

THESIS

**THE INFLUENCE OF DIGITAL GAME MEDIA
IN ENGLISH LANGUAGE TEACHING AT SMK
MAMBA'UL HUDA KRASAK IN ACADEMIC
YEAR 2024 – 2025**



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ISLAMIC UNIVERSITY OF KH. MUKHTAR
SYAFA'AT**

2025

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THESIS

**Presented to the Faculty of Education and
Teacher Training in a Partial Fulfillment of
the Requirement for the degree of Strata 1 in
the English Education Department:**



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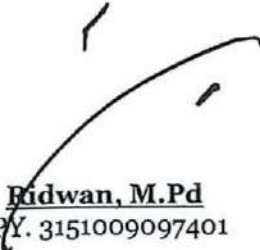
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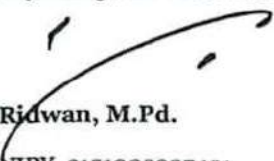
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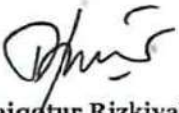
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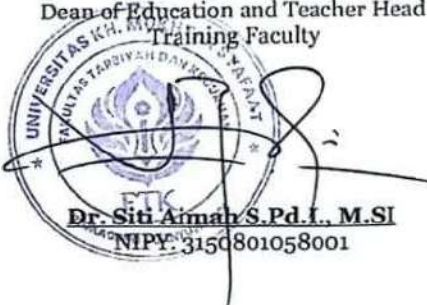
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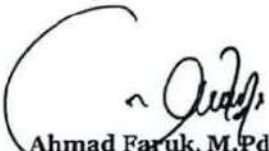
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MOTTO

ربكم اعلم بما في نفوسكم

“God knows better what is in your heart” (QS. Al-Isra: 24)

DEDICATION

This thesis is dedicated with profound respect and deep love to:

1. My Beloved Parents,
For their endless love, unwavering support, and prayers that accompany my every step. You are the pillars of my strength and inspiration in every effort and hard work I undertake.
2. My Thesis Supervisor, Ridwan, M. Pd
Who has guided and directed me with patience and wisdom. Thank you for the knowledge, motivation, and continuous support in completing this research.
3. Friends and Companions,
For the laughter, support, and spirit we have shared together. Your friendship and solidarity have been a tremendous strength that has brought me to this point.
4. My Beloved Almamater, University of KH. Mukhtar Syafaat
For the opportunities, facilities, and academic environment that have enabled me to develop myself and complete this study.

This thesis is the result of a long journey filled with challenges, and this dedication is a sincere expression of gratitude to all of you. May we share this pride together.

ABSTRACT

Abdilah, Zainun. 2024. The Influence of Digital Game Media in English Language Teaching at Smk Mamba'ul Huda Krasak in Academic Year 2024 - 2025

Key word: Digital Game, English Language Teaching

This study investigates the effectiveness of using the Duolingo application, a digital game-based learning platform, in enhancing students' English speaking skills at SMK Mamba'ul Huda Krasak. The research was motivated by the students' difficulties in mastering speaking abilities when taught through conventional methods, which lacked engaging and interactive media. The problem of the study is formulated as follows: "Do students taught by using the Digital game media in English language teaching achieve better scores than those taught by not using the Digital game media in English language teaching at SMK Nu Mamba'ul Huda Krasak in the academic year 2024-2025?" The objective of the study is to determine whether the implementation of Duolingo significantly improves students' speaking performance.

To answer the research question, the study applied a quantitative method with a quasi-experimental design, involving two groups: an experimental group taught using Duolingo, and a control group taught using conventional instruction.

The participants consisted of 20 students, with 10 in each group. The researcher administered a post-test as the primary instrument to evaluate students' speaking performance after treatment. Before conducting the statistical analysis, tests for normality (Shapiro-Wilk) and homogeneity (Levene's Test) were performed to ensure the data met the assumptions for parametric testing. Subsequently, an Independent Samples T-test was applied to determine whether there was a statistically significant difference between the two groups.

The results showed that the experimental group, which used Duolingo, achieved a mean score of 85.40, while the control group scored 71.80. The Independent Samples T-test indicated a Sig. (2-tailed) value of 0.000, which is below the significance level of 0.05. This confirmed that the difference in speaking scores between the two groups was statistically significant. Therefore, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted. The study concludes that the use of Duolingo had a positive and significant effect on students' speaking performance, providing an interactive and motivational learning environment that supports vocabulary development, pronunciation, and confidence in speaking. The findings highlight the value of incorporating digital game-based learning tools into English language instruction, particularly for EFL learners in vocational school settings.

ABSTRAK

Abdilah, Zainun. 2024. The Influence of Digital Game Media in English Language Teaching at Smk Mamba'ul Huda Krasak in Academic Year 2024 - 2025

Key word: Digital Game, English Language Teaching

Penelitian ini menyelidiki efektivitas penggunaan aplikasi Duolingo, sebuah platform pembelajaran berbasis permainan digital, dalam meningkatkan keterampilan berbicara Bahasa Inggris siswa di SMK Mamba'ul Huda Krasak. Penelitian ini dilatarbelakangi oleh kesulitan siswa dalam menguasai kemampuan berbicara ketika diajarkan melalui metode konvensional yang tidak melibatkan media yang menarik dan interaktif. Rumusan masalah dalam penelitian ini adalah: "Apakah siswa yang diajar menggunakan media permainan digital dalam pembelajaran Bahasa Inggris memperoleh nilai yang lebih baik dibandingkan dengan siswa yang diajar tanpa menggunakan media permainan digital di SMK NU Mamba'ul Huda Krasak tahun ajaran 2024–2025?" Tujuan dari penelitian ini adalah untuk mengetahui apakah penerapan aplikasi Duolingo secara signifikan dapat meningkatkan kemampuan berbicara siswa.

Untuk menjawab rumusan masalah tersebut, penelitian ini menggunakan metode kuantitatif dengan desain quasi-eksperimental, yang

melibatkan dua kelompok: kelompok eksperimen yang diajar menggunakan Duolingo, dan kelompok kontrol yang diajar menggunakan metode konvensional. Partisipan terdiri dari 20 siswa, masing-masing 10 siswa dalam setiap kelompok. Peneliti memberikan post-test sebagai instrumen utama untuk mengevaluasi kemampuan berbicara siswa setelah perlakuan. Sebelum analisis statistik dilakukan, uji normalitas (Shapiro-Wilk) dan uji homogenitas (Levene's Test) dilakukan untuk memastikan data memenuhi asumsi analisis parametrik. Selanjutnya, dilakukan Uji-t Sampel Independen (Independent Samples T-test) untuk mengetahui apakah terdapat perbedaan yang signifikan secara statistik antara kedua kelompok.

Hasil penelitian menunjukkan bahwa kelompok eksperimen yang menggunakan Duolingo memperoleh rata-rata skor sebesar 85,40, sedangkan kelompok kontrol memperoleh rata-rata 71,80. Hasil uji-t menunjukkan nilai Sig. (2-tailed) sebesar 0,000, yang berada di bawah tingkat signifikansi 0,05. Hal ini mengonfirmasi bahwa perbedaan skor berbicara antara kedua kelompok adalah signifikan secara statistik. Oleh karena itu, hipotesis nol (H_0) ditolak, dan hipotesis alternatif (H_a) diterima. Penelitian ini menyimpulkan bahwa penggunaan Duolingo memberikan pengaruh positif dan signifikan terhadap kemampuan berbicara siswa, dengan menyediakan lingkungan belajar yang interaktif dan memotivasi yang mendukung pengembangan kosa kata, pelafalan,

dan kepercayaan diri dalam berbicara. Temuan ini menegaskan pentingnya mengintegrasikan media pembelajaran digital berbasis permainan ke dalam pengajaran Bahasa Inggris, khususnya untuk pembelajar EFL (English as a Foreign Language) di lingkungan sekolah kejuruan.

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This thesis would not have been maximised without the support of all of them, who have provided support and opportunities for the author to conduct research and all the assistance in completing this

thesis. The author realises that the writing and thesis content still has many mistakes and shortcomings. Therefore, the authors would appreciate constructive criticism and suggestions from readers to perfect the thesis. The author hopes this thesis can benefit and inspire readers; thus, we thank you for your attention.

Banyuwangi, 20th Desember 2024

Moh. Zainun Abdilah

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CHAPTER I

INTRODUCTION

This chapter obtained research background, research problem, research objective, research hypothesis, research significant, scope and limitation and definition of key term.

A. Research Background

English is a language that is spoken by nearly every nation in the world, and it has even been called a global language or a language that connects people around the world. English is the connecting language used as a medium of communication between countries in the world (Sari et al., 2019). The only language that has become extensively spoken all across the world is English, which makes it "a truly international language" (EIL) (Raja et al., 2022). English now serves as an international language instead of only a national or foreign language. The English language is not just employed as a bridge for international language/communication. It has also started to permeate a number of different industries, such as the media in general. Several mass media outlets in the current period utilize English to publish news articles and other original content.

As a result, in order for our country to progress, we also need to be able to communicate

in English so that, in the event that it becomes necessary, we can grasp what people are saying around us, and speaking skills in English, which is a component of communication there are actually four English skills, they are reading, writing, speaking, and listening skills. The majority of individuals concur that speaking and listening skills are correlated in this life; in other words, if we have ever listened to something, we will be able to speak about it. Furthermore, writing and reading abilities are correlated, or to put it another way, if we can read, we can write as well. Thus, the first step towards becoming a good speaker is to be a good listener, and the first step towards becoming a good writer is to be a good reader. Speaking is the intentional employment of language to transmit thoughts or information so that other people can understand you (Arini & Wahyudin, 2022). Speaking lessons are designed to assist students in communicating effectively, which includes more than simply accuracy but also fluency. Furthermore, students may find it difficult to speak English because it is a foreign language in Indonesia (Mandasari & Aminatun, 2020).

When teaching English as a second language, there are a lot of things to keep in consideration. Good protocols, first-rate facilities, a certified teacher, and so on are prerequisites for anything else. After making the observation, the researcher found that several students had

problems. Many students are not interested in English lessons because they are perception English is difficult. Another problem, the author found that in class the students sometimes just sit and listen to the teacher's explanation. But we cannot judge the problem only from that case, but it could also happen because of incomplete facilities such as handbooks and the media used for teaching. Therefore, media is very important in teaching, one of the media that can be used in the current era is digital games, Through the process of gaming, students acquire the ability to overcome obstacles and compete with other students while completing well-crafted simulation tasks. This may improve their motivation to learn, which in turn enhances their academic performance (Prensky, 2001; Chang & Hwang, 2019). And educational games can be played on various digital devices, such as computers and mobile phones (Faisal et al., 2019).

