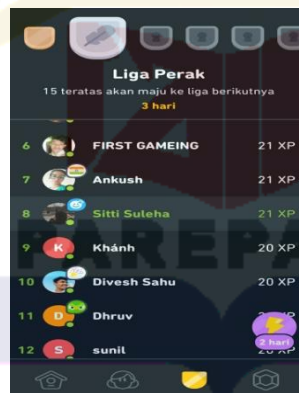
Figure 2.6 Duolingo's Leader board

c) Level-system: XP (experience point) also determines a user's language "level," which is displayed on their profile page and above their comments in conversations. This is in addition to keeping track

of users' daily activities and providing them with the opportunity to compete with their friends.

Figure 2.7 Level systems in Duolingo Application

d) Badges: In Duolingo, there are achievement tokens that represent the talents that a user has acquired. They can be seen on the user's profile. A badge is a fantastic tool for making people feel invested in their studies.

Figure 2.8 Badges in Duolingo Application

d. Advantages of Duolingo Application

1. Students can learn English progressively with the Duolingo program, starting with the fundamentals like object recognition and attributes.

2. Each work comprises multiple simple activities; students can complete these tasks and will be directed until they are successful, therefore we will be given the correct answer.

3. On the Duolingo App, a task will be assigned each day, and students can choose how long they want to study, starting at five minutes, depending on their readiness and the available time.

4. Duolingo will demonstrate to you how to construct the most pertinent sentence within the context of English.

5. You can become completely fluent in English by learning how to pronounce words and sentences using the Duolingo program.

6. The learning process in Duolingo is similar to that of having an English teacher because it begins at the very beginning and continues until the very end.

Some of the Duolingo assignments :

1. Knowledge of the fundamentals, food, phrases, , pluralism, animals and ownership (the introduction of everyday terms).

2. Conjunctions, colors, prepositions, questions, the use of dates and times, family, and other things

3. Adjectives, place, data, community, thing, travel, numbers, determinant, education, and so on

4. Responsibilities pertaining to sports, health, communication, art, science, politics, business, events, capital, qualities, and a variety of other subjects.

e. The Procedure of Learning Vocabulary by Duolingo Application

There is a very clear core teaching in the Duolingo games. The workouts are well-crafted and have a lot in common with some of the most common drills. Exercises build on each other so that students learn new vocabulary and concepts at the right time in the curriculum. Five distinct types of learning activities are utilized by Duolingo, including:

1. Duolingo's first activity is a vocabulary selection picture exercise in which students must determine whether pictures have the correct meaning or vice versa.

2. The translation of the sentence is the next task. The learners' native language is translated into the target language, and vice versa. The translation of sentences can be done in two different ways. The students must first select the appropriate translation for the given words before arranging them into the appropriate sentence. Students are required to type the correct translation based on the given sentences for the second exercise.

3. Students are also required to listen to a statement and write down what they hear in a listening exercise. The student can listen to the spoken statement as many times as they like and slow down if they don't completely understand it.

4. Students are also required to read out a sentence in the language they are studying as part of a speaking activity.

5. Finally, there are exercises that require you to fill in the blanks. Exercise with multiple choices. From two or three choices, the students must choose the correct response.

One of the reasons language learners have persevered is that using Duolingo to learn a language is similar to playing a game. Furthermore, we can use cutting-edge technology like media learning because one of the advantages of technology in language learning is that it can accelerate, simplify, and enhance language acquisition[19].

There are a few distinguishing features of Duolingo that make its workouts outstanding. One is that it is acceptable to make minor grammatical errors. The activities may still be graded correctly if the students misspell a word within certain parameters. Duolingo will highlight the error, but even if it's a minor one, it will be labeled incorrectly. The students can be aware that their solution should have been approved despite the fact that it was not completely correct.

Drill and practice is a format for presenting messages and information that Duolingo has adopted. According to Arsyaddrill and practiced, set an example for students to follow in order to improve their talent, which will prompt them to practice immediately. The most significant aspect of the

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[19] Elizabeth Hanson-Smith and Sarah Rilling, *Learning Languages through Technology.* (ERIC, 2007).

concepts is that if the learner does not grasp the lesson, he or she will not continue with the lesson and practice[20].

C. Conceptual Framework

The goal of this study is to improve students' vocabulary mastery by using duolingo application. It is anticipated that this media will assist students in mastering vocabulary. The researcher develops the theoretical framework shown below at this point:
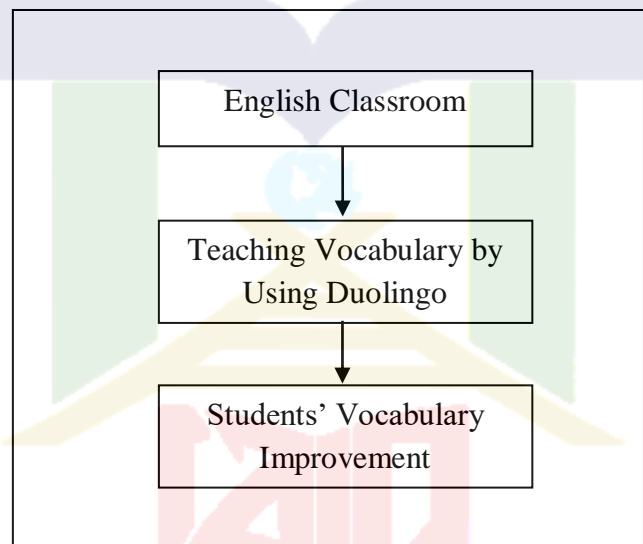
Figure 2.9 Conceptual Framework

In this research, the researcher conducted research in the English classroom which began by distributing pretests at the first meeting to measure students' vocabulary mastery before conducting treatment. Furthermore, the researcher taught the material by using the Duolingo application as part of the treatment. In addition,

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[20] Muhammad Naharuddin Arsyad and Dinna Eka Graha Lestari, "*Efektifitas Penggunaan Media Mobile Learning Berbasis Android Terhadap Hasil Belajar Mahasiswa Ikip Budi Utomo Malang*," Agastya: Jurnal Sejarah Dan Pembelajarannya 10, no. 1 (2020): 89–105.

the Duolingo application is one of the MALL (Mobile Assisted Language Learning) programs. In addition to language learning websites and apps, Duolingo is a free language learning platform that offers digital language proficiency tests making this app suitable for use as a medium for learning English. Finally, after the researcher has conducted four treatments using the Duolingo application, the researcher will measure the improved students' vocabulary mastery by distributing post-tests at the end of the meeting.

D. The Hypothesis

The hypothesis are:

1. Ha: there is any improvement in students' vocabulary mastery at the second grade students of Mts Negeri Pinrang.
2. Ho: there is no improvement in students' vocabulary mastery at the second grade students of Mts Negeri Pinrang.

E. Variable and Operational Definition

1. Variables

In this study, there are two variables they are the independent variable and the dependent variable:

a. The independent variable was the use of the Duolingo application.

b. The dependent variable was students' vocabulary mastery.

2. Definition of Variable

a. Duolingo application is a tool for learning languages, especially for English. It can facilitate vocabulary learning, making it easier for teachers and students to teach and learn English.

b. Vocabulary mastery is the ability of students to understand nouns, verbs, adjectives, and others.

CHAPTER III
METHODOLOGY OF THE RESEARCH

A. Research Design

In this research, the researcher used quantitave research with an pre-experimental approach, which employed one group for pre-and post-testing. Three procedures used to conduct this study: pretest-treatment-posttest design to see if students' vocabulary mastery improves when they use the Duolingo application.. The diagram will be present as follows:

O_1	X	O_2
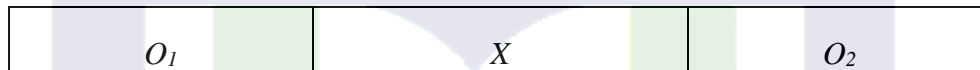
Where :

O_1: Pre-test of experimental group

X : Treatment

O_2: Post-test of experimental group[21]

B. Location and Time

This research was conducted in MTs Negeri Pinrang which located in Jl. Bulu Pakoro No. 418 Kec. Paleteang, Pinrang City, South Sulawesi. In this research, the researcher conduct six meetings in class, the test was carried out in two meetings, and the treatment using the Duolingo application was carried out in four meetings. This research was conducted for three weeks.

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[21] Dr Sugiyono, "*Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif Dan R&D*" (2013).

C.   Population and Sample

1.   Population

The population of this research is the second grade students of MTs Negeri Pinrang in academic year 2022/2023. The population was chosen because as Southerland mentioned that students of this age are easily bored[22]. So the researcher intended to find a new way for students in this grade to learn while having fun. In comparison to the first and third grades, the second grade of junior high school has the learning topic that most leads to vocabulary mastery. The researcher then used that topic as the teaching material for this research. The second grade students of MTs Negeri Pinrang are divided into seven classes. The total of the population is 137 students.

Table 3.1 Population

No	Class	Number of Students
1	VIII 1	20
2	VIII 2	19
3	VIII 3	18
4	VIII 4	21
5	VIII 5	21
6	VIII 6	22
7	VIII 7	16
TOTAL		137

(Data Source*: Administration of MTs Negeri Pinrang*)

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[22] LeDale Southerland, "*The Effects of Using Interactive Word Walls to Teach Vocabulary to Middle School Students*" (2011).

2. Sample

In this research the researcher used purposive sampling technique. The researcher can use their judgment to select the appropriate sample for collecting the necessary data with purposeful sampling, typically based on previous information[23]. The sample was chosen because it serves the purpose of making data collection simpler for the researcher. Besides that, based on the first observations and interview with some english teacher, the researcher discovered that this class has a low interest in English, so the students' English skills, particularly in vocabulary, are quite low when compared to other classes. Additionally, the researcher considered it in light of the school's English teacher's recommendation. The sample are the second grade students of MTs Negeri Pinrang. The class in which was the subject of the research is VIII 6. The class of VIII 6 have 22 students.

D. Technique of Data Collection

The researcher gathers the data by taking the following steps:

1. Pre-test

During the first meeting, the researcher administered a pretest to assess their basic vocabulary abilities.

2. Treatment

In order for the students' vocabulary accomplishment to be more meaningful and for them to acquire a significant amount of vocabulary, this

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[23] Jack R Fraenkel, Norman E Wallen, and Helen H Hyun, *How to Design and Evaluate Research in Education*, vol. 7 (McGraw-hill New York, 2012).

study requires four time treatments. The treatments were repeated four times after the pretest was administered.

a. The First Meeting

The students were first informed about the Duolingo application during their first treatment. The researcher explained the rules of doing the application and gave an example of how to demonstrate the application by using the LCD screen. It was starting with unit 1 which deals with basic nouns and phrases. Then the researcher asked the students to respond to the questions. The researcher and students worked together to explain or translate the unfamiliar terminology. Following that, the students must work on a mobile device. Students who don't bring their own devices can collaborate with their seatmates. The students are instructed to begin the application by the researcher. In order to keep students focused on their level, they should complete each level in less than 7 minutes. Students are then asked to make sentences about the ability and willingness to carry out an action from the words obtained in Duolingo

b. The Second Meeting

In the second meeting, the researcher showed some noun vocabulary in Duolingo. Then the researcher asked the students to respond to the questions. The researcher and the students worked together to explain or translate the unfamiliar terminology. Next, the researcher asks students to join the previous group. After that, the students are instructed to begin the application by the researcher. In order to keep students focused on their level, they should complete each level in less than 7 minutes. The researcher reveals the winner

based on the highest number of points on the Duolingo application and then delivers an evaluation.

c. The Third Meeting

In the third meeting. The researcher showed some verb vocabulary in Duolingo, It was starting with unit 8 which deals with basic verbs. Then the researcher asked the students to respond to the questions. The researcher and the students worked together to explain or translate the unfamiliar terminology. Next, the researcher asks students to join the previous group. After that the students are instructed to begin the application by the researcher. In order to keep students focused on their level, they should complete each level in less than 7 minutes. Students are then asked to make sentences about the ability and willingness to carry out an action from the words obtained in Duolingo.

d. The Fourth Meeting

In the fourth meeting, the researcher showed some verb vocabulary in Duolingo. Then the researcher asked the students to respond to the questions. The researcher and the students worked together to explain or translate the unfamiliar terminology. Next, the researcher asks students to join the previous group. After that, the students are instructed to begin the application by the researcher. In order to keep students focused on their level, they should complete each level in less than 7 minutes. The researcher reveals the winner based on the highest number of points on the Duolingo application and then delivers an evaluation.

3. Post-test

During the most recent meeting, the researcher administers a posttest to determine whether students' vocabulary proficiency increased as a result of using the Duolingo application. The results of the pre- and post-test vocabulary tests were compared.

E. Instrument of the Research

The vocabulary test was used as an instrument in this study. In order to determine the students' prior vocabulary proficiency, the researcher provided them with test materials. The test consisted of 20 numbers, which are taken from the Duolingo application. Two types of tests were used in this study: pre-test and post-test. The researcher measures the students' vocabulary proficiency with a test.

Before utilizing the Duolingo app, students take a pre-test to see how far they have progressed. After that, a post-test is used to see how far the students have come in their ability after used the Duolingo app.

F. Technique of Data Analysis

This study relied on quantitative data. Before and after students used Duolingo, the researcher gave them tests to collect quantitative data. Tests come in two varieties: pretest and a posttest. The purpose of these tests is to assess how well students perform overall in terms of the vocabulary that the researcher has taught and given them.

The test is graded according to a score rank system that ranges from 0 to 100. This is accomplished by using the formula below and counting the correct answers:

$$S = \frac{R}{N} \times 100$$

Where:

S = Score of the test

R = The number of students' correct answer

N = Total number of question[24]

The data from the students' vocabulary exam is quantitatively estimated using a mean score. The following formula is use to get the mean score:

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

Where:

X = Mean Score

$\sum x$ = The students' total score

N = Total of students[25]

Following the determination of the mean and students' scores, the data will be divided into the five classification categories listed below:

Table 3.2 Classifications of Students' Score

No	Classification	Score
1	Excellent	86-100
2	Good	71-85
3	Fair	56-70
4	Poor	41-55
5	Very Poor	≤ 40

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[24] Suharsimi Arikunto, "*Metode Peneltian*," Jakarta: Rineka Cipta (2010)

[25] Lorraine R Gay, G E Mills, and P Airasian, "*Educational Research: Competencies for Analysis and Applications (Ed.),*" Upper Saddle River, NJ: Merrill (1996).

The following formula is used by the researcher to determine the frequency and percentage of scores received by the students:

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

Where:

P = Percentage

F = Frequency

N = Total of students[26]

The researcher used the following formula to determine the students' standard deviation:

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

Where:

SD = Standard deviation

$\sum x^2$ = The total score of students

$(\sum x)^2$ = The square of total score of sudents

N = Total of students[27]

D etermining the significant difference between the pre- and post-tests using the t-test value. The formula that follows is used to measure it:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

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[26]Ibid.

[27] Ibid.

