

**THE EFFECTIVNESS OF DUOLINGO TOWARD GRAMMAR
MASTERY OF THE STUDENT OF MTS WALISONGO
MALANG**

THESIS

By:

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI MAULANA MALIK
IBRAHIM MALANG**

2023

**THE EFFECTIVNESS OF DUOLINGO TOWARD GRAMMAR MASTERY OF
THE STUDENT OF MTS WALISONGO MALANG**

THESIS

*Submitted to the Faculty of Education and Teacher Training in Partical Fulfillment of
The Requirement of the Degree of Bachelor of Education (S.Pd) in English Education
Department*

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UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM

MALANG

June, 2023

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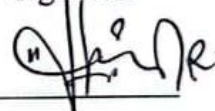
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Assalamu'alaikum Wr. Wb

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The researcher



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MOTTO

“It took me 17 years and 114 days to become overnight success”

(Lionel Messi)

DEDICATION

I dedicate this thesis for my beloved family: my father Ahmad Hasan, my mother Waki'ah, my sister Markazul Adabiyah and Musirrotul alifah, my brother Ismail and Syamsuddin and my beloved people alm. Aba Tohir and alm. Umi Syamsiyah and all of my family that I can't write all of them who gave me motivation, support and prayer for me. I also dedicate this thesis to Ima Mutholliatil Badriyah, M.Pd as my thesis supervisor who always helps and provides useful guidance and suggestions so that I can complete my thesis well. Finally, I dedicate this thesis to friends whom I cannot mention one by one who have given me encouragement, prayers, support, and motivation and always helped each other in preparing this thesis

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The researcher would like to thank many people who have assisted in the seamless conduct of this thesis study in order to complete writing this thesis and fulfill the requirements for the undergraduate final assignment. The researcher feels that he would not have been able to finish this thesis as soon as she did without assistance and support. In a humble manner, the researcher would like to thank:

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The researcher acknowledges that this thesis still needs to be improved in many areas and that it is for all parties' benefit. Because of this, solutions are needed by researchers to address current shortcomings. It is hoped that readers and scholars will find this thesis informative.

Malang, 11 Desember 2023

Student,

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LATIN ARABIC TRANSLITERATION GUIDE

Based on the collective decision of the Minister of Religious Affairs of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543b/U/1987, it has been decided that the Arabic-Latin transliteration guidelines used in this thesis are as follows:

A. Words

ا	= a	ز	= z	ق	= q
ب	= b	س	= s	ك	= k
ت	= t	ش	= sy	ل	= l
ث	= ts	ص	= sh	م	= m
ج	= j	ض	= dl	ن	= n
ح	= <u>h</u>	ط	= th	و	= w
خ	= Kh	ظ	= zh	ه	= h
د	= d	ع	= ‘	ء	= ’
ذ	= dz	غ	= gh	ي	= y
ر	= r	ف	= f		

B. Long Vocal

Long Vocal (a)	= [^]a
Long Vocal (i)	= ^î
Long Vocal (u)	= [^]u

C. Diphthong Vocal

أو	= aw
أي	= ay
أو	= [^]u
إي	= ^î

TABLE OF CONTENT

SUBMISSION SHEET	I
APPROVAL SHEET	II
LEGITIMATION SHEET.....	III
THE OFFICIAL ADVISORS NOTEAPPROVAL	IV
STETMENT OF AUTORSHIP	VI
MOTTO.....	VII
DEDICATION	VIII
ACKNOWLEDGEMENT	IX
LATIN ARABIC TRANSLITERATION GUIDE	XI
TABLE OF CONTENT	XII
LIST OF TABLES	XV
LIST OF APPENDIXES	XVI
ABSTRAK	XVII
ABSTRACT	XIX
خلاصة	XXI
CHAPTER I	1
1.1 Background of The Study.....	1
1.2 Research Question	8
1.3 Objectives of the Study.....	8
1.4 Significance of the Study.....	8
1.5 Scope and Limitation of the Study	9
1.6 Definition of Key Terms.....	10
CHAPTER II.....	11
2.1 Grammar.....	11
2.1.1 Nature of Grammar	11
2.1.2 Grammar Mastery	12
2.1.3 Grammar in Junior High School	13

2.1.4	Simple Present Tense	17
2.1.4.1	The Pattern of Simple Present Tense	17
2.2	Teaching Media	19
2.1.5	Duolingo as Teaching Media	21
2.2.1.1	Advantages and Disadvantages of Using Duolingo Application.....	26
2.3	Previous Study	27
CHAPTER III.....		30
3.1	Research Design	30
3.2	Variables of the Research	31
3.3	Time of Setting of the Research	31
3.4	Population and Sample of the Research	32
3.5	Research Data	33
3.6	Research Instrument	33
3.7	Validity and Reliability of the Research.....	34
3.7.1	Validity	34
3.7.2	Reliability.....	36
3.8	Data Collection Technique	38
3.8.1	Pre-Test.....	38
3.8.2	Treatment	38
3.8.3	Post-test.....	42
3.9	Data Analysis.....	42
CHAPTER IV.....		45
RESEARCH FINDING.....		45
4.1	Research Finding	45
4.1.1	Data of experimental class	45
4.1.2	Data of Control Class.....	49
4.2	Analysis of the Data	52
4.2.1	The Normality Test.....	52

4.2.2	Homogeneity Test.....	54
4.2.3	Comparison of Statistical Data in Post-Test of Experimental Class and Control Class.	54
4.2.4	Hypothesis Test.....	57
4.3	Discussion.....	59
CHAPTER V.....		62
CONCLUSION AND SUGGESTION		62
5.1	Conclusion.....	62
5.2	The Suggestion	63
REFERENCES.....		64
APPENDIX		68

LIST OF TABLES

TABLE 1 STEP OF DUOLINGO	22
TABLE 2 DESIGN ILLUSTRATION.....	31
TABLE 3 SCHEDULE OF RESEARCH	32
TABLE 4 SCORING RUBRIC	33
TABLE 5 MAIN COMPETENCE AND BASIC COMPETENCE OF 9TH GRADE OF JUNIOR HIGH SCHOOL	35
TABLE 6 RELIABILITY OF PRE-TEST	37
TABLE 7 RELIABILITY TEST OF POST-TEST	37
TABLE 8 FIRST MEETING.....	39
TABLE 9 SECOND MEETING.....	40
TABLE 10 STUDENT OF EXPERIMENTAL SCORE.....	45
TABLE 11 THE STUDENT'S SCORES OF PRE-TESTS IN EXPERIMENT CLASS.....	47
TABLE 12 THE STUDENT'S SCORE OF POST-TEST IN EXPERIMENTAL CLASS	48
TABLE 13 STUDENT OF CONTROL SCORE	49
TABLE 14 THE STUDENT SCORE OF PRE-TESTS IN CONTROL CLASS	50
TABLE 15 THE STUDENT SCORE OF POST TEST IN CONTROL CLASS.....	51
TABLE 16 RESULT OF NORMALITY TEST	53
TABLE 17 CONCLUSION NORMALITY TEST	53
TABLE 18 PRE-TEST OF CONTROL AND EXPERIMENTAL CLASS	54
TABLE 19 POST-TEST OF CONTROL AND EXPERIMENTAL CLASS.....	54
TABLE 20 DESCRIPTIVE STATISTIC OF POST-TEST CONTROL AND EXPERIMENTAL CLASS	55
TABLE 21 GROUP STATISTIC OF CONTROL AND EXPERIMENTAL CLASS.....	56
TABLE 22 THE RESULT OF ANALYZING INDEPENDENT SAMPLE T-TEST.....	57

LIST OF APPENDIXES

APPENDIX I RESEARCH PERMISSION LATER	68
APPENDIX II INSTRUMENT VALIDATOR LATTER	69
APPENDIX III INSTRUMENT OF VALIDITY	70
APPENDIX IV ANSWER KEY OF VALIDITY TEST	73
APPENDIX V THESIS CONSULTATION LOGBOOK	74
APPENDIX VI DOCUMENTATION.....	75
APPENDIX VII CURRICULUM VITE	76

ABSTRAK

Tata Bahasa adalah bagian dari Bahasa Inggris yang sangat penting untuk dipelajari. Simple present tense adalah tense yang mendasari dari 16 tenses yang ada selain itu simple present tense menjadi sebuah dasar dalam pembelajaran Bahasa Inggris baik dalam pembicaraan maupun dalam kepenulisan atau membaca. Namun, banyak siswa yang masih kesulitan menggunakan simple present tense. Berdasarkan permasalahan tersebut maka diputuskan untuk membuat metode pengajaran simple present tense dengan menggunakan program Duolingo sebagai alat pembelajaran agar siswa lebih mudah memahami tense tersebut.

Tujuan dari penelitian ini adalah untuk mengetahui apakah Duolingo di MTs Walisongo Malang meningkatkan pemahaman siswa terhadap tata bahasa simple present tense. Dalam penelitian ini, metodologi penelitian yang digunakan adalah membandingkan dua kelas dengan menggunakan pendekatan kuantitatif dengan desain quasi-eksperimen. Siswa kelas IX MTs Walisongo Malang dijadikan sebagai subjek penelitian. Dua kelas yaitu kelas IX B dan kelas IX C diinvestigasi dalam penelitian ini. Dengan jumlah siswa 25 orang di kelas eksperimen dan 26 orang siswa di kelas kontrol, kelas IX B dijadikan sebagai kelas eksperimen dan kelas IX C sebagai kelas kontrol. Tes berfungsi sebagai alat penelitian. Data dianalisis oleh peneliti dengan menggunakan software SPSS versi 25 dan prosedur independent sample T-test.

Berdasarkan penelitian ini, siswa kelas sembilan di MTs Walisongo Malang telah meningkatkan pemahaman mereka tentang tata bahasa dasar present tense dengan penggunaan Duolingo. Temuan uji statistik menunjukkan bahwa nilai yang diperoleh kurang dari 0,05, dan nilai signifikansi (Sig. 2-tailed) sebesar 0,000. Ditemukan bahwa program Duolingo adalah cara yang efisien untuk membantu siswa kelas sembilan di MTs Walisongo Malang menjadi lebih mahir dalam tata bahasa simple present tense, dan dapat digunakan sebagai strategi pengganti.

ABSTRACT

Grammar is a very important part of English to learn. The simple present tense is the underlying tense of the 16 existing tenses. Apart from that, simple present tense is the basis for learning English, both speaking and writing or reading. However, there are still many students who have difficulty using the simple present tense. Based on these problems, it was decided to create a simple present-tense teaching method using the Duolingo program as a learning tool so that students could more easily understand the tense.

The aim of this research is to find out whether Duolingo at MTs Walisongo Malang improves students' understanding of simple present tense grammar. In this study, the research methodology used was to compare two classes using a quantitative approach with a quasi-experimental design. Class IX students at MTs Walisongo Malang were used as research subjects. Two classes, namely class IX B and class IX C, were investigated in this research. With a total of 25 students in the experimental class and 26 students in the control class, class IX B was used as the experimental class and class IX C as the control class. Tests serve as research tools. Data were analyzed by researchers using SPSS version 25 software and independent sample T-test procedures.

