TEACHING EFL STUDENTS PRONUNCIATION THROUGH DUOLINGO APPLICATION AT THE SEVENTH GRADE OF THE MTsN 3 MATARAM IN ACADEMIC YEAR 2022/2023

by

Muhammad Rafli Rafsanjani
NIM 180107168

STUDY PROGRAM OF ENGLISH LANGUAGE EDUCATION
FACULTY OF EDUCATION AND TEACHING TRAINING
STATE ISLAMIC UNIVERSITY OF MATARAM
2023

TEACHING EFL STUDENTS PRONUNCIATION THROUGH DUOLINGO APPLICATION AT THE SEVENTH GRADE OF THE MTsN 3 MATARAM IN ACADEMIC YEAR 2022/2023

A Thesis

Presented to State Islamic University of Mataram to fulfill the requirements for the attainment of the Degree of Sarjana in English Language Education

by

Muhammad Rafli Rafsanjani
180107168

STUDY PROGRAM OF ENGLISH LANGUAGE EDUCATION
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STATE ISLAMIC UNIVERSITY OF MATARAM
2023

ADVISORS' APPROVAL

Thesis by: Muhammad Rafli Rafsanjani, Student's number (NIM): 180107168 entitled "Teaching EFL Students'Pronunciation Through Duolingo Application at the Seventh Grade of MTsN 3 Mataram in Acadamic Year 2022/2023" has fulfilled the requirement and has been approved to be examined.

Approved on: 19 September 2023

Research Advisor I	Research Advisor II
Dr. Ribahan, S.S., M.Pd	**Jumrah, M.Pd**
NIP. 197907232003121002	**NIP. 198505242011012008**

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ADVISORS' OFFICIAL NOTE

Mataram, 19 September 2023

Subject: Sarjana Thesis Examination

Honorable

Dean of Education and Teacher Training Faculty in Mataram

Assalamu'alaikum, Wr. Wb.

Respectfully, after making guidance, direction, and correction, we argue that this sarjana thesis from:

Name of student	: Muhammad Rafli Rafsanjani
Nim	: 180107168
Study program	: English Language Education
Title	: Teaching EFL Students'Pronunciation Through Duolingo Application at the Seventh Grade of MTsN 3 Mataram in Acadamic Year 2022/2023

has fulfilled the requirements for submission in the sarjana *thesis munaqasyah* session of Education and Teacher Training Faculty State Islamic University of Mataram. Therefore, we hope that this sarjana thesis will be tested soon.

Wassalamu'alaikum, Wr. Wb.

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Advisor I

Dr. Ribahan, S.S., M.Pd

NIP. 197907232003121002

Advisor II

Jumrah, M.Pd

NIP. 198505242011012008

STATEMENT OF AUTHENTICITY

The undersigned below:

Name	: Muhammad Rafli Rafsanjani
NIM	: 180107168
Study Program	: English Language Education
Faculty	: Education and Teacher Training

states that sarjana thesis entitled "Teaching EFL Students Pronunciation Through Duolingo Application at the Seventh Grade of the MTsN 3 Mataram in Academic Year 2022/2023" is his own writing and is true and correct that there was no others work or statement that is referred in the references. All cited works were quoted in accordance with the ethical code of academic writing.

Mataram, 26 Oktober 2023

Stated by,

Muhammad Rafli Rafsanjani

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THESIS RATIFICATION

Sarjana Thesis by: Muhammad Rafli Rafsanjani, Student's number (NIM) 180107168 entitled "Teaching TH Students Pronunciation Through Duolingo Application at the Seventh Grade of the MTsN 3 Mataram in Academic Year 2022/2023", has been maintained in front of the examiner English Language Education Faculty of Education and Teacher Training State Islamic University of Mataram at the date of, 2023

Examiner

Dr. Ribuhan, S.S., M.Pd
(Exam Chairman Advisor I)

Jumrah, M.Pd
(Exam Secretary Advisor II)

Dr. H. Pauzan, M.Hum., M.Pd
(Examiner I)

Sani Anawan, M.Ed
(Examiner II)

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Approved by,
Dean of Education and Teacher Training Faculty

Dr. Jamaluddin, M.H.I.
NIP. 197612312005011006

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MOTTO

There is no need to compare yourself with others, because each person has their own happiness and trials.[1]

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[1]https://www.facebook.com/632032990508057/photos/a.632063577171665/718313778546644/?type=3

DEDICATION

"I dedicate this thesis to my beloved father (Abdul Zahar Fatmujani) and mother (Nur Laila), who always support, encourage and pray. As well as my brother, my extended family, and my best friend, who always support and motivate me."

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The researcher realizes that it would be impossible for her to complete the process until she finishes her study without many contributions, support and help from the other. The researcher would like to express her deep gratitude and appreciation to the following:

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Finally, I realize that this thesis is far from being perfect since there are lots of mistakes in the writing of this thesis. It is needed to get suggestions and advice from the readers in order to get better in the next writing. Hopefully, this thesis can be helpful for everyone who needs more knowledge and references for the purpose and development of education.

Mataram, 2023

Muhammad Rafli Rafsanjani

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By:
Muhammad Rafli Rafsanjani
180107168

ABSTRACT

The purpose of this study was to determine the effectiveness of using the Duolingo application on the English pronunciation skills of seventh-grade students of the MTsN 3 Mataram.

The method in this research is pre-experimental research with one group pre-test and post-test design. The sample of this study was class VII A students consisting of 36 students. Data were obtained from pre-test and post-test and analyzed using IBM SPSS v.26 application. The instrument used in this study was a pronunciation test. The technique used to collect the data was test.

The results showed that the application of Duolingo was significantly effective on students pronunciation skills. This can be seen from the students pre-test average score (38) and increased to (61) in the post-test with an improvement of 60.5%. The t-test analysis shows that Sig (2-tailed) is 0.000 which is smaller than $\alpha = 0.05$ ($0.000<0.05$). This means that there is a significant difference in students English pronunciation before and after using the Duolingo application. In other words, the Null Hypothesis (H_o) is rejected and the Alternative Hypothesis (H_a) is accepted. Based on the findings, it can be concluded that the Duolingo application is effective in improving the pronunciation skills of first grade students of MTsN 3 Mataram.

Keyword: *Duolingo application, English pronunciation skill*

TEACHING EFL STUDENTS PRONUNCIATION THROUGH DUOLINGO APPLICATION AT THE SEVENTH GRADE OF MTsN 3 MATARAM IN ACADEMIC YEAR 2022/2023

By:
Muhammad Rafli Rafsanjani
180107168

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui efektivitas penggunaan aplikasi Duolingo terhadap kemampuan pelafalan bahasa Inggris siswa kelas VII MTsN 3 Mataram.

Metode dalam penelitian ini adalah penelitian pra-eksperimental dengan desain one group pre-test and post-test design. Sampel penelitian ini adalah siswa kelas VII A yang terdiri dari 36 siswa. Data diperoleh dari pre-test dan post-test dan dianalisis dengan menggunakan aplikasi IBM SPSS v.26. Instrumen yang digunakan dalam penelitian ini adalah tes pelafalan. Teknik yang digunakan untuk mengumpulkan data adalah tes.

Hasil penelitian menunjukkan bahwa penerapan aplikasi Duolingo efektif secara signifikan terhadap kemampuan pengucapan siswa. Hal ini dapat dilihat dari nilai rata-rata pre-test siswa (38) dan meningkat menjadi (61) pada post-test dengan peningkatan sebesar 60,5%. Hasil analisis uji-t menunjukkan bahwa Sig (2-tailed) sebesar 0.000 yang lebih kecil dari α = 0.05 (0.000 < 0.05). Hal ini berarti terdapat perbedaan yang signifikan pada pelafalan bahasa Inggris siswa sebelum dan sesudah menggunakan aplikasi Duolingo. Dengan kata lain, Hipotesis Nol (H_o) ditolak dan Hipotesis Alternatif (H_a) diterima. Berdasarkan hasil temuan tersebut, dapat disimpulkan bahwa aplikasi Duolingo efektif dalam meningkatkan kemampuan pelafalan siswa kelas satu MTsN 3 Mataram.

Kata kunci: *Aplikasi Duolingo, Keterampilan pengucapan bahasa Inggris*

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تدريس النطق لطلبة اللغة الانجليزية من خلال تطبيق دولينجو للصف السابع بالمدرسة الثانوية الثالثة مطرام في العام الدراسي 2022/2023

الإعداد:

Muhammad Rafli Rafsanjani
180107168

الملاخص

على قدرات نطق اللغة Duolingo الهدف من هذا البحث هو تحديد مدى فاعلية استخدام تطبيق الإنجليزية لدى طلاب الصف السابع بالمدرسة التكنولوجية 3 مطرم.
الطريقة في هذا البحث هي البحث التجريبي القبلي بتصميم الاختبار القبلي والبعدي لمجموعة واحدة. أما عينة البحث فكانت من طلاب الصف السابع (أ) وعددهم 36 طالبا. تم الحصول على البيانات من الاختبار القبلي والاختبار البعدي وتحليلها باستخدام تطبيق IBM SPSS v.26. وكانت الأداة المستخدمة في هذا البحث هي اختبار النطق. التقنية المستخدمة لجمع البيانات هي اختبار.
كان له تأثير كبير على قدرات النطق لدى Duolingo وأظهرت نتائج البحث أن تطبيق تطبيق الطلاب. ويمكن ملاحظة ذلك من خلال متوسط درجات الطلاب في الاختبار القبلي (38) وارتفع Sig أن t إلى (61) في الاختبار البعدي بنسبة زيادة قدرها 60.5%. تظهر نتائج تحليل اختبار وهذا يعني أن هناك .(0.000 <0.05) α = 0.05 (ثنائي الذيل) هو 0.000 وهو أصغر من بمعنى آخر، .Duolingo اختلافًا كبيرًا في نطق الطلاب للغة الإنجليزية قبل وبعد استخدام تطبيق وبناء على هذه النتائج يمكن .(H_a) وتم قبول الفرضية البديلة (H_o) تم رفض الفرضية الصفرية فعال في تحسين مهارات النطق لدى طلاب الصف الأول Duolingo الاستنتاج أن تطبيق بالمدرسة الثانوية 3 مطرم.

الكلمات المفتاحية: تطبيق دوولينجو، مهارات النطق باللغة الإنجليزية

CHAPTER I
INTRODUCTION

A. Background of Research

English is an international language that plays a vital part in human existence in this era of globalization. English can be found in a variety of places and at any time.[2] In every region of the world, English is utilized to obtain information.[3] English has traveled to numerous parts of the globe and has been used to aid various human goals.[4] English is also the language of international air traffic control and global publication, research, and technological education.[5] English is essential in our lives.

To learn English, students have to master four skills. They are listening, speaking, reading, and writing. Students and teachers should be able to do all of these tasks. Communicating is essential because communication is the fundamental goal of language.[6] Speaking examples are communication, expressing a request, and giving a speech.[7] Speaking is the process of making and communicating meaning in various aspects using verbal and nonverbal indicators. It's also called an interactive process of meaning formation that including data production, reception, and processing.[8] Five speaking components are Vocabulary, Pronunciation, Grammar, Fluency, and Comprehension. They are

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[2]Natalina Asi Seflianti, Maria Arina Luardini, 'Improving Students Pronunciation Ability In Speaking Using "Hello English" Application', *Angewandte Chemie International Edition, 6(11), 951–952.*, 7.2 (2018), 10–27.