Where:

t = test of significance

$\overline{D}$ = the mean of score

ΣD = the sum of all score

N = the total number of score

1 = constant number

The following criteria are use to test the hypothesis:

Table 3.3 Criteria of Hypothesis

Comparison	Hypothesis	
	H0	Ha
t-test < t-table	Accepted	Rejected
t-test > t-table	Rejected	Accepted

The t-test is compared to the t-table after it has been calculated. Because there is a significant difference between the pre-test and post-test before and after using the Duolingo application to teach vocabulary, the t-test is greater than the t-table, which indicates that Alternative Hypotheses (Ha) are accepted and Null Hypotheses (H0) are rejected. In contrast, when the t-test is lower than the t-table, it indicates that Alternative Hypotheses (Ha) are rejected and Null Hypotheses (H0) are accepted because there is no significant difference between the pre-test and post-test before and after using the Duolingo application to teach vocabulary.

CHAPTER IV
FINDINGS AND DISCUSSION

This chapter is divided into two sections: the research findings and the research discussion. The research findings include a description of the test results, which will be discussed in the section below.

A. Findings

This study's discovery consists of the categorization of students' pre-test and post-test results. The objective was to discover the research questions' answers. A pre-test and a post-test were the two tests that the researcher conducted. The students' prior vocabulary mastery was tested on the pre-test before the treatment, and their vocabulary mastery on the post-test was tested after the treatment. The post-test results were used to determine whether or not the Duolingo application can improve students' vocabulary mastery at the second grade students of MTs Negeri Pinrang.

1. The Students' Score in Pre-test

Before using the Duolingo application to administer the treatment, the researcher administered a pre-test to the students to assess their vocabulary mastery. The data in table 4.1 displayed the calculation of the students' pre-test score, which the researcher discovered after the results of the students' pre-test were analyzed.

Table 4.1 The Calculation of students'Score in The Pre-test

No	Students'	Number of correct answer	Score of Pre-test
1	FN	18	90
2	NMS	11	55
3	RF	11	55
4	NH	9	45
5	ARDP	9	45
6	K	18	90

7	NI	18	90
8	NR	5	25
9	MKA	6	30
10	MS	4	20
11	MHS	8	40
12	MAR	9	45
13	IA	6	30
14	HA	7	35
15	AM	9	45
16	RH	12	60
17	HH	18	90
18	NIH	14	70
19	RA	11	55
20	FT	12	60
21	NA	16	80
22	FA	16	80
Total			**1245**

The researcher determined the classification score for the pre-test following the calculation of the students' scores on the test. The classification of the pre-test scores of the students was shown in the data in table 4.2 below.

Table 4.2 The Classification of Students' Scores in The Pre-Test

No	Students	Pre-test of the students (X_1)		X^2	Classification
		Max Score	Score X_1		
1	FN	100	90	8100	Excellent
2	NMS	100	55	3025	Poor
3	RF	100	55	3025	Poor
4	NH	100	45	2025	Poor
5	ARDP	100	45	2025	Poor

6	K	100	90	8100	Excellent
7	NI	100	90	8100	Excellent
8	NR	100	25	625	Very Poor
9	MKA	100	30	900	Very Poor
10	MS	100	20	400	Very Poor
11	MHS	100	40	1600	Very Poor
12	MAR	100	45	2025	Poor
13	IA	100	30	900	Very Poor
14	HA	100	45	2025	Poor
15	AM	100	45	2025	Poor
16	RH	100	60	3600	Fair
17	HH	100	90	8100	Excellent
18	NIH	100	70	4900	Fair
19	RA	100	55	3025	Poor
20	FT	100	60	3600	Fair
21	NA	100	80	6400	Good
22	FA	100	80	6400	Good
Total			$\sum X_1 = 1245$	$\sum X^2 = 80925$	

The researcher determined the percentage of pre-test classification after determining the classification of students' pre-test scores. The percentage of pre-test classification was shown in table 4.3 below.

Table 4.3 The Percentage of Pre-test Classification

No	Classification	Score	Frequency	Percentage
1	Excellent	86-100	4	18%
2	Good	71-85	2	9%
3	Fair	56-70	3	14%
4	Poor	41-55	8	36%
5	Very Poor	0-40	5	23%

(Data Source: the students' score in pre-test)

The percentage of pre-test classification is shown in Table 4.3. According to the table above, four (18%) students received excellent classification in the pre-test, two (9%) students received good classification, and three students received

fair classification (14%). There were eight (36%) students who received poor classification, and five (23%) students who received extremely poor classification. This indicates that the majority of the VIII.6 students in MTs Negeri Pinrang received poor grades, indicating that their vocabulary mastery was still low.

After determining the percentage of pre-test classification, the researcher determined the mean score and standard deviation. The standard deviation and mean score are shown in the following table:

Table 4.4 Mean Score and Standard Deviation of Pre-test

Test	Mean Score	Standard Deviation (SD)
Pre-test	56,59	22,32

Table 4.4 displays the pre-test mean score and standard deviation. The standard deviation was 22,32, and the mean pre-test score was 56,59, as shown in the table. It was evident that the students lacked vocabulary mastery.

2. The Students' Score in Post-test

The researcher also conducted a post-test to assess the students' vocabulary mastery following instruction with the Duolingo application. The data in table 4.5 showed the calculation of the students' post-test score, which the researcher discovered after the results of the students' post-test were analyzed.

Table 4.5 The Calculation of students'Score in The Post-test

No	Students'	Number of correct answer	Score of Post-test
1	FN	18	90
2	NMS	12	60
3	RF	12	60
4	NH	11	55
5	ARDP	14	70

6	K	18	90
7	NI	18	90
8	NR	13	65
9	MKA	10	50
10	MS	8	40
11	MHS	14	70
12	MAR	11	55
13	IA	10	50
14	HA	11	55
15	AM	13	65
16	RH	16	80
17	HH	20	100
18	NIH	17	85
19	RA	14	70
20	FT	17	85
21	NA	20	100
22	FA	19	95
Total			**1580**

The researcher determined the classification score for the post-test following the calculation of the students' scores on the test. The classification of the post-test scores of the students was shown in the data in table 4.6 below.

Table 4.6 The Classification of Students' Scores in The Post-Test

No	Students	Post-test of the students (X_2)		X^2	Classification
		Max Score	Score X_2		
1	FN	100	90	8100	Excellent
2	NMS	100	60	3600	Fair
3	RF	100	60	3600	Fair

		100			
4	NH	100	55	3025	Poor
5	ARDP	100	70	4900	Fair
6	K	100	90	8100	Excellent
7	NI	100	90	8100	Excellent
8	NR	100	65	4225	Fair
9	MKA	100	50	2500	Poor
10	MS	100	40	1600	Very Poor
11	MHS	100	70	4900	Fair
12	MAR	100	55	3025	Poor
13	IA	100	50	2500	Poor
14	HA	100	55	3025	Poor
15	AM	100	65	4225	Fair
16	RH	100	80	6400	Good
17	HH	100	100	10000	Excellent
18	NIH	100	85	7225	Good
19	RA	100	70	4900	Fair
20	FT	100	85	7225	Good
21	NA	100	100	10000	Excellent
22	FA	100	95	9025	Excellent
Total			$\sum X_2 = 1580$	$\sum X^2 = 120200$	

The researcher determined the percentage of post-test classification after determining the classification of students' post-test scores. The percentage of post-test classification was shown in table 4.7 below.

Table 4.7 Percentage of Post-test Classification

No	Classification	Score	Frequency	Percentage
1	Excellent	86-100	6	27%
2	Good	71-85	3	14%
3	Fair	56-70	7	32%
4	Poor	41-55	5	23%
5	Very Poor	0-40	1	5%

(Data Source: the students' score in post-test)

The percentage of post-test classification is shown in Table 4.7. According to the table above, six (27%) students received excellent classification in the

post-test, three (14%) students received good classification, and seven students received fair classification (32%). There were five (23%) students who received poor classification, and one (5%) student who received extremely poor classification.

After determining the percentage of post-test classification, the researcher determined the mean score and standard deviation. The standard deviation and mean score are shown in the following table:

Table 4.8 Mean Score and Standard Deviation of Post-test

Test	Mean Score	Standard Deviation (SD)
Post-test	71,81	17,89

Table 4.8 displays the post-test mean score and standard deviation. The standard deviation was 17,89, and the mean post-test score was 71,81, as shown in the table. It was abundantly clear that the students' vocabulary mastery was satisfactory.

3. Hypothesis Testing

For the level, significant (ρ) 0,05 and $df = (N-1) = (22-1) = 21$, and the value of the table was (1,721). The following table shows the test significant value:

Table 4.9 Test of Significant

T-Test	T-Table
7,03	1,721

The test of significance is shown in Table 4.9. The table demonstrated that the T-test was greater than the T-table. This indicates that there was a significant difference between the students' pre- and post-test results.

B. Discussions

Six meetings were held to carry out this study. The test was carried out in two meetings, and the treatment using the Duolingo app was carried out in four meetings. Before beginning the treatment, the students' prior abilities were assessed using the pre-test. The post-test was designed to assess the students' ability following treatment. During the treatment, the researcher gave out two supplies. At the first meeting, the researcher talked about nouns; at the second meeting, it talked about nouns; at the third meeting, it talked about verbs; and at the fourth meeting, it talked about verbs. The researcher observed the students as they received the material through the Duolingo application during the treatment process. From the very first meeting to the very last, they were enthusiastic about accepting materials.

1. Pre-test and Classification Students' Score

Before using the Duolingo application to administer the treatment, the researcher administered a pre-test to the students to assess their vocabulary mastery. The researchers assigned questions for each student to answer. Following the completion of these questions, researchers categorize students' vocabulary mastery.

Looking at the test results based on the data provided in the classification table in the pre-test, four (18%) students received excellent classification in the pre-test, two (9%) students received good classification, and three students received fair classification (14%). There were eight (36%) students who received poor classification, and five (23%) students who received extremely poor classification.

2. Post-test and Classification Students' Score

After using Duolingo application the researcher also conducted a post-test to assess the students' vocabulary mastery following instruction with the Duolingo application.

Looking at the test results based on the data provided in the classification table in the post-test, six (27%) students received excellent classification in the post-test, three (14%) students received good classification, and seven students received fair classification (32%). There were five (23%) students who received poor classification, and one (5%) student who received extremely poor classification. It means that after treatment, the students' vocabulary mastery improved.

In addition, to determine the improvement of students' vocabulary mastery by using the Duolingo application, the researcher calculated the mean score of students' vocabulary indicated from two tests, namely pre-test and post-test. The mean pre-test score was 56,59, and the mean post-test score was 71,81.

The researcher also used a t-test to figure out which hypothesis was between the null hypothesis (H0) and the alternative hypothesis (Ha). The result showed that the t-test value 7,03 was higher than the t-table value (7,03>1,721) with degree freedom (df) 21. It can be concluded that using the Duolingo application was able to improve students' vocabulary mastery at the second grade students of MTs Negeri Pinrang.

3. Teaching Vocabulary by Using Duolingo Application

Following the research, the researcher discovered that the students appeared to be very excited about the implementation of the Duolingo application in the classroom. They were enthusiastic about the teaching and learning process. This can be proven when students are more active in asking and answering questions in class. Furthermore, Duolingo has game-like features that will engage learners in learning the language. First, it has a skill tree with some lessons that users can progress through to unlock the next skill. Then, each lesson includes 10 to 15 exercises of varying types exercise. Next, there is a leaderboard that is activated when a user adds a friend to his list. Finally, Users of Duolingo have access to a store where they can customize the appearance of Duo, the owl mascot, as well

as additional skills and bonuses like freeze. Beside that, Duolingo also includes interesting images to keep students engaged while studying. This is supported by Chen and Gamlo's theory that game-based learning, which is available in Duolingo features for language learning, particularly vocabulary improvement, produces positive results[28]. The application's gamification settings can encourage and maintain students' motivation to achieve good learning outcomes. Also, game-based learning benefits from simple, demanding objectives, curiosity development, enjoyable and sensory stimulation.

In addition, there are some advantages of Duolingo application, namely 1) Students can learn English progressively with the Duolingo program, starting with the fundamentals like object recognition and attributes. 2) Each work comprises multiple simple activities; students can complete these tasks and will be directed until they are successful, therefore we will be given the correct answer. 3) On the Duolingo App, a task will be assigned each day, and students can choose how long they want to study, starting at five minutes, depending on their readiness and the available time (can be arranged). 4) Duolingo will demonstrate to you how to construct the most pertinent sentence within the context of English. 5) The Duolingo program will teach you how to pronounce words and sentences in English until you are completely fluent. 6) The learning process in Duolingo is similar to that of having an English teacher because it begins at the beginning and continues until the end.

It was also consistent with Abdul Mananza in his research "The implementation of duolingo as media to improve students' English language skill at IAIN Langsa". He stated Duolingo is a new program that makes learning a

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[28] Xinran Chen, "*Olfaction-Enhanced Multimedia in Duolingo for Language E-Learning*" (2019).

foreign language easier. Based on his result, he found that Duolingo can be a useful learning tool for students at IAIN Zawiyah Cot Kala Langsa[29].

Another research that also consistent is Cecep Abdul Fatah in his research "The Effect of Using Duolingo Application to Develop Students' Vocabulary Knowledge (A Quasi-experimental Study at the Seventh Grade of SMP Islam Taman Quraniyah Jakarta Selatan in Academic Year 2018/2019)". Based on the result of his research he found that the Duolingo program has a substantial impact on students' vocabulary knowledge, as evidenced by the fact that the score on a vocabulary test after the writer completed treatments was greater than before the writer began using the Duolingo application[30].

The difference between this research from previous research is the researcher used a different research method that is pre-experimental, while the previous research used a survey study and quasi-experimental. Also, this research used a purposive sampling technique while the previous research used random sampling. moreover, this research focuses on the using Duolingo application for students' vocabulary mastery, while the previous research focuses on the use of technology to increase language learning and the effect of using Duolingo application on students' vocabulary knowledge.

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[29] Abdul Manan Za, "*The Implementation Of Duolingo As Media To Improve Students'english Language Skill At Iain Langsa*" (Institut Agama Islam Negeri Langsa, 2017).

[30] Fatah, "*The Effect of Using Duolingo Application to Develop Students' Vocabulary Knowledge (A Quasi-Experimental Study at the Seventh Grade of SMP Islam Taman Quraniyah Jakarta Selatan in Academic Year 2018/2019).*"

CHAPTER V
CONCLUSIONS AND SUGGESTION

A. Conclusions

Based on the findings of the data analysis and the discussion of the findings in the preceding chapter, it showed a positive impact on the students' vocabulary ability and class situation. The purpose of this study is to find out if students' vocabulary mastery improved before and after treatment by using the Duolingo app. A description of the research problem statement-based conclusion is provided below. According to the data analysis results and discussion of this research in the preceding chapter, there was a significant difference in the students' vocabulary mastery prior to and after using the Duolingo application to learn English. The pre-test's development mean score was 56.59, and its standard deviation was 22.32. The post-test mean score was 71.81, and the standard deviation was 17.89. The T-test value was 7.03. At the level of significance 0.05, it was greater than the t-table was 1.721 and degree freedom (df) was 21. It means that the Duolingo application was able to improve the students' vocabulary mastery at the VIII. 6 of MTs Negeri Pinrang.

B. Suggestions

Based on this study's findings, the researcher would like to make the following recommendations:

1. For the teachers. The researcher came to the conclusion that teachers should be more creative in their classroom instruction to avoid boredom and improve students' vocabulary mastery after this study was finished.

2. For the students. Students must not only rely on the material provided in the classroom to learn vocabulary; they must also practice more at home.

