

**IMPROVING STUDENTS' ABILITY IN MASTERING SIMPLE
PRESENT TENSE BY USING DUOLINGO APP**

(A Script)

By

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**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG**

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ABSTRACT

IMPROVING STUDENTS' ABILITY IN MASTERING SIMPLE PRESENT TENSE BY USING DUOLINGO APP

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

Keywords: *simple present tense, duolingo application*

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A Script

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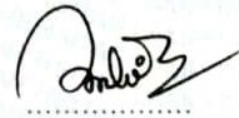
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Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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CURRICULUM VITAE

The writer's name is Suci Handayani. She was born in Mataram Marga, on September 16th 2000. She is the second child of a lovely couple, Ngatemin and Wagini. She has one brother namely Bimo Sasongko and sister-in law namely Cindy Agustin.

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MOTTO

لَا تَحْزَنُ إِنَّا اللَّهُ مَعَنَا ۖ

“Janganlah engkau bersedih, sesungguhnya Allah bersama kita”

(Q.S.At-Taubah:40)

DEDICATIONS

This script is proudly dedicated to:

My beloved parents

My beloved siblings

My beloved friends

My beloved lecturers at the English Department

My beloved comrades of English Department batch 2018

My beloved almamater, University of Lampung

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The writer hopes that this research would be a positive contribution to the education development, the readers, and the other researchers.

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Suci Handayani

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I. INTRODUCTION

This chapter provides the background of the problem, formulation of the research, objectives of the research, significance of the research, scope of the research, and definition of terms.

1.1 Background of the problems

Grammar plays a crucial part in learning English for EFL (English as Foreign Language) students in Indonesia. According to Mammadova (2020), grammar roles as the foundation of the language. The ability of mastering English grammar is very important since grammar considered as the aspect that contributes in understanding a language. Grammar plays as the backbone of any language since without the existence of the grammar those people cannot convey the messages, meaning and ideas (Taamneh (2020)). Thus, people need to learn English grammar in order to fulfill their target in communications better both orally and in writing. In fact, there are four skills that should be mastered by the students in learning English, i.e. listening, speaking, reading, and writing. However, grammar is one of the main components in English language, which is crucial for being master among all those skills.

One of the important elements of English grammar which needed to learn is tenses. In the context of language grammar, tenses is the form of verb which shows the time of action or state that occur in the present, past or in the future situation (Oxford, 2008). In Indonesia syllabus, there are so many tenses that must be taught to the students, such as simple present tense, simple past tense, simple future tense, and etc. However, since there are so many tenses that taught to the students in Indonesia, the researcher more interested in a field of simple present tense.

Simple present tense is one of the basics in learning grammar for students in Indonesia. As it occurs in Indonesian syllabus of curriculum 2013 for students of

Junior High School at 8th grade which is 3.7 Apply social functions, text structures, and linguistic elements of spoken and written transactional interaction texts that involve the act of giving and asking for information related to circumstances/actions/activities/events that are carried out/occur regularly or are general truths, according to the context of their use. (Pay attention to the linguistic elements of the simple present tense). Based on that syllabus, it is indicated that simple present tense has an important role in a field of teaching foreign language in Indonesia. In learning grammar especially in simple present tenses, students of Junior High School in Indonesia are expected to communicate (orally or writing) by using English rules in accurately. The students must be capable to build sentences and paragraphs either orally or writing that interesting, clear and accurate. By being able to build an interesting and accurate sentence it means that the students can comprehend the conversation and understand the language successfully. Even though simple present tense is kind of important element to learn, however there are a lot of students of junior high school in Indonesia still found difficult in mastering simple present tense.

In the case of study conducted by Komara & Tiarsiwi (2021) on 500 respondents from three different levels of education; lower secondary school learners, upper secondary school learners and university learners in Indonesia across the country by using online closes-ended and open-ended questionnaires, it was found a fact that EFL learners are Strongly Agree (SA) and Agree (A) that English grammar was still difficult to learn but crucial to learn and master. In addition, in the result of open-ended questionnaire by EFL learners, they explain that in this modern era the use of grammar learning technology such as from website, games, applications, video animation, etc., may be more easily understood by the learners in the process of mastering grammar. In this case of study, most of students at SMP Negeri 1 Sukadana still find difficult in mastering tenses especially in simple present tense. Based on the information obtained from English teacher at SMP Negeri 1 Sukadana, it was found that there were many students in SMP Negeri 1 Sukadana had a lack of grammar mastery especially in field of simple present tense such as they still find difficult how to express their habitual action in English. In the teaching process, the

teacher of SMP Negeri 1 Sukadana only used text book as a media for teaching grammar. It is indicated that the students used a limited media in learning grammar.

Based on the problem above, it can be concluded that learning English grammar in field of simple present tense is relatively not easy for most of students in Indonesia including for the students at SMP Negeri 1 Sukadana. One of the aspects that caused that happens because they still have a limitation media for learning grammar in which it gives an impact in field of grammar mastery. Therefore, based on this problem the teacher needs any other kinds of media to add more experience for students in learning grammar of simple present tense. One of the media that can be used by the students for learning English grammar especially in a field of simple present tense is the application based on Mobile Assisted Language Learning (MALL).