Based on this research, ninth grade students at MTs Walisongo Malang have improved their understanding of simple present tense grammar by using Duolingo. The statistical test findings show that the value obtained is less than 0.05 and the significance

value (Sig. 2-tailed) is 0.000. It was found that the Duolingo program was an efficient way to help ninth grade students at MTs Walisongo Malang become more proficient in simple present tense grammar and could be used as a replacement strategy.

خلاصة

القواعد جزء مهم جدًا من تعلم اللغة الإنجليزية. زمن المضارع البسيط هو الزمن الكامن في الأزمنة الـ 16 الموجودة. وبصرف النظر عن ذلك، فإن زمن المضارع البسيط هو الأساس لتعلم اللغة الإنجليزية، سواء في التحدث أو الكتابة أو القراءة. ومع ذلك، لا يزال العديد من الطلاب يجدون صعوبة في استخدام زمن المضارع البسيط. بناءً على هذه المشكلات، تقرر إنشاء طريقة تدريس أساسية لزمن المضارع باستخدام برنامج Duolingo كأداة تعليمية حتى يتمكن الطلاب من فهم زمن المضارع بسهولة أكبر.

الهدف من هذا البحث هو معرفة ما إذا كان duolingo في MTs Walisongo Malang يحسن فهم الطلاب لقواعد زمن المضارع البسيط. في هذه الدراسة، كانت منهجية البحث المستخدمة هي مقارنة دورتين باستخدام المنهج الكمي مع التصميم شبه التجريبي. تم استخدام طلاب الصف التاسع في MTs Walisongo Malang كمواضيع بحثية. تمت دراسة فئتين، وهما الصف التاسع ب والصف التاسع ج، في هذا البحث. مع إجمالي 25 طالبًا في الفصل التجريبي و26 طالبًا في الفصل الضابط، تم استخدام الفصل IX B كفصل تجريبي والفصل IX C كفصل ضابط. الاختبارات بمثابة أدوات البحث. تم تحليل البيانات من قبل الباحثين باستخدام برنامج SPSS الإصدار 25 وإجراءات اختبار T للعينات المستقلة.

بناءً على هذا البحث، قام طلاب الصف التاسع في مدرسة MTs Walisongo Malang بتحسين فهمهم لقواعد زمن المضارع الأساسية باستخدام Duolingo. أظهرت نتائج الاختبار الإحصائي أن القيمة التي تم الحصول عليها أقل من 0.05، وقيمة الأهمية (Sig. 2-tailed) هي 0.000. لقد وجد أن برنامج Duolingo كان وسيلة فعالة لمساعدة طلاب الصف التاسع في مدرسة Walisongo Malang على أن يصبحوا أكثر كفاءة في القواعد النحوية لزمن المضارع البسيط، ويمكن استخدامه كاستراتيجية بديلة.

CHAPTER I

INTRODUCTION

This chapter discusses about background of the study, research question, objectives of the study, significance of the study, scope limitation of the study, and definition of key term.

1.1 Background of The Study

Grammar is one of the important elements in studying English beside pronunciation and vocabulary. It is the set of rules that describe how words are put together, ordered, or modified to convey specific types of meaning and grammar is central of English language. According to Siswoyo (2016), Grammar is one of crucial language components that makes language understandable by the users both in oral and written form. Indonesian students who study and use a language should acquire and master one of the linguistic elements. Kolln and Funk (2009) argue that there are three meaning of Grammar; First, the system of rules in our heads. Second, the formal description of the rules, and third, the social implications of usage, sometimes it is called as "linguistic etiquette." With this explanation, grammar can be categorized as an important part of learning English. Especially for young learners who incidentally have just learned English, learning grammar is mandatory for them. Many students think that grammar is difficult to be studied. According to Dewi (2014), there are three problems in studying grammar. One of them is the difficulty in tenses that related with the time. The

students can't memorize the formula well. This cause the formula of English is not simple formula. They must memorize all of the formula.

Learning grammar is not as easy as many people thinks. Someone who is able to understand the grammar well he can be called as master of grammar. When someone understands grammar well, he can understand all of the part of English language. This statement is same with Imam Syafi'i said in his book Syadzarat ad-Dzahab, page. 1/321:

مَنْ تَبَحَّرَ فِي النَّحْوِ اهْتَدَى إِلَى كُلِّ الْعُلُومِ

“Who masters nahwu, he is facilitated to understand all knowledge.”

From the statement someone knows that by studying nahwu he can understand all of the knowledge. Nahwu is one of part of Arabic language. Misbah (2014) state that Nahwu science is the science that knows the final changes sentences that are closely related to i'raf, sentence structure, and bina', sentence form. From the statement someone knows that nahwu is the grammar of Arabic language and the function of nahwu is same with grammar. So that studying grammar is important to understand the next step in understanding english language.

In Junior High School in Indonesia, students are typically introduced to the basic concepts of English grammar. Students will learn about parts of speech, such as nouns, verbs, adjectives, and adverbs, and how to use them correctly in sentences. They will also learn about sentence structure and the different types of sentences, such as simple, compound, complex sentences, and tenses. One of the tenses discussed in junior high school is simple present tense.

However, Ulva etc. (2022) argue that many students have some difficulties in learning English especially in learning tenses. Learning tenses may be a difficult endeavor for kids in junior high school since it necessitates an understanding of several complicated rules and structures. Nagaratnam and Almekhlafi (2011) argue that students may encounter the following obstacles when studying English tenses at this level:

- Rules understanding: Students may struggle to comprehend the rules of English tenses, which can be complicated and difficult to recall.
- Pronunciation: Students may have trouble with specific terms' pronunciation, which might influence their knowledge and usage of grammar.
- Contextual use: Students may struggle to grasp how to apply tense principles in various situations, such as conversation, writing, or formal settings.
- Vocabulary: Students may struggle with the vocabulary needed to comprehend and apply various grammatical rules and structures.
- Inadequate practice: Students may not have enough opportunity to practice using English grammar in various circumstances, making it difficult for them to retain the material they have learned.

Based on the preliminary study, challenges that are faced by the student of MTs Walisongo are almost the same as those are faced by junior high school students described above. So that it can be concluded that the problems above are problems that are often face by junior high school students in Indonesia.

To overcome these difficulties, teachers can use a variety of teaching methods or media. There are several media that can be used to solve the problem of learning the simple present tense in English, including:

1. Videos

Based on Levy, M., and Stockwell, G. (2006) there are many videos available on YouTube and other platforms that explain and provide examples of the simple present tense in use. These can be useful for visual learners who prefer to see the tense in context.

2. Interactive exercises

Based on Chapelle, C. A. (2001) Interactive exercises, such as those found on websites like EnglishClub.com and Grammarly.com, can help students practice using the simple present tense in different contexts. These exercises often provide immediate feedback, which can help students identify areas for improvement.

3. Mobile apps

Based on Stockwell, G. (2015) Language learning apps, such as Duolingo, Memrise, and Babbel, offer interactive lessons and exercises on the simple present tense. These apps can be accessed on-the-go and provide a convenient way for students to practice and reinforce their learning.

4. Podcasts

Based on Godwin-Jones, R. (2019) English-language podcasts, such as "Grammar Girl" and "The English We Speak," can provide explanations

and examples of simple present tense in use. This can be particularly helpful for auditory learners who prefer to listen to explanations.

5. Social media

Based on Nasution, (2022) many platforms of social media, such as Twitter and Instagram, can provide opportunities to practice using the simple present tense in a more casual setting. Following English-language accounts and engaging with native speakers can help students improve their understanding and usage of the tense.

6. E-books and online articles

Based on Schutte, (2020) Reading e-books and online articles that use the simple present tense can help students improve their understanding of the tense in context. This can include news articles, blog posts, and fiction books.

Students can use technology as an option to aid and encourage their English language acquisition. Learning English involves developing student speaking, listening, writing, and reading comprehension, all of which depend on a foundational understanding of vocabulary and grammar. Tiara (2021) argues that One of the technologies in learning English that has recently been used frequently is the Duolingo application. Santi (2023) explain that The Duolingo application deliberately carries the concept of "playing while learning" to make it more fun, and easy to use by all ages. As a learning media that provides different learning experiences to students, so that it makes the researcher interested in proving the

effectiveness of Duolingo for learning simple present tense at the level of junior high school.

Duolingo is a language learning application that is available for free on iOS, Android, and web platforms. The app is designed to help users learn a new language by offering short lessons that include listening, reading, writing, and speaking exercises. Jaskova (2014) defines that the future of language learning and intercultural dialogue is envisioned in Duolingo. With the use of the program Duolingo, students may learn languages quickly and amicably without feeling as though they are actually learning anything. In addition to popular languages like English, Spanish, French, German, and Chinese, Duolingo now provides classes in over 40 other languages, including Welsh and Esperanto.

The application uses a gamified approach to language learning, where users earn points and unlock new levels as they progress through the lessons. The lessons are designed to be short and engaging, and include a variety of exercises, such as matching, multiple-choice questions, and speaking exercises using voice recognition technology. One of the unique features of Duolingo is its focus on teaching users' vocabulary and grammar through context. Rather than presenting grammar rules and vocabulary lists in isolation, the app presents them in the context of real-life scenarios, such as ordering food in a restaurant or making travel arrangements. Duolingo also offers a range of additional features, including a discussion forum where users can ask questions and interact with other learners, a feature that allows users to practice their speaking skills with native speakers,

and a feature that allows users to compete with friends and other users to see who can earn the most points.

Overall, Duolingo is a popular and effective language learning that offers a fun and engaging way to learn a new language. While it may not be suitable for advanced learners or those seeking a more traditional classroom-style approach to language learning. It is a great option for beginners and those looking to supplement their language learning with an application.

There are some researches on the use of Duolingo for EFL. Some of them mainly focus on studying the effectiveness of Duolingo to improve vocabulary (Ambara, 2020, Irawan, etc, 2020). Other research focus on the effectiveness of Duolingo to improve translation (Husen, 2020, Milyarni, 2021), other research focus on the effectiveness of Duolingo to improve speaking (Yena park, etc. (2023), Dearestiani (2023) other research focus on the effectiveness of Duolingo to improve grammar (Rachmat (2018), Handayani. (2023))

The novelty of this research the researcher used quantitative quasi-experimental which is used two classes for the research. The research used quasi-experimental because want to know the differences between the experimental class which use duolingo application to teach simple present tense and the control class which use lecturing method for teaching simple present tense. Some of researcher used pre-experimental for their research so, they used one class for their sample of their research.

In this study the researcher focuses on two classes of MTS Walisongo those are IX A as the experimental class and IX C as the control class although,

this material was taught in eight-grade. However, only 50% of students have achieved the Minimum Completeness Criteria (KKM) while the other 50% have not fulfilled the existing KKM, which makes researchers want to do research in these two grades IX. Besides that, students in class IX lack of motivation to learn English, especially grammar, because most students in class IX do not study further at home, they only get English lessons when they are at school. Some of these things made the researcher wants to conduct research in this school and want to know how effective Duolingo is in helping students to understand the simple present tense.

1.2 Research Question

Based on the background of study above, the researcher will conduct this research to answer the question “Is the use of Duolingo effective toward simple present mastery of the students of MTs. Walisongo?”

1.3 Objectives of the Study

From the identification of the problem above, this researcher aims as follows:

To know the effectiveness of the use of Duolingo toward simple present mastery of the students of MTs. Walisongo.

