

## AN ANALYSIS OF STUDENTS' SPEAKING ABILITY IN USING *DUOLINGUO* APPLICATION

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### ABSTRACT

*This study aims to identify how is the procedure of using Duolingo application for learning speaking skill, students' perspective after learning speaking skill using it and the evaluation of learning speaking skill using Duolingo application. This research is using qualitative method with case study approach. Data collection techniques in this study are observation, interview, questionnaire, and documentation with research subjects namely the grade 11<sup>th</sup> of IPA 2b female students of Madrasah Aliyah Assalafiyah II Terpadu and also the English teacher. The results of this study were the procedure of using Duolingo application by the students in MA Assalafiyah II Terpadu. In addition, the students had positive perspectives on the use of Duolingo application because the students are more motivated to learn English. Meanwhile, the evaluation of learning using Duolingo application was in the form a formative assessment by giving feedback directly to the students and also summative assessment by giving retest to the students where the result was increasing in three meetings starting from 53 %, 65 %, and 77 % respectively from the test. This showed that the students improved their speaking skills by learning English using this application.*

**Keywords:** *Speaking Skill, Students' ability, Duolingo application*

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### Introduction

Due to its status as a universal language, English is crucial for communication with other people around the world. Many people used English as

a media to communication and it making easier the people in making interaction, speaking, and communication with different countries or different culture. In Indonesia, English as a foreign language and it taught in formal education. According to (Pustika, 2021) stated that English is widely spoken in various sectors of life including education, technology, tourism, and so on. It means that people deal with English everyday life.

There are four communication skills that people require when learning the English language. When learning a new language, most people begin by listening before moving on to speaking, reading, and lastly writing. The four linguistic talents are these. Here are the four skills in English language which include listening, speaking, writing, and also reading. People practically mastered English when people could master all four skills. According to (Nunan, 2015) “speaking has been deemed the most important but also the most difficult skill in language learning comparing to reading, writing, and listening.

People need to socialize with others in order to function in daily life. Communication is one way to socialize. Speaking is one technique for interacting with other people. Speaking to others allows us to share our thoughts, feelings, and knowledge. Speaking is important in our daily lives, as a result.

Speaking is oral communication in which individuals exchange information while using a variety of linguistic constructs. According to Brown in (Wijaya & Sari, 2017) stated, “the process of building meaning through speaking is interactive and includes information production, receipt, and processing”.

According to (Brown Douglas, 2004) there are 5 types of speaking:

1) Imitative

Imitative is the ability to repeat accurately spoken words, sentences, or conversations as well as to imitate them.

2) Intensive

Intensive is the dualistic nature of language, including phonology, intonation, grammar, emphasis, and rhythm.

3) Responsive

Responsive is the ability to speak English spontaneously in short conversation.

4) Interactive

Interactive is the ability to speak English spontaneously in long conversation and many participants.

5) Extensive (monologue)

Extensive is the ability to interact in English like speech, presentation, etc.

Speaking skill ability is if the people are able to produce language well and communicate fluently. It should have a component of speaking such as comprehension, grammar, vocabulary, pronunciation and fluency. According to Harris as cited in (Hidayati, 2019), Speaking ability is organized in to five different categories; comprehension which definitely necessary for a subject to initiate and respond to speech during oral communication, grammar that is the way to arrange the correct sentences in conversation, vocabulary in which the phrase is utilized in conversation, pronunciation to make speakers talk more clearly, and fluency which is the capacity to perform easy and expressive writing, speaking and reading.

According to Nunan in (Kayi, 2006) The student is demonstrated how to: 1) produce the English speech sound and sound pattern when speaking; 2) use words and phrases; and 3) use the stress intonation pattern and second language rhythm; 4) use the appropriate words and phrases for the context, audience, and topic at hand; 5) organize their thoughts logically and coherently; 6) express their opinions and ideals in language; and 7) speak quickly, confidently, and without many awkward pauses.

Many language programs placed an important focus on teaching speaking and teaching methods cannot be ignored as a factor affecting the learning process. The process of transferring information to students is the fundamental definition of teaching. When the teacher is doing a teaching activity, it means the teacher is transferring information, a lesson, or a skill to the students.

*Duolingo* application is one of application to learn about various languages including about English language. Many people in the world use the *Duolingo* application to learn a foreign language, especially English as a global language

“(Guaqueta & Castro-Garces, 2018) assume that “*Duolingo is a useful tool for practice, and it made learning English easy.*” In conclusion, the use of Duolingo can help students become more motivated to study the English language and it's important for their achievement.

