THE EFFECTIVENESS OF "DUOLINGO FOR SCHOOL" APPLICATION ON THE STUDENTS' MOTIVATION TO LEARN ENGLISH AT SMP N 2 KROYA
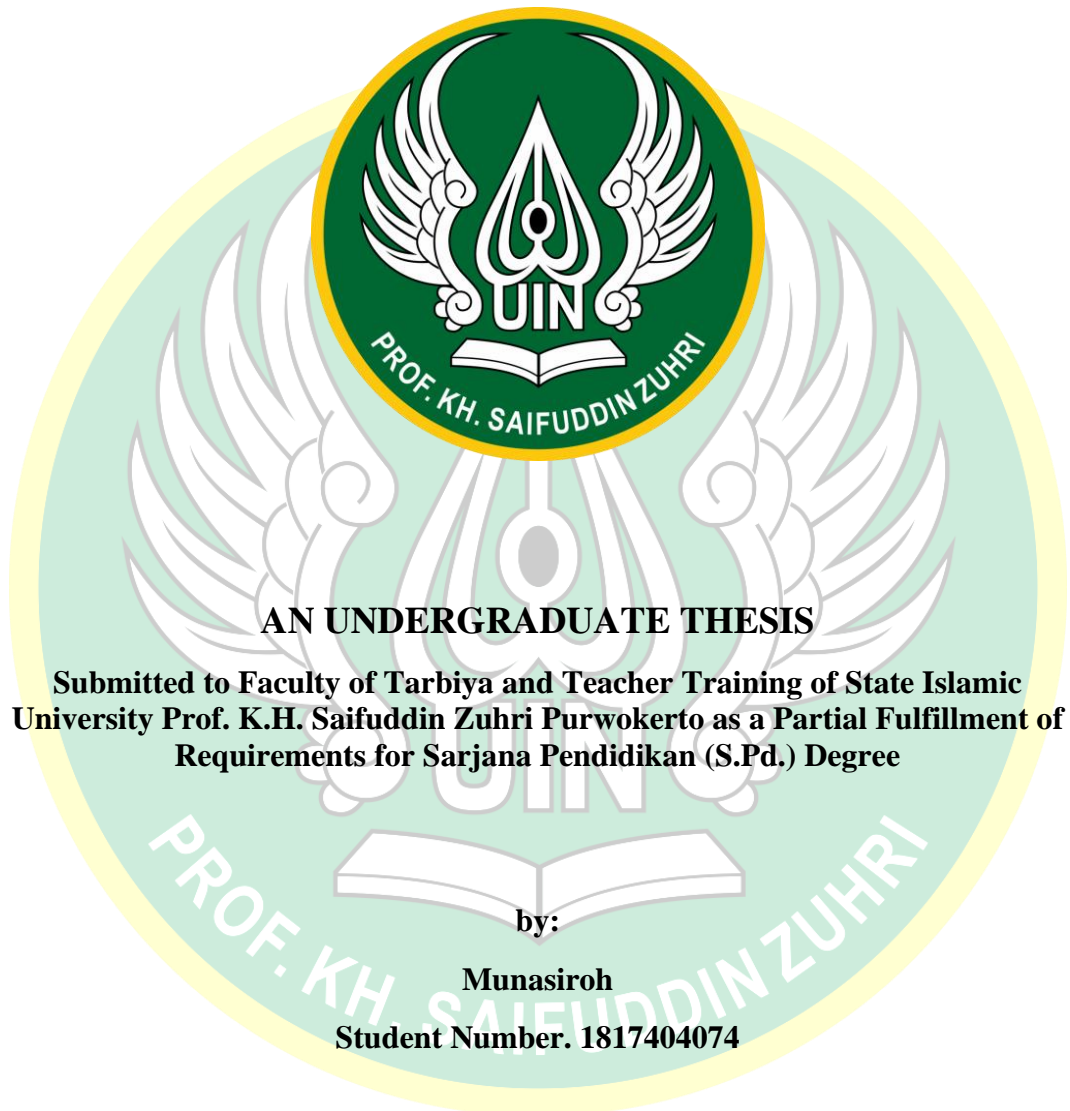
AN UNDERGRADUATE THESIS

Submitted to Faculty of Tarbiya and Teacher Training of State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto as a Partial Fulfillment of Requirements for Sarjana Pendidikan (S.Pd.) Degree

by:

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2023

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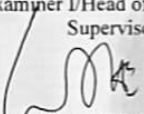
This undergraduate thesis, entitled:

THE EFFECTIVENESS OF USING "DUOLINGO FOR SCHOOL" APPLICATION ON THE STUDENTS' MOTIVATION TO LEARN ENGLISH AT SMP N 2 KROYA

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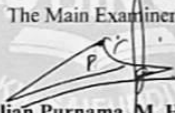
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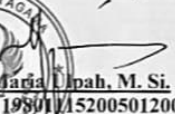
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OFFICIAL NOTE OF SUPERVISOR

OFFICIAL NOTE OF SUPERVISOR

Purwokerto, 19 Desember 2022

To :

The Head of Education Department

Faculty of Tarbiya and Teacher Training,

State Islamic University

Prof. K.H. Saifuddin Zuhri Purwokerto

in

     Purwokerto

Assalamu'alaikum Wr.Wb.

     After conducting guidance, review, direction, and correction, then through this letter I convey that:

Name	:	Munasiroh
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Department	:	Education
Study Program	:	English Education
Faculty	:	Tarbiyah and Teacher Training
Title	:	The Effectiveness of Using "Duolingo for School" Application on Students' Motivation to Learn English at SMPN N 2 Kroya.

     I recommended the thesis to be submitted to the Head of Education Department Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto and examined in order to attain Sarjana Pendidikan (S.Pd.) / Undergraduate Degree in English Education.

Wassalamu'alaikum Wr.Wb.

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**THE EFFECTIVENESS OF "DUOLINGO FOR SCHOOL"
APPLICATION ON THE STUDENTS' MOTIVATION TO LEARN
ENGLISH AT SMP N 2 KROYA**

ABSTRACT

The aim of this study is whether there is a significant effect on students' motivation after using Duolingo or not. In this research, the researcher uses pre-experimental research. Related to the research problems, the researcher used a pre-experimental research design with a one-group pretest-posttest design in this research. Depending on the paired sample t-test, the significance of the data is 0.003 was lower than the level of significance (0.05). It means Ho was rejected and Ha was accepted. It means that there was a significant effect difference between the mean score of the pretest and the posttest. In this research, it means that the alternate hypothesis was accepted. So, the conclusion of this research is that the use of the Duolingo application can increase 7th-grade students' motivation in learning English. Based on data in the chapter iv, the researcher concludes that Duolingo Application can used as media for English language learning in developing students' motivation to learn English at SMP N 2 Kroya.

Keywords: motivation, learn English, duolingo for school application

ABSTRAK

Tujuan dari penelitian ini adalah apakah ada efek yang signifikan pada motivasi siswa setelah menggunakan Duolingo atau tidak. Dalam penelitian ini, peneliti menggunakan riset pra - eksperimental. Sehubungan dengan problem riset, peneliti menggunakan suatu desain riset pra-eksperimen dengan desain *one grup pretest-posttest* dalam penelitian ini. Berdasarakn pada uji t-test, nilai signifikan data adalah 0,003 lebih rendah daripada tingkat signifikansinya (0,05). Itu berarti Ho ditolak dan Ha diterima. Itu berarti bahwa ada perbedaan signifikan antara nilai rata-rata dari tes pra-dan posttest. Dalam penelitian ini, itu berarti bahwa hipotesis alternatif diterima. Jadi, kesimpulan penelitian ini adalah bahwa penggunaan aplikasi Duolingo dapat meningkatkan motivasi siswa kelas 7 dalam belajar bahasa inggris. Berdasarkan data dalam bab empat, sang peneliti menyimpulkan bahwa aplikasi Duolingo dapat digunakan sebagai media untuk pembelajaran bahasa inggris dalam mengembangkan motivasi siswa untuk belajar bahasa inggris di SMP N 2 Kroya.

Kata kunci: motivasi, belajar Bahasa Inggris, aplikasi duolingo for school
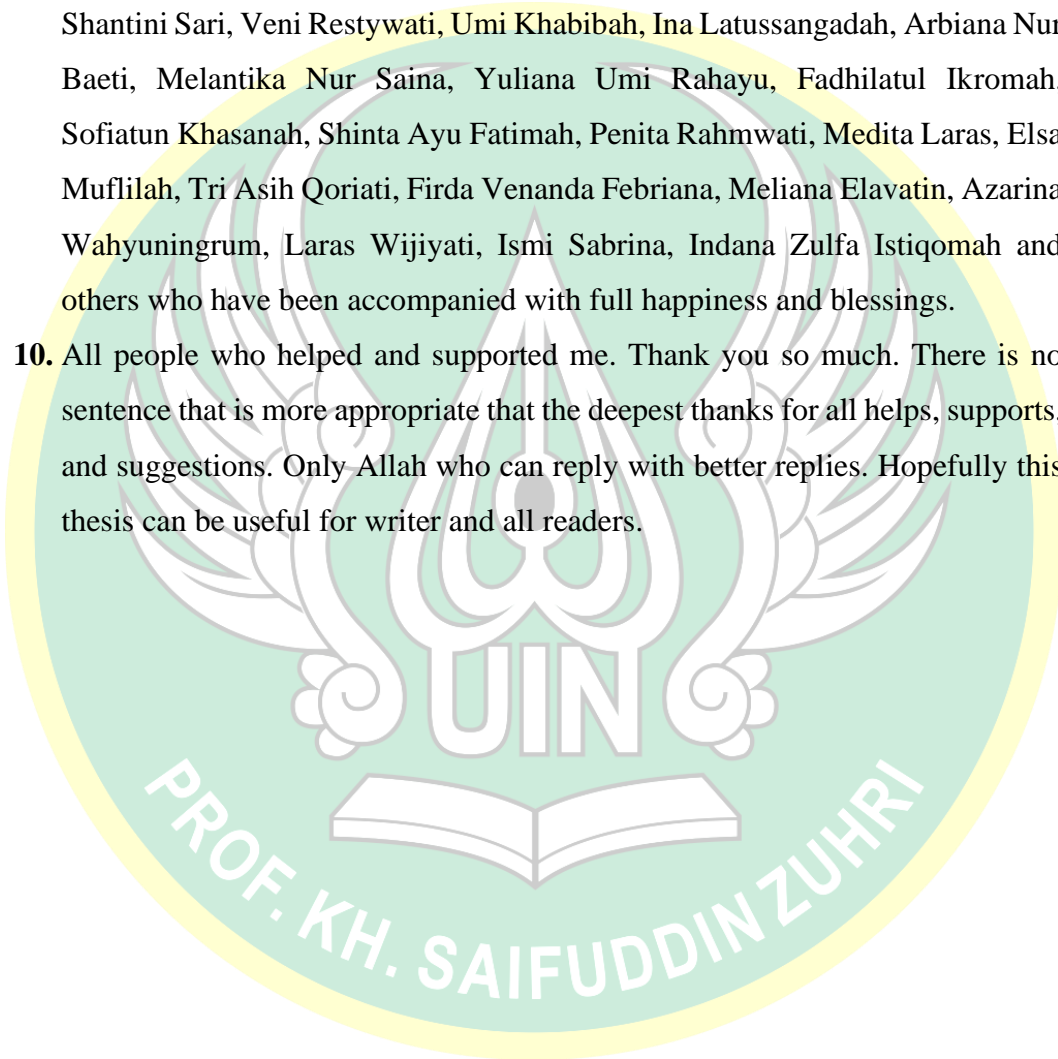
MOTTO

Miracle is another name from hard work.

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All praises and thanks to Allah SWT, the Lord of universe, who has given strength and guidance, so that the thesis entitled The Effectiveness of Using "Duolingo for School Application" in Developing Students' Motivation to Learn English at SMP N 2 Kroya can be completed. Sholawat may always be devoted to Prophet Muhammad SAW who always become a role model for all humans in the world. This thesis presented as a partial fulfillment of the requirement for obtaining the under graduate degree of education in Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K.H Saifuddin Zuhri Purwokerto. In the process of complementing this thesis, many parties have provided helps, motivations, supports, aids, and suggestions which are useful for the completion of this thesis. The deep gratitude and appreciate on are expressed to:

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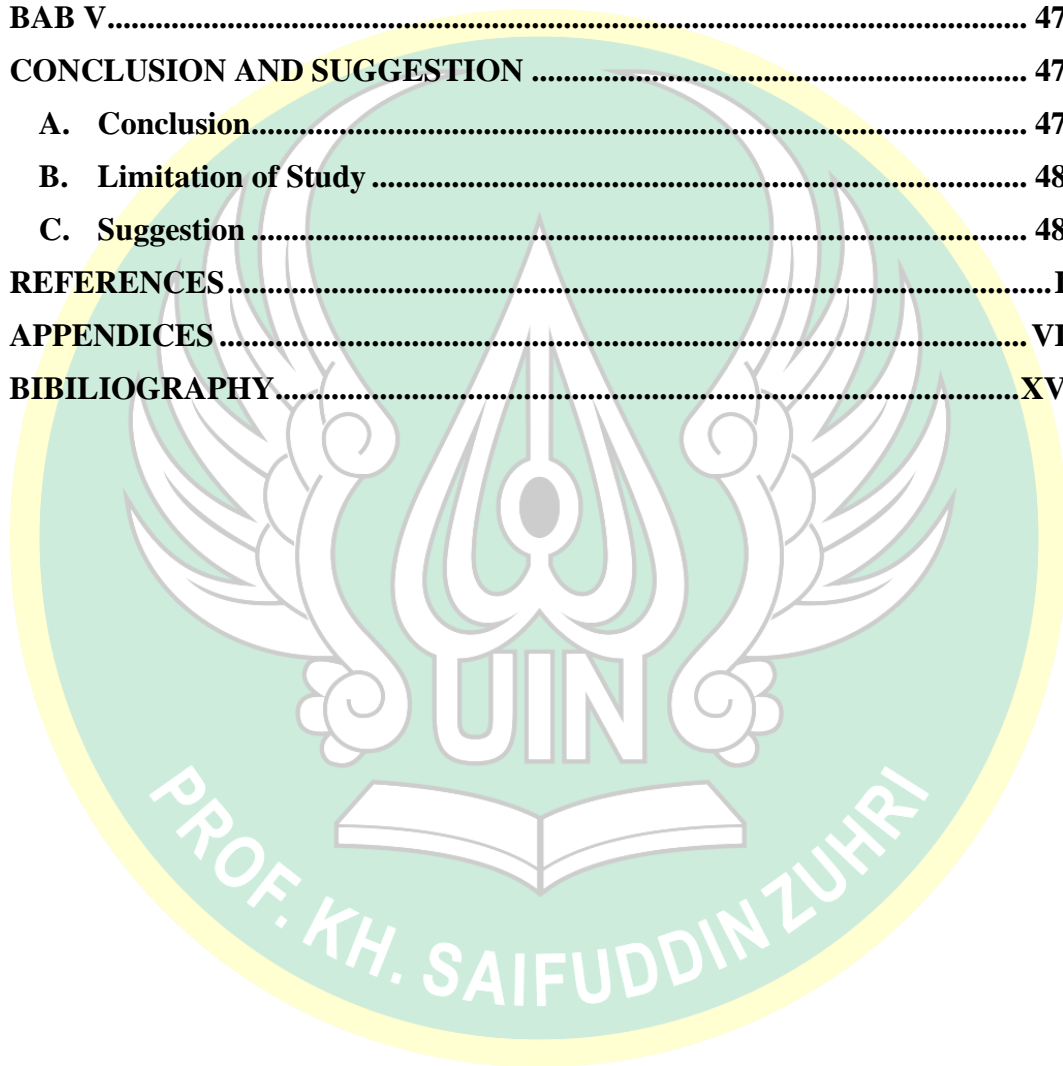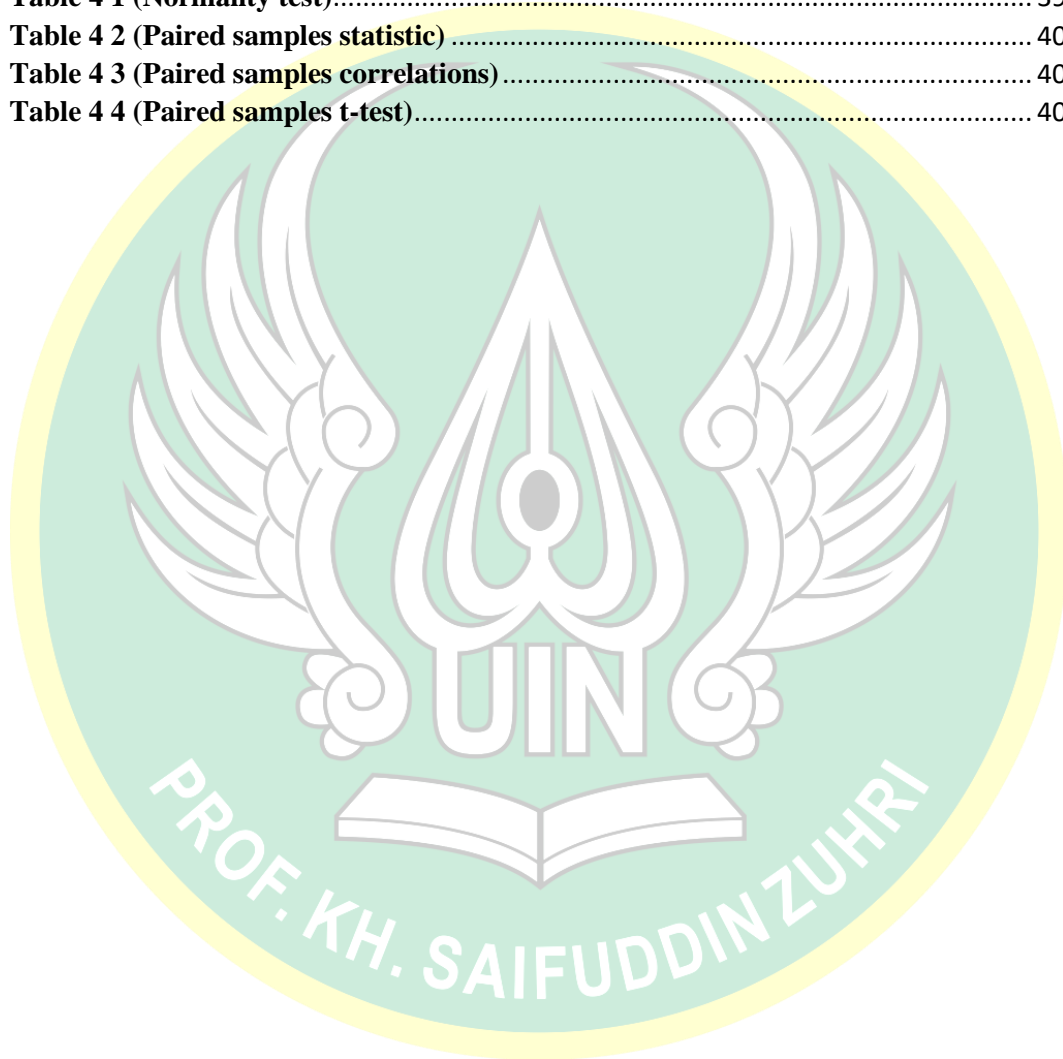
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BAB I

INTRODUCTION

A. **Background of the Study**

Motivation is the whole force of the student that produces learning activities, which ensures the consistency of learning activities and gives direction to learning activities so that the objective of the subject can be achieved.[1] On the other hand, motivation is an energizing condition for some people with the function of achieving certain goals[2]. So, motivation has an important function in an activity as an activator for someone to get something.

Motivation has an important role in a person's learning process. Learning is an activation process for changing the behavior of the subject's learning. The changes in behavior can be viewed by the subject of study becoming creative. Creativity in learning is characterized become some characteristics such as being open-minded and spontaneous, curious and independent. Creativity in learning does not come naturally but is influenced by some factors, both internal and external. People can succeed and be creative in learning if they want to learn by themselves. The desire or drive to learn is called motivation.

Based on the above assumption, a learner who has the motivation for learning is marked by a change in his inner force and impulse that arises into energy that makes him work or study, searching for and solving the

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[1] Keke T. Aritonang, *Minat dan Motivasi dalam Meningkatkan Prestasi belajar SIswa,* No.10 (t.k. : Jurnal Pendidikan Penabur, 2008), hlm. 14.

[2] Ruth Megawati, *Motivasi Belajar Mahasiswa Mengikuti Pembelajaran Struktur Dan Perkembangan Hewan I, Selama Pandemi Covid-19 Pada Program Studi Pendidikan Biologi, Universitas Cenderawasih,* Vol. 10 No.2 (tk: Jurnal Biology Science & Education 2021), hlm. 169

problem. The learners who are motivated also create reactions that direct themselves to the goal.

Wise to English studies, most students who have formally studied English since elementary school can still be said to be inadequate. Some findings in the field indicate this, such as the value of English subjects that are still low on national exams and low on the frequency of English use among students.

Student motivation to this day is believed to be the learning element that determines the success of students' studies. Some of the results of studies on motivations in language learning suggest that the motivation for a lesson in learning a foreign language is the main activator that has led to success in learning the foreign language.[3]

In reality, not everyone had the motivation to learn especially learn English. For example, some students assumed that English was a difficult language and that some assumed that it was not important because it was seldom even used in everyday activities. For this reason, the students did not have the motivation or encouragement within themselves to learn English. There is also some extrinsic factor that makes students lack the motivation to learn English, one of which is the media used to learn English. A student will be less likely to dislike if studies simply use textbooks or other things that are less appealing to students. To address the problem a teacher or student may use media alternatives for learning. For example, use an application for learning like the Duolingo applications that can be used to learn English or other foreign languages with interesting features so that students can play while studying. Duolingo application is one of many examples of applications that have resulted from technological evolution.

Technology is one of the important things in this era because with technology we can get what we want easily. Technology is a design for an active device that reduces uncertainty with a cause of impact in achieving

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[3] Amirul Mukminin (2009). "Kemampuan Guru Bahasa Inggris di Indonesia Rendah." infojambi.com.

the desired result[4]. On the other hand, technology as the whole method that logically and efficiently has an efficient characteristic in every human activity[5]. Technology was the systematic application of behavioral and natural sciences and other sciences to solve problems[6]. Technology is a process that is carried out to manifest something rationally[7]. So, according to the definition of some experts, we can conclude that technology is a design or method to reduce uncertainty and has an efficient characteristic in every human activity to solve problems with some rationality.

Technology has continued to accelerate over the years. Technology is very important for doing daily activities in this era, for example in the educational world. Education is a conscious effort and planned to realize the atmosphere of learning and the learning process so that the learner actively develops his or her potential for spiritual power, self-restraint, personality, intelligence, noble morals, and the skills that need by itself, society, nation, and country (UU no.20 th 2003 pasal 1:1). The use of technology is familiar in the era of globalization. In the world of education, where technology is born, it is only natural that technology is used to facilitate the implementation of learning.[8] From here comes the term educational technology. Educational technology is a systemic method for planning, using, and assessing all teaching and learning activities by observing, both technical and human resources and interactions between the two, thus acquiring a more effective form of education (Kamus Besar Bahasa Indonesia)[9]. Educational technology is not about devices, machines, computers or another artifact, but rather it, about systems and processes

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[4] Fatah Syukur NC, *Teknologi Pendidikan*, (Semarang: Rasai Media Group, 2008), hlm. 117.

[5] Fatah Syukur NC, *Teknologii ...*, hlm. 205.

[6] Ainal Arifin & Adhi Setiyawan, *Pengembangan Pembelajaran Aktif Dengan ICT*, (Yogyakarta: T. Skripta Media Creative, 2012), hlm. 92.

[7] Ainal Arifin & Adhi Setiyawan, *Pengembangan ...*, hlm. 101.

[8] Sudarsru Lestari, *PERAN TEKNOLOGI DALAM PENDIDIKAN DI ERA GLOBALISAS,* VOL.2 NO. 2, Desember 2018 (Banyuwangi: Jurnal Penidikan Agama Islam Edureligia), hlm. 95-96

[9] https://kbbi.kemdikbud.go.id/entri/teknologi%20pendidikan, Sunday, October 16, 2022 at 11.00 a.m

leading to the desired outcome'.[10] From the above, it can be said that educational technology is a system that is used to support learning and thus achieve the desired results. According to the understanding technology of in education above, so it can be said that technology is used as support to the success of learning. Examples of technological implementation in education are learning media, tools, and learning resources.[11]

Duolingo for school is one of the applications that can be used as an English learning medium to enhance or cultivate the student's motivation to learn English. Because students can learn while playing when using Duolingo's application. Duolingo for school also has several features that can make it easier for teachers to manage English education using Duolingo for school applications. For example, the teacher may give an assignment according to the material that the student has received with a dateline. Furthermore, teachers can monitor students' activities when using Duolingo applications by seeing the total XP obtained and the student's duration of using Duolingo applications in one day or one week.

The researcher discovers some issues in the school after doing an interview with an English teacher in SMP N 2 Kroya, one of them is the students with low learning motivation. This is one of the reasons why the researcher chooses the school for field research. The students have low learning motivation, especially in studying English, because their mindset is that English is difficult to study. Because of that, their motivation to learn English declines. The last reason is that the researcher has a connection with one of the teachers there, and the researcher graduated from the school, so it can make it easier to get permission.

Based on the information above the researcher would like to conduct a study at SMP N 2 Kroya where students still lack the motivation to learn. Using Duolingo's app is expected to be an alternative to increase the

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[10] Neil Selwyn, *Education and Technology : Key Issues and Debates* (2011), hlm. 17
[11] Sudarsru Lestari, *PERAN TEKNOLOGI DALAM PENDIDIKAN DI ERA GLOBALISAS,* VOL.2 NO. 2, Desember 2018 (Banyuwangi: Jurnal Penidikan Agama Islam Edureligia), hlm. 97

student's learning motivation. Duolingo application is not a monotonous learning medium, students can study while playing. Duolingo provides various features to build competitive spirit in learning, For example, there is a scoreboard that shows the ranks of Duolingo users, so that the competitive spirit of the players hopefully could advance.

B. Operational Definition

1. Duolingo Application

Duolingo is One of the most popular writing-learning media. Duolingo as the future of language learning and global communication. Duolingo is a mobile-based language application that uses a combination of visual, audio, and also questions about a grammar of a language[12]

Duolingo application is easier to access and use for everyone from the younger and older. The users can use Duolingo everywhere and at every time that they want. Using the Duolingo application not only to learn English but we can learn other languages in the world like learning Arabic, Korean, Japanese, and others. Duolingo is an application to learn some language like playing the game but the users keep getting the material like new vocabulary. Thus, using the Duolingo application we can study while playing the game.

2. Motivation

The word motivation derives from the Latin verb movere meaning 'to move'. What moves a person to make certain choices, to engage in action, to expend effort and persist in action – such basic questions lie at the heart of motivation theory and research.[13] Motivation includes three elements—effort (the effort to learn the

[12] Alvons Habibie, *DUOLINGO AS AN EDUCATIONAL LANGUAGE TOOL TO ENHANCE EFL STUDENTS' MOTIVATION IN LEARNING ENGLISH*, VOL.9 NO.1 Tahun 2020. Jurnal Bahasa dan Sastra Inggris

[13] Christopher N. Candlin & David R. Hall. (2011). *Teaching and Researching Motivation: Zoltan Dornyei and Ema Ushioda*. Great Britain, page 3.

language), desire (wanting to achieve a goal) and positive affect (enjoy the task of learning the language).[14] There are three different stages in the history of motivation in foreign language teaching and learning. These phases are: (1) The social psychological period, (2) the cognitive-situated period, and (3) the process-oriented period.[15]

Motivation consists of intrinsic motivation and extrinsic motivation. Intrinsic motivation is a motivation that comes from inside people to do something to get their goals. While, extrinsic motivation is a motivation that comes from outside of people like their environment, their family, their friends, and others to get their goals. Intrinsic and extrinsic motivation have their roles to make a person achieve their goals can get what they want. Extrinsic motivation has traditionally been seen as something that can undermine intrinsic 276 motivation; several studies have confirmed that students will lose their natural intrinsic interest in an activity if they have to do it to meet some extrinsic requirement (as is often the case with compulsory readings at school).[16]

C. Research Question

Based on the background of the research above, the problem of this study is whether there is a difference in students' motivation after using Duolingo.

D. Aims and Significances of the Study

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[14] Gardner,R. C. (2001). Integrative motivation and second language. In Z. Dorney, &R. Schmidt (Eds), *Motivation and Second Language Acquisition.* Hawai: University of Hawai Press. Page 1-19.
[15] Mario Guerrero. (2014). *Motivation in Second Language Learning: A Historical Overview and Its Relevance in a Public High School inPasto, Colombia*. Vol. 22, No. 1. Page 96.
[16] Zoltan Dornyei. (2008). *Motivation and Motivating in the Foreign Language Classroom.* The Modern Language Journal. Vol. 78, No. 3. Page 275-276.

Based on the research question above, the aim of the study is to find out significant effect on students' motivation after using Duolingo. The significances of the study as follows:

1. Theoretical Significance

    The research gives a solution to finding the appropriate method to develop students' earning motivation. Using the Duolingo application can make learning more fun and it increases students' learning motivation.

2. Practical Significance

    a) For the teacher

        The first is for the teacher. It gives more information to the teacher about a new type of educational media application that can be applied or used to increase students' motivation in learning English.

    b) For the researcher

        The second is for the researcher. This research is written to fulfill the prerequisite of achieving a bachelor's degree.

    c) For future research:

        The third is for future research can be used as one of the resources about the new type of media for teaching and as the basic information for further studies by other researchers who are interested in teaching English

E. Organization of Paper

To conduct systematic research, it is necessary to classify the structure of this research. The structure of this research will be explained as follows:

Chapter I contains an introduction, which consists of the background of the study; operational definitions; research questions; objectives

of the research; significance of the research; and structure of the research.

Chapter II contains the theories of Duolingo application and motivation, a review of relevant studies, and a hypothesis.

Chapter III contains the research method, which includes the type of research, time and location of the research, data sources, the technique of data collection, and the technique of data analysis.

