Improving Student's Speaking Skill Using Duolingo Application at SDN 74/II Tanah Periuk

Namira Futri Lia Haliza[1], Levandra Balti[2], Renda Lestari[3]

[1,2,3]*Universitas Muhammadiyah Muara Bungo*

Abstract *– This study aims to improve the speaking skills of fifth grade students at SDN 74/II Tanah Periuk by using the Duolingo application as a learning medium and this study aims to determine whether using the Duolingo application can improve students speaking skills and to describe the process of improvement during teaching and learning activities. This study also aims to provide an alternative learning medium that is effective, engaging, and able to motivate students to practice speaking English interactively. This research employed Classroom Action Research (CAR) with 26 fifth-grade students at SDN 74/II Tanah Periuk as subjects. The study was conducted in two cycles, each consisting of two meetings. The data collection instruments were teacher observation sheets, student observation sheets, and tests. The research was conducted in the second semester of the 2025/2026 acedemic year. Based on the results of data analysis, it is know that after the Duolingo application was implemented the learning process and students' speaking skills experienced a significant increase. This is demonstrated by the results of teacher teaching observations in cycle I, which increased by 70% in cycle II to 88%. Furthermore, the average students learning process increased in cycle I to 59,61% (Satisfactory) and*

increased to 84,61% in cycle II. Similarly, the percentage of student learning achievement in cycle I increased from 69,23% to 88,46% in cycle II. Therefore, the implementation of the Duolingo application can improve the learning process and outcomes of fifth-grade students at SDN 74/II Tanah Periuk in English.

I.   Introduction

English language education has grown rapidly as a response to the role of English as an international language. English at the elementary level was first officially introduced indonesia in 1994 (Decree of the Minister of Education No. 060 / U / Curriculum 1993 and 1994). Schools have the authority to include English as a local content subject by considering the conditions of the school, parents, and the community. The aims and objectives of teaching basic English according to the Department of Education are 1) to improve students' basic English communication skills in the school context, 2) to motivate students' interest in learning English, and 3) to broaden students' perspectives on the importance of learning English to improve their competitiveness in the global society (Suhardiana, 2019).

In line with the above, one of the elements in educational resources is the need for a competency-based curriculum as an instrument to direct students to become: (1) quality people who are able to proactively respond to the challenges of an ever-changing world (2) educated people who believe in and are devoted to God almighty, noble, healthy, knowledgeable, capable, creative, independent, and (3) a democratic and responsible citizen Based on the above facts, curriculum developments and changes of the time. (4) It is obvious that in many cases learners' achievements in academics and intellectuality are very encouraging with the development of curriculum in accordance with the changing times. The curriculum as a set of teaching program of an educational institution is subject to change in accordance with the needs of

society. Related to this, in the Indonesia context, ministry of National Education has changed the curriculum several times, such as Curriculum 2013 (character-based curriculum) and the Curriculum Merdeka (competency and project-based curriculum).

English is a universal language because it is used by most countries in the world as the main language. In addition, english is one of the international languages that is important to master or learn. Altought in Indonesia English is a foreign language, it occupies an important position in the daily lives of our society. This is clearly seen in the world of education in Indonesia. English is one of the subjects taught to students from elementary school to college (Maduwu, 2016).

In Indonesia, English is taught as a foreign language. In language teaching, the term "foreign language" is different from the term "second language". A foreign language is a language that is not used to communicate in the country being taught. Although the second language is not the main language, it remains the languages commonly used in the country. In schools, foreign languages are usually taught with the aim of teaching basic communication skills and mastery of the four language skills (listening, reading, writing, and speaking) (Sya et all, 2020).

Tarigan (2015) stated that speaking is the ability to utter articulatory sounds or words that express state or convey thoughts, ideas and feelings. Speaking is a tool for gaining knowledge, speaking is one of the basic speaking skills that every foreign language learner must master because of its significance and usefulness for communicating. It is very important to be able to speak English because English is a common language in the world so it is very useful for those who understand it, not only to increase knowledge and skills, but also to make it easier to get a job. Moreover, it will no longer be difficult to communicate and interact with people from abroad (Gard & Gautam, 2015).