Technology-based learning is one method of enhancing English language proficiency. The exponential growth of technology is driving the development of learning systems and models as well. (Sabirin, 2021), talked about the role that media and technology play in the twenty-first century. A number of technological tools and applications based on information technology have emerged, supporting student activities in the process of

learning to acquire 21st century skills like creativity, innovation, communication, teamwork, literacy, media and information, etc. Technology-based learning models ought to start being used extensively in the field of education given the significant influence that technological advancements have on education. Febrianti (2021) According to his research, students may believe that learning activities can be completed anywhere in the 21st century due to the rapid advancement of technology. Students frequently consider incorporating technology into their learning activities because of its existence. Learning involves more than merely hearing teachers explain things.

Learning media is one component of learning that can support the achievement of learning objectives effectively and efficiently. In the learning process, the media can serve to clarify the material and a learning resource that contains materials to be studied. Technology can be a learning medium to direct students in achieving learning goals (Bare et al., 2022). In this regard, teachers have a very important role. Learning media is where they must always keep abreast of technological developments, which is what students need to increase motivation in learning process (Bare et al., 2022). Teachers' learning media to stimulate students' interest in learning must be interesting and interactive in the teaching and learning process. Technology

has undoubtedly opened a new era of human being's experience in every domain, including students' learning experience in higher education (Wang & Han, 2021).

Educational games are a new kind of learning media. Educational games are a unique computer software system, which is both fun and educational (Zeng, et al., 2019). Those are thought to be able to improve the understanding of learners in quickly absorbing lesson material because they are backed by engaging game features that motivate students to actively participate in the learning process. Learning media is anything that is used to convey messages and can stimulate the thoughts, feelings, concerns, and willingness of the learner so that it can encourage a deliberate, purposeful, and controlled learning process (Windawati & Koeswanti, 2021). The availability of exciting, simple to use, and beneficial learning applications in the form of games as learning media helps improve student learning outcomes.

Nowadays, almost every generation Z student who are conversant with technology hardly ever have more than one online game installed on their device. One of the English learning models that commonly implemented by taking advantage of technological developments is digital game-based learning. Game based learning is a learning activity that is deliberately

designed using game applications or games to support the achievement of learning objectives (Permana, 2022). Digital game-based learning (DGBL) has been perceived as an engaging teaching approach to foster students' learning and motivation (Hussein et al., 2019). Digital game-based learning (DGBL) is known to be widely used for improving learning in various fields (Chen et al., 2020). Digital game-based learning (DGBL) is a contemporary teaching method that involves using digital games or game-based environments to provide enjoyable, stimulating, and challenging educational experiences for students (Chen 2020; Supriana et al., 2018). The utilization of simulation-based learning tools, such as digital games, is anticipated to be further enhanced due to the increasing shift toward virtual learning (Situmorang et al., 2024). Games are planned entertainment activities that can also serve as learning tools (Chen & Hsu, 2020; Onasanya et al., 2021). Game based learning emphasizes that games are not only an interlude learning activity, but can be used as a core learning activity. The use of game-based educational applications can attract and motivate students to take part in learning activities. It is the teacher's responsibility to create learning exercises including games that fit with the requirements of the class and then offer the students feedback on what they have learned. feedback helps learners

evaluate their progress, repair faulty knowledge actively, and reach learning goals faster, thus, playing a central role in facilitating game-based learning (Johnson & Priest, 2014; JTay et al., 2022; Mao et al, 2024). Game based leaning can also be seen as an activity for students to interact with each other which can foster interpersonal intelligence (Permana, 2022).

Games can teach several skills that can be used as alternative media in education. Game based learning is also a form of learning that is centered on learning using electronic games to achieve learning goals (Chen & Hsu, 2020). Games are currently used as a teaching tool that may be applied to technology like mobile phones. There are learning-supporting elements on mobile phones. One type of gaming program that may be downloaded to a mobile device is a mobile game, like Duolingo. The several games created for educational activities will stimulate students' interests, which will increase their motivation to learn. The several games created for educational activities will stimulate students' interests, which will increase their motivation to learn (Meriyati et al., 2019) Previous research findings indicate that games are an activity that students like significantly, thus this type of instruction can increase students' understanding and motivation to learn in a meaningful way (Zaki et al., 2020; Zou et al., 2019). Other findings also state that game learning is also able to increase student

activity significantly (Krath et al., 2021). This is why game-based learning is an interesting solution in learning. There hasn't been any research done on the topic of game-based learning and how it affects students' interest in and comprehension of the ideas taught in English lessons currently. The aim of this research is to analyze game-based learning and its impact on increasing students' interest in learning and understanding concepts in school learning. It has been proposed that using games to teach English will make students more excited in the subject matter.

An online language-learning resource called Duolingo has become extremely well-known all across the world (Chik, 2020). With game-like features like points, badges, and immediate feedback, the technology offers a gamified method to language learning (Xiangying et al., 2021). Millions of people have chosen Duolingo as their go-to language learning tool because of its distinctive fusion of technology, gamification, and accessibility. There is still discussion and study about the effectiveness of Duolingo as a language learning resource for high school students between the ages of 14 and 15 (Su & Zou, 2022). Although Duolingo has a large user base due to its distinctive blend of technology, gamification, and accessibility, a more thorough investigation is necessary to determine its effectiveness specifically for this

group (Kazu & Kuvvetli, 2025). Duolingo is a digital language-learning platform that uses interactive, bite-sized lessons to teach users a range of languages using game-based learning methodologies. With features like points, levels, leaderboards, and daily streaks, Duolingo aims to make language learning fun and approachable while inspiring students. It is extensively used by people worldwide for self-paced language learning and offers courses in more than 40 languages. It is accessible on mobile devices and online browsers. In the other hand, duolingo is a language-teaching platform that offers free online courses available on mobile apps and the web (Jiang et al., 2021). Duolingo is an educational category like playing games, so the students can also use it casually without pressure and also easy to accept and absorb because of flexibility application (Bukit et al., 2024). Duolingo has previously been shown to be highly effective at teaching receptive listening and reading comprehension skills (Jiang et al., 2020). Duolingo has a lot of language that learners choose to learn. English, Arabic, Spanish, French, Dutch, and other languages are available to select (Botero et al., 2019). It also has educator's forum that the users can interchange subject and topics with each other either as teacher or student to learn (Gafni et al., 2017). It can measure learners' accomplishment and dedication with enjoyable ways. The apps provide information like point

earned, of course overview tree, the streak, and the time spent (Krashen, 2014). The practices are so numerous and easy for novice learner to learn a new language. The apps are very simple to use, the procedures and steps are easy to understand. Duolingo targets to be friendly for all ages from children, teenagers, parents, and others (Bustillo et al., 2017). Munday (2015) stated that Duolingo is preferred than regular assignment and media because of its convenience. It means that Duolingo is easy to use and more interesting so it will be comfortable to be one of the media that used in teaching in classroom. Duolingo, a popular language-learning app, employs gamification elements like points, badges, and streaks to enhance user engagement (Mogavi et al., 2022). While these features can motivate learners, they may also lead to gamification misuse, where users focus excessively on game elements rather than learning (Mogavi et al., 2022). The app's effectiveness in language acquisition has been studied, with mixed results. Their research showed that the students are satisfied in learning language with Duolingo and they enjoyed to learn with it. The question remains as to how well Duolingo courses teach productive skills in a language. The current study addresses this gap by reporting speaking proficiency scores of Duolingo learners who had completed the beginning-level course material in the English.

One of Banyuwangi schools, SMK NU Mamba'ul Huda Krasak, is located in Krasak Village, Tegalsari District, Banyuwangi Regency. The Smk NU Mamba'ul Huda Krasak was established in 2014. There are 16 teachers at the school, and there are 341 students enrolled in the program. There are three majors at SMK NU Mamba'ul Huda Krasak. Network & Computer Engineering, Culinary, and Accounting. At SMK NU Mamba'ul Huda Krasak tenth grade receives four hours of English lessons every week from each department.

The use of educational games into the teaching process might help students feel good. In addition, using instructional game media can serve as a substitute for less teacher-centered instruction. Teachers also rely on media other than teaching textbooks. A variety of features, including attractive pictures, text, audio, and video, as well as various animations, can be combined in educational games to stimulate students' interest in the content they are learning. Playing digital games can help students retain the lessons they have learned because they can be used repeatedly. Learning media that can be used repeatedly can help students repeat parts that have not been understood according to their abilities (Purwanto et al., 2020). The integration of the mobile device in our language teaching practice could gain our students' valuable additional learning time outside the school and

improve their language learning efficiency (Kétyi, 2013; Widjarnoko, et al., 2021). As stated above, the use of digital games plays an important part in the development of our teaching and learning resources in EFL, particularly in this context. The majority of researchers contend that games help students learn in a positive and stress-free environment.

Additionally, digital games offer a fun means of communicating. Students studying English as a foreign language (EFL) need to put their theoretical knowledge into practice more than anything else. The most fruitful and inspiring learning experiences occur outside of the classroom through playing and participation, where students enjoy learning by having a sense of their progress and where the learning is relevant and appropriate. The power of games and play to facilitate deep and meaningful learning cannot be overstated.

Based on the explanation above, this research was conducted to determine the description of digital games media in teaching English which takes place at SMK Nu Mamba'ul Huda Krasak. The research output suggests how to use this technology appropriately, so that it will help in the field of education in the future. By turning these habits into new learning tools, the goal is to mitigate the negative impacts of digital gaming. Lastly, researchers stated in this study that playing digital games is positively correlated

with students' motivation levels and increased speaking proficiency. This research assumes that by using the Duolingo game, students can learn English in a fun and stress-free way.

B. Research Problem

Based on the background of study above, the problem of the study is as follows: Do students taught by using the Digital game media in English language teaching achieve better scores than those taught by not using the Digital game media in English language teaching at SMK Nu Mamba'ul Huda Krasak in the academic year 2024-2025?

