AN ANALYSIS OF PRONUNCIATION EXERCISES IN DUOLINGO APPLICATION AND ITS CONTRIBUTION AS ENGLISH LEARNING MEDIA

THESIS

Submitted in Partial Fulfillment of the Requirement
for Gaining the Degree of Bachelor of Education
in English Language Education

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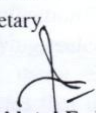
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Wassalamu'alaikum. wr. wb.

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MOTTO

How can we as humans say we are alive, when we are affraid to live?[1]

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[1] wnq-writers.com

DEDICATION

No writing project of mine reaches fruition without the patience and support of my family, my teachers, my friends, and whom I am indebted and from whom I receive energy and sustenance. Finally, this thesis is dedicated to them, but the foremost dedications are to: My beloved father and mother, Bapak Arif Akhmadi and Ibu Khoridatul Bahiyah.

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experience, lessons, and memory are things what they give to me also a thousand smiles during conducting this research.Thank you.

Finally, the researcher always expects that this research may be helpful for all. Amin.

Semarang, , 2015
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ABSTRACT

Laila Mahmudah (113411023) **"***An Analysis of Pronunciation Exercises in Duolingo Application and Its Contribution as English Learning Media***.** A final project, Semarang: Bachelor Program of English Language Education of Education and Teacher Traning Faculty (FITK), Walisongo State Islamic University Semarang, 2015.

Keyword : Pronunciation, Duoling application, Learning media.

This thesis discusses the analysis of pronunciation execises in *"Duolingo application"* in term of aim of exercises, types of exercises, the strenghts and weaknesses and the appropriateness of this application as English learning media. The background of research is the importance of exercises to enable the English learners to master their skills especially in pronunciation skill. The research is aimed at responding the following question ; (1) How is the range of pronunciation exercises are found in Duolingo application? (2) In what aspect are the Duolingo application appropriate as English learning media?. The topic is discussed through descriptive qualitative approach. The pronunciation exercises in *"Duolingo application"* are used as data. The data gathered by applying, reading, identifying, selecting and classifying the application. All data the analyzed by using evaluating application (content analysis). The result of analysis reveals that in term of aim of exercise, the pronunciation exercises are sufficient enough to improve the learners' ability in pronunciation skill, especially for beginner English learners. In the term of type of exercises, all pronunciation exercises are based on type of pronunciation exercises. In term of digital resources criteria in a book of *"Evaluation and Selection of Learning Resources",* Duolingo application is appropriate learning media. There are ten criteria for Duolingo application to be relevant digital resources. The contribution consist of an accuracy analysis of the appropriateness of Duolingo application as English learning media. By reading this thesis, the learners can get larger knowledge about the pronunciation exercises and knowing the appropriateness of Duolingo application as English learning media.

TABLE OF CONTENT

CHAPTER I
INTRODUCTION

A. Background of the Study

As we have seen, English is the International language, and in Indonesia, English is the first foreign language. This is one of the required subjects from elementary school to university level. Many people who cannot speak English take English courses for their profession demands. This is a sign that English has been an important language in achieving a better career.

Allah Azza wa Jalla said in His sacred Book:

وَمَثَلُ ٱلَّذِينَ كَفَرُواْ كَمَثَلِ ٱلَّذِى يَنْعِقُ بِمَا لَا يَسْمَعُ إِلَّا دُعَآءً وَنِدَآءً ۚ صُمٌّ بُكْمٌ عُمْىٌ فَهُمْ لَا

يَعْقِلُونَ ١٧١

"And the example of those who disbelieve is as that of him who shouts to the (flock of sheep) that hears nothing but calls and cries. (They are) deaf, dumb and blind. So they do not understand". (Al Baqarah/2: 171)[2]

As a foreign language, English has four skills (reading, listening, writing, and speaking) that have to be understood even mastered by the students. From these skills, listening is a skill that felt difficult to be mastered, because it needs more attention and concentration to comprehend the sounds (listening material). Besides, it is because listening is primarily crucial oral communication for humans.

From the verse above, it can be concluded that hearing carefully (listening) is a process to start mind. Equally, by listening we can learn and understand many lessons, especially, conveyed from someone's speech.

The smallest unit of a language is the sound. Pronunciation is the way how sounds are produced. Pronunciation not only refers to the speech sounds in the

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[2] M. Quraish Shihab, *Tafsir al-Mishbah*, (Jakarta: Lentera Hati, 2002), vol.1, p. 383.

mouth, but also stresses the way how sounds are noticed by hearing.[3] In learning English, we must pay attention to pronunciation because it is an urgent aspect of each individuality. So, pronunciation in the second language curriculum is an integral part of oral communication.

Overcoming the habits of native language, especially in pronunciation, is not easy. It requires understanding, continuous practice, and the desire to change. Learning that are designed to help learners modify their speechpronunciation patterns and develop effective language skills often describe an interaction of the learner-teacher partnership. In pronunciation, the teacher does not teach but facilitates learning by using learner-centered way.[4]

Exercises are important to enable students to master English skills, and exercise is very important since it is made as a tool for measuring and evaluating student's ability in achieving the material which is given. When doing exercises someone should examine whether the exercises are relevant or not. In this final project, the researcher focuses on the exersices of pronunciation presented in Duolingo Free Language Learning Application.

As describe in Wikipedia web site "Duolingo uses a heavily data-driven approach to education. At each step along the way, the system measures which questions the users struggle with and what sorts of mistakes they make. It then aggregates those data and learns from the patterns it recognizes".[5]

To ease the process of learning English language, and supported by a very advanced technologi currently, the young learners who want to learn English with practical and fun applications might use Duolingo to practice English. We can download the application on the Phone or on your PC, so you can practice any time. Especially for the newbies young English learners can practice anytime and anywhere.

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[3] Jack Richards, *et.al., Longman Dictionary of Applied Linguistics*, (London: Longman, 1990), p. 232.

[4] Joan Morley, *Pronunciation Pedagogy and theory: New Views, New Directons*, (Alexandria: Teachers of English to Speakers of Other Languages, Inc, 1994), p. 88.

[5] http://en.wikipedia.org/wiki/Duolingo. accessed on March 1, 2015

Duolingo has an excellent learning strategy because it has very motivating learning system. It uses a strategy of game mechanics to create the incentive to keep students learning. It is built very similarly to a computer game where the participants have to pass certain levels. A student passes the tree level of the language. The following lessons are unlocked after a learner has mastered the previous material. Users can complete a variety of exercise types including multiple choices, writing and also speaking through a microphone. Duolingo uses mainly drills and repetitive exercises in the lessons.[6] Duolingo deliberately brought the concept of "play and learn" in order to feel more comfortable and easy to use by all walks of life. We certainly have felt tired doing daily routines, and for a moment we can relax while learning a foreign language .

The research aims to offer convenience to learn English with the use of multimedia learning applications using Duolingo, which can be used to practice independently and can be used in place of study/course/school/home or everywhere.

The researcher will explain and analyse the pronunciation exercises that exist in the Duolingo application, will also expose how is Duolingo appropriate application as English learning media.

English language learners is a person who is learning the English language in addition to his or her native language.[7] According to researcher about the English learner here are those beginners who want to learn English, especially young English learners.

From the explanation above, the researcher is interested to analyse more about the content of Duolingo application and the appropriateness of using Duolingo as learning, in conducting a research dealing with An Analysis of Pronunciation Exercises in Duolingo Application and Its Contribution as English learning media.

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[6]Veronika Jaskova Bc., *"Duolingo As a New Language-Learning Website and Its Contribution to E-Learning Education"* Diploma Thesis (Brno: Masaryk University, 2014) p.25

[7]Ofelia Garcia; Kleifgen, Jo Anne; Falchi, Lorraine . *"From English Language Learners to Emergent Bilinguals*". (Campaign for Educational Equity, 2008) p.

B. Research Question

Based on the background of the research, the researcher tries to get answer of the following questions:

1. What is the range of pronunciation exercises are found in Duolingo application?
2. In what criteria are the Duolingo application appropriate as English learning media?

C. Objective of the Research

The objective of the research are as follows :

1. To describe the range of pronunciation exercises are found in Duolingo application.
2. To know how is Duolingo appropriate application as English learning media.

D. Significance of the Study

The significance of this study is that it addresses as follow :

1. Young English Learners

    This research is expected to be useful for English learners in improving their English skills with practiced using Duolingo Application.

2. For the readers

    They will get more information and experience from this research about the contribution and the benefit of Duolingo application.

3. For the researcher

    This research can give advantage and valuable experience in process of looking for knowledge.

E. Review of the Previous Research

1. There is a research that has been done by Bc. Veronika Jaskova, "Duolingo As a New Language-Learning Website and Its Contribution to E-Learning Education" in Faculty of Education Department of English Language and

Literature Masaryk University.[8] The thesis is mainly focused on the new language learning portal Duolingo, which enables free online language learning. Which is divided in two big parts − theoretical and practical. The thesis clarified the key terms and concepts related to e-learning, introduced the new language learning portal Duolingo, described its methodology and learning system and evaluated it from different points of view. From the assessment and evaluation resulted that Duolingo is very beneficial learning portal, which has cleverly elaborated learning system as well as the motivation aspects. It presents a sophisticated, modern and entertaining way of learning foreign languages, therefore it can be widely recommended to people who want to learn a foreign language. The similarities between research is equally investigate Duolingo application, the difference is the object on the research which is contribution to E-Learning Education.

