

**THE EFFECTIVENESS OF USING DUOLINGO  
APPLICATION TOWARDS STUDENTS' MASTERY IN  
MAKING SIMPLE PRESENT TENSE AT THE SECOND  
GRADE STUDENTS OF SMP EL-SYIHAB BANDAR  
LAMPUNG AT THE FIRST SEMESTER IN THE  
ACADEMIC YEAR OF 2021/2022**

**A Thesis**

Submitted as a Partial Fulfillment of the Requirement for S1-Degree

**By**

**ZAHRA NUR SHAFIA**

**NPM: 1611040138**

**Study Program: English Education**

**Advisor : Dewi Kurniawati, M. Pd**

**Co- advisor : Irawansyah, M.Pd**



**TARBIYAH AND TEACHER TRAINING FACULTY  
RADEN INTAN STATE ISLAMIC UNIVERSITY  
LAMPUNG  
1443 H / 2022 M**

## ABSTRACT

### THE EFFECTIVENESS OF USING DUOLINGO APPLICATION TOWARDS STUDENTS' MASTERY IN MAKING SIMPLE PRESENT TENSE AT THE SECOND GRADE STUDENTS OF SMP EL-SYIHAB BANDAR LAMPUNG AT THE FIRST SEMESTER IN THE ACADEMIC YEAR 2021/2022

By:  
**Zahra Nur Shafa**

The purpose of the research is to know whether there is an effectiveness of using Duolingo application towards Students' Mastery in making Simple Present. Based on the preliminary research, it showed the students' mastery in making simple present tense at the second grade of SMP El-Syihab, Bandar Lampung was still low.

In this research, the researcher used pre experimental design with the treatments which were held in three meetings, and 40 minutes for each meeting. The population of this research was the Second Grade of SMP Islam El-Syihab, Bandar Lampung. The researcher took sample by using cluster random sampling, the sample was VIII A as experimental class with 30 students. In collecting the data, the researcher used multiple choice questions for pre-test and post-test. The tests were multiple choice to choose the correct answers that switch to the simple present tense.

After giving post-test, the researcher analyzed the data using paired sample test formula. After doing the hypothetical towards test, it was obtained the result of (2-tailed) was less than 0.05. So, this result means there was an effective of using Duolingo application towards Students' Mastery in Making Simple Present Tense.

**Keywords:** *Duolingo application, simple present tense, quantitative research*



**KEMENTERIAN AGAMA  
UIN RADEN INTAN LAMPUNG  
FAKULTAS TARBIYAH DAN KEGURUAN**

*Alamat : Jl. Let. kol. H. Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703260*

---

**APPROVAL**

**Title : THE EFFECTIVENESS OF USING  
DUOLINGO APPLICATION TOWARDS  
STUDENTS' MASTERY IN MAKING  
SIMPLE PRESENT TENSE AT THE  
SECOND GRADE STUDENTS OF SMP  
EL-SYIHAB BANDAR LAMPUNG AT  
THE FIRST SEMESTER IN THE  
ACADEMIC YEAR OF 2021/2022**

**Student's Name : ZAHRA NUR SHAFHA  
Student's Number : 1611040138  
Study Program : English Education  
Faculty : Tarbiyah and Teacher Training Faculty**

**APPROVED**

Was tested and defended in the examination session at Tarbiyah and  
Teacher Training Faculty State Islamic University of  
Raden Intan Lampung

**Advisor,**

**Dewi Kurniawati, M.Pd**  
NIP. 19800601 200604 2 047

**Co-Advisor,**

**Irawansyah, M.Pd**  
NIP.

**The Chairperson  
Of English Education Study Program**

**Dr. Mohammad Muhassin, M.Hum**  
NIP. 19770818 200801 1 012



**KEMENTERIAN AGAMA  
UIN RADEN INTAN LAMPUNG  
FAKULTAS TARBIYAH DAN KEGURUAN**

*Alamat : Jl. Let. kol. H. Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703260*

---

**ADMISSION**

A thesis entitled: “**THE EFFECTIVENESS OF USING DUOLINGO APPLICATION TOWARDS STUDENTS’ MASTERY IN MAKING SIMPLE PRESENT TENSE AT THE SECOND GRADE STUDENTS OF SMP EL-SYIHAB BANDAR LAMPUNG AT THE FIRST SEMESTER IN THE ACADEMIC YEAR OF 2021/2022**”, by: ZAHRA NUR SHAFa, NPM: 1611040138, Study Program: English Education, was tested and defended in the examination on: Thursday, March 31<sup>st</sup>2022.