3. For the next researcher. The readers of this research are expected to gain new knowledge and use it as a resource for other researchers. The researcher hopes that another researcher will conduct a study on the same subject in

order to expand knowledge of teaching and learning because there may be gaps in this research.

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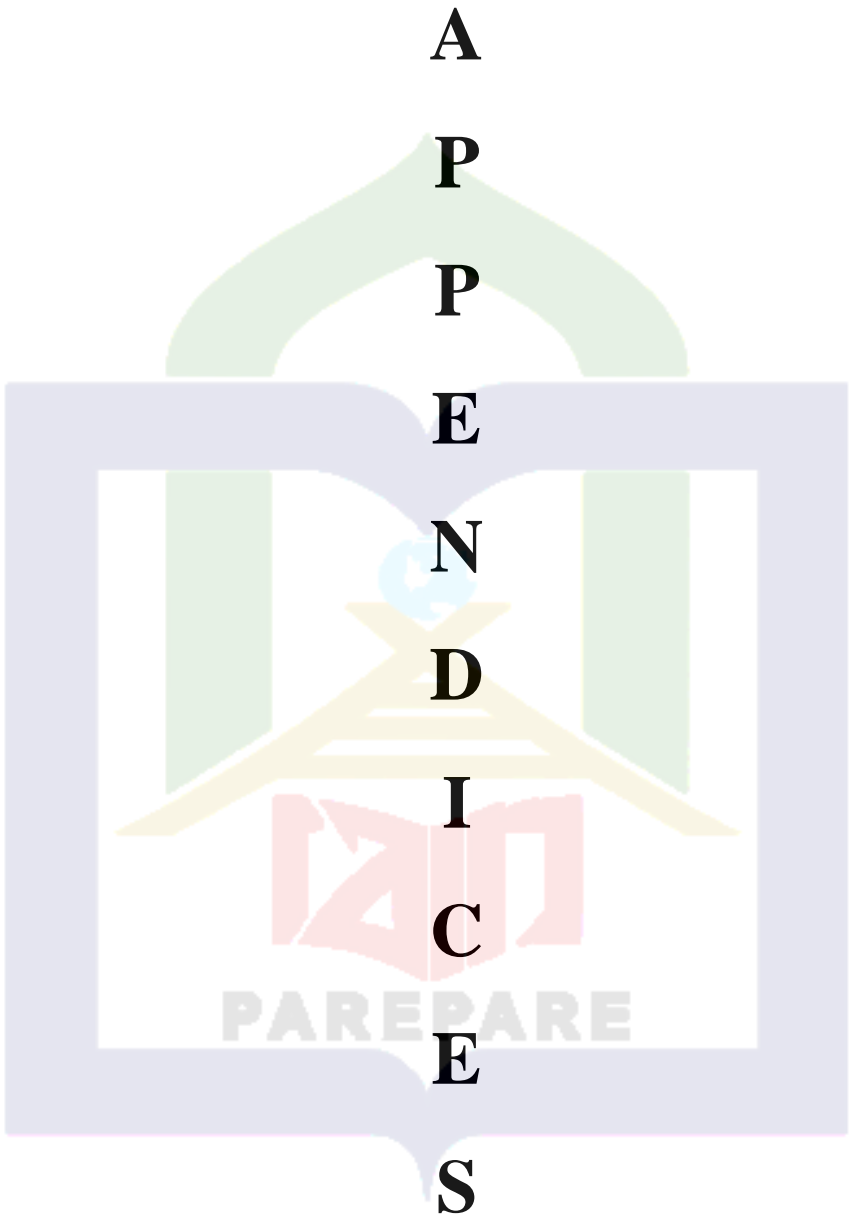
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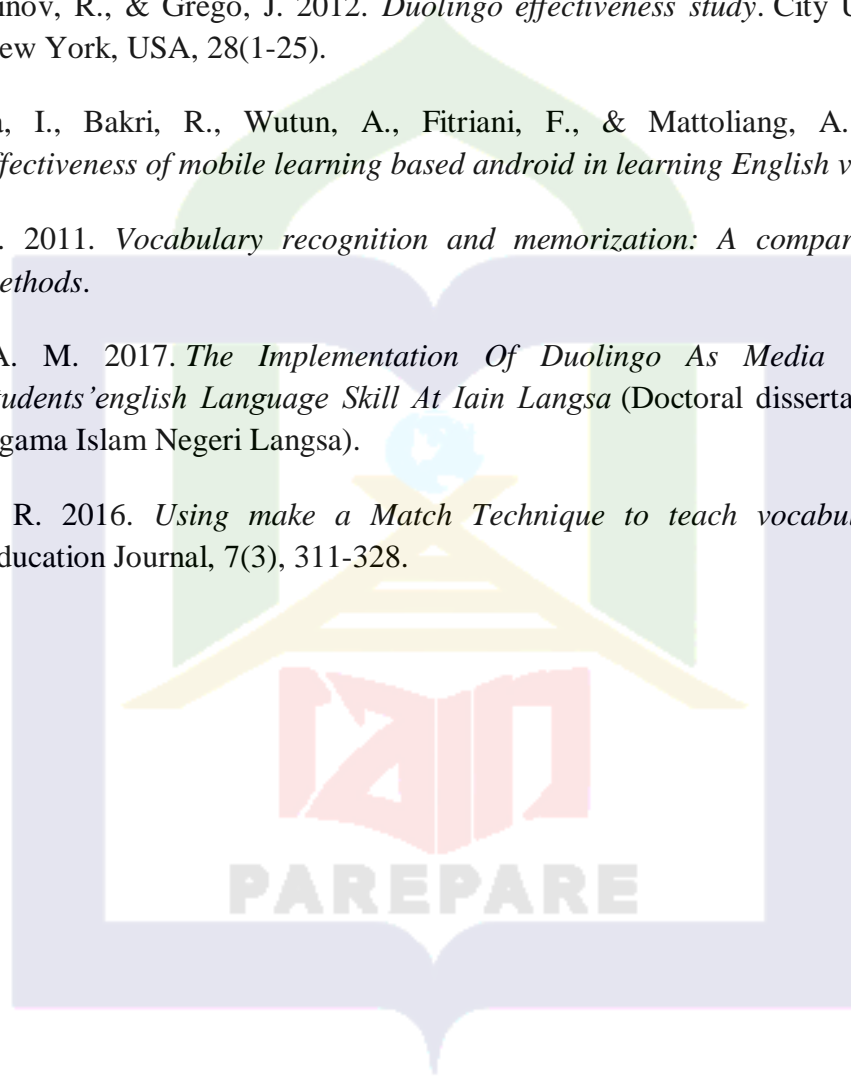
APPENDICES

Appendix 1. Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah : MTs Negeri Pinrang

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/Ganjil

Materi Pokok : Mengidentifikasi dan menyebutkan penggunaan Expressing Ability (can) dan Expressing Willingness (will) dalam lingkungan sosial.

Alokasi Waktu : 8 x 40 Menit (4 Pertemuan)

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.

2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

3. Memahami dan menerapkan pengetahuan (faktual, konseptual dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

4. Mengolah, menyaji dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

II

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan can, will).	3.2.1 Menyebutkan cara menanyakan kemampuan dan kemauan melakukan suatu tindakan dalam Bahasa Ingris sesuai dengan konteks. 3.2.2 Menyebutkan cara menyatakan kemampuan dan kemauan melakukan suatu tindakan dalam Bahasa Inggris sesuai dengan konteks.
4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.2.1 Membuat pertanyaan mengenai kemampuan dan kemauan melakukan suatu tindakan yang akan ditanyakan.

C. Tujuan Pembelajaran

- Siswa mampu menyebutkan cara menanyakan kemampuan dan kemauan melakukan suatu tindakan dalam Bahasa Ingris sesuai dengan konteks.
- Siswa mampu menyebutkan cara menyatakan kemampuan dan kemauan melakukan suatu tindakan dalam Bahasa Inggris sesuai dengan konteks.

- Siswa mampu membuat pertanyaan mengenai kemampuan dan kemauan melakukan suatu tindakan yang akan ditanyakan.

D. Materi Pembelajaran

1. Materi Pokok : Teks lisan dan tulis untuk a) meminta perhatian, b) mengecek pemahaman, c) menghargai kinerja yang baik dan d) meminta/mengungkapkan pendapat serta responnya.

2. Fungsi Sosial : Menjaga hubungan interpersonal dengan guru dan teman.

3. Unsur Kebahasaan : Kosa kata: kata benda dan kerja sederhana.

E. Metode Pembelajaran

- Pendekatan : Scientific approach
- Metode : Discussion method

F. Media, Alat dan Sumber Belajar

1. Media : Worksheet (lembar kerja siswa), Duolingo application

2. Alat/Bahan : Spidol, papan tulis dan laptop/android

3. Sumber Belajar : Buku K13 Mata Pelajaran Bahasa Inggris Kelas VIII (guru dan siswa), kamus bahasa inggris, internet.

G. Langkah-Langkah Pembelajaran

1) Pertemuan Pertama (2 x 40 Menit)

Kegiatan Pendahuluan (10 Menit)
1. Guru mengucap salam dan menyapa siswa.
2. Guru dan siswa memulai pembelajaran dengan berdoa.
3. Guru mengecek kehadiran siswa.
4. Guru memberikan motivasi belajar siswa secara kontekstual sesuai dengan manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari.
Kegiatan Inti (60 Menit)
1. Guru memberikan informasi tentang aplikasi Duolingo.
2. Guru memberikan penjelasan tentang beberapa aturan dalam menggunakan

aplikasi duolingo.

3. Guru memberikan contoh penggunaan aplikasi dengan memperlihatkan beberapa kosakata benda yang ada di Duolingo.

4. Guru mengajak siswa untuk menerjemahkan beberapa kata benda di Duolingo.

5. Guru membagi siswa ke dalam beberapa kelompok.

6. Guru mengajak siswa untuk menyelesaikan beberapa exercise yang ada di Duolingo.

7. Siswa kemudian membuat sebuah kalimat mengenai kemampuan dan kemauan melakukan suatu tindakan dari kata yang didapat di Duolingo.

Kegiatan Penutup (10 Menit)

1. Guru mengevaluasi hasil belajar siswa.

2. Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.

3. Guru mengakhiri kelas dengan mengucapkan salam penutup.

2) Pertemuan Kedua (2 x 40 Menit)

Kegiatan Pendahuluan (10 Menit)

1. Guru mengucap salam dan menyapa siswa.

2. Guru dan siswa memulai pembelajaran dengan berdoa.

3. Guru mengecek kehadiran siswa.

4. Guru memberikan motivasi belajar siswa secara kontekstual sesuai dengan manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari.

Kegiatan Inti (60 Menit)

1. Guru memperlihatkan beberapa kosakata benda yang ada di Duolingo.

2. Guru mengajak siswa untuk menerjemahkan beberapa kata yang berhubungan dengan kata benda di aplikasi Duolingo tersebut.

3. Guru meminta siswa untuk bergabung dengan kelompok sebelumnya.

V

4. Guru mengajak siswa untuk menyelesaikan beberapa exercise yang ada di Duolingo.
5. Guru memperlihatkan jumlah poin yang didapatkan siswa selama pengerjaan exercise pada aplikasi Duolingo.
Kegiatan Penutup (10 Menit)
1. Guru mengevaluasi hasil belajar siswa.
2. Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
3. Guru mengakhiri kelas dengan mengucapkan salam penutup.

3) Pertemuan Ketiga (2 x 40 Menit)

Kegiatan Pendahuluan (10 Menit)
1. Guru mengucap salam dan menyapa siswa.
2. Guru dan siswa memulai pembelajaran dengan berdoa.
3. Guru mengecek kehadiran siswa.
4. Guru memberikan motivasi belajar siswa secara kontekstual sesuai dengan manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari.
Kegiatan Inti (60 Menit)
1. Guru memperlihatkan beberapa kosakata kerja yang ada di Duolingo.
2. Guru mengajak siswa untuk menerjemahkan beberapa kata yang berhubungan dengan kata kerja di aplikasi Duolingo tersebut.
3. Guru meminta siswa untuk bergabung dengan kelompok sebelumnya.
4. Guru mengajak siswa untuk menyelesaikan beberapa exercise yang ada di Duolingo.
5. Siswa kemudian membuat sebuah kalimat mengenai kemampuan dan kemauan melakukan suatu tindakan dari kata yang didapat di Duolingo.
Kegiatan Penutup (10 Menit)
1. Guru mengevaluasi hasil belajar siswa.

2. Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
3. Guru mengakhiri kelas dengan mengucapkan salam penutup.

4) Pertemuan Keempat (2 x 40 Menit)

Kegiatan Pendahuluan (10 Menit)
1. Guru mengucap salam dan menyapa siswa.
2. Guru dan siswa memulai pembelajaran dengan berdoa.
3. Guru mengecek kehadiran siswa.
4. Guru memberikan motivasi belajar siswa secara kontekstual sesuai dengan manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari.
Kegiatan Inti (60 Menit)
1. Guru memperlihatkan beberapa kosakata kerja yang ada di Duolingo.
2. Guru mengajak siswa untuk menerjemahkan beberapa kata yang berhubungan dengan kata kerja di aplikasi Duolingo tersebut.
3. Guru meminta siswa untuk bergabung dengan kelompok sebelumnya.
4. Guru mengajak siswa untuk menyelesaikan beberapa exercise yang ada di Duolingo.
5. Guru memperlihatkan jumlah poin yang didapatkan siswa selama pengerjaan exercise pada aplikasi Duolingo.
Kegiatan Penutup (10 Menit)
1. Guru mengevaluasi hasil belajar siswa.
2. Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
3. Guru mengakhiri kelas dengan mengucapkan salam penutup.