There are several procedures of using *Duolingo* application, according to (FIQI, 2021):

1) Download *Duolingo* in app store

First, go to the app store and download Duolingo if you haven't already.

2) Click “start using” *Duolingo*

Once the students have downloaded Duolingo, they may launch the app and choose "Get Started" from the menu. That is the choice someone would choose if they had never previously created an account on *Duolingo*.

3) Select the language you wish to learn

The students will select the language they want to study on *Duolingo* after clicking "Get Started" Initially, they will only be able to select one, but I will later demonstrate how to add additional.

4) Course outline

The next slide provides a brief description of the language course you selected. There is nothing you need to do here; just start the following actions.

5) Decide why you want to learn a language

Here the students will select a motivation for learning on the *Duolingo*.

6) Determine your daily objective (students may modify this later)

On *Duolingo*, the students will now select their daily objective.

7) Accept *Duolingo* notifications

Students can request a reminder to use *Duolingo* each day if they choose. Will have the option to decide whether to accept *Duolingo's* notification their environment. *Duolingo* will notify you if you don't just click "allow" every day's task they have to finish.

8) Choose the students' level of language

After that, students will choose whether they want to start out completely ignorant or whether they think they have some past knowledge. They will see questions that assess their level of expertise if they choose the placement test.

9) Conduct a placement test or the student's first *Duolingo* session

They will start their first Duolingo class or your placement test as soon as they make their decision.

10) Create a *Duolingo* account

The students will now develop *Duolingo* in this section profile.

11) Finish 9 lessons to open leagues

12) The kids have now made their accounts.

The students have now made their accounts. They will require 9 lessons must be finished in order to advance in *Duolingo* leagues. Leagues on *Duolingo* are essentially a battle versus.

13) Earn 10 crowns to unlock stories

The short stories in the *Duolingo* app are progressively more difficult and both a listening comprehension exam and a vocabulary-building tool.

14) Include a profile photo on your *Duolingo* account.

Upgrade your *Duolingo* account or switch your current language learning.

The Duolingo application has lots of benefits as a learning tool for students in a classroom. The benefits include:

- 1) *Duolingo* is easy to use because the procedure is simple, making it easy to maintain and use. It can be said that *Duolingo* is easier to use and also more attractive, so it is convenient for language learning media from previous research by (Vesselinov & Grego, 2012), who said that "Students are satisfied and happy to learn languages using *Duolingo*".
- 2) One *language* learning tool that can be utilized to raise the percentage of engaged students in the teaching and learning process is *Duolingo*. This is because *Duolingo* provides a certain level of difficulty, ranging from low-

level to high-level according to the user's ability. It can motivate learners in learning using *Duolingo*. According to (Munday, 2015), The information that is learned for a game is typically tough to forget.

Every learning tool has advantages and disadvantages that depend on the context and conditions of the learning process. There are certain disadvantages to using the Duolingo application as a learning medium:

- 3) *Duolingo* is online learning media, so if there is no internet connection, it can't be used. According to (Tiara et al., 2021) on your computer and smartphone, *Duolingo* requires an active internet connection to access its many features.
- 4) According to (Mulya & Refnaldi, 2016) Grammatical explanations are not provided by *Duolingo* as part of its dashboard. Grammatical is one of important part when learning language, so it will make students difficulties when there are grammatical explanation.

The theoretical framework in this study begins with the use of Duolingo in MA Assalafiyah II Terpadu. Based on the current era of the massive and beneficial technologies, the usage of application is very essential to improve English proficiency. The use of duolingo in MA Assalafiyah II Terpadu promote the way in this issue. There are three points that are being focused in this discussion which are then formulated into the research objectives, how is the procedure of learning speaking using *Duolingo* application, how are the students' perspectives after learning using *Duolingo* application, and how is the evaluation of learning speaking skill using *Duolingo* application. In can be clearly seen into the following graph.