[3]Michellle Maxon, Teaching English as a foreign language for dummies. John Willey & Sons, (2009).

[4]Farzad Shafiran, *English as an international language: Perspective and Pedagogical Issues*. MPG Books Ltd, (2009).

[5]Anna Wierzbicka, English: *Meaning and Culture*, (New York: University Press, 2006), p. 3

[6]Marianne Celce Murcia, et.al., *Teaching Pronunciation* (New York: Cambridge University Press, 2008), p. 7

[7]David Nunan, *Language Teaching Methodology*: A Textbook for Teachers, (New York: Phoenix Ltd, 1995), p. 593

[8] A. Bums & H. Joyce, *Focus on Speaking*, (Sydney: National Center for English Language Teaching and Research, 1997), p. 65

all critical aspects of language learning.[9] Excellent pronunciation, grammatical understanding, vocabulary mastery, meaning comprehension, and fluency are required to communicate effectively in English.

Pronunciation plays an essential part in communication. The fact that pronouncing words in English requires distinguishing qualities between what is written and what is pronounced has become a significant hardship for EFL students in Indonesia.[10] According to Jamilah, there are a few issues in learning pronunciation: 1) the sound of a given language is absent in the mother tongue, making it impossible for learners to produce the target language's sound. 2) The student can create the target language's sounds correctly, but because they have yet to learn the stress pattern in English, they tend to employ the first language's intonation, which is inappropriate for English.[11] Pronunciation, on the other hand, is crucial when learning English. Because the goal of learning English is to speak the language fluently, not only understand it.

According to Otlowski, the relationship between teaching pronunciation in the classroom and acquiring pronunciation abilities is that accent in the school has little impact on the learner's pronunciation abilities, and precise pronunciation as a second language is mainly beyond the teacher's control.[12]

Android application is one of the approaches that could be a helpful technique to employ in the classroom. As we all know, the millennial generation in Indonesia today brings their smartphone or Android with them everywhere they go.

Many applications can be used to learn English. Duolingo is one of the most popular applications of technology. Everyone

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[9] David P. Haris, *Testing English as Second Language*, (New York: McGraw Hill Company, 1969), p. 83

[10] Rahmatika Kayyis, Novia Eka Tristiana, and Hardono, 'The Effect of Using Android Application in Teaching Pronunciation', *Jurnal SMART*, 5.2 (2019), 119–27

[11] Jamilah, pengembangan multi media untuk pembelajaran matakuliah pronunciation. yogyakarta: UNY, (2012)

[12] Marcus Otlowski, (Accessed on March 2019). Pronunciation: What are the expectations? The Internet TESL Journal, Vol. 4, No. 1 (1998)

who needs assistance with the teaching and learning process can use Duolingo. Users can see the error they made in the Duolingo application, which is automatically assessed by the algorithm. The data is then collected, and patterns in the data are recognized. Users who have the Duolingo application on their mobile phone or PC/Laptop can practice it anytime and from any location. Users of the application must follow the steps to advance to the next level, much like in a computer game. Will unlock the following lessons if the learner has mastered the previous lesson. Learners can complete a variety of tasks.[13]

Learning by victimization, Duolingo is noteworthy to develop learning English. Because of its inspiring learning system, the Duolingo application has excellent learning methods. This application combines lessons with games to increase interest in learning. Furthermore, Duolingo combines audio, visual, and questionably encompassing vocabulary and synchronic linguistics.[14]

The researcher believes that using the Duolingo application is one way that can help students learn English because the Duolingo application has exciting features that can make students develop English learning habits, particularly their pronunciation skills. Duolingo itself has a feature where clicking on a word or sound icon will make a good pronunciation of the related term and can be connected repeatedly. Therefore Duolingo is highly recommended for students to improve their pronunciation skills.

Seventh-grade students of MTsN 3 Mataram have difficulty pronouncing English terms. First, it concerned the student's inability to pronounce words orally. Second, the students

[13] Hafifah, 'The Effectivenesso Duolingo in Improving Students Speaking Skill at Madrasah Aliyah Bilingual Batu School Year 2019/2020' *LangEdu Journal,* 10.3 (2019), 1-7.

[14] Anisa Dwi Tiara, Muhammad Arinal Rahman, and Ciptro Handrianto, 'The Students Perception About Use of Duolingo Application for Improving English Vocabulary', *International Journal of Education, Information Technology and Others (IJEIT)*, 4.4 (2021), 690–701

pronounce the word in their native language. Third, they rarely practice speaking English in everyday situations. Fourth, students frequently need to pay more attention to correct pronunciation.

So in this study, the researcher used technology to teach English, namely Duolingo. Based on the explanation above, the researcher chose this topic by giving the research title "Teaching EFL Students Pronunciation Through Duolingo Application at The Seventh Grade of MTsN 3 Mataram in Academic Year 2022/2023."

B. Statement of Problem

Based on the background of the study, the problem of research can be formulated as follows:

Does using Duolingo application affect seventh-grade students pronunciation at MTsN 3 Mataram in Academic Year 2022/2023?

C. The Limitiation of Research

This research focused on finding out the affect of using Duolingo application toward students pronunciation at MTsN 3 Mataram in Academic Year 2022/2023.

D. The Objective of Research

Based on the problem statement above, the objectives of this research is "to find out the effect of Duolingo application on seventh grade students pronunciation at MTsN 3 Mataram in Academic Year 2022/2023."

E. Significance of research

1. Theoretical Significance

   The result of this research is intended to be helpful as a theoretical reference for the future researcher in using the "Duolingo Application" in the classroom to improve the learning environment and participation in classroom activities.

2. Practical Significance

   a. For the teacher, this research is expected to be an input for the English teaching-learning process, especially in teaching pronunciation through the Duolingo application.

   b. Students can also apply the "Duolingo Application" as a medium for learning English, especially in pronunciation.

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Furthermore, the researcher intends to positively impact students life in the future so that they may enjoy studying English using their mobile phones.

c. For the researcher, the results of this research are expected to broaden understanding of Duolingo application in English teaching and learning pronunciation.

F. Definition of key terms

In order to make the readers easier to understand, the researcher gave the definition as follows:

1. Pronuciation

   Pronunciation is one aspect of supporting English language skills because speaking in English requires good pronunciation of the language to be delivered understandable. If either pronunciation evolves that meaning, the other person will feel confused.[15]

2. Teaching Pronunciation

   Teaching pronunciation is not to make the learners sound like native speakers of English. The target of teaching pronunciation The goal of pronunciation instruction is to help students become more phonetically competent, which is the ability to use English phonetic tools like phonemes, syllable formation, word stress, and intonation.[16]

   According to Maxon, one technique to improve students pronunciation is to encourage them to learn new words and increase their vocabulary. They can then say the phrase out loud and do it again. Repetition will help students understand correct pronunciation by influencing it. The most important method to teach pronunciation is by repeating.[17]

[15] Mohammad Syarif Hidayatullah, 'IMPROVING STUDENTS PRONUNCIATION THROUGH WESTERN MOVIE MEDIA (A Classroom Action Research at 4 Th Semester in English Education of IAIN Sultan Amai Gorontalo)', *Journal Al-Lisan*, 3.1 (2018), 93–111

[16] Khalilova Olima Akhatovna, 'Teaching Pronunciation', *Texas Journal of Multidisciplinary Studies*, 5.1 (2022), 279–282

[17] Michelle Maxon. Teaching English as a foreign language for dummies. John Willey & Sons, (2009)

3. Duolingo Application

Duolingo is an interesting English learning app that is easy to use. Duolingo provides two options for new users, namely, an option for those who want to learn basic English and an opportunity for those who are already proficient in English, and both options are useful for users. The app is very helpful for students to learn as it is fun and does not bore the user. Duolingo is a very simple app and very easy to use.[18]

Duolingo also has other advantages in helping students in teaching English, for example in writing, listening, speaking, and vocabulary, with features that are easy to understand so that it can help students in English.

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[18] Musa Nushi and Mohamad Hosein Eqbali, 'Duolingo: A Mobile Application to Assist Second Language Learning', *Teaching English with Technology*, 17.1 (2017), 89–98.

CHAPTER II
REVIEW OF RELATED LITERATURE AND HYPOTHESIS

A. Review of Previous Research

In this study, the researcher takes some of previous research to support the study. All of the previous research will be described as follows:

1. Firstly, study by Rifqiyah, Sukma Nur Ardini, AB Prabowo KA, entittled "English pronunciation application as a media to improve students pronunciation: the effectiveness". This research was conducted at PGRI University Semarang, Department of English Education.[19] The goals of this study were to 1) determine the students pronouncing skills prior to using EPA in the classroom, 2) determine the students pronouncing skills after using EPA in the classroom, and 3) determine whether there was a significant difference between the students pronouncing skills prior to and after using EPA. This type of research is quantitative, and the data collection methods used test. and T-Test data analysis. After receiving instruction in pronunciation using EPA, the students demonstrated good ability. T-test value was 14.03>1.9990, higher than t-table value. It indicates that using EPA to teach pronunciation was successful.

   Based on the explanation above, this previous research has similarities with the present research based on the media that both use online application and use pre-experimental, but different object of research. In previous research, the researcher conducted the research from class X science III of SMA Kesatrian 2 Semarang. In order hand, the present research will be conducted at Seventh Grade of MTsN 3 Mataram.
2. Secondly, study by Ita Sarmita Samad, and Ismail, entittled "ELSA Speak Application as a Supporting Media in

[19] Athirotur Rifqiyah, Sukma Nur Ardini, AB Prabowo KA, "English pronunciation application as a media to improve students pronunciation: the effectiveness", *LINC-ED: Linguistics and Education Journal,* 1.1 (2021), 42-64

Enhancing Students Pronunciation Skill" in academic year 2018/2019.[20] The goal of this study is to confirm whether using the ELSA Speak Application improves students pronounciation abilities. This study is quantitative in nature, with pre- and post-tests used for data collection and the T-test for data analysis. The outcome reveals that the pre-test results show a value of 1.96, while the post-test mean is 5.79 with a significance level of 0.05 at 29 degrees (29). The t-test was higher than the t-table of 1699, with a value of 6.28. It showed that the first-semester STKIP Muhammadiyah Enrekang students ability to pronounce words more clearly when using the ELSA Speak application.

Based on the explanation above, this previous research has similarities with the present research based on the media that both use online application as a media and use pre-experimental, but different object of research. In previous research, the researcher conducted the research at the first semester students of STKIP Muhammadiyah Enrekang English study programme. In order hand, the present research will be conducted at Seventh Grade of MTsN 3 Mataram.

3. Thirdly, study by Nurcihan Yürük, entittled "Using Kahoot as a skill improvement technique in pronunciation".[21] This quantitative study, conducted with second-year advanced students from the Translation and Interpretation Department at Selçuk University in Turkey, aims to examine the efficacy of using the Kahoot application for developing EFL pronunciation. The data collection methods used were the diagnostic test, pre-test, and post-test. and T-Test data analysis. The statistical analysis of the data (t-test) revealed that the experimental group's EFL pronunciation skills have improved as a result of using the Kahoot application. It is

[20] Ita Sarmita Samad, and Ismail, 'ELSA Speak Application as a Supporting Media in Enhancing Students Pronunciation Skill', *Majesty Journal*, 2.2 (2020), 1–7

[21] Nurcihan Yürük, 'Using Kahoot as a Skill Improvement Technique in Pronunciation', *Journal of Language and Linguistic Studies*, 16.1 (2020), 137–53.

advised that the Kahoot application be used at various educational levels to improve EFL pronunciation abilities.