C. Research Objective

To investigate the student's speaking score after being taught by using the Digital game media in English language teaching on speaking skills at SMK Mamba'ul Huda Krasak in the academic year 2024-2025 and unused the Digital game media in English language teaching on Speaking skills at SMK Mamba'ul Huda Krasak in the academic year 2024-2025.

D. Research Hypothesis

A hypothesis is a fundamental presumption that results in to a theory, the

accuracy of which is still to be established. The researcher's theories are an attempt to explain the phenomenon that is being studied, and any explanation must contain a prediction about the variables that are being studied. The writer proposed two hypothesis in this research. They are Null Hypothesis (H_0) and The Alternative Hypothesis (H_a).

1. H_a : students speaking scores are taught by using the the Digital game media in English language teaching better than unused the Digital game media in English language teaching.
2. H_0 : students speaking score those are taught by unused of the Digital game media in English language teaching better than using the digital game media in English language teaching.

E. Research Significance

1. Theoretical
The result of the researcher is expected to be useful information the knowledge of English study, especially in speaking skill. This research is also can be used as the reference for next researcher who wants to do research about the use digital game in teaching speaking.
2. Practical
 - a. Teachers

For teachers, it can be one the kind of teaching and learning strategy that can assist students to become more engaged in class.

b. Students

The benefit of this research for students is knowing that digital games are not only used for entertainment but can also be a learning medium and can improve existing skills in English, one of which is speaking skills.

c. Researchers

The researcher can apply this study to develop himself and society around researcher for getting benefit to many people.

F. Research Scope and Limitation

The scope of this research is the use of digital games for teaching English at SMK NU Mamba'ul Huda Krasak which has an impact on the English language skills of tenth grade students at SMK NU Mamba'ul Huda Krasak. Researchers focus on how the digital game system for teaching English as a learning media in the tenth-grade students SMK NU Mamba'ul Huda Krasak.

G. The Definition of Key Term

1. Teaching English as a Foreign language

Teaching English as a Foreign language, or TEFL, as its most commonly referred, involves teaching English as a foreign language in countries where English is not the primary language. English as a Foreign Language is part of the educational curriculum, particularly in state schools. In Indonesia, English is a compulsory subject in senior and junior high schools. In the lower levels, such as in elementary schools and in kindergarten, English is not a compulsory subject; it can be taught to the students as the local content subject.

2. Learning Media

Learning Media is a tool that can help the learning process. Lessons are easier and clearer to understand and also educational or teaching goals can be achieved effectively and efficiently (Adiningsih et al., 2024).

3. Digital Game Based Learning

Digital games are digital devices that allow users to have fun with rules that have been designed in such a way and can be used as learning media for educational functions. Digital games are games played on a computer, game system, television, or mobile device (Miller et al., 2022). Game based learning is a learning activity that is deliberately designed using game applications or games to support the achievement of learning objectives (Permana, 2022). Games

are a good training environment for the real world in organizations that require collaborative problem solving. Samuel Henry, Games are a form of entertainment that is often used as a refresher for the mind from feeling tired caused by our activities and routines.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Literature

1. Definition of TEFL

Teaching English as a Foreign language, or TEFL, as its most commonly referred, involves teaching English as a foreign language in countries where English is not the primary language. English as a Foreign Language is part of the educational curriculum, particularly in state schools. In Indonesia, English is a compulsory subject in senior and junior high schools. In the lower levels, such as in elementary schools and in kindergarten, English is not a compulsory subject; it can be taught to the students as the local content subject.

In the language teaching methodology, defining and differentiating concepts such as approach, method, and technique is essential. The approach refers to the theoretical framework guiding how language learning is understood and directs the approach to teaching and learning languages. On the other hand, a method comprises a series of steps or activities designed to teach language in a particular way, theoretically related to the approach and

practically applied in teaching procedures. Meanwhile, a technique denotes specific activities or procedures within a method aimed at achieving teaching objectives. Understanding these distinctions is crucial as it aids educators in developing effective teaching strategies, selecting appropriate materials, and adjusting instruction to meet students' needs. A teacher needs to clearly understand what their students are expected to achieve in language learning and the changes that can be completed by the end of the course, year, month, week, and each lesson, according to the objectives of foreign language teaching in schools.

2. Skills in Teaching and Learning English

There are four essential skills involved in teaching and learning English: listening, speaking, reading, and writing. These skills are interconnected and cannot be developed independently, necessitating learners to master all four. According to Lusi Nurhayati et al., English skills can be divided into two categories: receptive skills and productive skills. Receptive skills include listening and reading, while productive skills encompass speaking and writing.

Listening is a fundamental skill crucial for effective communication. It is an

active process where the listener plays an active role in comprehending the intended message conveyed through spoken language. Understanding the speaker's intention and context is vital for successful listening, especially in second or foreign language situations where linguistic resources may be limited.

1. Writing is intricately linked with vocabulary and grammar, involving the construction of ideas on paper to convey them comprehensibly to readers. It is about effectively managing words, sentences, and paragraphs to articulate ideas, feelings, opinions, and thoughts in written form.
2. Reading is indispensable for language learning success, requiring high concentration to extract information from texts. It involves an interactive process where the reader engages with the text to elicit and structure meaning effectively.
3. Speaking is a productive skill involving the production of verbal utterances to convey meaning. Effective communication through speaking requires conveying thoughts and feelings clearly while ensuring comprehension by the listener.

3. Definition of Learning Media

Learning media refers to any form of intermediary or medium that supports learning activities between teachers and students. It includes physical and non-physical tools that can be used to convey messages (learning materials) to stimulate the attention, interest, thoughts, and feelings of learners in activities to achieve learning goals. Learning media can be divided into two categories: receptive skills (listening and reading) and productive skills (speaking and writing). Examples of learning media include audio media, visual media, video, software, and hardware. The success of learning media depends on the creativity of the teacher in conveying the message of the subject materials and the students' ability to receive the information effectively. The use of appropriate learning media can make the learning process more effective and efficient, increase students' learning motivation, and accommodate differences in student characteristics, especially due to the various learning styles possessed by students (Castillo-Cuesta, 2020) (Marpanaji et al., 2020).

4. Function of Learning Media

Learning media plays a crucial role in the teaching and learning process by stimulating curiosity, generating new interests, and fostering positive impacts on

students. According to Nurdyansyah, the functions of learning media can be categorized as follows: increasing the effectiveness and efficiency of learning, enhancing learners' enthusiasm for learning, boosting interest and motivation, facilitating direct interaction with real-world scenarios, addressing diverse learning modalities, streamlining communication in the learning process, and ultimately, elevating the overall quality of learning.

5. Definition Digital Game Based Learning

Game based learning is a learning activity that is deliberately designed using game applications or games to support the achievement of learning objectives (Permana, 2022). Digital game-based learning (DGBL) has been perceived as an engaging teaching approach to foster students' learning and motivation (Hussein et al., 2019). Digital game-based learning (DGBL) is known to be widely used for improving learning in various fields (Chen et al., 2020). Digital game-based learning (DGBL) is a contemporary teaching method that involves using digital games or game-based environments to provide enjoyable, stimulating, and challenging educational experiences for students (Chen 2020: Supriana et al., 2018). A digital game, also known as a video game, is a type of

interactive entertainment that involves player interaction with a user interface to generate visual feedback on a two or three-dimensional display device such as a TV screen, computer monitor, or handheld device. Digital games can be played on various platforms such as personal computers, gaming consoles, smartphones, and tablets.

These games can encompass a wide range of genres and styles, from action and adventure to puzzles, simulations, and educational games. Players typically control characters or elements within the game world and engage in challenges, puzzles, or tasks to achieve specific objectives or simply for entertainment purposes.

Digital games often feature elements like scoring, levels, achievements, and multiplayer modes to enhance the gaming experience and provide motivation for players to continue playing. They can be designed for various age groups and skill levels, making them a versatile form of entertainment and educational tool (Castillo-Cuesta, 2020).

B. Previous Studies

Digital game-based L2 learning outcomes for primary through high-school students: A systematic literature review, the literature review encompasses several studies that explore the effectiveness of digital game-

based language learning (DGBLL) across different contexts and learner groups. Hung et al. (2018) conducted a comprehensive review focusing on digital games for language learning, underscoring the need for more research in this area. Building upon their work, Acquah and Katz (2020) conducted a study named "Digital Game-Based L2 Learning Outcomes For Primary Through High School Students: A Systematic Literature Review" with the goal of analyzing empirical data pertaining to the efficacy of digital games in second language (L2) acquisition for children between the ages of 6 and 18. 26 articles published between 2014 and 2018 were examined by the researchers using a systematic literature review methodology. According to their findings, digital learning games (DLGs) were generally successful in promoting learner autonomy, affective engagement, and language acquisition. The current Duolingo-based study, on the other hand, used a quantitative, quasi-experimental approach with two groups of SMK students to assess how a particular program affected speaking abilities.

There are a large number of researches similarly discussing the use of digital games for ELT but most of the teachers used digital games for increasing students English language skill in an easy way. Lots of the researchers found that digital games encourage the students to improve their language skill. In a study by Castillo-Cuesta

(2020) used a mixed-method approach to examine how digital games enhance English grammar and vocabulary for 68 university students in Ecuador in the study "Using Digital Games for Enhancing EFL Grammar and Vocabulary in Higher Education." During a five-month academic term, the games were utilized, and the results showed significant gains in vocabulary linked to particular topics, modals, gerunds, and infinitives. In contrast, the Duolingo study conducted at SMK Mamba'ul Huda used a quantitative quasi-experimental methodology and focused on improving speaking abilities. Different language components (vocabulary and grammar versus speaking) were the focus of both investigations.

Furthermore, In the research "The innovative use of social media for teaching English as a second language," Rwodzi, De Jager, and Mpofu (2020) examined how South African secondary school teachers in resource-constrained areas used social media for English instruction through a qualitative case study that included semi-structured interviews and document analysis. According to the findings, social media facilitated digital communication, collaboration, and extracurricular informal learning. In contrast, the study used a quantitative experimental approach to evaluate the improvement in speaking that occurred after using Duolingo. Both studies use digital

technology to help students learn languages, but they have quite different goals. Rwodzi et al. focused on how teachers used social media, while the current study looked at how a mobile gaming application affected students' speaking abilities.