H. Penilaian

1. Penilaian Pengetahuan

    Teknik Penilaian   : Test (Pre-test dan Post-test)

    Bentuk Test   : Multiple Choice

2. Rubrik Penilaian

    $$S = \frac{R}{N} \times 100$$

    Keterangan:

    S = Nilai Test

    R = Jawaban benar

    N = Jumlah soal

Appendix 2. Instrument of Research

<u>Instrument of Pre-Test</u>

Name :

Class   :

I.   Translate the sentences below and choose the correct answer with crossing (X) a,b,c, or d!
   1.   Kucing-kucing itu minum air
      a.   The cat drinks water
      b.   The cats drinks water
      c.   The cat drink waters
      d.   The cats drink water
   2.   The children read books
      a.   Anak itu membaca buku
      b.   Anak-anak itu membaca buku
      c.   Anak itu membaca beberapa buku
      d.   Anak-anak itu membaca beberapa buku
   3.   The dog eats bread
      a.   Anjing itu makan roti
      b.   Anjing-anjing itu makan roti
      c.   Anjing itu makan beberapa roti
      d.   Anjing-anjing itu makan beberapa roti
   4.   Where are my hat
      a.   Dimana kacamataku
      b.   Dimana topiku
      c.   Dimana gelasku
      d.   Dimana cangkirku
   5.   You wear a dress
      a.   Kamu memakai sepotong gaun
      b.   Kamu memakai sepotong kemeja
      c.   Kamu memakai sepotong rok
      d.   Kamu memakai sepotong celana

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II. Choose and write the suitable answer based on the words in the box!
1. You and I drink _____
2. She eats a _____
3. She _____ him a book
4. The dog _____
5. The elephants _____ apples
6. We read the _____
7. She has _____ Elephant
8. I wear a _____ and a skirt
9. The apple is _____
10. He _____ a black suit

Writes	Has	Shirt	Sandwich
Coffee	An	Newspapers	
Walks	Red	Eat	

III. Underlined the correct answer based on the words below!
1. My mother always ..... a book every afternoon in living room..
   (**plays, reads, buys, listens**)
2. My aunt is a doctor, she works at ....
   (**hospital, school, restaurant, office**)
3. You can find a .... in your kitchen.
   (**hat, soap, skirt, plate**)
4. The watermelon is green and the banana is ....
   (**red, pink, yellow, blue**)
5. You can wear a .... if it's cold.
   (**jacket, glasses, dress, shirt**)

Instrument of Post-Test

Name :

Class :

I. Translate the sentences below and choose the correct answer with crossing (X) a,b,c, or d!
    1. Saya ingin sup tomat
        a. I want a tomato soup
        b. I wants a tomato soup
        c. I want an tomato soup
        d. I want a tomato soups
    2. Kamu ingin seekor kuda
        a. You want a horses
        b. You want an horse
        c. You want a horse
        d. You wants a horse
    3. The boy wants a bread
        a. laki-laki itu ingin makan roti
        b. anak laki-laki itu ingin roti
        c. anak laki-laki itu ingin makan roti
        d. laki-laki itu ingin roti
    4. Saya akan membaca buku ini
        a. I will read that book
        b. I will read the book
        c. I will read this book
        d. I will reads the book
    5. A duck can swim
        a. seekor burung dapat berenang
        b. seekor burung dapat terbang
        c. seekor bebek dapat berenang
        d. seekor bebek dapat terbang

II. Choose and write the suitable answer based on the words in the box!
    1. _____ is a kind of Korean food.
    2. Will you go to the _____to watch his newest movie tonight.
    3. The lion can eat a _____ because lion is carnivora.

XI

4. Mr. Toni always drink a _____ of tea every mornig.
5. My sister made a _____ of fried rice for my lunch.
6. My brother is a _____ , he works at restaurant.
7. The rabbit can eat a _____ because rabbit is herbivore.
8. My mother told me to have a _____, every morning.
9. I need _____, to buy a snack.
10. My grandfather is reading a _____ now.

Cinema	Money	Kimchi	Cup
Carrot	Chef	Newspapers	
Breakfast	Plate	Meat	

III. Underlined the correct answer based on the words below!
1. My sister is sick, I will go to the ....
    (Library, hospital, Cafe, Cinema)
2. The bird can .... because bird has a wings
    (Swim, run, eat, fly)
3. She always cook in the ....
    (Kitchen, living room, bedroom, library)
4. Icha can wear a .... to go to the Lida's party.
    (Shirt, pants, dress, jacket)
5. Ren broke his leg, he .... walk.
    (Can, can not, will, will not)

Appendix 3. Students' Worksheet in Pre-test and Post-test

Appendix 2

PRE-TEST

Name : NURUL MUTIARA SABILA

Class : VIII.6 18-68

I. Translate the sentences below and choose the correct answer with crossing (X) a,b,c, or d!

1. Kucing-kucing itu minum air
   a. The cat drinks water
   b. The cats drinks water
   c. The cat drink waters
   d. The cats drink water ✗

   11 benar
   9 salah

2. The children read books
   a. Anak itu membaca buku
   b. Anak-anak itu membaca buku ✗
   c. Anak itu membaca beberapa buku
   d. Anak-anak itu membaca beberapa buku

   ✗

   55

3. The dog eats bread
   a. Anjing itu makan roti
   b. Anjing-anjing itu makan roti
   c. Anjing itu makan beberapa roti ✗
   d. Anjing-anjing itu makan beberapa roti

   ✗

4. Where are my hat
   a. Dimana kacamataku
   b. Dimana topiku ✗
   c. Dimana gelasku
   d. Dimana cangkirku

5. You wear a dress
   a. Kamu memakai sepotong gaun ✗
   b. Kamu memakai sepotong kemeja
   c. Kamu memakai sepotong rok
   d. Kamu memakai sepotong celana

II. Choose and write the suitable answer based on the words in the box!

1. You and I drink _Coffee_
2. She eats a _Sandwich_
3. She_writes_ him a book
4. The dog _walks_

XIII

5. The elephants _____ apples
6. We read the _____
7. She has __ Elephant
8. I wear a _____ and a skirt
9. The apple is ___
10. He ___ a black suit

Writes 3 ✓	Has 8 ✗	Shirt 9 ✗	Sandwich 2 ✓
Coffee 1 ✓	An 7 ✓	Newspapers 6 ✓	
Walks 4 ✓	Red 5 ✗	Eat 10 ✗	

III. Underlined the correct answer based on the words below!
1. My mother always *Play* ..... a book every afternoon in living room..
   (plays, reads, buys, listens)
2. My aunt is a doctor, she works at ..hospital
   (hospital, school, restaurant, office)
3. You can find a .... in your kitchen.
   (hat, soap, skirt, plate)
4. The watermelon is green and the banana is ....
   (red, pink, yellow, blue)
5. You can wear a .... if it's cold.
   (jacket, glasses, dress, shirt)

1. Play ✗
2. hospital ✓
3. Soap ✗
4. yellow ✓
5. dress ✗

XIV

Appendix 2

PRE-TEST

Name : Nur hafisah

Class : 8.6

I. Translate the sentences below and choose the correct answer with crossing (X) a,b,c, or d!
1. Kucing-kucing itu minum air
    a. The cat drinks water
    b. The cats drinks water
    c. The cat drink waters
    ~~d.~~ The cats drink water ✓

    9 benar
    11 salah

2. The children read books
    a. Anak itu membaca buku
    ~~b.~~ Anak-anak itu membaca buku ✗
    c. Anak itu membaca beberapa buku
    d. Anak-anak itu membaca beberapa buku

    45

3. The dog eats bread
    a. Anjing itu makan roti
    ~~b.~~ Anjing-anjing itu makan roti ✗
    c. Anjing itu makan beberapa roti
    d. Anjing-anjing itu makan beberapa roti

4. Where are my hat
    a. Dimana kacamataku
    ~~b.~~ Dimana topiku ✓
    c. Dimana gelasku
    d. Dimana cangkirku

5. You wear a dress
    ~~a.~~ Kamu memakai sepotong gaun ✗
    b. Kamu memakai sepotong kemeja
    c. Kamu memakai sepotong rok ✓
    d. Kamu memakai sepotong celana

II. Choose and write the suitable answer based on the words in the box!
1. You and I drink walks ✗
2. She eats a ~~red~~ Sandwich ✓
3. She _in_ him a book ✗
4. The dog newspapers ✗

XV

5. The elephants _eat_ apples ✓
6. We read the _writes_ ✗
7. She has _an_ Elephant ✓
8. I wear a _shirt_ and a skirt ✓
9. The apple is _coffe_ ✗
10. He _red_ a black suit ✗
    Sandwich

Writes	Has	Shirt	Sandwich
Coffee	An	Newspapers	
Walks	Red	Eat	

III. Underlined the correct answer based on the words below!

1. My mother always ..... a book every afternoon in living room..
   (plays, **reads**, buys, listens)
2. My aunt is a doctor, she works at ....
   (**hospital**, school, restaurant, office)
3. You can find a .... in your kitchen.
   (hat, soap, skirt, **plate**)
4. The watermelon is green and the banana is ....
   (red, pink, **yellow**, blue)
5. You can wear a .... if it's cold.
   (**jacket**, glasses, dress, shirt)

1. play ✗
2. hospital ✓
3. soap ✗
4. yellow ✓
5. dress ✗

XVI

Appendix 2

PRE-TEST

Name : Hilza hafiza

Class : 8.6

I. Translate the sentences below and choose the correct answer with crossing (X) a,b,c, or d!

1. Kucing-kucing itu minum air
   a. The cat drinks water
   b. The cats drinks water
   c. The cat drink waters
   ~~d.~~ The cats drink water ✓

   18 benar
   2 Salah

2. The children read books
   a. Anak itu membaca buku
   ~~b.~~ Anak-anak itu membaca buku ✗
   c. Anak itu membaca beberapa buku
   d. Anak-anak itu membaca beberapa buku

3. The dog eats bread
   a. Anjing itu makan roti
   b. Anjing-anjing itu makan roti
   ~~c.~~ Anjing itu makan beberapa roti ✗
   d. Anjing-anjing itu makan beberapa roti

   90

4. Where are my hat
   a. Dimana kacamataku
   ⊗ Dimana topiku ✓
   c. Dimana gelasku
   d. Dimana cangkirku

5. You wear a dress
   ~~a.~~ Kamu memakai sepotong gaun
   b. Kamu memakai sepotong kemeja
   c. Kamu memakai sepotong rok ✓
   d. Kamu memakai sepotong celana

II. Choose and write the suitable answer based on the words in the box!

1. You and I drink ____
2. She eats a ____
3. She ____ him a book
4. The dog ____

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5. The elephants ____ apples
6. We read the ____
7. She has __ Elephant
8. I wear a ____ and a skirt
9. The apple is ___
10. He ____ a black suit

Writes 3 ✓	Has 10 ✓	Shirt 8 ✓	Sandwich 2 ✓
Coffee 1 ✓	An 7 ✓	Newspapers 6 ✓	
Walks 4 ✓	Red 9 ✓	Eat 5 ✓	

III. Underlined the correct answer based on the words below!
1. My mother always ..... *reads* a book every afternoon in living room..
   (plays, reads, buys, listens) ✓
2. My aunt is a doctor, she works at *hospital* ✓
   (hospital, school, restaurant, office)
3. You can find a *plate* .... in your kitchen.
   (hat, soap, skirt, plate) ✓
4. The watermelon is green and the banana is *yellow* ✓
   (red, pink, yellow, blue)
5. You can wear a ..... if it's cold. = *Jacket* ✓
   (jacket, glasses, dress, shirt)

XVIII

Appendix 2

PRE-TEST

Name : muh. Aufa Rahmatullah

Class : 8.6

I. Translate the sentences below and choose the correct answer with crossing (X) a,b,c, or d!

1. Kucing-kucing itu minum air
   a. The cat drinks water
   b. The cats drinks water
   x. The cat drink waters
   d. The cats drink water

2. The children read books
   a. Anak itu membaca buku
   b. Anak-anak itu membaca buku
   x. Anak itu membaca beberapa buku
   d. Anak-anak itu membaca beberapa buku

3. The dog eats bread
   x. Anjing itu makan roti
   b. Anjing-anjing itu makan roti
   c. Anjing itu makan beberapa roti
   d. Anjing-anjing itu makan beberapa roti

4. Where are my hat
   a. Dimana kacamataku
   x. Dimana topiku
   c. Dimana gelasku
   d. Dimana cangkirku

5. You wear a dress
   x. Kamu memakai sepotong gaun
   b. Kamu memakai sepotong kemeja
   c. Kamu memakai sepotong rok
   d. Kamu memakai sepotong celana

II. Choose and write the suitable answer based on the words in the box!

1. You and I drink __water__
2. She eats a __bread__
3. She __read__ him a book
4. The dog __eats__

9 benar
4 salah

45

XIX

5. The elephants ~~yumy~~ apples ✗
6. We read the _window_ ✗
7. She has _oh_ Elephant ✗
8. I wear a _lone_ and a skirt ✗
9. The apple is _writes_ ✗
10. He _pat_ a black suit ✗

Writes	Has	Shirt	Sandwich
Coffee	An	Newspapers	
Walks	Red	Eat	

III. Underlined the correct answer based on the words below!

1. My mother always ~~plays~~ a book every afternoon in living room.. _listens_ ✗
   (plays, reads, buys, listens)
2. My aunt is a doctor, she works at ... _hospital_ ✓
   (hospital, school, restaurant, office)
3. You can find a _plate_ in your kitchen. ✓
   (hat, soap, skirt, plate)
4. The watermelon is green and the banana is ... _yellow_ ✓
   (red, pink, yellow, blue)
5. You can wear a _dress_ if it's cold. ✗
   (jacket, glasses, dress, shirt)

Appendix 2

<div align="center">

PRE-TEST

</div>

Name : Nur.ramadani

Class : VIII.6

I.   Translate the sentences below and choose the correct answer with crossing (X) a,b,c, or d!
   1.   Kucing-kucing itu minum air
        a.   The cat drinks water
        b.   The cats drinks water
        c.   The cat drink waters
        d.   The cats drink water
   2.   The children read books
        a.   Anak itu membaca buku
        b.   Anak-anak itu membaca buku
        c.   Anak itu membaca beberapa buku
        d.   Anak-anak itu membaca beberapa buku
   3.   The dog eats bread
        a.   Anjing itu makan roti
        b.   Anjing-anjing itu makan roti
        c.   Anjing itu makan beberapa roti
        d.   Anjing-anjing itu makan beberapa roti
   4.   Where are my hat
        a.   Dimana kacamataku
        b.   Dimana topiku
        c.   Dimana gelasku
        d.   Dimana cangkirku
   5.   You wear a dress
        a.   Kamu memakai sepotong gaun
        b.   Kamu memakai sepotong kemeja
        c.   Kamu memakai sepotong rok
        d.   Kamu memakai sepotong celana

II.   Choose and write the suitable answer based on the words in the box!
   1.   You and I drink has
   2.   She eats a shirt
   3.   She eat him a book
   4.   The dog sandwich

(margin handwriting: 5 benar / 15 salah / 25)

<div align="center">

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</div>

5. The elephants _writes_ apples ✗
6. We read the _newspapers_ ✓
7. She has _an_ Elephant ✓
8. I wear a _Red_ and a skirt ✗
9. The apple is _coffee_ ✗
10. He _walks_ a black suit ✗

Writes 5	Has 1	Shirt 2	Sandwich 4
Coffee 9	An 7	Newspapers 6	
Walks 10	Red 8	Eat 3	

III. Underlined the correct answer based on the words below!
1. My mother always ~~plays~~ a book every afternoon in living room. 1. Plays ✗
   (plays, **reads**, buys, listens)
2. My aunt is a doctor, she works at school ✗
   (**hospital**, school, restaurant, office)
3. You can find a ~~hat~~ in your kitchen. 3. skirt ✗
   (hat, soap, skirt, **plate**)
4. The watermelon is green and the banana is yellow ✓
   (red, pink, **yellow**, blue)
5. You can wear a ~~dress~~ if it's cold. 5. glasses ✗
   (**jacket**, glasses, dress, shirt)

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Appendix 2

PRE-TEST

Name : muh. ZACKY

Class : 8.6

I. Translate the sentences below and choose the correct answer with crossing (X) a,b,c, or d!

1. Kucing-kucing itu minum air
   a. The cat drinks water
   b. The cats drinks water
   c. The cat drink waters
   ~~d.~~ The cats drink water ✓

2. The children read books
   a. Anak itu membaca buku
   ~~b.~~ Anak-anak itu membaca buku X
   c. Anak itu membaca beberapa buku
   d. Anak-anak itu membaca beberapa buku

3. The dog eats bread
   a. Anjing itu makan roti
   b. Anjing-anjing itu makan roti
   ~~c.~~ Anjing itu makan beberapa roti X
   d. Anjing-anjing itu makan beberapa roti