In this era, English needs to be mastered well, so how important it is to learn English properly. English can be said to be the most widely spoken language in the world and is considered a mother tongue by more than 400 million people in the world. This reason underlies the importance of learning English. English is one of the languages that is considered importance to learn in the current era of globalization. The 21st century ios the age of globalization and it is important to understand various foreign languages. English in this case being the first one, Teaching English has been going on for years and its significance continues to grow and is driven in part by the influence of the internet. English is recognized as an international language, so many countries in the world use it as the main language in communicating with foreigners (Utami et al., 2022).

Based on the results of pre-observation of the english learning process on 14 – 28 November 2024 in class V of SDN 74/II Tanah Periuk, the problem found by researchers in class V were that many students had difficulty speaking English fluently. This can be caused by a lack of vocabulary, lack of confidence in speaking in public, and lack of opportunities to practice speaking in class. In addition, English learning is still dominated by lectures or memorization, so students do not get active speaking experience. In addition, if there is not interesting learning media, students can feel bored and not interested in improving their speaking skills. Not much technology is used to teach English. However, teachers and schools do not take advantage of it, so students do not have many opportunities to learn interactively.

Based on information obtained from the English teacher for grade V, Mrs. Rahma Ulfa, S.Pd on November 21, 2024, the speaking test scores for everyday speaking in the English subject are still low for many students or have not reached the Minimum Completion Criteria (KKM) that has been set. The minimum completion criteria (KKM) standard in grade V of SDN 74/II Tanah Periuk for the english subject is 70, the data can be seen in the following table:

Table 1. Daily Test of English speaking skill Class V SD N 74/II Tanah Periuk

No	KKTP	Score	Category	
			Complete	Incomplete
1.	70	70 - 100	11	
	70	0 - 70		15
Many students Completed			11	
Percent Complete			42,30%	
Many Students Are Not Complete			15	
Percent Not Complete			57,69%	

Based on table 1.1 Daily test score data from 26 students only 11 (42,30%) have reached the KKTP, while 15 students (57,69%). Based on the problem that have been described so that the process and learning outcomes of speaking skills in English subjects become effective, efficient, fun and able to arouse the motivation of students, researcher using Duolingo application learning media to improve the process and results of speaking skills of students. The ability of educators in designing and implementing a learning media is very influential on the learning outcomes achieved. . Technology provides a

variety of materials and communication opportunities that can improve language teaching and learning. One of its main purposes is to increase student motivation and interest. Technology integration allows students to learn at their own pace and beyond what the teacher teaches. Technology –based teaching also increases students' motivation to communicate, thus making the learning process more efficient and student-centered (Gilakjani, 2017).

The existence of technology today is considered very important in life because it helps them do various things, such as working and studying. Educator can use technology as a learning medium or mediator in conveying knowledge to their student through various applications. By using learning media, they can make the material interesting and not monotonous, making students interested and remain enthusiastic about participating in learning activities (Agustian & Salsabila, 2021). Duolingo is a digital entertainment application supported by advanced technology that has a functional and fun appearance that can be used to practice English and improve understanding more comfortably and enjoyably. Duolingo is available from low to high levels and is suitable for elementary, middle, and high school students, especially those who are just learning English. Materials can be accessed through this application in visual, audio, and text forms. Translating sentences, determining the right sentence pairs, translating spoken words, and pronouncing written words are all tasks that appear (Munday, 2016).

Duolingo was launched in November 2011 by Luis Von Ahn and Severin Hacker at Hot Apps. The app has received over 5.6 million downloads and is considered the fourth most popular educational app on the Play Store with over 11 million positive reviews. Duolingo is a very successful venture that is packaged in a modern and free that users can download without paying anything. Duolingo is the future of language learning and communication worldwide. The company's goal is to make language learning free, fun, and available to everyone. Duolingo is a game-based learning platform that has been rigorously tested as an effective learning method. As a result, a large number of new users are downloading it because they are curious to see if they will benefit from it or not. Duolingo has 28 languages for students to learn, including the most popular languages such as English, Spanish, and French. There are many levels, from basic to difficult, so students can learn the final material faster. In addition, Duolingo is available in over 19 languages and offers interesting audio and visual features and services, comparable to video games (jaskova, 2014).