The study "Games people (don't) play: An analysis of pre-service EFL teachers' behaviors and beliefs regarding digital game-based language learning" by Blume (2020) used a quantitative survey approach to evaluate the attitudes and behaviors of pre-service EFL teachers in Germany regarding DGBLL. The findings showed that while participants had favorable opinions about DGBLL, they did not really play many digital games in classrooms. The current study, on the other hand, used a quasi-experimental methodology to compare the efficacy of Duolingo with measurable student outcomes rather than teacher beliefs. The current study addresses a separate but related component of DGBLL by providing empirical evidence of the influence of digital game use on student performance, whereas Blume focuses on the attitudinal and pedagogical aspects of the practice.

There are a number of parallels between the current study and earlier studies on language learning through digital games. First, the usefulness of digital games for second language learning (L2) is emphasized in both this study and Acquah & Katz's (2020) thorough literature

review. They draw attention to the beneficial effects that game-based learning aspects like goal-oriented tasks, feedback, and interactivity have on students' engagement and language learning results. Comparably, both the Castillo-Cuesta (2020) study and the Duolingo study make use of digital gaming platforms to enhance particular language skills—speaking abilities in the Duolingo study, and vocabulary and grammar in the Castillo-Cuesta study. Both use empirical techniques established on the classroom to evaluate quantifiable gains made by students.

Furthermore, this study and the research of Rwodzi et al. (2020) show a common interest in using digital technologies to improve English learning. Both studies highlight how technology can increase language practice and learner motivation, even though Rwodzi et al. concentrate on social media while our study focuses on a mobile learning application. Lastly, the current study and Blume (2020) both acknowledge the promise of digital game-based language learning (DGBLL), especially in contexts where English is being used as a foreign language (EFL). Although the current study looks at student performance outcomes and Blume explores instructors' attitudes and beliefs, both studies lend credence to the notion that, when carefully included into the classroom, digital games can be useful resources for language instruction

CHAPTER III

RESEARCH METHOD

A. Research Design

This study used a quasi-experimental design and a quantitative research approach to investigate the efficacy of Duolingo as a digital game-based learning tool for enhancing students' speaking abilities in English language instruction. Because the researcher used pre-existing groups (intact classes) instead of randomly allocating individuals to experimental and control groups, the quasi-experimental approach was selected.

The study used a post-test only design with a non-equivalent control group. The sample consisted of two classes from SMK Mamba'ul Huda Krasak. The experimental group consisted of one class that was taught using Duolingo, while the control group was another class that was taught speaking in a traditional manner without the use of Duolingo. A post-test was administered to both groups to gauge their speaking abilities following the therapy period. A quasiexperimental design similar to the table below was envisioned by Creswell (2012).

Table 3. 1 Design of Research Experiment

SAMPLE	TREATMENT	POST-TEST
Ex	Xd	Q1
C	Xud	Q2

Nb:

Ex = Experimental Class

C = Control Class

Xd = Treatment by using Duolingo

Xud = Treatment by un-using

Duolingo

Q1 = Post-Test Experimental Class

Q2 = Post-Test Control Class

In the table, the experimental class (Ex) and the control class (C) are compared in a quasi-experimental study. The control group was taught using traditional teaching techniques and did not use the digital game-based language learning program Duolingo (Xd), whereas the experimental group was treated with it. Both groups performed post-tests to gauge their speaking abilities following treatment: Q1 was given to the experimental group and Q2 to the control group. It was then determined whether utilizing Duolingo had a statistically significant impact on the students' speaking performance by analyzing the results of Q1 and Q2. Non-equivalent control group post-test only formats in

quasi-experimental research are common in this approach.

B. Research Setting

The present study's research setting is separated into two components. First, the research is being conducted at SMK NU Mamba'ul Huda Krasak Banyuwangi. Second, time is the research setting used in this study. After the examiners approved the thesis proposal, the research conducted. Specifically, the investigation is conducted by the researcher a month in last or Desember of 2024. Then in the process of research in the place, there are four meetings consisting of three meetings for treatment and one meeting for post-test at the last.

C. Research Subject

1. Population

According to Creswell (2011:142), a population is a group of persons who have comparable traits. The population of this study was the eleventh-grade students of SMK Mamba'ul Huda Krasak in the academic year 2024/2025.

2. Sample

According to Creswell (2011), a sample is a subset of the target population that will be

studied in order to draw generalizations about the target population. Finite portions of a statistical population whose characteristics are utilized to estimate the population as a whole are called samples. In terms of humans, it can be described as a group of respondents chosen for a survey from a wider community. The researcher's sample from the population ought to be representative of the whole population.

The samples in this research are students of XI KUL (Kuliner) class consists of 10 students as class control. XI TKJ (Teknik Komputer dan Jaringan) class consists of 10 students as class experiment. So the total of the sample is 20 students.

Table 3. 2 The Total of Sample

GROUP	CLASS	STUDENTS
Control	XI TKJ	10
Experimental	XI KUL	10
Total		20

D. Research Instrument

According to Creswell (2012), an instrument is a tool that researchers use to measure, examine, or record quantitative data

that is pertinent to their subject. A post-test of speaking performance was the primary tool used in this study to evaluate students' speaking skills following treatment with Duolingo in the experimental group and without Duolingo in the control group. Through planned speaking exercises that were in line with curriculum-based subjects and vocabulary covered during the therapy time, this post-test was created to assess students' oral proficiency.

In order to pass the speaking exam, students had to answer questions, describe items or locations, and introduce themselves orally in response to prompts that involved interactive and descriptive communication. An analytical speaking rubric, which was modified from Brown and Abeywickrama (2004), was used to record and grade the replies. This rubric assesses the following important components of speaking: vocabulary, grammar, understanding, pronunciation, and fluency.

The scoring rubric was divided into four performance categories, each corresponding to a certain score range, as described below:

Table 3. 3 Speaking Performance Rubric Score

No	Degree	Description	Score Range
1	Beginner	Student shows minimal control of	1 – 25

		pronunciation, grammar, and vocabulary. Frequent hesitation.	
2	Basic	Student can respond with simple sentences, though with occasional errors and pauses.	26 – 50
3	Intermediate	Student is able to speak with moderate fluency, using accurate vocabulary and structure.	51 – 75
4	Advanced	Student demonstrates fluent, accurate, and confident speaking with clear pronunciation.	76 – 100

E. Data Sources

One of the most crucial factors in research is the data source. The results will also fall short of expectations if errors are made in the use or understanding of the data source. In research, the source of the data is the subject from which it can be obtained. Researchers gathered information for this study from:

1. Primary Data

The data can be classified into two groups according to how closely it resembles the event that will be captured. Observations, experiences, or records made soon after the event are the closest thing to the truth; these are called primary data (Hammond & Wellington, 2019). The primary data that used by the researcher:

- a. Observation
 - b. Interview
 - c. Treatment
 - d. Post-Test
 - e. Documentation
 - f. Lesson Plan
2. Secondary Data

Secondary data are records that have been examined and documented. Secondary data is also flung at us from periodicals, newspapers, newscasts, ads, the Internet, and other sources (Hammond & Wellington, 2019). The secondary data used by the researcher:

- a. Lesson Schedule
- b. Target Material
- c. Academic Calendar

F. Procedure of Data Collection

A researcher is a critical component in the data collection process. After the data is collected, the researcher analyzes and interprets the material to make it understandable. Charmaz

(2006) states that data collection will conclude after the concepts or categories are finished (Creswell, 2016). It occurs during the data gathering phase when the researcher runs out of new study ideas. The process of discovering and choosing study samples, getting their consent, and compiling information through questioning or behavior observation is known as data collection (Creswell, 2012).

The three parts of the data collection procedure are part of the quantitative approach. Below is a description of these steps:

1. Treatment

The researcher gave the treatment by using a Duolingo application in the experiment class and a conventional in the control class. The treatment was given in three meetings: the first meeting for the explanation of the lesson plan; the second meeting for the treatment; and the third meeting for the last meeting and the assessment of the treatment.

2. Post-Test

The researcher used the post-test only to collect the data. The post-test was used to collect the data after the treatment. The post-test was a fill-in-the-blank test. The duration of the Duolingo application was 30 minutes, which included 20 vocabularies. Each tag has 5 points. If the tag is

successfully answered, the value will be a perfect score (100 points).

3. Informal Assessment

Informal evaluation can take many different forms, beginning with random, spontaneous remarks and answers, followed by coaching and other spontaneous feedback given to the student (Brown & Abeywickrama, 2004). Examples include putting a @ on some homework or asking, "Good you say can or can't?" I believe you meant to say, "You broke the glass, not you break the glass." There, informal assessment doesn't Stop. A significant portion of teacher's informal evaluation is incorporated into tasks intended to elicit performance without recording outcomes or rendering definitive assessments of a student's proficiency.

Imitation is the capacity to merely mimic or parrot a word, phrase, or even a sentence is at one extreme of a spectrum of speaking performance types (Brown & Abeywickrama, 2004). Although this level of oral production is solely phonetic, the performance criterion may also include a variety of prosodic, lexical, and grammatical aspects of language. Only what is conventionally referred to as pronunciation" is of interest to us; no conclusions are drawn regarding the test-taker's capacity for comprehension or communication of meaning or

for engaging in interactive discourse. Listening only serves to store a prompt in the short term, long enough for the speaker to remember the brief passage of language that needs to be mimicked.

Before getting a post-test, the researcher observed and interviewed the leader of the SMK NU Mamba'ul Huda Krasak, consisting of behavior methods, experiment results, the appearance of materials, target material, and the vision of the course, to name a few examples. The researcher observed the speaking problem by using an interview. To retain a complete, Since respondents did not need to travel for telephone interviews, they can be completed more quickly by using telephone interviews than face-to-face interviews (Hammond & Wellington, 2019).

G. Data Analysis

The quasiexperimental approach posed a far greater threat to internal validity than the real experiment (Creswell, 2012). The test divided into two types:

1. Experiment and control class, Pre-test-Treatment-Post-test
2. Experiment and control class, Treatment-Post-test

The researcher then concentrated on the post-test outcomes. An analysis was performed to process and examine the data once it was extracted from the score. It calculated scores

using the T-test procedure with a significance level of 0.05 using statistical calculation (SPSS 26). Using SPSS 26, the researcher carried out a quasi-experiment.

