



THE USE OF THE DUOLINGO GUESSING GAME APPLICATION IN TEACHING SPEAKING ABILITY TOWARD 8TH- STUDENTS

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Abstract: The Use Of The Duolingo Guessing Game Application In Teaching Speaking Ability Toward 8th- Students. This study was aimed to analyze how students use the game application named Duolingo, as an English learning application, to evaluate its benefit to help students in learning English and to assess students' skills in speaking. The data for this research was collected by using post and pre-test methods in research techniques. The data source was students from SMP Muhammadiyah 1 Medan, focused on 8th grade by providing multiple-choice questions by using Duolingo Applications. The quantitative design was used in this study and the techniques for data analysis include (1) data collection procedures, (2) data analysis techniques, and (3) conclusions. Based on analysis findings, students provided improvements to English learning and they speak more smoothly with a better tone. However, learning English has a number of advantages, and since Duolingo is a form of multiple choice test so the students enjoy, and it help the problem of speaking and use repetition of words so the students can follow how to say or speak.

Keywords: *Guessing Game Duolingo, Speaking Ability, Application Duolingo*

INTRODUCTION

Technology has advanced rapidly in Indonesia and also around the world. Technology exists to solve human problems and to help people with their various activities. In this case, the advancement of technology seems to have an impact on education field as well. There are many methods as a result of technological advancements that can be used to support education. Darmawan (2013, p. 50) reveals that "Educational technology includes tools that are not specifically designed for the benefit of education but can be used in the educational process..."

When we learn English, we must pay attention in two aspects: fun and learning. "Fun" refers to a sense of joy when learning English, whereas "learning" refers to aspects of learning the language that cannot be ignored, so it is more than just having fun. Learning process that focuses on "fun" will be meaningless since the process disregards the learning aspect.

Speaking is one of language skill that requires people to produce utterances in spontaneous conversation based on their knowledge about grammar, vocabulary and phonology. Since speaking is a complicated interactive skill, English teacher must encourage students to learn English and gain confidence individually or in teamwork. In this current global economy, language as a mean of production and as a product itself that plays a central role (Heller, 2005, p. 1).

One of the product of technology is online game. It has become a hugely popular digital in the world. In addition, growing popularity of online video games can lead to addiction, a phenomenon that has gotten much attentions. The study was aimed to look at the consequences of mental possession, gaming motivation, and primary–secondary manipulate on video game addiction (OGA). Schram in Riyana (2008, p. 24) stated that learning media is messenger technology that can be used for learning purposes the lowest level we feel at ease playing this game because it has a simple interface and pleasing colors to look at.

The game's goal is to help the player train his or her logic and imagination. The previous paragraph explained how the game works, namely that the player is presented with a series of images that must be correctly interpreted with the mind. As a result, the player must use his imagination and reasoning to the fullest. In real life, guess the picture game is frequently a method or style in the early childhood learning process that is more appropriate to increase the child's interest in learning so that the learning process feels more fun. The guess the picture method is also a development of educational games as an educational method that makes the child want to learn. As a result, the benefits of this game include the opportunity for children to hone their imagination skills.

A game is a natural way for children to learn about their surroundings. As a result, it should be an integral part of their education, including the acquisition of foreign languages. Thus, the aim of this study was to provide the description of game, its classification and its benefits for English teaching. Furthermore, the appropriate timing for incorporating games into teaching is taken into account. The researcher also discussed some various approaches to use games in classrooms and offers a list of tried-and-true books and websites for ready-made games.

METHOD

The data was taken from game **Duolingo** ([/ dju:ou'liŋgou/ DEW-oh-LING-goh](https://www.duolingo.com/)), a website and mobile application for learning English as well as a digital language proficiency assessment exam. The study concentrated on the analysis of guessing games found in the online game named “Duolingo”. Gaming was defined in this study as a medium for teaching students via the “Duolingo” application.

The study conducted in SMP MUHAMMADIYYAH 01 MEDAN. It was conducted towards students from 8th Grade in Academic Year 2021/2022. This school was chosen since the researcher found some issues about students' speaking ability. The researcher did the study toward the first semester of 8th Grade during two weeks.

The population were taken from 8th Grade students in SMP Muhammadiyah 01 Medan. It was conducted in two classes, they were VIII-T3 as 34 students and VIII-B as 34 students. It was taken by using the cluster random sampling technique. It refers to as cluster random sampling since the unit chosen is not an individual but a group of individual who are naturally together (Jaya, 2010). Not all of the population will be taken as the samples. To determine two chosen classes, the researcher will choose by using lottery technique. Number 1 is for experiment class and number 2 is for control class.