Chapter IV discusses the findings of the research, which consists of the research findings and discussion

Chapter V contains two parts: the conclusion and a suggestion.
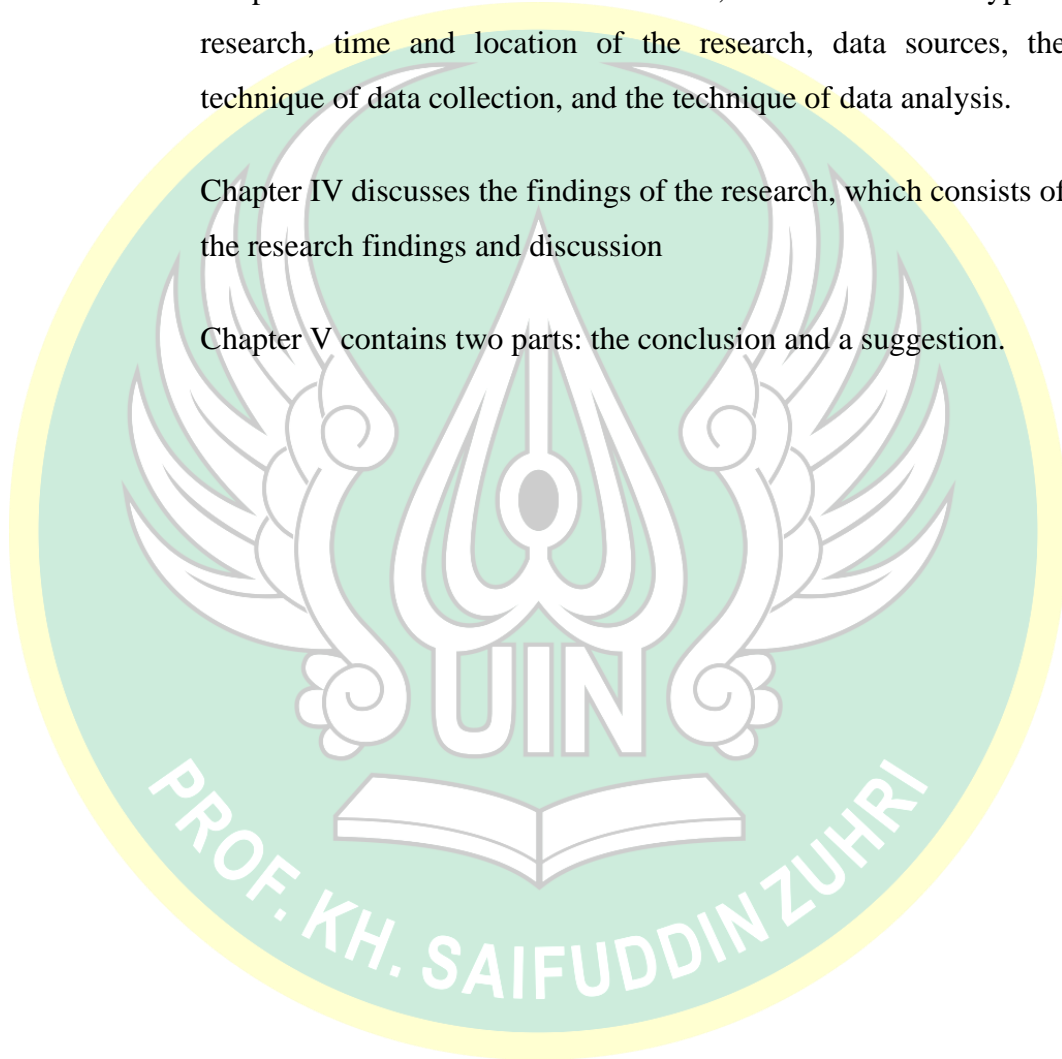
BAB II

LITERATURE REVIEW

A. **Doulingo Application**

1. **Duolingo as a Learning Medium**

Duolingo is an online language-learning platform that was launched in 2012 and offers courses in 27 different world languages. Duolingo is also available as a mobile application on Android, iOS (iOS 8.0 or later), and Windows (Windows 10. Windows 10 Mobile, Windows Phone 8.1 or later) devices. This review will primarily focus on the mobile version of the software. The site claims to act as a private language tutor that provides individualized instruction that motivates its users through game-like activities to promote language acquisition. Moreover, Duolingo also provides access to people who are not native speakers according to levels and needs, sometimes used for business or work and others for schools. Users can use Duolingo without setting up an account, but to save the target already reached, the user must have an account. After creating a user account, you can choose the language to be used before starting. Then the user can choose the level of learning a language. It can start from basic or already higher. If it already chooses a level, then the Duolingo application can automatically adjust the learning that will be used by the user's ability. Users will get plenty of new grammar and new vocabulary by playing Duolingo. Every achievement attained will be kept on a scoreboard that others are studying together. [17]

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[17] Deterding Sebastian dkk., "From Game Design Elements to Gamefulness": Defining "Gamification". Conference Paper, (tk:2011), hlm. 11.

The user will be created as if playing a game but simultaneously will get new learning about the English language or another language that the user wants to learn. When difficulties in answering, the user will get help from a translation of the word that is not yet understood. Furthermore, if you make a mistake in a question, it will be repeated at the end of the session. And after all the questions are answered, then the user will get extra points or bonus points and it can help raise the rating on the scoreboard. Each session has various versions of questions. Some answer only one-word translation, then the translation of a sentence, and then random sentences together. In addition, there is also a session for speaking and listening that must be performed. Thus, users must recite preexisting sentences and also must regulate random according to the audio listening. Therefore, in addition to adding vocabulary, users will also learn grammar, speaking, and listening when using the Duolingo application.

2. **Types of Duolingo**

a) **Duolingo Application**

The Duolingo language-gaining knowledge of the app is the world's most popular way to research languages. The employer's venture is to increase the exceptional schooling within the globe and make it universally to be had.[18] Duolingo language guides are constructed upon the concept of a "tree". Bushes are composed of talents, which attention to a particular aspect of the goal language. Trees are commonly broken up into sections, or devices, containing a few related capabilities. Competencies may be vocabulary and grammatically based totally, however different competencies regarding coloration, idioms, relationships, and nations also are

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[18] https://support.duolingo.com/hc/en-us/articles/204829090-What-is-Duolingo- , Sunday October 9, 2022 at 10.20 a.m

featured in publications. competencies are composed of six stages: 1, 2, 3, 4, 5, and legendary.[19]

b) Duolingo for School

Duolingo for school is a dashboard right inside of an instructor's Duolingo account that allows them to create classrooms and assignments, and to comply with college students' hobbies. We're excited to work with educators to convey the world's prima language-gaining knowledge apps into classrooms, with features designed to maximize trainer effectiveness and scholar-gaining knowledge of.[20]

3. Duolingo for School

Duolingo is one of the nice unfastened assets obtainable for gaining knowledge of a language as well as the maximum famous language-studying platform, and now, teachers can take gain of Duolingo for colleges to help educate their students.

Duolingo for faculties permits instructors to create lecture rooms, assign grammar and vocab homework using Duolingo material, and take a look at whether their college students have completed assignments.[21]

Duolingo for colleges permits customers (or teachers) "to track all their students in one area. This new dashboard is meant to resource teachers to enhance their language instructions. The aim "is to provide a customized getting-to-know experience that gives each student and trainer immediate comments within the study room. Duolingo for schools permits customers to clear out and preserve music in their college students. Skill tiers plus XPs supply rough tips for student

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[19] https://en.wikipedia.org/wiki/Duolingo, Sunday 0ctober 9, 2022 at 11.11 a.m
[20] https://blog.duolingo.com/duolingo-for schools/#:~:text=Duolingo%20for%20Schools%20is%20a,and%20to%20follow%20students'%20activity., Sunday October 9, 2022 at 10.45 a.m
[21] https://happilyevertravels.com/duolingo-for-schools-guide/, Sunday October 9, 2022 at 11.19 a.m

development. Instructors get hold of weekly ability and lesson precis reviews, which may be effortlessly shared with parents.[22]

4. **Features of Duolingo of School**

   a) Manage Classroom

   Get commenced with Duolingo for schools by navigating to schools.duolingo.com, signing into your Duolingo account, and growing as many lecture rooms as you need. You may invite college students by sending them e-mail invitations, customized hyperlinks, or elegance codes. You could also create code for students, or have them make their code and invite you to track their progress from their account settings. Once you've set up your lecture rooms, you may see who has joined, re-ship login facts to students who haven't ordinary your invitation, and adjust a ramification of classroom settings, from the name of the lecture room to the settings that decide what form of content material your college students can engage with.
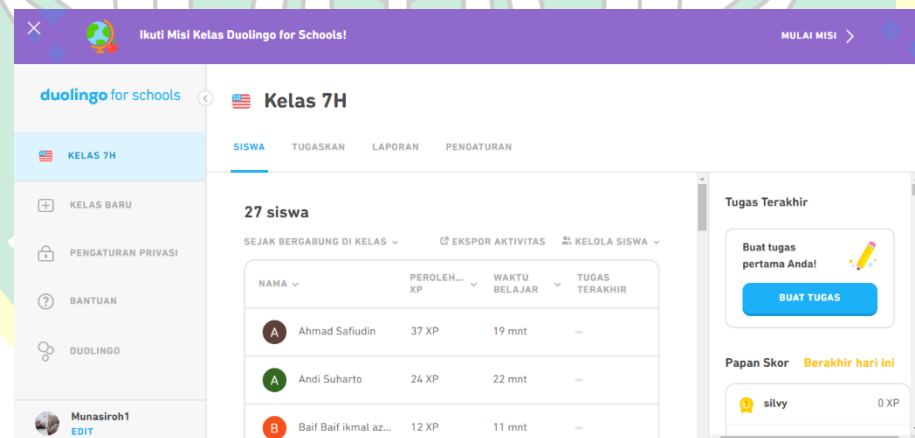
Picture 2 1

(Picture of the managed classroom)

   b) Create Assignments

   Duolingo is the sector's maximum popular language-gaining knowledge that forms and is designed to sense like a tool to keep

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[22] https://duolingo.fandom.com/wiki/Schools, Sunday, October 9, 2022 at 11.25 a.m

your college students coming back for more. On Duolingo, beginners earn XP, or revel in factors, on every occasion they do sports, like finishing a lesson or studying a story. Duolingo's abilities are colorful that cover the vocabulary and grammar applicable to a particular communicative function, like a way to order food in the eating place ability. Every ability is made of a couple of training or collections of exercises that focus on subsets of content material.

Augment your curriculum using assigning unique Duolingo competencies for your students, or encourage unbiased studying with the aid of growing XP assignments that allow students to interact with any Duolingo level they select, inclusive of features that increase past middle lesson, which includes testimonies. The Curriculum tab shows what Duolingo competencies and phrases are available in every direction and unit, as well as the level to which the course and unit are aligned.
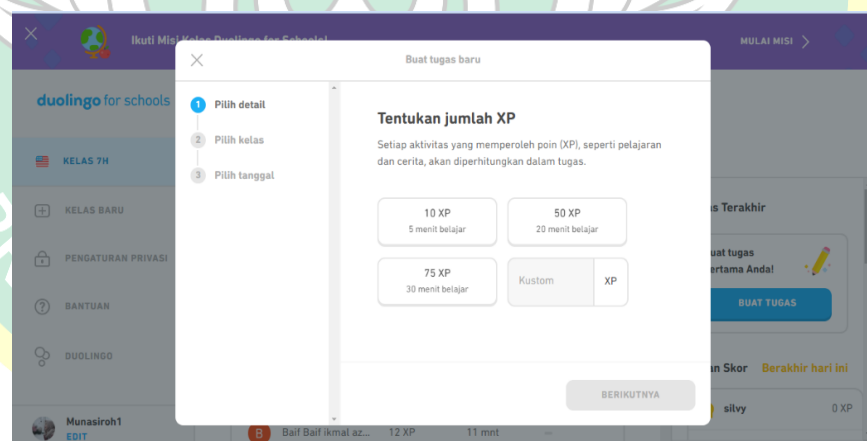
Picture 2 2

(Picture of creating an assignment)

c) View Student Activity

The scholar's tab presents insights so one can assist inform guidance, and right here you'll find magnificence- and student-stage records on challenge development and interest of entirety. you may

music how a whole lot of time every student has spent gaining knowledge, along with the XP they have earned every week. man or woman pupil statistics is going deeper to expose the quantity of assignments college students have completed on time or late, in addition to a feed a pass times they've finished.
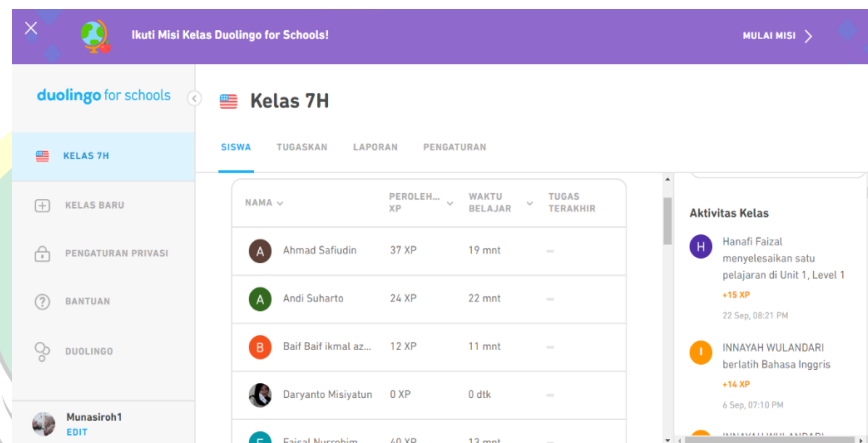
Picture 2 3
(Picture of students' activity)

d) The Student Experience

College students who log into Duolingo on the internet can get the right of entry to their assignments at the proper-hand aspect of their screens. whilst the venture list itself gained't show up for students' on one mobile app, all paintings or hobbies at they complete on any tool will count a number closer to their task progress.[23]

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[23] https://blog.duolingo.com/duolingo-for-schools/, Sunday, October 10. 2022 at 08.30 p.m
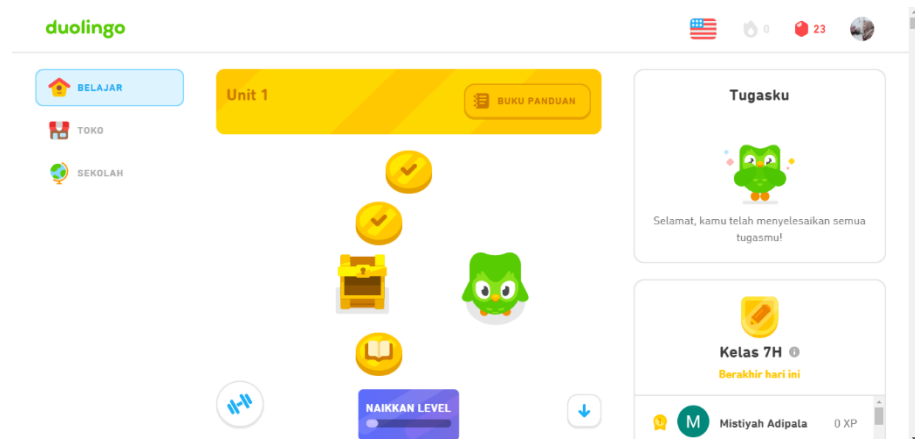
Picture 2 4