In quasi-experiments, the samples are not randomly distributed to groups (Creswell, 2012). When matching is not feasible, it is advised that the researcher use samples from the same population or samples that are as similar as possible (Kerlinger, 1966). The two eleventh grade classes of SMK NU Mamba'ul Huda Krasak were the same degree of sample as was employed in the prior study.

To determine whether or not there will be a significant difference between the experimental class and the control class, the average difference count in this study was examined using the t-test. The mean difference between two unrelated groups on the same continuous, dependent variable is compared using the independent samples t-test, commonly known as the independent t-test (Obafemi, 2019).

The difference in the post-test results for each class in the experimental and control groups was shown by the acquired score. Gain scores are used to assess whether scores have increased or decreased as well as the efficacy of the applied treatment. However, the hypothesis required analysis and preliminary testing, including the homogeneity and distribution normality tests, prior to the tests. To determine if the student

scores from the post-test in the experiment class and the controlled class differed, the researcher employed a T-test. The mandatory component needs to take it:

1. Normality Test

Shapiro-Wilk normality analysis was carried out in this study using SPSS 26. If the normality result was greater than 0.05, the data distribution was considered normal; if the result was less than 0.05, the data distribution would not be normal. The distribution will be examined using a normality test to determine whether or not the data collection will be normal (Creswell, 2012). Normality mean all dependent variables must exhibit a normal distribution of scores for each group (Obafemi, 2019).

2. Homogeneity Test

After the normality test concludes that the data distributed normally, a homogeneity test needs to be performed. It will be used to assess their equality or homogeneity (Creswell, 2012). The Levene Statistic test, with $\alpha=0.05$, used in this study to obtain this data, which is comparable to homogenous or having identical variances. According to the concept that there is no topic relationship between an individual's scores and those of other people, independent observations require that each

observation be able to stand alone from the others (Obafemi, 2019).

3. T-Test

The independent samples t-test, also called the independent t-test, is used to compare the mean difference between two unrelated groups on the same continuous, dependent variable (Obafemi, 2019).

H. Data Validity

As mentioned before, the investigator used tests as the study technique. Assessing the students' listening skills was the aim of the experiment and control courses. To get the data, a few test requirements were fulfilled. The validity and reliability of the test are assessed here as factors. It is thought that the data and the research's findings were legitimate and dependable if a valid and trustworthy instrument was employed to obtain the data.

1. Validity

Validity is the most important consideration for designing and evaluating measuring equipment (Cohen et al., 2007). In addition to reliability, authenticity should be evaluated by considering the validity of the scores derived from the instrument, not the instrument itself (Creswell, 2012). Additionally, as part of the validity process, the indicators of the variables were measured. The researcher plans to look at the

following variables. To ensure test validity, the researcher used construct and content validity in the study.

a. Content validity

Content validity is the extent to which the questions on the instrument and the scores obtained were representative of any question that might be asked about the subject matter or skills (Creswell, 2012). The existence of a relationship between curricular objectives and test objectives is known as content validity. If a test's objectives align with those of the curriculum, it is considered to have content validity. Curriculum validity is another term for it. If the test's objectives did not deviate from the curricular goals established by educational policy, it was considered valid. In this instance, the researcher looked at the curriculum and material goal to determine the skills that students at a given level need to possess. According to the report, pupils in the eleventh grade at SMK NU Mamba'ul Huda Krasak have trouble speaking skill.

b. Construct validity

Construct validity is the process of evaluating the significance, meaning, application, and intent of an instrument's results (Creswell, 2012). In order to

collect the lesson, the researcher used the Duolingo app to assess the students' speaking proficiency. The tool was employed as a means of gathering data. In order to test validity, research must first go through a trial phase with a selected sample. in order for the validity-tested instrument to be utilized as a means of completing study data collecting. On December 11 and 12, 2024, two classes of eleventh grade students from SMK NU Mamba'ul Huda Krasak participated in tests of the study's instrument. Students from the two eleventh grade classes in the 2024–2025 school year served as the study's samples. With SPSS 26, the product moment was used to assess the instrument's test validity.

2. Reliability

Reliability was derived from the term reliability, which states that scores must be nearly identical when researchers administer the test more than once at different times. The scores of a dependable instrument were consistent and predictable (Creswell, 2012).

Measurement consistency is the definition of reliability. If a person regularly provided a stable response to the statement, the informal test was considered reliable via

indirect assessment. The degree of precision, consistency, predictability, and stability of a test is referred to as reliability. High dependability measurements were those that yielded trustworthy data. The uniformity of a collection of measurements or a set of measuring tools was referred to as reliability. This can take the form of determining whether two raters provide identical ratings (inter-rater reliability) or whether the same measuring gadget yields identical results in a more subjective assessment. Validity and reliability were not interchangeable. This implies that while a trustworthy measurement is always taken, the target object might not be measured every time. The degree to which a test's measurement holds up after being administered to the same person multiple times under the same circumstances is known as dependability in research. When a study yields consistent results for the same measurement, it is deemed dependable. Unreliable when different measures produce different findings.

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

The results of a study conducted at SMK Mamba'ul Huda Krasak to ascertain the impact of utilizing Duolingo as a digital game-based learning aid on students' speaking abilities are presented in this chapter. Following the treatment period, post-tests were given to both the experimental and control groups in order to gather data. To determine whether there was a significant difference in speaking achievement between the two groups, the findings were examined using statistical methods such as the independent sample t-test, homogeneity testing, and normality testing.

The findings from the study, which began on December 9, 2024, and ended on December 14, 2025, on the impact of digital game media on English language instruction at SMK NU Mamba'ul Huda Krasak, revealed the following information:

1. Observation

SMK NU Mamba'ul Huda is a vocational school that is important to the provision of high-quality education for rural people. It is situated in Krasak Village, Tegalsari District, Banyuwangi Regency, East Java. With 16 devoted teachers who are

committed to helping children achieve academic and character greatness, the school was formally founded in 2014. Established on August 17, 1944, by its founder, KH. Abdul Majid, the Islamic boarding school Pondok Pesantren Mamba'ul Huda continues to retain the moral and spiritual ideals that were ingrained in it as part of its broader educational goal.

SMK NU Mamba'ul Huda was established to address the increasing need for qualified vocational graduates who can compete in both domestic and foreign job markets, in addition to acting as an extension of the pesantren's religious and moral teachings. In an effort to close the knowledge gap between education and employment, the school provides vocational programs designed to give students real-world experience, industry-relevant information, and professional ethics. By encouraging a balance between technical proficiency and moral integrity, these programs aim to equip students to meet the demands of the workforce in the twenty-first century.

The goal of the school is to raise a generation of young people who are ethically pure, internationally conscious, and exceptionally skilled, able to make valuable contributions to both their communities and their careers. In order to ensure that

graduates are not just job seekers but also prospective job creators, SMK NU Mamba'ul Huda promotes the integration of technology, digital learning tools, and entrepreneurial education as part of its educational approach. By taking a comprehensive approach, the school hopes to generate graduates who embody the principles of *akhlaqul karimah* (noble character) and have the transferable skills required in the cutthroat and dynamic labor market of today.

Then, the choice of SMK Mamba'ul Huda Krasak as the study's subject was made in light of early findings showing that students had a hard time learning how to speak English. Speaking was taught using conventional methods prior to the adoption of the Duolingo-based approach, which mostly relied on textbooks without the assistance of interesting media. Students consequently found it difficult to understand the main points of the classes, and their lack of motivation and interest was exacerbated by the lack of interactive or visual learning resources. Students became bored, nervous, and disengaged from the subject as a result of the teacher's employment of traditional teaching techniques, which resulted in dull classroom activities.

Additionally, speaking—the most active and performance-based skill—was especially

difficult for the students because English was taught as a foreign language. The fact that speaking lessons were only offered once a week for 45 minutes, with no regular practice or organized assistance, further exacerbated the problem. The development of pupils' oral proficiency was severely hampered by the absence of rigorous exposure and the use of ineffective teaching strategies.

According to observational data, the unstructured method of teaching speaking was mostly to blame for these issues since it did not encourage student participation or meet the needs of each individual student. It was seen, meanwhile, that students' performance and self-assurance in speaking may quickly improve when they were subjected to interactive and accessible teaching techniques. Thus, the incorporation of digital learning resources, like Duolingo, was viewed as a viable substitute to deal with these problems and improve speaking proficiency in a more pleasurable and efficient manner.

2. Interview

On December 10, 2024, the researcher conducted interviews with three key informants at SMK Mamba'ul Huda Krasak: the English teacher, Mr. Khoirun Nadhirin, S.S., the school principal, Mr. Syaikhudin, S.Th.I., and several students from the tenth grade. The purpose of the interviews was to

gather firsthand information regarding the challenges students face in learning English—particularly in mastering speaking skills—as well as to explore the existing methods applied in the classroom.

Based on the interviews, it was revealed that most students struggled significantly with speaking in English. This difficulty was attributed primarily to the use of conventional teaching methods, which relied heavily on English textbooks without incorporating interactive or engaging media. The monotonous approach, according to the teacher, led to low student motivation, boredom, and anxiety during speaking activities.

Mr. Khoirun Nadhirin, S.S., the English teacher, stated:

“I usually teach speaking by asking the students to read dialogues from the book, but most of them are not confident to speak. They get nervous easily, and many students just stay silent when I ask them to answer in English. It seems that they need something more exciting and easier to follow.”

Students also expressed similar feelings. Many admitted that they found English to be a difficult and stressful subject, especially speaking, because they were not familiar with using the language in daily communication.

One of the students said:

"I don't understand what to say in English. Reading the book is okay, but speaking in front of the class is scary. I think if there is a game or app, it will be more fun, like learning and playing at the same time."

Another student added:

"Sometimes we just memorize the dialogue, but we don't know what it means. So, we speak but don't understand. If we can hear and repeat from an app, maybe we can learn faster."

In addition, the headmaster, Mr. Syaikhudin, S.Th.I., supported the initiative to improve the English teaching method.

He said:

"We welcome innovations in teaching. If technology can help students speak better, then we should try it. English is an important skill, especially for vocational students who may work with foreign clients in the future."

From these interviews, the researcher concluded that there was an urgent need to shift from traditional book-based instruction to a more engaging, technology-assisted method. Based on this evidence, the researcher decided to implement an integrated approach using the Audio Lingual Method (ALM) in combination with the Duolingo application. The goal was to create a learning environment where students could listen,

repeat, and practice speaking through interactive drills and gamified content—thereby reducing fear and increasing fluency through repetition and reinforcement.