In this era, technology has become something that cannot be separated from our lives. Yudhiantara & Saehu (2017) defines mobile assisted language learning (MALL) as the technology based on mobile phone that used to support language learning. In other research, there is study conducted by Pratiwi, Nariyati, & Sudirman (2020) at eight semester students of English Language Education in Ganesha University which related to EFL pre-service teachers' perception toward the use of MALL in teaching English. The research shows that they believed MALL facilitated the English learning process with a lot of information source about educational content. They also explain that MALL enables the learners for learning English anywhere and anytime. Based on the explanation above, we can conclude that MALL is the strategy to help the language learners in learning language through utilizing some of mobile applications which related to the material. Those applications usually available on the device such as mobile phone or in any other devices. One of the applications that use in MALL is Duolingo app.

Duolingo is type of application for language learning that has been already available for many years in our society. Based on the statistical data presented by Curry (2021), in 2020, more than 42 million people downloaded this app with 95 available course and 38 available languages. In the research related to the EFL students' perception through Duolingo, Duolingo is an online free languages educational

application which brings a new concept for EFL students. Duolingo become one of application that suitable, innovative, and applicable way to learn English for EFL classroom (Dewangga, 2020). According to Yurko & Vorobel (2020), Duolingo has several aspects of language-learning exercises in which there are sentence-building exercises that makes the learners gradually demonstrate grammar rules, rather than memorizing the rules. As stated in the finding and discussion by Habibie, A. (2020), in way of operating the Duolingo application you should get started menu then pick the language that you want to learn (English) and then select the language that you used (Indonesian).

According to that information, it shows that the Duolingo application allows users to use two languages at once in which it makes easier for the users because they can learn a foreign language based on their language native language. Although English is one of a popular language in Indonesia, in fact English is still rarely used in everyday life in Indonesia. According to the research conducted by Dewi & Setiadi (2018) at English Department students of Bina Nusantara University it was found that some students more prefer in using English for classroom delivery from the lecturers, in writing, reading and listening, however most of them still prefer to use Indonesian language for speaking. Based on that research, it shows that the use of two languages (bilingual) in learning foreign language still popular in Indonesia, because using English language is still out of comfort for them.

Additionally, this kind of application also can engage students' motivation in learn English. According to Habibie (2020), it was found that the use of Duolingo app in learning English is quite effective to enhance students' motivation. Based on that claimed, Duolingo app can be an alternative way for the students to learn independently since the students felt comfortable in use this application for their daily activities in order to improve their English skill.

The writer chose duolingo app as a teaching media for the students of SMP Negeri 1 Sukadana because, this application gives an alternative way for the students in mastering grammar of simple present tense since this application using two languages in practically. Furthermore, it was also informed by one of the English teachers at SMP Negeri 1 Sukadana that this school never use Duolingo app as a media for teaching grammar especially in simple present tense.

Duolingo app is kind of media for learning language by demonstrated how sentences building. Accordingly, it is easier for the students to learn the structure of the target of language. By using this app as a media for teaching simple present tense at students of SMP Negeri 1 Sukadana, the students would enjoy the process of mastering simple present tense. As a result, their ability improved. In this research, the researcher chose the seconds grade students of SMP Negeri 1 Sukadana as the object of the research because the topic of simple present tense is taught in the syllabus of that semester. Furthermore, there was no any research that conducted in this school regarding to this title. Therefore, further research is needed regarding whether the Duolingo application is proven or not to improve students' ability in mastering the simple present tense at SMP Negeri 1 Sukadana.

1.2 Research Questions

Based on the background above, the researcher formulated the research questions of the study as follow:

Is there any significant improvement in students' ability of mastering simple present tense after being taught by using Duolingo app?

1.3 Objectives of the Research

With reference to the background above, this study aimed to investigate the significant improvement in students' ability of mastering simple present tense after being taught by using Duolingo app.

1.4 The Use of the Research

In relation to the research questions and objectives, the findings of the research would be beneficial not only theoretically, but also practically. So, the used of this research are as follows:

1. Theoretically, the result of this research can be used to support the previous theories about teaching English through Duolingo app.
2. Practically, the result of this research can be used as input for English teachers in improving students' grammar ability especially in mastering simple present tense in teaching and learning process through Duolingo app.

1.5 Scope of the Research

There are so many tenses in learning English such as simple present tense, simple past tense, simple future tense, present progressive, and etc. Afterwards, there are so many techniques or applications that can be used for teaching tenses such as mind-mapping techniques, Grammarly app, Duolingo App or etc.

However, in this research, the researcher only focuses in improving students' ability of mastering simple present tense at SMP Negeri 1 Sukadana by using Duolingo app as a tool to improve their English ability.

1.6 Definition of Terms

The following statements are presented as the key terms that used in this research:

1. Grammar

Grammar as a system: the words are formed and combined into a sentence. (Nunan, 2012)

2. Simple Present Tense

Simple present tense can be used when it related to the habits, general fact, and timetables. Simple present tense includes the basic form which is consist of one word only (verb) and it does not need an auxiliary verb to get the meaning of the sentence. In the simple present tense, most verbs are in the same form as the infinitive verb. However, if it is third-person singular form, it usually puts the ending *-(e)s*. (Meladina, Zaswita, & Daslin, 2021)

3. Mobile Assisted Language Learning (MALL)

Mobile Assisted Language Learning (MALL) defines as a type of mobile-based language learning activity (Agus & Putra, 2020)

4. Duolingo app

Duolingo is set of application program that get students a chance to explore all skill in English (Wijaya, Yufrizal, & Kadaryanto, 2016).