This research has similarities and differences with my research. Both researchers focus on pronunciation skills with a mobile application. The difference between previous research and this research is that previous research used Kahoot as learning media, so in this research using, the Duolingo application as teaching media.

B. Theoritical Framework

In this section, the researcher describes the theories that underlie the research. The main parts will be discussed: teaching strategies for improving pronunciation and Duolingo application. This is the explanation of these theories.

1. The Concept of Pronunciation
   a. Definition of Pronunciation

      Pronunciation is a study of how to produce words.[22] This study itself talks about the process of how growing organs create words. According to Bygate, the producing organ included lips, tongue, teeth, alveolar palate, velum, glottis, mouth cavity, and breath.[23] Yule also states whether the bilabials, labiodentals, dental, alveolar, palatals, velars, and glottals are included in the producing organs, and if so, where the consonant alphabets are formed.[24] After producing the words, the mouth raises the terms, making a sound. Each word has a distinct sound. In language, the different sounds are called phonemes.[25]

      Pronunciation is one of the most essential aspects of oral communication. Pronunciation also refers to

[22] Abbas Pourhosein Gilakjani, "English Pronunciation Instruction…", 2

[23] Martin Bygate "Speaking" in Ronald Carter & David Nunan (eds), Teaching English to Speakers… 16

[24] George Yule, The Study of Language: Fourth Edition. (New York: Cambridge University Press, 2010), 28

[25] 9 Gerald Kelly – Jeremy Harmer (Eds), How to Teach Pronunciation. (Malaysia: Pearson Education Limited, 2001), 1

producing vocal sounds to convey a message. [26] The goal of pronunciation instruction for students like these is not to make them sound like native English speakers. A more modest and fair goal is for learners to progress above the threshold level so that their pronunciation does not limit their communication capacity.[27]

b. The Aspect of Pronunciation

1) Vowel

A vowel is a sound produced with no throat or mouth closure at any point where a unit of the sound system occurs. A vowel in English is a letter (sound) of the English alphabet that is not a consonant. The vowel sounds in English are articulated with the vibration of the vocal cords. Still, the manner of articulation is the same, so the issue is where the airflow is obstructed. In English, vowels are mostly monophthongs and diphthongs.[28]

2) Stress.

Stress occurs when some syllables receive more muscular energy than others. To emphasize a syllable, it is articulated by forcing air out of the lungs concerning others. As a result, more power has been transferred to stressed syllables than unstressed syllables.[29]

Ohata discovered that stress syllables cause vowels to lounder and lengthen, a phenomenon known as a "stressed accent." Similarly, loudness and length will be recognized as stressed if a word or

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[26] Ana Cristina Tlazalo Tejeda & Nora M. Basurto Santos, Pronunciation Instruction & Students Practice to Develop Their Confidence in EFL Oral Skills, 2014, p. 153

[27] Marianne Celce Murcia, et.al., Teaching Pronunciation (New York: Cambridge University Press,2008), 8.

[28] Penkhae Wongsuriya, 'Educational Research and Reviews Improving the Thai Students Ability in English Pronunciation through Mobile Application', *Educational Research and Reviews*, 15.4 (2020).

[29] *Ibid,* p.177

syllable is articulated with a high pitch. Stress occurs when a syllable is pronounced with great emphasis to make it stand out from the surrounding syllables.[30]

3) Intonation.

Intonation, or the rises and falls in a voice that makes up an utterance's "tune," is an essential feature of English pronunciation, frequently impacting meaning or connotation. The symbols (/ \ ) over the necessary syllable or word represent falling and rising intonations, and the symbols (ˇ ˆ) show fall-rise and rise-fall intonations.[31]

c. Assesment of Pronunciation

The aspects are also used as an instrument in the pronunciation assessment for this research, and each aspect has its own assessment in pronunciation research. Then the results of the assessment aspect will become the data in this research.

Table 2.1
Assesment of Pronunciation [32]

Aspect	Score	Critria
Vowels	1	The students regularly fail to pronounce vowels.
	2	The students attempt to pronounce vowels with many errors.
	3	The students pronounce vowels with only a

[30] Kota Ohata, 'Phonological Differences between Japanese and English: Several Potentially Problematic Areas of Pronunciation for Japanese ESL/EFL Learners', *Asian EFL Journal, 2004*

[31] Penny Ur, A Course in Language Teaching Practice and Theory, (Cambridge:University Press, 1996)

[32] *Ibid*

		few inconsistencies or errors.
	4	The students almost pronounce all vowels correctly, but still have a few errors
	5	The students consistently pronounce vowels appropriately.
Stress	1	The students use stress incorrectly throughout a word causes the error to occur throughout the word.
	2	The students use stress incorrectly in most of the words that causes definitely much error.
	3	The students use much incorrect stress that causes some error.
	4	The students use good stress but misuses in a few word that causes few error.
	5	The students use good stress in each word and no error.
Intonation	1	The students pronounce all of the sentences in the text with incorrect intonation tune
	2	The students almost pronounce all of the sentences in the text with incorrect intonation tune
	3	The students produce much incorrect intonation tune in the sentences of the text
	4	The students produce correct intonation tune in a few sentences of the text
	5	The students produce correct intonation tune in the whole sentences of the text

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d. Teaching Pronuciation

The kinds of techniques and practice materials that is used to teach pronunciation are:[33]

1) Listen and imitate

A direct method approach is in which students listen to a model presented by the teacher and then repeat or imitate it. The introduction of tape recorders, language classrooms, and video recorders has improved this method.

2) Minimal pair drills

Through listening discrimination and speaking practice, a strategy developed during the Audio - lingual era to support learners in differentiating between comparable and troublesome sounds in the target language.

3) Contextualized minimal pairs

The teacher sets the scene (for example, a blacksmith shoeing a horse) and introduces the terminology, after which students are taught to reply to a sentence stem with the appropriate, meaningful response

(a or b):

Sentence stem: The blacksmith (a.hits / b. Heats) the horseshoe. Cued student response: a. With the hammer / b. In the fire

4) Tongue twister

A method derived from native speaker speech correction strategies (e.g., "Betty bought some butter and the butter betty bought was bitter so betty bought

[33] Penny Ur, A Course in Learning Taeching Practice an Theory, (Cambridge: University Press, 1996)

some butter better than the butter betty bought before.")

5) Developmental approximation drills

Second speakers are instructed to repeat the stages that many English-speaking children take while learning specific sounds in their first language, as suggested by first language acquisition studies.

6) Practice of vowel

Affixation-related vowel and stress changes: to enhance awareness. The teacher emphasizes the rule-based nature of vowel and stress shifts in etymologically connected words; phrases and short texts that contain both members of a pair may be given as oral material:

Vowel shift: mime (long i) mimic (short i)

Sentence context: Street mimes often mimic the gestures of passerby.

Stress shift: PHOtograph phoTOGraphy

Sentence context: I can tell from these photographs that you are very good at photography.

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7) Reading aloud/recitation

Learners will practice passages or scripts before reading them aloud, concentrating on stress, tempo, and intonation. This approach may or may not include text memorizing, and it is most commonly used with spoken-word genres, including speeches, poetry, dramas, and dialogues.

8) Recordings of learners' production

Rehearsed spontaneous speeches, informal chats, and role play on audio and videotape. Following that, replay allows for teacher and peer feedback, as well as teacher, peer, and self-evaluation

2. The Concept of Duolingo

a. Definition of Duolingo

One of the modern tools that make learning a second language easier is Duolingo.[34] The future of language learning and global communication is Duolingo. Duolingo is a language learning program for mobile devices that combines visual, audio, and questions about a language's grammar.[35] According to Putri & Islamiati, the Duolingo website has several advantages, including a system for delivering learning material that is very enjoyable with a system like a game that makes users feel like they are learning as they play, as well as a very attractive visual display that is supported by audio.[36]

This application teaches a variety of language abilities, including listening, writing, speaking, grammar, and vocabulary. It is available on several platforms and is very light when in use, so it does not burden the one being used. Additionally, this program has nearly no flaws. Although this app has several benefits, it also has some weaknesses, such as some activities that cannot be performed on both a smartphone and a computer, the absence of language resources for Asian learners, and the need for an internet connection, making it challenging for learners in remote areas.[37]

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b. The Duolingo's Characteristic

As a free language-learning app, Duolingo includes a more comprehensive collection of features that need the usage of an internet connection. The Duolingo app has the following features:

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[34] Alvons Habibie, 'To Enhance Efl Students ' Motivation in Learning', *Jurnal Bahasa Dan Literature*, 9.1 (2020), 13–26.

[35] Wilbert, J. K. W., et.al, *Duolingo as a Bilingual Learning App: a Case Study*, Journal of Knowledge Management, 2(2), 1–18, (2016).

[36] Lidya Maldini Putri, & Aulia Islamiati,, *Teaching Listening Using Duolingo Application,* Journal of English Education), 1(4), (2018), p.460

[37] Erin Kenny, Strength and Weaknesses of Duolingo, 2020 Prezi Inc, Terms & Privacy Policy, (2014)

1) The Duolingo application's Achievements feature awards users or learners who successfully complete all of the lessons using their best efforts.
2) Ligots are tiny jewel-shaped icons that show that a learner has successfully completed the stages and tasks. It can be changed to incorporate more optional practices.
3) The Duolingo app now has a brand-new feature called crown levels. Each skill has a "Crown Level" to it. You'll get a crown for completing a skill, and you can move on to others after that.
4) Daily Objective is about thanking pupils for achieving a daily objective. They receive rewarding sounds and distinctive pictures from the Duolingo program, which enhances the learning process.
5) Clubs Users Networking is a feature that enables language learners to interact and exchange knowledge with others regarding language learning. It can also compete for (10) XP and keep an eye on their friends' progress.

Within a lesson or unit, the Duolingo application also provides learners with a variety of exercises, such as:

1) Vocabulary, which involves showing users a picture and asking them to choose the appropriate response.
2) Pronunciation, which involves asking participants to recite or repeat a string of sentences they have heard.
3) Listening, where students must correctly reproduce a word or sentence from an audio clip.
4) Translation, where students are asked to convert a word or a sentence into the language they want to learn or understand.

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c. The Task of Duolingo

There are four separate tasks on Duolingo, such as a vocabulary task, a listening and transcription task, a sentence completion task, and a speaking task.[38]

1) Vocabulary task

In a vocabulary task, the test taker can see several words on the screen, organized in a grid. Following that, the test-taker must also select the correct terms in English. The regulation states that test-takers have just one minute to finish the assignment.

2) Listening and transcription tasks

Listening and Transcription aims to assess the test taker's listening ability. The test taker has to type the sentences they hear, which are presented aurally to them. Usually, this task is strictly a dictation model. The test must complete a task and be able to listen to the audio subtitles up to three times. Test takers only have one minute to complete this task.

3) Task completion of sentences

Sentence completion is a task that is labeled to complete a sentence. The test-taker will now display several brief paragraphs made up of multiple sentences. The exercise has five blank areas that must be chosen by clicking on the empty to choose an answer from the list of eight options. The response selected or the rational task is the same as this one. According to the rules, the test taker has three minutes to complete this exercise.