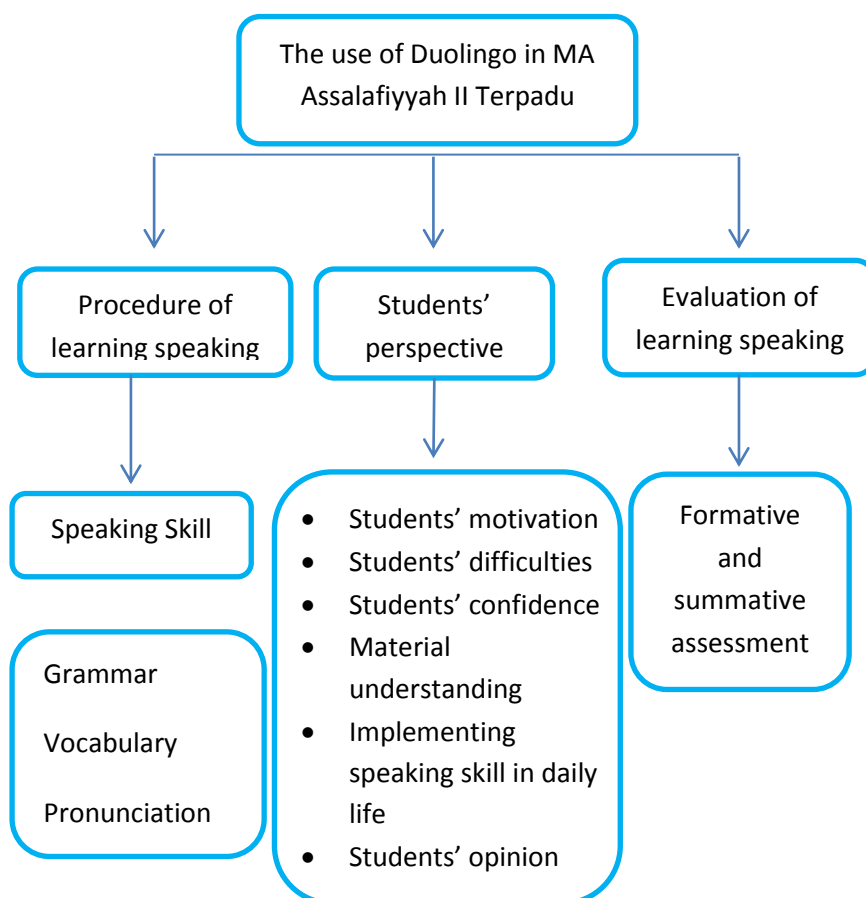


Figure 1. Theoretical framework

## Method

This research on this study used qualitative method with case study approach. Qualitative research was chosen in this study because to describe the procedure of *Duolingo* application in 11<sup>th</sup> grade of IPA Students female of MA Assalafiyah II terpadu, students' perspective after learning using *Duolingo* application, and also to describe the evaluation of learning using *Duolingo* application in 11<sup>th</sup> grade of IPA students female of MA Assalafiyah II Terpadu. According to (Ary et al., 2018), " One particular unit, such as a person, a group, a business, or a program, is the focus of a case study, a sort of ethnographic research.

Underst

anding and fully describing the issue (the "case") are the main goals."

The research's data were obtained using observation, as an introduction to data collection, direct observation is a method that relies on the eye by itself, without the aid of other common tools. According to (Sugiyono, 2013), "observation is a basic all science. Only data, or facts about the real world discovered by observation, can be used by scientists". Interview, An interview is a meeting of four peoples who are one person of teacher and three peoples of students when information and ideas are exchanged through question and answer sessions in order to gain a deeper understanding of the subject matter being discussed. Interviews are employed as a data collection technique. According to (Sugiyono, 2013), "When conducting a preliminary analysis to identify issues that need more investigation, as well as when seeking more detailed information from respondents". Questionnaires, a self-administered questionnaire and semi-structured instruments were used in the study to gather data from participants. (McMillan & Schumacher, 2001) recommend if the respondents will be able to respond to the questionnaire, it will be administered. Documentation techniques are used as a complement in the collection of data from the results useful observations and interviews for research results. Based on (Sugiyono, 2013), "A document is a record of past events. Document can take the form of writings, drawings, or monumental works of a person".

Some strategies can be used in qualitative research to verify the accuracy of the data. The researcher employed the triangulation technique in this study. The triangulation methodology involved gathering the same data using many methods of data collection. According to (Moleong, 2007), "Triangulation is an approach of evaluating the reliability of data that makes use of a variety of sources, methods, and theories to evaluate or compare data.". Four steps made up the data collection process, namely:

1. Comparing results from observation with those of interviews
2. Comparing the results of questionnaires and observational data
3. Comparing the teacher's statement with the students' statement regarding

the classroom activity

4. Comparing the results of questionnaires and the interview

As mentioned by (Miles & Huberman, 1994), there are three concurrent flows of activity when carrying out the data analysis step in a qualitative method research. These instructions were given as follows:

1. Data Condensation

According to (Miles & Huberman, 1994), "Selection, simplification, abstraction, and/or modification of the data found in the body of written field notes, interviews, papers, transcripts, and other empirical materials is known as data condensing." In this research, the researcher used data reduction at the time get the data from students and teacher of MA Assalafiyah II Terpadu.

