

Using Duolingo Application to Improve Speaking Skill

Elisabeth W. Kiwan^{1*}, Danti Pudjiati¹, Ivon Mukaddamah¹

¹English Education, STKIP Kusuma Negara, Jakarta, Indonesia

*elisabeth_wk@Stkipkusumanegara.ac.id

Abstract

Speaking skill in English are an essential aspect of effective of speaking. The research was aimed to find out the improving students' speaking skill using Duolingo application. The technique of analyzing data of this research was using qualitative, especially classroom action research. The subjects of this research were students of class X OTKP 1, consists of 25 students at SMK Merah Putih Bekasi. This research was conducted in three cycles of action in each cycle consisting of planning, action, observing, and reflection. The results of the analysis show that students who get a score of up to 75 experience improvement. In the test cycle 1, there were 17 students who got a score of 75 and above or an average score of 72.96. In the test cycle 2, there were 19 students who got a score of 75 and above or an average score of 75.52. In the test cycle 3, 23 students who got a score of 75 and above or an average score of 80.16. So, it can be concluded that the improving the students' speaking skill using Duolingo application was effective to improve the student' interest in the following in the classroom.

Keywords: Duolingo application, speaking skill, educational technology.

1 INTRODUCTION

Globalization influences the growing information around the world. In all corners of the world, English uses to share and exchange ideas to develop skills text for students in learning English like speaking, reading, writing, and listening order to acquire a foreign language as well as the first language (Gabriel Fredi Daar, 2020). The second language in the era of globalization which very important in our daily life, therefore English has always been a special language that the attracts everyone's intention, millions of people who want to improve their English skill according to content standard No. 23 of 2006, namely: Listening, Reading, Writing and finally speaking.

Speaking is an activity used by someone to communicate with others (Argawati, 2014). Speaking is one of the most important communication skills in the world. People use it to important information about others. Especially when we speak English, when we need to communicate with people in other countries, we need to learn and use it. Teaching speaking it is important for students to learn language skills in school so that they can improve their skills in the future. They learn to express themselves with their friends. This is the most important way for them to with foreigners in this era of globalization. While speaking is a directly observable and empirically observed productive skill, such observations are always colored by the accuracy and effectiveness of listening skills, which will naturally affect the reliability and validity of oral production tests. Speaking allows students to share information and express their ideas and feelings. Because speaking is the most direct way for people to connect with each other, it is the foundation of human communication. English occupies a very position in almost all areas of life: business,

commerce, education, tourism, etc. English is the first foreign language in Indonesia and is therefore listed as a foreign language in the school curriculum. Speaking is one of the skills that must be mastered by English learners because language is used to communicate with others in everyday life.

In communicating, the speaker often conveys ideas and feelings towards the other person (Yani Awalia, 2016). Speaking is one important and essential skill that must be practiced to communicate orally. By speaking, people are able to know what kinds of situations the world. People who have ability in speaking will be better in sending and receiving information or message to another. Speaking involves the ability to convey meaning effectively through the use of linguistic forms and conventions, as well as the ability to navigate the social and cultural contexts of communication. An important perspective on speaking is the theory of communicative competence. Effective speaking requires not only linguistic competence (knowledge of grammar, vocabulary, and other language forms), but also pragmatic and sociolinguistic competence. This includes understanding the context in which communication takes place and an awareness of cultural norms, expectations, and power dynamics. Communicative competence is the goal of language instruction. This can be said that speaking such communicative competence as a goal of includes the social context (Nunan, 2016).

Speaking can be an active or productive tool. We use it to meet personal needs, such as asking for help, presenting our work, or introducing ourselves, and to meet the needs of others, such as answering questions or responding to their requests. It is also a way to tell stories of the past or present or to talk about future plans (Rahimi, 2016). Speaking is the activity of language used to express meanings to elicit a response from the listener. Speaking is one of the most important communication skills in the world. People use it to impart important information about others. Especially when we speak English, when we need to communicate with people in other countries, we need to learn and use it. Speaking is an activity used by someone to communicate with others. It takes place everywhere and has become part of our daily activities. When someone speaks, they interact and use the language to express their ideas, feeling and thought. They also share information to others through communication. In some situations, speaking is used to give instructions, or to get things done, for example, to describe things, or someone, to complain about people's behavior, asking and giving services and others. In the teaching and learning process, the teachers give less attention to speak (Fitri, 2023).