2. Second previous research is Rahmat Edi Setiawan with student's number 073411044, "An Analysis of Pronunciation Materials and Exercises in Rebecca M. Dauer's *Accurate English* and It's Contribution for Teaching Pronunciation" a study program of English Language Education Faculty Walisongo State Institute For Islamic Studies Seamarang 2011.[9] This thesis describe the pronunciation materials and exercises in Rebecca m. Dauer's Accurate English . And the result is that pronunciation materials and exercises in Rebecca m. Dauer's Accurate English are relevant with criteria of good teaching pronunciation. The similarities and differences between two research is equally investigate the exercises, whereas the difference is exersices in Duolingo application and the book "Accurate English".

3. The last previous research is Fadli Mohammad Arif 096621011. "Pengembangan Aplikasi Mobile Learning Berbasis Smartphone Android Untuk Pelajaran Bahasa Inggris Pokok Bahasan Recount Text". Skripsi,

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[8]Veronika Jaskova Bc., *"Duolingo As a New Language-Learning Website and Its Contribution to E-Learning Education"* Diploma Thesis (Brno: Masaryk University, 2014)

[9]Rahmat Edi. S. 073411044 *"An Analysis of Pronunciation Materials and Exercises in Rebecca M. Dauer's Accurate English and It's Contribution for Teaching Pronunciation"* Thesis (Semarang : IAIN, 2011)

Jurusan Teknologi Pendidikan, Fakultas Ilmu Pendidikan, Universitas Negeri Malang 2013.[10] The aim of this research is to find the solution of the problems of learning using multimedia learning with mobile learning which can be used to repeat the material taught, and teachers can use them as a matter of practice independently and can be used in place of study/ course/ school/ home. The result is the mobile application learning subjects Recount Text for students can be used for teaching and learning both individually and group. Based on advice from the research of mobile application development learning, need to do a few things, namely improvements in terms of election material, exercises, design or color needs to be examine more deeply, viewed a variety of smartphones that are owned by users. To attract students' motivation in learning, the look of the application needs to be improved, and also the navigation menu of the application, which will help students to make it easier to operate, so it will becreated in the mobile application learning products are easy to use. The similarities between his thesis and this research is used application for English learning. The differences his thesis specific on recount text.

F. Research Method

Research method which is used in this research as follow :

1. Types of Research

It is a descriptive Qulitative study. It is descriptive since the researcher describes the object of the study without generalizing the result of the study. It is qualitative, since the researcher describes phenomena in words instead of numbers or measurement. Cresswell states, "Qualitative research is descriptive

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[10]Fadli Arif M.096621011. *"Pengembangan Aplikasi Mobile Learning Berbasis Smartphone Android Untuk Pelajaran Bahasa Inggris Pokok Bahasan Recount Text".* Skripsi, Jurusan Teknologi Pendidikan, Fakultas Ilmu Pendidikan, Universitas Negeri Malang, (Malang : UNM, 2013)

in that researcher is interested in process, meaning and understanding gained through words or picture".[11]

This research belongs to qualitative research employing descriptive method. This is due to the fact that the purpose of this research is to know the range of pronunciation exercises found in the duolingo applicationa and find how is duolingo appropriate application for studying English.

Considering the purpose of the research and the nature of the problem, type of this research is descriptive qualitative research. Descriptive qualitative research is the research which has a purpose to understand the phenomenon of subject study, such as action, perception, motivation, behavior, etc, holistically and descriptively in words and language at a specific natural concept and used some natural method.[12]

2. Source of Data

   a. Primary Data

   The primary source was taken from http://incubator.duolingo.com/

   b. Secondary Data

   This secondary data sources derived from many literary books and some relevant materials to support and to complete the primary data sources, such as International Journal of English Linguistics, Vol. 3, No. 1; 2013. ISSN 1923-869X E-ISSN 1923-8703 Published by Canadian Center of Science and Education.

3. Focus of the Study

   In this research, the researcher only focused on the pronunciation exercises are found in Duolingo application from http://incubator.duolingo.com/ . And analyse how is duolingo appropriate application as English learning media.

4. Technique of Data Collection

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[11] John W. Cresswell, *Research Design: Qualitative and Quantitative Approaches,* (California: Sage Publications Inc. 1994), p. 145.
[12] J. Lexy Moleong, *Metode Penelitian Qualitative*, (Bandung: Pt Remaja Rosdakarya, 2004), p.6

Data collection technique is study of librarian riset. According to Lexy J. Moleong:

> "in Qualitative research method, the result of research will have contents data quotes to give description the report presentation. The data may be from Interview script, field notes, picture, video tape, personal document, note, memo, and other official documentation"[13]

The researcher has collected data through applying, reading, identifying, selecting and classifying the application. Through these way, the researcher has analyzed the range of pronunciation exercise in this application carefully. In doing this research, the researcher need some reference that related to the study. These are aimed to help the researcher in analyzing the data. There were several steps that the researcher did in collecting the reference, as follows: 1) Looking for books related to the study from library, 2) Looking for any materials related with the study or internet, 3) Looking for any thesis related to the study from library.

5. Technique of Data Analysis

The data techniuqe that the researcher used was content analysis. One of the most commonly used data analysis techniques of qualitative research is content analysis. According to Kaplan, cited by Westbrook, content analysis can be defined as " a research methode that uses a set of procedures to make valid inferences from text".[14] It is means that content analysis is a method used to analyzed certain research subject and make a brief conclusion of the research based on the written data.

In conducting analysis, the researcher uses some steps as follows.

a . Describing the pronunciation exercises in Duolingo application.

b. Finding the range of pronunciation exercises.

c. Having collected the data from questionnaire .

d. Classifying the answer of questionnaire.

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[13]J. Lexy Moeloeng, *"Metodologi Penelitian Kualitatif Edisi Revisi",* (Bandung: PT Remaja Rosdakarya, 2007), p. 11

[14] Lynn Westbrook, Qualitative Research Methods, www.deepblue.lib.umich.edu, on Monday, September 14, 2015

e. Analyzed how is Duolingo appropriate application as English learning media.

f. Concluding based on data analysis.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Exercise

Exercise is an action or actions intended to improve something or make something happen.[15] In the other word, exercise can be called as task too. Because Skehan defines exersice as a task is an activity that satisfies the following criteria, meaning is primary, there is a goal that need to be worked, the activity is *outcome-evaluated* and there is a *real – word* relationship. Both of them have functions to assess student's achievements.

In practice of exercise, there are two kinds of the practice exercise[16], those are:

1. Controlled exercise

    Controlled exercise is a practice exercise in which learners are told exactly what to do and how to do it. It is hoped that nearly all the learners will get nearly all the exercise right and will therefore develop correct habits and gain useful knowledge about the language.

2. Guided exercise

    Practice exercise and which the learners are told what to do and then are given advice on how to do it. The learners have to make same decision of their own and to create some of their own expressions.

B. Pronunciation

1. The definition of Pronunciation

Pronunciation is the way a certain sound or sounds are produced. Unlike articulation, which refers to the actual production of speech sounds in the

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[15]A.S Hornby, *Cambridge Advance Learners' Dictionary Third Edition,* (New York : Cambridge University Press, 2006), p.266

[16]Alan Cunningworth, *Evaluating and Selecting ELF Teaching Materials,* (London : Heineman Educational Press, 1984), p.82

mouth, pronunciation stresses more the way sounds are perceived by the hear.[17]

Pronunciation refers to the way a word or a language is spoken, or the manner in which someone utters a word. A word can be spoken in different ways by various individuals or groups, depending on many factors, such as: the area in which they grew up, the area in which they now live, if they have a speech or voice disorder, their ethnic group, their social class, or their education. There is no single standard in pronunciation. There are a number of regional pronunciations used in different areas of different countries. It is accepted because cultivated speech can exist in all regions.[18]

Pronunciation is the sector of language where the organization of syntax and semantics, having first been generated in the brain as a series of solely mental processes – silent, instantaneous, electrical and chemical – is converted into motor activity, which in turn produces acoustic affect, i.e. audible sounds.[19]

Pronunciation here includes all those aspects of speech which make for an easily intelligible flow of speech, including segmental articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact. Pronunciation is an essential ingredient of oral communication, which also includes grammar, vocabulary choice, cultural considerations and so on.[20]

Therefore, pronunciation is one of the most important language skills, because when the people are just good in a grammar and vocabulary, but if they are not pronouncing words correctly, the other people will not get

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[17]Jack Richards, John Platt, Heidi Weber, *Longman dictionary of applied linguistics*, (Buant Mill: Longman, 1990). p. 232

[18] Abraham and Betty Lass, *Dictionary of Pronunciation*, (New York: The New York Times Book Co., 1976), p. 9.
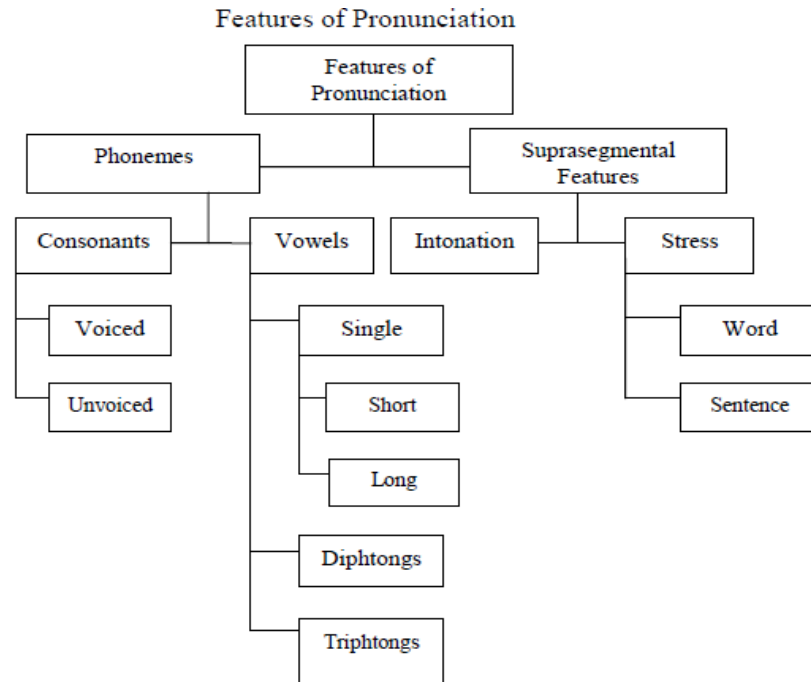
[19]Peter Strevens, *Methodology and Teacher Training*, (Walton Steet: Oxford University Press, 1977). p. 81

[20]Teaching Pronunciation: A handbook for teachers and trainers; Department of Education Training and Youth Affairs (DETYA). p. 6

understood. But when their accent is pleasant, they will enjoy talking each other.