**Board of Examiner:**

**Chairperson** : Dr. Muhammad Muhassin, M.Pd (.....)

**Secretary** : Dian Reftyawati, M.Pd (.....)

**Primary Examiner** : Rohmatillah M.Pd (.....)

**Secondary Examiner** : Dewi Kurniawati, M. Pd (.....)

**Tertiary Examiner** : Irawansyah, M. Pd (.....)

**The Dean of  
Tarbiyah and Teacher Training Faculty**



**Prof. Dr. Hj. Nirva Diana, M. Pd.**  
NIP. 19640881988032 002

## MOTTO

وَمِنْ آيَاتِهِ خَلْقَ السَّمَوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَأَلْوَانِكُمْ إِنَّ

فِي ذَلِكَ لَآيَاتٍ لِّلْعَلَمِينَ ﴿٢٢﴾

“And one of His signs is the creation of the heavens and the earth and the diversity of your tongues and colors; most surely there are signs in this for the learned.” (QS. AR-RUM: 22)<sup>1</sup>



---

<sup>1</sup> Ahadi, “Qur’an Surah Ar-Rum 22 (QS 24: 22)in Arabic and English traslaion” (Online), available at : [http://www.alquranenglish.com/quran-surah-alahzab-70-71-qs-33-70-71 - in-arabic-and-english-translation\\_](http://www.alquranenglish.com/quran-surah-alahzab-70-71-qs-33-70-71 - in-arabic-and-english-translation_)(Accesed on September 7<sup>th</sup> 2021)

## DEDICATION

From the deep of my heart, this thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. Allah Subhanahu wata'ala who always be here and help His servant.
2. Nabi Muhammad ﷺ who guide us from the darkness to the lightness.
3. My beloved parents, Mr. Sugeng Untoro and Mrs. Eria Kusumawati who always love me, support me and pray for my success. Thank you for all the support, May Allah bless your life.
4. My beloved friend Titik Nur Hasanah, S.Pd and Annisa Erladestami, S.Psi who always give motivation to finishing my study and always support me.
5. My beloved lecturers in English Education Study Program and almamater Raden Intan State Islamic University Lampung, who teach me and have contributed much for my self-development.



## CURRICULUM VITAE

The name of the researcher is Zahra Nur Shafa. She was born on April 30<sup>th</sup>, 1998, in Bandar Lampung. She is the first child of Mr. Sugeng Untoro and Mrs. Eria Kusumawati. She has two sisters and one brother namely Afra Nida Karimah, Adiba Shakila Arriza, and Muhammad Azizana Maula.

She accomplished her formal education at kindergarten TK YAPINDO, Tulang Bawang and finished in 2005. Then the researcher entered Elementary School at SD 02 YAPINDO, Tulang Bawang in 2005 and graduated in 2010. She continued her school at Junior High School in SMP Gula Putih Mataram, Lampung Tengah which graduated in 2013. After that, she continued her study in Senior High School of SMA Manba'ul Ulum, Tangerang and graduated in 2016.

While being a college student, the researcher did social action internship in Pulau Panggung, Tanggamus for 40 days. After having social action internship, she had practical field experience in SMAN 14 Bandar Lampung for 50 days. After finishing all, the researcher started focusing in doing her thesis and she started teaching the children in a course to have experience and learn as well. Although there are many obstacles in doing it but it ran smoothly.

## ACKNOWLEDGEMENTS

First and foremost, praise to Allah Subhanahu wata'ala, the Most Merciful and the Most Beneficent for His blessing and mercy given to the researcher during her study completing this thesis. Then, then best wishes and salutations be upon the great messenger prophet Muhammad صلى الله عليه وسلم .

This thesis entitled “The Effectiveness of Using Duolingo Application Towards Students’ Mastery in Making Simple Present Tense at The Second Grade Students of SMP El-Syihab Bandar Lampung at The First Semester in The Academic Year of 2021/2022 ” is presented to the English Education Study Program of Raden Intan State Islamic University Lampung. The primary aim of writing this thesis is to fulfill students’ partial fulfillment of the requirement to obtain S1-degree.

Then, the researcher would like to say her gratitude to the following people for their ideas, time and guidance for this thesis :

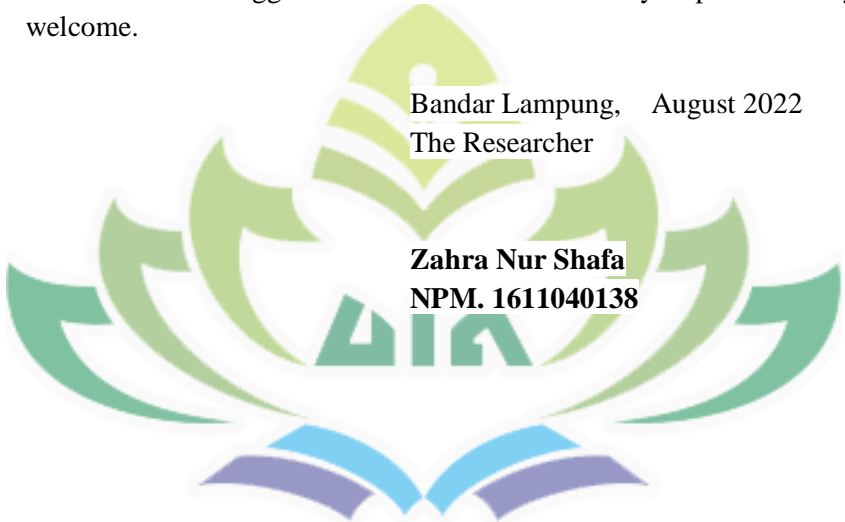
1. Prof. Dr. Hj. Nirva Diana, M.Pd, the dean of Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic University Lampung with all staff, who has given the researcher an opportunity to study until the end of this thesis composition.
2. Dr. Mohammad Muhassin, M.Pd as the chairperson of English Education Study Program of Raden Intan State Islamic University Lampung.
3. Dewi Kurniawati, M.Pd, the first advisor of the researcher, for her guidance and countless times given to the researcher to finish this thesis.
4. Irawansyah, M.Pd as the second advisor of the researcher, for his guidance in correcting this thesis to be better.
5. All lecturers of English Department of Raden Intan State Islamic University Lampung, who have taught the researcher since the first year of her study.
6. Joko Sutrisno, M.Pd. I as the Headmaster of SMP El-Syihab, Bandar Lampung for allowing the writer to conduct the research.
7. Diyyah Andhika, S.Pd as the English teacher at SMP El-Syihab, Bandar Lampung who has given the guidance and spirit in



conducting this research.