II. LITERATURE REVIEW

2.1 Theoretical Framework

This chapter provides some theories underlying the topic of this study. It consists of concept of simple present tense, the formula of simple present tense, the use of simple present tense, teaching simple present tense, Mobile Assisted Language Learning (MALL), gamification application, Duolingo app as a Mobile Assisted Language Learning, Duolingo app in teaching simple present tense, advantages and disadvantage in teaching language through Mobile Assisted Language Learning (Duolingo app).

2.1.1 Concept of Simple Present Tense

There are many definitions of simple present tense according to expert. According to DeCapua (2016), he stated that simple present tense refers to something which taking place now. Yet, instead of defines present time as an event that taking place now, he illustrated the present time as a something that related to general habits, customs, characteristics, or truths.

According to Fanani (2014) Simple present tense is a type of tense that used to represent a habitual act, general truth, scheduled event, current event, instruction or an act which happens now especially for non-continuous verb, i.e. *to be (am, is, are), need, have*. Meanwhile, Putrawan & Nurweni (2018) states that simple present tense defines as type of tense that used to express a habits or a repeated-events.

Based on the statement above we can conclude that simple present tense is usually used to express something related to habitual act, general truth or a repeated-event.

2.1.2 The Formula of Simple Present Tense

According to Putrawan & Nurweni (2018) there are two kinds of formula in simple present tense i.e. 1) formula for verbal sentence and 2) formula for nominal sentence. This is the following formula for simple present tense based on Putrawan & Nurweni (2018):

1. Formula for Verbal Sentence

Table 1. The Example of Verbal Sentence

Positive (S+ V1+ O)		
They/We/I/You	go to school every day	
She/He/It/Temon	goes to school every day	
Negative (S+ do/does + not+ V1+ O)		
They/We/I/You	do not go to school every day	
She/He/It/Temon	does not go to school every day	
Interrogative (Do/ does + S + V1 + O?)		
Do	they/we/I/you	go to school every day?
Does	she/he/it/Temon	go to school every day?

(Putrawan & Nurweni, 2018)

Noted: The verb should be change if the subject is third person singular (she, he, it). In order to under to understand about these concepts, please look up the following rules:

- The *-s* inflection is added to the main verb if the subject is third person singular (she, he, it). Example: He always talks to me

- The *-es* inflection is added to the verb if the end of the verb contains these kinds of letter: vowel *o* and consonant *ch*, *sh*, *ss*, and *x*.

Example: Ani washes her clothes twice a week.

- The letter of verb will be change: if the end of the verb is a consonant *y*, but it preceded by the consonant, the *y* consonant will be changed into *i*, then added by *-es*.

Example: Ani studies very hard every night.

- The verb in which the end of verb is consonant *y*, but preceded by vowel, it is enough for us to added *-s*.

Example: The man always plays football with my brother.

2. Formula for Nominal Sentence

Table 2. The Example of Nominal Sentence

Positive (S+ is/am/are + adjective/noun/adverb)	
I	am a student
They/We/You	are fine
She/ He/ It	is here
Negative (S+ is/am/are + not + adjective/noun/adverb)	
I	am not a student
They/We/You	are not fine
She/ He/ It	is not here
Interrogative (Is/Am/Are + S + adjective/noun/adverb?)	
Am	I student?
Are	they/ we/you fine?
Is	she/he/ it here?

(Putrawan & Nurweni, 2018)

Noted: There are several adverbs of time that often used in the simple present tense. For examples:

- | | | |
|-------------|----------------|----------------|
| - Always | - Sometimes | - Once a week |
| - Usually | - Seldom | - Twice a week |
| - Often | - Frequently | - Once a week |
| - Never | - Every week | - Once a Year |
| - Every day | - Occasionally | |

Based on the formula above, it is possible for the EFL students to master the simple present tense as long as they understand and then apply this formula during English language practice.

2.1.3 The Use of Simple Present Tense

In order to understand more deeply how simple present tense works, it is necessary for the students to know what the guidance in use of simple present tense.

According to (DeCapua, 2016) there are some guidelines in using simple present tense, such as:

- 1) To describe a repeated actions, customs and habits
For example: Casey and her brother work at the bank.
- 2) To describe the general truth or fact
For example: The sun rises in the east.
- 3) To describe a certain characteristics, mental states, emotion, and sense
For example: The sky looks gray
- 4) To narrate kinds of stories and events
For example: She gets up, turn on the oven, leave the room and etc.
- 5) To summarize stories or articles
For example: The president addresses the soldier and asks for their continued support and etc.

2.1.4 The Ability of Mastering Simple Present Tense

Since the use of simple present tense in our process of constructing a proper English sentence is really necessarily, it is supposed for the EFL students in Indonesia for mastering simple present tense. At study conducted by Rusdin, R. (2022) related to the problems faced by EFL learners at MAN Dompu in using simple present tense it was found a fact that the students' ability of understanding English Material is very low especially in the use of simple present tense. It is proven by the result that obtained from the analysis of students' objective test and essays with average score 3.9 which indicated that students' ability in simple present tense is very low. Meanwhile, in the result of questionnaires some of the problems faced by the EFL learners are English is very difficult for them and the teacher never tells the students related to the importance of learning English especially simple present tense.

Based on that statement, it is really necessary for the English teacher in Indonesia for more concern related the students' mastery of simple present tense in learning English.