2. The Features of Pronunciation

In order to study how something operates it is often useful to break it down into its constituent parts. The following diagram shows a breakdown of the main features of pronunciation.

Features of Pronunciation

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                    Features of
                    Pronunciation
        ┌───────────────┴───────────────┐
    Phonemes                      Suprasegmental
                                     Features
   ┌────┴────┐              ┌─────────┴─────────┐
Consonants   Vowels     Intonation            Stress
   │           │                                │
 Voiced      Single                            Word
   │           │                                │
 Unvoiced    Short                           Sentence
             │
             Long
             │
          Diphtongs
             │
          Triphtongs
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"Phonemes are the different sounds within a language."[21] Although there are little differences how individuals express their sounds, we can still describe reasonably how each sound is produced. When considering meaning, we see how using one sound of word can change the meaning of the word. It is a principle which provides us the number of phonemes in a particular language.

The set of phonemes consists of two categories: *vowel* sounds and *consonant* sounds. However, these do not necessarily correspond to the vowels and consonants we are familiar with in the alphabet. Vowel sounds

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[21] Gerald Kelly, *How to Teach Pronunciation*, (Edinburg: Pearson Education Limited, 2000), p. 1.

are all voiced, and may be *single*, or a combination, involving a movement from one vowel sound to another; such combinations are known as *diphtongs*. An additional term used is *triphtongs* which describes the combination of three vowel sounds. Single vowel sounds may be *short* or *long.* The symbol /:/ shows a long sound. Consonant sounds may be *voiced* or *unvoiced* (voiceless). Voiced sounds occur when the vocal cords in the larynx are vibrated. If you are producing a voiced sound, you will feel vibration, while if you are producing an unvoiced sound, you will not feel it.[22]

Phonemes, as we have seen, are units of sound which we can analyze. They are also known as segments. *Suprasegmental features,* as the name implies, are features of speech which generally apply to groups of segments, or phonemes. The features which are important in English are *stress*, *intonation*, and how sounds change in connected speech.

Regarding to individual words, we can identify and teach word stress. The stresses in words are usually indicated in dictionaries. Regarding to utterances, we can analyze and teach intonation as well as stress. Stresses give rhythm to speech and can make prominent to the listener. Intonation, on the other hand, is the way in which the pitch of the voice goes up and down in an utterance. Utterance stress and intonation patterns are often linked to the communication of meaning.[23]

All parts that are in the features of pronunciation are much related to one another in expressing a word or sentence. In addition, they greatly affect the meaning in English which has many variations in letters, words, tone and rhythm, which in fact is different with Indonesian, when people say it.

3. **The problems of Pronunciation**

If someone wants to learn a foreign language, he must be going on meet with all kinds of learning problems. These difficulties have to solve with the learning of the new sound system, the learning of the unfamiliar ways of arranging the foreign words into sentences. Here, we will focus our attention

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[22] Gerald Kelly, *How to Teach Pronunciation*, p. 2.
[23] Gerald Kelly, *How to Teach Pronunciation*, p. 3.

only on the problems concerned with pronunciation. Pronunciation as a sub-component of language skills is one of a number of serious problems faced by the learners of English as a foreign language.

The comparison between Indonesian and English for the most problematic words shows that a factor that may cause the pronunciation problems of English sounds are: (1) There are sounds in English which are phonemic, but they are not phonemic in Indonesian, (2) There are some sounds which do not exist in Indonesian, but they exist in English, (3) There are sounds which are voiced in English but they are voiceless in Indonesian, (4) There are sounds which pronounced with stress and rhythm in English, but not in Indonesian. Another indication of the cause is the unfamiliarity of the students toward the words.[24]

According to Ramelan, the difficulties encountered by the student in learning a second language are caused by:

a. The different elements found between his language and the target language.

b. Different elements in sound system between the native and the foreign language.

c). Sounds which have the same phonetic features in both languages but differ in their distribution.

d. Similar sounds in the two languages, which have different variants or allophones.

e. Similar sounds in the two languages which differ only slightly in their phonetic features.[25]

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[24] Siti Fatimah, *http://karya-ilmiah.um.ac.id/index.php/sastra inggris/article/view/7231*, on Friday, September 14, 2015.

[25] Ramelan, *English Phonetics*, (Semarang: IKIP Semarang Press, 1985), p. 7.

C.   Learning Media
1. The Deffinition of Learning Media

Literally the word media has a meaning of "intermediary" of "introduction". [26] While the Big Indonesian Dictionary, the media is a tool (a means of) communication.[27] According to the Association for Educational Communication an Technology in America restricts the media as all forms and channels people use to transmit messages or information.[28] And somewhat different limitations given by the NEA (National Education Association) argued that the media was all manipulated objects, views, heard, read or spoken with the instruments used for teaching and learning activities.[29]

According to Heinich, Molenda, Russel media is "A medium (plural media) is a channel of communication, example include film, television, diagram, printed materials, computers, and instructors.[30]
While according to Oemar Hamalik in Fatah Syukurs' book, Described "the Media as a technique used in order more streamline communication between teacher and student in the process of education and teaching in school ".[31]

Based on a lengthy description of some experts about the the limitations of the learning media in education, author conclude the general characteristics contained in understanding media, those are :

a. Media learning (intruction) has an understanding ofthe tools on the process of learning both inside and outside the classroom.

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[26] Syaiful Bahri Djamarah dan Asman Zein, *Strategi Belajar Mengajar*, (Jakarta: PT. Rineka Cipta, 2006), Cet. 3, p. 120.

[27] Anton M. Moeliono, *Kamus Besar Bahasa Indonesia,* (Jakarta: Balai Pustaka, 1990), p. 640

[28] Arief Sardiman, dkk., *Media Pendidikan*, (Jakarta: CV. Raja Wali, 1986), Cet. 1, p. 6

[29] Asnawir dan M. Basyiruddin Usman, *Media Pembelajaran*, (Jakarta: Ciputat Pers, 2002), Cet. 2, p. 11

[30] Akhmad Sudrajat, Kurikulum dan Pembelajaran, http://akhmadsudrajat.wordpress.com/2008/01/12/media-pembelajaran/, Senin, 14/09/2015, p. 1

[31] Fatah Syukur, *Teknologi Pendidikan*, (Semarang: RaSAIL, 2005), Cet. 1, p. 125

b. Learning Media used in the framework ofcommunication and interaction teachers and students in the learning process.

c. Learning Media has a physical sense known as hardware (the hardware), which is an object that can be seen, in hearing or in groping with the five senses.

d. Learning Media has a non physical notions commonly known as a software (software), namely the content of the message contained in the hardware which is the content who wish to be conveyed to the learners.

e. Media is anything that can be used for passing messages and can stimulate the mind, it can beuplifting, attention, and the willingness of the learners so as to encourage the occurrence process of learning in the learners.

2. The types of media

There are many kinds of media. According to Kemp and Dayton (1985) which is written by Azhar Arsyad state that media can be classified into eight groups.[32] They are printed media, Display media, Overhead transparencies or projector (OHP), Audio tape recording, Slide series and film strips, Multi image presentation, Video and moving picture, and Computer based instruction.

A variety of ways can be used to identify and classify media. According to Nana Sudjana and Ahmad Riva'i, media learning distinguised into :

a. graphic Media (two dimensions), such as pictures, photographs, graphics, and so on.

b. three dimensional media, such as a solid model, model piles, the working model, and so on.

c. media projections, such as slides, film strips, OHP,and so on.

d. media environment.[33]

In the same book Sadiman, et al., share media learning in three major groups, namely:

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[32] Azhar Arsyad, *Media Pembelajaran*, (Jakarta: PT Raja Grafindo Persada, 2003),p.37

[33] Chabib Thoha, (*ed.*), *PBM-PAI Di Sekolah Eksistensi dan Proses Belajar Mengajar Pendidikan Agama Islam*, (Yogyakarta: Pustaka Pelajar, 1998), Cet. 1 p. 274

a. graphic Media, such as pictures or photos, sketches, diagrams, charts, graphs, cartoons, posters, maps and globes, flannel boards,bulletin boards.

b. audio Media, such as: radio, tape recorder,language laboratory.

c. silent projection Media, such as film frames, filmsets, media transparent, apeque projector (not transparent),mikrofis, film, the film rings, television, video, games, and stimulation.[34]

3. **The Advantages of Media**

According to Azhar arsyad that there are many advantages of media in teaching and learning.

a. Learning media can clarify the presentation of messages and information that can facilitate and improve the process and learning outcomes.

b. The media can enhance teaching and direct children's attention so that it can lead to motivation of learning, the more direct interaction between students and their environment are, and the more possible students learn independently in accordance with the abilities and interests.

c. Teaching media can overcome the limitations of the senses, space and time :

1) Objects that are too large to be displayed directly in classroom can be replaced with images, photographs, slides, reality, film, radio, or a model.