8. All people who can not be mentioned one by one, for your concern and contribution to finish this thesis.
9. To NCT members especially Mark Lee thanks for being such a hardwork role model, thank for always gives your fan motivation and inspiration and accompany them in their ard times.
10. *Last but not least, I wanna thank me, for believing in me, for doing all this hard work, for having no days off, for never quitting, for just being me at all times.*

Finally, none or nothing is perfect and neither is this thesis. Any corrections and suggestion for this thesis is always open-heartedly welcome.



Bandar Lampung, August 2022  
The Researcher

**Zahra Nur Shafa**  
**NPM. 1611040138**

## TABLE OF CONTENTS

<b>COVER</b> .....	<b>i</b>
<b>ABSTRACT</b> .....	<b>ii</b>
<b>APPROVAL</b> .....	<b>iii</b>
<b>ADMISSION</b> .....	<b>iv</b>
<b>MOTTO</b> .....	<b>v</b>
<b>DEDICATION</b> .....	<b>vi</b>
<b>CURRICULUM VITAE</b> .....	<b>vii</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>ix</b>
<b>TABLE OF CONTENT</b> .....	<b>ix</b>
<b>CHAPTER I INTRODUCTION</b> .....	<b>1</b>
A. Title Confirmation.....	1
B. Background of the Problem.....	3
C. Identification and Limitation of the Problem.....	8
D. Formulation of the Problem.....	9
E. Purpose of the Research.....	9
F. Uses of the Research.....	9
G. Relevant Studies.....	10
H. Systematic of Writing.....	11
<b>CHAPTER II LITERATURE REVIEW</b> .....	<b>13</b>
A. Theory.....	13
1. Grammar.....	13
2. Simple Present Tense.....	14
a. Definition of Simple Present Tense.....	14
b. The Function of Simple Present Tense.....	15
c. The pattern of Simple Present Tense.....	16
3. Duolingo.....	21
a. Definition of Duolingo.....	21
b. The Characteristic of Duolingo.....	23
c. Advantages and Disadvantages.....	24
d. The Procedure of learning using Duolingo.....	25
B. The Concept of Students' Ability in Making Simple Present Tense.....	33
C. Hypothesis.....	34

<b>CHAPTER III RESEARCH METHODOLOGY .....</b>	<b>35</b>
A. Time and Place of Research.....	35
B. Research Design .....	35
C. Population, Sample and Sampling Technique.....	36
D. Data Collecting Technique .....	38
E. The Operational Definition of Variable .....	38
F. Research Instrument .....	39
G. Research Procedure .....	40
H. Validity Tes and Realibility Data .....	41
I. Analysis of Research Instrument .....	43
J. Hypothetic Test .....	44
<b>CHAPTER IV RESULT AND DISCUSSION .....</b>	<b>47</b>
A. Research Procedure .....	47
B. Process of the Treatment .....	47
C. Result of the Research .....	49
D. Data Analysis .....	51
E. Discussion .....	56
<b>CHAPTER V CONCLUSION AND SUGGESTION .....</b>	<b>61</b>
A. Conclusion .....	61
B. Suggestion .....	61
<b>REFERENCES.....</b>	<b>63</b>
<b>APPENDICES .....</b>	<b>69</b>

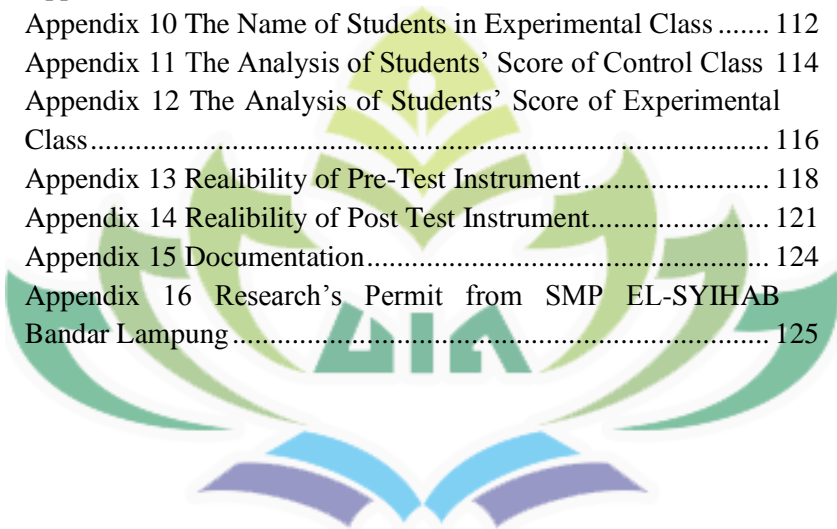
## LIST OF TABLES

Table 1 The Students' Grammar Mastery.....	4
Table 2 Research Design of Pre-test and Post-test.....	20
Table 3 The Students' Grammar Mastery.....	21
Table 4 Normality of Experimental and Control Class.....	29
Table 5 Homogeneity Test .....	30
Table 6 Hypothetical Test .....	31