1.4 Significance of the Study

The results of the research are expected to be useful theoretically and practically for several parties:

1. Students

The results of the study can help the students to understand the effectiveness of Duolingo application in helping them to master the simple present tense. The students can use this research to know the difficulties of using Duolingo to understand simple present tense. Especially, for the students of ninth-grade in MTs Walisongo.

2. Teachers

The results of the study can inspire the teachers to use Duolingo application for teaching grammar for the students of junior high school level. The results of the study also give the teacher information about the difficulties in using Duolingo, so they can anticipate the problem when using Duolingo.

3. Future researchers

The results of the study give more knowledge about the effectiveness of this application. So, this research becomes the reference for future researcher who wants to research about duolingo application on other fields.

1.5 Scope and Limitation of the Study

This research focuses on the effectiveness of Duolingo in helping the student of ninth-grade of MTs Walisongo of second semester 2022-2023. The subject of this study is the students of two classes in ninth-grade of MTs Walisongo these are A class and B class and has 29 students for A class and 30 students for B Class. This study focuses on the effectiveness of Duolingo in helping student in learning simple present tense.

1.6 Definition of Key Terms

1. Grammar Mastery

Grammar mastery is the ability to use grammar rules appropriately and consistently in spoken and written communication. This includes an understanding of sentence structure, nouns, verbs, adjectives, adverbs, and some of the more complex aspects of grammar. To achieve grammar mastery, a learner must first master the basics of grammar and then continue to deepen their understanding through continuous practice and learning.

2. Simple Present Tense

Simple present tense is one of tense in english. This tense became base of all the tenses in english. It's usually used in every single day and this tense is one of tenses that used for daily activities.

3. Duolingo

Duolingo is one of application that help the student for studying english. This application is easy to use for new learners or young learners. Because, in this application they learn something through game so they will not feel bored.

CHAPTER II LITERATUR REVIEW

This chapter discusses about the theories used for this research. The theories are about grammar mastery and the impact of Duolingo in helping the student understanding in grammar specially in simple present tense. They are the definition of grammar, how to be master in grammar, the definition of Duolingo, steps in using Duolingo. This chapter is also completed with the discussion of previous studies about duolingo.

2.1 Grammar

2.1.1 Nature of Grammar

Grammar varies from language to language and from individual to person. Non-native English speakers may believe that English grammar is simpler than French or Spanish grammar and that the notion of grammar may differ for a Spanish speaker from one who speaks German or Japanese. However, all languages have the same complexity in terms of grammar from a linguistic perspective, and they all contain the same universal elements. Despite the fact that the grammatical organization or the word placement may vary, it nonetheless plays a crucial and important part in all languages.

Depending on one's knowledge and level of experience in the relevant field, definitions of grammar might differ significantly. The definition of grammar given by a layperson might differ greatly from that given by a linguist or grammarian. The main basis for the difference is the depth of expertise one has in the subject matter or the direction one has decided to follow. Ricard (2020) explain that grammarian's definition would dig into more complex elements like

word class and part of speech, a layperson's definition of grammar would just scrape the surface of the subject. A linguist would focus on the linguistics aspects of language, including phonology, semantics, and so on.

Grammar is one of part in important in studying English. There are many reasons that make grammar important one of them is grammar can help student in understanding of english speaker when they talk with other people who uses english or they can understand text of english when they read some papers that was wrote by English language. Mart, (2013) argues that grammar skills will help learners order words and messages and make them meaningful; therefore, they should be studied if they want to be good language users.

2.1.2 Grammar Mastery

Grammar mastery is mastery of formal rules regarding word forms in a sentence so that the sentence has the correct meaning. It is not easy to be master in grammar. There are several things that people must study and understand in grammar such as word, sentence, phrase, and clause. People who are master in grammar is not only who can write in the right sentence or clause but also can speak by using appropriate grammar.

Langan (2017) said that mastering grammar is crucial for effective communication, as it enables individuals to express their thoughts clearly and accurately. Langan argues that grammar is not simply a set of arbitrary rules, but rather a system that helps us make sense of language and communicate effectively with others.

Furthermore, Langan emphasizes that grammar mastery is not just about memorizing rules, but also about developing an intuitive sense of how language works. This requires practice and exposure to a variety of language situations, such as reading, writing, and speaking.

Without mastering grammar, it is difficult to express sentences in speaking or in writing. This happens because students experience confusion in placing subjects, predicates, objects, or complements. In addition, students are also confused in distinguishing between one tense and another. This situation makes the resulting sentences do not have a good meaning or give more than one meaning. In this research the researcher focuses in simple present tenses so, the researcher wants to know the student who knows how to speak or write some sentence by using simple present tense well.

2.1.3 Grammar in Junior High School

According to the Indonesian Ministry of Education and Culture, the objective of English teaching in junior high school is to develop students' communicative competence in English, which includes the ability to use the language for various purposes, such as expressing ideas and opinions, exchanging information, and negotiating meaning with others Depdikbud (2016). According to the curriculum, the aim of teaching English at the JHS level is to equip students with the ability to use English effectively and appropriately for various purposes, such as socializing, accessing information, and expressing ideas and opinions.

English grammar plays a crucial role in developing both productive and receptive skills in Junior High School (JHS) students. Celce-Murcia and Larsen-

Freeman (2019) stated that grammar is "the structural foundation of language", and a good command of grammar is essential for effective communication in English. In terms of receptive skills, a solid understanding of English grammar is necessary for students to comprehend written and spoken English. Knowledge of grammar rules allows students to identify sentence structures, verb tenses, and other grammatical elements, which in turn helps them to comprehend the meaning of the text or speech. As noted by Thornbury (2015), "Understanding grammar rules is a key factor in reading and listening comprehension".

On the other hand, in terms of productive skills, grammar is essential for students to express themselves accurately and appropriately in English. By learning grammar rules, students can construct grammatically correct sentences and use appropriate verb tenses, thereby conveying their intended meaning clearly. As noted by Azar and Hagen (2020), "Grammar provides the foundation for effective communication, both in speaking and in writing". Therefore, it can be concluded that a good command of English grammar is essential for developing both receptive and productive skills in JHS students.

There are several problems faced by students in Junior High School (JHS) in Indonesia in learning English grammar. Wijayati and Purwati (2020) argues that there are some of the main issues:

- Lack of interest: Some students find English grammar to be boring and uninteresting, which can make it difficult for them to focus and learn.

- Limited exposure to English: Many students in Indonesia do not have regular exposure to English outside of the classroom, which can make it challenging for them to develop proficiency in the language.
- Limited resources: Some JHS students may not have access to adequate resources, such as textbooks and technology, that can support their learning.
- Inadequate teacher training: Some English teachers in JHS may not have received adequate training in teaching English grammar, which can affect the quality of instruction.
- Large class sizes: The size of JHS classes in Indonesia might make it challenging for teachers to give each student the attention they need, especially if they are having trouble with the grammar.

In Junior High School (JHS) in Indonesia, English is typically taught as a foreign language. The main goal of English instruction in JHS is to develop students' communicative competence in English. To achieve this goal, JHS English classes cover a variety of topics that enable students to communicate effectively in English.

Here are some of the common English topics discussed in JHS in Indonesia:

1. Vocabulary: Students learn new words and phrases related to everyday situations, as well as more advanced vocabulary related to specific topics such as technology, sports, and culture.

2. Reading comprehension: Students read and analyze different types of texts, such as short stories, news articles, and opinion pieces. They learn how to identify main ideas, infer meaning, and make connections between different parts of the text.
3. Writing: Students learn how to write different types of texts, such as emails, letters, essays, and stories. They learn how to structure their writing, use appropriate vocabulary and grammar, and revise and edit their work.
4. Listening comprehension: Students listen to spoken English in different contexts, such as conversations, news broadcasts, and podcasts. They learn how to identify important information, infer meaning from context, and respond appropriately.
5. Speaking: Students learn how to communicate effectively in English, using appropriate vocabulary, grammar, and pronunciation. They practice speaking in different contexts, such as giving presentations, participating in debates, and holding conversations.
6. Grammar: Students learn the basics of English grammar, such as verb tenses, subject-verb agreement, and sentence structure. They also learn more advanced grammar topics, such as passive voice and reported speech.

These topics are typically covered in JHS English classes in Indonesia. By the end of JHS, students are expected to have developed basic English language

skills that enable them to communicate effectively in English in a variety of situations.

2.1.4 Simple Present Tense

Teaching grammar in junior high school certainly involves the teaching of tenses. In English grammar there are many tenses that are studied by English learners. There are sixteen tenses in English language those are: Present Tense, Present Continuous Tense, Present Perfect Continuous Tense, Continuous Tense, Past Tense, Future Continuous Tense, Past Continuous Tense, Past Perfect Tense, Past Perfect Continuous Tense, Future Tense, Future Perfect Tense, Future Perfect Continuous Tense, Present Perfect, Present Perfect Continuous, Past Perfect, Future Perfect, and Future Perfect Continuous. Each tenses have different difficulties.

Simple Present Tense is used to talk about general things. This tense is very flexible because it cannot only be used for now but can also be used for the future. Azar (2009), argues that the simple present tense expresses events or situations that exist *always, usually, habitually*; they exist now, have existed in the past, and probably will exist in the future. In this study the researcher focusses simple present tense because simple present tenses are the first tense that use in our daily activity and it's become the basic tenses from all tenses in English.

2.1.4.1 The Pattern of Simple Present Tense

a. Verbal Sentence

Kartika (2022) stated that verbal sentence is subject followed by verb for the predicate. It consists of a verb and subject and object or adverbial phrase. The function of this sentence is to express activity and the general truth. The pattern of this sentence:

a) Positive (S + V1(s/es) + O)

Example:

- 1) She goes to school.
- 2) I eat rice.
- 3) He plays water.

b) Negative (S + do/does + not + V1+ O)

Example:

- 1) You do not sleep in the class.
- 2) She does not look at you.
- 3) I do not take your money.

c) Interrogative (do/does + S + V1 + O?)

Example:

- 1) Do I like her?
- 2) Does she go to my house?
- 3) Does she love him?

b. Nominal Sentence

Kartika (2022), argues that nominal sentence is a sentence that does not have a verb for the predicate. The predicate can be followed by an adjective, a noun or an adverb, then the nominal sentence needs

auxiliary verb, such as is, am, are, as the predicate and it is followed by adjectives/ adverb/ noun as the complement. The pattern of this sentence:

a) Positive (S + V be (am, is, are) + O)

Example:

- 1) I am sleepy.
- 2) You are beautiful.
- 3) She is confused.

b) Negative (S + V be (am, is, are) + not + O)

Example:

- 1) We are not happy.
- 2) He is not angry.
- 3) It is not tree.

c) Interrogative (V be (am, is, are) + S + O?)

Example:

- 1) Are you happy?
- 2) Am I handsome?
- 3) Is she sleepy?

2.2 Teaching Media

Internet is a digital technology that is often used by people all over the world today. This internet can be used easily and is very practical, just write in a search engine then the internet can provide whatever information people are looking for.

It can operate by using a smart phone or laptop. It seems that people know everything in this world with the help of internet, nowadays.