2) Objects or images that are too small are not visible to the senses can be presented with the aid of a microscope, movies, or pictures.

3) A rare occurrence that happened in the past or happening once in decades can be displayed in the video, films, photographs, or slides.

4) Object or a very complicated process such as blood circulation can be displayed in a concrete way through the movie, pictures, slides, or computer simulations.

5) Events or dangerous experiments can be simulated with media such as computers, movies, or video.

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[34]Chabib Thoha, (*ed.*), *PBM-PAI Di Sekolah Eksistensi dan Proses Belajar Mengajar Pendidikan Agama Islam*, (Yogyakarta: Pustaka Pelajar, 1998), Cet. 1 p. 274

6) Occurrence of natural events such as volcanic eruptions or process that in reality the process takes a long time like a cocoon into a butterfly can be presented with the techniques of time-lapse recording for film, video, slides, or computer simulations.

The teaching media can provide a common experience of teaching the students about the events of their environment, and allow direct interaction with teachers, community, and environment for example through study tours, visits to museums or zoos.[35]

Related to the explanation above, so the next consideration is whether the media have been considered the evectiveness and the appropriateness. And also what is the media form will be used in the form of media or that to be designed. When the form of media need to be designed so that is required for planning a more mature, both in its development and in its utilization.

D. Digital Resources

Choosing digital learning resources (e.g., computer software, interactive media, on-line resources) that use technology effectively can present a different set of challenges for educators. The main advantage of digital resources is their ability to customize experiences for students through interactivity, feedback, and constructive engagement. Presentations can be varied to meet the needs of the learner through different sequencing, alternative material choices, and varied prompting. Digital resources can also merge a variety of media into oneexperience through the combination of text, video, sound, and graphics. Where a digital resource provides a mix of media, the evaluation criteria for the specific media should be considered. Digital resources must meet the tests of usability and functionality. A further consideration is the practicality of

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[35] Azhar Arsyad, *Media Pembelajaran,* (Jakarta: PT Raja Grafindo Persada, 2003), p.26

the resource (e.g., content, context, and larger learning environment).[36] The following specific criteria to evaluate learning resources have been grouped under four main headings: Content, Instructional Design, and Technical Design. The criteria are intended to encourage evaluators to think critically about the resource and evaluate some of its more detailed aspects. Evaluators may choose to rate these specific criteria using the sample evaluation forms included in the appendix at the end of this document.

To know the appropriateness of digital resources, we have to explain with Digital Resources Specific Criteria , those are [37] :

1. Instructional Design
   a. Instructional prerequisites are stated or easily inferred.
   b. Opportunities are provided for different levels of instruction.
   c. Opportunities are provided for different levels of interactivity.
   d. Interaction promotes meaningful learning.
   e. Content chunking and sequencing are appropriate.
   f. User navigation through program is appropriate.
   g. Content depth is appropriate to target audience(s).
   h. The program can be integrated with other activities in the same subject.
   i. User inputs are appropriately monitored, and responses are provided.
   j. Feedback is non-threatening, immediate, positive, motivational, and user-sensitive.
   k. Feedback is appropriate to user's previous responses.
   l. Quantitative feedback is used where appropriate.

2. Technical Design
   a. The resouce makes balanced use of graphics, animation, and video.

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[36] The department of Education. *Evaluation and selection of Learning Resource : A Guide,* (Canada : Prince Edward Island) 2008, p.16

[37] The department of Education. *Evaluation and selection of Learning Resource : A Guide,* (Canada : Prince Edward Island) 2008, p. 33

b. Input and output are used effectively.

c. A help function is provided and appropriate.

d. Where appropriate, material can be networked or shared across platforms, or retrieved using standard Internet tools.

e. Teacher control of feedback and progress is provided and appropriate.

CHAPTER III
GENERAL DESCRIPTION OF DUOLINGO APPLICATION

A. The Definition of Duolingo

Duolingo is a free language-learning application. It is designed so that as users progress through the lessons, they simultaneously help to translate different websites and other documents. It was developed to translate the web and as the side effect there are millions of people learning a foreign language. "Duolingo builds a world with free education and no language barriers. Users are able to learn languages for free while simultaneously translating the web".[38]

> According to International Journal of English Linguistics "Duolingo, a free online language learning site, has as its mission to help users to learn a language while simultaneously using their learning exercises to translate the web". Language is learned through translation with, according to developers, Duolingo being as effective as any of the leading language learning software. For translating the web, machine translation is not good enough and relying only on professional translators, far too expensive. Duolingo, we are told, offers a third way, with translation as a by-product of its language learning. Translation which will be, if as promised, almost as cheap as if done by machines and almost as good as if by professionals. Launched in June 2012, Duolingo boasts already at the time of writing 300,000 active language learners ready for the task. This article independently assesses the extent to which Duolingo, at its current stage of development, meets those expectations"[39]

Perhaps some people already know this application, because it's very good for its user, if seen in the playstore, number of users, who download this application is already more than 10 milion people, even as many as more than 1 milion people gave arating of five for this application, where the number of five rating is a perfect rating on playstore. Furthermore, in the application contained on this application is the playstore given category editor, or in the language of Indonesia means "editor's choice". This means that the

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[38] http://blog.duolingo.com/ accessed on March 1, 2015

[39] International Journal of English Linguistics; Vol. 3, No. 1; 2013 ISSN 1923-869X E-ISSN 1923-8703 (Canadian Center of Science and Education, 2013)

application is highly recommended, even recommending this application is the editor himself that no other official staff from google.

Arguably this application is a game , but certainly not an entertainment game in general, games on Duolingo very closely linked with education, especially in learning a foreign language. On operational the user will be given 5 heart that functions as the life of other user. Every wrong answer then user loses 1 point of lives, and so on. And if the heart has been exhausted, then it should be repeat the lesson all over again. This application combines elements of audio, visual and also questions surrounding the grammar of a language with a very pleasant way.

B. The Primary Aims of Duolingo

The primary idea of Duolingo is very deep. It combines human and computing power to solve problems neither people nor computers could solve alone. Human computation is a growing research area that studies how to harness this combined power.

The goal of this project is to introduce online education as a new vehicle and incentive mechanism for human computation. The central hypothesis is that problems that are difficult for computers can be transformed into tasks that are also educational, so that students solve the problems at the same time as they learn. With millions of people learning online, education could provide a powerful motivator for participation in distributed human computation. This project will demonstrate that education allows significantly more complex problems to be attacked with human computation than has been possible with previous paradigms for human computation. The project will also explore whether human computation can be a motivator for education.[40]

This application is considered suitable for learning a foreign language primarily English language. In addition to his work, the appearance of the application is also intersting and not boring. Some people did have its own

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[40] http://www.nsf.gov/awardsearch/showAward?AWD_ID=1054630 accessed on March 1, 2015

way in learning, but I think people tend to prefer games, so if the educational element in the game will make the process of learning to be more effective, so that, if you are the type of person who loves to learn while playing, then I highly recommend the Duolingo (free). In addition, a lack of in App Purchase in Duolingo really make this application very worthy for you have.

C. The Founder's Professional Resume

Luis von Ahn was born in 1979 in Guatemala City where he also grew up. He attended the American School of Guatemala, from which he graduated in 1996. He studied and obtained a Ph. D. from Carnegie Mellon University in 2005. His accomplishments in the field have been recognized worldwide including through a 2006 MacArthur Fellowship and by Spanish-language Foreign Policy magazine, which last year named him as the most influential new thought leader of Latin America and Spain. In 2000 he succeeded with the already mentioned early work on captchas. This brought him a large interest among the public. In July 2006 he gave a talk at Google on Human Computation – crowdsourcing, where he was watched by over a million viewers. In 2007 von Ahn invented recaptcha, which is a new form of captcha that also helps to digitize books. This product was sold to Google in 2009 and is currently used by over 100 000 websites and is transcribing over 40 million words per day. In 2011 he was awarded the A. Nico Habermann development chair in computer science (this award is given to a junior faculty member of unusual promise in School of Computer Science every three years). Von Ahn is now an entrepreneur and an associate professor in the Computer Science Department at Carnegie Mellon University. He was also awarded a MacArthur Fellowship (the "genius grant") in 2006 and later he obtained more different awards. He has also been named one of the 50 Best Brains in Science by Discover Magazine. From 2011 is von Ahn working on Duolingo. With his full attention devoted to Duolingo and the concept of a universally readable

Internet was communicated to the public that the world should not expect to see any new ideas out of him soon.[41]

D. Particular Lesson Schema – Learning English

Considered specifically the program of learning English language, the lesson tree consists of these lessons[42] :

- at the first level there are: Basic 1, Basic 2 – these are requirements for

   the lessons on the second, which are: Common Phrases, Food, Animals

- third level are Plurals

- fourth: Adjectives – Predicative

- fifth : Clothing – Present 1

- after these five lessons there is a shortcut (illustrated by a key), where a

   learner can take three attempts to unlock the following lessons without

   passing these five previous in case he/she is more advanced

- sixth : Nominative pronouns, Accusative Pronouns

- seventh : Family

- eighth : Household, Conjunctions

- ninth : Dative Case, Numbers

- tenth : Dative Pronouns, Travel, Negatives

- again after the tenth lesson there is a shortcut

- eleventh : People

- twelfth : Colors, Formal You, Occupations

- thirteenth : Comparisons, Qualifiers

- fourteenth : Adjectives – Predicative 2, Prepositions

- fifteenth : Medical, Verbs – Present 2

- sixteenth : Dates and Time, Feelings

- nineteenth : Adverbs 1

- twentieth : Frequency, Verbs - Modal

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[41]http://www.post-gazette.com/stories/business/news/ashton-kutcher-backs-cmu-duos-startup-duolingo-641086/ accessed on March 3, 2015
[42]http://www.duolingo.com/ accessed on March 1, 2015