4. Where are my hat
   ~~a.~~ Dimana kacamataku X
   b. Dimana topiku
   c. Dimana gelasku
   d. Dimana cangkirku

5. You wear a dress
   a. Kamu memakai sepotong gaun
   ~~b.~~ Kamu memakai sepotong kemeja X
   c. Kamu memakai sepotong rok
   d. Kamu memakai sepotong celana

II. Choose and write the suitable answer based on the words in the box!

1. You and I drink _writes_ X
2. She eats a _has_ X
3. She _sirt_ him a book X
4. The dog _SANdwich_ X

4 benar
16 salah

20

XXIII

5. The elephants _Coffe_ apples ✗
6. We read the _An_ ✗
7. She has _Red_ Elephant ✗✗
8. I wear a _walk_ and a skirt ✗
9. The apple is _Newspapers_ ✗
10. He _Eat_ a black suit ✗

Writes	Has	Shirt	Sandwich
Coffee	An	Newspapers	
Walks	Red	Eat	

III. Underlined the correct answer based on the words below!

1. My mother always ..... a book every afternoon in living room..
   (plays, (reads) buys, listens) ✓
2. My aunt is a doctor, she works at ....
   ((hospital) school, restaurant, office) ✓
3. You can find a .... in your kitchen.
   (hat, soap, (skirt) plate) ✗
4. The watermelon is green and the banana is ....
   (red, pink, (yellow) blue) ✓
5. You can wear a .... if it's cold.
   (jacket, glasses, (dress) shirt) ✗

Appendix 2

PRE-TEST

Name : NURUL INAYAH

Class : VIII. 6

I. Translate the sentences below and choose the correct answer with crossing (X) a,b,c, or d!

1. Kucing-kucing itu minum air
   a. The cat drinks water
   b. The cats drinks water
   c. The cat drink waters
   d. The cats drink water ✗

   18 benar
   2 salah

2. The children read books
   a. Anak itu membaca buku
   b. Anak-anak itu membaca buku ✗
   c. Anak itu membaca beberapa buku
   d. Anak-anak itu membaca beberapa buku

3. The dog eats bread
   a. Anjing itu makan roti
   b. Anjing-anjing itu makan roti
   c. Anjing itu makan beberapa roti ✗
   d. Anjing-anjing itu makan beberapa roti

   90

4. Where are my hat
   a. Dimana kacamataku
   b. Dimana topiku ✗
   c. Dimana gelasku
   d. Dimana cangkirku

5. You wear a dress
   a. Kamu memakai sepotong gaun ✗
   b. Kamu memakai sepotong kemeja
   c. Kamu memakai sepotong rok
   d. Kamu memakai sepotong celana

II. Choose and write the suitable answer based on the words in the box!
   1. You and I drink _Coffe_
   2. She eats a _Sandwich_
   3. She _writes_ him a book
   4. The dog _walks_

5. The elephants _eat_ apples ✓
6. We read the _Newspapers_ ✓
7. She has _an_ Elephant ✓
8. I wear a _Shirt_ and a skirt ✓
9. The apple is _Red_ ✓
10. He _Has_ a black suit ✓

Writes 3	Has 10	Shirt 8	Sandwich 2
Coffee 1	An 7	Newspapers 6	
Walks 4	Red 9	Eat 5	

III. Underlined the correct answer based on the words below!

1. My mother always ..... reads a book every afternoon in living room..
   (plays, (reads), buys, listens) ✓
2. My aunt is a doctor, she works at .... hospital ✓
   ((hospital), school, restaurant, office) ✓
3. You can find a.... plate in your kitchen. ✓
   (hat, soap, skirt, (plate))
4. The watermelon is green and the banana is .... Yellow
   (red, pink, (yellow), blue) ✓
5. You can wear a.... Jacket if it's cold. ✓
   ((jacket), glasses, dress, shirt)

Appendix 2

PRE-TEST

Name : Karmila

Class : VIII·6 (Delapan Enam)

I. Translate the sentences below and choose the correct answer with crossing
   (X) a,b,c, or d!

1. Kucing-kucing itu minum air
   a. The cat drinks water
   b. The cats drinks water
   c. The cat drink waters   ✓
   d. The cats drink water

   18 benar
   2 salah

2. The children read books
   a. Anak itu membaca buku
   b. Anak-anak itu membaca buku   ✗
   c. Anak itu membaca beberapa buku
   d. Anak-anak itu membaca beberapa buku

   90

3. The dog eats bread
   a. Anjing itu makan roti
   b. Anjing-anjing itu makan roti
   c. Anjing itu makan beberapa roti   ✗
   d. Anjing-anjing itu makan beberapa roti

4. Where are my hat
   a. Dimana kacamataku
   b. Dimana topiku
   c. Dimana gelasku   ✓
   d. Dimana cangkirku

5. You wear a dress
   a. Kamu memakai sepotong gaun
   b. Kamu memakai sepotong kemeja   ✓
   c. Kamu memakai sepotong rok
   d. Kamu memakai sepotong celana

II. Choose and write the suitable answer based on the words in the box!

1. You and I drink _coffee_ ✓
2. She eats a _Sandwich_ ✓
3. She _writes_ him a book ✓
4. The dog _walks_ ✓

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5. The elephants _eat_ apples ✓
6. We read the _Newspapers_ ✓
7. She has _An_ Elephant ✓
8. I wear a _shirt_ and a skirt ✓
9. The apple is _Red_ ✓
10. He _Has_ a black suit ✓

3. Writes	10. Has	8. Shirt	2. Sandwich
1. Coffee	7. An	6. Newspapers	
4. Walks	9. Red	5. Eat	

III. Underlined the correct answer based on the words below!

1. My mother always ..... a book every afternoon in living room..
   (plays, (reads) buys, listens) ✓
2. My aunt is a doctor, she works at ....
   ((hospital) school, restaurant, office) ✓
3. You can find a .... in your kitchen.
   (hat, soap, skirt, (plate)) ✓
4. The watermelon is green and the banana is ....
   (red, pink, (yellow) blue) ✓
5. You can wear a .... if it's cold.
   ((jacket) glasses, dress, shirt) ✓

PRE-TEST

Name : Ratu Felisa

Class : VIII. 6

I. Translate the sentences below and choose the correct answer with crossing (X) a,b,c, or d!

1. Kucing-kucing itu minum air
   a. The cat drinks water
   b. The cats drinks water
   c. The cat drink waters
   ~~d.~~ The cats drink water

   11 benar
   9 salah

2. The children read books
   ~~a.~~ Anak itu membaca buku
   b. Anak-anak itu membaca buku
   c. Anak itu membaca beberapa buku
   d. Anak-anak itu membaca beberapa buku

   55

3. The dog eats bread
   ~~a.~~ Anjing itu makan roti
   b. Anjing-anjing itu makan roti
   c. Anjing itu makan beberapa roti
   d. Anjing-anjing itu makan beberapa roti

4. Where are my hat
   a. Dimana kacamataku
   ~~b.~~ Dimana topiku
   c. Dimana gelasku
   d. Dimana cangkirku

5. You wear a dress
   ~~a.~~ Kamu memakai sepotong gaun
   b. Kamu memakai sepotong kemeja
   c. Kamu memakai sepotong rok
   d. Kamu memakai sepotong celana

II. Choose and write the suitable answer based on the words in the box!

1. You and I drink ___ __
2. She eats a ___ .
3. She ___ him a book
4. The dog ___ .

5. The elephants _____ apples
6. We read the _____
7. She has _____ Elephant
8. I wear a _____ and a skirt
9. The apple is _____
10. He _____ a black suit

Writes 8 ✗	Has 6 ✗	Shirt 10 ✗	Sandwich 2 ✓
Coffee 1 ✓	An 7 ✓	Newspapers 9 ✗	
Walks 4 ✓	Red 5 ✗	Eat 3 ✗	

III. Underlined the correct answer based on the words below!
1. My mother always *listens* a book every afternoon in living room.. ✗
   (plays, reads, buys, listens)
2. My aunt is a doctor, she works at *hospital* ✓
   (hospital, school, restaurant, office)
3. You can find a *plate* in your kitchen. ✓
   (hat, soap, skirt, plate)
4. The watermelon is green and the banana is *eet yellow* ✓
   (red, pink, yellow, blue)
5. You can wear a *shirt* if it's cold. ✗
   (jacket, glasses, dress, shirt)

Appendix 2

PRE-TEST

Name : FATIKA NURIYANA

Class : 0.6 (delapan enam)

I. Translate the sentences below and choose the correct answer with crossing (X) a,b,c, or d!

1. Kucing-kucing itu minum air
   a. The cat drinks water
   b. The cats drinks water
   c. The cat drink waters
   d. The cats drink water ✓

   18 benar
   2 salah

2. The children read books
   a. Anak itu membaca buku
   b. Anak-anak itu membaca buku ✗
   c. Anak itu membaca beberapa buku
   d. Anak-anak itu membaca beberapa buku

   90

3. The dog eats bread
   a. Anjing itu makan roti
   b. Anjing-anjing itu makan roti
   c. Anjing itu makan beberapa roti ✗
   d. Anjing-anjing itu makan beberapa roti

4. Where are my hat
   a. Dimana kacamataku
   b. Dimana topiku ✓
   c. Dimana gelasku
   d. Dimana cangkirku

5. You wear a dress
   a. Kamu memakai sepotong gaun
   b. Kamu memakai sepotong kemeja
   c. Kamu memakai sepotong rok ✓
   d. Kamu memakai sepotong celana

II. Choose and write the suitable answer based on the words in the box!

1. You and I drink coffee ✓
2. She eats a sandwich ✓
3. She writes him a book ✓
4. The dog walks ✓

XXXI

5. The elephants _eat_ apples ✓
6. We read the _newspapers_ ✓
7. She has _an_ Elephant ✓
8. I wear a _Shirt_ and a skirt ✓
9. The apple is _read_ ✓
10. He _Has_ a black suit ✓

3·Writes	10·Has	8·Shirt	2·Sandwich
1·Coffee	7·An	6·Newspapers	
4·Walks	9·Red	5·Eat	

III. Underlined the correct answer based on the words below!
1. My mother always ..... a book every afternoon in living room.. _reads_
   (plays, (reads,) buys, listens) ✓
2. My aunt is a doctor, she works at ... _hospital_
   ((hospital,) school, restaurant, office) ✓
3. You can find a .... in your kitchen. _Plate_
   (hat, soap, skirt, (plate)) ✓
4. The watermelon is green and the banana is _yellow_
   (red, pink, (yellow,) blue) ✓
5. You can wear a .... if it's cold. _Jacket_
   ((jacket,) glasses, dress, shirt) ✓

Appendix 3

POST-TEST

Name : FATIKA NURIYANA

Class : 8·6 (delapan enam)

I. Translate the sentences below and choose the correct answer with crossing (X) a,b,c, or d!

1. Saya ingin sup tomat
    a. I want a tomato soup
    b. I wants a tomato soup
    c. I want an tomato soup
    d. I want a tomato soups

18 benar
2 salah

2. Kamu ingin seekor kuda
    a. You want a horses
    b. You want an horse
    c. You want a horse
    d. You wants a horse

90

3. The boy wants a bread
    a. laki-laki itu ingin makan roti
    b. anak laki-laki itu ingin roti
    c. anak laki-laki itu ingin makan roti
    d. laki-laki itu ingin roti

4. Saya akan membaca buku ini
    a. I will read that book
    b. I will read the book
    C. c. I will read this book
    d. I will reads the book

5. A duck can swim
    a. seekor burung dapat berenang
    b. seekor burung dapat terbang
    c. seekor bebek dapat berenang
    d. seekor bebek dapat terbang

II. Choose and write the suitable answer based on the words in the box!

1. ___ is a kind of Korean food.
2. Will you go to the ____ to watch his newest movie tonight.
3. The lion can eat a ____ because lion is carnivora.
4. Mr. Toni always drink a ___ of tea every mornig.

XXXIII

5. My sister made a ____ of fried rice for my lunch.
6. My brother is a ____ , he works at restaurant.
7. The rabbit can eat a ____ because rabbit is herbivore.
8. My mother told me to have a ____ , every morning.
9. I need ____ , to buy a snack.
10. My grandfather is reading a ____ now.

2. Cinema ✓	9. Money ✓	1. Kimchi ✓	9. Cup ✓
7. Carrot ✓	6. Chef ✓	10. Newspapers ✓	
8. Breakfast ✓	5. Plate ✓	3. Meat ✓	

III. Underlined the correct answer based on the words below!
1. My sister is sick, I will go to the .... ✓
   (Library, hospital, Cafe, Cinema)
2. The bird can .... because bird has a wings ✓
   (Swim, run, eat, fly)
3. She always cook in the .... ✓
   (Kitchen, living room, bedroom, library)
4. Icha can wear a .... to go to the Lida's party. ✓
   (Shirt, pants, dress, jacket)
5. Ren broke his leg, he .... walk. ✓
   (Can, can not, will, will not)

Appendix 3

POST-TEST

Name : Hilza hafifa

Class : VIII.6

I. Translate the sentences below and choose the correct answer with crossing (X) a,b,c, or d!

1. Saya ingin sup tomat
   - ~~a.~~ I want a tomato soup
   - b. I wants a tomato soup
   - c. I want an tomato soup
   - d. I want a tomato soups

   ✓   20 benar
       0 salah

2. Kamu ingin seekor kuda
   - a. You want a horses
   - b. You want an horse
   - ~~c.~~ You want a horse
   - d. You wants a horse

   ✓   100

3. The boy wants a bread
   - a. laki-laki itu ingin makan roti
   - ~~b.~~ anak laki-laki itu ingin roti
   - c. anak laki-laki itu ingin makan roti
   - d. laki-laki itu ingin roti

   ✓

4. Saya akan membaca buku ini
   - a. I will read that book
   - b. I will read the book
   - ~~c.~~ I will read this book
   - d. I will reads the book

   ✓

5. A duck can swim
   - a. seekor burung dapat berenang
   - b. seekor burung dapat terbang
   - ~~c.~~ seekor bebek dapat berenang
   - d. seekor bebek dapat terbang

   ✓

II. Choose and write the suitable answer based on the words in the box!

1. ___ is a kind of Korean food.
2. Will you go to the ____ to watch his newest movie tonight.
3. The lion can eat a ____ because lion is carnivora.
4. Mr. Toni always drink a ___ of tea every mornig.

5. My sister made a ___ of fried rice for my lunch.
6. My brother is a ___ , he works at restaurant.
7. The rabbit can eat a ___ because rabbit is herbivore.
8. My mother told me to have a ___ , every morning.
9. I need ___ , to buy a snack.
10. My grandfather is reading a ___ now.