Currently, technology has a major impact on the lives of all human beings, including education. Technology also influences teaching and learning process. Technology cannot be separated from the teaching and learning process because it can be found around us easily. Gerlach and Ely in Bakri (2011) divide the teaching media in wide and narrow meaning. A learner can acquire new knowledge, skills, or attitudes through the use of media, which is defined as any individual, object, or event. There are three types of media: teacher, book, and surroundings. While media, in its narrowest sense, refers to graphic, photo, image, mechanical, and electronic instruments used to produce, process, and also disseminate linguistic and visual information. Thus, technology can become a teaching medium for teachers in various subjects, one of which is English. because, Technology can provide many ideas for teaching in various ways and can also inspire teachers to have the latest teaching media or the latest teaching methods.

New media in technology can make teachers or students feel relaxed in class. By using media appropriately, teachers can try new things in the classroom. Teachers can search for teaching media or teaching methods from the internet that are efficient and up-to-date to teach students in the teaching and learning process. Conversely, students can have a good impact on the teaching media or teaching methods delivered in class by the teacher.


2.1.5 Duolingo as Teaching Media

There are many platforms or application that can help student in studying English. Duolingo is one of platform that can help student in studying grammar. Duolingo is a popular language-learning platform that offers free online courses to help users learn various languages. According to Vesselinov and Grego (2012), the studies have shown statistically significant improvements in language abilities as a result of using the application. The application also leads to increased levels of confidence in learning a new language. According to google play store there are more than 100 million people downloaded this application for learning language and it gets rating 4,6 of 5 stars in play store. Founded in 2011 by Luis von Ahn and Severin Hacker, Duolingo has gained worldwide recognition for its gamified approach to language education. Duolingo is free language learning platform that everyone can download in it is web Duolingo.com or he can download it in the Microsoft store for PC or he can download it in play store for mobile version.

2.2.1.1 Step of Using Duolingo

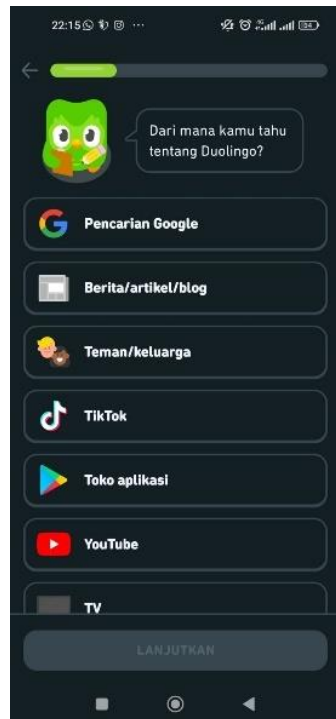
Duolingo is a popular language learning app that offers courses in various languages. The table below illustrate the step of using duolingo.

Table 1 Step of Duolingo

No	Step of Duolingo operation	Explanation
1	<p>Introduction Page</p> 	<p>- After downloading the application, the user will be asked by the application that he has the account or has not had it. In this step the user can click “AYO MULAI”</p> <p>- In this step the application introduces the user’ partner in learning language by using this application his name is Duo. The user can skip this by click “LANJUTKAN”</p>



2


Interview Page

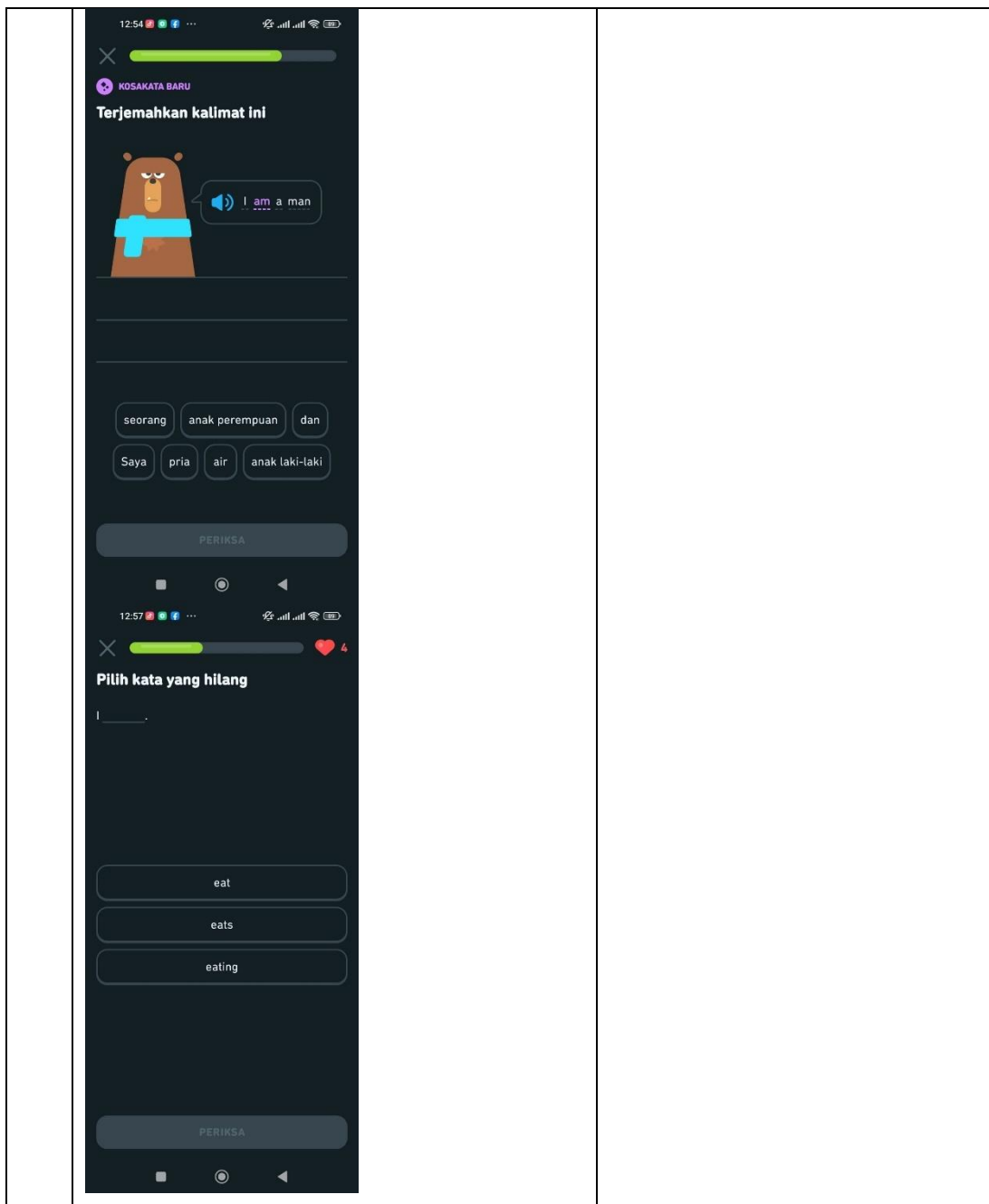


- In this step duo will ask several questions

1. What language will you study?
2. From where do you know about duolingo?
3. What is your English level?
4. Why do you study English?
5. How long will you study in a day?

		
3	<p>Finishing step</p> 	<ul style="list-style-type: none"> - In this step the user will be asked by the application about his english proficiency. He will study English from the basic one or from the level that he stays. If he chooses the level that he will stay the application will give him several questions to know about his level. - In this step the user just clicks “LANJUTKAN” so, he can enjoy Duolingo Application.
4	<p>Question page</p>	<ul style="list-style-type: none"> - There are several kinds of question in duolingo application

		<ol style="list-style-type: none">1. Translation questions2. Listening questions3. Filling the blanks questions
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2.2.1.1 Advantages and Disadvantages of Using Duolingo Application

Duolingo is a popular language-learning platform that offers a gamified approach to language acquisition. While it has gained significant popularity, it also has some advantages and disadvantages. Here are the advantages of Duolingo

Pramesti and Susanti, (2020) argues that the benefits of flexible learning are mostly found in the very efficient use of time by utilizing learning packages that are neither time- nor place-bound. 1) As long as a device has an internet connection, Duolingo is always accessible. 2) The use of Duolingo as a language learning tool can enhance the proportion of engaged learners in the teaching and learning process. 3) Duolingo may be able to encourage and interest students in learning by including some gamification elements into the process.

Every media for learning definitely has positive and negative side according to situation and condition of learning. There are some disadvantages of using Duolingo application: Pramesti and Susanti, (2020) explain that when there is an internet connection, Duolingo will function. Regarding mobile technologies, connectivity refers to the ability of mobile devices to communicate wirelessly utilizing a range of cellular and wireless access technologies, including GPS, EDGE, GPRS, GSM, 3Gs, 4Gs, WiMAX, Wi-Fi, and WLAN. According to Muddin, (2018) Because Duolingo is an online media learning platform, it is difficult to use in the classroom if there is no internet connection. If it is done in a traditional classroom, it requires extra preparation for the instructor in terms of time allocation and resources, such as time to setup the projector, speaker, and notepad.

2.3 Previous Study

There are many research about Duolingo that focus on grammar, because, this application has many impacts in teaching student about language. The first research is from Handayani (2023), with the title “Improving Students’ Ability in

Mastering Simple Present Tense by Using Duolingo App” in her research The objective of this research is to investigate the significant improvement in students’ ability in mastering simple present tense after being taught by using Duolingo app. This research was quantitative and used a one-group pretest-posttest design as the research design for this study. This research involved the students of VIII 1 class at SMP Negeri 1 Sukadana which consists of 30 students. In collecting the data, the pre-test and post-test were administered. The data were analyzed by using Paired Sample T-Test (SPSS 25.0 for windows) to test the hypothesis in which the significance was determined by $\alpha < 0.05$. the result of the data computation of the value of 2-tailed significance was $0.00 < 0.05$ which is lower than 0.05. Based on that result it is indicated that there is a significant improvement in students’ ability in mastering simple present tense after being taught by using Duolingo app. The differences with this research are from the sample in previous study the researcher used VIII however this research used IX class for the research and the previous study used one class for the research but in this research the researcher used two classes for the research.

The second research from Rachmat (2018) with the title “Meningkatkan Kemampuan Grammar Siswa Menggunakan Duolingo” The purpose of this research is to determine the effect of Duolingo on improving students' grammar skills. This research uses quantitative methods. This research was carried out in class X Science 1 SMAN 1 Ciseeng. In this study, researcher used one class as a sample, totaling 26 students. Data collection was carried out by administering pre-test and post-test instruments. The research results were calculated using the T

test. The findings showed that the post-test value (80.76) was greater than the pre-test value, namely (61.73). The results shown using the t test obtained a calculated t value of (8.57), which means it is higher than the t table (1.705) with a significance level of 5%. These findings reveal that Duolingo achieved significant results in grade 10 students of SMAN 1 Ciseeng while improving their grammar skills. The differences with this research are from the sample in previous study the researcher used IX however this research used IX class for the research and the previous study used one class for the research but in this research the researcher used two classes for the research and then the focus of the study this research focus on specific study that is simple present tense and the previous study focus on grammar.

CHAPTER III

RESEARCH METHOD

In this chapter the researcher describes research techniques that explains in-depth how the researcher collect data using the approach taken by him. This chapter includes research design, subject of the study, research instruments, data collection, treatments, the procedures of intervention, validity and reliability testing, and data analysis.