- twenty-first : Nature, Genitive Case

- twenty-second : Adjectives – Nominative 1, Adjectives – Accusative

- twenty-third : Adjectives – Dative

- shortcut

- twenty-fourth : Adjectives – Nominative 2, Places, Adverbs 2

- twenty-fifth : Verbs – Preterite, Verbs – Present Perfect, Verbs Past
  Perfect

- twenty-sixth : Objects, Communication

- twenty-seventh : Verbs - Future 1

- twenty-eighth : Education, Science, Verbs - Future Perfect

- twenty-ninth : Verbs Reflexive

- shortcut

- thirtieth : Business 1, Language

- thirty-first : Abstract Objects 1, Verbs - Present 3

- thirty-second : Verbs – Future 2, Verbs – Conditional

- thirty-third : Abstract Objects 2, Verbs – Conditional Perfect

- thirty-fourth : Business 2

- thirty-fifth : Sports, Spiritual, Arts

- thirty-sixth : Passive Voice, Verbs – Imperative, Politics

- thirty-seventh : Abstract Objects 3

- thirty-eighth : Abstract Objects 4, Verbs – Conditional 2, Verbs – Present 4.
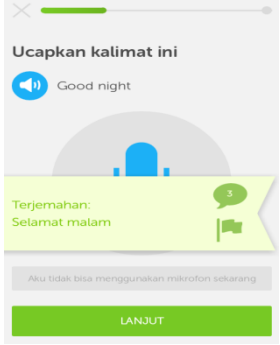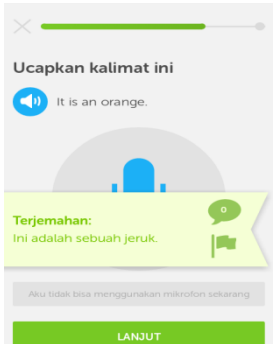
CHAPTER IV

DATA ANALYSIS

A. The range of pronunciation exercises in Duolingo application
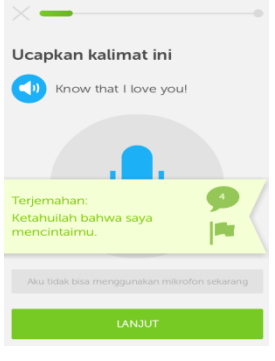
Due to the various exercises that exist in Duolingo application, such as translation, pronunciation, writing, and listening, here the researcher only focus on the part that shows pronunciation exercises.

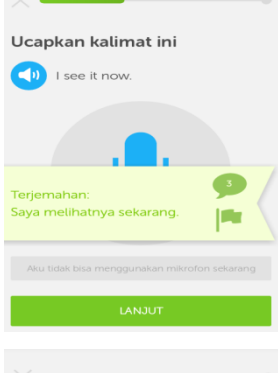Researcher tabulated the selected data taken from the Duolingo application.
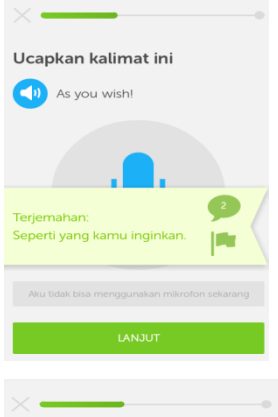
Level	Material	Text of Pronunciation	Picture
1.	Basic 1	She drinks	
	Basic 2	The man reads the newspaper	
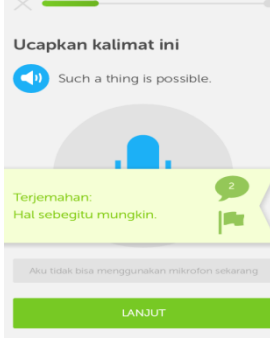
	Phrases	Good night	
	Food	It is an orange	
	Animal	The duck drinks the milk	
	Plural	The horses are animals	

	Possessive	My clothes, my hats, my dresses	
	Object Pronoun	They have you	
2.	Clothing	I wear dress	
	Past tense 1	The duck plays	
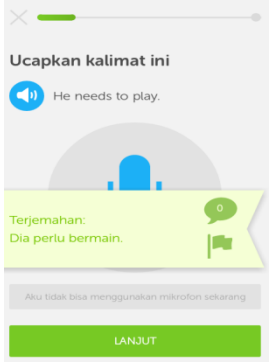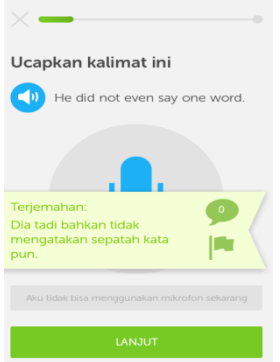
		Colour	The shoes is red	
		Question word	What is their relegion	
		Conjunction	What, why and how?	
		Preposition	Know that I love you	
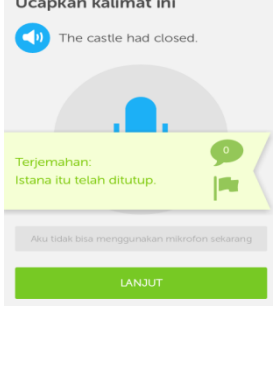
		Except for the beer	
	Date and time	It is in November	
	Family	With my parents	
3.	Job	The man is an engineer	
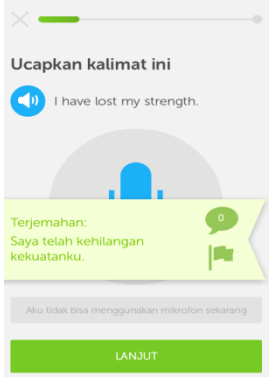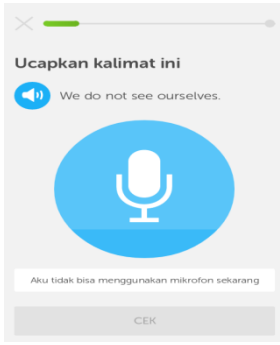
		Adjective 1	The question is not frequent	
		Present tense 2	As you wish!	
		Adverb	I see it now	
		Place	I know the city well	
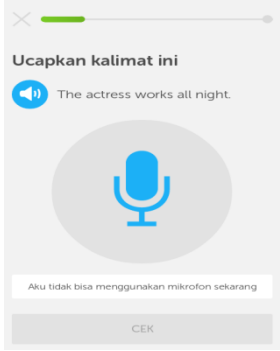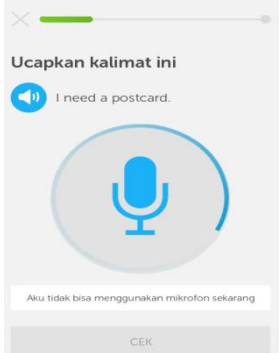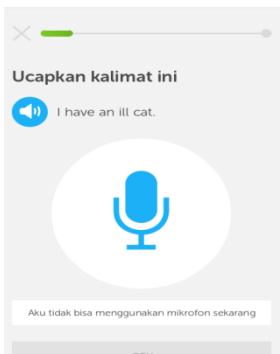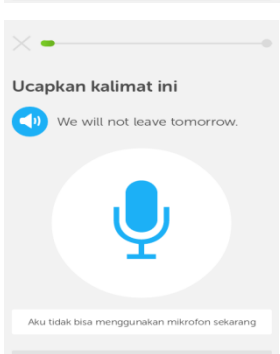
	Noun	I have hiss cellphone	
	Society	The french population	
	Travel	He travels to Europe	
	Determiner	Such a thing is possible	
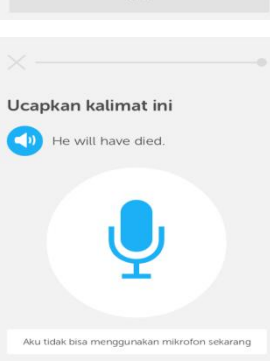
	Number	You drink too much coffee	
	Present tense 3	He gets dirty	
	Education	My first day at college	
4.	Past tense 1	I made lunch	
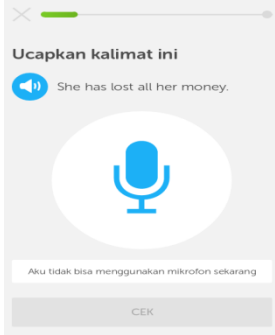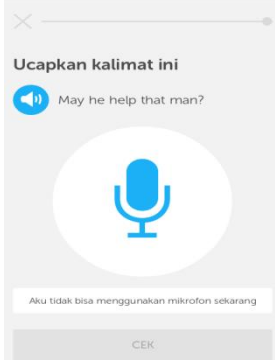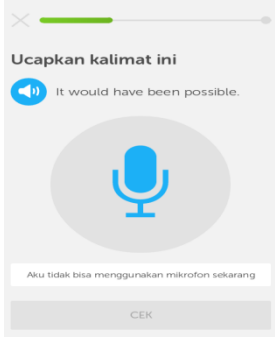
		Infinitive Verb	He needs to play	
		Past tense 2	He did not even say one word	
		Abstract noun 1	Which role do you want?	
		Adjective Comparison	He is worse	
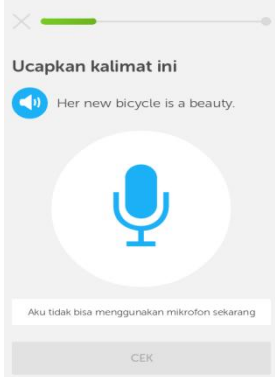
	Present perfect tense	We have reduced their number	
	Infinitive verb 2	She tried to reach the train	
	Relative pronoun	You know whose child it is	
	Past perfect tense	The castle had close	

	Abstract noun 2	I have lost my strength	
	Reflexive pronoun	We do not see ourselves	
5.	Gerund	We are looking at the food	
	Sport	I kick the door	

	Art	The actress works at night	
	Communication	I need a postcard	
	Health	I have an ill cat	
	Future tense	We will not leave tomorrow	

	Politic	I have many investment	
	Future tense 2	The door is going to open	
	Science	Where is the investigation?	
	Future perfect tense	He will have died	

	Business	She has lost all her money	
	Modal	May he help that man?	
	Agenda	That is a long discussion	
	Past future perfect tense	It would have been possible	

	Attibute	Her new bicycle is a beauty	

The result of pronunciation exercise in Duolingo application :

1. The aims of the exercises

   There are several aims of pronunciation exercises in Duolingo application. They are to follow-up of students' understanding to the material that has been shown by each of levels, to measure students' skills in understanding the material. In addition, the exercises also aim to provide feedback on the students and motivate students to study harder, especially in pronunciation. Using concept gamification and interesting feature, the learners can learn enjoyably.