This hybrid method was expected to offer students a more practical, enjoyable, and structured way to develop speaking competence, aligning with both modern pedagogical trends and students' needs for dynamic learning experiences.

3. Validity

Validity is one of the most important factors to take into account while creating, assessing, and using an instrument. Validity, as defined by Cohen et al. (2007), is the extent to which a test measures what it is supposed to measure. Content validity is especially crucial in language evaluation. The degree to which a test samples the topic under consideration and evokes the kind of behavior or performance that the test is intended to evaluate is known as content-related evidence of validity, according to Brown and Abeywickrama (2004).

By matching the test items to the spoken material's learning objectives—especially those that relate to the curriculum's competencies—content validity was guaranteed in this study. The grammar, vocabulary, and sentence structures that were taught during the Duolingo treatment period

served as the foundation for the post-test questions. A sample of content validity evidence illustrating how each test item reflects the intended language behavior is provided in the following table to illustrate this alignment.

Table 4. 1 Content Validity

No	Test Item/Question	Expected Response Example	Target Language Skill	Curriculum Relevance	Validity Description
1	"Now, where to ____?"	"begin"	Grammar – Verb Form	To infinitive structure (to + V1)	Valid – Measures correct verb form usage
2	"Can you ____ your name?"	"spell"	Vocabulary – Action Verb	Daily expression – introducing oneself	Valid – Aligned with daily conversation
3	"He ____ to school every day."	"goes"	Grammar – Subject-Verb Agmt	Present simple tense structure	Valid – Matches grammar objective
4	"Please describe your hobby."	Open response	Speaking – Descriptive Skill	Describing daily activity	Valid – Assesses productive speaking skill

5	"Where do you live?"	"I live in Banyuwangi."	Speaking – Simple Statement	Asking and answering personal info	Valid – Relevant to student identity topic
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This table demonstrates how the exam questions are closely linked to the goal language behavior and the instructional content. To make sure it satisfied the learning objectives of the treatment period and the syllabus's content requirements, every item was thoroughly examined. The inclusion of vocabulary usage, grammar correctness, and real-world speaking scenarios attests to the instrument's high content validity. Furthermore, the instrument's validity was reinforced by having an English language specialist assess it and using expert judgment to validate that the items accurately represented the desired learning elements.

4. Reliability

The reliability of the instrument used in this study was supported by the use of a fill-in-the-blank test, which has been proven to produce consistent and dependable results in language research. As noted by Hammond and Wellington (2019), fill-in-the-blank tasks are considered reliable because they minimize guessing and require learners to actively recall and apply appropriate linguistic elements in context. This test format offers structured

language assessment while maintaining a high level of objectivity in scoring. In the context of this study, the fill-in-the-blank test consistently measured students' ability to use grammar and vocabulary aligned with the treatment material. The clarity of instructions and uniformity in test structure led to the stability and consistency of results across both experimental and control groups, therefore supporting the instrument's reliability.

5. Treatment

a. First meeting

The experimental class session took place on December 9, 2024, and the control class session on December 10, 2024. The presentation of verb content to both classes marked the start of the treatment phase's first meeting. The researcher's main goal during this session was to present the essential lesson material that would be assessed in the post-test. Ensuring equal exposure to the basic principles of verb usage, especially those pertinent to daily communication, was the aim of the first meeting. When the Duolingo app was incorporated into the lecture, the experimental class was able to interact with the information, whereas the control group was taught the identical topic using traditional methods like textbooks and whiteboard explanations.

The researcher allotted roughly fifteen minutes to teach the lesson in both classes, emphasizing the identification of verb forms, their use in sentences, and their role in fundamental grammatical structures. Students were advised to jot down the main ideas from the guided explanation and the whiteboard as part of the teacher-centered delivery of the explanation. The researcher observed students' first understanding through an informal, formative assessment after the course was delivered. In order to provide quick feedback and clarification, the researcher asked a number of students to create or identify verbs in context orally during this informal assessment, which was conducted through direct observation. This strategy sought to guarantee that both groups began the experiment with comparable knowledge of the goal structure and to provide a baseline comprehension of the subject matter before further in-depth engagement in later meetings.

b. Second meeting

On December 11, 2024, the experimental class held its second meeting. To ensure that every student in the classroom could hear the sound from the Duolingo application clearly and

effectively, the researcher set up a laptop connected to an external audio speaker before the lesson began. The goal of this arrangement was to improve auditory clarity, which is crucial in a course that emphasizes speaking and listening. The session lasted for forty-five minutes in total. The researcher spent the first half hour explaining how to use the Duolingo app to learn English, with an emphasis on practicing verb usage and pronunciation through the interactive tasks. As they followed along with the digital activities displayed on the screen, the pupils received step-by-step guidance.

In this stage, the researcher encouraged students to listen carefully to how vocabulary items were spoken, emphasizing intonation, stress, and clarity. Following the presentation of each verb in the Duolingo activity, students were given a repetition task to improve their speaking accuracy. They might work in groups or individually to repeat the verb loudly. The goal of the repetition was to boost oral production muscle memory and confidence, which is consistent with the principles of the Audio-Lingual Method.

Then, the researcher administered a quick exam as an informal assessment during the last fifteen minutes of the

meeting. In the previous portion of the class, the students were requested to recognize and pronounce a list of vocabulary terms that had been presented through Duolingo. This acted as a quick evaluation of their speaking and understanding abilities. To further ensure consistency and reinforce learning through exposure and repetition, the researcher also offered a recorded vocabulary test utilizing the same audio materials to be utilized again at the final meeting. In addition to improving students' vocabulary, this session allowed them to hone their speaking abilities in a controlled yet entertaining online setting.

The second meeting of the control class took place on December 12, 2024, and was conducted without the use of any digital applications or audio media. The researcher delivered the lesson using traditional methods, relying solely on textbook content and whiteboard explanations. During the first 30 minutes, the researcher introduced a list of vocabulary items relevant to the upcoming test and explained their meanings, forms, and usage directly in front of the class without any supporting sound or visual aids. Students were instructed to pay close attention and take notes, as these

vocabulary items would be part of the assessment in the final meeting. In the following 15 minutes, the researcher reviewed the vocabulary once again, asking students to repeat selected words and clarify any confusion, ensuring that they had a basic understanding of the material. Finally, the researcher concluded the session by providing students with important information and guidelines regarding the final test, reminding them of the vocabulary focus and encouraging them to review the material at home. This meeting aimed to mirror the content provided to the experimental group but without the interactive or auditory elements, highlighting the contrast in learning experiences between the two groups.

c. Third meeting

As the last session of treatment, the experimental class met for the third time. In order to reinforce the previously learned vocabulary and verb usage that had been practiced using the Duolingo application, the researcher reviewed it at this meeting. During a quick warm-up before class started, students were asked to remember and pronounce some of the vocabulary words they had seen at the last meeting. After that, for about twenty-five minutes,

the researcher led the students through an interactive Duolingo session where they could practice speaking, repeating, and matching words to their definitions on their own. Students' ability to improve their pronunciation and listening comprehension was greatly aided by the application's audio component. Throughout this period, the researcher kept an eye on the students' involvement and gave prompt feedback. A practice exam was administered in the last twenty minutes to mimic the circumstances of the impending post-test. The pupils were invited to use what they had learnt from the app to listen to words and repeat them out loud. In addition to consolidating the students' information, this third session gave them another chance to hone their speaking abilities in a safe but stimulating setting.

On the other hand, the control class's third meeting had a more traditional structure. The researcher started by using the whiteboard and textbook references to go over the vocabulary and verb information that had been covered in the earlier sessions, without the use of any digital tools. Following the teacher's example, students were invited to compose multiple sample

phrases and practice pronouncing words both separately and together. This revision and repetition exercise, which lasted for about twenty-five minutes, was designed to help pupils remember the lesson. During the final twenty minutes, the researcher gave the students a brief oral exercise that was comparable to the forthcoming post-test in that they had to answer questions or prompts verbally without the use of digital audio input. The purpose of the third meeting was to make sure that the experimental and control classes were exposed to about the same material, but in different ways. The experimental class was exposed to digital, interactive practice, while the control class was exposed to teacher-led, textbook-based instruction.

6. Post-test

The final meeting of the experimental class was held on December 13, 2024, during which the researcher administered an informal speaking test to assess the students' progress after using the Duolingo application throughout the treatment period. In the first 15 minutes, the researcher played a series of vocabulary audio clips through the Duolingo app as a listening warm-up activity to help students recall the words and pronunciation patterns they had previously practiced. This

activity served to activate students' memory and build their confidence before the test. Following that, during the next 30 minutes, the informal test was conducted individually, where each student was asked to pronounce vocabulary words aloud, and their performance was evaluated directly by the researcher based on clarity, pronunciation, and fluency. During the last fifteen minutes, the researcher called on each student individually to compare their responses and went over the right answers by writing them on the whiteboard. In order to reinforce proper pronunciation and give them instant, group feedback to improve their speaking abilities, the class was then told to repeat each phrase out loud in unison.

At the control class's last meeting on December 14, 2024, the researcher used a conventional, non-digital approach to offer an informal speaking test. The researcher went over the vocabulary in the first fifteen minutes, saying each word out loud and encouraging the students to pay close attention and repeat after the teacher. The goal of this traditional method was to help students remember things and get ready for the test. Over the course of the following half hour, each student was instructed to pronounce a few vocabulary items on their own. The researcher then assessed each student's spoken responses,

paying particular attention to fluency and pronunciation correctness. During the last fifteen minutes, the researcher asked the students to review and contrast their answers after displaying the right answers on the whiteboard. To reinforce learning, the whole class was guided to repeat each correct word together aloud, ensuring they internalized the correct forms and pronunciations. This session concluded the control group's treatment, reflecting a more teacher-centered and textbook-based approach in contrast to the experimental group's digital learning experience.