2.1.5 Teaching Simple Present Tense

Regarding to the concept of simple present tense that already explain above, simple present tense is the most basic tenses which needed to understood by the students. Since simple present tense become an important part in communication either orally or in writing, it is necessary for the teacher to pay attention more related to teaching simple present tense in the class.

In Indonesia, simple present tense is one of the tenses that must be mastered by the students, as contained in the basic competence (KD) for second grade students of Junior High School (class VIII) i.e.,

3.7. Apply social functions, text structures, and linguistic elements of spoken and written transactional interaction texts that involve the act of giving and asking for information related to circumstances/actions/activities/events that are carried out/occur regularly or are general truths, according to the context of their use. (Pay attention to the linguistic elements of the simple present tense).

“(3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple present tense)”.

4.7. Composing very short and simple oral and written transactional interaction texts involving the act of giving and asking for information related to circumstances/actions/activities/events that are carried out/occur regularly or are general truths, taking into account social functions, text structure and correct linguistic elements and in context. *“4.7 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.”*

According to Wulandari (2019), she claims that, in teaching tenses, the students should provide with a lot of relevant and contextual example by the teacher in order to improve their understanding related to tenses. Based on the statement above we can conclude that, in order to provide many relevant and contextual examples, a tool which can allow students' needs is needed by the teacher.

In relation with the discussion above, Teoh & Sai (2017) states that the use of digital tools such as Mobile phones is capable to present learning content for learning environment which is beneficial to enhance students' knowledge and skills in learning English.

2.1.6 Mobile Assisted Language Learning (MALL)

According to Yudhiantara & Nasir (2017), mobile assisted language learning (MALL) is the technology based on mobile phone that used to support language learning. MALL appears as the ranch of global movement which serves as an umbrella project in conducting mobile learning for educational purposes. They also explain, by the existence of mobile phone, MALL provide a new approach in English learning activities to support students learning experience.

Based on the statement above, it can be concluded that the technology based on MALL is really needed for students in order to provide new experience in learning English. One of the applications which based on MALL is Duolingo app.

2.1.7 The Use of Gamification Application to Engage Study Motivation

According to Burke (2016), gamification is a method to digitally engage rather than personally engage. Commonly, the players interact with computers, mobile phone or other digital devices, by using such as points, badges and leaderboards with the purpose to motivate people or to develop skills, or to drive innovation. In the scope of education, Gamification refers to the method with designing system, whereas it added the educational goals, then effecting the user behavior and then created a similar experience and motivation as same as playing games (Huotari & Hamari, 2017).

Based on these theories, it can be concluded that gamification-application roles as a system to develop students' skills through engage students study motivation.

2.1.8 Duolingo App as a Mobile Assisted Language Learning

Duolingo is an app used in MALL which provides a lot of activities for practicing structural aspects of additional languages (Finardi, Leao, & Amorim, 2016). According to Gafni, Biran, & Rachmani (2017), MALL application an enhancement to the learning process. The most factors which effected to the process of learning and the willingness to continue in using this application is the ease of use this gamification-application.

In the research conducted by Fadda & Alaudan (2020) which testing the effectiveness of Duolingo app in developing learners' vocabulary, grammar and pronunciation (case of study at blended TESOL Classroom) , they claim that Duolingo provides a significant contribution in language transfer for the language learner. The feature of Duolingo application motivates the students to put extra effort in mastering a particular level in the application.

Since, the effectiveness of Duolingo in developing grammar for language learner has proven, this application could be the alternative one when choosing an app based on MALL for teaching grammar especially in simple present tense.

2.1.9 Duolingo App in Teaching Simple Present Tense

According to Finardi, Leao & Amorim (2016), they claim that Duolingo fosters vocabulary and grammar development. They also explain that Duolingo provides the possibilities for EFL learners to use activities oriented by a teacher. However, in fact, Duolingo does not provides a room interaction (room chat) between the teacher with the EFL learner.

According to Duolingo (2011) they claim that Duolingo use implicit-learning approach which allows the EFL learners to discover the patterns of the language on their own without needing to focus on language rules. Furthermore, they also explain that Duolingo allows the learner to learn the rules of the language as the same way as they learn the first language during the child.

Since Duolingo provides the rules or the pattern of the language with unconsciously, the teacher should give the explanation to the students related to the topic of exercise that being though.

2.1.10 Advantages and disadvantage in Teaching Language Through Mobile Assisted Language Learning (Duolingo App)

According to Language (2020) there is an advantages and disadvantage in teaching language through Duolingo App. As the advantages, the learners are able to study anywhere and anytime since the internet connected set to their device. However, as the disadvantages, this language learning app do not get the learner's up for real-world situations which means the students practice their English only by them self and not connected to our real society. Furthermore, some of students didn't have the mobile phone to access Duolingo application, so it was limitation of this research.

2.2 Previous Research

There are several research have been conducted related to this topic. In this research there are four previous research which related to this topic. The first previous research is conducted by Rosyada (2016). She conducted a quasi-experimental research entitled "Improving Students' Simple Present Tense in Writing Descriptive Text Using Grammar Checker Application in the Tenth Grade Students of SMK IPT Karangpanas in the Academic year of 2015/2016". The objective of this research was to find out whether there is any difference before and after the students using grammar checker application. This research used non-equivalent control group design which involves one experimental group and one control group. The number of participant of students was 60 students.

Based on the result of this research, the mean score of the experimental group improved higher (from 64,6 to 80,27) than the control group (from 64,73 to 77,67). Based on the proven hypotheses, the writer concluded that there is a significant difference of teaching simple present tense in writing descriptive text between students who were taught using Grammaly grammar checker application and students who were taught using conventional teaching.