2. The type of the exercises

   The exercises which apply is the *Controlled Exercise,* It shows that the exercises have to be completed using the information given-constructing command and pronuncing with correct sentences. This exercise is shaped a set of tests to measure the abilit to pronunce (production test) in the form of oral tests.

3. Appropriateness with the materials

   There are five lesson tree that exist in this application, each of lesson consist of eight until fifteen material. And all the whole of material consist of fifty five material.

   Most pronunciation exercises in Duolingo application are appropriated with the pronunciation materials. It is proved with there are no mistakes of exercise places in each material. Although the material that exist are suitable for beginner English learner.

4. The strenghts of pronunciation exercises in Duolingo

The are various material which learn in each of level or step. The completeness of material can contribute to strenghthen learners' English pronunciation skills. And also there are tenses material that exist in this appication, for the example : simple present tense, simple past tense, present perfect tense, past perfect tense, and so on.

Using Duolingo the learners can reach the aim of pronunciation learning that is the learners can produce English speech which is intelligible in the areas where they will use it.

5. The weaknesses of pronunciation exercises in Duolingo

The weaknesses of this application is about the material that exist. This application only showing the basic material, the pronunciaton exersice that exist only command to pronounce a sentence without generalizing the aspect of pronunciation such as sounds, stress and intonation. And also there is no part that show how to pronunce well. The learners only repeated the sentence from the exercise. This application suitable for the beginner English learner. Because they only need to learn and practice about the basic of pronunciation skill.

6. The involved language skills

The language skills which are involved in Duolingo application are three language skills: Listening, Speaking, and Writing. The students have to try listen carefully on the record that shown. Besides, they have to try to make the sentences by their own words and then speak their sentences aloud. The learner also write the phonetic transcriptions or translate some material which are available in the Duolingo application.

B. The Appropriateness of Duolingo Application as English Learning Media

To know the appropriateness of Duolingo application as English learning media, Regarding to the "Evaluation and Selection of Learning Resources" book, explains Digital Resources Criteria.

Analysis of the data gathered though questionnaire. The questionnaire were distibuted to the user of Duolingo. The result was conducted from the respondent's answer on questionnaire.

This questionnaire used close-ended questionnaire and shown the criteria of Digital resources was discussed above. And the result of data questionnaire, can be seen in the diagram below. It show the categories of very appropriate, appropriate, not appropriate and not very appropriate from the criteria of digital resources to know the appropriatenss of Duolingo application as English learning media.

1. Instructional Design
   a. Instructional prerequisites are stated or easily inferred

   Regarding to the questionnaire there are 81.25% of all respondents (100%) which is appropriate for this criteria. The classification of this criteria is in term of very appropriate is 8 point, appropriate is 9 point, not appropriate is 3 point and very not appropriate is 0 point. The instructional of the application in every step of level explain different materials. It start from the lowest level with basic knowledge to the next level with higher material.

   b. Opportunities are provided for different levels of instruction

   Regarding to the questionnaire there are 71.25 % of all respondents (100%) which is appropriate for this criteria. The classification of this criteria is in term of very appropriate is 4 point, appropriate is 11 point, not appropriate is 3 point and not very appropriate is 2 point. The material can be modified within this range to meet instructional requirements. This would include items such as variable entry/exit points, level of difficulty settings, and variable prompting. The material presented is complete because it includes any content that starts from the basic material. As an example of a pronunciation material starting from the phrase material,

food, plural, adjective, preposition, present tense, past tense and so on.

c. Opportunities are provided for different levels of interactivity.

Regarding to the questionnaire there are 68.75% of all respondents (100%) which is appropriate for this criteria. The classification of this criteria is in term of very appropriate is 5 point, appropriate is 9 point, not appropriate is 6 point, and very not appropriate is 0 point. The material at rates suitable with learners' abilities and styles. The beginner English learning will learn easily because the material start from basic material. Also, the learner want to jump into next level that their want to learn,they can choose which level they want to learn. For example the pronunciation material which has differences of difficulties in every level.

d. Content depth is appropriate to target audience(s)

Regarding to the questionnaire there are 63.75% of all respondents (100%) which is appropriate for this criteria. The classification of this criteria is in term of very appropriate is 4 point, appropriate is 7 point, not appropriate is 9 point, and very not appropriate is 0 point. The overall content is appropriate. The time spent working with this content is appropriate for the results gained. Learners are not overwhelmed by the program, nor are they bored by its simplistic approach. The content and concepts of the program are organized as segments appropriate to learners' abilities. The target that assembled in pronunciation exercise, the learners should be pronunce correctly the sound from the command if the learners do not want to doing mistake.

e. User inputs are appropriately monitored, and responses are provided.

Regarding to the questionnaire there are 66.25 % of all respondents (100%) which is appropriate for this criteria. The classification of this criteria is in term of very appropriate is 4 point, appropriate is 8 point, not appropriate is 8 point, and very not appropriate is 0 point. The program

distinguishes between wrong answers and wrong format, spelling, or usage. The program gives feedback in instances where it will promote learning. It is generally known that some kind of feedback is a necessary part of any learning in general. T he learners must be able to pronunce or write complete sentences and be given immediate detailed feedback about their answers.

f. Feedback is appropriate to user's previous responses.

Regarding to the questionnaire there are 77.5% of all respondents (100%) which is appropriate for this criteria. The classification of this criteria is in term of very appropriate is 6 point, appropriate is 10 point, not appropriate is 4 point, and very not appropriate is 0 point. Where appropriate, the program tracks the student, providing prompts or feedback that take into account previous accomplishments or difficulties to correct problems appropriately. Feedback and evaluation are presented directly explained to the learners, so they will known the right answer when an error occurred and the part of they made a mistake.

 g. Quantitative feedback is used where appropriate.

Regarding to the questionnaire there are 66.25 % of all respondents (100%) which is appropriate for this criteria. The classification of this criteria is in term of very appropriate is 2 point, appropriate is 10 point, not appropriate is 7 point, and very not appropriate is 1 point. Quantitative feedback or assessment is used where students need to evaluate their level of understanding in a subject area, or to promote motivation. They will be increasingly encouraged to learn because of the clarity of feedback that is displayed directly afterworking on the problem. This is very exciting because the learner will try to work on it as well as good without want to doing mistakes and get failure score. They will also increasly encourage as more perfect workmanship reserved to the faster step up to the next level. As an example if it has managed to pronunce correctly the of

command pronounciationnya then there will be a referral to the step continous towards , but if an error occurs then there will be repeat it of the command with the same problem.

2. Technical Design

   a. The resouce makes balanced use of graphics, animation, and video.

   Regarding to the questionnaire there are 77.5% of all respondents (100%) which is appropriate for this criteria. The classification of this criteria is in term of very appropriate 5 point, appropriate is 13 point, not appropriate is 2 point, and very not appropriate is 0 point. The material mixes various audio and visual presentations with the textual content. The use is balanced and enhances learning without overwhelming the presentation. This is a very interesting piece in this application, since the matter was presented with a variety of forms. For example,using pictures, sounds and written a clear coomand. These facilitate the the learners to tackle the matter of matter in it without feeling tired due to the variation of the problem. Here is an example of a matter of pronunciation presented in with the presence of an audio or referral problem that should be imitated later.

   b. Input and output are used effectively.

   Regarding to the questionnaire there are 72.5% of all respondents (100%) which is appropriate for this criteria. The classification of this criteria is in term of very appropriate 3 point, appropriate is 12 point, not appropriate is 5 point, and very not appropriate is 0 point. Use of audio input and output, manipulatives, and externally controlled devices is appropriate. They can be employed easily without excessive set-up or take-down. The exercises have been compiled without we need to bother to do it, we just think how to do it because the exercises are provided a wide range of intersting question. As an example of a pronunciation material with just

listening the exercises and further the learners just parroting a question they have listen earlier.

c. Where appropriate, material can be networked or shared across platforms, or retrieved using standard Internet tools.