(student's experience)

e) Data Export

Allows users to "export classroom summaries to CSV".
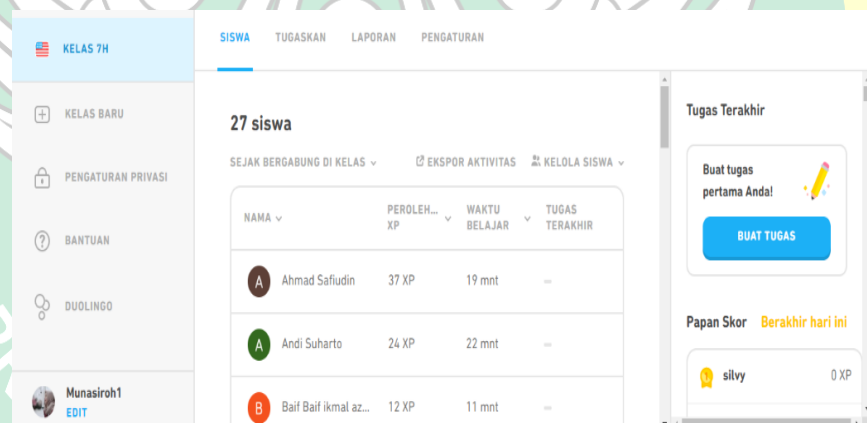
Picture 2 5

(Picture of data export)

f) Privacy Setting

This feature is meant to control the "privacy settings of students in your class", and allows one to disable forums and the activity stream.[24]

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[24] https://duolingo.fandom.com/wiki/Schools, Sunday, October 9, 2022 at 08.59 p.m
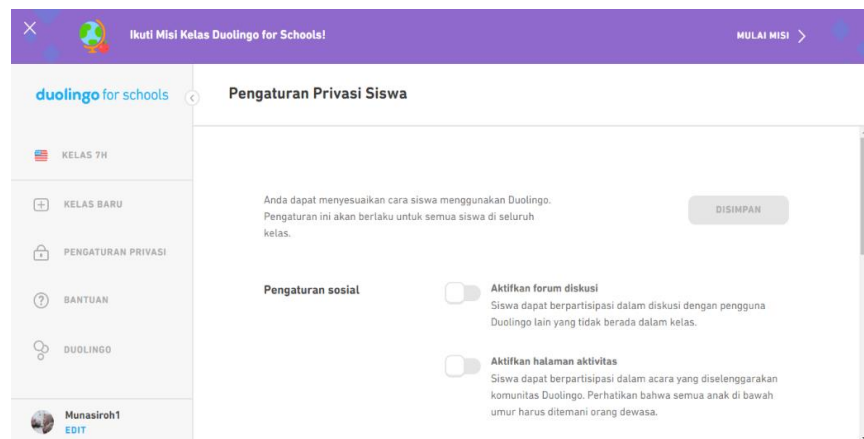
Picture 2 6

(Picture of privacy setting)

5. **Advantages and Disadvantages of the Duolingo Application**

Duolingo application also has advantages and disadvantages, as follows:

a) Duolingo's Advantages

Duolingo is a recreation-primarily based platform for gaining knowledge of foreign languages. This may be accessed within the browser-primarily based utility or the iOS, Android, or windows telephone utility. Duolingo has been launched to use a mixture of sports; college students concentrate on, transcribing speaking, and translating in a simple interface as the paintings on words and terms.

Duolingo allows instructors to without problems track college students' language studying progress without. Students share their development in language studying live with their teacher, who can tune their progress thru a devoted dashboard. with the aid of being able to music student development, instructors can plan classes, do Duolingo homework abilities, and reward extra credit score points, therefore.

This also makes students flow forward and beat their previous data, and students can additionally compete with their friends in class. Students also can earn revel in points (XP) to a degree how tons they carry out responsibilities in Duolingo skip exceptional ranges and can differentiate with their buddies, then they earn lingots which may be used to buy bonus items and instructions or change icons to make their Duolingo more attractive. Duolingo itself can be accessed on a laptop and also on Android by way of downloading it at Play keep. The interface is explicit and very smooth to use. There may be also a first-rate balance between translation, listening, phrase matching, and speaking practice. The voice recognition application isn't always that terrible, and students can nevertheless pay attention to what the speaker is saying.

b) Duolingo's Disadvantages

Duolingo uses an automated sound system for all of its listening physical activities, so college students are not introduced to how language honestly sounds. Their voices are dry, non-rhythmic, and can be heard fluently, the maximum essential element of their language mastering is spoken to native speakers of their greater assertive language. Not anything can replace it and currently, Duolingo has no way of allowing humans to communicate with any native speaker.

Duolingo additionally no longer provides any description of the grammar structure as part of its dashboard. Grammar is an important part of language studying and this makes it difficult for college students to do their assignments.[25]

B. Motivations

1. Definition of Motivation

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[25] An Nisa Cesarini et al, *Utilizing Duolingo in Learning Vocabulary,* Proceedings International Conference on Education of Suryakancana 2021, hlm. 113

The word motivation derives from the Latin verb *movere* meaning 'to move'. What moves a person to make certain choices, to engage in action, to expend effort and persist in action – such basic questions lie at the heart of motivation theory and research.[26] Motivation includes three elements—effort (the effort to learn the language), desire (wanting to achieve a goal) and positive affect (enjoy the task of learning the language).[27] There are three different stages in the history of motivation in foreign language teaching and learning. These phases are: (1) The social psychological period, (2) the cognitive-situated period, and (3) the process-oriented period.[28]So, motivation is a moves a person to make certain choices includes three elements are effort, desire and positive affect with three different stages.

People's needs are ranked in the human hierarchy. The needs include psychological needs (clothes and food), the need for a sense of security (danger-free), affection needs, appreciated and respected needs, and self-actualization needs.[29] This theory famous as the needs theory can be depicted hierarchically as follows:
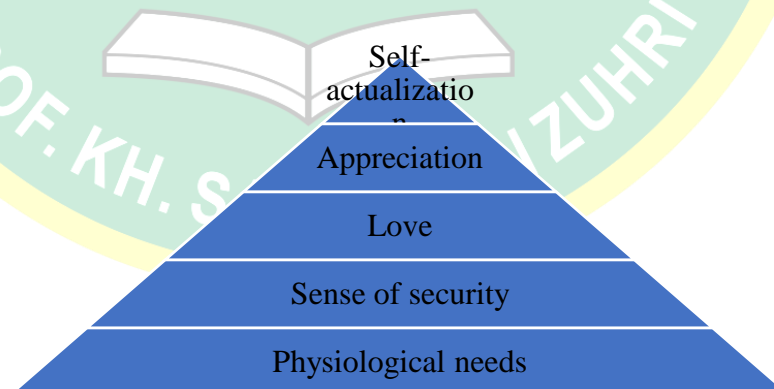
Picture 2 7

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[26] Christopher N. Candlin & David R. Hall. (2011). *Teaching and Researching Motivation: Zoltan Dornyei and Ema Ushioda*. Great Britain, page 3.

[27] Gardner,R. C. (2001). Integrative motivation and second language. In Z. Dorney, &R. Schmidt (Eds), *Motivation and Second Language Acquisition.* Hawai: University of Hawai Press. Page 1-19.

[28] Mario Guerrero. (2014). *Motivation in Second Language Learning: A Historical Overview and Its Relevance in a Public High School inPasto, Colombia*. Vol. 22, No. 1. Page 96.

[29] Stephen P. Robbins, *Organizational Behavior*, (New Jersey: Prentice Hall Cliffs, 1986), hlm. 213-214.

(Picture of Maslow's hierarchy needs)

Maslow's theory can be applied to any aspect of human life. In education, this theory is done in a fulfilling manner. Students need to get through and achieve maximum learning. This theory has meaning and a cognitive role in a person's behavior, explaining that internal events form as an intermediary between a duty stimulus and the next behavior. For people who have nothing, their motivation is low. People who succeed at difficult duties he a distinct pride. This theory changes the construct of primary motivation, which is about the drive as a complex cause, namely attribution. The definition of attribution refers to referent causes or results according to individual perception. [30] This theory suggests using activities to increase the academic ability of students. Thus, motivation can be interpreted as happy encouragement that causes one to fulfill one's desires.[31]

2. **Indicators of Motivation**

There are eight necessary indicators to measure learning motivation: learning duration, learning frequency, persistence in a learning activity, fortitude, impetus, the ability to encounter obstacles, and the difficulty, devotion, and sacrifice to get the goals; aspiration level, which is what you want to be attained with the activity engaged; qualification of achievement level or product (output), which you want to be attained from the activity engaged; and attitude toward the target of the activity.[32]

Beliefs, values, and goals that are intended to be accomplished in the learning process, the choices of activities for education, and diligence in learning activities are several indicators of student motivation[33].To see the extent of students' motivation in learning, all

[30] Robert C. Beck, *Motivation*, (New Jersey: Prentice Hall Inc., 1990), hlm.306-307.
[31] Anita E. Woolfolk, *Educational Psychology*, Ed., (London: Allyn and Bacon, 1993), hlm. 487.
[32] Makmun, A. S. (2003). Psikologi Pendidikan. Bandung: Remaja Rosda Karya.
[33] Wigfield, A., & Guthrie, J. T. (2013). Educational Psychologist: Motivation For Reading: Individual, Home, Textual, and Classroom Perspectives. Spring , 57-58.

that should be seen is the underlying behavior of students, the student's intensity in learning, their attitude toward learning, and the persistence of students to learn.[34]

Based on the student's exposure to the above motivational indicators, it could be concluded that various indicators can be used to measure the student's learning motivation. Students who have the motivation to learn the duration of learning activities, the frequency of activities, persistence, ability to cope with obstacles and difficulties, devotions and sacrifices, the level of aspirations, the level of achievement/product qualifications (output), and the direction of learning. Students with high learning motivation tend to engage in intensive, focused, and diligent study activities during the learning process.[35]

On the other hand, indicators of motivation can be classified as follows:

a) There is a desire to succeed.

b) There is encouragement and a need to learn

c) There is a goal for the future.

d) There is an award for learning

e) There is an interesting activity in learning

f) There is a conducive environment in which a student can learn well[36]

3. Kinds of Motivation

Individual's achievement in the language learning context and that an individual's motivation to learn an L2 is related to two variables—integrativeness and attitudes to learning situation. Attitudes to learning situation include elements, such as teachers, instructions, curriculum, lesson plans, and evaluation processes. The variable integrativeness,

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[34] Reeve, J. (2016). A Grand Theory of Motivation: Why Not? Springer .

[35] Ricardo, Rini Intansari Meilani., *"The Impacts of Students' Learning Interest and Motivation on Their Learning Outcomes"*, JURNAL PENDIDIKAN MANAJEMEN PERKANTORAN Vol. 2 No. 2, (2017), hlm. 192.

[36] Hamzah & Uno, *Teori Motivasi dan Pengukurannya*, (2006), hlm. 23.

which he refers to as an important element in influencing motivation. Another variable that influences language achievement is instrumentality, which refers to learning a language forpractical reasons. Instrumentality and integrativeness are mediated by motivation. Furthermore, there are three constructs (attitudes to learning situation, integrativeness and instrumentality) are positively correlated with one another. In other words, learners with high integrativeness view the language learning situation positively and havehigh levels of instrumentality.[37]

Intrinsic motivation refers to the motivation to engage in an activity because that activity is enjoyable to do. Extrinsic motivation refers to the actions that are performed to get some instrumental aims like earning a reward or stopping a punishment.[38] Indicates the relationship between these two kinds of motivation. As extrinsic motivation may turn out to be integrative motivation if someone else wants the L2 learner to know the L2 for integrative purposes; extrinsic motivation may turn out to be instrumental motivation if an external power wishes the L2 learner to learn the L2 language. Moreover, intrinsic motivation can turn out to be integrative motivation if the L2 learner wants to integrate with the L2 culture; intrinsic motivation can also turn out to be instrumental motivation if the L2 learner wishes to gain aims using L2. Likewise, learners with the same integrative motivation can indicate great differences of intrinsic and extrinsic motivation. Intrinsic and extrinsic motivation is pertinent to integrative and instrumental motivation related to L2 language learning.[39]

So, there are four types of motivation. Instrumental, integrative, intrinsic, and extrinsic motivation. The instrumental motivation refers to acquiring a language as a means for obtaining instrumental objectives

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[37] Gardner, R. C. (2005). Integrative motivation and second language acquisition. Joint plenarytalk at Canadian Association of Applied Linguistics/Canadian Linguistics Association, May

[38] Dörnyei, Z. (1998). Conceptualizing Motivation in Foreign Language Learning. Language Learning, 40, 46-78, 1998.

[39] Brown, H. D. (2000). Principles of Language Learning and Teaching. (4th ed.). New York: Addison Wesley Longman

such as furthering a career, reading technical materials, translation, and so on. The integrative motivation describes learners who want to integrate themselves into the culture of the second language group and become involved in social interchange in that group.[40] Intrinsic motivation refers to the motivation to engage in an activity because that activity is enjoyable to do. Extrinsic motivation refers to the actions that are performed to get some instrumental aims like earning a reward or stopping a punishment.

4. The Role of Motivation in Teaching and Learning

Essentially, motivation can help to understand and explain personal behavior, including personal behavioral learning. There is an important role for motivation in teaching and learning:[41]

a) The Role of Motivation in Strengthening Students' Learning

If a child is learning and has a problem that requires problem-solving and only gets the problem-solving with something they already have, it is a sign of learning weakness. For example, a child would solve a mathematical problem with a table of logarithms. Without the table, a child didn't finish the math assignment. Thus, a child would be looking for the math table book. The struggle to find the math book is a role of motivation in determining learning strengthening.

b) The Role of Motivation to Clarify the Goals of Learning

The Role of Motivation to Clarify the Goals of Learning-Related to Prosperous Learning Children will be interested in learning something if what they are learning has already been

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[40] Mitra Alizadeh. (2016). *The Impact of Motivation on English Language Learning* : International Journal of Research in English Education. Vol. 1, No. 1. Page 12.
[41] Hamzah B. Uno,(2011), *TEORI MOTIVASI DAN PENGUKURANNYA,* Jakarta:Bumi Aksara. hlm. 27-29.

learned and has advantages for children. For example, children will have the motivation to learn electronics because the purpose of learning electronics is to develop the children's skills in electronics. In an opportunity, the children ask to fix a broken radio, and due to experience in the electronic sector, the radio can be used again. Through the experience, the children find out the advantages of learning; therefore, children will be motivated to learn.

c) **The Role of Motivation in Determining Skills**

A child who is motivated to learn something will struggle to learn diligence with the expectation of getting a good result. In that case, learning motivation can make someone learn diligence. Otherwise, if someone hasn't got the learning motivation, they can learn for life. They are easily tempted to do something else. That means, motivation is very influential towards learning diligence.

5. **Efforts to Increase Learning Motivation**

Interest in learning can improve in seven ways. The first is to articulate the purpose of learning. Secondly, by making relevance between the learning materials and the student's academic life. The third is by demonstrating the relevance of teaching materials to the professional lives of students. Fourth, by highlighting the broad range of real knowledge and skill applications. Fifth, teachers can relate learning to the student's interests. The sixth allows freedom for the students to make decisions or choices. Finally, the teacher can demonstrate spirit to increase the student's interest in learning. Some ways to increase student study interests are:

a) Building an informal learning environment,
b) Creating an active learning environment, and
c) Implementing cooperative learning

From the opinions above, it can be seen that an effort may be made to increase your interest in the study. As principal agents in the learning process, teachers can increase students' interest by creating a supportive and cooperative learning environment, engaging students at a high pace in the learning process through positive communication, and bringing the knowledge and application of materials they learn in the class to their current daily lives and the working world they will pursue after they graduate from school. [42]

After the student has an interest in learning, they can increase their learning motivation. Several efforts can be made to increase the student's study motivation. Increasing learning motivation can be done in ways:

a) Mindfulness, which is that teachers need to maintain mindfulness about the teaching material.
b) Relevance, even teachers can describe the purpose of learning and its relevance in the future.
c) Confidence, that is, teachers need to build students' confidence in learning in achieving success.
d) Contentment, which is the teacher reinforces the satisfaction of students' learning both intrinsically and extrinsic. [43]

C. Review of Relevant Studies

The researcher provided previous research that had been completed by the previous researcher. Five previous research papers have been read by the researcher.