The second previous research is conducted by Taslim (2016), she conducted classroom action research entitled "Improving Students' Mastery on Simple Present Tense Through Climbing Grammar Mountain Game". The objective of

this research was to determine whether the use of climbing grammar mountain game gave significant improvement on students in learning simple present tense. In this research, the data were analyzed by using quantitative and qualitative approaches. The population of the study was the students of grade eleventh at SMPN 1 Luak 50 Kota whereas 21 students as the number of participants. This research used six kinds of instrument to collect the data: teaching, scenario, observation sheet, questionnaire, test, interview, and teacher's journal. This study ran for two cycles. In the second cycle, it was shown that there was gradual improvement from the previous cycle which changed from 64 (insufficient) to 79 (sufficient) of the mean score. Based on the result, the researcher concluded that climbing grammar mountain game could improve the ability of the students in class VII b of SMPN 1 Luak 50 Kota in using simple present tense.

The third previous research was conducted by Wijaya, R., Yufrizal, H., & Kadaryanto, B. (2016), they conducted the research entitled "Improving Vocabulary Through Duolingo Application in Call at the Seventh Grade of SMP". They investigating whether the implementation of Duolingo app can improve students' English vocabulary achievement for the student of SMP Negeri 1 Bandar Lampung at seventh grade of SMP. In this research the researcher used pre-experimental design in one group pre-test post-test. As the result of this research, the researcher found that Duolingo app can be used to improve students' vocabulary, since the result of this research showed that students' mean score improves from 61.15 up to 77.25.

The fourth previous research was conducted by Fatah, C. A. (2019) entitle "The Effect of Using Duolingo Application to Develop Students' Vocabulary Knowledge". This research used quasi-experimental research design in which the sample is consist of 20 students. Based on the results of this research the statistical calculations with a significant level of 5%, that $t_h = 2.881$ is higher than $t_t = 1.672$. Accordingly, based on that result we can conclude that the use of the Duolingo application was able to have a positive influence in developing students' vocabulary knowledge in the seventh grade of SMP Islam Taman Quraniyah South Jakarta in the 2018/2019 academic year.

2.3 Theoretical Assumption

In English, the ability of mastering simple present tense is very necessary. Simple present tense is part of grammar which can help students to express their ideas with totally in a certain situation. Putrawan & Nurweni (2018) stated that simple present tense use to expressing the habitual action, the general truth or become clauses in the conditional sentence.

Unfortunately, for some students at SMP Negeri 1 Sukadana, it is not easy to mastering the rules of simple present tense. There are many students who have difficulty in constructing the language by following the rules with appropriately. Sometimes, even making a sentence with following the rules which relatively easy for some people, such as simple present tense, they still find difficult.

Based on this problem, teacher should try to find an appropriate media in language teaching which can make the students familiar with the language rules. The media should be fun to attract students to join the lesson. Related to this case, one of media which can be use in language teaching is Duolingo app based on mobile assisted language learning. By using this media, the students will be more motivated in learning the language rules of simple present tense. The ability in mastering simple present tense is really necessary for them, since they need to spoke or wrote their ideas in appropriately.

2.4 Hypothesis

Based on the previous research, theoretical review and conceptual framework above, the hypothesis of this research is:

H1: There is significant improvement in students' ability of mastering simple present tense after using Duolingo app.

III. METHODOLOGY

This chapter provided research design, population and sample, research instrument, research procedure, data collecting techniques, validity and reliability, normality of the test, hypothesis testing, scoring system, and data analysis.

3.1 Research Design

Research design contains a concept how the study to be carried out. Since the research design was prepared for the research, it contained a plan that organize for collecting the data. The researcher used *one-group pretest-post- test design* as the research design for this study. One-group was only in one class, while the pretest and post-test used to measure the success of this study. In this research the students got the pretest before being taught with the treatment. The researcher gave the pre-test for the students in order to know students' ability in simple present tense before the treatment. The post-test used to find out the statistically improvement of students' ability after using Duolingo app.

According to Setiyati (2018) the design present as follows:

$$G= T1 X T2$$

Notes:

G : the group (one class)

T1 : the pre-test

X : Treatment (the implementation of Duolingo app)

T2 : the post test

3.2 Population and Sample

According to Ary, Jacobs, Razavieh, & Sorensen (2010), sample as a small group that being observed, while population is the larger group of the sample, such as all members of class of people, events, or object.

3.2.1 Population

Population refers to group which consist of all units that being observed by the researcher. Sugiyono (2019) stated that population is the generalization area which consist of object/subject that being study. However, populations not only refer to the object/subject that being study but also includes the characteristic of the object/subject itself.

In this research, the population of this research was the second-grade students of SMP Negeri 1 Sukadana. There were six classes of the second grade in this school. Those classes were classified into VIII 1, VIII 2, VIII 3, VIII 4, VIII 5 and VIII 6. Here are the data of the second grades students in SMP Negeri 1 Sukadana.

Table 3. The Populations of the research

Class	Description		Total
	M	F	
VIII 1	11	19	30 Students
VIII 2	17	17	34 Students
VIII 3	14	19	33 Students
VIII 4	14	18	32 Students
VIII 5	19	13	32 Students
VIII 6	17	15	32 Students
Total Population			193 Students

Source: The Appendices of students' attendance list.