Regarding to the questionnaire there are 83.75% of all respondents (100%) which is appropriate for this criteria. The classification of this criteria is in term of very appropriate 12 point, appropriate is 5 point, not appropriate is 1 point, and very not appropriate is 2 point. For programs that generate data for subsequent manipulation, the formats generated can be used by suitable applications or computer formats. Where collaboration is used, the sharing of content is possible using standard tools such as an Internet browser. Because of   Duolingo is online gamification so to use it must wear internet network, duolingo cannot used in offline mode, as an example of a matter of pronunciation will not run or command sentence out simulated when suddenly the network has been interrupted.
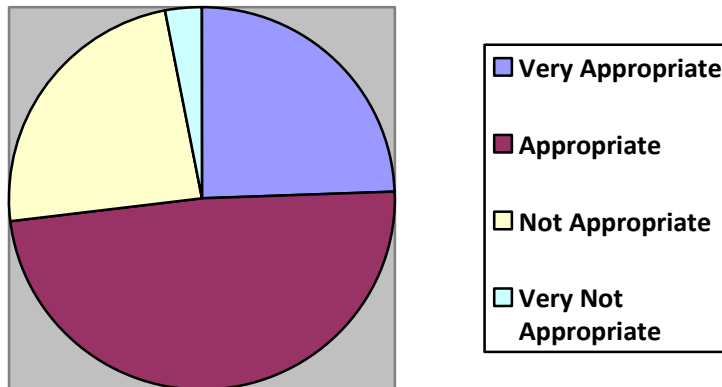
$$VA = \frac{49}{200} \times 100\% = 24.5\%$$

$$A = \frac{97}{200} \times 100\% = 48.5\%$$

$$NA = \frac{48}{200} \times 100\% = 24\%$$

$$VNA = \frac{6}{200} \times 100\% = 3\%$$

From the questionnaire all respondent (100%) from the chart above, the result are conducted in four categories, very appropriate is 24.5% , appropriate is 48.5%, not appropriate is 24%, and very not appopriate is 3%.

CHAPTER V

CONCLUSIONS AND RECOMENDATIONS

A. Conclusions

In this chapter, the researcher is going to draw the conclusions based on the discussion of the data analysis and result in the chapter four , it can be seen from the result of analysis showing that :

1. The result of pronunciation exercises in Duolingo application have been resumed in five point , those are the aims of the exercises, the types of the exercises, the appropriateness with the materials, the strengths and the weaknesses of pronunciation exersices, and the involved language skills.

2. The research gives contribution to use Duolingo application as English learning media. There are ten digital resources criteria which found to know the appropriateness of this application, those are instructional prerequisites are stated or easily inferred, Opportunities are provided for different levels of instruction, Opportunities are provided for different levels of interactivity, Content depth is appropriate to target audience(s), User inputs are appropriately monitored and responses are provided, Feedback is appropriate to user's previous responses, Quantitative feedback is used where appropriate, The resouce makes balanced use of graphics, animation, and video, Input and output are used effectively, Where appropriate, material can be networked or shared across platforms, or retrieved using standard internet tools.

B. Recommendations

After drawing the conclusion, then the writer present some recommendation as follow :

1. For the readers, by reding this thesis, the readers can increase knowledge particulary in understanding pronunciation exercises by knowing the aims, characteristics and appropriateness, they can apply their knowledge and comprehension in the appropriate daily conversation.

2. For English learners. The learners can get larger knowledge about the pronunciation exercises and knowing the appropriateness of Duolingo application.

3. For the researcher. The researcher recommends to other researchers that they should do some related research in deeper, further and better techniques to be better research in their next research.

The last recommendation is for English Language Education of Education and Teacher Training Faculty, Walisongo State Islamic University. The researcher hopes that this thesis can be useful as reference.

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APPENDICES

RESPONDENTS

No	Name
1.	Nathania Yasminda Fatanah
2.	Roza Berlyana
3.	Hakim S.
4.	Anita
5.	Andrian B.
6.	Rizkianto
7.	Devilis
8.	Dila Milati
9.	Permata I.
10.	Bryan Abi
11.	Vani Maula
12.	Lidia Barzizza
13.	Linda Mapitasari
14.	Irene Zakiya
15.	Viandi Laura
16.	Anna Mualifah
17.	Nita Kurnia
18.	Nur Syafiqah Ieka
19.	Yana Muzayyanah
20.	Nely Ahvina H.

ANGKET TENTANG KETEPATAN PENGGUNAAN APLIKASI DUOLINGO SEBAGAI MEDIA PEMBELAJARAN BAHASA INGGRIS BERDASARKAN KRITERIA DIGITAL RESOURCES

Identitas Responden

Nama : _Roza Berlyang_

Petunjuk Mengisi Angket

1. Bacalah secara cermat terlebih dahulu setiap pertanyaan atau pernyataan sebelum saudara menjawab.
2. Jawablah setiap pertanyaan dengan memberikan tanda silang (X) pada kolom di salah satu alternatif jawaban yang saudara anggap sesuai.
3. Apabila saudara merasa memberikan jawaban yang salah, maka berikan tanda sama dengan (=) pada jawaban tersebut, selanjutnya berikan tanda silang (X) pada kolom di salah satu alternatif jawaban yang lain yang saudara anggap sesuai.
4. ST = Sangat Tepat
   T = Tepat
   TT = Tidak Tepat
   STT = Sangat Tidak Tepat

Pertanyaan

1. Instruksi yang digunakan jelas dan dapat dipahami dengan mudah
   - [X] ST
   - o T
   - o TT
   - o STT

2. Materi yang disajikan bertahap tingkat kesulitannya dari level reendah ke level selanjutnya
   - o ST
   - [X] T
   - o TT
   - o STT

3. Materi yang disajikan sesuai dengan kemampuan para pengguna dimulai dari tingkat yang paling dasar
   - o ST
   - [X] T
   - o TT
   - o STT

4. Materi dan isi keseluruhan disetiap soal-soal sudah tepat untuk ditargetkan pada para pengguna
   - o ST
   - o T
   - [X] TT
   - o STT

5. Adanya feedback dan respon yang jelas. seperti penilaian dalam pengerjaan setiap soal
   - ○ ST
   - ⊗ T
   - ○ TT
   - ○ STT

6. Feedback untuk penilaian sesuai dengan hasil yang dicapai setelah mengerjakan soal
   - ⊗ ST
   - ○ T
   - ○ TT
   - ○ STT

7. Feedback dalam penilaian bermanfaat bagi para pengguna untuk mengevaluasi tingkat pemahaman dan memotivasi untuk terus berlatih
   - ○ ST
   - ○ T
   - ⊗ TT
   - ○ STT

8. Ketepatan dalam penggunaan presentasi visual dan audio visual dan ketepatannya dalam penggunaan desain grafis
   - ○ ST
   - ○ T
   - ⊗ TT
   - ○ STT

9. Perangkat dikontrol secara tepat dengan memberikan kemudahan untuk pengguna saat ingin masuk dan keluar dari aplikasi
   - ○ ST
   - ⊗ T
   - ○ TT
   - ○ STT

10. Aplikasi dapat diakses dengan mudah menggunakan jaringan internet
    - ⊗ ST
    - ○ T
    - ○ TT
    - ○ STT

ANGKET TENTANG KETEPATAN PENGGUNAAN APLIKASI DUOLINGO SEBAGAI MEDIA PEMBELAJARAN BAHASA INGGRIS BERDASARKAN KRITERIA DIGITAL RESOURCES

Identitas Responden

Nama : Bryan Abi

Petunjuk Mengisi Angket

1. Bacalah secara cermat terlebih dahulu setiap pertanyaan atau pernyataan sebelum saudara menjawab.
2. Jawablah setiap pertanyaan dengan memberikan tanda silang (X) pada kolom di salah satu alternatif jawaban yang saudara anggap sesuai.
3. Apabila saudara merasa memberikan jawaban yang salah, maka berikan tanda sama dengan (=) pada jawaban tersebut, selanjutnya berikan tanda silang (X) pada kolom di salah satu alternatif jawaban yang lain yang saudara anggap sesuai.
4. ST = Sangat Tepat
   T = Tepat
   TT = Tidak Tepat
   STT = Sangat Tidak Tepat

Pertanyaan

1. Instruksi yang digunakan jelas dan dapat dipahami dengan mudah
   - ○ ST
   - ✗ T
   - ○ TT
   - ○ STT

2. Materi yang disajikan bertahap tingkat kesulitannya dari level reendah ke level selanjutnya
   - ✗ ST
   - ○ T
   - ○ TT
   - ○ STT

3. Materi yang disajikan sesuai dengan kemampuan para pengguna dimulai dari tingkat yang paling dasar
   - ○ ST
   - ○ T
   - ✗ TT
   - ○ STT

4. Materi dan isi keseluruhan disetiap soal-soal sudah tepat untuk ditargetkan pada para pengguna
   - ○ ST
   - ✗ T
   - ○ TT
   - ○ STT

5. Adanya feedback dan respon yang jelas. seperti penilaian dalam pengerjaan setiap soal
   - ○ ST
   - ○ T
   - ✗ TT
   - ○ STT

6. Feedback untuk penilaian sesuai dengan hasil yang dicapai setelah mengerjakan soal
   - ✗ ST
   - ○ T
   - ○ TT
   - ○ STT

7. Feedback dalam penilaian bermanfaat bagi para pengguna untuk mengevaluasi tingkat pemahaman dan memotivasi untuk terus berlatih
   - ○ ST
   - ✗ T
   - ○ TT
   - ○ STT

8. Ketepatan dalam penggunaan presentasi visual dan audio visual dan ketepatannya dalam penggunaan desain grafis
   - ✗ ST
   - ○ T
   - ○ TT
   - ○ STT

9. Perangkat dikontrol secara tepat dengan memberikan kemudahan untuk pengguna saat ingin masuk dan keluar dari aplikasi
   - ○ ST
   - ✗ T
   - ○ TT
   - ○ STT

10. Aplikasi dapat diakses dengan mudah menggunakan jaringan internet
    - ✗ ST
    - ○ T
    - ○ TT
    - ○ STT

ANGKET TENTANG KETEPATAN PENGGUNAAN APLIKASI DUOLINGO
SEBAGAI MEDIA PEMBELAJARAN BAHASA INGGRIS BERDASARKAN
KRITERIA DIGITAL RESOURCES