First, the research entitled *"The Use of Duolingo Application to Increase 8th Grade Student Motivation in Learning English"* by Tika Intan Pamuji. In this research, the researcher uses the Duolingo application to

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[42] Ricardo, Rini Intansari Meilani., *"The Impacts of Students' Learning Interest and Motivation on Their Learning Outcomes"*, JURNAL PENDIDIKAN MANAJEMEN PERKANTORAN Vol. 2 No. 2, (2017)., hlm. 191.

[43] Ricardo, Rini Intansari Meilani., *"The Impacts …*, hlm 192-193

increase the student's motivation in learning English because it provides many exercises that could help to increase the English mastery of the students in a more attractive and fun process of learning. The researcher used a pre-experimental research design with one group pretest and posttest in this research. The population of this research is the 8th-grade students of Kyai Hasyim Junior High School, and the sample is the 8th B Class of Kyai Hasyim Junior High School. The result of this research is that the Duolingo application can increase the 8th-grade students of Kyai Hasyim Junior High School's motivation to learn English. Most students agree that Duolingo motivates them because it provides them with a new way of learning English that is fun and attractive, with less boredom and stress in the learning process. [44]

Second, the research entitled *"Analisis Kemandirian Belajar Siswa Menggunakan Aplikasi Duolingo pada Mata Pelajaran Bahasa Inggris Kelas VII SMP Negeri 1 Sabang"* by Putri Raihan. In this research, the researcher uses quantitative methods to measure students' self-reliance in learning English. The population in this research is students in 7th grade in Junior High School Sabang, and the sample is 66 students from two classes. The respondents consist of 23 male students and 43 female students. The result of this research has a positive influence on the learning results of students because the students improve their ability to learn English by using the Duolingo application.[45]

Third, the research entitled *"Students' Motivation to Learn English Using Mobile Applications: The Case of Duolingo and Hello English"* by Tuti Hidayati and Sari Diana. The study looked into the use of Duolingo and Hello English by 25 non-English major students in their first and second years at two universities in Aceh. The research was conducted in a mixed-

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[44] Tika Intan Pamuji. (2019). *The Use of Duolingo Application to Increase 8th Grade Student of Kyai Hasyim Junior High School Motivation in Learning English (Thesis).* UIN Sunan Ampel Surabaya.

[45] Putri Raihan. (2019). *Analisis Kemandirian Belajar Siswa Menggunakan Aplikasi Duolingo pada Mata Pelajaran Bahasa Inggris Kelas VII SMP Negeri 1 Sabang (*Skripsi).

method approach in which both quantitative and qualitative data were collected. Hence, data collection was performed utilizing a daily journal and a questionnaire. To analyze data, all information from students' daily journals and questionnaires was tabulated in the spreadsheet and used for descriptive and inferential statistic calculations. The result of this research is that the students participating in the research project showed a considerably good engagement with the two applications. Although there is a diverse range of time spent by the students using the applications and their English learning motivation does not seem to influence the way they use the applications, the fact that they can enjoy some practicality and flexibility offered by the applications is convincing the learners can make use of the available mobile applications to learn independently outside the classroom and improve their English.[46]

Fourth, the research entitled "*Meningkatkan Motivasi Siswa Dalam Belajar Bahasa Inggris Melalui Game di Kelas VIII MTSS Badan Amal Ujung Loe Kab Bulukumba Sulawesi Selatan*" by Andi Sasrawangi, Iskandar, and Muhlis. The kind of this research is Classroom Action Research (CAR), and the subject of this research is 7th grade at MTs. S. Badan Amal Ujongloe consists of 30 students. The collection data uses a behavioral checklist and fulfills the questionnaire, and the analysis data uses descriptive quantitative. The result of this research is that students' learning motivation can improve using game strategies. [47]

Fifth, the research entitled "*Meningkatkan Motivasi Belajar Siswa dengan Media Pembelajaran Interaktif Game KAHOOT Berbasis Hypermedia*" by Dwi Hartanti. Kahoot is an interactive online application that can be used as a basis for learning in school, displayed in the form of an online game in the form of a quiz. Kahoot is a hypermedia-based learning

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[46] Tuti Hidayati and Sari Diana. (2019). "Students' Motivation to Learn English Using Mobile Applications: The Case of Duolingo and Hello English. JEELS (Journal of English Education and Linguistics Studies". 6(2). hlm 189-213.

[47] Andi Sasrawangi, Iskandar and Muhlis. (2021). " Meningkatkan Motivasi Siswa dalam Belajar Bahasa Inggris Melalui Game di Kelas VIII MTSS" Badan Amal Ujung Loe Kab Bulukumba Sulawesi Selatan. Jurnal Pemikiran dan Pekembangan Pembelajaran. Vol 3. No 3.

medium that can contain text, photos, audio, video, or computer graphics. This research uses descriptive, quantitative, and qualitative research methods. The subjects in this study were 32 students of class XII IPA5 in SMA Negeri 1 Prambanan, Klaten. The techniques used are observation, interviews, and data analysis. The result of this research is that using Kahoot as a learning medium is very interesting and fun for students. Make students comfortable with the activity that they are following so that their learning competence is accomplished. Students are more active when they are learning, and they can understand the material more easily.[48]

D. Hypothesis

Hypotheses provide a temporary answer to the formulation of research problems; hence, the formulation of research problems is usually arranged in the form of a question sentence. Whereas the answer given is based on a relevant theory, it is not yet based on empirical facts obtained through data collection. So, a hypothesis can be stated as a theoretical answer to a theoretical problem, not an employer's answer.[49]

This research was conducted to determine the impact the effectiveness of using the Duolingo application in increasing students' learning motivation. Here is the formulation of the hypothesis of this study:

Ho: There are no significant effects of using the Duolingo application on students' learning motivation.

Ha: There are significant effects of using the Duolingo application on students' learning motivation.

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[48] Dwi Hartanti. (2019). *Meningkatkan Motivasi Belajar Siswa dengan Media Pembelajaran Interaktif Game KAHOOT Berbasis Hypermedia.* PROSIDING SEMINAR NASIONAL : Kebijakan dan Pengembangan Pendidikan di Era Revolusi Industri 4.0.

[49] Sugiyono.(2018), *Metode Penelitian Kuantitatif,* Alfabeta:Bandung. Page. 99

BAB III

METHODOLOGY

A. Research Design

In this method, the researcher used experimental research. Experimental research is the best method of quantitative design to use to decide cause-effect[50]. It can make it an easy way to find a casual relationship by determining cause and effect.

Experimental research consists of true experimental, quasi-experimental, and pre-experimental research. Related to the research problems, the researcher used a pre-experimental research design with a one-group pretest-posttest design in this research. Pre-experimental designs do not have a random assignment of subjects to groups or other strategies to control extraneous variables.[51] The one-group pretest-posttest design usually involves three steps: (1) administering a pretest measuring the dependent variable; (2) applying the experimental treatment X to the subjects; and (3) administering a posttest, again measuring the dependent variable. Differences attributed to the application of the experimental treatment are then evaluated by comparing the pretest and posttest scores. [52]

The pretest and post-test showed the effectiveness of the media as a treatment in English language learning and showed the improved skills of the students. Thus, the result of treatment in this research discovered more accurately because we can compare the condition before and after giving treatment. If the students get better scores on post-tests than on pre-tests after treatment, it means the use of the Duolingo application can increase

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[50] John W. Creswell, Educational Research: Planning, Conducting, and Evaluating Quantitative and Quaitative Research, 4th Edition (Boston: Pearson, 2011), p.295

[51] 0 Donald Ary, Introduction to Research in Education (Unites States of Ameica: Wadsworth Thompson Learning, 2002), p.302.

[52] 0 Donald Ary, Introduction …, p.303

their motivation to learn English. The explanation of the pre-experimental research design was as follows:

Table 3 1
Pre-experimental with one group pretest-posttest design

Pretest	Treatment	Postest
Y_1	X	Y_2

By applying a pre-experimental design with a one-group pretest-posttest design, the researcher wanted to find out if there was any significant difference in student motivation in learning English before and after using the Duolingo application.

B. Research Site and Participants

This research has performed at SMP N 2 KROYA, which is located at Sindoro street number 107, Banjar, Kroya, Cilacap Regency, Central Java, Indonesia. The research was conducted for three weeks (approximately three meetings). The reason this school was chosen because that the students were still less enthusiastic about learning English. In addition, this school was chosen because researcher graduated from this school, so it would make accessing the research easier.

The object of the research is the effectiveness of the Duolingo application in developing students' motivation to learn English. The subject of the research is 7th-grade students of SMP N 2 Kroya.

C. Population and Sampling

a) Population

Population is the whole in which a sample is chosen by the researcher, while the sample is the part chosen by the researcher to represent the whole unit or group. The population is not always

human or people.[53] The population in this research is 256 students in seventh grade at SMP N 2 KROYA.

b) **Sampling**

Sampling is the selection of a subset of the population of interest in a research study. Sampling from the population is often more practical and allows data to be collected faster and at a lower cost than attempting to reach every member of the population.[54] The researcher used stratified random sampling. This research will be using one class whose sample size is 32 students from 7H as the sample of the population.

D. **Variable and Indicators of the Research**

1. **Variable**

The variable of research is an attribute or value of people, objects, organizations, or activities that have a particular variation that the researcher sets out to study and then deduce. According to the relationship between one variable and another, variables in the study are divided into two, which is:[55]

a) **Independent variables**

These variables are often called stimuli or predictors. In English, it's often called the free variable. Independent variables are those that influence, cause changes, or arise from dependent variables. In this study, the independent variable is the use of the Duolingo application.

b) **Dependent variable**

These variables are often called output variables, criteria, and consequences. In English, it's often called "bound variables. Dependent variables are influenced or affected by independent

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[53] Bryman, A. (2001). Social Research Method. USA: Oxford University Press..

[54] Dana P, Turner. (2020). *Sampling Methods in Research Design*: The Journal of Head and Face Pain. Page 8

[55] Sugiyono.(2018). MetodePenelitianKuantitatif.Alfabeta:Bandung.page 57

variables. In this study, the dependent variable is the student's learning motivation.

E. Data Collection Techniques

Data collection is a very important step in the quantitative research process. Quality data collection methods improve the accuracy or validity of study outcomes or findings. Data collection is an important component in creating relevant research evidence and hence needs to be carried out rigorously:[56]

1. Questionnaire

A questionnaire is a data collection technique performed by giving a written set of questions or questions to the responder for an answer. Questionnaires are an efficient data-collection technique when researchers know with certainty the variables to measure and what to expect from respondents. Furthermore, questionnaires are good for use when the number of respondents is large and the largest in a wide area. A questionnaire can be either open or closed questions and can be given to a person in person, by mail, or on the internet. In this regard, the researcher given the student a live questionnaire with a printed questions so that they can work directly.[57]

The questionnaire in this research was formed by the indicators and adapted from other research by Rindi Antika and Lia Pradilasari et al. The researcher given the questionnaire to students as many as twice in the first meeting and at the end of the reset. The first questionnaire is to determine the motivation of the students before the treatment. At the end of the reset, students get the questionnaire again to know whether their motivation has increased or not. To measure the questionnaire, the

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[56] Vatshala Sadan. (2017). *Data Collection Methods in Quantitative Research:* Indian Journal of Continuing Nursing Education. Vol.18. Issue 2

[57] Sugiyono.(2018). MetodePenelitianKuantitatif.Alfabeta:Bandung.page 219.

researcher used scale likert with four indicators: strongly agree, agree, disagree, strongly disagree.

2. Instrument

In this research, the researcher used validity and reliability as the instruments to analyze the data.

a) Validity Test

Validity test used to measure valid or invalid questionnaires. In this research, the researcher intended to find out the validity of the test. Afterward, it can be concluded which items can still be used, can be used with revision, or should be dropped.[58]

The researchers do a validity test through two steps. The first was an expert judge with two lecturers that is Mrs. Desi Wijayanti Ma'rufah as the first validator and Mrs. Irra Wahidiyati the second validator. The result is 16 questionnaires prettest and 15 questionnaires for the posttest. After that, the researcher do validity test with non-responders consist 31 students from 7G. The result after using SPSS 26 there are 11 questionnaires for the pretest and 12 questionnaires for posttest is valid.

Table 3 2
Validity test of pretest

NO	STATEMENT	SIG.	RESULT
1	*Saya belajar Bahasa Inggris karena ingin meningkatkan kemampuan Bahasa Inggris saya*	0.002	VALID
2	*Saya merasa bahwa kemampuan Bahasa Inggris saya masih kurang.*	0.328	INVALID
3	*Saya merasa terdorong untuk belajar Bahasa Inggris karena mendapat dukungan dari orang tua.*	0.352	INVALID

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[58] Agus Setiabudi et all, (2019), *An Analysis of Validity and Reliability of A Teacher-Made Test*: Journal of English Education and Teaching (JEET), Vol.3, Number 4, Page 528.