4) The Speaking Task

The last task is speaking, The test will give instructions on the screen, such as "Speak this sentence" in this task. Then, test takers should click

[38] Dina Amalia, 'THE EFFECT OF DUOLINGO APPLICATION ON THE STUDENTS ACHIEVEMENT IN VOCABULARY SKRIPSI', *Society* (University of Muhammadiyah Sumatera Utara Medan, 2019)

the microphone icon, and the written sentence must be read aloud while clocking the icon. This task also has a time limit of one minute to complete.

d. The Advantages and Disadvantages of Duolingo

The Duolingo application also has advantages and disadvantages, as follows:[39]

1) The Advantages of Duolingo

Duolingo is a platform for learning foreign languages through games. This is available through browser-based and iOS, Android, and Windows Phone applications. Duolingo has been released to use a variety of activities in which students listen to, transcribe, speak, and translate in a simple interface while working on words and phrases. Teachers can easily track their students language learning progress with Duolingo. Students share their language learning progress in real-time with their teacher, who can track it via a dedicated dashboard. Teachers can plan lessons, do Duolingo homework skills, and award extra credit points if they can track student progress.

This also makes students move forward and beat their previous records, and students can compete with their friends in class. Students can also earn experience points (XP) to measure how much they perform tasks in Duolingo, pass different levels, and be able to differentiate from their friends. They earn lingots which can be used to purchase bonus items and lessons or change icons to make their Duolingo more attractive. Duolingo can be accessed on PC and Android by downloading it on the Play Store. The interface is explicit and very easy to use. There is also a delicate balance between translation, listening, word matching, and speaking practice. The voice

[39] *Ibid* p.21-22

recognition program is not that bad, and students can still hear what the speaker is saying.

2) The Disadvantages of Duolingo

Duolingo employs a computerized sound system for all of its listening exercises, so students are not exposed to how language actually sounds. Their voices are dry, non-rhythmic, and can be heard clearly; however, speaking to native speakers of their more assertive language is the most critical aspect of their language learning. Nothing can replace it, and Duolingo currently does not allow users to communicate with any native speaker.

Duolingo's dashboard also does not include a description of the grammar structure. Grammar is an essential component of language learning, which makes it difficult for students to complete their assignments.

e. Using Duolingo Application to Learn and Teach English

When using the Duolingo app in the classroom, the teacher can modify the content to align with the topics being covered and the goals that need to be met. Additionally, students can use this application as media to increase their motivation to learn English and as learning interludes. This application can be used through instructions from the teacher in the classroom or for individual study outside of the classroom because it is easily accessible. Students that use Duolingo to study English become more autonomous in performing the exercise and more engaged in doing listening, writing, speaking and vocabulary practice. However, they still need the supervision of an instructor or teacher to test the

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accuracy or clarity of the English they get from Duolingo.[40]

With Duolingo, a self-directed learning tool, students can learn English even when they're studying at home. It helps students who are still in the beginning level of English proficiency to catch up to their peers. Duolingo was especially well-liked by the students because it could be used as a game. Students can therefore learn while having fun.[41]

Here are the procedures to use the Duolingo app inside or outside the classroom for further information:[42]

1) Install the Duolingo app on your phone after downloading it from the App Store or Google Play Store. Without downloading the app, you can use a computer or laptop to access Duolingo online. Create a Duolingo account after that to use the app.
2) Choose which language you want to study. The available courses are in English if you speak Indonesian. Choose the time you want to run each day after that. There are multiple time slots available, with daily options ranging from five to ten minutes.
3) Students can already use Duolingo to access the exercises they choose. The exercises are divided into multiple units, commencing with the foundational units. The basic unit's exercises cover a variety of topics, including clothing, cuisine, animals, colors, and so on. Students need to finish

[40] Yusda, D. D., Nanda, D. S., Pratiwi, T. L. M., & Haninun. (2020). An Analysis of Using Duolingo Application in Improving Students' Vocabulary Mastery at 10th Grade of SMA YADIKA Bandar Lampung. Beyond Linguistika (Journal of Linguistics and Language Education), 3(2), 18–23.

[41] Nadhifah, U. N., & Puspitasari, D. (2021). Learning English Through Duolingo:Narrating Students ' Experience During Covid-19 Pandemic Time. Ethical Lingua: Journal of Language Teaching and Literature, 8(1), 302–310.

[42] Hairunnisa, *Students' Perception on Using Duolingo Application in Increasing English Learning Motivation*, (Skripsi, UIN Syarif Hidayatullah Jakarta, Jakarta, 2023) p. 22-23

multiple exercises on the previous unit's theme to move on to the next one. The following unit level is intended to be more challenging than the previous one to raise the level of student learning. Unit Two includes exercises involving conjunctions, prepositions, adjectives, verbs, etc.

4) Finally, students can do and complete daily progress through the units and lessos. The exercises consist of 10-20 questions which will take about 5-10 minutes. This progress will be seen and increase if students learn exercises daily.

C. Research Hypothesis

Based on the theory and problem of vocabulary previously presented, the researcher states hypothesis as follows:

1. Alternative Hypothesis (Ha)
   There is an affect of using duolingo application toward students English pronunciation at the seventh grade of the MTsN 3 Mataram.
2. Null Hypothesis (Ho)
   There is no affect of using duolingo application toward students English pronunciation at the seventh grade of the MTsN 3 Mataram.

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CHAPTER III
RESEARCH METHOD

A. Approach and Type of Research

1. Approach

This study took a quantitative approach to data collection and analysis. Quantitative research is a method of testing objective theories by looking at the relationships between variables. These variables are typically measured using an instrument, so statistical techniques can be used to analyze large amounts of data.

According to Kasiram, a quantitative study method was a researcher's activity that used numerical data as the approach social for assessing what was known and understood to obtain knowledge or factual conclusions.[43] Quantitative research methods are defined as research methods based on the philosophy of positivism that are used to examine specific populations or samples, collect data using research instruments, and analyze quantitative/statistical data with the goal of testing predetermined hypotheses.

2. Type of Research

Experimental research is designed to isolate a phenomenon or event from other influences. According to Campbell and Stanley, experimental research is a type of research in which variables are manipulated to determine the influence and effect of these variables on other variables being investigated or observed.[44]

According to Bailey, the experiment was a highly controlled technique of attempting to demonstrate a causal relationship between one or more independent variables and one or more dependent variables.[45] Thus, it was clear that by conducting experiments, we could demonstrate the direct effect

[43] Moh, Kasiram, *Metodologi Penelitian,* (Malang: UIN – MALIKI Press, 2008).

[44] Donald T. Campbell & Stanley Julian, *Experimental and Quasi-Experimental Design for Research,* (Boston: Houghton Mifflin Company, 1963).

[45] Kenneth D. Bailey, *Methods of Social Research,* (Los Angeles: Free Press, 1978).

of one variable being studied and demonstrate a causal relationship between the independent variable and the dependent variable or test a previously formulated hypothesis.

B. Population and Sample

According to Sugiyono, the population is a generalization area consisting of objects or subjects with specific qualities and characteristics to be determined by researchers to study and then draw conclusions.[46]

The population in this research is all of the students at Seventh grade of the MTsN 3 Mataram. The total population is 185 students spread over five classes. The sample of this research is VII A consist 36 students, selected using a purposive sampling technique.

C. Setting and Time of Research

The study was conducted by the researcher in MTsN 3 Mataram. The researcher focuses on the seventh-grade students of MTsN 3 Mataram, a school located on Jl. Lingkar Selatan No. 191, Jempong Baru, Sekarbela District, Mataram City, West Southeast Nusa Province. The location of this school is beside the main street. But it doesn't make the situation of teaching learning process crowded and it still conducive and comfortable. There are some reasons why the researcher chose this place:

1. The researcher found the problem discussed in this research at this school.
2. The similar research has been never conducted in this school.
3. This school is close to where the researcher lives

D. Variabel of Research

According to Sugiyono, a variable can be the focus of study to learn what there is to know about it and come to a conclusion.[47] This research has two variables: the independent variable and the dependent variable. The Independent variable is the major variable investigated. The variable is selected, manipulated, and measured in this research. The consequence of the independent variable is the

[46] Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung. Alfabeta, 2011)

[47] *Ibid*

dependent variable.[48] In this research, the researcher uses Duo Application as independent variable (X), and pronunciation skill as dependent variable (Y).

E. Design of Research

The researcher utilizes a quantitative approach in this study. The goal of this approach is to take and collect data. According to Sugiono, the quantitative method is known as the traditional method because it has been used for so long that it has become a research method tradition.[49] Meanwhile, Mahmud defines quantitative research as using numerical data as evidence to test hypotheses by demonstrating the difference, comparison, and correlation between one data set and another.[50]

Pre-Experimental research is used in this study, which involved only one class. The researcher uses the "Duolingo" App to teach pronunciation in the experimental class. The researcher used the one-group-pretest-posttest design usually involves three steps: 1) pretest, 2) treatment, and 3) posttest. The design of this study was as follows:

Table 3.1
One Group Pretest-Posttests Design[51]

Pre-test	Treatment	Post-test
O_1	**X**	**O_2**

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[48] Creswell John W., Research design (*Pendekatan Metode Kualitatif, Kuantitatif, dan Campuran*). pp. 115-116

[49] Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung. Alfabeta, 2011)

[50] Mahmud, *Metode Penelitian Pendidikan*,(Bandung: Pustaka Setia,2011), p.29.

[51] Emzir, *Metode Penelitian Pendidikan,* (Jakarta: PT. Rajagprasindo persada, 2007).

F. Instrument of Research

1. Test

A research instrument, according to Sugiyono, is a tool used to measure natural and social phenomena observed. In research, measuring a device is commonly referred to as the instrument of research.[52]

A test is a question used to measure competence, knowledge, intelligence, and ability or talent that an individual or group possesses to collect data. In this research, two kinds of tests, pre-tests, and post-tests, were given to the students as participants. Before carrying out the teaching, the pre-test was given to students in order to make sure they had similar and equal levels of proficiencies. The post-test was given after being taught by using the Duolingo application.

The researcher used the pronunciation test to determine the Effectiveness of using the Duolingo application in improving students pronunciation skills in the seventh-grade of the MTsN 3 Mataram. Pronunciation tests are usually assessed by calculating the total score obtained by each student for the maximum score correctly graded and using the total.

G. Procedure of Data Collection

To gather information on how using tests affects students pronunciation skills, tests are used during the data collection process. To determine the students pronunciation scores, the reseacher performs a pre-test and post-test. The purpose of the is to compare students skill before and after using Duolingo application.

1. Pre-test

The pre-test was a test given before doing a treatment. In collecting data, the researcher came to the class and gave ten sentences divided into two categories of sentences. The students were asked to pronounce all of the sentences.

[52] Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung. Alfabeta, 2011)

The pre-test was used to collect data, to know students treatment before using the Duolingo application, and to know students pronunciation skills before giving the treatment.

2. Treatment

The next step was treatment. In this step, the researcher used Duolingo application in teaching pronunciation.

a. The researcher presented the introduction of the materials
b. The researcher prepared the lcd for studying
c. The researcher explained how to use the Duolingo application while students observed things or information used in the Duolingo application
d. The researcher providex an opportunity for students to ask about information that is not yet understood regarding the Duolingo application
e. The researcher asked students to read several sample sentences in the Duolingo application with the correct pronunciation

3. Post-test

The last step was the post-test. In this step, the researcher gives ten sentences. The test was the same as in the pre-test but with some new sentences. The purpose of the post-test was to measure the effectiveness of the Duolingo application on students pronunciation.

4. Documentation

Documentation of this research was taking pictures by researchers to strengthen the results of the research. This research used the documentation method to find data about school profiles, student grade data, books, learning tools, school documentation, learning photos and other data that support this research.