Identitas Responden

Nama : Nathania Yasminda Fatanah

Petunjuk Mengisi Angket

1. Bacalah secara cermat terlebih dahulu setiap pertanyaan atau pernyataan sebelum saudara menjawab.
2. Jawablah setiap pertanyaan dengan memberikan tanda silang (X) pada kolom di salah satu alternatif jawaban yang saudara anggap sesuai.
3. Apabila saudara merasa memberikan jawaban yang salah, maka berikan tanda sama dengan (=) pada jawaban tersebut, selanjutnya berikan tanda silang (X) pada kolom di salah satu alternatif jawaban yang lain yang saudara anggap sesuai.
4. ST = Sangat Tepat
   T = Tepat
   TT = Tidak Tepat
   STT = Sangat Tidak Tepat

Pertanyaan

1. Instruksi yang digunakan jelas dan dapat dipahami dengan mudah
   - o ST
   - X T
   - o TT
   - o STT

2. Materi yang disajikan bertahap tingkat kesulitannya dari level reendah ke level selanjutnya
   - o ST
   - X T
   - o TT
   - o STT

3. Materi yang disajikan sesuai dengan kemampuan para pengguna dimulai dari tingkat yang paling dasar
   - o ST
   - X T
   - o TT
   - o STT

4. Materi dan isi keseluruhan disetiap soal-soal sudah tepat untuk ditargetkan pada para pengguna
   - o ST
   - o T
   - X TT
   - o STT

5. Adanya feedback dan respon yang jelas. seperti penilaian dalam pengerjaan setiap soal
   - ○ ST
   - ✗ T
   - ○ TT
   - ○ STT

6. Feedback untuk penilaian sesuai dengan hasil yang dicapai setelah mengerjakan soal
   - ○ ST
   - ✗ T
   - ○ TT
   - ○ STT

7. Feedback dalam penilaian bermanfaat bagi para pengguna untuk mengevaluasi tingkat pemahaman dan memotivasi untuk terus berlatih
   - ○ ST
   - ✗ T
   - ○ TT
   - ○ STT

8. Ketepatan dalam penggunaan presentasi visual dan audio visual dan ketepatannya dalam penggunaan desain grafis
   - ○ ST
   - ✗ T
   - ○ TT
   - ○ STT

9. Perangkat dikontrol secara tepat dengan memberikan kemudahan untuk pengguna saat ingin masuk dan keluar dari aplikasi
   - ○ ST
   - ○ T
   - ✗ TT
   - ○ STT

10. Aplikasi dapat diakses dengan mudah menggunakan jaringan internet
    - ✗ ST
    - ○ T
    - ○ TT
    - ○ STT

PICTURE

Duolingo Developer's Team

Lesson Tree Duolingo Application

Duolingo Feedback System

Ucapkan kalimat ini

🔊 The plates

Mmm, kedengarannya salah.
Boleh coba lagi.

Aku tidak bisa menggunakan mikrofon sekarang

CEK

Ucapkan kalimat ini

🔊 We have ducks.

Sepertinya masih terdengar belum benar.
Coba sekali lagi.

Aku tidak bisa menggunakan mikrofon sekarang

CEK

Example of the other exercises

Pilih <u>semua</u> jawaban yang benar

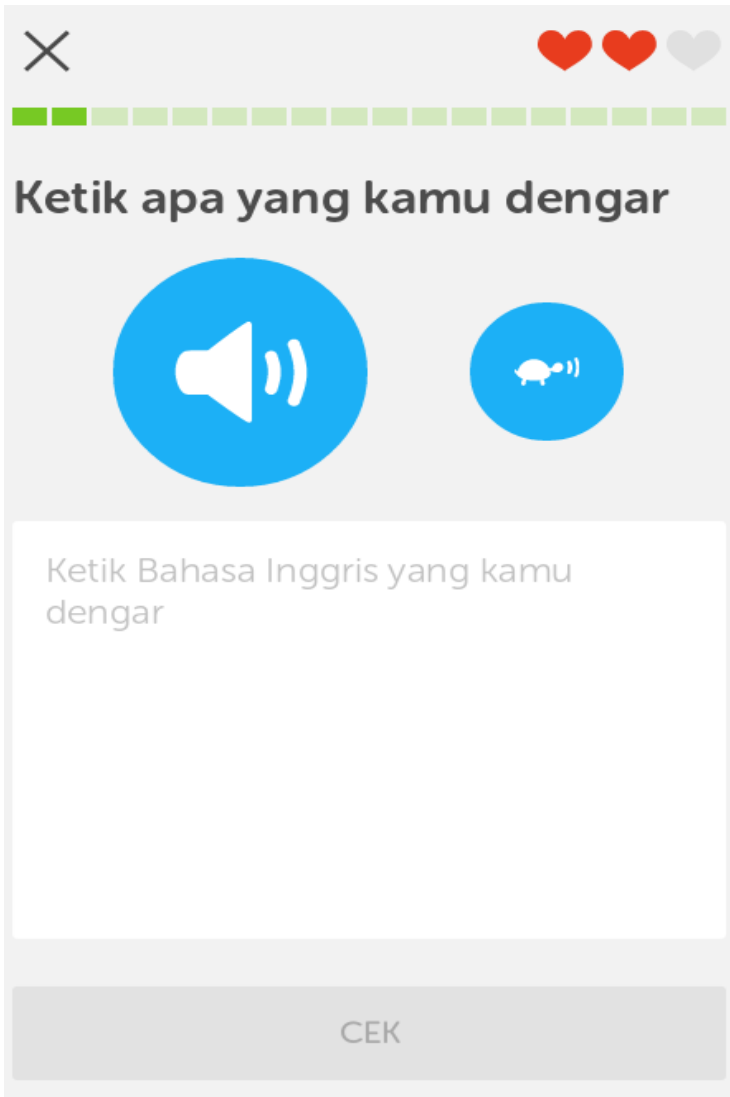Saya punya sebuah topi biru.

- [ ] I have a black hat.
- [ ] I have a blue hat.
- [ ] I had a blue hat.

CEK

Ketik apa yang kamu dengar

Ketik Bahasa Inggris yang kamu dengar

CEK

The dress is black.

Ketik terjemahan Bahasa Indonesianya

CEK

✕ ❤️❤️❤️

Pilih kata yang kurang

I swim and she ....

⦿ swims

◯ swim

Kamu benar

💬 3

🚩

LANJUT

✕

Terjemahkan "Panggung"

Kata Bahasa Inggris

CEK

Picture : go to the next level

Kamu belajar bab Pakaian!

Jaga **bilah kekuatan**mu tetap penuh karena kata-kata memudar dari ingatanmu.

LANJUT

Kamu belajar bab Makanan!

Jaga **bilah kekuatan**mu tetap penuh karena kata-kata memudar dari ingatanmu.

LANJUT

Kamu mendapat 2 lingot!

Mempelajari bab Makanan

LANJUT

CERTIFICATES

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
PUSAT PENGEMBANGAN BAHASA
Jl. Prof. Dr. Hamka KM. 02 Kampus III Ngaliyan Telp./Fax. (024) 7614453 Semarang 50185
email : pbb.walisongo@gmail.com

Certificate

Nomor : In.06.0/P6/PP.00.9/0291/2015

Certificate Number : 12015126

This is to certify that

LAILA MAHMUDAH
Student Register Number: 20150142126

the TOEFL Preparation Test

conducted by

the Language Development Center State University for Islamic Studies (UIN) "Walisongo"
Semarang

On March 18th, 2015

and achieved the following result:

Listening Comprehension	Structure and Written Expression	Vocabulary and Reading	Score
53	40	44	457

Give in Semarang,
April 1st, 2015
Director,

H. Muhammad Saifullah, M.Ag.
NIP. 19700321 199603 1 003

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KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
LEMBAGA PENELITIAN DAN PENGABDIAN
KEPADA MASYARAKAT (LP2M)
Jl. Walisongo No. 3-5 Semarang 50185 telp/fax. (024) 7615923 email: lppm.walisongo@yahoo.com

PIAGAM

Nomor : In.06.0/L.1/PP.06/480/2015

Lembaga Penelitian dan Pengabdian kepada Masyarakat (LP2M) Universitas Islam Negeri (UIN) Walisongo Semarang, menerangkan bahwa:

Nama	:	**LAILA MAHMUDAH**
NIM	:	**113411023**
Fakultas	:	**Ilmu Tarbiyah dan Keguruan**

Telah melaksanakan kegiatan Kuliah Kerja Nyata (KKN) Angkatan ke-64 tahun 2015 di Kabupaten Temanggung, dengan nilai :

.....................................**85**.................................... (...................**4,0 /A**..................)

Semarang, 12 Juni 2015
Ketua,

Dr. H. Sholihan, M. Ag.
NIP. 19600604 199403 1 004

CURRICULUM VITAE

A. Private Data

My complete name is Laila Mahmudah. I was born on October 21, 1992 in Jepara. My student number is 113411023. I live in Desa Semat , RT 04 RW 02, Kec. Tahunan, Kab. Jepara. My phone number and E-mail are, 085 712 886 130 and rahmalaylaa@gmail.com

A. Background of Education
1. Formal Education
    a. SDN Semat 02 Jepara
    b. Mt. Matholi'ul Huda Bugel Jepara
    c. MA. Raudlatul 'Ulum Guyangan Pati
2. Nonformal Education
    -
3. Academic Achievement
    -

Semarang, November 15, 2015

Laila Mahmudah
113411023