2. Data Display

Data display comes next after data reduction. According to (Miles & Huberman, 1994), "A display, in general, is a condensed, structured arrangement of information that enables action and conclusion-making."

3. Verifying Conclusions

The final step is to confirm the outcomes of the data analysis. By seeing patterns, explanations, casual flows, and statements, the qualitative analysis assesses what things mean from the start of data gathering. The final step is to confirm the outcomes of the data analysis. By seeing patterns, explanations, casual flows, and statements, the qualitative analysis assesses what things mean from the start of data gathering.

## Findings & Discussion

1. The procedure of students' learning speaking skill through *Duolingo* application.

There were several steps in using the *Duolingo* application used by grade 11th IPA students which included general procedures as well as detail procedures.

For the

general procedures, the students opened their laptops and opened the *Duolingo* application on their laptops. Then they opened the units in the *Duolingo* application that will be discussed that day. They immediately work on what is available in the *Duolingo* application. After they finished, the teacher asked them to say the sentence about the infinitive and the past verb one by one and repeat it until they could. Lastly, the teacher closed the lesson by saying a prayer.

For the procedures in detail, the students turn on their laptops, the students connect their laptops to an existing wifi network, the students opened the *Duolingo* application that they have installed on their respective laptops. Then they selected the unit in the *Duolingo* application that is they will do, then they do the test in the unit for about 15 minutes, after they finish, they can see the results of the test. After knowing how the results were, the teacher asked to the students to rework the test to find out how the students improved after the teacher evaluated them by telling them where they did wrong.

Based on the results of interviews and also observations, it can be concluded that there are seven points. First, the teacher asked students to open each student's laptop. Second, the teacher asked to open the *Duolingo* application that was installed on each student's laptop. Third, students opened the unit that want to learn. Fourth, the students worked on the questions in the *Duolingo* application according to the unit the teacher asks them to work on. Fifth, the students could see the result of the test on *Duolingo* application. Sixth, the teacher asked to the students to retest on *Duolingo* application to know the improvement the students before and after the teacher give feedback to the students. Finally, the teacher gave sentences according to what is done in the *Duolingo* application for students to say and repeat until students understand.

## **2. Students' perspective after learning speaking using Duolingo application**

The perspective of the students after learning using *Duolingo* application it can be concluded that the students' are motivated to learn after learning using *Duolingo* application, the students can implementing speaking skill in daily life

after learning using *Duolingo* application, the students' are not difficulties when using *Duolingo* application, the students' are more confidence after learning using *Duolingo* application, the students can understanding the material after learning using *Duolingo* application.

### **3. The evaluation of learning speaking skill using Duolingo application.**

The evaluation of speaking skill using *Duolingo* application based on the interview with Miss Rani as English teacher in MA Assalafiyah II Terpadu and also supported by the student, there are two assessments that used by the teacher that are formative assessment and summative assessment. Formative assessment is giving feedback and comment to the students directly to improve their speaking skill through *Duolingo* application. For instance, when students made mistakes in pronunciation and also speaking, it can be corrected by the application. In addition, the teacher can also contribute to give some additional materials toward the given materials.

Meanwhile summative assessment, the teacher used oral test by asking the students to pronounce some sentence and also give the students to retest in *Duolingo* application to know how the students improve after evaluated by the teacher. The summative assessment was given by providing 18 questions. The result of correct number out of 18 questions was increasing time after time from the three meetings starting from 53 %, 65 %, and 77 % respectively from the test. It can be said that the students got higher score in each time they used this application.

## **Conclusion**

Pertaining to the research, there are several points can be concluded. Firstly, the students' procedures of using the *Duolingo* application at MA Assalafiyah class 11<sup>th</sup> IPA 2b female. First, the teacher asked students to open each student's laptop. Second, the teacher asked the students to open the *Duolingo* application that was installed on each student's laptop. Third, students open the

unit that want to learn. Fourth, the students are work on the questions in the *Duolingo* application according to the unit the teacher asks them to work on. Fifth, the students can see the result of the test on *Duolingo* application. Sixth, the teacher asked to the students to do retest on *Duolingo* application to know the improvement the students before and after the teacher give feedback to the students. Finally, the teacher gave sentences according to what is done in the *Duolingo* application for students to say and repeat until students understand.

Students had a positive perspective after learning used *Duolingo* application, because the students were more motivated to learn English by *Duolingo* application because this facilitates them to learn English in more fun way.

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