Teaching speaking it is important for students to learn language skills in school so that they can improve their skills in the future. They learn to express themselves with their friends. This is the most important way for them to with foreigners in this era of globalization. While speaking is a directly observable and empirically observed productive skill, such observations are always colored by the accuracy and effectiveness of listening skills, which will naturally affect the reliability and validity of oral production tests. Speaking allows students to share information and express their ideas and feelings. Because speaking is the most direct way for people to connect with each other, it is the foundation of human communication. English occupies a very position in almost all areas of life: business, commerce, education, tourism, etc. English is the first foreign language in Indonesia and is therefore listed as a foreign language in the school curriculum.

The implementation of the *Kurikulum Merdeka* in schools was carried out optimally and sustainably. By implementing *Kurikulum Merdeka*, students can hone their interests and skills early, focusing on important material, character development, and student competition. In SMK Merah Putih, the *Kurikulum Merdeka* is used in the hope that it can develop students' skills and gain different knowledge to face the working world in the future. Based on observations and interviews with teachers and grade 10 students of SMK Merah Putih, researcher finding some problems with speaking ability, many students has difficulties to participate in English communication. The first factor is a lack of vocabulary control. If students do not have enough vocabulary, it will be difficult for them to communicate. The next factor is students' inability to recognize grammar, because mastery of grammar is also an important issue in communicating with English, such as; sentence

pattern, syntax and more. The next factor is students' inability to recognize grammar, because mastery of grammar is also an important issue in communicating with English, such as; sentence pattern, syntax and more. Still many students afraid to speak because they had problem in their grammar was still bad and pronunciation still poor. Students should be familiar with these concepts. This can be seen in the student's lack of confidence in their abilities. Students should be familiar with these concepts. This can be seen in the student's lack of confidence in their abilities.

Based on the explanation above, researcher wants to apply the Duolingo application to improve students speaking skills. Applications with the theme of Education are packaged into educational games. There are lots of mobile applications that can be used as learning media, one of which is Duolingo application. Duolingo is a foreign language learning application that is popular because it has been downloaded for 100 million times during November 2011. It is easy to use considered as an effective way to improve foreign language skills. This research is important because the use of Duolingo is expected to help improve students' speaking skills when used optimally. In addition, Duolingo can be accessed with or without an Internet network and can be installed on Android phones or home computers, allowing students to learn anywhere, anytime. Teachers can also monitor student performance and save time by simply opening their Android phones anywhere, anytime.

Duolingo is one of the applications used for language learning. This application can be used as a learning media because it covers four components of language skills, namely reading, writing, listening, and speaking. The use of media in learning aims to facilitate and help students to understand the subject matter deeply and completely. Essential learning media used in language learning are based on research which states that media can combine several elements to convey material so that it can meet learning needs. Present material in a way that meets the learning needs of students with different cognitive abilities (Niah, 2015). The benefits of learning with technology can help students learn better and understand what they want more easily (Mantiri F, 2014). Learning English, especially speaking using Duolingo on the grounds that it is based on research shows that the use of Duolingo is effective for language tests because Duolingo can measure learning time hourly. The results of the study show that Duolingo can be used as a medium for language tests in speaking (Hafifah, 2021). The results of another study conducted showed that Duolingo, which is used for the TOEFL IBT test, which measures four language skills: reading, writing, listening and speaking (Iskhawa, 2016).

2 RESEARCH METHODS

The researcher applies a qualitative paradigm with a classroom action research method. This research method uses three cycles, and each cycle consists of four steps. They are planning, acting, observing, and reflecting. The researcher used classroom action research designed by (Kemmis and McTaggart, 2014) model that consists of four steps namely planning, acting, observing, and reflecting. The subject is all students in tenth grade of SMK Merah Putih Bekasi. The researcher uses one class as the subject of the research, particularly in class X, this class consists of 25 students. In this research the researcher is going to teach in the class. The target students based on the sample as stated above is tenth grade consists of 25 students; 4 male and 21 female students. Action research can be used to help general development or to resolve specific problem with teaching and learners. A simple model of the cyclical nature of typical action research process, each cycle has four steps; planning, acting, observing and reflecting. The instrument in this research includes tests, observation, and interviews. Observation sheet was used to measure student's participation level in speaking through collaborative learning in the cycle I, II, and III. Interview means to get information directly by using some questions to the students to explore their opinion and attitude about the method. The interview was used