3.1 Research Design

In this research, the researcher used quantitative research. Watson (2015) explain that quantitative method collects the data by using numbers to explain a certain phenomenon. To answer the first question about the effectiveness of the use of Duolingo toward simple present mastery of the students of MTs. Walisongo the researcher used experimental method in collecting the data. Experimental research is one of the strategies belong to quantitative research. There are three designs in experimental research, those are pre-experimental, true experimental, and quasi experimental.

Quasi experimental design is used in this research. Three standards define quasi-experimental: 1) A control group exists. 2) Random selection is used to choose both subjects. 3) A pre-test is administered to determine the proficiency of both groups. As a result, the researcher uses a quasi-experimental approach to study how well the students could use the simple present tense in the Duolingo program.

In this research the researcher used two classes to be examined, those are experimental class and control class. Both classes took pre-test and post-test, however only experimental class that receives the treatment. In experimental class the researcher used Duolingo in teaching simple present tense while in control class researcher used lecturing technique in teaching simple present tense. The table below illustrates the design of the quasi-experimental research.

Table 2 Design Illustration

Class	Pre-Test	Treatment	Post-test
Control Class	T1	-	T2
Experimental Class	T1	√	T2

3.2 Variables of the Research

In this research there were two variables, those are independent variable and dependent variable. The independent variable is Duolingo application (X) and the dependent variable is the grammar mastery in simple present tense (Y). The researcher wants to examine the effectiveness of using Duolingo application in helping student understanding of simple present tense.

3.3 Time of Setting of the Research

This research conducted in MTs Walisongo Kribet, which is located in Bulalawang, Kabupaten Malang. This research focuses on the ninth-grade of this school in the second semester of the 2022-2023 academic year. This research took five meetings in experimental and control class. The table below illustrate the schedule of this research.

Table 3 Schedule of Research

NO	Activity	Date
1	Observation	1 August 2023
2	Pre-Test	3 August 2023
3	Treatment 1	8 August 2023
4	Treatment 2	10 August 2023
5	Post-test	22 August 2023

3.4 Population and Sample of the Research

Sahir (2022) explain that the population is all the subjects studied and sample is a small proportion of a population selected for analysis. The sample of this research are two classes. The first class is experimental class which teaches student grammar by Duolingo application. Another class is control class which teaches student grammar by lecturing technique.

The object of this study was the ninth-grade of MTs Walisongo. The researcher used two classes those are IX B as the experimental class which is consist of 25 students (13 male students and 12 female students). and IX C as control class which is consist of 26 students (14 male students and 12 female students). Those classes have same characteristic because first, their level of proficiency is almost same this is due to their average scores. Second, the number of the student in the class is almost same, the last one, the teacher of English is same.

3.5 Research Data

3.5.1 Primary Data

Primary data sources or can be called the main data source, is information that is collected firsthand by researcher or individual directly from the source. The primary data obtained is the score of tests given. The tests are conducted by using pre-test and post-test for both experimental and control class students.

3.6 Research Instrument

The instruments used in this research are the test of simple present tense, which includes pre-test and post-test. The simple present tense test gave by the researcher to the students in the form of written test with a total of 20 questions with 30 minutes for the time allotment. The test consisted questions of multiple-choices; 5 questions of the understanding of simple present tense, 5 questions for positive sentence of simple present tense, 5 question for negative sentence of simple present tense, and 5 questions for interrogative sentence of simple present tense. The table below illustrate the scoring rubric of the research.

Table 4 Scoring Rubric

No	Aspect of Grammar	Number of Question	Quality	Score
1	Understanding of Simple Present Tense	1,2,3,4,5	5	20
2	Positive simple Present tense	6,7,12,16,19	5	20
3	Negative simple Present tense	8, 9, 13, 14, 17	5	20
4	Interrogative	10, 11, 15, 18,	5	20

	Simple Present Tense	20		
Total			20	100

3.7 Validity and Reliability of the Research

Since testing is a procedure for assessing students' abilities, the researcher carried out an effective test to ascertain whether the tests are beneficial and usable to gauge the growth of the students' understanding of grammar, ensuring that the test findings are valid and trustworthy. The researcher used validity and reliability tests to analyze the test provided to the students as a result.

3.7.1 Validity

Brown (2010) explain that the degree to which assumptions drawn from assessment results are appropriate, valuable, and helpful for the evaluation is a measure of validity. The test is considered valid when it measures the appropriate variables. The present perspective on efficacy places equal emphasis on the instrument score's interpretation and meaning as well as the tool itself. Two forms of validity employed by the researcher to assess the test's validity: construct validity and content validity.

a. Construct validity

Construct validity has to do with how the scientific field is built up or conceptualized in order to assess the validity of the instrument. The goal of proving the existence of the construct validity of the language subject instrument constructions is to demonstrate that the results of the English subject measuring

instruments accurately represent the same construct as the skills that are the topic of the measurement.

Based on Sugiyono (2012), the opinion of experts (experts' judgment) may be utilized to evaluate a building's efficacy. Following the creation of the measurement instrument for this study's component, expert consultations was held. A few specialists consulted by the researcher to provide feedback on the pre- and post-testing equipment. The teacher of MTs Walisongo's 9th grade and the lecturer of the English Grammar course are the specialists the researcher consulted with; both are more knowledgeable in the area of this study. The researcher consulted the content of the pre-test and post-test so, their suggestions, opinions, and adjustments to the tests that would be built for the researcher.

b. Content validity

The content of the test is based on what has been taught according to the curriculum. The instrument used in this study also meet the criteria for content validity since it is designed based on the main competence and basic competence in the 2013 English curriculum for junior high school at 9th grade. The table below illustrates the main competence and the basic competence.

Table 5 Main Competence and Basic Competence of 9th Grade Of Junior High School

Core competence	Basic competence
3. Understand and apply knowledge (factual, conceptual, and procedural) based on curiosity about science,	4.1 Compose very oral and written interpersonal interaction texts that involve short and simple actions that

<p>technology, art, and culture related to visible phenomena and events.</p>	<p>involve expressing hopes, prayers, and congratulations on happiness and achievements and responding to them, taking into account social functions, text structures, and linguistic elements that are correct and in context.</p>
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From the main competence the student must apply their knowledge based on curiosity about science, technology, art, and culture related to visible phenomena and events. From the basic competence the student order to compose oral and written text that involve short and simple action such as expressing hopes, prayer, and congratulation. All the text used simple present tense so the student must understand about the simple present well.

3.7.2 Reliability

According to Wahyuni and Ibrahim (2012), reliability refers to an instrument's capacity to consistently measure an object that will be periodically measured. It relates to the accuracy of the data and how consistently the instrument will measure what it is intended to monitor. Additionally, it may be used to measure the tests frequently with consistent outcomes.

Before using the test on the experimental and control groups in this study, the researcher verifies its validity. Due to this, the researcher tests the equipment's dependability through experiments. When suggesting a second assessor to evaluate the outcomes of the student trials, the researcher employed inter-rater reliability. The researcher utilizes the SPSS 25 for Windows application after the

trials to determine the instrument's reliability. According to Ridwan (2004), there are five categories of reliability tools:

- a. If the alpha Cronbach score is 0.81 - 1.00: very reliable.
- b. If the alpha Cronbach score is 0.61 - 0.80: reliable
- c. If the alpha Cronbach score is 0.41 - 0.60: reliable enough
- d. If the alpha Cronbach score is 0.21 - 0.40: rather reliable
- e. If the alpha Cronbach score is 0.00 - 0.20: low reliability

Table 6 Reliability of Pre-Test

Cronbach's Alpha	N of Items
.769	20

Table 7 Reliability Test of Post-Test

Cronbach's Alpha	N of Items
.862	20

From the results of calculations on SPSS 25, the test reliability of pre-test is 0.769. according to Cronbach's Alpha above between 0.6-0.8 is reliable. However, the value of reliability of post-test is 0.862. according to Cronbach Alpha above 0.8-1.0 is very reliable. From the explanation above the researcher can be concluded that pre-test is reliable and the post-test is very reliable. the researcher got 0.731 in the test of reliable so, this condition can be concluded that the test is reliable.

3.8 Data Collection Technique

3.8.1 Pre-Test

Pre-test gave to the experimental class and the control class before being given treatment to them by the researcher. The pretest procedures given to students are: 1) the teacher distributed question sheets to 25 students in the experimental class and 26 students in the control class. So, the total number of the students who took the pretest are 51 students. 2) Students received an explanation of instructions on how to complete the assigned task. The assignment gave to students is in the form of incomplete sentences. 3) Students worked on test by 20 questions. The time allocation is 30 minutes to work on the questions individually. 4) Students submitted their work to the teacher. 5) the researcher analyzed the results of the pre-test.

3.8.2 Treatment

To test the effectiveness of Duolingo application, the experimental class treated by the learning process, which carry out Duolingo application as the learning media. The treatments will be given two times during the study, those are 08th august 2023 and 10th august 2023. The researcher gave the treatment twice because though two meetings, all the materials about simple present tense can be delivered completely. First treatment, the researcher introduced and explain about duolingo application, explain the concept of simple present tense, and simple present tense for positive sentence. Second treatment, the researcher explored student understanding about the concept of simple present tense and simple present tense for positive sentence and explained simple present tense for positive and

interrogative sentence. The teaching scenario included pre, whilst, and post-teaching activities. The table below illustrate the first meeting.

Table 8 First Meeting

No	Aspect	Teacher's Activity	Student's Activity
1	Pre-Activity	- The teacher asked one of the students to lead a prayer before the lesson begins.	- The students prayed together.
		- The teacher introduced the topic would be discussed to the students.	- The student followed the teacher's instruction.
		- The teacher introduced the topic "Simple Present Tense" to the students. He brainstorms by giving the students some questions related to the topic being discussed.	- The student answered the question that is given by the teacher.
		- The teacher explained Duolingo application.	- The students payed attention to teacher's explanation.
		- The teacher asked to all the student to download Duolingo application	- The student followed the teacher's instruction.
		- The teacher discussed with the student about the question that student don't understand in using duolingo.	- The student asked the question that is difficult to understand by the student
2	Whilst-Activity	- The teacher explained the definition of the simple present tense, the use and the example of simple present tense for positive sentence	- The students payed attention to teacher's explanation.

		<ul style="list-style-type: none"> - The teacher asked to the student for answering the question simple present tense by using duolingo application 	<ul style="list-style-type: none"> - The students followed the teacher's instruction and discuss together.
		<ul style="list-style-type: none"> - The teacher invited the student to discuss the answer of the question. 	<ul style="list-style-type: none"> - The students followed the teacher's instruction and discuss together
		<ul style="list-style-type: none"> - The students were asked by the teacher about the material had been discuss and explained by the teacher to check their understanding about simple present tense. 	<ul style="list-style-type: none"> - The students answered the questions orally.
3	Post-Activity	<ul style="list-style-type: none"> - The teacher invited the students conclude the materials they have learnt. 	<ul style="list-style-type: none"> - The students made some conclusion orally about the materials they have learnt and understood.
		<ul style="list-style-type: none"> - The teacher gave the students feedback, reward and compliment of their work. 	<ul style="list-style-type: none"> - The students responded to the teacher

The table below illustrate the second meeting in experimental class.