3.2.2 Sample

As stated by Sugiyono (2019), sample is part of the number and the characteristics of the population. In relation with that statement, the concept of sampling refers to the study on the smaller group and then generalizing the findings to the larger population as long as the result of the research is truly representative.

In this research, the sample of this research was the students of VIII 1 class at SMP Negeri 1 Sukadana which consist of 30 number of students. The researcher used *simple random sampling technique* in determining the sample. Based on Setiyati (2018) by using *simple random sampling technique* every individual in the population has an equal chance of being selected as the sample of the research. Since there is no standard procedure for sampling in this technique, the researcher used lottery method in selected the sample. In this method, the researcher wrote each name of the class which are VIII 1, VIII 2, VIII 3, VIII 4, VIII 5 and VIII 6 in the piece of paper and then put them in the container. Afterwards, the researcher randomly pulled the paper from the container to know which class that being selected as the sample for this research. In this case, VIII 1 class was the name of the class that appeared from the draw. Therefore, this class was selected as the sample of this research.

3.3 Variables

According to Sugiyono (2019) variable of the research refers to any attributes or trait or value of a person, objects or activities that have certain variations. This variation is determined by the researcher for being study and to draw the conclusions. There are 2 kinds of variable in this research, i.e. independent variable and dependent variable. Meanwhile,

1. Independent Variable (X)

Independent variable is kind of variable that affects the dependent variable.

The independent variable of this research is the use of Duolingo app. The use of Duolingo app is a variable that could be affect to the dependent variable (Y).

2. Dependent Variable (Y)

Dependent variable is kind of variable that affected by the independent variable. The dependent variable of this research is the students' ability on mastering simple present tense. The students' ability of mastering simple present tense could be measured by investigating whether there was an affect from independent variables (X) or not.

3.4 Research Instrument

In this research, the researcher got the data from the grammar test. First, the pre-test was administrated to the students in order to measure their initial ability of mastering simple present tense. The grammar test was based on the material based on the syllabus. The post-test was conducted in order to know their achievement in mastering simple present tense after being taught by the treatment. The instrument of pre-test and the post-test test items are provided in *Appendix 10 & Appendix 11*.

3.4.1 Developing Research Instrument

In order to measure whether the grammar test had good quality or not, the researcher tried-out first the instrument of the test. The test could be concluded as good quality if it had good validity, reliability, level of difficulty, discrimination power.

3.4.1.1 Validity

Ary, Jacobs, Razavieh, & Sorensen (2010) describes validity as the extent to which an instrument measured what it claims to be measure. In this research, the researcher chooses content validity and construct validity as a type of validity that use in this research.

1) Content validity

As according to Hatch and Farhady (1982:251) the focus of this validity is the representative of the instrument with the subject matter contents. It means that, the material should be based on the basic competence in the syllabus of the second grade of Junior High School. In this research the researcher uses the basic competence of "3.7 Menerapkan fungsi

sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan member dan meminta informasi terkait keadaan / tindakan/ kegiatan/ kejadian yang dilakukan / terjai secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan simple present tense)” (“3.7 Applying social functions, text structures, and linguistic elements of spoken and written transactional interaction texts involving member actions and asking for information related to circumstances /actions /activities /events that are carried out /occur regularly or are general truths, according to the context of their use (Note the elements of simple present tense language)”). The researcher makes the test and the lesson plan based on this basic competence.

2) Construct validity

The test of pre-test and post-test was used as the instrument of this research. In order to identify whether this test has a good reflection of what will be taught, this test is compared to the table of specification. The table of specification includes the indicators of instrument that help the researcher in planning the test.

3.4.1.2 Try-out of the Instrument

The try-out test was conducted to determine the quality of the instrument of the test such as reliability, level of difficulty and discrimination power. The try-out test contained of 40 items of multiple choices questions with four options (a, b, c, and d). The researcher administered the try-out test on May 4th, 2022 at VIII 2 SMPN 1 Sukadana. This class was chosen by the English teacher of SMPN 1 Sukadana, Ms. Hasanah S.Pd. to analyze the reliability, level of difficulty and discrimination power to achieve a good instrument.

Table 4. Table Specification Test items of Try-out test

No.	Form of Simple Present Tense	Items Number	Percentage
1	Form of Verbal sentence	2, 3, 4, 7, 8, 9, 10, 11, 12, 13, 14, 18, 19, 20, 21, 22, 30, 31, 32, 34	50%
2	Form of Nominal sentence	1, 5, 6, 15, 16, 17, 23, 24, 25, 26, 27, 28, 29, 33, 35, 36, 37, 38, 39, 40	50%
Total		40 Items	100%

3.4.1.3 Reliability

According to Ary, Jacobs, Razavieh, & Sorensen (2010) reliability concerned with the effect of such random errors of measurement on the consistency of score. To measure the coefficient of the reliability between odd and even group, this research used the Split-Half method with the following formula:

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{(n \sum x^2 - (\sum x)^2)(n \sum y^2 - (\sum y)^2)}}$$

Notes:

r_{xy} : coefficient of reliability between odd and even number item

x : total numbers of the odd number

y : total numbers of the even number

$\sum x$: total score odd number

$\sum y$: total score even number

In guidance to the Try Out test result and the reliability above, the Split-Half technique was used to find the reliability of the half test. Based on the try-out result of this research, the Split-Half technique showed the reliability of the half test (r_{xy}) was **0.71**.