Cinema = 2 ✓	Money = 9 ✓	Kimchi = 1 ✓	Cup = 4 ✓
Carrot = 7 ✓	Chef = 6 ✓	Newspapers = 10 ✓	
Breakfast = 8 ✓	Plate = 5 ✓	Meat = 3 ✓	

III. Underlined the correct answer based on the words below!
1. My sister is sick. I will go to the ....
   (Library, hospital, Cafe, Cinema) ✓
2. The bird can .... because bird has a wings
   (Swim, run, eat, fly) ✓
3. She always cook in the ....
   (Kitchen, living room, bedroom, library) ✓
4. Icha can wear a .... to go to the Lida's party.
   (Shirt, pants, dress, jacket) ✓
5. Ren broke his leg, he .... walk.
   (Can, can not, will, will not) ✓

Appendix 3

POST-TEST

Name : Ratu Felisa

Class : VIII.6

I. Translate the sentences below and choose the correct answer with crossing (X) a,b,c, or d!
    1. Saya ingin sup tomat
        ✗ I want a tomato soup
        b. I wants a tomato soup
        c. I want an tomato soup
        d. I want a tomato soups
    2. Kamu ingin seekor kuda
        a. You want a horses
        ✗ You want an horse
        c. You want a horse
        d. You wants a horse
    3. The boy wants a bread
        a. laki-laki itu ingin makan roti
        ✗ anak laki-laki itu ingin roti
        c. anak laki-laki itu ingin makan roti
        d. laki-laki itu ingin roti
    4. Saya akan membaca buku ini
        a. I will read that book
        ✗ I will read the book
        c. I will read this book
        d. I will reads the book
    5. A duck can swim
        a. seekor burung dapat berenang
        b. seekor burung dapat terbang
        ✗ seekor bebek dapat berenang
        d. seekor bebek dapat terbang

12 benar
8 salah

60

II. Choose and write the suitable answer based on the words in the box!
    1. ___ is a kind of Korean food.
    2. Will you go to the ___ to watch his newest movie tonight.
    3. The lion can eat a ___ because lion is carnivora.
    4. Mr. Toni always drink a ___ of tea every mornig.

XXXVII

5. My sister made a ___ of fried rice for my lunch.
6. My brother is a ___ , he works at restaurant.
7. The rabbit can eat a ___ because rabbit is herbivore.
8. My mother told me to have a ___ , every morning.
9. I need ___ , to buy a snack.
10. My grandfather is reading a ___ now.

Cinema 2. ✓	Money 8 ✗	Kimchi 1. ✓	Cup 9 ✗
Carrot 7. ✓	Chef 6 ✓	Newspapers 4 ✗	
Breakfast 10. ✗	Plate 5 ✓	Meat 3 ✓	

III. Underlined the correct answer based on the words below!
1. My sister is sick, I will go to the .... ✓
   (Library, (hospital,) Cafe, Cinema)
2. The bird can .... because bird has a wings ✗
   (Swim, (run,) eat, fly)
3. She always cook in the .... ✗
   (Kitchen, living room, (bedroom,) library)
4. Icha can wear a .... to go to the Lida's party. ✓
   (Shirt, pants, (dress,) jacket)
5. Ren broke his leg, he .... walk. ✓
   (Can, (can not,) will, will not)

Appendix 3

POST-TEST

Name : Nur hafisah

Class : 8.6

I. Translate the sentences below and choose the correct answer with crossing (X) a,b,c, or d!

1. Saya ingin sup tomat
    - ✗ I want a tomato soup
    - b. I wants a tomato soup
    - c. I want an tomato soup
    - d. I want a tomato soups

    ✓   11 benar
        9 salah

2. Kamu ingin seekor kuda
    - a. You want a horses
    - ✗ You want an horse
    - ✗ You want a horse
    - d. You wants a horse

    ✗   55

3. The boy wants a bread
    - a. laki-laki itu ingin makan roti
    - b. anak laki-laki itu ingin roti
    - ✗ anak laki-laki itu ingin makan roti
    - d. laki-laki itu ingin roti

    ✗

4. Saya akan membaca buku ini
    - ✗ I will read that book
    - b. I will read the book
    - c. I will read this book
    - d. I will reads the book

    ✗

5. A duck can swim
    - a. seekor burung dapat berenang
    - b. seekor burung dapat terbang
    - ✗ seekor bebek dapat berenang
    - d. seekor bebek dapat terbang

    ✓

II. Choose and write the suitable answer based on the words in the box!

1. ____ is a kind of Korean food.
2. Will you go to the ____ to watch his newest movie tonight.
3. The lion can eat a ____ because lion is carnivora.
4. Mr. Toni always drink a ___ of tea every mornig.

XXXIX

5. My sister made a ___ of fried rice for my lunch.
6. My brother is a ___ , he works at restaurant.
7. The rabbit can eat a ___ because rabbit is herbivore.
8. My mother told me to have a ___ , every morning.
9. I need ___ , to buy a snack.
10. My grandfather is reading a ____ now.

2. Cinema ✓   10. Money ✗   1. Kimchi ✓   4. Cup ✓

5. Carrot ✓   6. Chef ✓   9. Newspapers ✗

7. Breakfast ✗   8. Plate ✗   3. Meat ✓

III. Underlined the correct answer based on the words below!
1. My sister is sick, I will go to the ....   ✓
   (Library, (hospital,) Cafe, Cinema)
2. The bird can .... because bird has a wings   ✓
   (Swim, run, eat, (fly))
3. She always cook in the ....   ✓
   ((Kitchen,) living room, bedroom, library)
4. Icha can wear a .... to go to the Lida's party.   ✓
   (Shirt, pants, (dress,) jacket)
5. Ren broke his leg, he .... walk.   ✗
   (Can, can not, will, (will not))

Appendix 3

POST-TEST

Name : A. Ratu Dewi Permata

Class : VIII. 6, MTs N

I. Translate the sentences below and choose the correct answer with crossing (X) a,b,c, or d!
    1. Saya ingin sup tomat
        a. I want a tomato soup
        b. I wants a tomato soup
        c. I want an tomato soup
        d. I want a tomato soups

        19 benar

        6 salah
    2. Kamu ingin seekor kuda
        a. You want a horses
        b. You want an horse
        c. You want a horse
        d. You wants a horse

        70
    3. The boy wants a bread
        a. laki-laki itu ingin makan roti
        b. anak laki-laki itu ingin roti
        c. anak laki-laki itu ingin makan roti
        d. laki-laki itu ingin roti
    4. Saya akan membaca buku ini
        a. I will read that book
        b. I will read the book
        c. I will read this book
        d. I will reads the book
    5. A duck can swim
        a. seekor burung dapat berenang
        b. seekor burung dapat terbang
        c. seekor bebek dapat berenang
        d. seekor bebek dapat terbang

II. Choose and write the suitable answer based on the words in the box!
    1. ___ is a kind of Korean food.
    2. Will you go to the ____ to watch his newest movie tonight.
    3. The lion can eat a ____ because lion is carnivora.
    4. Mr. Toni always drink a ___ of tea every mornig.

XLI

5. My sister made a ___ of fried rice for my lunch.
6. My brother is a ___ , he works at restaurant.
7. The rabbit can eat a ___ because rabbit is herbivore.
8. My mother told me to have a ___, every morning.
9. I need ___, to buy a snack.
10. My grandfather is reading a ____ now.

2. Cinema ✓	9. Money ✓	7. Kimchi ✗	4. Cup ✓
1. Carrot ✗	6. Chef ✓	10. Newspapers ✓	
8. Breakfast ✓	5. Plate ✓	3. Meat ✓	

III. Underlined the correct answer based on the words below!
1. My sister is sick, I will go to the .... ✓
   (Library, (hospital), Cafe, Cinema)
2. The bird can .... because bird has a wings ✗
   (Swim, (run), eat, fly)
3. She always cook in the .... ✗
   (Kitchen, living room, (bedroom), library)
4. Icha can wear a .... to go to the Lida's party. ✓
   (Shirt, pants, (dress), jacket)
5. Ren broke his leg, he .... walk. ✓
   (Can, (can not), will, will not)

Appendix 3

POST-TEST

Name : Karmila

Class : VIII.6

I. Translate the sentences below and choose the correct answer with crossing (X) a,b,c, or d!

1. Saya ingin sup tomat
   a. I want a tomato soup
   b. I wants a tomato soup
   c. I want an tomato soup
   d. I want a tomato soups

   1a benar
   2 salah

2. Kamu ingin seekor kuda
   a. You want a horses
   b. You want an horse
   c. You want a horse
   d. You wants a horse

   90

3. The boy wants a bread
   a. laki-laki itu ingin makan roti
   b. anak laki-laki itu ingin roti
   c. anak laki-laki itu ingin makan roti
   d. laki-laki itu ingin roti

4. Saya akan membaca buku ini
   a. I will read that book
   b. I will read the book
   c. I will read this book
   d. I will reads the book

5. A duck can swim
   a. seekor burung dapat berenang
   b. seekor burung dapat terbang
   c. seekor bebek dapat berenang
   d. seekor bebek dapat terbang

II. Choose and write the suitable answer based on the words in the box!

1. ____ is a kind of Korean food.
2. Will you go to the ____ to watch his newest movie tonight.
3. The lion can eat a meat because lion is carnivora.
4. Mr. Toni always drink a ____ of tea every mornig.

5. My sister made a ___ of fried rice for my lunch.
6. My brother is a ~~Chef~~, he works at restaurant.
7. The rabbit can eat a ___ because rabbit is herbivore.
8. My mother told me to have a ___, every morning.
9. I need ___, to buy a snack.
10. My grandfather is reading a ___ now.

2. Cinema ✓	9. Money ✓	1. Kimchi ✓	4. Cup ✓
7. Carrot ✓	6. Chef ✓	10 Newspapers ✓	
8. Breakfast ✓	5. Plate ✓	3. Meat ✓	

III. Underlined the correct answer based on the words below!
1. My sister is sick, I will go to the ....
(Library, (hospital), Cafe, Cinema) ✓
2. The bird can .... because bird has a wings
(Swim, run, eat, (fly)) ✓
3. She always cook in the ....
((Kitchen), living room, bedroom, library) ✓
4. Icha can wear a .... to go to the Lida's party.
(Shirt, pants, (dress), jacket) ✓
5. Ren broke his leg, he .... walk.
(Can, (can not), will, will not) ✓

PAREPARE

XLIV

Appendix 3

POST-TEST

Name : Nurul Inayah

Class : VIII.6

I. Translate the sentences below and choose the correct answer with crossing (X) a,b,c, or d!

1. Saya ingin sup tomat
   - X I want a tomato soup
   - b. I wants a tomato soup
   - c. I want an tomato soup
   - d. I want a tomato soups

2. Kamu ingin seekor kuda
   - a. You want a horses
   - b. You want an horse
   - X You want a horse
   - d. You wants a horse

3. The boy wants a bread
   - a. laki-laki itu ingin makan roti
   - b. anak laki-laki itu ingin roti
   - X anak laki-laki itu ingin makan roti
   - d. laki-laki itu ingin roti

4. Saya akan membaca buku ini
   - a. I will read that book
   - X I will read the book
   - c. I will read this book
   - d. I will reads the book

5. A duck can swim
   - a. seekor burung dapat berenang
   - b. seekor burung dapat terbang
   - X seekor bebek dapat berenang
   - d. seekor bebek dapat terbang

18 benar

2 salah

90

II. Choose and write the suitable answer based on the words in the box!

1. ____ is a kind of Korean food.
2. Will you go to the ____ to watch his newest movie tonight.
3. The lion can eat a ____ because lion is carnivora.
4. Mr. Toni always drink a ____ of tea every mornig.

5. My sister made a ___ of fried rice for my lunch.
6. My brother is a ___ , he works at restaurant.
7. The rabbit can eat a ___ because rabbit is herbivore.
8. My mother told me to have a ___, every morning.
9. I need ___, to buy a snack.
10. My grandfather is reading a ____ now.

2.Cinema ✓	9. Money ✓	1. Kimchi ✓	4. Cup ✓
7. Carrot ✓	6. Chef ✓	10.Newspapers ✓	
8.Breakfast ✓	5. Plate ✓	3. Meat ✓	

III. Underlined the correct answer based on the words below!
1. My sister is sick, I will go to the ....
   (Library, hospital, Cafe, Cinema) ✓
2. The bird can .... because bird has a wings
   (Swim, run, eat, fly) ✓
3. She always cook in the ....
   (Kitchen, living room, bedroom, library) ✓
4. Icha can wear a .... to go to the Lida's party.
   (Shirt, pants, dress, jacket) ✓
5. Ren broke his leg, he .... walk.
   (Can, can not, will, will not) ✓

Appendix 3

POST-TEST

Name : Nur.ramadani

Class : VIII.6

I. Translate the sentences below and choose the correct answer with crossing (X) a,b,c, or d!

1. Saya ingin sup tomat
   - X I want a tomato soup
   - b. I wants a tomato soup
   - c. I want an tomato soup
   - d. I want a tomato soups

2. Kamu ingin seekor kuda
   - a. You want a horses
   - b. You want an horse
   - X You want a horse
   - d. You wants a horse

3. The boy wants a bread
   - a. laki-laki itu ingin makan roti
   - b. anak laki-laki itu ingin roti
   - X anak laki-laki itu ingin makan roti
   - d. laki-laki itu ingin roti

4. Saya akan membaca buku ini
   - X I will read that book
   - b. I will read the book
   - c. I will read this book
   - d. I will reads the book

5. A duck can swim
   - a. seekor burung dapat berenang
   - b. seekor burung dapat terbang
   - X seekor bebek dapat berenang
   - d. seekor bebek dapat terbang

13 benar

7 salah

65

II. Choose and write the suitable answer based on the words in the box!

1. ___ is a kind of Korean food.
2. Will you go to the ____ to watch his newest movie tonight.
3. The lion can eat a ____ because lion is carnivora.
4. Mr. Toni always drink a ___ of tea every mornig.

5. My sister made a ___ of fried rice for my lunch.
6. My brother is a ___ , he works at restaurant.
7. The rabbit can eat a ___ because rabbit is herbivore.
8. My mother told me to have a ___ , every morning.
9. I need ___ , to buy a snack.
10. My grandfather is reading a ___ now.

Cinema 2 ✓	Money 9 ✓	Kimchi .1 ✓	Cup 4 ✓
Carrot 7 ✓	Chef 8 ✗	Newspapers 5 ✗	
Breakfast 6 ✗	Plate 10 ✗	Meat .3 ✓	

III. Underlined the correct answer based on the words below!
1. My sister is sick, I will go to the .... ✓
   (Library, hospital, Cafe, Cinema)
2. The bird can .... because bird has a wings ✓
   (Swim, run, eat, fly)
3. She always cook in the .... ✓
   (Kitchen, living room, bedroom, library)
4. Icha can wear a .... to go to the Lida's party. ✗
   (Shirt, pants, dress, jacket)
5. Ren broke his leg, he .... walk. ✓
   (Can, can not, will, will not)

Appendix 3

POST-TEST

Name : MUH. KHaErul Anam

Class : 8.6

I. Translate the sentences below and choose the correct answer with crossing (X) a,b,c, or d!

1. Saya ingin sup tomat
   a. I want a tomato soup
   b. I wants a tomato soup
   c. I want an tomato soup
   d. I want a tomato soups

2. Kamu ingin seekor kuda
   a. You want a horses
   b. You want an horse
   c. You want a horse
   d. You wants a horse

3. The boy wants a bread
   a. laki-laki itu ingin makan roti
   b. anak laki-laki itu ingin roti
   c. anak laki-laki itu ingin makan roti
   d. laki-laki itu ingin roti

4. Saya akan membaca buku ini
   a. I will read that book
   b. I will read the book
   c. I will read this book
   d. I will reads the book

5. A duck can swim
   a. seekor burung dapat berenang
   b. seekor burung dapat terbang
   c. seekor bebek dapat berenang
   d. seekor bebek dapat terbang

10 benar.
10 salah

5.0

II. Choose and write the suitable answer based on the words in the box!

1. mohoy is a kind of Korean food.
2. Will you go to the cinema to watch his newest movie tonight.
3. The lion can eat a meat because lion is carnivora.
4. Mr. Toni always drink a cup of tea every mornig.