Based on the identification of the problem above the researcher limiting the scope then problem in this study is focused on improving the English speaking skills of class C students in accordance with students learning outcomes in the Merdeka Curriculum by using the classroom action research method using the Duolingo application which is expected to help students improve their English speaking skills in class V SD N 74/II Tanah Periuk.

Based on the background of this research, the research question is formulated as follows:
1. How is the improvement of learning process student using the Duolingo application in speaking skills class V SDN 74/II Tanah Periuk ?
2. How is the improvement of students learning outcomes using Duolingo application speaking skills in class V SD N 74/II Tanah Periuk

II.   Methodology Section

This research used Classroom Action Research (CAR) with two cycles, each consisting of two meetings. The subects were 26 fifth-grade students of SDN 74/II Tanah Periuk. Data collecting teachniques included teacher observation sheets, student observation sheets, and speaking tests. The indicators of success were base on impovements in student's speaking performance and classroom participation. The data were analyzed using descriptive statistics to compare results across cycles.

Classroom Action Research is a research conducted by educators in the class where they teach with an emphasis on improving or enchancing the learning process and practices. The learning practices in question are to improve learning in the classroom, this research is one of the educator's efforts in the form of various activities caarriedd out to improve or enhance the learning process and outcomes in the classrroom (Aqib, 2017)

Classroom Action Research is a research activity in the form of a cycle which is an action as a reflection of an educator in the class he manages, with the main objective of improving the quality of learning in order to improve and enhance student performance in the form of learning achievement (Beniduktus & Jennie, 2016).

The research to be conducted is Classroom Action Research (CAR). Classroom Action Research is a research that refers to actions tat can be done directly in an effort to improve the learning process. This research was chosen because it has characteristics that are in accordance with the research objectives, namely to improve students' speaking skill in elementary schools.

The purpose of this research is to obtain data or information that is useful for improving the quality of learning for researchers.
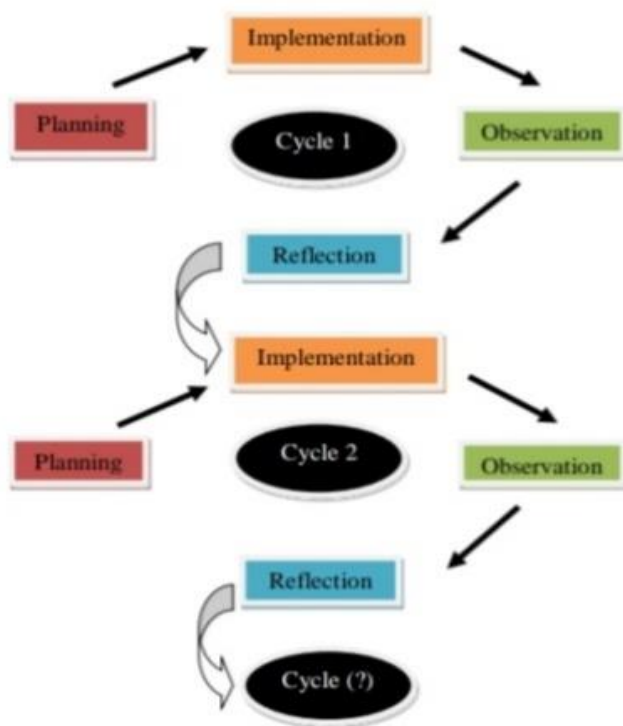

Figure 1. Kemmis & Taggart Model CAR Cycle

This study conducted Classroom Action Research using the Kemmis and Mc Taggart model. This was chosen because the stages of action are simple and easy to understand by researchers. In addition, the use of this model was considered because the problem faced in the classroom must be solved through Classroom Action Research. Therefore, a research model is needed that is in accordance with the problem faced in the classroom. This classroom action study was conducted in several cycles (conditional), with two meeting in each cycle. The form of Kemmis & McTaggart's drawing and design can be seen as follows figure 1.