4	*Saya bersemangat dalam mengikuti kegiatan pembelajaran Bahasa Inggris di kelas karena teman teman saya sangat interaktif.*	0.032	VALID
5	*Saya rajin belajar Bahasa Inggris karena guru saya selalu mengingatkan bahwa Bahasa Inggris itu penting*	0.000	VALID
6	*Saya yakin bahasa Inggris sangat bermanfaat untuk masa depan saya.*	0.015	VALID
7	*Saya belajar Bahasa Inggris dengan sungguh-sungguh untuk mewujudkan cita-cita saya*	0.000	VALID
8	*Guruku membuat kegiatan pembelajaran Bahasa Inggris yang menarik*	0.000	VALID
9	*Saya merasa kelas nyaman untuk belajar Bahasa Inggris*	0.167	INVALID
10	*Materi Bahasa Inggris sangat menar karena berhubungan dengan kehidupan sehari-hari,*	0.001	VALID
11	*Menurut saya Bahasa Inggris adalah materi yang susah untuk dipahami apabila hanya dengan membaca buku*	0.030	VALID
12	*Saya lebih tertarik belajar materi Bahasa Inggris melalui berbagai media dibandingkan dengan membaca buku*	0.061	INVALID
13	*Saya lebih bersemangat belajar Bahasa Inggris ketika memiliki teman yang sama-sama menyukai Bahasa Inggris*	0.009	VALID
14	*Saya kesulitan mengasah kemampuan bahasa Inggris saya karena lingkungan kurang mendukung.*	0.724	INVALID
15	*Saya senang Ketika mendapat apresiasi karena mendapat nilai yang tinggi di kelas*	0.001	VALID
16	*Saya senang ketika mendapat apresiasi karena aktif bertanya dan menjawab di dalam kelas.*	0.000	VALID

Table 3 3
Validity test of posttest

NO	STATEMENT	SIG.	RESULT
1	*Saya senang menggunakan Duolingo untuk meningkatkan kemampuan Bahasa Inggris saya.*	0.000	VALID
2	*Saya merasa kemampuan Bahasa Inggris saya meningkat karena menggunakan Duolingo,*	0.000	VALID
3	*Saya lebih bersemangat belajar Bahasa Inggris ketika menggunakan Duolingo.*	0.001	VALID
4	*Saya lebih bersemangat mengerjakan tugas yang diberikan guru melalui Duolingo.*	0.025	VALID

5	*Duolingo adalah satu media yang menarik untuk belajar Bahasa Inggris*	0.000	VALID
6	*Duolingo memiliki berbagai fitur yang menarik untuk belajar Bahasa Inggris.*	0.008	VALID
7	*Saya merasa cepat bosan ketika menggunakan Duolingo*	0.711	INVALID
8	*Saya senang ketika mendapat apresiasi karena mendapat peringkat tertinggi di papan skor Duolingo.*	0.224	INVALID
9	*Saya merasa senang ketika mendapat pujian dari orang lain karena kemampuan Bahasa Inggris saya meningkat setelah menggunakan Duolingo.*	0.000	VALID
10	*Saya mencatat setiap kosa kata baru di Duolingo untuk meningkatkan kemampuan bahasa Inggris saya*	0.000	VALID
11	*Saya merasa pembelajaran Bahasa Inggris di kelas lebih menarik karena menggunakan Duolingo.*	0.000	VALID
12	*Saya sering menggunakan Duolingo ketika memiliki waktu luang.*	0.045	VALID
13	*Saya hanya menggunakan Duolingo ketika disuruh untuk mengerjakan tugas di Duolingo.*	0.422	INVALID
14	*Saya ingin meningkatkan kemampuan Bahasa Inggris saya menggunakan Duolingo agar cita-cita saya dapat tercapai.*	0.017	VALID
15	*Dengan menggunakan Duolingo saya merasa belajar sambil bermain itu menyenangkan.*	0.000	VALID

b) **Reliability Test**

Reliability is the attribute of being consistent and trustworthy. A test would be reliable when it gives the same repeated result under the same conditions Moreover, states that reliability refers to the consistency of the scores obtained. [59] The researcher does a reliability test to 31 student non-responder using SPSS 26 to analyze the questionnaire. The result are all of

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[59] Agus Setiabudi et all, Page 529.

questionnaire for pretest and the posttest is reliable to be tested repeatedly because value of Cronbach's alpha is over 0.6.

Table 3 4
Reliabilty test of pretest

Reliability Statistics	
Cronbach's Alpha	N of Items
.687	16

Table 3 5
Validity test of posttest

Reliability Statistics	
Cronbach's Alpha	N of Items
.728	15

F. Data Analysis

Data analysis is an activity after data from all respondents or other data sources has been collected. The data analysis techniques in quantitative research are statistics. There are two kinds of statistics used in research: descriptive and inferential statistics. Inferential statistics include statistical parametric and non-parametric. In this study, researchers used data analysis based on inferential statistics. Inferential often called inductive statistics or probability statistics, are statistics used to analyze sample data and the results are applied to the population. These statistics are called probability statistics since conclusions applied to the population based on the sample data are accurate to the probability. A conclusion from the data of samples to be applied to the population would have the opportunity of error and truth (belief) expressed in the form of a percentage. Testing the cost of analysis would be more practical if it was based on a chart according to the analysis technique used.[60]

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[60]Sugiyono, *Metodelogi Penelitian Kuantitatif, Kualitatif Dan R&D*, (Bandung: Afabeta, 2017), page 147-149

1. **Normality Test**

    The normality distribution test was a test used to measure the distribution of the data, whether it was normal or not. For the research data normality, the hypothesis for testing normality was:

    a. Ho: The Data is in a normal distribution

    b. Ha: The Data is not in a normal distribution.

        When the significance value was less than 0.05 (= 5%), Ho rejected it, and when it was greater than 0.05 (= 5%), Ho accepted it.

2. **T-Test with Paired Samples**

    T-tests are used to compare two different population means with interval data. The T-test consists of an independent sample t-test and a paired sample t-test. In this research, the researcher used a paired-sample t-test to analyze the data. A paired sample t-test was used to test the difference between one group and the other by comparing before and after giving treatment.

    After getting the result of the t-test, the researcher determines the criteria for whether the hypothesis can be accepted or not.

    If $p \leq 0.05$ = Ho is rejected

    If $p \geq 0.05$ = Ho is accepted

3. **Hypothesis Test**

    The researcher did a hypothesis test using SPSS 26 Version in a paired sample T-test of pretest and post-test scores to know the difference between the pretest mean (mean before implementing the application) and the post-test mean (mean after implementing the treatment). The hypothesis used was as follows:

    a) Ho: There are no significant differences between the mean score of the pretest and posttest

b) Ha: There are significant differences between the mean score of the pretest and posttest.[61]

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[61] Sudjana, (2002). Metoda Statistika, Bandung: PT. Tarsito.

BAB IV

THE EFFECT OF DUOLINGO ON STUDENTS' MOTIVATION

This chapter presents findings and discussion about the effectiveness of using the Duolingo Application in developing students' motivation to learn English and how the students respond to the use the of Duolingo Application to answer the question in the research problem.

The purpose of this study was to determine whether or not the Duolingo application could increase student motivation for learning English by using it as a medium for language learning. 32 students in the 7H class participated in the study, which was conducted at SMP N 2 KROYA on Sindoro Street in Kroya. The first meeting took place on Wednesday, August 10. 2022; the second on Wednesday, August 24, 2022; and the third on Wednesday, August 31, 2022.

A. **The Analysis of the Test**

To know the effect of using Duolingo in developing students' motivation to learn English in SMP N 2 Kroya, the test was given to the students. The analysis of the pretest and post-test was used to determine the test score before and after the treatment. The test result was as follows:

a) **Result of the Pretest**

The pretest was given before the treatment to identify the students' basic scores and gauge their motivation to learn English The students respond to 11 questions on motivational indicators on the pretest. The preliminary test was carried out on Wednesday, August 10. 2022. The results of the pretest were the total score is 1091 and the mean of pretest is 34.09.

b) **Result of Posttest**

The posttest was held on August 31, 2022, a Wednesday. The posttest was administered following the intervention to gauge the

students' motivation to learn English. The students responded to 12 items in the posttest that were distinct from the pretest, although both the pretest and the posttest used the same markers for classification. The results of the posttest were the total score is 1184 and the mean of posttest is 37.00.

According to the data, the researcher used SPSS 26 version to analyze the students' pretest and posttest. And the value gained was as follows:

1) **Normality Test Value**

Table 4 1

Normality Test

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
PRE-TEST	.114	32	.200[*]	.971	32	.517
POST-TEST	.122	32	.200[*]	.943	32	.090

The hypothesis for testing normality was:

a. Ho: The data is normally distributed

b. Ha: The data is not normally distributed

Ho was rejected when the significance values were less than 0.05 (= 5%), and when the significance values were greater than 0.05 (= 5%), Ho was accepted.

Depending on normality tests using Kolmogorov-Smirnov and Shapiro-Wilk tests, we can conclude that the data pretest Ho was accepted because the significance value was higher than 0. 05 and the posttest Ho was accepted because the significance value was higher than 0. 05. So the distribution of pretest and post-test data was normal.

2) **T-Test**

a) Paired Samples Statistics

Paired samples statistics is the statisctic descriptive of the two data of pretest and posttest.

Table 4 2

Paired Samples Statistic

	Mean	N	Std. Deviation	Std. Error Mean
PRE TEST	34.09	32	4.027	0.712
POST TEST	37.00	32	5.224	0.923

b) Paired Samples Correlations

It shows whether or not there is a correlation between the pretest the and posttest. If the value significance is less than 0.05 then there is a correlation between the pretest and posttest. Whereas if the value significance is over 0.05 then the pretest and the posttest have no connections.

Table 4 3

Paired Samples Correlations

	N	Correlation	Sig.
PRETEST & POSTTEST	32	0.417	0.018

Because the value of significant less than 0.05 therefore the pretest and posttest had a correlation.

c) Paired Samples Test

Table 4 4

Paired Samples Test

	Mean	t-statistic	Sig.	Df	N
Pretest and Posttest	-2,906	-3.227	0.003	31	32

The hypothesis used was as follows:

a) Ho: There are no significant differences between the mean score of the pretest and posttest

b) Ha: There are significant differences between the mean score of the pretest and posttest

Ho was accepted when the significant value was higher than 0. 05 and the significance value was lower than 0. 05. Depending on the paired sample t-test, the significance of the data was lower than the level of significance. It means Ho was rejected and Ha was accepted. It means that there is a significant difference between the mean score of the pretest and posttest. In this research, it means that the alternate hypothesis was accepted. So we can conclude that the use of the Duolingo application can increase 7th-grade students' motivation in learning English. The full analysis of the data using the SPSS 26 version will be described in the appendix.

From the data analysis value on SPSS 26 version, it is also shown that the mean of the student pretest score was 34,09 and the post-test score mean was 37,00. From this data, we can conclude that the student posttest score was equal to or better than the pretest score.

The treatment given in three meetings. The researcher guide students' when playing and learning using Duolingo in the class. If students' confused with the rule to answer the questions, the researcher explain how to answer the questions.

In the end of every meeting or treatment, the researcher given the material what they get when playing Duolingo. For example, the researcher given some question about used of article "an" and "a" then the students must to answer the questions.

B. Treatment

In the first meeting, the researcher greeted the student, checkedthe attendance list, and introduced herself. The researcher introduced herself described the study's objectives and described what the Duolingo application is. To ensure that the students understood the instructions clearly, the researcher gave them set-up instructions and demonstrated how to download, sign up for, and use the Duolingo application. The researcher also mentioned that the assignment will bedue in 7 days and that tasks will be sent to the student's Duolingo account. The researcher provided each student with a questionnaire sheet once they had all learned how to use the application to informationabout their responses and score before it.

In the second meeting, the researcher greets the student, checksthe attendance list, and discusses the student's course progress and student XP during the use of the Duolingo application. The researcher gave the students time to play Duolingo Application in the first and second periods of English. Then, in the third period of English, the researcher explains some materials that are available in the Duolingo application. Before closing the class, the researcher remind the studentsto use Duolingo in their spare time because students who get the 1st, 2nd, and 3rd places on the scoreboard will get rewards.

In the third meeting, students' did not play Duolingo in the class because the school does not allow students' to bring cell phone.But before the last meeting, the researcher always remind students' to playing Duolingo. So, in the last meeting the researcher only review about the

material that they get and given some question to students'. After that, researcher gave the students the post-test to measure the improvement in their scores and to know the student responses after using the Duolingo application to learn English. After the student finished, the researcher took the post-test back andgave some rewards to the 1st, 2nd, and 3rd students on the scoreboard.Then the researcher closes the class.

C. Discussion

Motivation is a component to achieve the goal. Both students and teacher should have the motivation in language learning process. Motivation can be distinguished into two kinds, extrinsic and intrinsic motivations. Both extrinsic and intrinsic factors can influence learners' motivation in achieving their goal in learning a language. The extrinsic and intrinsic factors give positive effect to the learners. It can build positive motivation of the learners.[62] High motivation to learn is reflected in the persistence that is not easily broken to achieve success despite the difficulties faced by many. High motivation can encourage student learning activities. Motivation to learn is needed in the classroom.[63]

Mobile technology is the device that is increasingly attached to the students. Having mobile technology and internet facility in hand, English language learners these days are open to many learning resources. they can enjoy some practicality and flexibility offered by the applications is convincing that the learners can make use the available mobile applications to learn independently outside the classroom and improve their English.[64] Many applications can be used to increase student learning motivation, such as the use of duolingo applications. The duolingo application is used as a

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[62] Khairunnisa Dwinalida and Sholeh Setiaji (2022), "Students' Motivation and English Learning Achievement in Senior High School Students: English Education, Linguistics, and Literature Journa", Vol. 1(1), hlm. 2-4
[63] Agus Husein As Sabiq(2017). "IMPROVING STUDENTS' MOTIVATION AND READING SKILLS IN ELT THROUGH AUDIO VISUAL MEDIA", Vol.25 No.1, hlm.58
[64] Tuti Hidayati and Sari Diana. (2019). "Students' Motivation to Learn English Using Mobile Applications: The Case of Duolingo and Hello English. JEELS (Journal of English Education and Linguistics Studies". 6(2). Hlm 208-209

student learning tool in English subjects. The purpose is to see how the application affects a student's learning motivation for learning English subjects.[65] In this research, the researcher tried to answer one research question, which was whether there was a difference in students' motivation after using Duolingo. For the question, the writer found that during the treatment using the Duolingo application, the entire student gave their best attitude toward the assignment. Most of the students enjoy learning English using the Duolingo application and have a willingness to do other assignments. It means the Duolingo application can motivate students to keep learning and practicing. From the pretest questionnaire, the researcher tries to find out how the student's motivation to learn English before they know about the Duolingo application. Some students have some motivation to learn, but others have not. For the post-test questionnaire, the question was focused on knowing the student's responses toward the use of the Duolingo application as a medium in English language learning. The researcher tries to know based on students' intrinsic and extrinsic motivation. And the result is that all of the students answer that they want to learn English using Duolingo because Duolingo has some interesting features, so they are not bored when learning English. In other hand, using game as strategies can improve students' motivation in learn English.[66]

The presented data, followed by a brief explanation above, provides general information about the effectiveness of using the Duolingo application to develop 7th-grade students' motivation to learn English and the use of the Duolingo application as their medium of English language learning because during this time traditional learning has not involved technology makes learners bored and saturated with monotone - way

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[65] Putri Raihan. (2019). *Analisis Kemandirian Belajar Siswa Menggunakan Aplikasi Duolingo pada Mata Pelajaran Bahasa Inggris Kelas VII SMP Negeri 1 Sabang (*Skripsi).

[66] Andi Sasrawangi, Iskandar and Muhlis. (2021). " Meningkatkan Motivasi Siswa dalam Belajar Bahasa Inggris Melalui Game di Kelas VIII MTSS" Badan Amal Ujung Loe Kab Bulukumba Sulawesi Selatan. Jurnal Pemikiran dan Pekembangan Pembelajaran. Vol 3. No 3, hlm. 27

learning.[67] As explained in the research method section, the researcher collected the data using a questionnaire to answer the research question. To get the average score of students' pre-test and post-test and analyze the data, the researcher used SPSS 26 version. After calculating the numerical data, the data gained from the SPSS 26 version was as follows: The average score for students pretest was 34,09 and the average score for students post-test was 37,00. Depending on the normality test using one sample Kolmogorov Smirnov the significance value of pretest and posttest is 0.2 and depending on the normality test one sample Shapiro Wilk the significance value of pretest is 0.157 and significance of posttest is 0.09. So we can conclude that the distribution pretest and posttest data was normal because the significance value was higher than 0. 05. After doing a normality test, the researcher did a t-test to test the hypothesis. Depending on the paired sample t-test, the significance of the data was lower than the level of significance. It means Ho was rejected and Ha was accepted. It means that there was a significant difference between the mean score of the pretest and the posttest. In this research, it means that the alternate hypothesis was accepted. So we can conclude that the use of the Duolingo application can increase 7th-grade students' motivation in learning English.