This study applied the quantitative method. The researcher has divided the class into two groups; experimental and control group. The experimental group was taught by using Herringbone technique while the control group was taught by using conventional

method. Both of them were given same test based on the lesson to know the differences capacity between experimental and control group.

In this study, test will be the instrument to collect the data and to measure conceptually, Ary, D et al (2010) defined a test as a set of stimuli presented to an individual in order to elicit responses on the basis of that a numerical score can be assigned. To measure the students' speaking ability, the students of both groups will be asked to answer multiple choices after reading the text. The procedure used in this study as follows:

1. School orientation, it was needed to see the condition of the class, total number of the students and the way to teach English at the school.
2. Doing the instrument research to class VIII-A, and VIII-T3 in speaking ability test to know their validity and reliability. Then, continue by providing an explanation. Finally, the researcher found the results and drew the conclusions from this study
3. Make the lesson plan, the students' worksheets, for experimental VIII-A using Speaking skill test, and VIII-T3 without using speaking skill test technique. Before conducting the research, the students were given a multiple choice test to know their ability whether they had high/low interest.
4. Provision of the test result to learn. Students' achievement test was given on each group. They were given after the end of the learning process that aimed to determine the increase mastery experienced by students during the learning process. Furthermore, statistical test was done to learn speaking ability outcomes and drew conclusions and make suggestions.

Basically, the analysis of data in this study through two stages as follow:

1. Normality Test

Normality test is used to know whether the sample was normally distributed or not. It used a *Kolmogorov-Smirnov test* by using SPSS 20 and the criterias are:

- a. If the result of *Kolmogorov-Smirnov test* is significance > 0.05 means that the distribution of data is normal.
- b. If the result of *Kolmogorov-Smirnov test* is significance < 0.05 means that the distribution of data is not normal.

2. Homogeneity Test

Homogeneity test is applied by using *Levene's test* in SPSS 20.0 program, conducted on the homogeneity of variance score with variable Y after X. It is very important since the variance as a reflection of population. The interactions between both independent and dependent variables are proven by using Fobserved analysis. The further test is hoped to be done to verify the accurateness of the effect of teaching technique in speaking ability.

RESULT

Both the experimental and control groups were given pre-test and post-test of speaking skill. The data was gained from the students' scores in the pre-test and post-test. The result of the pre-test and post-test were presented in the following table.

**The Result of Pre-Test and Post -Test in the Experimental Group
Class VIII-T3**

<i>No</i>	<i>Name</i>	<i>Pretest</i>	<i>Post Test</i>
1	AZR	60	65
2	AFR	55	65
3	AA	60	70
4	ARP	65	75
5	BA	65	75
6	DS	60	70
7	ENP	70	75
8	IMP	75	80
9	JA	75	85
10	KS	70	70
11	KAD	80	85
12	KPS	85	90
13	MAAN	55	65
14	MSZ	60	65
15	LZP	65	70
16	MFH	75	80
17	MFPP	60	75
18	MFHI	70	75
19	MFH	70	75
20	NN	65	70
21	RPD	55	65
22	SS	50	60
23	YAP	80	90
24	SUZ	85	90
25	NA	70	85
	Mean	67,2	74,8

It can be seen from the table that the highest score was 85 while the lowest was 60. The average score before using speaking test by application was 67.2, while after passing the test, there was an increasing score with an average score was 74.8, the highest was 90 and the lowest was 60.

**The Result of Pre-Test and Post -Test in the Experimental Group
Class VIII-T2**

<i>No</i>	<i>Nama</i>	<i>Pre Test</i>	<i>Post Test</i>
1	AS	70	80
2	AZZ	75	85

3	AF	80	90
4	ADP	65	75
5	ARA	60	70
6	DAP	75	85
7	KAS	80	90
8	KD	75	85
9	MZR	65	80
10	MAHF	70	80
11	MMU	70	85
12	MZK	80	85
13	NJ	70	90
14	NAS	70	75
15	NA	60	75
16	RA	65	75
17	RA	70	85
18	SAA	80	85
19	FS	80	90
20	YZA	65	75
21	NJ	70	85
22	RAS	80	90
23	YFF	65	85
24	TAM	80	95
25	NA	70	80
Mean		71,6	83

It can be seen from the table above, the average score before using Duolingo for class VIII-T3 was 71.6; with the highest score was 80, and the lowest was 60. After doing the test in Duolingo application, there was an increasing for class VIII-T2 with an average was 83, the highest score was 95 and the lowest was 70. Based on the table, it can be concluded that class VIII-T3 has better speakin skills than class VIII-T2 .