Table 4. 2 The Result of Experimental Class

No	Name	Class	Post-test Score
1	IZPN	XI KUL	90
2	AM		88
3	ANF		85
4	MHSN		83
5	PNI		80
6	RLP		82
7	RH		86
8	SWS		84

9	UH		89
10	MMW		87
	Average		85.4

Table 4. 3 The Result of Control Class

No	Name	Class	Post-test Score
1	AT	XI TKJ	72
2	AF		70
3	CNWH		68
4	ECS		75
5	HRU		74
6	SPG		69
7	NK		73
8	CM		71
9	FFF		76
10	RZA		70
	Average		71.8

The kind of tests did by researcher to get the data below:

- a. Descriptive

Following treatment, the performance of the experimental and control groups was compared using the descriptive data. The mean, minimum, maximum, and standard deviation of the students' post-test results are summarized in this statistical summary. Before performing additional inferential tests, researchers can use these data to see broad patterns and early discrepancies between the two groups.

**Table 4. 4 The Descriptive Mean Value
between Two Groups**

Descriptive Statistics					
	N	Minimu m	Maximu m	Mean	Std. Deviation
Posteks	10	80	90	85.40	3.204
Postcon	10	68	76	71.80	2.658
Valid N (listwise)	10				

Based on the table above, the experimental group, which was instructed using the Duolingo app, obtained a higher mean score than the control group, which got traditional instruction, according to the descriptive data. The idea that using digital game-based learning resources could improve students' speaking abilities is supported in large part by this comparison.

b. Normality Test

As recommended by Creswell (2012), a normality test was performed to analyze the data distribution and ascertain whether the gathered data had a normal distribution. Obafemi (2019) asserts that, particularly when comparing groups in quantitative research, it is critical that each dependent variable in a study display a normal distribution of scores within each group. The Shapiro-Wilk test was used with SPSS version 26 to evaluate the normality of the post-test scores because the study's total sample size was less than 30 participants. This technique offers a statistical foundation for identifying a normal distribution and is suitable for small sample sizes. A p-value greater than 0.05 indicates that the data can be considered normally distributed, whereas a p-value less than 0.05 signifies a non-normal distribution. The result of this test was crucial for determining the suitability of further parametric analyses, such as the independent sample t-test, used later in this study.

**Table 4. 5 The Descriptive Mean Value
between Two Groups**

Tests of Normality			
	CLASS	Kolmogorov-Smirnov^a	Shapiro-Wilk

		Statistic	Df	Sig.	Statistic	df	Sig.
Posttest	EKSPERIMENTAL	.091	10	.200*	.981	10	.970
	CONTROL	.151	10	.200*	.964	10	.828
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

Based on the table above, the significant values of 0.970 and 0.828, respectively, which are both above the 0.05 cutoff, suggest that the post-test data from the experimental and control classes are normally distributed, according to the Shapiro-Wilk normality test results. This indicates that both groups satisfy the assumption of normalcy. To ascertain whether there is a significant difference in speaking performance between students taught using Duolingo and those taught using traditional techniques, a parametric statistical analysis, such as the Independent Sample t-test, should be used.

c. Homogeneity Test

After determining that the data were normally distributed, as suggested by Creswell (2012), a homogeneity test was performed to see if the differences between the experimental and control groups were equal. In order to confirm that both groups have comparable variance, a crucial

premise for studies like the independent sample t-test, homogeneity testing is necessary prior to doing parametric tests. This study used the Levene's Test for Equality of Variances with $\alpha = 0.05$ as the significance level. Data can be deemed homogeneous if the significance value is larger than 0.05, which signifies that the variances are not significantly different. Therefore, a critical step in confirming the application of additional inferential statistics was the homogeneity test.

Table 4. 6 The Test of Homogeneity of Variance

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Posttest	Based on Mean	.360	1	18	.556
	Based on Median	.351	1	18	.561
	Based on Median and with adjusted df	.351	1	17.207	.561
	Based on trimmed mean	.360	1	18	.556

The Levene's Test for Equality of Variances results indicate that the data from the experimental and control groups are homogeneous. 0.556 is the significance value (Sig.) based on the mean, and it is higher than 0.05. This

suggests that the variances between the two groups are not statistically different, indicating that the post-test scores of the two groups vary at comparable rates. Additionally, the other measures, which are based on the trimmed mean, adjusted degrees of freedom, and median, also exhibit significant values above 0.05 (i.e., 0.561 and 0.556), supporting the conclusion that the data satisfy the homogeneity of variance assumption. Consequently, it is fair to compare the mean scores of the two groups using a parametric test, like the Independent Sample t-test.

d. Independent Sample T-test

A statistical technique called the Independent Samples T-test, or Independent T-test, is used to ascertain whether the mean scores of two independent or unrelated groups on the same continuous dependent variable differ significantly from one another (Obafemi, 2019). As in this study, this test is suitable for comparing results from two different groups, such as an experimental class and a control class. Two essential conditions must be satisfied for the Independent Samples T-test to produce reliable results: the data must be normally distributed and show that group variances are

homogeneous. Both presumptions were met in this study, as previously mentioned: Levene's Test was used to confirm homogeneity, and the Shapiro-Wilk test was used to show normality. In order to determine whether using the Duolingo app had a statistically significant impact on students' speaking ability in comparison to more conventional teaching techniques, the researcher used the Independent Samples T-test. By comparing the two groups' post-treatment performance objectively, this test offered a trustworthy method of answering the primary study issue.

Table 4. 7 The Independent Samples T-test

Independent Samples 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
Posttest	Equal variances assumed	.360	.556	10.330	18	.000	13.600	1.317	10.834	16.366

Equal variances not assumed			10.3 30	17.4 07	.00 0	13.60 0	1.31 7	10.8 27	16.373
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According to the Independent Samples T-Test decision-making criteria, the results should be interpreted using the row "Equal variances assumed" if the significance value of Levene's Test for Equality of Variances is higher than 0.05. On the other hand, the row "Equal variances not assumed" needs to be utilized if the significance is less than 0.05. According to the result, the Levene's Test Sig. value is 0.556, greater than 0.05, meaning that the variances of the data in the two groups are identical. Consequently, the "Equal variances assumed" row ought to serve as the foundation for the choice. Given that the Sig. (2-tailed) value in this row is 0.000, which is less than 0.05, it may be concluded that the experimental and control groups differ significantly from one another. Consequently, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected, demonstrating that, in comparison to traditional teaching techniques, using the Duolingo application improves students'

speaking ability in a statistically significant way.

7. Documentation

According to Hammond and Wellington (2019), observation plays a vital role in data collection across many scientific disciplines, particularly in the natural and technological sciences, and documentation is recognized as one of the essential methods within this process. In the context of this study, the researcher utilized documentation as a primary data collection technique to support the overall findings. Documentation involved collecting existing records and materials related to the teaching and learning process, such as lesson plans, student lists, assessment sheets, and learning materials used during the implementation of the Duolingo-based instruction which shown in the appendix sheets. This method provided authentic and contextual evidence that complemented other instruments such as tests and observation. It also allowed the researcher to verify the instructional content and track the progression of learning activities in both experimental and control groups. Thus, documentation served as a reliable source to support the validity and credibility of the research findings.

B. Discussion

New learning concepts that could improve student communication may be made possible by digital game-based learning (Abdul Ghani et al., 2023). With the advent of game-based learning methods in the classroom and the rise in popularity of language apps such as Duolingo, significant changes have taken place in language learning (Govender & Arnedo-Moreno, 2021). In line with the purpose of this study which was to evaluate the efficacy of traditional teaching methods with the Duolingo program in enhancing students' English-speaking skills. The results of the post-test scores clearly demonstrate that the use of the Duolingo application, as a digital game-based learning tool, had a significant positive impact on students' English speaking skills compared to conventional teaching methods. This is evident from the post-test scores, the experimental class, which received treatment using the Duolingo application, achieved a mean post-test score of 85.4, while the control class, which received traditional instruction, obtained an average of 71.8. This indicates a notable difference of 13.6 points in favor of the experimental group. The findings Wang et al. (2022) also showed that digital game-based learning had a somewhat significant impact on students' STEM learning achievement when compared to non-digital game-based learning

activities. In addition, the data analysis through an Independent Samples T-test revealed a significance value (2-tailed) of 0.000, which is less than the threshold of 0.05. Therefore, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted. This result confirms that there is a statistically significant difference in students' speaking ability between those who used the Duolingo app and those who were taught using traditional methods. Besides, it is also well recognized that playing digital games has a good impact on students' enthusiasm to learn (Safitri et al., 2022).

These findings are consistent with previous studies, such as those conducted by Castillo-Cuesta (2020) and Acquah & Katz (2020), which emphasized that digital games not only improve language skills but also increase learner motivation and engagement. The gameplay and plot of games, on the other hand, have progressively become more complex, making them excellent platforms for passive but increasingly active language involvement (Winaldo & Oktaviani, 2022). As a result, users can opt to play a game in a second language (L2), which could provide hundreds of hours of real-world and interesting L2 input (Dixon, 2022). In the other hand, regardless of the medium, students can maintain high levels of engagement and positive attitudes when EFL education is carried out in line with the principles of game-

based learning and problem-based learning (Lee, 2022). In this study, students in the experimental group interacted with Duolingo's gamified features, including pronunciation practice, repetition, and vocabulary games, which helped them learn more actively and confidently practice speaking in a low-anxiety environment. In contrast, the control group, which relied on book-based instruction and teacher explanation, showed slower progress and lower motivation, as observed during class activities. So, the learners have discovered their vocabulary-related skills as a result of gamification and language games (Olanrewaju et al., 2021).

Furthermore, the normality and homogeneity tests confirmed that the data met the assumptions required for parametric testing. The Shapiro-Wilk test showed that both groups' data were normally distributed (Sig. values of 0.970 and 0.828), and the Levene's Test indicated homogeneity of variances (Sig. = 0.556). Overall, the results confirm that integrating digital game-based applications like Duolingo into language instruction can significantly improve speaking outcomes, especially for students in vocational schools who may benefit from more interactive and practical approaches to language learning. With the quick advancement of educational technology, game-based learning is becoming a topic with a lot of promise. Language learners, teachers, and researchers are paying more and

more attention to digital game-based vocabulary learning (Zou et al., 2021). Moreover, in the Barz et al. (2024) study discusses the practical consequences of DGBL interventions, and the results partially confirm their beneficial effects in schools. This also aligns with the view of Hammond & Wellington (2019) that technology and observation-based documentation play an important role in enriching instructional methods and data collection. Therefore, this study not only supports the effectiveness of Duolingo but also highlights the importance of utilizing digital tools to support second language acquisition in formal education settings.