H. Techniques of Data Analysis

1. Descriptive Statistics

Descriptive statistics are precisely what their name implies: analyses that summarize, describe, and present data in ways that make it easier to understand. They aid in the understanding and description of specific aspects of a set of data

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by providing brief observations and summaries about the sample, which can aid in the identification of patterns.[53]

The most common types of descriptive statistics are central tendency measures (mean, median, and mode), which are used in most levels of math, study, scientific proof practice, and quality improvement. These measures describe the central part of a data set's frequency distribution.[54]

a. Mean

The mean, or average, is the most commonly used and understood of these. It is computed by adding the sum of the data values and dividing by the total number of observations.[55]

b. Median

A number found in the exact middle of a data set is known as the median. If two numbers are in the middle of the data set, they are averaged to determine the median. It is typically used to describe a data set with extreme outliers (extremely low or extremely high numbers far from the majority of data sets), in which case the average will not precisely represent the data. Data must be quantitative/continuous to calculate a mean or median (have an infinite number of possibilities).[56]

c. Mode

The mode represents the most frequently occurring number or item in a data set. A few sets of data have more than one mode, classifying them as bimodal (two modes) or multimodal (three modes) (more than two modes). The mode can be determined using either quantitative/continuous or qualitative/categorical data (have a finite number of categories or groups, such as sex, race, or education level). With qualitative/categorical data, the

[53] Brian Conner, PhD, RN, CNE, and Emily Johnson, PhD, '*Descriptive Statistic*, Nursing Research', 12.11 (2011)

[54] *Ibid*
[55] *Ibid*
[56] *Ibid*

mode is the only measure of central tendency to be analyzed.[57]

To collect data for this study, the researcher used a quantitative approach, there are 3 aspects that become the researcher's assessment, namely vowels, rhythm and intonation.

Table 3.2
Students Rubric Pronunciation Score

No	Students	Aspects			Total	Score
		V	S	I		
1						
2						

Note:

V : Vowels

S : Stress

I : Intonation

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2. Inferencial Statistic
   a. Normality Test

A normality test is performed to determine whether the sample under study is normally distributed. Normality Kolmogorov-minor tests and Shapiro-wilk tests are performed by using SPSS 26. Before running the test, statistical assumptions were determined as follows:

1) Ho = sample is from non-normally distributed data.

[57] *Ibid*

2) Ha = sample from normally distributed data.

The criteria for determining statistical hypotheses are as follows:

1) If its significance (p-value) is more than 0.05 so the data is normal.
2) But if its significance (p-value) is less than 0.05 the data is not normal.
   After using normality test, we must know the homogeneity test.

b. Homogeneity Test

The homogeneity test is used to determine whether or not two populations are similar. As a result, the hypothesis could be tested using the t-test. The normality and homogeneity tests were used to calculate the pre and post-test scores.

To know mean score of pre-test and post-test, the researcher used formula as follows:

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

Noted:
M = Mean
∑X = Total Score of pre-test or post test
N = Total of samples

To know students percentage improvement, the researcher used formula as follows:

$$P = \frac{X_2 - X_1}{X_1} \times 100\%$$

Noted:
P = Percentage
X_1 = pre-test result
X_2 = Post-test result

c. Hypothesis Testing

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The researcher tested the hypothesis using a t-test. T-test was a statistical test used to compare the means of two groups. It was often used in hypothesis testing to determine whether a process or treatment has an effect on the population of interest or whether two groups were different from one another. In this research, the researcher used Paired sample t-test. Paired sample t-test was used to compare the means of single group pre-test and post-test. The criteria of hypothesis testing are if Sig. (2-tailed) lower than the level of significance (Sig. (2-tailed) = 0.000 < α = 0.05). It indicates that the student's score between the pre-test and post-test was significantly different.

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CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

1. Data Description

The purpose of this study was to determine the effectiveness of using the Duolingo application on the English pronunciation skills of seventh-grade students at the MTsN 3 Mataram. Researchers used one class to give treatment to class VII A. They were chosen to be the sample in this study. This class consists of 36 students; 10 males and 26 females.

a. Pre-test Score

The researcher gave a test to the students as a pre-test to determine the students pronunciation skills. The pre-test given to one class consisted of 10 short sentences. In the test, each student will pronounce the short sentences given. This pre-test was conducted to see the students pronunciation scores before they were taught with the Duolingo application. After the data was obtained from the pre-test, the treatment for the class was conducted using the Duolingo application. The students pre-test scores in this study can be seen as follows:

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Table 4.1
Students pre-test Score

No	Students	Score
1	A	33
2	ANU	27
3	AAB	33
4	ANZ	47
5	AQAD	40
6	AR	40
7	AA	33
8	AZNH	53
9	EJR	33
10	E	40

11	FA	47
12	FH	53
13	FF	33
14	FNS	40
15	GO	40
16	GFJ	33
17	GLP	47
18	HSB	27
19	ISA	40
20	JNA	33
21	KDIT	40
22	LIB	20
23	MR	33
24	M	40
25	MFC	47
26	MKA	27
27	MDAAA	33
28	MMH	47
29	PMSH	40
30	PPD	53
31	PZA	27
32	RE	40
33	RLK	33
34	SHS	40
35	SAO	47
36	SAM	40
$\sum$		1380
Mean		38
Minimum score		20
Maximum score		53

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Based on the table above, the highest score of pre-test is 53 and the lowest score is 20 and the mean score of pre-test is 38. The researcher used the formula below to calculate the mean score of pre-test of the students:

Mean of Pre – test:

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

$M = \frac{1380}{36} = 38$

Noted:

M = Mean

∑X = Total Score of pre-test

N = Total of samples

b. Post-test Score

After giving treatment using the Duolingo application, the researcher also conducted a post-test, to measure students ability in pronunciation skills after being given treatment. Students were assigned to pronounce several short sentences. The result was shown in the following table:

Table 4.2

Students post-test score

No	Students	Score
1	A	60
2	ANU	53
3	AAB	53
4	ANZ	67
5	AQAD	60
6	AR	67
7	AA	53
8	AZNH	73
9	EJR	53
10	E	60
11	FA	73
12	FH	87
13	FF	53
14	FNS	60
15	GO	60
16	GFJ	47
17	GLP	67

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18	HSB	40
19	ISA	67
20	JNA	53
21	KDIT	73
22	LIB	40
23	MR	60
24	M	67
25	MFC	67
26	MKA	53
27	MDAAA	67
28	MMH	60
29	PMSH	67
30	PPD	73
31	PZA	53
32	RE	53
33	RLK	60
34	SHS	67
35	SAO	73
36	SAM	60
	$\sum$	2200
	Mean	61
	Minimum score	64
	Maximum score	87

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Based on the table above, the highest score of post-test is 87 and the lowest score is 61 and the mean score of pre-test is 61. The researcher used the formula below to calculate the mean score of post-test of the students:

Mean of Post – test:

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

$M = \frac{2200}{36} = 61$

Noted:

M = Mean

∑X = Total Score of post-test
N = Total of samples

The mean score of the pre-test was 38 and the mean score of the post-test was 61. There was an effect on the students scores before and after the treatment. Finally, the percentage of improvement was calculated using the formula below:

$$P = \frac{X_2 - X_1}{X_1} \times 100\%$$

$P = \frac{61-38}{38}$ *x 100%*

P = 60.5%

Noted:

P = Percentage
X_1 = Pre-test result
X_2 = Post-test result

c. Student Score Comparison

Table 4.3

Students test scores

	Pre-Test	Post-Test	Gained Score
Mean	38	61	23
Minimum Score	20	53	33
Maximum Score	64	87	23

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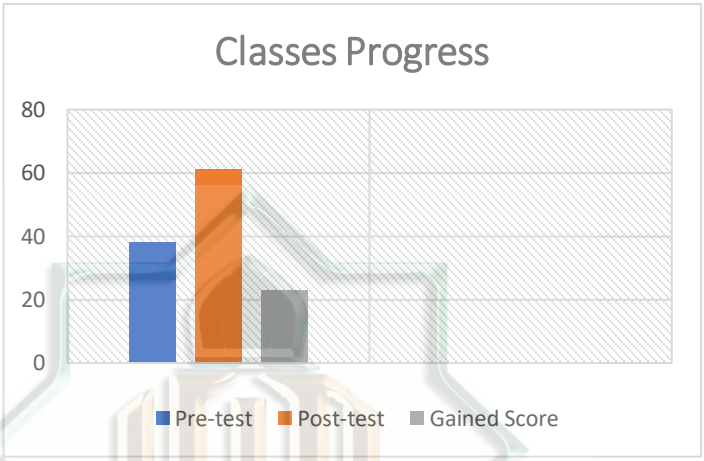
Table 4.3 shows the students pre-test and post-test scores. The results of the post-test show that there is a difference compared to the pre-test results. In this case, it can be concluded that the use of the Duolingo application is effective on students pronunciation skills. The difference in average scores between the pre-test and post-test shows that the post-test score (61) is higher than the pre-test score (38) with a difference of 23. This can be seen in the following figure:

Figure 4.1
Overview Pre-test and Post-test Score



The results of the data that have been displayed in the descriptive statistics above, are compared to find out a general description of the scores between the pre-test and post-test and will then be used to see the progress on each student. Figure 4.1 shows the progression from pre-test to post-test. Based on the figure above, it can be seen that the post-test results in the class increased significantly from the pre-test of 38 to 61.

2. The Analysis Data

a. Normality Test

To calculate the normality of the test, in this case to find out whether the data from two classes is normally distributed or not, the researcher used *Komogrov-Smirnov*. SPSS was used to analyze the data. The result can be seen as follow:

Table 4.4
Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Test	Statistic	df	Sig.	Statistic	df	Sig.
Hasil Belajar	Pre-test	.167	36	.013	.937	36	.041
	Post-test	.143	36	.060	.944	36	.068
a. Lilliefors Significance Correction							

In the table above there are two parts, namely, kolmogorov-simirnov and shapiro-wilk, the use of these two parts is determined by the number of samples, kolmogorv-simirnof is used if the sample is more than 30 and if less than 30 use shapiro-wilk.

In this section there are three more parts, namely, statistic, df (number of samples), and sig. To find out whether the data is normally distributed or not using the sig value, the sig value is normally distributed if it is greater than 0.05 (>0.05) if the value is smaller than 0.05 (<0.05) then the value is not normally distributed.

The result showed that the normality significance of pre-test is 0.013. The significance result in pre-test proved that the data were normally distributed because the significance is above α=0.05 (0.013>0.05). In the other hand, the post-test showed that the significance is 0.060. The result also proved that the significance result in post-test proved that the data are normally distributed because the significance is above α= 0.05 (0.060>0.05).

b. Homogeneity Test

After normality test, the researcher did the homogeneity test in order to test the similarity of the sample in students. The researcher used Levene statistic to calculate the homogeneity test. The results are presented as follows:

Table 4.5
Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Hasil Belajar	Based on Mean	.957	1	70	.331
	Based on Median	.945	1	70	.334
	Based on Median and with adjusted df	.945	1	68.068	.334
	Based on trimmed mean	.987	1	70	.324

There are several significance values in the homogeneity test, the significance value used is the "Based on Mean" value. To know the value is homogeneously distributed, if the significance value is greater than 0.05 (>0.05) and if the significance value is less than 0.05 (<0.05) then the value is not homogeneously distributed.