(see Appendix 8).

After acquiring the reliability of the half test above, this research used the Spearman-Brown Prophecy formula to ensure the reliability of whole test. The formula as follows:

$$rk = \frac{2r_{xy}}{1+r_{xy}}$$

Notes:

rk : reliability of the test

r_{xy} : reliability of the half the test

The criteria of reliability are as follows:

0.90-1.00 : a ranges of high reliability

0.50-0.89 : a ranges of moderate reliability

0.00-0.49 : a ranges of low reliability

Hatch and Farhady (1982)

After acquiring the test, it was found that the results of the whole test was **0.84** (*see appendix 8*).

It indicated that the result was in moderate range of the reliability criterion. In the other words, it could be stated that the test was reliable.

3.4.1.4 Level of Difficulty

The level of difficulty of test items was used to know how easy or difficult the test items. In generally, the level of difficulty was expressed in the percentage of the students who answer the item correctly. In order to find out the level of difficulty, the researcher used the following formula by Shohamy (1985):

$$LD = \frac{R}{N}$$

Notes:

LD : Level of difficulty
 R : The number of students who answer correctly
 N : The number of students

The criteria are as follows:

<0.30: Difficult

0.30-0.70: Average

> 0.70: Easy

For the result of level of difficulty, (see appendix 6).

(Shohamy, 1985)

3.4.1.5 Discrimination Power

According to Shohamy (1985), discrimination power was purposed to determine the extent to which the item differentiates between high and low level of students on that test. In calculated the discrimination power, the researcher used the following formula:

$$DP = \frac{U - L}{\frac{1}{2} N}$$

Notes:

DP : Discrimination power
 U : Number of students from upper group who answer correctly
 L : Number of students from lower group who answer correctly
 N : The total number of students

The criteria as follows:

0.00 – 0.19 : poor items

0.20 – 0.39 : satisfactory items

0.30 – 0.69 : good items

0.70 – 1.00 : excellent items

For the result of discrimination power see *Appendix 6*

3.4.1.6 The Normality of Test

In calculated the normality of the test, the researcher used SPSS (Statistical Package for the Social Sciences) 25.0 for windows to calculate the normality of test. The normality of test was used to find out whether the test in was distributed normally or not based on the residual value of the test. In this case, the researcher used One Sample Kolmogorov-Smirnov as a part of classical assumption of the test with the criteria for normality test can be based on probability (Asymptotic Significance) as follows:

Asymp. Sig. (2-tailed) >0.05, the data is distributed normally.

In this research, the researcher was used the level of significant 0.05.

(See appendix 17)

3.4.2 Data Collection

Since, the needed of technique to collect the data, in this research, the researcher used the following test (pre-test and post-test) while conducting this research. The researcher used a test contains with a series of questions to measure the abilities the students. The test was used to collect the needed data by conducting some techniques as follows:

1. Pre-test

The pre-test was conducted before the treatment of teaching simple present tense by using Duolingo app. The purpose of the pre-test is to see the students' ability of mastering simple present tense before the treatment. The pre-test was given as an objective test in multiple-choice form which contains of 30 test items of multiple-choice questions with four alternative answers of each item (A, B, C and D). The material was given based on the 2013 curriculum of the junior high school. The distribution of test was presented as follows:

Table 5. Table Specification Test items of Pre-test

No	Form of Simple Present Tense	Items Number	Percentage
1	Form of Verbal sentence	1, 4, 12, 17, 18, 19, 20, 21, 22, 23, 26, 27, 28, 29, 30	50%
2	Form of Nominal sentence	2, 3, 5, 6, 7, 8, 9, 10, 11, 13, 13, 14, 15, 16, 24, 25	50%
Total		30 Items	100%

2. Post-test

The post-test aimed to find out whether or not there is a significant improvement of students' ability in mastering simple present tense after receiving the treatment. The post-test was conducted after the treatment of teaching simple present tense by using Duolingo app. The purpose of the post-test was to see the students' ability of mastering simple present tense after being taught by using Duolingo app. The result of the post-test was compared with the result of the pre-test. There are 30 test items of multiple-choice questions with four alternative answers of each item (A, B, C and D).

Table 6. Table Specification Test items of Post-test

No	Form of Simple Present Tense	Items Number	Percentage
1	Form of Verbal sentence	8, 9, 13, 14, 15, 16, 17, 18, 19, 21, 22, 23, 24, 29, 30	50%
2	Form of Nominal sentence	1, 2, 3, 4, 5, 6, 7, 10, 11, 12, 20, 25, 26, 27, 28	50%
Total		30 Items	100%

3.5 Data Analysis

3.5.1. Scoring System (Pre-test and Post-test)

In calculated the score of pre-test and post-test the researcher used the formula by Arikunto (2000) which was employed:

$$S = \frac{r}{n} \times 100$$

Notes:

S : score of the test

r : total number of the right answer

n : total number of items

3.5.2. Finding the mean of the data (Pre-test and Post-test)

The researcher used the formula by Hatch and Farhadi (1982:25) in finding the mean score of the pre-test and post-test.

$$Md = \frac{\sum d}{N}$$

Md : mean (average score)

$\sum d$: total of students' score

N : total number of the students

3.5.3. Drawing conclusion

In this case, the researcher drawn the conclusion from the tabulated result of the pre-test and post-test administered, that is statistically analyzed to examine whether or not there is an improvement of students' ability of mastering simple present tense after being taught by using Duolingo app. This is the following formula:

$$I = X2 - X1$$

Notes:

I : Improvement of student achievement

X1 : Average score of Pre-test

X2 : Average score of Post-test

(Hatch & Farhady, 1982)

3.6 Research Procedure

In this research, there are some procedures in collecting the data, such as follow:

1. *Conducting the preliminary research (Appendix 2)*

As the first step in collecting the data of this research, the research conducted the observation related to the problem face by the students' of SMP Negeri 1 Sukadana in learning English. This observation was conducted by interviewing the English teacher of SMP Negeri 1 Sukadana.