Table 9 Second Meeting

No	Aspect	Teacher's Activity	Student's Activity
1	Pre-Activity	<ul style="list-style-type: none"> - The teacher asked one of the students to lead a prayer before the lesson begins. 	<ul style="list-style-type: none"> - The students prayed together
		<ul style="list-style-type: none"> - The teacher introduced the topic will be discussed to the students. 	<ul style="list-style-type: none"> - The student followed the teacher's instruction.

		<ul style="list-style-type: none"> - The teacher recalled the students' understanding about simple present tense by asking some questions about concept of simple present tense and simple present tense for positive sentence. 	<ul style="list-style-type: none"> - The student answered the question that is given by the teacher
2	Whilst-Activity	<ul style="list-style-type: none"> - The teacher explained simple present tense for negative and interrogative sentences. 	<ul style="list-style-type: none"> - The students payed attention to teacher's explanation.
		<ul style="list-style-type: none"> - The teacher asked the students to open Duolingo application and answered the question about simple present tense by using Duolingo. 	<ul style="list-style-type: none"> - The student followed the teacher's instruction.
		<ul style="list-style-type: none"> - The teacher discussed with the student about the answer of the questions that students have not understand yet. 	<ul style="list-style-type: none"> - The student asked the question that is difficult to understand by the student
3	Post-Activity	<ul style="list-style-type: none"> - The students were asked by the teacher about the material had been discus and explain by the teacher. 	<ul style="list-style-type: none"> - The students answered the questions orally.
		<ul style="list-style-type: none"> - The teacher invited the students conclude the materials they have learnt. 	<ul style="list-style-type: none"> - The students made conclusion orally about the materials they have learnt and understood.
		<ul style="list-style-type: none"> - The teacher gave the students feedback, reward and compliment 	<ul style="list-style-type: none"> - The students responded to the teacher

		of their work.	
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3.8.3 Post-test

The post-test is a test that was carried out after the two Experimental class is treat by using the Duolingo application and the Control class is treated with conventional methods. This test is used to measure students' grammatical understanding and their scores after being given treatment. The procedure for giving a post-test to students are: 1) the teacher distributed question sheets to 25 students in the experimental class and 26 students in the control class. So, the total number of the students who took the pretest are 51 students. 2) Students received an explanation of instructions on how to complete the assigned task. The assignment gave to students is in the form of incomplete sentences. 3) Students worked on test by 20 questions. The time allocation is 30 minutes to work on the questions individually. 4) Students submitted their work to the teacher. 5) the researcher analyzed the results of the post-test.

3.9 Data Analysis

Data analysis is the activity of studying and classifying data systematically from the results of data collection would be carried out by the researcher so that the interpretation and verification of data from a phenomenon under study has academic, scientific and validity values that meet the requirements so that there is no doubt about the truth. This study tested using statistical methods to obtain significant differences in scores in the effectiveness and use of the Duolingo

application for mastering the simple present tense. There are 3 tests for in this study those are:

a. Normality Test

A distribution of normal data is tested using the normality test. Given that distributed normal data is a need for parametric testing, this test is the most thorough one that is carried out using parametric statistical analysis. This study employs the normality test to determine if the experimental and control classes' data distributions are normal. The Kolmogorov-Smirnov test was used by the researcher to determine its normalcy, and IBM SPSS Statistics 25 used to do the analysis. If $p > 0.05$ and the significance threshold is 0.05, the data is considered normal. The hypothesis of the normality test is:

a. H_0 : The data is normally distributed

b. H_a : The data is not normally distributed.

The normality test hypothesis indicates that the data is normally distributed if H_0 is accepted; otherwise, the data is not normally distributed if H_a is accepted. H_0 is approved if the significance value is more than 0.05 ($\alpha=5\%$); H_0 is rejected if the significance value is less than 0.05 ($\alpha=5\%$).

b. Homogeneity Test

A homogeneity test is a method for determining the differences between two or more populations. Population features might differ from one population to the next. In this study, the researcher employs the Homogeneity of Variance Tests in SPSS 25 to assess population homogeneity. The purpose of this test is to

determine if the population variance of the experimental and control classes is the same or different.

According to Stanislaus (2009), the essential decision for homogeneity testing is as follows:

- a) If the significance value is > 0.05 , the data distribution is homogenous
- b) If the significance value is < 0.05 , the data distribution is not homogenous.

c. Hypothesis Test

A hypothesis test is a statistical method used to determine whether a claim or assumption about a population parameter is true or false. It involves two hypotheses: the null hypothesis (H_0) and the alternative hypothesis (H_a). The researcher analyzes and calculate the data using the t-test (significance level of 0.05) on the SPSS 25 system. Hypothesis testing in this study is as follows:

H_0 : Duolingo application is not effective toward simple present tense mastery of the student.

H_a : Duolingo application is effective toward simple present tense mastery of the student.

CHAPTER IV

RESEARCH FINDING

This chapter consist of finding and discussion. The researcher describes the data, test for normality and homogeneity, analysis data, and hypothesis test.

4.1 Research Finding

In this subchapter, the researcher displays the numerical results of the data and statistics that were studied. The data came from the pre-test and post-test delivered to both the experimental and control groups. The researcher selected class IX B as the experimental class, which had 25 students, and class IX C as the control class, which had 26 students. They were students from MTs Walisongo's ninth grade.

In the experimental class, students were treated by utilizing the Duolingo program as a learning media to grasp the topic of simple present tense. In the control group, students learned the topic of simple present tense by lecture. So, the findings of this study reveal whether or not the Duolingo program was beneficial in improving students' grasp of the simple present tense. The test results for the experimental and control classes are shown in the table below. Each of these tables has two sections: pre-test and post-test.

4.1.1 Data of experimental class

Table 10 Student of Experimental Score

No	Name of student	Score of Pre-test	Score of Post-test
1	AAK	30	55

2	AAFS	25	90
3	AK	35	50
4	ANS	15	30
5	BAR	10	70
6	DS	30	75
7	DAP	25	25
8	FAR	55	100
9	FAK	40	85
10	LDR	30	70
11	KA	35	55
12	KN	60	55
13	MDP	25	70
14	MRK	30	50
15	MF	25	75
16	MR	5	20
17	NIV	70	40
18	NAV	25	65
19	NAYR	40	35
20	NM	65	60
21	PRP	40	75
22	SR	10	20
23	SAA	60	85
24	SGN	65	60
25	TAR	40	80
Total		890	1495
Average		35,6	59,8

Based on table 10, the highest pre-test score in the experimental class is 70, the lowest is 5, and the average is 35.6. Meanwhile, the highest post-test score was 100, the lowest was 20, and the average was 59.8. The data shows how

students' scores improved between the pre-test and post-test, including the highest, lowest, and average scores. Of course, this indicates a considerable increase in the overall pre-test and post-test scores, with a range of 605, which means the average score is 24.2. The following is a detailed explanation of the student's grades above:

Table 11 The Student's Scores of Pre-tests in Experiment Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5	1	4.0	4.0	4.0
	10	2	8.0	8.0	12.0
	15	1	4.0	4.0	16.0
	25	5	20.0	20.0	36.0
	30	4	16.0	16.0	52.0
	35	2	8.0	8.0	60.0
	40	4	16.0	16.0	76.0
	55	1	4.0	4.0	80.0
	60	2	8.0	8.0	88.0
	65	2	8.0	8.0	96.0
	70	1	4.0	4.0	100.0
Total		25	100.0	100.0	

Table 11 above shows that the score of pre-tests was vary from 5-70. There was 1 student got score 5 (4%) was the lowest score in pre-test test. The highest was 70 which is one student got that score (4%). The results of pre-test also shows that there were 2 students or (8%) who got score 10, 1 students or (4%) who got score 15, 5 students or (20%) who got score 25, 4 students or (16%) who got score 30, 2 students or (8%) who got score 35, 4 students or (16%) who got score 40, 1 students or (4%) who got score 55, 2 student or (8%) who got score 60, 2 student or (8%) who got score 65 and 1 student or (4%) who got score

70. The detailed improvement from the pre-test to the post. test of the experimental class can be seen in the following table.

Table 12 The Student's Score of Post-Test in Experimental Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20	2	8.0	8.0	8.0
	25	1	4.0	4.0	12.0
	30	1	4.0	4.0	16.0
	35	1	4.0	4.0	20.0
	40	1	4.0	4.0	24.0
	50	2	8.0	8.0	32.0
	55	3	12.0	12.0	44.0
	60	2	8.0	8.0	52.0
	65	1	4.0	4.0	56.0
	70	3	12.0	12.0	68.0
	75	3	12.0	12.0	80.0
	80	1	4.0	4.0	84.0
	85	2	8.0	8.0	92.0
	90	1	4.0	4.0	96.0
	100	1	4.0	4.0	100.0
Total		25	100.0	100.0	

Based on the table above the score of post-test is more vary then pre-test but it has improvement the score from the pre-test (5-70) become 20-100 in post-test. There were 2 student or (8%) who got the lowest score 20, and 1 student or (4%) who got the highest score 100. The result of post-test also shows that there was 1 student or (4%) who got score 25, 1 student or (4%) who got score 30, 1 student or (4%) who got score 35, 1 student or (4%) who got score 40, 2 students or (8%) who got score 50, 3 students or (12%) who got score 55, 2 students (8%) who got score 60, 1 student or (4%) who got score 65, 3 students or (12%) who got score 70, 3 students or (12%) who got score 75, 1 student or (4%) who got

score 80, 2 students or (8%) who got score 85, and 1 student or (4%) who got score 90.

4.1.2 Data of Control Class

Table 13 Student of Control Score

No	Name of student	Score of Pre-test	Score of Post-test
1	ADRA	15	15
2	AF	10	10
3	AR	20	20
4	AZS	50	50
5	ASP	15	15
6	ATA	35	35
7	DKNL	90	95
8	FA	10	10
9	FAI	5	5
10	IM	45	45
11	LM	50	50
12	LL	40	40
13	MB	15	15
14	JW	15	15
15	MA	65	65
16	MS	15	15
17	MAS	40	40
18	MAM	50	50
19	MFR	10	10
20	MCB	30	30
21	RF	30	30
22	RH	45	50
23	SAM	50	55

24	WFZ	45	45
25	YBF	35	35
26	ZIJ	65	75
Total		895	920
Average		34,42	35,38

The table above shows the score of pre-test and post-test in control class. the highest score of pre-tests in control class was 90, and the lowest score was 5. The total score of pre-tests was 895, and the average of it 34,42. Meanwhile, the highest score of post-tests in control class was 95, and the lowest score of post-tests 5. The total score of post-tests in control class was 920, and the average of it was 35,38.