The homogeneity test result shows that from the students are 0.331. It is the significance of the data, which is higher than α= 0.05 (0.331>0.05). From the result of the data the researcher could conclude that the data is homogeneous.

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c. Paired Sample t Test

A paired T test was conducted to discover the differences in experimental group's score before and after the students were given the treatment. The calculation of paired t test was used to analysis the score of pre-test and post-test.

Table 4.6
Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test - Post-Test	-22.77778	5.44642	.90774	-24.62058	-20.93497	-25.093	35	.000

Based on the results of the study, students scores on the post-test were better with an average score = 61 higher than the score on the pre-test with an average score = 38. In addition, the sig. (2tailed) is 0.000 which is lower than 0.05. In conclusion, the paired t-test calculation shows that there is a significant difference between the students pre-test and posttest scores. Thus, the null hypothesis is rejected, there is a significant effect of the Duolingo application on the pronunciation of class VII students at MTsN 3 Mataram. It can be concluded that the application of Duolingo application as a treatment in teaching students pronunciation is effective. Calculations were made to find out how well the treatment worked, in terms of students pre-test and post-test scores.

B. Discussion

Based on the findings, the students pronunciation at the seventh grade students of the MTsN 3 Mataram, particularly Class VII A, were poor, as measured by their percentage of pronunciation before using the Duolingo application. It was because most students did not know how to correctly pronounce certain words.

Before the treatment, the researcher discovered that a lot of students had pronunciation issues, as the majority of students still

struggled to pronounce some words. After the researcher used the Duolingo application in English Teaching and Learning, the researcher gave a post-test to measure the students pronunciation skills.

According to the data collected from 36 students in one class, the mean of the pre-test before using the Duolingo application in teaching English pronunciation was 38, with the lowest pre-test score was 20 and the highest pre-test score being 53. Furthermore, the mean of the post-test after giving treatments through the Duolingo application in teaching English pronunciation was 61, with the lowest post-test score being 64 and the highest post-test score being 87. As a result, the writer obtained a mean of gained score of 23. The researcher found that the improvement of the students‟ pronunciation in Pre-Test to Post-Test was 60.5%.

From the data, there is a significant difference in student scores before and after treatment using the Duolingo application. This proves that teaching using the Duolingo application is effective.

Based on the findings of this study, it can be seen that the use of the Duolingo application affects the pronunciation skills of students in class VII A of the MTsN 3 Mataram. These results are in line with previous research by Nguyen Thi Hong Chuyen, et all [58], they concluded that using the Duolingo application is useful in improving students English pronunciation skills and can help students increase their confidence level in speaking lessons. The similarity between researchers and previous studies is to determine the effect of using the Duolingo application on student pronunciation. This study is in line with Cecep Abdul Fatah's research[59], he stated that the use of the Duolingo application had a positive impact on developing students vocabulary knowledge in

[58] Nguyen Thi and others, 'Enhancing English Pronunciation for High School Students through Duolingo Application', 3.1 (2021), 46–54.

[59] Cecep Abdul Fatah, 'The Effect of Using Duolingo Application To Develop Students ' Vocabulary Knowledge', *International Journal of Media, Journalism and Mass Communications (IJMJMC)*, 3.3 (2017), 1–120.

class VII of Taman Quraniyah Islamic Junior High School, South Jakarta. The difference in this study is that this study focuses on student pronunciation, while the previous study focuses on student vocabulary, but the media used in the study is the same, namely the Duolingo application. In addition, this research is also in line with Lidya Maldini Putri, and Aulia Islamiati[60] using quantitative methods and pre-experimental design. In their research it is explained that the use of the duolingo application is effective in improving students listening skills and can also make students motivated in learning English. There are similarities in this study, namely the method, design and application used, namely the Duolingo application, but the difference is that the previous study focuses on listening skills while this study focuses on pronunciation skills.

In this case it can be concluded that the use of the Duolingo application is effective on students English language skills, especially pronunciation skills in class VII A of the MTsN 3 Mataram.

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[60] Aulia Islamiati Lidya Maldini Putri, 'TEACHING LISTENING USING DUOLINGO APPLICATION', *PROJECT (Professional Journal of English Education)*, 1.4 (2018), 461.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

The purpose of this study was to determine whether the Duolingo application is effective on pronunciation skills at the seventh grade students of the MTsN 3 Mataram. This study proves that the use of Duolingo application is effective on students pronunciation skills. The results of the data obtained show that the average value of the pre-test is 38, and the average value of the post-test is 61. Based on the "Paired Sample Test" output table where the pre-test and post-test have been tested, it can be seen that the Sig. (2-tailed) value of 0.000 <0.05. This means that there is a significant difference between the results of students average scores before and after being given treatment with the Duolingo application. So, (H_a) is accepted and (H0) is rejected.

B. Suggestion

Based on the conclusion above, the researcher would like to propose the following suggestion:

1. For the Teacher

   They should try the Duolingo app as it will help students pronounce words more clearly and also have a positive effect on other skills such as speaking, listening and reading.

2. For the Students

   The students should actively participate in their learning and not be shy or afraid to speak in English, especially when pronouncing words. As it affects their pronunciation while learning, they should feel comfortable speaking in English with their teachers or friends.

3. For the Next Researcher

   The findings from this study can be applied in other classes when teaching pronunciation as a reference and as a practical tool.

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APPENDICES

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APPENDIX 1

Instrument of Pre-Test & Post-Test

Pronunciation Test

- Pre-test

  Instruction: Say each of the following sentence with correct pronunciation.

Pronunciation Test

1. The woman eats fruits
2. The soup is not mine
3. It is tea, it is not coffee!
4. The juice is yours
5. I have an orange
6. Elepahnts are a animals
7. Dona has a crocodile
8. The ducks are birds
9. The tiger killed the zebra
10. It is not a spider

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APPENDIX 2

❖ Post-test

Instruction: Say each of the following sentence with correct pronunciation.

Pronunciation Test

1. He added a dash of sugar to his coffee
2. I drink tea and eat bread
3. Meat cooks more slowly the vegetables
4. The store sells some fruit
5. Nina and i cook dinner every sunday
6. My sister has a cute hamster
7. My dog eats a lot.
8. Lion is a predator animal.
9. I have a cat, it is so cute and fluffy.
10. Bird is a tame animal

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APPENDIX 3

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : MTsN 3 Mataram

Kelas : VII

Mata Pelajaran : Bahasa Inggris

Materi : Pronunciation

Alokasi Waktu : 3x40 Menit

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati prilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santung, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaan.
3. Memahami pengetahuan (faktual,konseptual,dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis,membaca, menghitung, menggambar, dan mengarang) sesuai denga apa yang di pelajari di sekolah dn sumber lain yang sama dalam sudut pandang/teori.

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B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
	3.1 Memahami fungsi social, struktur teks dan unsur kebahasan dari kalimat tentang membahas makanan dan menamakan binatang, sesuai dengan konteks penggunaannya serta pronunciation yang baik dan benar.	3.1.1 Mengamati fungsi sosial, struktur teks, dan unsur kebahasaan teks.
	4.1 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan kosakata dengan unsur kebahasaan yang benar dan sesuai konteks.	4.1.1 Melengkapi teks kalimat yang melibatkan ungkapan menyatakan dan menanyakan kalimat membahas makanan dan menamakan binatang dengan pronunciation yang baik dan benar. 4.1.2 Mengucapkan teks kalimat yang melibatkan ungkapan menyatakan dan menanyakan kalimat membahas makanan dan menamakan binatang dengan pronunciation yang baik dan benar.

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C. TUJUAN

1. Siswa diharapkan mampu membaca teks bahasa Inggris dengan baik.
2. Siswa diharapkan mampu melafalkan teks bahasa Inggris dengan baik.

D. MATERI PEMBELAJARAN

Text

Dog

I have a dog in my house named Broni. Broni is a cute dog which has a black spots spread across his tail. He is a pomeranian

dog. Even though he has a strong body, he has a gentle face. He is always friendly to those whom he knows. However, he can be aggressive if strangers come to him. He always barks loudly to the strangers. Broni loves food, especially bones. Even Broni can spend the whole afternoons chewing bones. Whenever Broni is worried, he look me with sad eyes. He also wags his tail from one side to the other. Whenever I see these signs, I immediately give him a meal and some bones to eat.

Broni also likes the chirping sound of birds that reside on the tree in front of my house.Whenever Broni hears these sounds, he barks and goes towards the direction where the chirping sound comes. His black eyes will light up with excitement whenever he sees the birds begin to make the beautiful sound.

I love eating fruit.

Every morning I have to eat at least one apple. Usually, my mother also brings me lunch with at least one kind of fruit. I like to make fruit-based foods, such as rujak or fruit salad. I like all kinds of fruit, but there are some fruits that I can't eat because of allergies, like longan. In fact, at my house, I'm the only one who likes durian. All my family members don't like it because it smells very strong.

E. Metode Pembelajaran

Pendekatan: *Saintific*

F. Media dan Bahan Pembelajaran

1. Media : Duolingo application
2. Alat dan Bahan : Laptop, LCD/Lembaran, Speaker, Spidol, dan Papan tulis.

G. Langkah – langkah pembelajaran

Kegiatan	Langkah-langkah Pembelajaran	Alokasi Waktu
Pendahuluan	• Greeting (guru memberi salam dan melakukan tegur sapa dengan murid dan menanyakan kondisi)	10 menit

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	• Guru memeriksa kehadiran siswa • Guru memberikat motivasi belajar • Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan	
Inti	• Siswa mengamati cara guru menggunakan aplikasi Duolingo • Siswa mengamati hal-hal atau informasi yang digunakan dalam aplikasi Duolingo • Siswa diminta untuk memahami cara menggunakan aplikasi Duolingo • Guru memberi kesempatan kepada siswa untuk bertanya tentang informasi apa yang ingin mereka ketahui terkait dengan aplikasi Duolingo • Kemudian siswa diminta bergantian maju ke depan untuk membaca contoh teks tentang makanan dan hewan dengan pengucapan yang benar dan tepat	100 menit
Penutup	• Guru menyimpulkan materi yang telah dipelajari hari tersebut • Guru menanyakan kesulitan siswa • Guru memberikan motivasi kepada siswa • Guru mengakhiri pelajaran dengan berdoa	10 menit

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Mataram, 2023

Mengetahui,

Guru Mata Pelajaran Mahasiswa

Kholida Husniyati, S.Pd **Muhammad Rafli Rafsanjani**
NIP. **NIM. 180107168**

Mengetahui,
Kepala Sekolah,

H.Marzuki, S.Pd

NIP. 196812311994031016

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Perpustakaan UIN Mataram

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : MTsN 3 Mataram

Kelas : VII

Mata Pelajaran : Bahasa Inggris

Materi : Pronunciation

Alokasi Waktu : 3x40 Menit

1. **Kompetensi Inti**
   1. Menghargai dan menghayati ajaran agama yang dianutnya.
   2. Menghargai dan menghayati prilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santung, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaan.
   3. Memahami pengetahuan (faktual,konseptual,dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
   4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis,membaca, menghitung, menggambar, dan mengarang) sesuai denga apa yang di pelajari di sekolah dn sumber lain yang sama dalam sudut pandang/teori.
2. **Kompetensi Dasar dan Indikator Pencapaian Kompetensi**

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
	3.1 Memahami fungsi social, struktur teks dan unsur kebahasan dari kalimat tentang membahas makanan dan	3.1.1 Mengamati fungsi sosial, struktur teks, dan unsur kebahasaan teks.

	menamakan binatang, sesuai dengan konteks penggunaannya serta pronunciation yang baik dan benar.	
	4.1 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan kosakata dengan unsur kebahasaan yang benar dan sesuai konteks.	4.1.1 Melengkapi teks kalimat yang melibatkan ungkapan menyatakan dan menanyakan kalimat membahas makanan dan menamakan binatang dengan pronunciation yang baik dan benar. 4.1.2 Mengucapkan teks kalimat yang melibatkan ungkapan menyatakan dan menanyakan kalimat membahas makanan dan menamakan binatang dengan pronunciation yang baik dan benar.