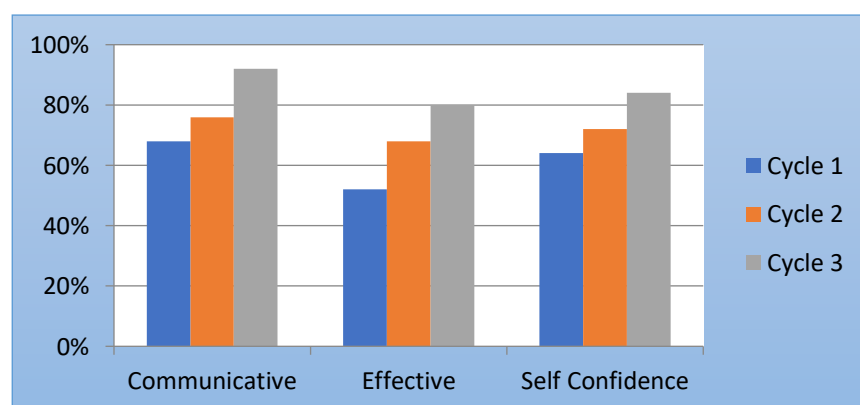
for gathering more information toward the students who failed in the test. The test used a speaking performance test to measure students' learning result.

3 RESULT AND DISCUSSION

The researcher conducted classroom observations at SMK Merah Putih Bekasi of tenth grade students and from the results of these observations, the students have some difficulties in speaking skill, such as lack vocabulary, lack of self-confidence, lack of grammar, lack fluency the shy to be laughed by their friend, the afraid to make mistakes, they don't understand how to make good sentences, so they feel study English is very difficult. Students are less active in learning English and English teachers still use old ways that make students bored and do not understand the material explained so students' motivation and enthusiasm in learning English is still lacking and seems less than optimal. This can be seen in the learning activities, which are mostly dominated by answering the teacher's questions or doing tasks from the LKS book, so the learning time is not well managed and students do not have time to ask questions or express opinions. Such things make them less able to master English speaking skills. The above situation makes students passive because teachers use limited learning resources. They only use the source book given by the teacher. When students are given speaking tasks, they do not pay attention to good pronunciation and understand the meaning of the spoken words or sentences. This section researcher discussion with collaborator how to made lesson in class enjoyed, students have motivation to studying and then the students speaking can improved by Duolingo Application.

3.1 Observation Result

The teaching and learning process using the application Duolingo can improve the speaking skills of 10th grade students at SMK Merah Putih Bekasi. It is true that every cycle can improve students' speaking skills with the Duolingo process. Since each cycle can improve a student's speaking skills, it can make the impact of learning difficult speaking easier through the Duolingo application. During the learning and teaching process, the researcher and collaborator observed all student's activity in the classroom. There were three activities in students' observation each activity consists of communicative, effective, and self' confidence. The chart shows the result from the researcher's observation sheets for the students.



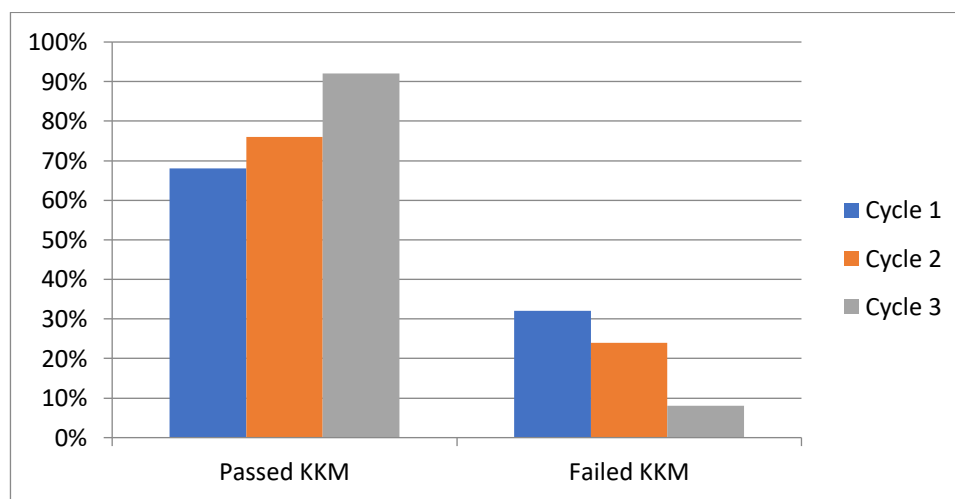
Picture 1. Results of the Researcher's Observation Cycle