## LIST OF APPENDICES

Appendix 1 The Result of Interview with English Teacher .....	69
Appendix 2 The Result of Question for The Students .....	71
Appendix 3 The Students' Grammar score.....	73
Appendix 4 Syllabus .....	77
Appendix 5 Lesson Plan.....	85
Appendix 6 Test Item of Pre-Test .....	103
Appendix 7 Test Item of Post Test .....	106
Appendix 8 Validation Form of Simple Present Tense .....	109
Appendix 9 The Name of Students in Control Class .....	110
Appendix 10 The Name of Students in Experimental Class .....	112
Appendix 11 The Analysis of Students' Score of Control Class	114
Appendix 12 The Analysis of Students' Score of Experimental Class.....	116
Appendix 13 Realibility of Pre-Test Instrument.....	118
Appendix 14 Realibility of Post Test Instrument.....	121
Appendix 15 Documentation.....	124
Appendix 16 Research's Permit from SMP EL-SYIHAB Bandar Lampung.....	125



# CHAPTER I

## INTRODUCTION

### A. Title Confirmation

Confirmation of title to understand the title of this thesis and clarify, the researcher must explain some terms related to the research topic of the thesis. This thesis titled The effectiveness of duolingo application towards students' mastery in making simple present tense at the second grade students of SMP El-Syihab Bandar Lampung at the first semester in the academic year of 2021/2022. The following are meanings for several terms found in the title of this thesis:

Effectiveness is defined as the ability to create a specific achievement or the capacity to make a required outcome. When something is accurately represented, it means it achieves the intended or expected result or leaves a lasting, powerful description. In this research the researcher wants to know the effectiveness of using Duolingo application towards students' mastery in making simple present tense at the second grade students of SMP El-Syihab Bandar Lampung at the first semester in the academic year of 2021/2022.

In this study, researcher introduce a new learning application Duolingo, which can be used as one of the learning media. Duolingo is the world's largest online language learning platform. We use science and adaptive learning techniques to make the language learning experience more fun and effective, and we're completely free.<sup>1</sup> Duolingo students are supposed to be more interested in mastering their English skills. In this study, one of the most interesting learning media is Duolingo application

Students need to learn an important skill in English learning, which is the use of grammar. Larsen-Freeman stated that grammar

---

<sup>1</sup> Web, *Duolingo Guide For School*, available on [https://duolingo-data.s3.amazonaws.com/s3/schools/active/Duolingo\\_for\\_Schools\\_Guide.pdf](https://duolingo-data.s3.amazonaws.com/s3/schools/active/Duolingo_for_Schools_Guide.pdf). Accessed on March 6, 2020

is a system of meaningful structures and patterns that are governed by particular pragmatic constraints.<sup>2</sup> It means as a system of rules used to structure sentences so that sentences become clearer and those who learn can understand the meaning of a sentence. In addition to the author's ability to compose a sentence, we can see the author's sentence quality through the grammar he or she uses. A speaker must also learn grammar in order to speak formally and with good manners.

Tenses is one of the concepts covered in grammar. Tenses can be used to form sentences on their own. Tenses can be used to form sentences, with sentences composed in tenses based on the sequence or occurrence of an event. Walker states that the use of the present simple, it's used for something which is permanently true and for repeated actions.<sup>3</sup> It stated that simple present tense is useful for describing common daily activities. A specific explanation can also be given in the simple present tense. Through use of simple present tense is largely characterised by the addition of s/es to the verb and the use of the verb's initial form. The position of simple present tense will be investigated as a subject in this study.

Moreover, researcher focused using Duolingo to learn simple present tense.. Since they had different learning media than before, the use of duolingo in a school setting to improve students' desire to learn. Students and teachers both learn a lot from their phones these days, so implementing learning through Duolingo not difficult for them. The researcher decided with the title of the thesis about The Effectiveness of Using Duolingo Application Towards Students's Mastery in Making Simple Present Tense at The Second Grade Students of SMP El-Syihab Bandar Lampung at The First Semester in the Academic Year of 2021/2022.

---

<sup>2</sup> Cagri Tugrul Mart, *Teaching Grammar in Context: Why and How?* Vol. 3:1, 2013

<sup>3</sup> Herlina & Maria Ramasari, *Students' Ability in Producing The Sentences of Simple Present Tense at STMIK Musiwaras*, Vol 1: 2, 2018

## B. Background of the research

Nowadays, the language of choice for international communication is English. Reading, listening, speaking, and writing are the four skills of English, also grammar and vocabulary are the two components. In Indonesia, these abilities and elements are taught at every school level. Grammar is one of the elements, though. For the students, it is the most challenging. Most likely, this is because students must learn a lot of regulation. Following an active sentence, the form is particularly linked with language laws. Grammatical structure is the label given to the structure of English. Grammar allows you to construct a sentence with a better form arrangement. Grammar makes it possible to produce a sentence in a better composition of form. Jeffrey and Stacy said that “The grammar of a language is the set of rules that govern its structure Grammar determines how words are arranged to form meaningful units”<sup>4</sup>. It means there is a need for grammar to explain a sentence.

