

**THE EFFECT OF USING DUOLINGO ON STUDENTS'  
PRONUNCIATION AND FLUENCY AT SMA NEGERI 5 BUNGO  
(A Pre-Experimental)**

**THESIS**

*Submitted as a Partial Fulfilment of the Requirements to Obtain a Bachelor of  
Education (B.Ed.) in the English Education Program*



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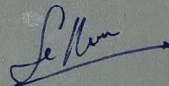
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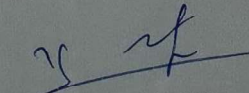


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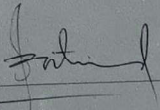
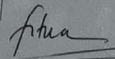
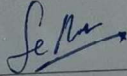
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## ABSTRACT

**Widuri. 2024. The Effects of Using Duolingo on Students' Pronunciation and Fluency at SMA Negeri 5 Bungo. Skripsi. Pendidikan Bahasa Inggris. Fakultas Bahasa dan Seni. Universitas negeri Padang.**

This research is a pre-experimental research that aims to see the effect of using Duolingo on students' Pronunciation dan Fluency at SMA Negeri 5 Bungo. The population of this research was the 10th grade students of SMA Negeri 5 Bungo which amounted to 75 students and the sample of this research was the 10th grade Mipa class which amounted to 24 students selected through cluster sampling using the lottery method. The instrument used was read aloud test. This research lasted for eight weeks, in which students did a pretest in the first week, then treatment which lasted for six weeks and finally did a posttest. Data were analysed using IBM SPSS 26 by conducting normality, homogeneity and Paired T-Test. The results obtained from statistical data show that the average number of pretest scores is 58.50 and posttest is 77.88. The results of the paired t-test calculation show that the sig value (2-tailed)  $<0.05$ , which means that the use of Duolingo in SMA Negeri 5 Bungo has a positive impact on students' pronunciation and fluency .

**Keywords:** Pronunciation and Fluency, Duolingo Application,

## ABSTRAK

**Widuri. 2024. Efek dari Penggunaan Duolingo Terhadap Pelafalan dan Kefasihan Siswa di SMA Negeri 5 Bungo. Skripsi. Pendidikan Bahasa Inggris. Fakultas Bahasa dan Seni. Universitas negeri Padang.**

Penelitian ini adalah penelitian pre-experimental yang bertujuan untuk melihat dampak dari penggunaan Duolingo terhadap pelafalan dan kefasihan siswa SMA Negeri 5 Bungo. Populasi penelitian ini adalah siswa kelas 10<sup>th</sup> SMA Negeri 5 Bungo yang berjumlah 75 siswa dan sample penelitian ini adalah kelas 10<sup>th</sup> Mipa yang berjumlah 24 siswa yang dipilih melalui cluster sampling menggunakan metode loterai. Instrument yang dipakai adalah read aloud test. Penelitian ini berlangsung selama delapan minggu, yang mana siswa melakukan pretest diminggu pertama, kemudian treatment yang berlangsung selama enam minggu dan terakhir melakukan posttest. Data dianalisis dengan menggunakan IBM SPSS 26 dengan melakukan uji normalitas, homogenitas dan Paired t-test. Hasil yang di peroleh dari data statistic menunjukkan bahwa jumlah nilai rata-rata pretest 58.50 dan posttest 77.88. Hasil dari kalkulasi uji paired t-test menunjukkan bahwa nilai sig (2-tailed) < 0.05, yang artinya penggunaan Duolingo pada siswa SMA Negeri 5 Bungo berdampak positif terhadap pelafalan dan kefasihan siswa.

**Keywords:** Pelafalan dan Kefasihan, Duolingo Aplikasi.

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Author



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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Problem**

Proficiency in English communication holds significant importance in various contexts, including daily interactions, business transactions, and academic settings. Effective communication in English necessitates the skill to adapt to different levels of formality. A proficient English speaker is characterized by their capability to convey messages clearly without causing any misunderstandings. This proficiency is contingent upon various speaking aspects, such as pronunciation and fluency.

Nirwana et al (2020) assert that pronunciation serves as the foundation of effective speaking, as it enhances the naturalness and comprehensibility of communication. Gilakjani and Ahmadi (2011) asserted that pronunciation encompasses not only individual vocal sounds but also broader elements such as intonation, rhythm, and stress patterns. These components contribute to clear articulation, facilitating the expression of meaning and emotions while minimizing misinterpretations.

