



## The Implementation of Using Duolingo and Elsa Speak Application Towards Students' Speaking Ability of Eighth Grade at SMP Negeri 2 Wamena

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### Abstract

The purpose of this study was to determine the improvement of students through the Duolingo application in speaking, to determine the improvement of students through the Elsa Speak Application, and to determine which application is better to improve speaking ability at SMP Negeri 2 Wamena. This research used Classroom Action Research (CAR). The population of this research is students of SMP Negeri 2 Wamena. The sample of the research was grade VIII A, and the total number of them was 30. This research used two cycles, namely cycle I and cycle II, and every cycle had four steps, namely planning, implementing, observing, and reflecting. The observation was analyzed qualitatively, and the test was analyzed quantitatively. In cycle I, using the Duolingo application, the students' mean score was 71.3, while the mean score of the students in cycle II was 85. It can be concluded that the Duolingo application improved the students' ability in speaking and their learning outcomes improved. In cycle I, using the Elsa Speak application, the students' mean score was 67.3, while the mean score of the students in cycle II was 83.3. It can be concluded that the Elsa Speak application improved the students' ability in speaking students' learning outcomes improve. teaching speaking using Duolingo was more significant in increasing students' speaking than the Elsa Speak application. This is proven by the average score in the second cycle for the class taught by Duolingo, which was 85. Meanwhile, the class taught with the Elsa Speak application had an average score of 83.3.

**Keywords:** *Duolingo application, Elsa Speak Application, Speaking Ability;*

### INTRODUCTION

English has become one of the most influential languages globally. Currently, English is highly common and even necessary for everyone worldwide to communicate with other countries (Ningsih, 2021). English has emerged as the primary language used worldwide, and proficiency in English is not only considered an international communication tool but also an added value for individuals (Riani et al., 2023). In Indonesia, English is not the first or second language but rather holds the status of a

foreign language (Mika and Mardiana, 2023), and many Indonesians incorporate English into their daily lives. Additionally, many schools have adopted English as their main medium of instruction, exemplifying the important role English plays in the field of education.

The author argues that speaking is an important skill and needs to be mastered. The aim is to improve skills and develop students' self-confidence so that they work effectively in certain contexts because speaking is an interactive activity and it occurs in a conscious state (McDonough & Shaw, 1993) (Leong & Ahmadi, 2017) Based on the author's experience, the problem found is that the learning process in the classroom is ordinary and unattractive so that it makes it boring so that it is difficult to understand learning. Students at SMP Negeri 2 Wamena have a low ability to speak English because they think that learning to speak is very difficult to learn. When their teachers use English in class, students find it very difficult to understand. When teachers ask students something in English, students often have difficulty answering in English. When learning to speak, students still have difficulty pronouncing sentences due to a lack of practice and learning media in learning to speak, practice to their skills, and correct mistakes in speaking. They need to learn to speak with new methods and use technology such as applications on their mobile phone so they can learn to speak more fun and easily understand

Speaking is an important skill that students need to be able to perform. It is a verbal productive skill that will be very useful in communication. To be able to express ideas, thoughts, feelings, opinions, or information and messages verbally, they will have to master the skills of speaking. Moreover, unlike any other language skills, when speaking, the speaker produces speech autonomously and directly. This skill is used for direct verbal communication and interaction; thus, it involves many other communicative competencies.

Speaking is the skill that students will be judged upon most in real-life situations. It is an important part of everyday interaction, and most often the first impression of a person is based on his/her ability to speak fluently and comprehensibly. Thus, teachers have a responsibility to prepare the students as much as possible to be able to speak English in real-life situations. When they were asked to introduce themselves, students made many mistakes both in grammar and pronunciation.

Many students often asked the teacher many words that they wanted to use when introducing themselves. The dialogue as the model text did not include the vocabulary that they wanted to use to introduce themselves. The students did not really interact during the class. In this study, the authors use learning media, namely Mobile Learning. "Mobile learning is the use of mobile technology to aid in the learning, reference or exploration of information useful to an individual at that moment or in a specific use context" (Feser, 2010, as cited in Mboundou Mouyabi, 2012: 787) (Kumar Basak et al., 2018). Examples of Mobile learning are PDA, handphones (browsers, Google Classroom, YouTube, and TikTok applications), laptops, and information technology devices that are widely used in teaching and learning. Here, the researcher tries to find an interesting learning mode so that students are interested and not bored in learning in order to improve student skills, which will be discussed in this study. The author applies

the learning mode, Mobile learning on mobile phones, such as Duolingo and Elsa Speak applications.