3. TUJUAN

1. Siswa diharapkan mampu membaca teks bahasa Inggris dengan baik.
2. Siswa diharapkan mampu melafalkan teks bahasa Inggris dengan baik.

4. MATERI PEMBELAJARAN

Text

Elephants

Elephants are mammals that give birth and suckle their young. Elephants have a very large size and are included in the largest land animal group.

Usually Elephants live in groups to find food and protect each other from predators. However, most of the young males do not live in herds and separate from the senior females.

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Elephants are intelligent animals so they can be trained and put on a show. Included in protected animals so that their sustainability is maintained so they do not become extinct.

Mango

Mango is a fruit that bears fruit according to the season so it cannot be found all the time. Mango has a characteristic green color when raw and yellow or orange when ripe.

When raw and still green, mango has a sour taste so it is often used as a salad ingredient. Meanwhile, when ripe, it is very delicious to be enjoyed directly or used as juice.

5. Metode Pembelajaran

Pendekatan: *Saintific*

6. Media dan Bahan Pembelajaran

1. Media : Duolingo application
2. Alat dan Bahan : Laptop, LCD/Lembaran, Speaker, Spidol, dan Papan tulis.

7. Langkah – langkah pembelajaran

Kegiatan	Langkah-langkah Pembelajaran	Alokasi Waktu
Pendahuluan	• Greeting (guru memberi salam dan melakukan tegur sapa dengan murid dan menanyakan kondisi) • Guru memeriksa kehadiran siswa • Guru memberikat motivasi belajar • Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan	10 menit
Inti	• Siswa mengamati cara guru menggunakan aplikasi Duolingo	100 menit

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Perpustakaan UIN Mataram

	• Siswa mengamati hal-hal atau informasi yang digunakan dalam aplikasi Duolingo • Siswa diminta untuk memahami cara menggunakan aplikasi Duolingo • Guru memberi kesempatan kepada siswa untuk bertanya tentang informasi apa yang ingin mereka ketahui terkait dengan aplikasi Duolingo • Kemudian siswa diminta bergantian maju ke depan untuk membaca membaca contoh teks tentang makanan dan hewan dengan pengucapan yang benar dan tepat	
Penutup	• Guru menyimpulkan materi yang telah dipelajari hari tersebut • Guru menanyakan kesulitan siswa • Guru memberikan motivasi kepada siswa • Guru mengakhiri pelajaran dengan berdoa	10 menit

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Perpustakaan UIN Mataram

Mataram, 2023

Mengetahui,

Guru Mata Pelajaran Mahasiswa

Kholida Husniyati, S.Pd **Muhammad Rafli Rafsanjani**
NIP. **NIM. 180107168**

Mengetahui,
Kepala Sekolah,

H.Marzuki, S.Pd
NIP. 196812311994031016

UNIVERSITAS ISLAM NEGERI
MATARAM
Perpustakaan UIN Mataram

APPENDIX 4

Studends' Pre-test Score

No	Name	Aspect			Total	Score
		V	S	I		
1	Adrian	2	1	2	5	33
2	Afiya Nisfu Utami	2	1	1	4	27
3	Ahmad Alvin Bunaiya	3	1	1	5	33
4	Aira Nazifa Zakki	2	2	3	7	47
5	Aisyah Qurrata'ayyun Az Dzikra	2	2	2	6	40
6	Algina Rahmani	2	1	3	6	40
7	Almas Azkia	2	1	2	5	33
8	Alya Zhafira Nathania Hidayat	2	2	4	8	53
9	Elfira Junia Rizky	1	1	3	5	33
10	Elisa	3	1	2	6	40
11	Farrin Altafunnisa	3	2	2	7	47
12	Fathul Haris	4	2	2	8	53
13	Fayyadh Fathurrobbany	2	1	2	5	33
14	Filza Nindra Setyani	2	1	3	6	40
15	Ghina Octaviana	2	2	2	6	40
16	Gina Fatin Juniarti	2	1	2	5	33
17	Gita Luthfia Putri	3	1	3	7	47
18	Hamdan Setiya Budi	2	1	1	4	27
19	Intan Syarifatul Aini	2	1	3	6	40
20	Jihan Nurfajrina Athifa	1	1	3	5	33
21	Kherani Dianovi Irmamelati Talalu	3	1	2	6	40
22	Lopan Indrawan Bakhtiar	1	1	1	3	20
23	Maela Rohiyah	2	1	2	5	33
24	Marwah	2	2	2	6	40
25	Meuthia Fadila Chairunnisya	3	2	2	7	47
26	Mirza Kholis Ahza	2	1	1	4	27
27	Muhammad Dzakky Alif Al-Abiyyu	3	1	1	5	33
28	Muhammad Malikul Hafiz	3	1	3	7	47
29	Putri Mareta Salsabilah Hariyanto	2	2	2	6	40

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30	Putri Permata Dinanty	2	2	4	8	53
31	Putri Zia Assalam	2	1	1	4	27
32	Rahadian Effendi	1	2	3	6	40
33	Rana Latifa Kayyisa	3	1	1	5	33
34	Safira Humaira Shiddiq	3	1	2	6	40
35	Suzan Aulia Oktavia	4	1	2	7	47
36	Syafiqoh Ainun Mujaahidah	2	1	3	6	40

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MATARAM
Perpustakaan UIN Mataram

APPENDIX 5

Studends' Post-test Score

No	Name	Aspect			Total	Score
		V	S	I		
1	Adrian	3	2	4	9	60
2	Afiya Nisfu Utami	3	2	3	8	53
3	Ahmad Alvin Bunaiya	4	2	2	8	53
4	Aira Nazifa Zakki	4	3	3	10	67
5	Aisyah Qurrata'ayyun Az Dzikra	3	3	3	9	60
6	Algina Rahmani	3	2	5	10	67
7	Almas Azkia	4	1	3	8	53
8	Alya Zhafira Nathania Hidayat	4	2	5	11	73
9	Elfira Junia Rizky	2	2	4	8	53
10	Elisa	3	2	4	9	60
11	Farrin Altafunnisa	4	3	4	11	73
12	Fathul Haris	4	4	5	13	87
13	Fayyadh Fathurrobbany	2	3	3	8	53
14	Filza Nindra Setyani	5	2	2	9	60
15	Ghina Octaviana	4	2	3	9	60
16	Gina Fatin Juniarti	3	2	2	7	47
17	Gita Luthfia Putri	5	2	3	10	67
18	Hamdan Setiya Budi	2	2	2	6	40
19	Intan Syarifatul Aini	3	3	4	10	67
20	Jihan Nurfajrina Athifa	3	2	3	8	53
21	Kherani Dianovi Irmamelati Talalu	5	3	3	11	73
22	Lopan Indrawan Bakhtiar	3	1	2	6	40
23	Maela Rohiyah	4	2	3	9	60
24	Marwah	3	2	5	10	67
25	Meuthia Fadila Chairunnisya	4	3	3	10	67
26	Mirza Kholis Ahza	2	2	4	8	53
27	Muhammad Dzakky Alif Al-Abiyyu	3	4	3	10	67
28	Muhammad Malikul Hafiz	3	3	3	9	60
29	Putri Mareta Salsabilah Hariyanto	3	2	5	10	67

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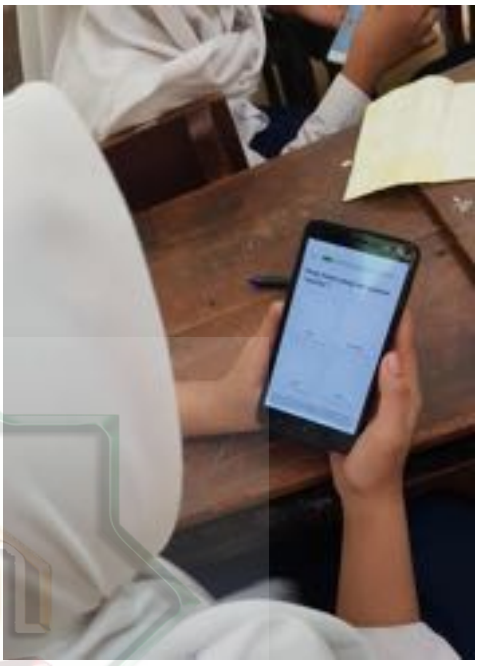
Perpustakaan UIN Mataram

30	Putri Permata Dinanty	4	4	3	11	73
31	Putri Zia Assalam	2	2	4	8	53
32	Rahadian Effendi	3	1	4	8	53
33	Rana Latifa Kayyisa	3	2	4	9	60
34	Safira Humaira Shiddiq	2	3	5	10	67
35	Suzan Aulia Oktavia	3	3	5	11	73
36	Syafiqoh Ainun Mujaahidah	2	3	4	9	60

UNIVERSITAS ISLAM NEGERI
MATARAM
Perpustakaan UIN Mataram

APPENDIX 6



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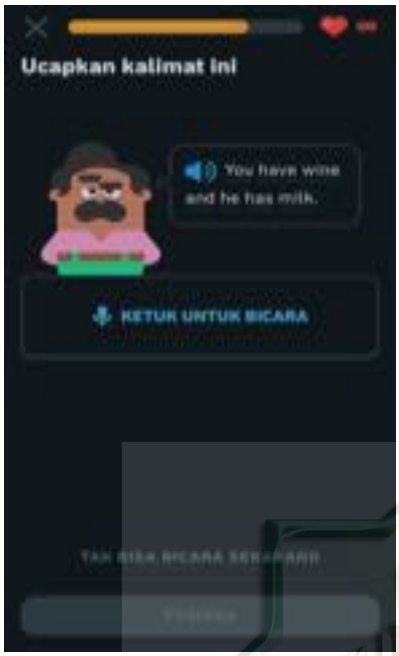

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MATARAM
Perpustakaan UIN Mataram

DAFTAR RIWAYAT HIDUP

A. Identitas Diri

Nama	: Muhammad Rafli Rafsanjani
Tempat, Tanggal Lahir	: Gresik, 12 September 2000
Alamat Rumah	: JL. Tanjung Bungkulan No. 5 BTN Griya Pagutan Indah
Nama Ayah	: Abdul Zahar Fatmujani
Nama Ibu	: Nur Laila

B. Riwayat Pendidikan

1. Pendidikan Formal

SDN 1 Ampenan	(2006-2012)
SMPN 13 Mataram	(2012-2015)
SMAN 2 Mataram	(2015-2018)

UNIVERSITAS ISLAM NEGERI
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Mataram, 2023

Muhammad Rafli Rafsanjani

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MATARAM
FAKULTAS TARBIYAH DAN KEGURUAN
Jln. Gajah Mada No. 100, (0370) 620783 Jempong Mataram

KARTU KONSULTASI

NAMA MAHASISWA : Muhammad Rafli Rafsanjani
N I M : 180107168
PEMBIMBING I : Ribahan, S.S., M.Pd
JUDUL SKRIPSI : TEACHING EFL STUDENTS' PRONUNCIATION THROUGH DUOLINGO APPLICATION AT THE SEVENTH GRADE OF MTSN 3 MATARAM IN ACADEMIC YEAR 2022/2023