Other than that, a simple sentence includes a subject and a predicate. The subject and the predicate are both parts of the grammar. According to Hudson a sentence with a good grammar is important because it tests your understanding of what you are understanding, you cannot do it without some understanding of what you are doing, but it is important for other reasons too, it gives concentrate skill which can develop and also gives a measure of progress your grammar skill.<sup>5</sup> It means that because of a sentence, the students should understand what they are doing and the structure of the sentence. If they do not know it, the students cannot produce what the students mean.

In summary grammar, it plays a vital role in composing a sentence in specific. Grammar can be defined as a collection of rules to decide how words are organized to form meaningful units. A sentence with good grammar is vital to measure writers’

---

<sup>4</sup> Jeffrey Coqhill, Stacy Maqedanz, *English Grammar* ( New York: Wiley Publishing, Inc, 2003), p. xvi

<sup>5</sup> Hudson in Herlina and Maria Ramasari, *Students’ Ability in Producing the Sentences Of Simple Present Tense At STMIK Musiwaras*. Vol 1 : 2, 2018



perception of what they are doing. Corrections are easy to read if they are in good grammar. Besides that, the pronunciation of English using grammar order gives a better impression for the speaker.

There are a variety of ways to learn English. Nowadays, technology is the most common way to go in this digital era. Indirectly, technology makes it all convenient for people. One of the technologies people use is the application called Duolingo. According to P.Munday that duolingo is a free app created by Luis Von Ahn and Severin Hacker in November 2011. Its slogan is "Free language education for the world." According to its website, it has more than 30 million registered users. It offers several languages for English speakers as well as others for non-English speakers.<sup>6</sup> Duolingo has resources and capabilities for anyone who wants to use it. It also has features that are easy to understand, particularly for beginners. Moreover, based on De Castro, Macedo and Basto stated that duolingo motivated students to practice the target language daily.<sup>7</sup> It is intended that duolingo applications provide routine learning activities. Students used the Duolingo application and signed up, after which the program reminded them to retrain their lost skills within a day of missing their learning activities. Due to the value of repetitive and continuous practices, students are encouraged to fill their free time by practicing their skills on Duolingo applications, which are expected to be completed daily.

Moreover, there were some advantages of using duolingo; the first, to keep students motivated.<sup>8</sup> It means Duolingo has many features and exciting colours, which would attract students' interest to learn English from Duolingo. Second, educators, parents, and students were using the apps and websites at home and in their classrooms to make the learning experience more fun

---

<sup>6</sup> Pilar Munday, *The case for using DUOLINGO as part of the language classroom experience*. Vol. 19: 1, 2016

<sup>7</sup> De Castro, Macedo & Basto, *Duolingo: An Experience in English Teaching*. Vol 6: 4, 2016

<sup>8</sup> Roumen Vasselinov and John Grego, *Duolingo*, (New York),p.5-6, 2012

and effective.<sup>9</sup> It concluded that duolingo can be accessed via the website or we can download its application, especially for pc or smartphone. The third, duolingo usage in the formal educational environment could increase the students' vocabulary, pronunciation, and simple grammatical structures.<sup>10</sup> The fourth, duolingo has an interesting feature of the app there is the Dumbbell button.<sup>11</sup> Through this feature of the app, they offer custom exercises that focus on their limitation and strengthen their learner capacities.

Besides that, duolingo has some disadvantages that are; the first duolingo does not provide grammar clarification.<sup>12</sup> It means the learner should deduce the grammar rules themselves and by trial and mistake. Even if duolingo punishes the students for the smallest errors. The second, the unnaturalness of Duolingo is sample sentences are rather clear and absurd at times.<sup>13</sup> It means in the very first sessions, students can find phrases like *their cat drinks juice, we come from that man, she is not you* that just leave them puzzled. The third, the computerized voice it uses in duolingo more strange thing because students are never exposed to how a native speaker as long as they have this app as their only application.<sup>14</sup>

To learn about the students' issues, the researcher did preliminary research at SMP Islam El-Syihab Bandar Lampung and interviewed the teacher about the issues that the second-grade student faced. The teacher said that sometimes students find learning some of the teaching materials. It does not make the student understand the content. Also, students have a minimum vocabulary, making it difficult for students to make a sentence using a simple present tense. Students cannot distinguish between

---

<sup>9</sup> *Ibid*,p.6

<sup>10</sup> De Castro, Macedo & Basto, *Duolingo: An Experience in English Teaching*. Vol 6: 4, 2016

<sup>11</sup> Musa Nushi and M. Hosein Eqbali, *Duolingo: A Mobile Application to Assist Second Language Learning*. Vol 17: 1, 2016

<sup>12</sup> *Ibid*,p.94

<sup>13</sup> *Ibid*, p.95

<sup>14</sup> *Ibid*, p.95

the subject and the verb, which is why they have trouble creating a straightforward, simple present tense.

The researcher also asked the teacher about the methodology used by the teacher. The teacher said that she only uses a standard technique, meaning she uses a whiteboard as a tool. Then as part of this pandemic, the teacher modified the learning system by using online classes to improve teaching and learning by conveying information through the link on youtube and asking students to review of the video material that has been shared and submit it back to school. However, learning using such video is hard to improve the material itself.