With the development of information and communication technology, the use of media as an educational tool has significantly increased. Learning aids can take the form of traditional media, such as books, chalkboards, or projectors, as well as digital media, such as videos, audios, computer simulations, and educational software.

Improving speaking skills is one of the main objectives in students' language learning. In today's digital era, there are various applications that can be used to help students improve their speaking skills. Two popular apps are Duolingo and Elsa Speak. Both of these applications offer different approaches to improving students' speaking skills.

The use of applications in language learning has become an increasingly popular trend. Apps like Duolingo and Elsa Speak offer interactive learning experiences that are easily accessible on mobile devices. Both of these applications have features specifically designed to help students improve their speaking skills.

Duolingo is one of the most popular language learning apps in the world. The app offers multiple languages to learn, including English, Spanish, French, and many more. Duolingo uses an approach focused on interactive games and exercises to help students expand their speaking ability. The app offers different types of exercises, such as listening, reading, writing, and speaking exercises. Apart from that, Duolingo also provides progress and reward tracking features to motivate students in learning. In Ajisoko's research (2020) it is known that students learning to speak using Duolingo are considered more fun and do not make the learning atmosphere boring. In addition, students' motivation in learning speaking also increases.

Meanwhile, the Elsa Speak application is one of the media applications that can be downloaded for free from the App Store or Google Play, which can support the 4.0 era of education (Samad & Ismail, 2020). Elsa Speak was created with features that can help students develop their English speaking skills. In addition, the Elsa Speak application is also equipped with an assessment feature in the form of scores and reviews of student practice results. So, by using the Elsa Speak application, students can find out their shortcomings in speaking English. Therefore, this study was written to determine their opinion of the role of the Elsa speak application in learning because this clearly affects the process and results of teaching students to speak English

Based on research that has been done before, shown that the use of these two applications can be effective in increasing students' speaking skills. However, these results also show that the effectiveness of the application depends on other factors, such as student motivation, consistency in using the application, and support from teachers or parents.

Based on the explanation above, the authors are interested in conducting research to compare the use of Duolingo and the Elsa Speak Application to improve students' speaking ability. The aim is to find out whether the two applications have the same ability to improve students' speaking ability.

## METHOD

A classroom action research approach (CAR) was used for this study. According to Arikunto (2012:3), classroom action research is a study of learning activities in the form of an action, which is deliberately raised, and occurs in a class together. Therefore, it means that classroom action research is research conducted in the classroom. The model consists of four steps: Planning, Implementing/Acting, Observing, and Reflecting. By using four stages, such as planning, implementation of action, the study covered the research site and sample, research time, and a classroom action research cycle. If the first cycle expanded the students' speaking, the study would be over. If not, it continues to the second cycle. The population of this research is the grade eight students of SMP Negeri 2 Wamena in the academic year 2023/2024. It consisted of 340 students in six groups. Sampling is a method of taking samples. Sampling is established to select some of the individual processes in research as voluntarily. The goal of sampling is to use some individuals to gather information about the population. The sample of this research VIII A consists of 30 students. Researchers used observations of student activities during the teaching and learning process to analyze qualitative data. Pre-test and post-test analysis used descriptive proportion techniques and a scary rubric while taking into account the trends that emerged during the learning process.

## RESULTS AND DISCUSSION

### Results

Based on the description of the research results in the previous chapter, the researcher concluded that the research results showed that using the Duolingo application improves students' speaking ability of eighth-grade students at SMP Negeri 2 Wamena. The average score from the first cycle was 71.3, while the average score from the second cycle was 85.2. Using the Elsa Speak application greatly improved the students' speaking ability in eighth grade at SMP Negeri 2 Wamena; the average score from the first cycle was 67.3, while the average score from the second cycle was 83.3.

Teaching English Speaking using Duolingo was more significant in increasing students' speaking ability compared with the Elsa Speak application. This is proven by the average score in the second cycle for the class taught by Duolingo, which was 85. Meanwhile, the class taught with the Elsa Speak application had an average score of 83.3.