DISCUSSION

1) Validity Test

Validity test can be done in two ways, namely by Corrected Item-Total Correlation and Correlation Between Items and Total. The validity test with this Correlation Between “Item and Total” different from the Corrected Item-Total Correlation method (Hulu And Sinaga, 2019). Validity testing is carried out with the following criterias:

1. If $r\text{-count} > r\text{-table}$, with a significant level = 0.05; then H_0 rejected means the instrument is valid
2. If $r\text{-count} < r\text{-table}$, with a significant level = 0.05; then H_0 accepted means that the instrument is invalid

From the table, it can be seen that the validity results for the work culture variable, where all instrument values are above 0.05; it means that all instruments for measuring variable Y can be investigated further.

2) Reliability Test

Instrument	Nilai realibilitas	Status
Application Duolingo	0,690	Reliable
Speaking Ability	0,669	Reliable

If the coefficient value with the reliability interpretation was higher than 0.6, thus all instrument variables in this study were reliable or feasible, then the data used for subsequent analysis is also feasible, since it is reliable or can be trusted.

3) Normality Test

This test was used to know whether the sample taken was normally distributed or not. In this study, to check the normality, the researscher used a *Kolmogorov-Smirnov test* through SPSS 2.

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		50
Normal Parameters ^a	Mean	.0000000
	Std. Deviation	1.36838783
Most Extreme Differences	Absolute	.101
	Positive	.101
	Negative	-.085
Kolmogorov-Smirnov Z		.717
Asymp. Sig. (2-tailed)		.683
a. Test distribution is Normal.		

The data is normally accepted if the significance value was greater than 0.05 or as the calculated z-value (Kolmogorov Smirnov Z). The data showed all significance values are greater than 0.05 (<0.717) means that all data were normally distributed.

1. Homogeneity Data in the Experimental Group

	Levene Statistic	df1	df2	Sig.
<i>Pretest</i>	.068	3	96	.977
<i>Pos Test</i>	.400	3	96	.753

Based on the table, the significance value is < 0.05 means that the variant of the group is not homogeneous. While if the significance is > 0.05, it means that the data group variant is homogeneous. From the output, it can be seen that the significance is 0.

977 and 0.753. It can be concluded that the variations of the 2 records from experimental agencies; namely, pretest and submit take a look at had been homogeneous.

2. T- Test

Partial test or t-test is a test that carried out to determine the effect of independent variables on the dependent variable, partially the criteria for partial testing can be the hypothesis testing model as follows:

a. Based on t-count

- 1) If $t\text{-test} < t\text{ table}$, then H_0 is accepted or H_a is rejected.
- 2) If $t\text{-test} > t\text{ table}$, then H_0 is rejected or H_a is accepted.

If the significance level is below 0.05 then H_0 is rejected and H_a is accepted, t-table can be seen at = 0.05. Degree of denominator (df): $n - k = 50 - 2 = 48$, $t_{table\ 0.05} = 2.010$

b. Based on probability (Sig.)

- 1) if the probability is > 0.05 then H_0 is accepted, means that there is no influence between the variables X and Y.
- 2) If the probability is < 0.05 then H_0 is rejected, means that there is an influence between the variables X and Y

Coefficients^a (T-Test)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	12.454	3.029		1.279	.207
Speaking Ability	.184	.144	.182	4.112	.000

a. Dependent Variable: Speaking Ability

It can be seen from the table in column t that the Herringbone Method (X) variable has a value of t-count (4,112) $>$ t-table (2,010), means that H_0 is rejected and H_a is accepted. While the significant value is smaller than the probability value of 0.05 or a significant value of $0.000 < 0.05$. It can be concluded that the Application Duolingo (X) variable has a positive and significant effect on Speaking ability.

CONCLUSION

After collecting the data and analyzing the result, the researcher drew some conclusion and suggestion in teaching and learning speaking ability through duolingo.

The Speaking Ability (X) variable has a value of t-count (4,112) $>$ table (2,010), means that H_0 is rejected and H_a is accepted. While the significant value is smaller than the probability value of 0.05 or a significant value of $0.001 < 0.05$. From this result, it can be concluded that the Duolingo application (X) variable has a positive and significant effect on Speaking Ability at = 5%.

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