Based on the results of observations, in cycle 1 that many students have not achieved their targets in communicative 68%, effective 52% and self-confidence 64%. There were still many students afraid to speak because they had problem in their grammar was still bad and pronunciation still poor. Based on the results in cycle 2, the researcher observed

that there were still students who were lacking communicative 76%, effective 68%, and self-confidence 72%. Therefore, to maximize the teaching and learning process, researchers continued the research to cycle 3. In Cycle 3, it was found that there was an increase in communicative 92%, effective 80% and self-confidence 84%. Using the Duolingo application activity does repeatedly was different group, so finally the students can speak about material using Duolingo application without see the texts. They can memorize words in dialogue with easy. Sometimes there are students that have difficulty to say they feel shy, they speak in soft voice and difficult to be hard.

3.2 Test Result

The test step, there was an increase in student speaking during the learning process. The teaching and learning process using the application Duolingo can improve the speaking skills of 10th grade students at SMK Merah Putih Bekasi. It is true that every cycle can improve students' speaking skills with the Duolingo process. The chart shows students' speaking test result



Picture 2. Result of the Speaking Test

The situation on the classroom in cycle 1 was very crowded and some of them did not give attention to the researcher as a teacher. The test step, some of the students was little bit shy when they must speak up for their task, many of them fear to make mistakes when they speak in English. They were not fluent when speak and they were also low in pronunciation. This cycle, 17 students out of 25 students achieved the minimum standard score of 75, it means an average score was 72.96 students passed the test. Because the minimum target for research success is 75%, the researchers and collaborators decided to continue to cycle 2 with several revisions. According to passing grade standard, the percentage of passing students reach 68% or there were 17 students who received grades 75 and above. Cycle 2 the students still enthusiast with the Duolingo as learning media. The situation in the classroom was conducive enough although some of them did not give attention to researcher. The test step, the students was more confident when they speak. Some of students improved in speaking skill especially in fluency and pronunciation aspect. This cycle, 19 students from 25 students reached the standard minimum score that is 75, it means an average score was 75.52 students that passed the test. According to passing grade standard, the percentage of passing students reach 76% or there were 19 students who received grades 75 and above. Because the minimum target to get the success research is 75%, the researcher and collaborator decided to move to the cycle 3 with some revision. In the cycle 3 the students still enthusiast with the Duolingo as learning media. The situation in the classroom was quiet enough; all of the students gave attention to the researcher. The test step, the students was more confident when they speak up. All

students experienced improvements in speaking, especially in the aspects of vocabulary, fluency and pronunciation aspect. This cycle 3, 23 students from 25 students reached the standard minimum that is 75, it means an average score was 80.16 students had passed the KKM. According to passing grade standard, the percentage of passing students reach 92% or there were 23 students who received grades 75 and above. It was really good and satisfied. Hence, the researcher and collaborator agreed to end this research. So it can be concluded that the Duolingo application can improve students speaking skill.

4 CONCLUSION

Based on the explanation of the research findings and discussion, the researcher can make conclusions as the answer to the problem identified from the results. The students' ability of speaking skill have improved significantly with the class percent are cycle 1 (68%) or 17 students, it means the average score was 72.96 who past the KKM, cycle, 2 (76%) or 19 students, it means the average score was 75.52, who past the KKM, and cycle 3 (92%) or 23 students, it means the average score was 80.16 past the KKM. There was increasing in their speaking ability and the responses showed that they had motivation in learning speaking. Their enthusiasms were high when the researchers choose simple topic from the recount text that they make. The students more interested to learn by using Duolingo application. The implementation of Duolingo in improving students' speaking skill is really effective. The students have to create an account. After cresting an account, the students can choose a language to study, that is English, then immediately begin activities. If they have previous experience with the target language, they are able to take a placement examination to progress to next advanced units. Each unit has multiple levels in order to unlock advanced lessons. In short, the goal is to complete each lesson until reaching the end. The students' speaking skill to improve by implementing Duolingo in the classroom. They are trained to pay more attention on speaking and answering the question in the class.

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