The result of control class shows that there was improvement score from pre-tests (5-90) to 5-95 score of post-tests. The score of average between booth were 0,92, and the total was 25. however, the improvement of the score pre-tests and post-tests was not significant. The following is a detailed explanation of the student's grades above:

Table 14 The Student Score of Pre-Tests in Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5	1	3.8	3.8	3.8
	10	3	11.5	11.5	15.4
	15	5	19.2	19.2	34.6
	20	1	3.8	3.8	38.5
	30	2	7.7	7.7	46.2
	35	2	7.7	7.7	53.8
	40	2	7.7	7.7	61.5
	45	3	11.5	11.5	73.1

	50	4	15.4	15.4	88.5
	65	2	7.7	7.7	96.2
	90	1	3.8	3.8	100.0
	Total	26	100.0	100.0	

From the table 13 it shows that that the score of pre-tests were spread from 5-90. 1 student or (3,8%) who got the lowest score 20, and 1 student (3.8%) who got the highest score 90. The results of pre-test also shows that there were 3 students or (11.5%) who got score 10, 5 students or (19,2%) who got score 15, 1 student or (3.8%) who got score 20, 2 students or (7,7%) who got score 30, 2 students or (7.7%) who got score 35, 2 student or (7,7) who got score 40, 3 student or (11,5%) who got score 45, 4 students or (15,4%) who got score 50, and 2 student or (7,7%) who got score 65. Test of the control class class can be seen in the following table.

Table 15 The Student Score of Post Test in Control Class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 5	1	3.8	3.8	3.8
10	3	11.5	11.5	15.4
15	5	19.2	19.2	34.6
20	1	3.8	3.8	38.5
30	2	7.7	7.7	46.2
35	2	7.7	7.7	53.8
40	2	7.7	7.7	61.5
45	2	7.7	7.7	69.2
50	4	15.4	15.4	84.6
55	1	3.8	3.8	88.5
65	1	3.8	3.8	92.3
75	1	3.8	3.8	96.2
95	1	3.8	3.8	100.0

Total	26	100.0	100.0
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The table above shows the score of post-tests in control class. the score was spread from 5-95. 1 student or (3,8%) who got the lowest score in control class 5, and 1 student or (3,8) who got the highest score in control class 95. The result of post-test also shows that were 3 students or (11,5%) who got score 10, 5 students or (19,2%) who got score 15, 1 student or (3,8%) who got score 20, 2 students or (7,7%) who got score 30, 2 students or (7,7%) who got score 35, 2 students or (7,7%) who got score 40, 2 students or (7,7%) who got score 45, 4 students or (15,4%) who got score 50, 1 students or (3,8%) who got score 55, 1 student or (7,7%) who got score 55, 1 student or (3,8%) who got score 65, 1 student or (7,7%) who got score 75, 1 student or (3,8%) who got score 95. From the data, the improvement of the student was very slight improvement score.

4.2 Analysis of the Data

4.2.1 The Normality Test

In this chapter the researcher discussed about the normality test. The researcher used Kolmogorov-Smirnov as a normality test with hypothesis:

$H_0: F_N(x) = F_0(x)$ (data is normally distributed)

$H_1: F_N(x) \neq F_0(x)$ (data is not normally distributed)

In this test the researcher used SPSS 25 to calculate the data of pre-test and the post-test of two classes. The table below showed the result from SPSS 25:

Table 16 Result of Normality Test

		EXPERIMEN T_PRE	EXPERIME NT_POST	CONTRO L_PRE	CONTROL_ POST
N		25	25	26	26
Normal Parameters ^{a,b}	Mean	35.60	59.80	34.42	35.38
	Std. Deviation	18.161	22.149	21.087	22.535
Most Extreme Differences	Absolute	.164	.117	.168	.163
	Positive	.164	.071	.168	.163
	Negative	-.120	-.117	-.085	-.092
Test Statistic		.164	.117	.168	.163
Asymp. Sig. (2-tailed)		.080 ^c	.200 ^{c,d}	.058 ^c	.073 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

From the data above the researcher concluded as follow:

Table 17 Conclusion Normality Test

CLASS	Dcount	p-value	α	CONCLUTION
IX B Pre-Test	0,164	0,080	0,05	Normal
IX B Post-Test	0,117	0,200	0,05	Normal
IX C Pre-Test	0,168	0,058	0,05	Normal
IX C Post-Test	0,163	0,073	0,05	Normal

From the table above shows p-value of pre-test IXB (experimental class) was 0,80, the post-test score of IXB 0,200, the pre-test score of IXC (control class) was 0,58, and the post-test score of IXC was 0,73 which were those scores were higher than $\alpha = 0,05$, so, it was mean H_0 was accepted and all of the test normally distributed.

4.2.2 Homogeneity Test

In this chapter, the researcher calculated the homogeneity test by using SPSS 25. Data homogeneity testing uses the Levene test for data collected during the Pre-Test and Post-Test in both classes IX B and IX C. The table below shows the result on SPSS 25:

Table 18 Pre-Test of Control and Experimental Class

Levene Statistic	df1	df2	Sig.
1.089	6	14	.415

Table 19 Post-Test of Control and Experimental Class

Levene Statistic	df1	df2	Sig.
2.286	6	13	.100

Table 17 reveals that the significant value of the data gathered during the Pre-Test is $0.415 > 0.05$ (significance level), indicating that the Pre-Test value data for classes IX B and IX C have the same variance (homogeneous). Similarly, in table 18, data obtained during the Post-Test has a significance value of $0.100 > 0.05$ (significant threshold). Based on this, it can also be argued that the Post-Test score data for classes IX B and IX C have the same variance (homogeneous).

4.2.3 Comparison of Statistical Data in Post-Test of Experimental Class and Control Class.

The researcher began by comparing the post-test results of students from two courses (the experimental and control classes), which included the average, lowest, and greatest scores in grammatical mastery of simple present tense.

Following that, the researcher reviewed the score of each class from the student's post-test score to determine if the student's score was going lower, the same, different, or greater. The following table depicts the differing results of the experimental and control classes using statistical data:

Table 20 Descriptive Statistic of Post-Test Control and Experimental Class

		EXPERIMENT_POST	CONTROL_POST
N	Valid	25	26
	Missing	0	0
Mean		59.80	35.38
Std. Error of Mean		4.430	4.420
Median		60.00	35.00
Mode		55 ^a	15
Std. Deviation		22.149	22.535
Minimum		20	5
Maximum		100	95
Sum		1495	920

a. Multiple modes exist. The smallest value is shown

According to table 19, there were numerous disparities in the students' post-test grammatical knowledge of simple present tense scores. The scores were collected from students in the experimental class who were taught using the Duolingo program and students in the control class who were taught by lecture. The experimental class's post-test results reveal that the average or mean was 59,80 with a standard error of 4,430, but the median score was 60 with a mode of

55 and a standard deviation of 22,149. Furthermore, the lowest or lowest score was 20, the highest or greatest score was 100, and the total was 1495.

The post-test results of the students in the control group differed from those in the experimental group. The control class's data revealed that the mean, or average score, was 35.38 with a standard error of 4.420, while the median score was 35 and the mode was also 15. The greatest or maximum score was 95, the lowest or minimum score was 5, the standard deviation was 22,535, and the total was 920.

Table 21 Group Statistic of Control and Experimental Class

	Class	N	Mean	Std. deviation	Std. Error Mean
Pre-Test	Experimental	25	35,60	18,161	3,632
	Control	26	34,42	21,087	4,135
Post-Test	Experimental	25	59,80	22,149	4,430
	Control	26	35,38	22,535	4,420

Table 20 shows that there were 25 students (N) in the experimental class and 26 students in the control class. The experimental class's standard deviation was 22,149, whereas the control class was 22,535. Subsequently, the experimental type's standard error of the mean was 4,130, whereas the control class was 4,420. It may be inferred that the students' test results in the two classes differed significantly. The information demonstrates that the experimental class's results were higher than those of the control group. It indicates that the experimental class's students do much better than the control group.

4.2.4 Hypothesis Test

Hypothesis testing carried out in this research aims to find out whether the Duolingo application is effective in mastering the simple present tense of students in class 9 at MTs Walisongo Malang. With hypothesis:

- If the calculated t_{value} is greater and equal to the $t_{\text{tabel}}=t_{((\alpha,t-1))}$ value at the significance level ($\alpha=0.05$), then hypothesis 0 is rejected (the Duolingo application is effective in mastering the simple present tense of students in class 9 MTs Walisongo Kabet, Malang).
- If the calculated t_{value} is smaller than the $t_{\text{tabel}}=t_{((\alpha,t-1))}$ value at the significance level ($\alpha=0.05$), then hypothesis 0 is accepted (the Duolingo application is not effective in mastering the simple present tense of students in class 9 at MTs Walisongo Kabet, Malang).

Hypothesis testing uses the t test for Post-Test result data in class IX B, the treatment class and class IX C, the control class, presented in Table 21 below.

Table 22 The Result of Analyzing Independent Sample T-test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
SCORE POST-TEST	Equal variances assumed	.006	.937	3.900	49	.000	-24.415	6.260	36.995	-11.836
	Equal variances not assumed			3.902	48.975	.000	-24.415	6.257	36.990	-11.840

According to Table 21, the paired t test's significant value for the class IX B pre- and post-test data is $0.000 < 0.05$ (significance level). This demonstrates that Reject H_0 denotes that there is enough data to conclude that either the average Post-Test results exceed the Pre-Test results in the class or there is a substantial difference between the average Pre- and Post-test results in class IX B (treatment). The positive t-count number indicates that IX B is 5.077.

Based on hypothesis testing that was carried out for each treatment class (IX B) and control class (IX C), it was concluded that the Duolingo application was effective toward simple present tense mastery of students in class 9 of MTs Walisongo Malang. It can be seen that the treatment class (IX B) obtained Reject H_0 results, which means there is enough evidence to state that the average post-test score of students is significantly different (higher) to the average pre-test score of the same students in the treatment class. (IX B). This was also confirmed by hypothesis testing in the control class (IX C) which obtained the result of Accepting H_0 , which means that the average student Post-Test score was the same as the average Pre-Test result of the same students in the control class (IX C). So, for the class that received treatment, the Post-Test score was significantly different (higher) than the Pre-Test score and for the control class that did not receive treatment, the Post-Test score was not significantly different (the same) as the Pre-Test score. Test.

4.3 Discussion

Many researches about Duolingo application toward grammar mastery in simple present tense have proven that can develop students understanding about simple present tense. so that the researcher uses Duolingo application to teach simple present tense. The objective of this study was to answer the question about the effectiveness of Duolingo toward mastery grammar of simple present tense to improve the understanding of the student about simple present tense at ninth-grade of MTs Wali Songo.

The findings of the statistical data analysis revealed a noteworthy distinction between the experimental class and control group's scores. This research contains a one-sided test ($0.000:2 = 0.000$) with a significance level of 0.05. By calculating the independent T-test using SPSS 25, the value of Sig. (2-tailed) shows that the class significance value is 0.000, thus it must be divided into two. The alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected since 0.000 is less than the significant (α) 5% or 0.05. As a result, students who were taught using the Duolingo program and students who were taught using a lecturing technique differed significantly in their results on the grammar mastery of simple present tense. This result is relevant with Handayani (2023) there is a significant improvement in students' ability in mastering simple present tenses after being taught by Duolingo app.

The experimental group's pre- and post-test results, as well as the comparison of students of control class pre- and post-test results, showed differences in the students' scores following the use of the Duolingo program as a learning tool.