Additionally, the researcher asked the teacher about the issues of her students. After that, the researcher gave the students the questionnaires. There are five questions about the simple present tense. The researcher concludes that student misses placing adverbial time in the sentences. The student challenging to add the correct verb into a sentence with simple present tense, but the student is still confusing the use of the auxiliary verb; besides that student also make a mistake in choosing a word and punctuation, which is also tricky for using the subject-verb agreement.

**Table 1**  
**The students' Grammar Mastery at SMP Islam El-Syihab Bandar Lampung in the Academic Year of 2020/2021**

No.	Score	Level	Frequency		Percentage	
			VIII A	VIII B	VIII A	VIII B
1	81-100	Very Good	2	2	6,67%	6,67%
2	71-80	Good	10	11	33,3%	36,67%
3	61-70	Sufficient	8	11	26,67%	36,67%

4	51-60	Insufficient	6	3	20%	10%
5	0-50	Poor	4	3	13,3%	10%
Total			30	30	100%	100%

*Source: English teacher's document of SMP Islam El-Syihab, Bandar Lampung in the Academic Year of 2021/2022.*

From the data of pre-research in Table 1, it can be found that the learners had lower scores than the criteria of the minimum standard (KKM). In SMP Islam El-Syihab Bandar Lampung the criteria of minimum standard (KKM) is 71. In addition, there are 35 students under 71 at SMP Islam El-Syihab Bandar Lampung. It shows that learners have difficulty in English in the simple present tense.

There are several previous studies, the first of which is conducted by Addal Muddin is entitled *The Use of Duolingo to improve student vocabulary*. Previous research has been conducted through this research to find out the impact of using Duolingo in teaching English to enhance students' ability to master vocabulary and to learn about students' understanding of the implementation of Duolingo in teaching English perception toward the implementation of Duolingo in teaching English.<sup>15</sup>

The second one is done by Tika Intan Pamuji entitled *The Use of Duolingo Application to Increase 8<sup>th</sup> Grade Student of Kyai Hasyim Junior High School Motivation in Learning English*. The result of this research is motivation is an important factor in the second language learning achievement because student motivation significantly influences students' desire to participate in the learning process.<sup>16</sup>

---

<sup>15</sup> Addal Muddin, *The Use of Duolingo to Improve Student' Vocabulary*, Thesis for the Degree of Sarjana of Ar-Raniry State Islamic University Darussalam-Banda Aceh

<sup>16</sup> Tika Intan Pamuji, *The Use of Duolingo Application to Increase 8<sup>th</sup> Grade Student of Kyai Hasyim Junior High School Motivation in Learning English*, Thesis for the Degree of Sarjana of Sunan Ampel State Islamic University.

The third is done by Ja'far Abdu Latif entitled *The Implementation of Duolingo Android Application and Autonomous Learning to Enhance the Students' Writing Simple Sentences*. The result of this research is implementing the Duolingo and Autonomous Learning could enhance the students' writing simple sentences.<sup>17</sup>

There are gaps between the three previous studies and this research. The first previous study used the Duolingo program to find out the impact of using Duolingo in teaching English to develop students' ability to master vocabulary and to learn about students' understanding of the implementation of Duolingo in teaching English. The second previous research is aimed at enhancing student motivation in the learning process. The third is aimed to find out whether the implementation of Duolingo android application and autonomous learning can enhance students' writing simple sentences. Well, in this research, the researcher is using Duolingo for students' mastery in making simple present tense.

From the background of the problem above, the researcher is interested to conduct the application of making sentence entitled "The effectiveness of Duolingo application towards students's mastery in making simple present tense at the second grade students of SMP El-Syihab Bandar Lampung at the first semester in the cademic year of 2021/2022."

## **C. Identification and Limitation of the problem**

### **a. Identification of the problem**

Based on the description above, the researcher defined the following problem:

1. The student misses to place adverbial time in the sentences.

---

<sup>17</sup> Ja'far Abdu Latief, *The Implementation of Duolingo Android Application and Autonomous Learning to Enhance Rhe Students' Writing Simple Sentences*, Thesis for the degree of Sarjana IAIN Salatiga.

2. The student difficult to add the correct verb into a sentence with simple present tense.
3. The student is still confusing the use of auxiliary “*do and does*”.
4. The students also make a mistake in choosing a word and punctuation.
5. The students have difficulty using the subject verb agreement.

#### **b. Limitation of the problem**

Based on the explanation above, the researcher concentrated entirely in making simple present tense through Duolingo application. It restrained in applying verbal sentence of simple present tense. Simple present tense transformed into positive, negative, and interrogative forms by the student.

#### **D. Formulation of the problem**

Based on the limitation above, the researcher formulated the problem: How Duolingo application is effectiveness to be use in making simple present tense at the second grade students of SMP El-Syihab Bandar Lampung at the first semester in the academic year of 2021/2022?

#### **E. Purpose of the research**

The purpose of the research to know of using duolingo application is effectiveness towards students’ mastery in making simple present tense at the second grade students of SMP El-Syihab Bandar Lampung at the first semester in the academic year of 2021/2022.