XLIX

5. My sister made a _Plate_ of fried rice for my lunch. ✓
6. My brother is a _chef_, he works at restaurant. ✓
7. The rabbit can eat a _kimchi_ because rabbit is herbivore. ✗
8. My mother told me to have a _breakfast_ every morning. ✓
9. I need _buy_, to buy a snack. ✗
10. My grandfather is reading a _newspapers_ now. ✓

Cinema	Money	Kimchi	Cup
Carrot	Chef	Newspapers	
Breakfast	Plate	Meat	

III. Underlined the correct answer based on the words below!
1. My sister is sick, I will go to the ....
   (Library, (hospital), Cafe, Cinema) ✓
2. The bird can .... because bird has a wings
   ((Swim), run, eat, fly) ✗
3. She always cook in the ....
   (Kitchen, (living room), bedroom, library) ✗
4. Icha can wear a .... to go to the Lida's party.
   (Shirt, pants, (dress), jacket) ✓
5. Ren broke his leg, he .... walk.
   ((Can), can not, will, will not) ✗

PAREPARE

L

Appendix 3

POST-TEST

Name : muH.HAIDIr selleri

Class : 8.6

I. Translate the sentences below and choose the correct answer with crossing (X) a,b,c, or d!

1. Saya ingin sup tomat
    a. I want a tomato soup ✗
    b. I wants a tomato soup
    c. I want an tomato soup
    d. I want a tomato soups

    ✓ 19 benar
       6 salah

2. Kamu ingin seekor kuda
    a. You want a horses
    b. You want an horse ✗
    c. You want a horse
    d. You wants a horse

    ✗ 70

3. The boy wants a bread
    a. laki-laki itu ingin makan roti
    b. anak laki-laki itu ingin roti
    c. anak laki-laki itu ingin makan roti ✗
    d. laki-laki itu ingin roti

    ✗

4. Saya akan membaca buku ini
    a. I will read that book
    b. I will read the book
    c. I will read this book ✗
    d. I will reads the book

    ✓

5. A duck can swim
    a. seekor burung dapat berenang
    b. seekor burung dapat terbang
    c. seekor bebek dapat berenang ✗
    d. seekor bebek dapat terbang

    ✓

II. Choose and write the suitable answer based on the words in the box!

1. ___ is a kind of Korean food.
2. Will you go to the ____ to watch his newest movie tonight.
3. The lion can eat a mit because lion is carnivora.
4. Mr. Toni always drink a ___ of tea every mornig.

5. My sister made a ___ of fried rice for my lunch.
6. My brother is a ___ , he works at restaurant.
7. The rabbit can eat a ___ because rabbit is herbivore.
8. My mother told me to have a ___ , every morning.
9. I need ___ , to buy a snack.
10. My grandfather is reading a ___ now.

2 Cinema ✓	9 Money ✓	1 Kimchi ✓	4 Cup ✓
7 Carrot ✓	6 Chef ✓	8 Newspapers ✗	
5 Breakfast ✗ 10	Plate ✗	3 Meat ✓	

III. Underlined the correct answer based on the words below!
1. My sister is sick, I will go to the ....
   (Library, hospital, Cafe, Cinema) ✓
2. The bird can .... because bird has a wings
   (Swim, run, eat, fly) ✓
3. She always cook in the ....
   (Kitchen, living room, bedroom, library) ✗
4. Icha can wear a .... to go to the Lida's party.
   (Shirt, pants, dress, jacket) ✓
5. Ren broke his leg, he .... walk.
   (Can, can not, will, will not) ✓

Appendix 4. The Calculation of students'Score in Pre-test and Post-test

- The Calculation of students' Score in Pre-test

$$S = \frac{R}{N} \times 100$$

$FN = \frac{18}{20} \times 100 = 90$

$NMS = \frac{11}{20} \times 100 = 55$

$RF = \frac{11}{20} \times 100 = 55$

$NH = \frac{9}{20} \times 100 = 45$

$ARDP = \frac{9}{20} \times 100 = 45$

$K = \frac{18}{20} \times 100 = 90$

$NI = \frac{18}{20} \times 100 = 90$

$NR = \frac{5}{20} \times 100 = 25$

$MKA = \frac{6}{20} \times 100 = 30$

$MS = \frac{4}{20} \times 100 = 20$

$MHS = \frac{8}{20} \times 100 = 40$

$MAR = \frac{9}{20} \times 100 = 45$

$$IA = \frac{6}{20} \times 100 = 30$$

$$HA = \frac{7}{20} \times 100 = 35$$

$$AM = \frac{9}{20} \times 100 = 45$$

$$RH = \frac{12}{20} \times 100 = 60$$

$$HH = \frac{18}{20} \times 100 = 90$$

$$NIH = \frac{14}{20} \times 100 = 70$$

$$RA = \frac{11}{20} \times 100 = 55$$

$$FT = \frac{12}{20} \times 100 = 60$$

$$NA = \frac{16}{20} \times 100 = 80$$

$$FA = \frac{16}{20} \times 100 = 80$$

No	Students'	Number of correct answer	Score of Pre-test
1	FN	18	90
2	NMS	11	55
3	RF	11	55
4	NH	9	45
5	ARDP	9	45
6	K	18	90
7	NI	18	90

8	NR	5	25
9	MKA	6	30
10	MS	4	20
11	MHS	8	40
12	MAR	9	45
13	IA	6	30
14	HA	7	35
15	AM	9	45
16	RH	12	60
17	HH	18	90
18	NIH	14	70
19	RA	11	55
20	FT	12	60
21	NA	16	80
22	FA	16	80
Total			**1245**

No	Students	Pre-test of the students (X_1)		X^2	Classification
		Max Score	**Score X_1**		
1	FN	100	90	8100	Excellent
2	NMS	100	55	3025	Poor
3	RF	100	55	3025	Poor
4	NH	100	45	2025	Poor
5	ARDP	100	45	2025	Poor
6	K	100	90	8100	Excellent
7	NI	100	90	8100	Excellent
8	NR	100	25	625	Very Poor
9	MKA	100	30	900	Very Poor
10	MS	100	20	400	Very Poor
11	MHS	100	40	1600	Very Poor

12	MAR	100	45	2025	Poor
13	IA	100	30	900	Very Poor
14	HA	100	45	2025	Poor
15	AM	100	45	2025	Poor
16	RH	100	60	3600	Fair
17	HH	100	90	8100	Excellent
18	NIH	100	70	4900	Fair
19	RA	100	55	3025	Poor
20	FT	100	60	3600	Fair
21	NA	100	80	6400	Good
22	FA	100	80	6400	Good
Total			$\sum X_1 = 1245$	$\sum X^2 = 80925$	

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

$$X = \frac{1245}{22}$$

$$X = 56,59$$

The mean score of pre-test was 56,59

Based on the result above, the researcher calculated the standard deviation of pre-test by using the formula :

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

$$SD = \frac{\sqrt{80925 - \frac{(1245)^2}{22}}}{22-1}$$

$$SD = \frac{\sqrt{80925 - \frac{1550025}{22}}}{22-1}$$

$$SD = \frac{\sqrt{80925 - 70455,7}}{22-1}$$

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$$SD = \frac{\sqrt{80925 - 70455,7}}{21}$$

$$SD = \frac{\sqrt{10469,3}}{21}$$

$$SD = \sqrt{498,5}$$

$$SD = 22,32$$

So, the result of the standard deviation of pre-tets was 22,32

- The Calculation of students' Score in Post-test

$$\mathbf{S = \frac{R}{N} \times 100}$$

$$FN = \frac{18}{20} \times 100 = 90$$

$$NMS = \frac{12}{20} \times 100 = 60$$

$$RF = \frac{12}{20} \times 100 = 60$$

$$NH = \frac{11}{20} \times 100 = 55$$

$$ARDP = \frac{14}{20} \times 100 = 70$$

$$K = \frac{18}{20} \times 100 = 90$$

$$NI = \frac{18}{20} \times 100 = 90$$

$$NR = \frac{13}{20} \times 100 = 65$$

$$MKA = \frac{10}{20} \times 100 = 50$$

$$MS = \frac{8}{20} \times 100 = 40$$

$$MHS = \frac{14}{20} \times 100 = 70$$

$$MAR = \frac{11}{20} \times 100 = 55$$

$$IA = \frac{10}{20} \times 100 = 50$$

$$HA = \frac{11}{20} \times 100 = 55$$

$$AM = \frac{13}{20} \times 100 = 65$$

$$RH = \frac{16}{20} \times 100 = 80$$

$$HH = \frac{20}{20} \times 100 = 100$$

$$NIH = \frac{17}{20} \times 100 = 85$$

$$RA = \frac{14}{20} \times 100 = 70$$

$$FT = \frac{17}{20} \times 100 = 85$$

$$NA = \frac{20}{20} \times 100 = 100$$

$$FA = \frac{19}{20} \times 100 = 95$$

No	Students'	Number of correct answer	Score of Post-test
1	FN	18	90

2	NMS	12	60
3	RF	12	60
4	NH	11	55
5	ARDP	14	70
6	K	18	90
7	NI	18	90
8	NR	13	65
9	MKA	10	50
10	MS	8	40
11	MHS	14	70
12	MAR	11	55
13	IA	10	50
14	HA	11	55
15	AM	13	65
16	RH	16	80
17	HH	20	100
18	NIH	17	85
19	RA	14	70
20	FT	17	85
21	NA	20	100
22	FA	19	95
Total			**1580**

No	Students	Post-test of the students (X_2)		X^2	Classification
		Max Score	Score X_2		
1	FN	100	90	8100	Excellent
2	NMS	100	60	3600	Fair
3	RF	100	60	3600	Fair

4	NH	100	55	3025	Poor
5	ARDP	100	70	4900	Fair
6	K	100	90	8100	Excellent
7	NI	100	90	8100	Excellent
8	NR	100	65	4225	Fair
9	MKA	100	50	2500	Poor
10	MS	100	40	1600	Very Poor
11	MHS	100	70	4900	Fair
12	MAR	100	55	3025	Poor
13	IA	100	50	2500	Poor
14	HA	100	55	3025	Poor
15	AM	100	65	4225	Fair
16	RH	100	80	6400	Good
17	HH	100	100	10000	Excellent
18	NIH	100	85	7225	Good
19	RA	100	70	4900	Fair
20	FT	100	85	7225	Good
21	NA	100	100	10000	Excellent
22	FA	100	95	9025	Excellent
Total			$\sum X_2 = 1580$	$\sum X^2 = 120200$	

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

$$X = \frac{1580}{22}$$

$$X = 71,81$$

The mean score of post-test was 71,81

Based on the result above, the researcher calculated the standard deviation of post-test
by using the formula :

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

$$SD = \frac{\sqrt{120200 - \frac{(1580)^2}{22}}}{22 - 1}$$

$$SD = \frac{\sqrt{120200 - \frac{2496400}{22}}}{22 - 1}$$

$$SD = \frac{\sqrt{120200 - 113472,7}}{22 - 1}$$

$$SD = \frac{\sqrt{120200 - 77119}}{21}$$

$$SD = \frac{\sqrt{6727,3}}{21}$$

$$SD = \sqrt{320,3}$$

$$SD = 17,89$$

So, the result of the standard deviation of post-tets was 17,89

The worksheet of calculation the score in pre-test and post-test of the students' vocabulary.

No	X_1	$(X_1)^2$	X_2	$(X_2)^2$	$D(X_2-X_1)$	$(X_2-X_1)^2$
1	90	8100	90	8100	0	0
2	55	3025	60	3600	5	25
3	55	3025	60	3600	5	25
4	45	2025	55	3025	10	100
5	45	2025	70	4900	25	625
6	90	8100	90	8100	0	0
7	90	8100	90	8100	0	0
8	25	625	65	4225	40	1600
9	30	900	50	2500	20	400
10	20	400	40	1600	20	400
11	40	1600	70	4900	30	900
12	45	2025	55	3025	10	100
13	30	900	50	2500	20	400
14	45	2025	55	3025	10	100

15	45	2025	65	4225	20	400
16	60	3600	80	6400	20	400
17	90	8100	100	10000	10	100
18	70	4900	85	7225	15	225
19	55	3025	70	4900	15	225
20	60	3600	85	7225	25	625
21	80	6400	100	10000	20	400
22	80	6400	95	9025	15	225
Total	**1245**	**80925**	**1580**	**120200**	**335**	**7275**

To find out $\bar{D}$ used the formula:

$$\bar{D} = \frac{\sum D}{N} = \frac{335}{22} = 15,2$$

The calculation of the t-test value

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$t = \frac{15,2}{\sqrt{\frac{7275 - \frac{335^2}{22}}{22(22-1)}}}$$

$$t = \frac{15,2}{\sqrt{\frac{7275 - \frac{112225}{22}}{22(21)}}}$$

$$t = \frac{15,2}{\sqrt{\frac{7275 - 5101,1}{462}}}$$

$$t = \frac{15,2}{\sqrt{\frac{2173,9}{462}}}$$

$$t = \frac{15,2}{\sqrt{4,70}}$$

$$t = \frac{15,2}{2,16}$$

$$t = 7,03$$

So, the reseult of the t-test value was 7,03

Appendix 5. Distribution of T-Table

Df	α (level of significance) (*one-tailed test*)					
	0,25	0,10	0,05	0,025	0,01	0,005
1	1,000	3,078	6.314	12.706	31,821	63.657
2	0,816	1,886	2.920	4.303	6,965	9.925
3	0,765	1,638	2.353	3.182	4,541	5.841
4	0,741	1,533	2.132	2.776	3,747	4.604
5	0,727	1,476	2.015	2.571	3,365	4.032
6	0,718	1,440	1.943	2.447	3,143	3.707
7	0,711	1,415	1.895	2.365	2,998	3.499
8	0,706	1,397	1.860	2.306	2,896	3.355
9	0,703	1,383	1.833	2.262	2,821	3.250
10	0,700	1,372	1.812	2.228	2,764	3.169
11	0,697	1,363	1.796	2.201	2,718	3.106
12	0,695	1,356	1.782	2.179	2,681	3.055
13	0,692	1,350	1.771	2.160	2,650	3.012
14	0,691	1,345	1.761	2.145	2,624	2.977
15	0,690	1,341	1.753	2.131	2,602	2.547
16	0,689	1,337	1.746	2.120	2,583	2.921
17	0,688	1,333	1.740	2.110	2,567	2.989
18	0,688	1,330	1.734	2.101	2,552	2.878
19	0,687	1,328	1.729	2.093	2,539	2.861
20	0,687	1,325	1.725	2.086	2,528	2.845
21	0,686	1,325	1.721	2.080	2,518	2.831
22	0,686	1,321	1.717	2.074	2,508	2.829
23	0,685	1,319	1.714	2.069	2,500	2.807
24	0,685	1,318	1.711	2.064	2,492	2.797
25	0,684	1,316	1.708	2.060	2,485	2.787
26	0,684	1,315	1.706	2.056	2,479	2.7798
27	0,684	1,314	1.703	2.052	2,473	2.771
28	0,683	1,313	1.701	2.048	2,467	2.763
29	0,683	1,311	1.699	2.045	2,462	2.756
30	0,683	1,310	1.697	2.042	2,457	2.750
40	0,681	1,303	1.684	2.021	2,423	2.704
60	0,679	1,296	1.671	2.000	2,390	2.660
120	0,677	1,289	1.658	1.980	2,358	2.617