NO	TANGGAL	MATERI KONSULTASI	PARAF
1	4/9/23	Chapter IV & V	[signature]
2	24/8/23	Chapter IV & V	[signature]
3	13/9	Chapter IV & Reference	[signature]
4	19/9/23	ACC	[signature]

UNIVERSITAS ISLAM NEGERI
M A T A R A M
Perpustakaan UIN Mataram

Mataram, 19 - 9 2023
Advisor 1

[signature]

Dr. Ribahan, S.S., M.Pd
NIP. 197907232003121002

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MATARAM
FAKULTAS TARBIYAH DAN KEGURUAN
Jln. Gajah Mada No. 100, (0370) 620783 Jempong Mataram

KARTU KONSULTASI

NAMA MAHASISWA	:	Muhammad Rafli Rafsanjani
NIM	:	180107168
PEMBIMBING II	:	Jumrah, M.Pd
JUDUL SKRIPSI	:	TEACHING EFL STUDENTS' PRONUNCIATION THROUGH DUOLINGO APPLICATION AT THE SEVENTH GRADE OF MTSN 3 MATARAM IN ACADEMIC YEAR 2022/202

NO	TANGGAL	MATERI KONSULTASI	PARAF
	29/06/2023	Tahun penulisan, kajian teori	
	4/07/2023	Research Methodology theoretical	
	10/07/2023	Framework, Data Analysis	
		Row data, Data Analysis	
	12/07/2023	Fixing Pengantar	
		Discussion Sertakan dengan	
		teori-teori pendukung	

ACC

Mataram, 12/Juli/ 2023
Advisor II

Jumrah, M.Pd
NIP. 198505242011012008

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Perpustakaan UIN Mataram

KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI MATARAM
FAKULTAS TARBIYAH DAN KEGURUAN (FTK)
Jln. Gajah Mada No 100, Jempong Baru, Mataram, 83116
Website: ftk.uinmataram.ac.id email: ftk@uinmataram.ac.id

Nomor : 636/Un.12/FTK/SRIP/PP.00.9/05/2023 Mataram, 30 Mei 2023
Lampiran : 1 (Satu) Berkas Proposal
Perihal : **Permohonan Rekomendasi Penelitian**

Kepada:
Yth. **Kepala Bakesbangpol Kota Mataram**
di-
Tempat

Assalamu'alaikum Wr. Wb.

Bersama surat ini kami mohon kesediaan Bapak/Ibu untuk memberikan rekomendasi penelitian kepada Mahasiswa di bawah ini :

Nama	:	Muhammad Rafi Rafsanjani
NIM	:	180107168
Fakultas	:	Tarbiyah dan Keguruan
Jurusan	:	Tadris Bahasa Inggris
Tujuan	:	Penelitian
Lokasi Penelitian	:	MTsN 3 MATARAM
Judul Skripsi	:	TEACHING EFL STUDENTS' PRONUNCIATION THROUGH DUOLINGO APPLICATIONAT THE SEVENTH GRADE OF MTsN 3 MATARAM IN ACADEMIC YEAR 2022/2023

Rekomendasi tersebut akan digunakan untuk mendapatkan data yang diperlukan dalam penyusunan skripsi.

Demikian surat pengantar ini kami buat, atas kerjasama Bapak/Ibu kami sampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

a.n. Dekan
Wakil Dekan Bidang Akademik,

Dr. Saepuddin, M.Ag
NIP.197810152007011022

Perpustakaan UIN Mataram

PEMERINTAH KOTA MATARAM

BADAN KESATUAN BANGSA DAN POLITIK

(BAKESBANGPOL)

Alamat : Jl. Kaktus No. 10 Telp. (0370) 7503044 Mataram
Email : bakesbanggpol.mataramkota@gmail.com

REKOMENDASI PENELITIAN

Nomor : 070/609/Bks-Pol/VII/2023

1. **Dasar :**
   a. Peraturan Menteri Dalam Negeri RI Nomor 7 Tahun 2014 tentang Perubahan Atas Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian;
   b. Surat Permohonan Ijin Survei dan Penelitian dari Universitas Islam Negeri Mataram Fakultas Tadris Bahasa Inggris Nomor: Tanggal 2023-05-30.
   Perihal : Rekomendasi Penelitian.
2. **Menimbang :**
   Setelah mempelajari dan meneliti dari Proposal Survei/Rencana Kegiatan Penelitian yang diajukan, maka kami dapat memberikan Rekomendasi Penelitian Kepada :

Nama	:	Muhammad Rafli Rafsanjani.
Alamat	:	Jl. Tanjung Bongkalan No 5 BTN Griya Indah
Bidang/Judul	:	Teaching EFL Students' Pronunciation Through Duolingo Application At The Seventh Grade Of MTsN 3 Mataram In Academic Year 2022/2023
Lokasi	:	MTsN 3 Mataram
Jumlah Peserta	:	1 Orang
Lamanya	:	22 Juli 2023 S/d 28 Agustus 2023.
Status Penelitian	:	Baru

3. **Hal-hal yang harus di taati oleh peneliti :**
   a. Sebelum melakukan kegiatan Penelitian agar melaporkan kedatangan Kepada Bupati/Walikota atau Pejabat yang ditunjuk;
   b. Penelitian yang dilakukan harus sesuai dengan judul beserta data dan berkas pada Surat Permohonan dan apabila melanggar ketentuan, maka Rekomendasi Penelitian akan dicabut sementara dan menghentikan segala kegiatan penelitian;
   c. Peneliti harus mentaati ketentuan perundang-undangan, norma-norma dan adat istiadat yang berlaku dan penelitian yang dilakukan tidak menimbulkan keresahan di masyarakat, disintegrasi Bangsa atau kerusuhan NKRI;
   d. Apabila masa berlaku Rekomendasi Penelitian telah berakhir, sedangkan pelaksanaan kegiatan Penelitian tersebut belum selesai maka peneliti harus mengajukan perpanjangan Rekomendasi Penelitian;
   e. Melaporkan hasil kegiatan penelitian kepada Walikota Mataram, melalui Kepala Bakesbanggpol Kota Mataram setiap 6 (enam) bulan sekali.

Demikian Surat Rekomendasi Penelitian ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Perpustakaan UIN Mataram

Mataram, 11 Juli 2023
Kepala Bakesbanggpol
Kota Mataram,

ZARKASYI, SE., MM
Pembina TK I (IV/b)
NIP. 19761231 200003 1 013

Tembusan Yth :
1. Walikota Mataram di Mataram sebagai laporan;
2. Kepala Balitbang Kota Mataram di Mataram;
3. Kepala Sekolah MTSN 3 Mataram
4. Dekan Fakultas Tarbiyah Dan Keguruan Di UIN Mataram
5. Yang bersangkutan;

Dokumen ini ditandatangani secara elektronik menggunakan Sertifikat Elektronik yang diterbitkan oleh Balai Sertifikasi Elektronik (BSrE), Badan Siber dan Sandi Negara (BSSN)

PEMERINTAH KOTA MATARAM
BADAN PENELITIAN DAN PENGEMBANGAN (BALITBANG)
KOTA MATARAM
GEDUNG SELATAN LANTAI 3 KANTOR WALIKOTA
JL. PEJANGGIK NO. 16 MATARAM 83121

SURAT IZIN PENELITIAN

Nomor : 07/685/Balitbang-KT/VII/2023

TENTANG

KEGIATAN PENELITIAN DI KOTA MATARAM

Dasar :
a. Peraturan Daerah Nomor 15 Tahun 2016 Tentang Pembentukan dan Susunan Perangkat Daerah Kota Mataram;
b. Peraturan Walikota Mataram Nomor 59 Tahun 2016 Tentang Kedudukan, Susunan Organisasi Tugas Fungsi Serta Tata Kerja Badan Penelitian dan Pengembangan Kota Mataram;
c. Surat Permohonan Ijin Survei dan Penelitian dari Universitas Islam Negeri Mataram Fakultas Tadris Bahasa Inggris Nomor : Tanggal 30 Mei 2023.
d. Rekomendasi Penelitian dari Kepala Bakesbanggpol Kota Mataram Nomor : 070/609/Bks-Pol/VII/2023 Tanggal 12 Juli 2023.

MENGIJINKAN

Kepada

Nama	:	**Muhammad Rafli Rafsanjani**
Fakultas	:	Tadris Bahasa Inggris
Judul Penelitan	:	**"Teaching EFL Students' Pronunciation Through Duolingo Application At The Seventh Grade Of MTsN 3 Mataram In Academic Year 2022/2023"**
Lokasi	:	MTsN 3 Mataram
Untuk	:	Melaksanakan Izin Survei dan Penelitian dari Tanggal 22 Juli 2023 s/d 28 Agustus 2023.

Setelah Survei dan Penelitian Selesai diwajibkan untuk mengunggah Hasil Penelitian tersebut melalui sistem informasi https://puri-indah.mataramkota.go.id.

Demikian surat izin ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Mataram, 12 Juli 2023
KEPALA BADAN PENELITIAN DAN PENGEMBANGAN KOTA MATARAM

Dr. MANSUR, S.H., M.H.
Pembina Tk.I (IV/b)
NIP. 19701231 200210 1 035

Tembusan disampaikan kepada Yth :
1. Walikota Mataram di Mataram;
2. Dekan Fakultas Tadris Bahasa Inggris UIN Mataram;
3. Kepala Dinas Pendidikan Kota Mataram;
4. Yang Bersangkutan;

Dokumen ini ditandatangani secara elektronik menggunakan Sertifikat Elektronik yang diterbitkan oleh Balai Sertifikasi Elektronik (BSrE), Badan Siber dan Sandi Negara (BSSN)

Perpustakaan UIN Mataram

UNIVERSITAS ISLAM NEGERI
MATARAM
Perpustakaan UIN Mataram

UPT PERPUSTAKAAN UIN MATARAM
Plagiarism Checker Certificate

No:2719/Un.12/Perpus/sertifikat/PC/09/2023

Sertifikat Ini Diberikan Kepada :

MUHAMMAD RAFLI RAFSANJANI
180107168
FTK/TBI
Dengan Judul SKRIPSI

TEACHING EFL STUDENTS' PRONUNCIATION THROUGH DUOLINGO APPLICATION AT THE SEVENTH GRADE OF MTsN 3 MATARAM IN ACADEMIC YEAR 2022/2023

SKRIPSI Tersebut telah Dinyatakan Lulus Uji cek Plagiasi Menggunakan Aplikasi Turnitin
Similarity Found : 19 %
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UPT Perpustakaan

UNIVERSITAS ISLAM NEGERI
MATARAM

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UPT PERPUSTAKAAN UIN MATARAM
Sertifikat Bebas Pinjam

No:2284/Un.12/Perpus/sertifikat/BP/08/2023

Sertifikat Ini Diberikan Kepada :

MUHAMMAD RAFLI RAFSANJANI
180107168

FTK/TBI

Mahasiswa/Mahasiswi yang tersebut namanya di atas ketika surat ini dikeluarkan, sudah tidak mempunyai pinjaman, hutang denda ataupun masalah lainnya di Perpustakaan Universitas Islam Negeri (UIN) Mataram. Sertifikat ini diberikan sebagai syarat UJIAN SKRIPSI.

UPT Perpustakaan