#### **F. Uses of the research**

The research findings are expected to be helpful in the English teaching and learning process as presented below:

### 1. Theoretically

To provide information to the English teacher of SMP Islam El-Syihab Bandar Lampung about the effectiveness of Duolingo application in making simple present tense. The study results are expected to inform that the Duolingo application can be used in making simple present tense .

### 2. Practically

#### a. For the teacher

Teachers can enhance their learning process by using Duolingo, so it is easy to describe the subject matter. Besides, specific goals, to complete and students for the students. By applying for Duolingo, it is hoped that the student motivated throughout the learning process, particularly in the making of simple present tense. Students were interested in learning English, particularly in making simple present tense.

#### b. For the school

This study supposed to be helpful for the students in learning the English lesson. The school may also apply this application to the learning process. Hopefully, this study will be beneficial in the long term, not in the short term tution. This research aims to give an exciting way to improve classroom learning practices. This additional technique is hoped to be used for the institution.

## G. Relevant Research

There were several previous studies that are relevant to the study, the first of which was conducted by Muddin is entitled The Use of Duolingo to improve student vocabulary. Through this research, previous research has been conducted to determine the impact of using Duolingo in teaching English to improve students' ability to master vocabulary and to learn about students ' understanding of the implementation of Duolingo in teaching

English perception toward the implementation of Duolingo in teaching English.<sup>18</sup>

Tika Intan Pramuji created the second one, titled *The Use of Duolingo Application to Increase 8<sup>th</sup> Grade Student of Kyai Hasyim Junior High School Motivation in Learning English*. According to the findings of this study, motivation is an important factor in the second language learning achievement because student motivation significantly influences students' desire to participate in the learning process.<sup>19</sup>

The third study is titled *The Implementation of Duolingo Android Application and Autonomous Learning to Enhance the Students' Writing Simple Sentences* by Ja'far Abdu Latif. Which according to findings of this study, implementing the Duolingo and Autonomous Learning could enhance the students' writing simple sentences.<sup>20</sup>

## H. Systematic of Writing

This research's systematic writing will be organized into three chapters that are linked. The following was the structure of the writing:

Chapter I : This chapter was an introduction that contains title confirmation, background of the problem, identification and limitation of problem, formulation of the problem, purpose of problem, uses of the research, relevant studies, and systematic of writing.

---

<sup>18</sup> Addal Muddin, *The Use of Duolingo to Improve Student' Vocabulary*, Thesis for the Degree of Sarjana of Ar-Raniry State Islamic University Darussalam-Banda Aceh

<sup>19</sup> Tika Intan Pamuji, *The Use of Duolingo Application to Increase 8<sup>th</sup> Grade Student of Kyai Hasyim Junior High School Motivation in Learning English*, Thesis for the Degree of Sarjana of Sunan Ampel State Islamic University.

<sup>20</sup> Ja'far Abdu Latief, *The Implementation of Duolingo Android Application and Autonomous Learning to Enhance the Students' Writing Simple Sentences*, Thesis for the degree of Sarjana IAIN Salatiga.



Chapter I : This chapter was review of literature that contains theory about writing, grammar, simple present tense, and duolingo and hypothesis of the research.

Chapter III : This chapter was research methodology that contains of time and place of research, research design, population, sample and tehcnique collecting of the data, the operational definition of variabel, research instrumen, validity test and realibility data, data analysis, and hypothesis test to reveal how the data results interpreted.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

In the previous chapter, the researcher analyzed the data statistically. Based on the statistical analysis, the researcher concluded that there is an effectiveness of using Duolingo application students' mastery in making simple present tense at the second grade students of SMP El-Syihab at the first semester in the academic year of 2021/2022.

There is a significant of effectiveness using Duolingo application towards students' mastery in making simple present tense. It can be proved of the data result calculation in the previous chapter where null hypothesis ( $H_0$ ) was rejected and alternative hypothesis ( $H_a$ ) is accepted.

Duolingo application Instagram can give a positive influence towards students' mastery in making simple present tense. It can be clearly seen from the gain of students' score before treatment and after treatment. By applying Duolingo application students can increase their mastery to making simple present tense. Therefore, Duolingo application in teaching and learning English can a good way and media especially in making simple present tense.

#### B. Suggestion

Based on the conclusion above, the researcher aims some suggestions as follow:

##### 1. Suggestion for the Students

- a. Students should pay close attention to the teacher and attend or join the class on time so that they do not miss any of the knowledge that the teacher has to offer.
- b. Students should have the courage to ask the teacher if there are any materials that they are unfamiliar with.

- c. Students should submit their assignments to the teacher on time or within the time limit set by the teacher.

## **2. Suggestion for the Teachers**

- a. According to the research, Duolingo can help students improve their ability to make simple presentations. It means that the teacher can use media into the grammar teaching and learning process.
- b. The teacher should encourage students to participate more actively in online learning by allowing them to practice a variety of skills.
- c. The teacher must prepare well for the teaching and learning process in the classroom in order to avoid the problem of students who do not understanding the materials or the instructions that they must follow at the occasion.
- d. The teacher was able to better manage the students' time.

## **3. Suggestion for the other Researcher**

- a. The researcher used Duolingo to help students improve their ability to make simple present tense sentences. As a result, the next researcher is advised to utilize Duolingo for English learning in any tenses.
- b. At SMP El-Syihab Bandar Lampung, the researcher used the Duolingo application to help students improve their mastery of making simple present tense. Other researchers can do this material on a different grade level, which is similar to previous research that was done on a different grade level.