**Table 1.** Presentation of Duolingo is more significant than the Elsa Speak

No	Name Student	Score			
		Duolingo		Elsa Speak	
		Cycle 1	Cycle 2	Cycle 1	Cycle 2
1	AG	65	80	45	75
2	AT	60	80	80	90
3	AL	70	80	70	90

4	DH	70	80	65	80
5	CH	70	90	60	75
6	CK	85	100	65	85
7	CI	80	100	45	70
8	CO	65	75	70	80
9	DA	65	75	80	100
10	FE	65	70	65	75
11	GA	75	90	65	75
12	GI	75	85	75	90
13	GY	80	100	70	85
14	GK	60	75	70	90
15	GR	85	95	85	90
16	HA	65	80	45	75
17	HL	60	80	80	90
18	IM	70	80	70	90
19	JE	70	80	65	80
20	JO	70	90	60	75
21	JU	85	100	65	85
22	KE	80	100	45	70
n23	KH	65	75	70	80
24	LU	65	75	80	100
25	MA	65	70	65	75
26	MT	75	90	65	75
27	SA	75	85	75	90
28	VA	80	100	70	85
29	VR	60	75	70	90
30	YA	85	95	85	90
Total		2.140	2.550	2.020	2.500
Mean		71.3	85	67.3	83.3

Based on the table above, we can conclude that Duolingo is more effective, with an average score of 71.3 in cycle one becomes 85 in cycle 2.

## Discussion

**Table 2.** Category and Frequency of Students' Scores in Cycle II

NO	Students	Cycle 2	
		Score Duolingo	Score Elsa Speak
1	AG	80	75
2	AT	80	90
3	AL	80	90
4	DH	80	80
5	CH	90	75
6	CK	100	85
7	CI	100	70
8	CO	75	80
9	DA	75	100
10	FE	70	75
11	GA	90	75
12	GI	85	90
13	GY	100	85
14	GK	75	90
15	GR	95	90
16	HA	80	75
17	HL	80	90
18	IM	80	90
19	JE	80	80
20	JO	90	75
21	JU	100	85
22	KE	100	70

23	KH	75	80
24	LU	75	100
25	MA	70	75
26	MT	90	75
27	SA	85	90
28	VA	100	85
29	VR	75	90
30	YA	95	90
Tot al		2.550	2.500
Me an		85	83.3

This research is classroom action research consisting of two cycles. Each cycle consists of three meetings, where two meetings are used as a learning process, and one meeting is used as an evaluation to evaluate student learning outcomes. During the learning process, observations were made to assess the effectiveness of the Duolingo and Elsa Speak applications in increasing students' speaking ability.

The results showed that in the second cycle, there was an increase in student scores. The class that took part in learning using the Duolingo application had an average score of 71.3 in the first cycle, while in the second cycle, the average score increased to 85. This shows that the Duolingo application can improve students' speaking ability.

Apart from that, classes that took part in learning using the Elsa Speak application also experienced an increase. In the first cycle, the class that used the Elsa Speak application had an average score of 67.3, which was lower than the average score of the class that used the Duolingo application. However, in the second cycle, the average value increased to 83.3. This shows that the Elsa Speak application can also improve students' speaking ability. (Alfuhaid, 2021) To answer the third problem formulation in this research, the researcher compared the average scores obtained by the two classes in the second cycle. From the description above, it can be seen that the average score for the class using Duolingo is higher than the class using Elsa Speak, namely 85 compared to 83.3.

Thus, using the Duolingo application as part of the learning process improves students' speaking ability since it allows students to acquire speaking ability more quickly and relaxedly without feeling tough. Students will enjoy learning and obtain better achievements if the environment is favorable and agreeable to their senses. This is possible because fun learning allows information to be understood and remembered well; as previously stated, this media is effective in providing learning to students in the classroom.

## CONCLUSION

Based on the results of the applied research values, several conclusions were obtained: 1. Using the Duolingo application improves students' eighth-grade speaking ability at SMP Negeri 2 Wamena. The average score from the first cycle was 71.3, while the average score from the second cycle was 85.2. 2. Using the Elsa Speak application improves students' speaking ability in eighth grade at SMP Negeri 2 Wamena. The average score from the first cycle was 67.3, while the average score from the second cycle was 83.3. 3. The use of the Duolingo and Elsa Speak applications improves the students' ability; however, based on the scores that the students got during the research, it is concluded that using Duolingo is more significant than the Elsa Speak application used in teaching speaking.

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