Appendix 6. The Questions from Duolingo Application
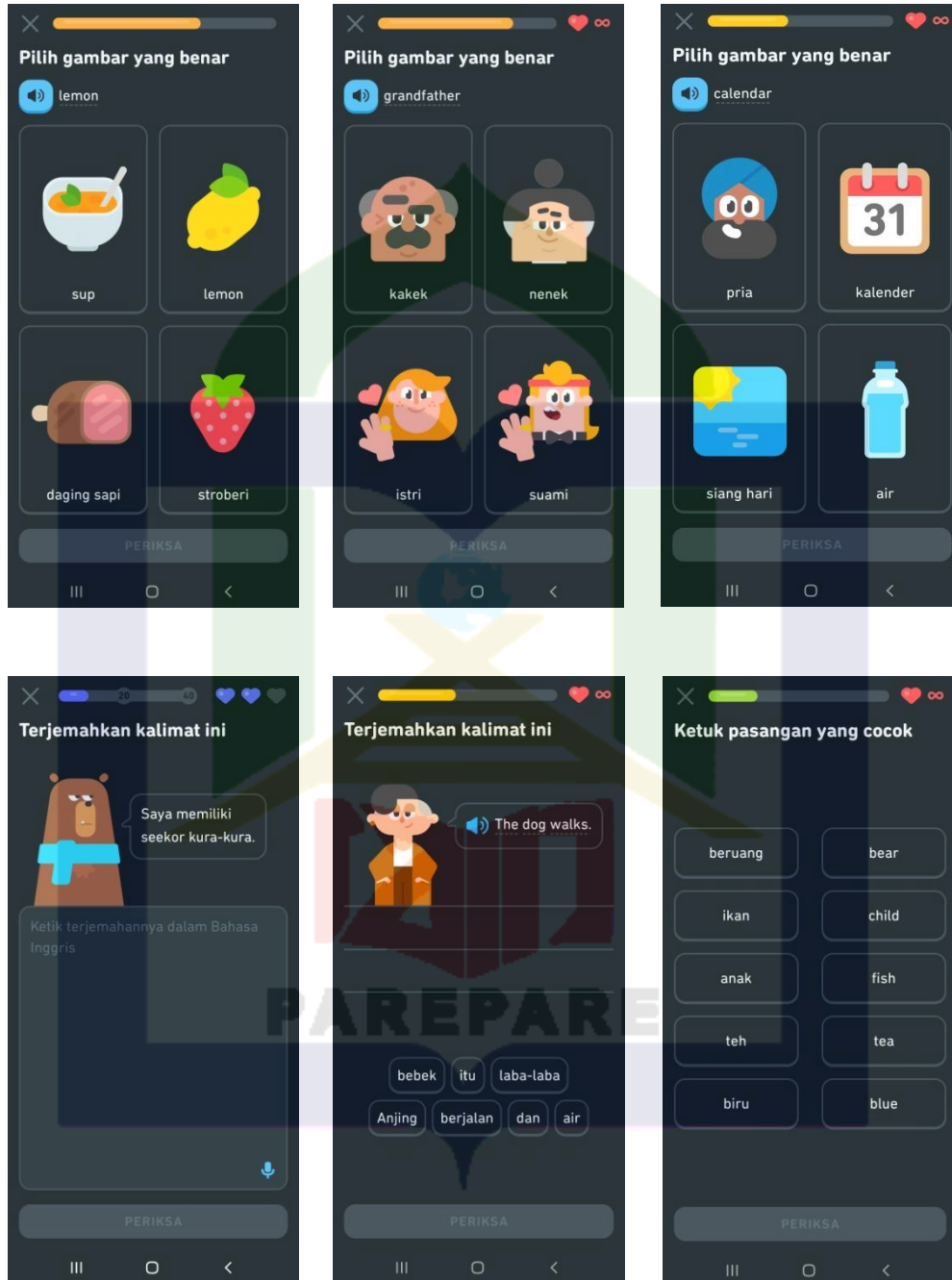
Appendix 7. Recommendation Letter from IAIN Parepare

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 91132 ☎ (0421) 21307 Fax 24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor   : B.4511/In.39/FTAR.01/PP.00.9/ /11/2022   10 November 2022
Lampiran : 1 Bundel Proposal Penelitian
H a l   : Permohonan Rekomendasi Izin Penelitian

Yth. Kepala Dinas Penanaman Modal dan PTSP
Provinsi Sulawesi Selatan
di,-
        Makassar

Assalamu Alaikum Wr. Wb.
Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	:	Sitti Suleha Syarifuddin
Tempat/Tgl. Lahir	:	Pinrang, 17 Juni 2000
NIM	:	18.1300.042
Fakultas / Program Studi	:	Tarbiyah/ Pendidikan Bahasa Inggris
Semester	:	IX (Sembilan)
Alamat	:	Jl. Anggrek No.17, Desa Pacongang, Kec. Paleteang, Kab. Pinrang

Bermaksud akan mengadakan penelitian di wilayah Kab. Pinrang dalam rangka penyusunan skripsi yang berjudul **"Using Duolingo Application For Students' Vocabulary Mastery At The Second Grade Of MTs Negeri Pinrang".** Pelaksanaan penelitian ini direncanakan pada bulan November sampai bulan Desember Tahun 2022.
Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.
Wassalamu Alaikum Wr. Wb.

Wakil Dekan I,

H. Bahtiar, M.A.

Tembusan :
1   Rektor IAIN Parepare
2   Dekan Fakultas Tarbiyah

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Appendix 8. Recommendation Letter from Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Pemerintah Provinsi Sulawesi Selatan

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jl. Bougenville No.5 Telp. (0411) 441077 Fax. (0411) 448936
Website : http://simap-new.sulselprov.go.id Email : ptsp@sulselprov.go.id
Makassar 90231

Nomor	:	12089/S.01/PTSP/2022	Kepada Yth.
Lampiran	:	-	Bupati Pinrang
Perihal	:	**Izin penelitian**	

di-
Tempat

Berdasarkan surat Wakil Dekan I Fak. Tarbiyah Institut Agama Islam Negeri Parepare Nomor : B.4511/IN.39/FTAR/.01/PP.00.9/11/2022 tanggal 10 November 2022 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

N a m a	:	**SITTI SULEHA SYARIFUDDIN**
Nomor Pokok	:	18.1300.042
Program Studi	:	Pendidikan Bahasa Inggris
Pekerjaan/Lembaga	:	Mahasiswa (S1)
Alamat	:	Jl. Amal Bakti No. 8 Soreang, Kota Parepare

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka menyusun SKRIPSI, dengan judul :

" USING DUOLINGO APPLICATION FOR STUDENTS' VOCABULARY MASTERY AT THE SECOND GRADE OF MTS NEGERI PINRANG "

Yang akan dilaksanakan dari : Tgl. *15 November 2022 s/d 014 Januari 2023*

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami *menyetujui* kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
Pada Tanggal 15 November 2022

A.n. GUBERNUR SULAWESI SELATAN
KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU
SATU PINTU PROVINSI SULAWESI SELATAN

Ir. H. SULKAF S LATIEF, M.M.
Pangkat : PEMBINA UTAMA MADYA
Nip : 19630424 198903 1 010

Tembusan Yth
1. Wakil Dekan I Fak. Tarbiyah Institut Agama Islam Negeri Parepare;
2. Pertinggal.

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Nomor: 12089/S.01/PTSP/2022

KETENTUAN PEMEGANG IZIN PENELITIAN :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan melapor kepada Bupati/Walikota C q. Kepala Bappelitbangda Prov. Sulsel, apabila kegiatan dilaksanakan di Kab/Kota
2. Penelitian tidak menyimpang dari izin yang diberikan
3. Mentaati semua peraturan perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat
4. Menyerahkan 1 (satu) eksamplar hardcopy dan softcopy kepada Gubernur Sulsel. Cq. Kepala Badan Perencanaan Pembangunan Penelitian dan Pengembangan Daerah Prov. Sulsel
5. Surat izin akan dicabut kembali dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin ini tidak mentaati ketentuan tersebut diatas.

REGISTRASI ONLINE IZIN PENELITIAN DI WEBSITE :
https://izin-penelitian.sulselprov.go.id

NOMOR REGISTRASI 20221115742150

Catatan :
- UU ITE No. 11 Tahun 2008 Pasal 5 ayat 1 *'Informasi Elektronik dan/atau hasil cetaknya merupakan alat bukti yang sah.'*
- Dokumen ini telah ditandatangani secara elektronik menggunakan **sertifikat elektronik** yang diterbitkan **BSrE**
- Surat ini dapat dibuktikan keasliannya dengan melakukan *scan* pada *QR Code*

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Appendix 9. Recommendation Letter from Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Pemerintah Kabupaten Pinrang

PEMERINTAH KABUPATEN PINRANG
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
UNIT PELAYANAN TERPADU SATU PINTU
Jl. Jend. Sukawati Nomor 40. Telp/Fax : (0421)921695 Pinrang 91212

KEPUTUSAN KEPALA DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU KABUPATEN PINRANG
Nomor : 503/0624/PENELITIAN/DPMPTSP/11/2022

Tentang

REKOMENDASI PENELITIAN

Menimbang : bahwa berdasarkan penelitian terhadap permohonan yang diterima tanggal 21-11-2022 atas nama SITTI SULEHA SYARIFUDDIN, dianggap telah memenuhi syarat-syarat yang diperlukan sehingga dapat diberikan Rekomendasi Penelitian.

Mengingat :
1. Undang - Undang Nomor 29 Tahun 1959;
2. Undang - Undang Nomor 18 Tahun 2002;
3. Undang - Undang Nomor 25 Tahun 2007;
4. Undang - Undang Nomor 25 Tahun 2009;
5. Undang - Undang Nomor 23 Tahun 2014;
6. Peraturan Presiden RI Nomor 97 Tahun 2014;
7. Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 sebagaimana telah diubah dengan Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014;
8. Peraturan Bupati Pinrang Nomor 48 Tahun 2016; dan
9. Peraturan Bupati Pinrang Nomor 38 Tahun 2019.

Memperhatikan :
1. Rekomendasi Tim Teknis PTSP : 1858/R/T.Teknis/DPMPTSP/11/2022, Tanggal : 21-11-2022
2. Berita Acara Pemeriksaan (BAP) Nomor : 0624/BAP/PENELITIAN/DPMPTSP/11/2022, Tanggal : 21-11-2022

MEMUTUSKAN

Menetapkan :

KESATU : Memberikan Rekomendasi Penelitian kepada :
1. Nama Lembaga : INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE
2. Alamat Lembaga : JL. AMAL BAKTI NO. 08 SOREANG, PAREPARE
3. Nama Peneliti : SITTI SULEHA SYARIFUDDIN
4. Judul Penelitian : USING DUOLINGO APPLICATION FOR STUDENTS' VOCABULARY MASTERY AT THE SECOND GRADE OF MTS NEGERI PINRANG
5. Jangka waktu Penelitian : 1 Bulan
6. Sasaran/target Penelitian : SISWA KELAS 8 MTS NEGERI PINRANG
7. Lokasi Penelitian : Kecamatan Paleteang

KEDUA : Rekomendasi Penelitian ini berlaku selama 6 (enam) bulan atau paling lambat tanggal 21-05-2023.

KETIGA : Peneliti wajib mentaati dan melakukan ketentuan dalam Rekomendasi Penelitian ini serta wajib memberikan laporan hasil penelitian kepada Pemerintah Kabupaten Pinrang melalui Unit PTSP selambat-lambatnya 6 (enam) bulan setelah penelitian dilaksanakan.

KEEMPAT : Keputusan ini mulai berlaku pada tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan, dan akan diadakan perbaikan sebagaimana mestinya.

Diterbitkan di Pinrang Pada Tanggal 21 November 2022

Ditandatangani Secara Elektronik Oleh :
ANDI MIRANI, AP.,M.Si
NIP. 197406031993112001
Kepala Dinas Penanaman Modal dan PTSP
Selaku Kepala Unit PTSP Kabupaten Pinrang

Biaya : Rp 0,-

Balai Sertifikasi Elektronik

ZONA HIJAU

OMBUDSMAN REPUBLIK INDONESIA

Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan BSrE

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Appendix 10. Documentation

Appendix 11. Letter of Research Completing

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KEMENTERIAN AGAMA KABUPATEN PINRANG
MADRASAH TSANAWIYAH NEGERI PINRANG
Jalan Bulu Pakoro Nomor 418 Pinrang *Telepon (0421) 924338*
Email : mtsnpinrang@yahoo.com

SURAT KETERANGAN
Nomor : B- 629 /MTs.21.01.17/KP.01.2/11/2022

Yang bertanda tangan dibawah ini Kepala Madrasah Tsanawiyah Negeri Pinrang menerangkan bahwa :

Nama	:	Sitti Suleha Syarifuddin.
Tempat Tanggal Lahir	:	Pinrang, 17 Juni 2000
NIM	:	181300042
Jenis Kelamin	:	Perempuan
Program Study	:	Pendidikan Bahasa Inggris
Jurusan	:	Bahasa Inggris
Mahasiswa	:	IAIN Parepare
Alamat	:	Jl. Anggrek No.17 Kec. Paleteang.

Yang bersangkutan telah melaksanakan Penelitian di Madrasah Tsanawiyah Negeri Pinrang, terhitung tanggal 21 November tahun 2022, berdasarkan surat Pemerintah Kab.Pinrang Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu, nomor : 503/0624/PENELITIAN/DPMPTSP/11/2022, tanggal 21 November 2022, dengan Judul Penelitan : *USING DUOLINGO APPLICATION FOR STUDENTS VOCABULARY MASTERY AT THE SECOND GRADE OF MTs NEGERI PINRANG.*

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Pinrang, 29 November 2022
Kepala

Suardi

Appendix 12. Curriculum Vitae

CURRICULUM VITAE

SITTI SULEHA SYARIFUDDIN, the writer was born on June 17th, 2000 in Pinrang, South Sulawesi. She is the second child of three children in her family, her father's name is Syarifuddin and her mother's name is Sudarmi. She has 2 sisters. Her education background, she began her study in 2006 at SDN 13 Pinrang, and graduated in 2012,while at the same year she study at SMPN 1 Pinrang and graduated

in 2015. Then she continued her study at SMAN 1 Pinrang and graduated in 2018. After graduated, she decided to continue her study at State Islamic Institute (IAIN) Parepare. She took Tarbiyah Faculty and focussing on English Education Course. The writer did her Kuliah Pengabdian Masyarakat at Kecamatan Paleteang Kabupaten Pinrang in 2021 while doing Practicum Teaching (PPL) at SD IT Al-Qadri Pinrang. The writer completed her final with the title of thesis of *"Using Duolingo Application For Students' Vocabulary Mastery at the Second Grade Students of MTs Negeri Pinrang."*