First, comparing the pre-test results from the experimental class students before and after treatment to the post-test results, it is possible to observe improvements in the former group. The pre-test results showed that the mean was 35,60, the median was 30, and the mode was 25, with the highest score being 70 and the lowest being 5. The post-test results for the students were as follows: the mean was 59,80, the median was 60, and the mode was 55. The highest score was 100, the lowest was 20, and the mean was 59,80. Using the Duolingo program may help students become more comfortable and upbeat during the learning process, as seen by some of the outcomes these students have attained. This statement was supported by Munday (2016) on his result shows that she observes that 91% found Duolingo easy to use, 82% found it helpful, 80.4% enjoyed using it and 78.3% were satisfied with the app. From the data above the researcher can conclude that the several problems that face by the student of JHS can be overcome by using Duolingo application for teaching and learning.

Second, comparing post-test results between the experimental class and the control class revealed a notable improvement in the experimental group students' understanding of the simple present tense of grammar. The post-test scores for the control class were as follows, according to the results: the highest score was 95, the lowest score was 5, the mean was 35,38, the median was 35, and the mode was 15. There was a standard deviation of 22,535 and a standard error of the mean of 4,420. This demonstrates unequivocally how much better the experimental class scored than the control group.

From the result above the student of experimental class has more improvement than control class. in experimental class the score of the lowest has improvement from 5 to 20, in control class still same from 5 to 5, the highest score from 70 to 100 in control class from 90 to 95, the mean from 35,60 to 59,80 in control class from 34,43 to 35,38, and the median from 30 to 60 in control class the median is same from 35 to 35 from this result the researcher concludes that duolingo is effective toward grammar mastery in simple present tense.

The results of this study and referring to the theory proposed by Munday (2016). From the theory given, it produces results that follow the research. So, the researcher concludes that the use of Duolingo application can improve the students' understanding of grammar mastery in simple present tense and have a positive effect that makes students more active, comfortable, and focused in the learning process. Duolingo application can effectively improve the students' understanding about grammar mastery in simple present tense of ninth-grade of MTs Walisongo Malang. The result of this study supports with the result of the previous study which is examined the effectiveness of Duolingo application. However, the difference with the previous study is the researcher only research in one class and the researcher doesn't know how is the result of other class that teaches with other method. As a result, research on this topic is thought to be novel and crucial in this sort of setting.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

The Duolingo program can help students learn how to comprehend grammar, particularly in the present tense. In order to make learning more enjoyable and easier for students. Furthermore, the Duolingo app addresses more than just student boredom during the learning process; it also addresses the issue of students becoming disinterested in traditional resources. According to Munday (2016) students appear to find Duolingo an easy-to-use, helpful, and enjoyable app to practice.

Based on the t-test calculation results, it can be determined that Duolingo has a considerable impact on student's simple present tense grammar skills. Quantitative data:

1) T-test data from an independent sample that was processed using the SPSS 25 software; the significant value is less than the significance level ($0.000 < 0.05$). This indicates the acceptance of the alternative hypothesis (H_a) and the rejection of the null hypothesis (H_0). 2) Raising the experimental class student's pre-test to post-test scores. A pre-test score of 95 was the highest, 5 was the lowest, 35, 60 was the mean, 30 was the median, and 25 was the mode. In contrast, the post-test scores range from 20 to 100, with 59,80 being the mean, 60 being the median, and 55 being the mode. 3) The post-test results for the control class are as follows: 95 is the highest score, 5 is the lowest, 35 is the mean, 38 is the median, and 15 is the mode. The standard deviation is 22,535 while the standard error of the mean is

4,420. These findings demonstrate how the Duolingo program may help students who are first disinterested, uneasy with learning, and find it challenging to follow lessons. With this medium, students can concentrate more on their studies, and the classroom environment is more enjoyable.

5.2 The Suggestion

The researchers provide suggestions to the student, the English teacher, and other researchers based on the findings of this study:

1. For student

Student can study more about grammar specially in simple present tense. the student can use the Duolingo in their daily activity and do the quest every day because it can make their understanding about English better than before.

2. For teacher

Teacher can teach student by using media for teaching English, it can make student not feel bored. Duolingo is one of media that can make the class happy and fun so the teacher can use Duolingo as the media in teaching in every meeting of the class.

3. For future researcher

In this study the research only focuses on one pattern that is simple present tense. Further researcher can research not only in one pattern or simple present tense but also two or three patterns except simple present tense. So that, the reader can understand the function of Duolingo more.

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APPENDIX

Appendix I Research Permission Later



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBİYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
<http://fitk.uin-malang.ac.id>, email : fitk@uin-malang.ac.id

Nomor : 1577/Un.03.1/TL.00.1/07/2023 28 Juli 2023
Sifat : Penting
Lampiran : -
Hal : Izin Penelitian

Kepada

Yth. Kepala MTs Walisongo Malang
di
Malang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Moh. Zaky Thohiri
NIM : 19180055
Jurusan : Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik : Genap - 2022/2023
Judul Skripsi : **The Effectiveness of Duolingo Toward Grammar Mastery in Simple Present Tense of the Student of MT s Walisongo Malang**
Lama Penelitian : Agustus 2023 sampai dengan Oktober 2023 (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.



Dekan,
Dekan Bidang Akademik

Muhammad Walid, MA
NIP. 19730823 200003 1 002

Tembusan :

1. Yth. Ketua Program Studi TBI
2. Arsip

Appendix II Instrument Validator Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : B-3120/Un 03/FITK/PP 00 9/12/2023 08 Desember 2023
Lampiran : -
Perihal : Permohonan Menjadi Validator (Ahli Bahasa)

Kepada Yth
Ima Mutholliatil Badriyah, M.Pd
di -
Tempat

Assalamualaikum Wr. Wb.

Sehubungan dengan proses penyusunan skripsi mahasiswa berikut:

Nama : Moh. Zaky Thohiri
NIM : 19180055
Program Studi : Tadris Bahasa Inggris (TBI)
Judul Skripsi : The Effectivness Of Duolingo Toward Grammar
Mastery Of The Student Of MTs Walisongo Malang
Dosen Pembimbing : Ima Mutholliatil Badriyah, M.Pd

maka dimohon Bapak/Ibu berkenan menjadi validator penelitian tersebut. Adapun segala hal berkaitan dengan apresiasi, terhadap kegiatan validasi sebagaimana dimaksud sepenuhnya menjadi tanggung jawab mahasiswa bersangkutan.

Demikian Permohonan ini disampaikan, atas perkenan dan kerjasamanya yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.



Appendix III Instrument of Validity

A. Chose the correct answer below.

1. What is the pattern of verbal sentence of simple present tense?
 - a. S + V₂ (S/Es) + O
 - b. S + V₁ + O
 - c. S + V be + Ving + O
 - d. S + Will+ V₁ + O
2. What is the pattern of nominal sentence of simple present tense?
 - a. S + V be (am, are, is) + being + O
 - b. S + V be (am, are, is) + O
 - c. S + will be + O
 - d. S + have been + O
3. What is the time signal used in simple present tense?
 - a. Tomorrow
 - b. Now
 - c. Yesterday
 - d. Two weeks ago
4. Which one is the correct sentence of simple present tense?
 - a. We played football.
 - b. We will play football.
 - c. We play football.
 - d. We are playing football.
5. Which is the correct sentence of simple present tense?
 - a. I am looking for you.
 - b. I looks for you.
 - c. I look for you.
 - d. I looked for you.

B. Choose the best answer for incomplete sentences below!!

6. ... the game.
 - a. I enjoys
 - b. We does enjoy
 - c. Do they enjoy
 - d. He enjoys
7. ... in English language.
 - a. We are smart
 - b. He does smart
 - c. She am smart
 - d. Is It do smart
8. ... in my room now.
 - a. I does not sleep
 - b. Does I sleep
 - c. I do not sleep
 - d. I am do not sleepy
9. ... water before eating.

- a. They are not drink
b. They do not drink
- c. They does not drink
d. They are do not drinking
10. ... my rice?
a. Does you eat
b. Are you eat
- c. Do you eat
d. Is you eat
11. ... the greatest school in Malang?
a. Does MTs Walisongo
b. Is MTs Walisongo
- c. Am MTs Walisongo
d. Do MTs Walisongo
12. ... film in laptop
a. You and I watches
b. You and I is watching
- c. You and I are watched
d. You and I watch
13. ... the fried rice.
a. Siska is not buy
b. Does Siska not buy
- c. Siska does not buy
d. Siska is not buys
14. ... in studying english language.
a. He is not bored
b. He are not bored
- c. He am not bored
d. He is does not bored
15. ... to school on foot?
a. Do he go
b. He do go
- c. Does he go
d. Is he go
16. ... in the class
a. You am clever
b. You are clever
- c. You is clever
d. You has clever
17. ... from my home.
a. My cat do not run
b. My cat does not run
- c. My cat does not runs
d. Does my cat is not run
18. ... the class?
a. Do you not sleep
b. You do not sleep
- c. Does you not sleep
d. Is you does sleep
19. ... English in the school.

- a. Sofyan studys
- b. Sofyan does studied

- c. Sofyan do study
- d. Sofyan studies

20. ... the most beautiful teacher in this school?

- a. Are Bu Lisda
- b. Have Bu Lisda

- c. Is Bu Lisda
- d. Am Bu Lisda

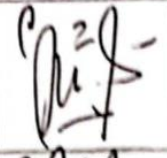
Appendix IV Answer Key of Validity Test

Answer Key of Validity Test	
1. B	11. A
2. B	12. D
3. B	13. C
4. C	14. A
5. C	15. C
6. D	16. B
7. A	17. B
8. C	18. A
9. B	19. D
10. C	20. C

Appendix V Thesis consultation Logbook

BUKTI KONSULTASI

Nama Mahasiswa : Moh. Zaky Thohiri
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 Fakultas/Jurusan : FITK / Tadris Bahasa Inggris
 Dosen Pembimbing : Ima Mutholliatil Badriyah, M.Pd
 Judul Skripsi : *The Effectiveness of Duolingo Toward Grammar Mastery of The Student of Mis Wulisono Malang*

No	Tanggal	Materi Konsultasi	Saran Dosen Pembimbing	Paraf
1	24 November 2023	Konsultasi pre-test dan post-test	- Di samakan karena lebih effective	
2	1 desember 2023	Konsultasi hypothesis	- Hypothesisnya membandingkan antara kelas bukan antara test	
3	7 Desember 2023	Konsultasi bab 4 dan 5	- Pergantian kata "pupil ke student"	
4	11 Desember 2023	Revisi bab 4 dan 5	Sudah bagus tinggal ganti ukuran font table	
5	12 Desember 2023	Persetujuan skripsi	- Acc skripsi	

Appendix VI Documentation



Appendix VII Curriculum Vite

Nama Lengkap : Moh. Zaky Thohiri
Tempat, Tanggal Lahir : Banyuwangi, 22 Juni 2001
Jenis Kelamin : laki-laki
Agama : Islam
Fakultas : Ilmu Tarbiyah dan Keguruan
Jurusan : Tadris Bahasa Inggris
Perguruan Tinggi : UIN Maulana Malik Ibrahim Malang
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No. Hp / Telp : 085233119252
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Riwayat Pendidikan

1. 2007-2013 SD Negeri 4 Gendoh
2. 2013-2016 SMP Al-Kautsar Banyuwangi
3. 2016-2019 SMA An-Nuqayah Sumenep
4. 2019-2023 UIN Maulana Malik Ibrahim Malang

Malang, 13 Desember, 2023
Mahasiswa,

Moh. Zaky Thohiri
NIM. 19180055