It can be concluded that Duolingo can be used to increase student motivation in English language learning because this medium provides a fun and attractive learning concept that could motivate students to learn English in a new way. Duolingo application was also easy to use by the student and help the student a lot to daily practice their English skill.[68] When giving the treatment, the researcher gives challenges the student to check whether they are motivated intrinsically or extrinsically. But the researcher

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[67] Dwi Hartanti. (2019). *Meningkatkan Motivasi Belajar Siswa dengan Media Pembelajaran Interaktif Game KAHOOT Berbasis Hypermedia.* PROSIDING SEMINAR NASIONAL : Kebijakan dan Pengembangan Pendidikan di Era Revolusi Industri 4.0. hlm. 80

[68] Tika Intan Pamuji. (2019). *The Use of Duolingo Application to Increase 8th Grade Student of Kyai Hasyim Junior High School Motivation in Learning English (Thesis).* UIN Sunan Ampel Surabaya, hlm. 71.

concluded that the students were motivated in both ways because they were motivated not only to get the reward but also to get a high degree and to learn the other material appeal besides the assignment given as we could see from the course progress during the treatment.

BAB V

CONCLUSION AND SUGGESTION

This chapter discusses the conclusion of this research about the effectiveness of the Duolingo application in developing students' motivation to learn English, furthermore, the chapter also contains suggestions regarding the research for students, teachers, and also the next researchers.

A. **Conclusion**

The purpose is to answer the research question, there is a significant effect on students' motivation after using Duolingo the researcher collected the data using a questionnaire. To measure the research data the researcher used SPSS 26 version to analyze the data. The data gained from the SPSS 26 version was as follows: The average score for students pretest was 34,09 and the average score for students post-test was 37,00. Depending on the normality test using one sample Kolmogorov Smirnov the significance value of pretest and posttest is 0.2 and depending on the normality test one sample Shapiro Wilk the significance value of pretest is 0.157 and significance of posttest is 0.09. So we can conclude that the distribution pretest and posttest data was normal because the significance value was higher than 0.05. After doing a normality test, the researcher did a t-test to test the hypothesis. Depending on the paired sample t-test, the significance of the data is 0.003 was lower than the level of significance (0.05). It means Ho was rejected and Ha was accepted. It means that there was a significant difference between the mean score of the pretest and the posttest. In this research, it means that the alternate hypothesis was accepted. So we can conclude that the use of the Duolingo application can increase 7th-grade students' motivation in learning English. From ain data in the finding chapter, the researcher concludes that Duolingo is used as media for English

language learning developing the 7th H student of SMP N 2 Kroya motivation to learn English.

B. Limitation of Study

There are some secrets of the study. The first of all, there are some students who are having a hard time making duolingo account and join the duolingo class, so during the first treatment, there are still some students who still make an account while the others can already play duolingo. Beyond that, not everyone can bring handphone in any treatment in the class, and not everyone can join the duolingo class because they don't have a personal phone yet. And the last one, when the last treatment, which the students should bring in phones but the school already doesn't allow them to bring their phones on, so the last meeting is only a matter of what they get when they play duolingo.

C. Suggestion

After conducting pre-experimental research and analyzing the questionnaire, the researcher proposed some suggestions to the student, teachers, and further researchers who are interested in research using the Duolingo application. They are as the following points:

1. To make the learning process more interesting ng, enjoyable and provide a situation that motivates the student to learn, the teacher should apply any appropriate media to support the learning activity. Besides using the textbook the teacher also could use Duolingo for school applications to teach in class or ask students dent to do self-learning outside the class using the Duolingo application in their leisure time. Continuous use of the application by the student would help give a better mastery of the English language.

2. For the researcher it can make this research as an experience for future learning processes and can apply various applications as a more interesting and flexible medium of learning for future students.

3. This research could be used by the next researcher as a reference to their research. Because now there is a Duolingo for school application that helps the teacher manage the assignment given to the student by Duolingo application.

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APPENDICES

Appendix 1

Questionnaire pretest before validity test (non responden)

Nama: FRISKA AURELIA PUTRI

kelas: 7G

ANGKET MOTIVASI BELAJAR SISWA
PRE-TEST

Petunjuk Pengisian

1. Instrumen ini berisikan sejumlah pernyataan tentang motivasi belajar Bahasa Inggris. Isilah angket ini dengan apa adanya sesuai dengan keadaan diri kamu serta usahakanlah untuk mengisi seluruh pernyataan tanpa ada nomor yang terlewatkan.
2. Bacalah setiap pernyataan dengan teliti.
3. Berilah tanda check list (√) pada lembar kolom yang telah disediakan.
4. Atas kesediaan dan kerjasama kamu dalam mengisi instrumen ini saya ucapkan terima kasih.
5. Pedoman Alternatif jawaban adalah sebagai berikut.
   - Ss = Sangat Setuju
   - S = Setuju
   - Ks = Kurang Setuju
   - St = Sangat Tidak Setuju

NO	Pernyataan	Ss	S	Ks	St
1.	Saya belajar Bahasa Inggris karena ingin meningkatkan kemampuan Bahasa Inggris saya.	√			
2.	Saya merasa bahwa kemampuan Bahasa Inggris saya masih kurang.	√			
3.	Saya merasa terdorong untuk belajar Bahasa Inggris karena mendapat dukungan dari orang tua.		√		
4.	Saya bersemangat dalam mengikuti kegiatan pembelajaran Bahasa Inggris di kelas karena teman-teman saya sangat interaktif.	√			
5.	Saya rajin belajar Bahasa Inggris karena guru saya selalu mengingatkan bahwa Bahasa Inggris itu penting.	√			
6.	Saya yakin bahasa Inggris sangat bermanfaat untuk masa depan saya.	√			
7.	Saya belajar Bahasa Inggris dengan sungguh-sungguh untuk mewujudkan cita-cita saya	√			
8.	Guruku membuat kegiatan pembelajaran Bahasa Inggris yang menarik	√			
9.	Saya merasa kelas nyaman untuk belajar Bahasa Inggris		√		
10.	Materi bahasa Inggris sangat menarik karena berhubungan dengan kehidupan sehari-hari.		√		
11.	Menurut saya Bahasa Inggris adalah materi yang susah untuk dipahami apabila hanya dengan membaca buku	√			
12.	Saya lebih tertarik belajar materi Bahasa Inggris melalui berbagai media dibandingkan dengan membaca buku	√			
13.	Saya lebih bersemangat belajar Bahasa Inggris ketika memiliki teman yang sama-sama menyukai Bahasa Inggris	√			
14.	Saya kesulitan mengasah kemampuan bahasa Inggris saya karena lingkungan kurang mendukung.		√		
15.	Saya senang ketika mendapat apresiasi karena mendapat nilai yang tinggi di kelas	√			
16.	Saya senang ketika mendapat apresiasi karena aktif bertanya dan menjawab di dalam kelas.		√		

Mengetahui,

Dosen Validator 1

Irra Wahidiyati, M. Pd
NIP. 19881130 201908 2 001

Dosen Validator 2

Desi Wijayanti Ma'rufah, M. Pd
NIP. 19921215 201801 2 003

VI

Appendix 2

Questionnaire posttest before validity test (non responden)

Mdan Khanza Dhia
VII G

ANGKET MOTIVASI BELAJAR SISWA
POST-TEST

Petunjuk Pengisian

1. Instrumen ini berisikan sejumlah pernyataan tentang motivasi belajar Bahasa Inggris. Isilah angket ini dengan apa adanya sesuai dengan keadaan diri kamu serta usahakanlah untuk mengisi seluruh pernyataan tanpa ada nomor yang terlewatkan.
2. Bacalah setiap pernyataan dengan teliti.
3. Berilah tanda chek list (√) pada lembar kolom yang telah disediakan.
4. Atas kesediaan dan kerjasama kamu dalam mengisi instrumen ini saya ucapkan terima kasih.
5. Pedoman Alternatif jawaban adalah sebagai berikut.

Ss = Sangat Setuju
S = Setuju
Ks = Kurang Setuju
St = Sangat Tidak Setuju

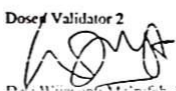| NO	Pernyataan	Ss	S	Ks	St
1.	Saya senang menggunakan Duolingo untuk meningkatkan kemampuan Bahasa Inggris saya.	√			
2.	Saya merasa kemampuan Bahasa Inggris saya meningkat karena menggunakan Duolingo.		√		
3.	Saya lebih bersemangat belajar Bahasa Inggris ketika menggunakan Duolingo.		√		
4.	Saya lebih bersemangat mengerjakan tugas yang diberikan guru melalui Duolingo.		√		
5.	Duolingo adalah satu media yang menarik untuk belajar Bahasa Inggris	√			
6.	Duolingo memiliki berbagai fitur yang menarik untuk belajar Bahasa Inggris.		√		
7.	Saya merasa cepat bosan ketika menggunakan Duolingo		√		√
8.	Saya senang ketika mendapat apresiasi karena mendapat peringkat tertinggi di papan skor Duolingo.		√		√
9.	Saya merasa senang ketika mendapat pujian dari orang lain karena kemampuan Bahasa Inggris saya meningkat setelah menggunakan Duolingo.	√	√		
10.	Saya mencatat setiap kosa kata baru di Duolingo untuk meningkatkan kemampuan bahasa Inggris saya	√	√		
11.	Saya merasa pembelajaran Bahasa Inggris di kelas lebih menarik karena menggunakan Duolingo.				
12.	Saya sering menggunakan Duolingo ketika memiliki waktu luang.	√			
13.	Saya hanya menggunakan Duolingo ketika disuruh untuk mengerjakan tugas di Duolingo			√	
14.	Saya ingin meningkatkan kemampuan Bahasa Inggris saya menggunakan Duolingo agar cita-cita saya dapat tercapai.		√		
15.	Dengan menggunakan Duolingo saya merasa belajar sambil bermain itu menyenangkan.	√			

Mengetahui,

Dosen Validator 1

Irra Wahidiyati, M. Pd
NIP. 19881130 201908 2 001

Dosen Validator 2

Desi Wijayanti Ma'rufah, M. Pd
NIP. 19921215 201801 2 003

Appendix 3

Validity test using SPSS 26 (pretest)

Correlations

		X01	X02	X03	X04	X05	X06	X07	X08	X09	X10	X11	X12	X13	X14	X15	X16	TOTAL
X01	Pearson Correlation	1	0,123	0,206	0,067	.390*	.392*	.384*	0,259	0,087	0,173	-0,045	0,246	0,192	0,111	0,343	0,101	.545**
	Sig. (2-tailed)		0,510	0,265	0,720	0,030	0,029	0,033	0,159	0,641	0,351	0,812	0,182	0,301	0,552	0,059	0,590	0,002
	N	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31
X02	Pearson Correlation	0,123	1	-0,196	-0,227	0,049	-0,016	-0,082	0,101	0,255	0,104	.408*	0,127	-0,007	-0,140	0,023	-0,048	0,182
	Sig. (2-tailed)	0,510		0,291	0,220	0,795	0,931	0,661	0,590	0,167	0,578	0,023	0,497	0,970	0,453	0,903	0,796	0,328
	N	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31
X03	Pearson Correlation	0,206	-0,196	1	0,247	0,150	-0,196	0,147	-0,082	-0,301	0,097	-0,108	0,034	-0,119	-0,066	-0,228	0,243	0,173
	Sig. (2-tailed)	0,265	0,291		0,180	0,421	0,290	0,430	0,660	0,100	0,605	0,562	0,857	0,525	0,722	0,217	0,188	0,352
	N	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31
X04	Pearson Correlation	0,067	-0,227	0,247	1	0,058	0,030	0,349	0,324	-0,098	0,081	0,186	0,087	-0,063	0,207	0,072	0,186	.387*
	Sig. (2-tailed)	0,720	0,220	0,180		0,758	0,871	0,054	0,075	0,600	0,663	0,317	0,642	0,737	0,265	0,702	0,317	0,032
	N	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31
X05	Pearson Correlation	.390*	0,049	0,150	0,058	1	.403*	.500**	0,057	0,075	0,159	0,211	-0,027	.421*	0,030	.510**	0,259	.619**
	Sig. (2-tailed)	0,030	0,795	0,421	0,758		0,025	0,004	0,761	0,689	0,394	0,254	0,886	0,018	0,874	0,003	0,159	0,000
	N	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31
X06	Pearson Correlation	.392*	-0,016	-0,196	0,030	.403*	1	.421*	0,255	0,243	0,269	-0,119	0,205	0,136	-0,261	.392*	0,188	.432*
	Sig. (2-tailed)	0,029	0,931	0,290	0,871	0,025		0,018	0,166	0,187	0,143	0,525	0,268	0,466	0,155	0,029	0,311	0,015
	N	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31
X07	Pearson Correlation	.384*	-0,082	0,147	0,349	.500**	.421*	1	.418*	.363*	0,088	-0,192	-0,189	0,253	0,061	0,267	0,339	.591**
	Sig. (2-tailed)	0,033	0,661	0,430	0,054	0,004	0,018		0,019	0,045	0,638	0,300	0,309	0,170	0,746	0,146	0,062	0,000
	N	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31
X08	Pearson Correlation	0,259	0,101	-0,082	0,324	0,057	0,255	.418*	1	0,288	.473**	0,186	0,231	0,196	-0,007	.394*	.386*	.648**
	Sig. (2-tailed)	0,159	0,590	0,660	0,075	0,761	0,166	0,019		0,116	0,007	0,317	0,210	0,291	0,972	0,028	0,032	0,000
	N	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31
X09	Pearson Correlation	0,087	0,255	-0,301	-0,098	0,075	0,243	.363*	0,288	1	.362*	-0,147	-0,005	0,077	-.449*	0,199	0,065	0,254
	Sig. (2-tailed)	0,641	0,167	0,100	0,600	0,689	0,187	0,045	0,116		0,045	0,430	0,979	0,682	0,011	0,283	0,728	0,167
	N	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31
X10	Pearson Correlation	0,173	0,104	0,097	0,081	0,159	0,269	0,088	.473**	.362*	1	0,240	.422*	0,004	-0,283	0,264	.529**	.583**
	Sig. (2-tailed)	0,351	0,578	0,605	0,663	0,394	0,143	0,638	0,007	0,045		0,193	0,018	0,982	0,123	0,151	0,002	0,001
	N	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31
X11	Pearson Correlation	-0,045	.408*	-0,108	0,186	0,211	-0,119	-0,192	0,186	-0,147	0,240	1	0,281	0,350	0,164	0,071	0,004	.391*
	Sig. (2-tailed)	0,812	0,023	0,562	0,317	0,254	0,525	0,300	0,317	0,430	0,193		0,126	0,053	0,379	0,704	0,984	0,030
	N	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31
X12	Pearson Correlation	0,246	0,127	0,034	0,087	-0,027	0,205	-0,189	0,231	-0,005	.422*	0,281	1	0,058	-0,199	-0,049	0,015	0,340
	Sig. (2-tailed)	0,182	0,497	0,857	0,642	0,886	0,268	0,309	0,210	0,979	0,018	0,126		0,757	0,282	0,795	0,937	0,061
	N	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31
X13	Pearson Correlation	0,192	-0,007	-0,119	-0,063	.421*	0,136	0,253	0,196	0,077	0,004	0,350	0,058	1	0,219	0,225	0,082	.459**
	Sig. (2-tailed)	0,301	0,970	0,525	0,737	0,018	0,466	0,170	0,291	0,682	0,982	0,053	0,757		0,237	0,224	0,660	0,009
	N	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31
X14	Pearson Correlation	0,111	-0,140	-0,066	0,207	0,030	-0,261	0,061	-0,007	-.449*	-0,283	0,164	-0,199	0,219	1	0,010	0,002	0,066
	Sig. (2-tailed)	0,552	0,453	0,722	0,265	0,874	0,155	0,746	0,972	0,011	0,123	0,379	0,282	0,237		0,956	0,993	0,724
	N	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31
X15	Pearson Correlation	0,343	0,023	-0,228	0,072	.510**	.392*	0,267	.394*	0,199	0,264	0,071	-0,049	0,225	0,010	1	.501**	.561**
	Sig. (2-tailed)	0,059	0,903	0,217	0,702	0,003	0,029	0,146	0,028	0,283	0,151	0,704	0,795	0,224	0,956		0,004	0,001
	N	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31
X16	Pearson Correlation	0,101	-0,048	0,243	0,186	0,259	0,188	0,339	.386*	0,065	.529**	0,004	0,015	0,082	0,002	.501**	1	.592**
	Sig. (2-tailed)	0,590	0,796	0,188	0,317	0,159	0,311	0,062	0,032	0,728	0,002	0,984	0,937	0,660	0,993	0,004		0,000
	N	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31
TOTAL	Pearson Correlation	.545**	0,182	0,173	.387*	.619**	.432*	.591**	.648**	0,254	.583**	.391*	0,340	.459**	0,066	.561**	.592**	1
	Sig. (2-tailed)	0,002	0,328	0,352	0,032	0,000	0,015	0,000	0,000	0,167	0,001	0,030	0,061	0,009	0,724	0,001	0,000	
	N	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31