CHAPTER V

CONCLUSION

A. Conclusion

This study aimed to examine the effectiveness of the Duolingo application in improving the speaking skills of eleventh-grade students at SMK Mamba'ul Huda Krasak. Through a quasi-experimental design, the research compared two groups: an experimental group taught using Duolingo, and a control group taught using conventional methods. The results showed that the experimental group achieved a higher mean post-test score ($M = 85.40$) compared to the control group ($M = 71.80$). The independent samples t-test analysis revealed a Sig. (2-tailed) value of 0.000, which is lower than the significance threshold of 0.05. This indicates a statistically significant difference between the two groups. Therefore, it can be concluded that the use of Duolingo is more effective in enhancing students' speaking abilities than traditional classroom instruction.

Based on these findings, the alternative hypothesis (H_a) stating that Duolingo significantly improves students' speaking skills is accepted, while the null hypothesis (H_o) is rejected. The significant difference between the two groups demonstrates that Duolingo's interactive features—such as immediate feedback, repetition

exercises, gamified vocabulary practice, and audio pronunciation—help students learn more actively and confidently. These findings align with prior research by Castillo-Cuesta (2020) and Acquah & Katz (2020), who emphasized that digital game-based learning (DGBLL) enhances language performance by increasing student motivation and creating a more engaging learning environment. Additionally, the use of audio-lingual strategies within the Duolingo platform appears to support pronunciation and vocabulary retention effectively (Brown & Abeywickrama, 2004).

In conclusion, integrating digital applications like Duolingo in English language instruction—particularly in speaking classes—can offer a transformative learning experience, especially for vocational school students who require practical and communicative skills. The results of this research suggest that educational institutions should consider adopting technology-assisted learning tools that are aligned with learners' digital habits and cognitive engagement. This study reinforces the importance of selecting instructional methods that are not only pedagogically sound but also relevant to the needs of 21st-century learners (Hammond & Wellington, 2019). Thus, Duolingo is not merely a supplementary tool, but a powerful media to support speaking skill development in formal EFL contexts.

B. Suggestion

The researcher would like to make a number of recommendations based on the findings and conclusions of this study that could be helpful to educators, learners, and upcoming scholars in the field of English language instruction.

First, it is advised that English teachers use technology-based learning resources like Duolingo as an additional teaching aid in the classroom, particularly for those teaching speaking skills. Duolingo's gamified, dynamic, and captivating elements can boost students' motivation and help them get over their fear or nervousness when speaking English. To encourage students' active engagement and confidence in spoken communication, teachers can think about including these applications into their normal lesson plans.

Second, students may benefit from using language-learning apps outside of the classroom as a reliable and independent practice method. In an enjoyable and relaxed setting, students are encouraged to experiment with Duolingo or comparable platforms to strengthen vocabulary, enhance pronunciation, and increase fluency.

Lastly, it is recommended that future researchers broaden this study by employing a bigger sample size, carrying out longitudinal studies, or contrasting Duolingo with other online

learning resources for other language skills (e.g., writing, listening). To further understand how digital media can improve language learning results in a variety of educational contexts, more research could examine the effects of mixing Duolingo with other techniques, such project-based learning or group speaking exercises.

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APPENDIXES

Appendix 1.1 Rubric Score

ASPECT	SCORE	DESCRIPTION
Vocabulary	5	Using vocabulary and expression like native speaker
	4	Sometimes using vocabulary which is not appropriate
	3	Using vocabulary which is not appropriate, conversation becomes limited because the vocabulary is limited
	2	Using wrong vocabulary and it is limited so it is difficult to understand
	1	Vocabulary is so limited so conversation impossible to occur

SCORING RUBRIC FOR SPEAKING		
ASPECT	SCORE	DESCRIPTION
Pronunciation	5	Easy to understand and has native speaker's accent
	4	Easy to understand with certain accent
	3	There are some problems in pronunciation made listener should more concentration and sometimes there is misunderstanding
	2	Difficult to understand because there is problem in pronunciation, asked to repeat
	1	The serious pronunciation so it can not be understood

SCORING RUBRIC FOR SPEAKING		
ASPECT	SCORE	DESCRIPTION
Grammar	5	Uses accurate grammar consistently with no or very few minor errors; demonstrates a strong command of various sentence structures.
	4	Makes occasional minor grammatical errors, but they do not interfere with meaning; mostly accurate and varied sentence structure.
	3	Makes some grammar mistakes, possibly with occasional impact on meaning; relies mostly on simple sentence forms.
	2	Makes frequent grammatical errors that often affect meaning; limited use of correct sentence structure.
	1	Constant grammar errors that make understanding difficult; lacks proper sentence construction.
SCORING RUBRIC FOR SPEAKING		
ASPECT	SCORE	DESCRIPTION
Fluency	5	Speaks smoothly and effortlessly, with natural pace and rhythm; no hesitation or disruption to communication.
	4	Speaks clearly with only minor pauses; slight hesitation may occur but does not distract from overall fluency.
	3	Frequent pauses or repetitions, but ideas are still generally understood; speech is somewhat uneven.
	2	Hesitant and fragmented speech; communication is often disrupted, making it hard to follow.

	1	Very slow, broken, and unclear speech; extremely limited fluency with long pauses and unclear delivery of ideas.
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Appendix 1.2 Lesson Plan

Course	: SMK NU Mamba'ul Huda Krasak
Class	: XI TKJ & XI KUL
Material	: Speaking
Sub material	: Vocabulary
Meeting	: 3 Meetings
Time Allocation	: 45 Minutes

A. Competency standards

- Students can know the meaning of vocabulary
- Students can memorize the vocabulary

B. Basic competency

- Students can know the pronunciation of vocabulary
- Students can differentiate the meaning of words in different sentences according to context

C. Indicators

- Students are able to use this vocabulary in speaking
- Students can pronounce it

D. Learning reference

- Duolingo Apps

- Fitrah Books
- “Basic Vocabulary in Use” oleh Michael McCarthy, Felicity O’Dell, dan Ellen Shaw

E. Learning media

- Laptop
- Audio speaker
- School tools

F. Method

The method uses an audio-lingual method, By combining the duolingo application test. The research design uses a quasy experiment class that classified into group and control class.

G. Learning activity

No	Meeting	Activity	Time Allocation
1	First Meeting	1. Pra Activity • Greeting • Pray Together • Introduction for whole lesson • Apperception 2. Main Activity • The learner describes the meaning of vocabulary, then describe the function and the distribution of	45 Minutes

		vocabulary • The learner asks student to write down • The learner gives any tags to the students 3. Post Activity • The learner summarizes the lesson • The learner evaluates the tags • Greeting	
2	Second Meeting	1. Pra Activity • Greeting • Pray Together • Introduction for whole lesson • Apperception 2. Main Activity • The learner gives the treatment in the experiment class and no treatment in control class • The learner asks student to write down • The student asks to speak the vocabulary • The learners give the tags after give a treatment to the students 3. Post Activity	45 Minutes

		• The learner summarizes the lesson • The learner evaluates the tags • Greeting	
3	Third Meeting	1. Pra Activity • Greeting • Pray Together • Introduction for whole lesson • Apperception 2. Main Activity • The learner divides the last tags in the random students tags • The learner asks student to speak up the answer in front of the class • The learner corrects the answer one by one in front of class • The learners give the tags after give an evaluation 3. Post Activity • The learner summarizes the lesson • The learner evaluates the tags • Greeting •	45 Minutes

H. Material

No	Word	Meaning	How to read	Ex of sentence
1	Tea	Teh	/ti:/	I like to drink tea in the morning.
2	Coffee	Kopi	/'kɔ:.fi/	She prefers coffee over tea.
3	Welcome	Selamat datang	/'wɛl.kəm/	Welcome to the party!
4	Please	Tolong	/pli:z/	Please pass me the salt.
5	Dock	Dermaga	/dɒk/	The boat is docked by the river.
6	Deck	Dek (kapal)	/dɛk/	The sailors are on the deck.
7	Get	Mendapatkan	/get/	I will get the

				tickets for the concert.
8	Got	Mendapat	/gɒt/	I've got a new book.
9	Sip	Teguk	/sɪp/	He took a sip of the tea.
10	Zip	Ritsleting	/zɪp/	Zip up your jacket before you go outside.
11	Sap	Getah	/sæp/	The tree produces sap in spring.
12	Zap	Menyetrum, Menyerang cepat	/zæp/	She zapped the enemy with her powers.
13	Tell	Memberitahu	/tɛl/	Please tell me the truth.
14	Tall	Tinggi	/tɔ:l/	He is taller than me.
15	Pot	Pot,teko	/pɒt/	I put the soup in the pot.
16	Pet	Hewan peliharaan	/pɛt/	She has a pet dog.
17	Seal	Segel, anjing laut	/si:l/	The seal swam quickly in the ocean.

18	Zeal	Semangat	/zi:l/	She approaches her work with zeal.
19	Sit	Duduk	/sit/	Sit here and

				listen carefully.
20	Zit	Jerawat	/zit/	I have a zit on my forehead.

How to Read the Punctuation:

1. /' / (penekanan): Menunjukkan bahwa suku kata setelah simbol ini mendapat penekanan lebih kuat dalam pengucapan. Contoh: /'wel.kəm/ (penekanan pada suku kata pertama).
2. /æ/: Seperti "a" dalam kata "cat."
3. /ɒ/: Seperti "o" dalam kata "pot."
4. /sɪp/: Seperti "sip" dalam kata "sit," tapi lebih cepat.
5. /ɛ//: Seperti "e" dalam kata "bet."
6. /ti:/: Suara vokal panjang "ee," seperti dalam "see."

Experimental class

No	Name	Class	Post-test Score
1	IZPN	XI KUL	90
2	AM		88
3	ANF		85
4	MHSN		83
5	PNI		80
6	RLP		82
7	RH		86
8	SWS		84
9	UH		89
10	MMW		87
	Rata-rata		85.4

Control class

No	Name	Class	Post-test Score
1	AT	XI TKJ	72
2	AF		70
3	CNWH		68
4	ECS		75

5	HRU		74
6	SPG		69
7	NK		73
8	CM		71
9	FFF		76
10	RZA		70
	Average		71.8

Appendix 1.5 Documentation



12%

SIMILARITY INDEX

10%

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5%

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7%

STUDENT PAPERS

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