1. Data Collecting Technique
a.   Observation
     Observations were conducted to observe the implementation of learning using the Duolingo application in class V of SDN 74/II Tanah Periuk on the aspects of students and teachers, by reffering to the observation sheets, the researcher observed what happened in the learning process by writing down what happened in the learning process.

b.   Test
     The test is used to see the students' abilities in learning using Duolingo application in class V SDN 74/II Tanah Periuk. In addition, to strengthen the observation that occur in class, especially on the point of mastery of learning materials from the elements of students.
c.   Documentation
     Documentation in the form of photos to strengthen the data, both in term of teachers and students. Documentation was taken during the learning process, namely learning using the Duolingo apllication in class V SDN 74/II Tanah Periuk.

III.   Results and Discussion

This chapter describes the learning process and improving speaking skills. In this case, improving the learning process of teachers and students is seen by using teacher and student observation sheets. Improving the speaking skills of V grade students using the Duolingo application with assessment using a speaking skills rubric. This research was conducted in 2 cycles in learning and the time allocation was 2 x 35 minutes. The implementation of this classroom action research was carried out at SDN 74/II Tanah Periuk, where the researcher acted as a teacher while the English teacher acted as an observer teacher and peers as observer students.

1.   Recpitulation of Observation Sheets Teacher

Table 2. Teacher Teaching Recapitulation in Cycles 1 and 2

No	Meeting	Percentage	Category
1.	Cycle 1 Meeting 1	68%	Satisfactory
2.	Cycle 1 Meeting 2	72%	Satisfactory
3.	Cycle 2 Meeting 1	84%	Excellent
4.	Cycle Meeting 2	92%	Excellent
	Mean Cycle 1	70%	
	Mean Cycle 2	88%	

Based on the table above, teacher observation sheets from Cycle I and II showed significant improvement in each Cycle. In Cycle I, the teacher observation sheet score was 70%, categorized as Satisfactory. Meanwhile, in Cycle II, the score increased to 88%. Categorized as excellent.

From these data, it can be concluded that the implementation of learning using the Duolingo application has improved from Cycle I to Cycle II, with average scores of 70% and 88% , respectively. This improvement in the teaching process is due to the teachers' ability to improve students speaking skills using Duolingo application as expected. Teachers always

review the results of the learning implementation, assessed by observers, after the lesson is completed. This allows the researcher to identify any prevent similar errors from occuring in subsequent sessions.

2. Recapitulation of Observation Sheets Students in Cycle 1 and 2

Table 3. Students Learning Process Recapitulation

No	Meeting	Percentage	Category
1.	Cycle I Meeting 1	53,84%	Satisfactory
2.	Cycle 1 Meeting 2	65,38%	Satisfactory
3.	Cycle 2 Meeting 1	80,76%	Excellent
4.	Cycle 2 Meeting 2	88,46%	Excellent
	Mean Cycle 1	59,61%	
	Mean Cycle 2	84,61%	

Based on the results of observations of students activities in Cycle I and Cycle II , data obtained showed that in the first meeting of Cycle I, students obtained a percentage of 53,84%, while in the second meeting it increased to 65,38%. From these results, the average obtained in Cycle I was 59,61% which is included in the satisfactory category. This indicates that student engagement in Cycle I has gone well, but there are still several aspects that need to be improved. Furthermore, in Cycle II observations showed a more significant improvement. In the first meeting, student activity reached 80,76% and this increased further in the second meetin to 88,46%. Thus, the average for Cycle II was 84,61% which falls into the excellent category.

Compared to Cycle I the results of Cycle II showed positive developments. This improvements indicates that the improved learning strategies implemented in the second cycle successfully increased student engagement and activeness in the learrning implementation in Cycle II was more effective than Cycle I.