On the other hand, fluency, as defined by Kusumawardani and Mardiyani (2018) refers to the ability to speak spontaneously with minimal pauses. Louma (2004) further underscores that fluency encompasses maintaining a consistent speech rate, ensuring that utterances flow naturally without being excessively rapid or sluggish. It is evident that these two facets, pronunciation and fluency, significantly impact students' speaking proficiency.

The neglect of pronunciation in English learning at school is a common issue, attributed to inadequate teaching methods and limited practice time. This deficiency results in students' weak speaking ability in terms of pronunciation and fluency, as evidenced by various researchers (Harmer (2001), Setter (2008), Gilakjani, 2012). Sari (2011) noted the absence of specialized media for training students in pronunciation and fluency within the school environment. Poor pronunciation among students not only diminishes their confidence but also hampers their speaking fluency. This challenge is particularly prevalent among students at Senior High School 5 Bungo, as observed during *Praktek Lapangan Kependidikan (PLK)*. Several factors contribute to the subpar speaking abilities of students at this institution. Primarily, students struggle due to English not being their native language. Furthermore, a lack of interest in learning English is evident, as students often display disengagement during lessons. The absence of interesting learning support media exacerbates this problem, as teachers generally rely on textbooks.

The utilization of media in the educational process is crucial, extending beyond traditional textbooks. Sari and Margana (2019) emphasized the significant role and impact of learning media in attaining educational objectives, particularly in supporting language acquisition. Various forms of media, such as audio and audio-visual media, serve as valuable tools to engage students, enhance pronunciation, and improve fluency. Juniardi (2023) defined audio media as auditory-based media, including radio, tape recorders, and CD-DVDs, which do not require visual elements. Conversely, audio-visual media, which combines auditory

and visual components, such as movies and applications, are deemed more captivating and effective.

In response to the identified issues, the researcher implemented the Duolingo application as a learning supporting media to assist high school students in enhancing their pronunciation and fluency. Duolingo offers various engaging features, including a microphone for correcting pronunciation, vocabulary expansion, guidance on the pronunciation of words, and exercises focusing on English sounds like vowels, consonants, and similar sounds in different words. These features are designed to enhance the effectiveness of pronunciation and fluency improvement for SMA Negeri 5 Bungo. By using Duolingo, students can practice and familiarize themselves with pronouncing new and familiar vocabulary, thereby boosting their confidence and fluency.

#### **B. Identification of the Problem**

Based on the above problems, there are several reasons for the weak pronunciation and fluency of students at SMA Negeri 5 Bungo. Firstly, students find it difficult because English is not their mother tongue. Secondly, there is a lack of adequate practice during learning sessions, which results in a lack of experience and confidence. Thirdly, students' lack of interest in English lessons is also an obstacle. Some students expressed boredom due to the lack of media, which reduced their motivation to participate in English activities. This issue should be addressed by implementing more interactive and engaging teaching methods by using interesting and easily accessible learning support media, such as Duolingo.

### **C. Limitations of the Problem**

In this research, the discussion should be limited. Based on the research identification, the researcher focuses the implementation of Duolingo to improve students' pronunciation and fluency at SMA Negeri 5 Bungo.

### **D. Formulation of the Problem**

Based on the background above the formulation of the research question can be seen as follow: Is the use of Duolingo effective to improve pronunciation and fluency on students at SMA Negeri 5 Bungo?

### **E. Purpose of the Research**

This research aim to find out whether the Duolingo is effective to improve students' pronunciation and fluency at SMA Negeri 5 Bungo.

### **F. Significance of the Research**

The results of this research are expected to make a significant contribution theoretically and practically. Theoretically, this research is expected to enrich the understanding of the use of learning support media, especially in language teaching at the high school level. The theoretical implication is that it can broaden the insight into the effectiveness of using learning support media such as Duolingo in improving language pronunciation and fluency.

Practically, this research is expected to provide valuable guidance for English teachers in designing more effective and efficient learning by utilizing supporting media such as Duolingo. This is expected to improve the quality of language teaching at SMA Negeri 5 Bungo as a whole. In addition, for students,

this research is expected to be a source of motivation and support to improve their pronunciation and fluency through the use of Duolingo application.

## **G. Definition of the Key Terms**

### **1. Duolingo Application**

Duolingo is an application to learn a foreign language, especially English.

### **2. Pronunciation**

Pronunciation refers to the articulation of words in a language by an individual. It encompasses a range of factors that influence the production and communication of word sounds.

### **3. Fluency**

Speaking fluency refers to an individual's capacity to communicate in a language smoothly, spontaneously, and with minimal interruptions or errors.