## REFERENCES

- Abdu Latief, Ja'far, *The Implementation of Duolingo Android Application and Autonomous Learning to Enhance The Students' Writing Simple Sentences*. Thesis for the degree of Sarjana IAIN Salatiga, 2019.
- Arikunto, Suharsimi. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Bina Aksara, 2013.
- Best, John W. and James V. Kahn. *Research in Education* (7<sup>th</sup> Ed.). New Delhi: Prentice-Hall, 1995.
- C. Richard, Jack and Willy A. Renandya. *Methodology in Language Teaching: Ontology of Current Practice*. New York: ambridge University Press, 2002.
- Castro, De, Macedo & Basto. *Duolingo: An Experience in English Teaching*. Vol 6: 4, 2016.
- Coqhill, Jeffrey and Stacy Maqedanz. *English Grammar*. New York: Wiley Publishing, Inc., 2003.
- D. White, Fred. *The Writer Art*. California:Wadsworth Publishing Company, 1986.
- F. Patel, M. and M. Jain. *English Language Teaching*. Jaipur: Sunrise Publishers & Distributors, 2008.
- Faisal and Krisna Suwandita. *The Effectiveness of FRESH Technique to Teach Descriptive Paragraph*. Vol. 7: (4), 2013.
- Garson, G. David. *Testing Statistical Assumptions*. Asheboro: Statistical Publishing Associate, 2012.
- Harmer, Jeremy. *How to Teach Writing*, 4<sup>th</sup> Ed. Longman, Edinburgh Gate, 2007.
- *The Practice of English Language Teaching* (4<sup>th</sup> ed). Edinburgh Gate: Pearson Education Limited, 2007.
- Herlina & Maria Ramasari. *Students' Ability in Producing The Sentences of Simple Present Tense at STMIK Musiwaras*. Vol 1: 2, 2018.

- Hughes, Arthur. *Testing for Language Teachers (2nd ed)*. Cambridge: Cambridge University Press, 2003.
- Intan Pamuji, Tika *The Use of Duolingo Application to Increase 8<sup>th</sup> Grade Student of Kyai Hasyim Junior High School Motivation in Learning English*, Thesis for the Degree of Sarjana of Sunan Ampel State Islamic University.
- J. Gelb, I. A *A study of writing*. Chicago: University of Chicago Press, 1962.
- Jaskova, V. *Duolingo as a New Language Learning Website and Its Contribution to E-Learning Education*. Masaryk University, 2014.
- Javed, Juan & Nazli. *A study of Students' Assessment in Writing Skills of the English Language*. Vol 6: 2, 2013.
- K. Werner, Patricia et. al. *Interaction Acss Grammar*. New York: McGraw-Hill Companies, 2002.
- Kim, Elaine and Darcy Jack. *Interaction 1 Grammar*. New York: McGraw-Hill, 2002.
- Krohn, Robert. *English Sentence Structure*. Michigan: Michigan University Press
- Leo, dkk. 2007. *EssayWriting*. Yogyakarta: Andi Offset, 1986.
- Muddin, Addal. *The Use of Duolingo to Improve Student' Vocabulary*, Thesis for the Degree of Sarjana of Ar-Raniry State Islamic University Darussalam- Banda Aceh, 2018.
- Munday, Pilar. *The case for using DUOLINGO as part of the language classroom experience*. Vol. 19: 1, 2016.
- Nazilah, Fitri *The Use of "FRESH" Technique To Improve The Students' Writing Ability On Hortatory Exposition Of The Eleventh Grade Of SMAN 1 Suruh*, Thesis for the degree of Sarjana State Institute for Islamic Studies (IAIN) Salatiga.
- Nik et al. *Why Writing in ESL is Difficult for Undergraduates in a Public University in Malaysia*. Vol 2: 1-5, 2010.

- Nushi, Musa and M. Hosein Eqbali. *Duolingo: A Mobile Application to Assist Second Language Learning*. Vol 17: 1, 2016.
- R. Fraenkel, Jack and Norman E. Wallen. *How to Design and Evaluate Research in Education* (7th ed). Newyork: Mc Graw-hill, 2009.
- Roumen Vasselinov and John Grego. *Duolingo*. New York, 2012.
- S. Hornby, A. *Guide to Patterns and Usage in English*. Oxford: Oxford University Press, 1975.
- Tugrul Mart, Cagri. *Teaching Grammar in Context: Why and How?* Vol. 3:1, 2013.
- V. Jaskova. *Duolingo as a New Language Learning Website And Its Contribution to E-Learning Education*. Masaryk University, 2014.
- Vasselinov, Roumen and John Grego. *Duolingo*. New York, 2012.
- W. Creswell, John. *Educational Research: Planning, conducting, and Evaluation Quantitative and Qualitative Research* (4th ed). Boston: Pearson Education, 2012.
- Web, *Duolingo Guide For School*, available on [https://duolingo-data.s3.amazonaws.com/s3/schools/active/Duolingo for Schools\\_Guide.pdf](https://duolingo-data.s3.amazonaws.com/s3/schools/active/Duolingo_for_Schools_Guide.pdf). Accesed on March 6, 2020.