3. Recapitulation of Speaking Score Test in Cycle 1 and 2

Table 4. Recapitulation of Speaking Score Test in Cycle 1 and 2

No.	Meeting	Percentage	Category
1.	Cycle 1	69,23%	Satisfactory
2.	Cycle 2	88,46%	Excellent

In additional, classical learning comletion can be used to measure the success of the learning process: students are considered "complete" or pass if they achieve a minimum completion criteria (KKM) score of 75%. Classical completion has not reached the success criteria in Cycle I, according to the results of the speaking skills test. According to the data, the percentage of completion is only 69,23%, wich indicates that 30,76% of students are still in the

incomplete category and have not reached the KKM, and after improvements in Cycle II, students completion increased significantly. During Cycle II, the percentage of completion reached 88,46% this means that 23 students have succeeded in achieving the success indicators.
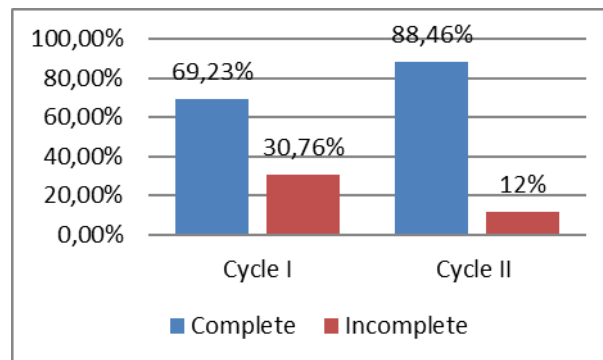
Figure 2. *Percentage Of Students Achieving Learning*

This comparison (figure 2) clearly demonstrates that the use of the updated Duolingo application in the second cycle was highly effective. The significant increase in the percentage of students achieving learning mastery from Cycle I to Cycle II, from 69,23% I Cycle I to 88,46% in Cycle II, demonstrates that the study successfully helped all students achieve their learning objectives. The percentages of classical mastery increased from 69,23% in Cycle I to 88,46% in Cycle II.

IV.   Conclusion

Based on the results of the class action research that has been carried out in cycle II using the Duolingo application media to improve the speaking skills of V grade student, the researcher can draw several conclusions as follows, In the first cycle of improving the learning process by using students and teacher observation sheets, there were several aspects that had not been implemented by teachers and students, such as in the teacher observation sheet in cycle I, namely the teacher had not been able to discuss with students about learning materials, the teacher had not been able to explain the material optimally to students, the teacher had not been able to provide motivation to students. Meanwhile, in the student observation sheet, there were also several aspects that had not been implemented, such as students had not been able to answer questions asked by the teacher, students had not been able to practice seriously on the Duolingo application, there were still students who had not paid attention to the teacher when delivering the material and students had not bee able to

work together well in their groups. In the second cycle, the teacher's learning process has been able to achieve all aspects on the teacher observation sheet so that the teacher can provide conclusions and explanation about the material at the end of the lesson and on the students observation sheet also achieved all aspects so that students are able to speak confidently and answer questions given by the teacher ethusiastically. Improvement in the learning process can be seen from the observation sheets in Cycle I and Cycle II. This is evidenced by data obtained from the learning process, as seen through the teacher observation sheets in Cycle I, the average score was 70% categorized as satisfactory and in Cycle II, the score was 88% categorized as excellent. Furthermore, the learning process, as seen through the student observation sheets in cycle I the average score was 59,61% categorized as satisfactory, and in the Cycle II the average score was 84,61% categorized as excellent. Based on the description, it can be concluded that the learning process has improved in the indicators of the teacher observation sheet and the student observation sheet.

Improving student speaking skills learning outcomes using the Duolingo application in grade V of SDN 74/II Tanah Periuk in Cycle I with a completion rate of 69,23% categorized satisfactory. Furthermore in Cycle II there was an increase with a completion rate of 88,46% categorized as excellent. Therefore, learning using the Duolingo application to improve students' speaking skills can improve the learning process and outcomes.

V.   References

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