Appendix 4

Validity test using SPSS 26 (posttest)

Correlations

		X01	X02	X03	X04	X05	X06	X07	X08	X09	X10	X11	X12	X13	X14	X15	TOTAL
X01	Pearson Correlation	1	.807**	.378*	0,218	.586**	0,175	-0,226	0,046	.551**	.452*	.508**	.372*	-0,211	.418*	.757**	.765**
	Sig. (2-tailed)		0,000	0,036	0,238	0,001	0,347	0,222	0,807	0,001	0,011	0,004	0,039	0,254	0,019	0,000	0,000
	N	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31
X02	Pearson Correlation	.807**	1	0,262	0,188	.503**	0,345	-0,178	0,191	.600**	.477**	0,246	0,118	-0,209	.536**	.651**	.718**
	Sig. (2-tailed)	0,000		0,155	0,312	0,004	0,057	0,337	0,303	0,000	0,007	0,183	0,529	0,259	0,002	0,000	0,000
	N	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31
X03	Pearson Correlation	.378*	0,262	1	.717**	.534**	0,173	-0,055	-0,203	.365*	.459**	0,297	0,142	0,297	-0,091	0,239	.587**
	Sig. (2-tailed)	0,036	0,155		0,000	0,002	0,351	0,769	0,274	0,043	0,009	0,105	0,446	0,105	0,627	0,195	0,001
	N	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31
X04	Pearson Correlation	0,218	0,188	.717**	1	0,279	0,229	-0,231	-0,232	0,344	0,323	0,156	0,095	0,135	-0,047	0,144	.401*
	Sig. (2-tailed)	0,238	0,312	0,000		0,128	0,215	0,211	0,209	0,058	0,076	0,402	0,613	0,470	0,803	0,440	0,025
	N	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31
X05	Pearson Correlation	.586**	.503**	.534**	0,279	1	0,170	-0,065	-0,055	.501**	.412*	0,282	0,205	0,134	-0,002	.508**	.642**
	Sig. (2-tailed)	0,001	0,004	0,002	0,128		0,360	0,729	0,770	0,004	0,021	0,124	0,270	0,473	0,989	0,004	0,000
	N	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31
X06	Pearson Correlation	0,175	0,345	0,173	0,229	0,170	1	-0,208	0,177	.487**	.419*	0,289	-0,105	0,283	0,125	0,204	.466**
	Sig. (2-tailed)	0,347	0,057	0,351	0,215	0,360		0,263	0,341	0,006	0,019	0,115	0,575	0,123	0,504	0,271	0,008
	N	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31
X07	Pearson Correlation	-0,226	-0,178	-0,055	-0,231	-0,065	-0,208	1	-0,108	-0,144	0,199	-0,145	-0,238	-0,092	-0,223	-0,272	-0,069
	Sig. (2-tailed)	0,222	0,337	0,769	0,211	0,729	0,263		0,562	0,439	0,282	0,435	0,197	0,622	0,227	0,139	0,711
	N	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31
X08	Pearson Correlation	0,046	0,191	-0,203	-0,232	-0,055	0,177	-0,108	1	-0,010	0,124	0,133	0,110	0,028	0,292	0,023	0,225
	Sig. (2-tailed)	0,807	0,303	0,274	0,209	0,770	0,341	0,562		0,958	0,506	0,477	0,554	0,881	0,110	0,901	0,224
	N	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31
X09	Pearson Correlation	.551**	.600**	.365*	0,344	.501**	.487**	-0,144	-0,010	1	.519**	.403*	0,024	0,212	0,291	.494**	.723**
	Sig. (2-tailed)	0,001	0,000	0,043	0,058	0,004	0,006	0,439	0,958		0,003	0,025	0,896	0,252	0,112	0,005	0,000
	N	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31
X10	Pearson Correlation	.452*	.477**	.459**	0,323	.412*	.419*	0,199	0,124	.519**	1	.419*	0,105	0,017	0,261	.429*	.769**
	Sig. (2-tailed)	0,011	0,007	0,009	0,076	0,021	0,019	0,282	0,506	0,003		0,019	0,575	0,927	0,157	0,016	0,000
	N	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31
X11	Pearson Correlation	.508**	0,246	0,297	0,156	0,282	0,289	-0,145	0,133	.403*	.419*	1	.371*	-0,045	.381*	0,352	.620**
	Sig. (2-tailed)	0,004	0,183	0,105	0,402	0,124	0,115	0,435	0,477	0,025	0,019		0,040	0,809	0,035	0,052	0,000
	N	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31
X12	Pearson Correlation	.372*	0,118	0,142	0,095	0,205	-0,105	-0,238	0,110	0,024	0,105	.371*	1	-0,213	0,083	.450*	.362*
	Sig. (2-tailed)	0,039	0,529	0,446	0,613	0,270	0,575	0,197	0,554	0,896	0,575	0,040		0,250	0,656	0,011	0,045
	N	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31
X13	Pearson Correlation	-0,211	-0,209	0,297	0,135	0,134	0,283	-0,092	0,028	0,212	0,017	-0,045	-0,213	1	-0,117	-0,183	0,150
	Sig. (2-tailed)	0,254	0,259	0,105	0,470	0,473	0,123	0,622	0,881	0,252	0,927	0,809	0,250		0,531	0,325	0,422
	N	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31
X14	Pearson Correlation	.418*	.536**	-0,091	-0,047	-0,002	0,125	-0,223	0,292	0,291	0,261	.381*	0,083	-0,117	1	0,201	.426*
	Sig. (2-tailed)	0,019	0,002	0,627	0,803	0,989	0,504	0,227	0,110	0,112	0,157	0,035	0,656	0,531		0,279	0,017
	N	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31
X15	Pearson Correlation	.757**	.651**	0,239	0,144	.508**	0,204	-0,272	0,023	.494**	.429*	0,352	.450*	-0,183	0,201	1	.661**
	Sig. (2-tailed)	0,000	0,000	0,195	0,440	0,004	0,271	0,139	0,901	0,005	0,016	0,052	0,011	0,325	0,279		0,000
	N	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31
TOTAL	Pearson Correlation	.765**	.718**	.587**	.401*	.642**	.466**	-0,069	0,225	.723**	.769**	.620**	.362*	0,150	.426*	.661**	1
	Sig. (2-tailed)	0,000	0,000	0,001	0,025	0,000	0,008	0,711	0,224	0,000	0,000	0,000	0,045	0,422	0,017	0,000	
	N	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31

Appendix 5

Reliability test using SPSS 26

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X01	44,5484	23,256	0,470	0,661
X02	44,7419	25,065	0,073	0,693
X03	45,2903	25,013	-0,011	0,716
X04	45,0000	23,600	0,266	0,676
X05	45,0968	21,624	0,514	0,645
X06	44,4516	23,923	0,352	0,671
X07	45,1935	21,228	0,457	0,649
X08	45,0645	21,529	0,552	0,642
X09	45,2903	24,480	0,122	0,691
X10	45,3871	22,445	0,492	0,653
X11	45,4839	22,991	0,223	0,683
X12	45,5484	23,389	0,159	0,694
X13	44,8710	22,649	0,318	0,669
X14	45,5806	25,785	-0,067	0,710
X15	44,9032	22,024	0,444	0,654
X16	45,4839	21,125	0,455	0,649

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X01	42,4194	22,452	0,697	0,674
X02	42,4839	23,258	0,647	0,684
X03	42,8065	24,028	0,490	0,698
X04	43,0323	25,699	0,300	0,717
X05	42,4516	24,656	0,579	0,698
X06	42,3871	25,512	0,380	0,712
X07	43,4516	29,789	-0,262	0,795
X08	42,1290	26,649	0,082	0,739
X09	42,2581	23,865	0,665	0,688
X10	42,9032	21,557	0,686	0,668
X11	42,3226	23,959	0,532	0,695
X12	43,4516	25,189	0,196	0,732
X13	42,9677	27,299	-0,040	0,764
X14	42,5806	24,785	0,282	0,720
X15	42,2903	22,680	0,555	0,686

X

Appendix 6

Result of pretest by responden

EVI YULIANTI
VII H

ANGKET MOTIVASI BELAJAR SISWA
PRE-TEST

Petunjuk Pengisian

1. Instrumen ini berisikan sejumlah pernyataan tentang motivasi belajar Bahasa Inggris. Isilah angket ini dengan apa adanya sesuai dengan keadaan diri kamu serta usahakanlah untuk mengisi seluruh pernyataan tanpa ada nomor yang terlewatkan.
2. Bacalah setiap pernyataan dengan teliti.
3. Berilah tanda chek list (√) pada lembar kolom yang telah disediakan.
4. Atas kesediaan dan kerjasama kamu dalam mengisi instrumen ini saya ucapkan terima kasih.
5. Pedoman Alternatif jawaban adalah sebagai berikut.

Ss = Sangat Setuju
S = Setuju
Ks = Kurang Setuju
St = Sangat Tidak Setuju

NO	Pernyataan	Ss	S	Ks	Si
1.	Saya belajar Bahasa Inggris karena ingin meningkatkan kemampuan Bahasa Inggris saya.	√			
2.	Saya bersemangat dalam mengikuti kegiatan pembelajaran Bahasa Inggris di kelas karena teman-teman saya sangat interaktif.	√			
3.	Saya rajin belajar Bahasa Inggris karena guru saya selalu mengingatkan bahwa Bahasa Inggris itu penting.	√			
4.	Saya yakin bahasa Inggris sangat bermanfaat untuk masa depan saya.	√			
5.	Saya belajar Bahasa inggris dengan sungguh-sungguh untuk mewujudkan cita-cita saya		√		
6.	Guruku membuat kegiatan pembelajaran Bahasa Inggris yang menarik		√		
7.	Materi bahasa Inggris sangat menarik karena berhubungan dengan kehidupan sehari-hari.	√			
8.	Menurut saya Bahasa Inggris adalah materi yang susah untuk dipahami apabila hanya dengan membaca buku	√			
9.	Saya lebih bersemangat belajar Bahasa Inggris ketika memiliki teman yang sama-sama menyukai Bahasa inggris		√		
10.	Saya senang ketika mendapat apresiasi karena mendapat nilai yang tinggi di kelas		√		
11.	Saya senang ketika mendapat apresiasi karena aktif bertanya dan menjawab di dalam kelas.		√		

Appendix 7

Result of posttest by responden

Baif Ikhmal Aznan
7h

ANGKET MOTIVASI BELAJAR SISWA
POST-TEST

Petunjuk Pengisian

1. Instrumen ini berisikan sejumlah pernyataan tentang motivasi belajar Bahasa Inggris.
   Isilah angket ini dengan apa adanya sesuai dengan keadaan diri kamu serta usahakanlah
   untuk mengisi seluruh pernyataan tanpa ada nomor yang terlewatkan.
2. Bacalah setiap pernyataan dengan teliti.
3. Berilah tanda chek list (√) pada lembar kolom yang telah disediakan.
4. Atas kesediaan dan kerjasama kamu dalam mengisi instrumen ini saya ucapkan terima
   kasih.
5. Pedoman Alternatif jawaban adalah sebagai berikut.
   Ss   = Sangat Setuju
   S   = Setuju
   Ks   = Kurang Setuju
   St   = Sangat Tidak Setuju

NO	Pernyataan	Ss	S	Ks	St
1.	Saya senang menggunakan Duolingo untuk meningkatkan kemampuan Bahasa Inggris saya.		√		
2.	Saya merasa kemampuan Bahasa Inggris saya meningkat karena menggunakan Duolingo.		√		
3.	Saya lebih bersemangat belajar Bahasa Inggris ketika menggunakan Duolingo.	√			
4.	Saya lebih bersemangat mengerjakan tugas yang diberikan guru melalui Duolingo.	√	✗		
5.	Duolingo adalah satu media yang menarik untuk belajar Bahasa Inggris		√		
6.	Duolingo memiliki berbagai fitur yang menarik untuk belajar Bahasa Inggris.	√			
7.	Saya merasa senang ketika mendapat pujian dari orang lain karena kemampuan Bahasa Inggris saya meningkat setelah menggunakan Duolingo.	√			
8.	Saya mencatat setiap kosa kata baru di Duolingo untuk meningkatkan kemampuan bahasa Inggris saya		√		
9.	Saya merasa pembelajaran Bahasa Inggris di kelas lebih menarik karena menggunakan Duolingo.	√			
10.	Saya sering menggunakan Duolingo ketika memiliki waktu luang.			√	
11.	Saya ingin meningkatkan kemampuan Bahasa Inggris saya menggunakan Duolingo agar cita-cita saya dapat tercapai.			√	
12.	Dengan menggunakan Duolingo saya merasa belajar sambil bermain itu menyenangkan.		√		

Appendix 8

Students' activity in duolingo for school application

Appendix 9

Treatment at class 7H

First Meeting

Second Meeting

Third Meeting

BIBILIOGRAPHY

A. Identitas Diri

    1. Nama Lengkap   : Munasiroh

    2. NIM   : 1817404074

    3. Tempat/Tgl. Lahir: Cilacap/10 Februari 2001

    4. Alamat Rumah   : Jalan Semeru Rt 03 Rw 07 Kroya

    5. Nama Ayah   : Achmad Mutakhir

    6. Nama Ibu   : Nasiyem

B. Riwayat Pendidikan

    1. Pendidikan Formal

        a. SD/MI, tahun lulus   : MI Al Islamiyah Kroya, 2012

        b. SMP/MTs, tahun lulus   : SMP N 2 Kroya, 2015

        c. SMA/MA, tahun lulus   : SMA N 1 Kroya, 2018

        d. S1, tahun masuk   : UIN Prof. K.H. Saifuddin Zuhri, 2018