2. *Determining the research instrument*

The test was made for pre-test and post- test. The multiple choices were a form of the test. The questions, which were present in the test, consist of pattern of simple present tense

3. *Try Out the Instrument*

The try-out test conducted before the pre-test to measure the test which is used during the research was appropriate and applicable to collect the data. The try-out test consisted of 40 items of multiple-choices of which each of it has five alternative answers (A, B, C, D and E). The students required to finish the test in 45 minutes. A good test can be measured by considering several factors, such as validity, reliability, level of difficulty and discrimination power.

4. *Administering the pre-test*

The pre-test was conducted before the treatments. This test aimed to knowing students' ability before the treatments. The student should answer those kinds of multiple-choice in simple present tense-test.

5. *Conducting treatment*

The treatment was given in 3 meetings. During the treatment, the researcher taught the students of VIII 1 class by using Duolingo app. In this section, the researcher delivered the basic concept of simple present tense to the students. After being taught the basic concept of simple present tense, the students use Duolingo app for learning simple present tense. In the process of operating the application, the students worked in pair in which each of group consist of 3-4 students.

6. *Administering the post-test*

After the students got the treatment, the post test conducted for them. This test aimed to see students' ability of mastering simple present tense after got the treatment.

7. *Analyzing the data*

After conducted the treatment, the data of students' answer were analyzed by using Paired Sample T-Test. In this case, if there was an increase in the score of the post-test, it means that the research had given a good progress for the students to master simple present tense. The data computed through Statistical Package for Social Science 25 (SPSS) program.

3.7 Hypothesis Testing

The data were analyzed by the researcher in order to find out whether or not there is a significant improvement of students' ability in mastering simple present tense after being taught by using Duolingo app. In this case, the researcher used Paired Sample T-Test to find out the level of significance of the treatment effect. The result of the Paired Sample T-Test was to distinguish whether the first hypothesis was accepted or rejected. In this study, the researcher used the significance level of 0.05 in which that the probability of error in the hypothesis was only about 5%. The hypothesis is drawn as follows:

H_0 : there is insignificant improvement in students' ability of mastering simple present tense after being taught by using Duolingo app (will be accepted if the alpha level is higher than 0.05 ($\alpha > 0.05$)).

H_1 : there is significant improvement in students' ability of mastering simple present tense after being taught by using Duolingo app (will be accepted if the alpha level is lower than 0.05 ($\alpha < 0.05$)).

(see appendix 15)

V. CONCLUSIONS AND SUGGESTIONS

This chapter provided the conclusions and suggestions as the reference for the English teacher and for the future researcher who are going to conduct any similar research.

5.1 Conclusions

According to the result of the data analysis and discussion, the researcher concluded that there is a significant improvement in students' ability in mastering simple present tenses after being taught by Duolingo app. It can be seen from the test result which is spotted that the mean score of the pre-test was 62.22, then increased in the post-test section to 74.78. In addition, the hypothesis testing result on paired sample T-test showed that the significant value was 0.000, which means that the result was lower than 0.05. In other words, it indicates that the hypothesis of this research is accepted.

As the conclusion of this research, it assumed that using the Duolingo application successfully improved students' ability in master simple present tense since the students could comprehend the form of conducting a simple present tense sentence. Furthermore, the researcher of this research claimed that the Duolingo application could be an alternative medium for teaching simple present tense since this media is effective and useful for helping students to improve their ability in mastering simple present tense.

5.2 Suggestions

This section provides some suggestions for the English teacher and for other researcher who wants to develop the educational field:

1. English teachers: The researcher suggested English teachers to apply the application of Duolingo as a medium for teaching simple present tense to improve students' ability in mastering this subject. The use of a Duolingo application is supposed to help students in mastering the simple present tense by correcting students' mistakes in writing the English structure of a simple present tense sentence. Providing the base material of simple present tense, such as formulas, etc., by the teacher, then proceeding with the automatic corrections carried out by the application, has an impact on students' understanding regarding the forming of the sentences of simple present tense. In addition, Duolingo app is necessary to make the student more understand and attract their attention to the teaching-learning process. As a result, they will feel motivated while learning this subject. With the optimizing technology of Duolingo app, the students will realize that they can learn English flexibly by using this kind of media.
2. Other researchers: the researcher suggested to the other researchers to continue any further research related to the use of Duolingo app as a medium to improve students' ability to master any other English skill, such as vocabulary and etc. In addition, the future researcher also suggested maximizing the time allocation by applying Duolingo app as a medium for teaching English in the classroom. Furthermore, since the researcher does not really have time to do further analysis on whether or not the students' achievements are consistent, the future researchers attain to analyze further whether or not the students mastered the grammatical feature by testing their consistency in terms of achieving the score towards this skill. The further researchers also can conduct some direct interviews with the students, regarding to the students' perceptions towards the use of Duolingo application as a media for learning English.

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