

**THE USE OF DUOLINGO APPLICATION TO IMPROVE
STUDENTS' ENGLISH GRAMMAR MASTERY : APPLIED BY
ENGLISH TEACHER AT UPTD SMPN 5 KUPANG GRADE 8**

A THESIS



DEAN ASTIKA ERGO SAMUEL

**ENGLISH EDUCATION STUDY PROGRAM
TEACHER TRAINING AND EDUCATION FACULTY
ARTHA WACANA CHRISTIAN UNIVERSITY
KUPANG
2026**

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A THESIS

**This Thesis is Presented as Partial Fulfilment of the Requirements for the
Degree of *Sarjana Pendidikan* in English Education Study Program**



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LEGITIMATION PAGE



This is to certify that this thesis entitled *The Use of Duolingo Application to Improve Students' English Grammar Mastery : Applied By English Teacher At UPTD SMPN 5 Kupang Grade 8* written by *Dean Astika Ergo Samuel* has been defended in a thesis examination and has been approved by the following Board of Examiners as the final requirement to be graduated as
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I hereby declare that the thesis I am submitting to fulfill the requirements for a Bachelor of Education degree at Artha Wacana Christian University, Kupang, is original and free from plagiarism. If any discrepancies with this statement are found in the future, I am willing to be prosecuted and processed in accordance with the provisions of the Minister of National Education Regulation Number 17 of 2010.

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Dean Astika Ergo Samuel
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MOTTO

The Lord was with Samuel as he grew up, and he let none of Samuel's words fall to the ground.

1 Samuel 3 : 19

DEDICATION

This thesis is dedicated to the writer's beloved:

1. Almighty God, Jesus Christ, whose grace, wisdom, strength and faithfulness have sustained the author at every stage of this academic journey.
2. Father, Pdt. Samuel Bora Ngongo, S.Th., and as an expression of deep respect and fond remembrance for the late mother, Gheda Bora, S.Pd., whose boundless love, prayers, sacrifices, guidance and encouragement continue to inspire and strengthen me at every stage of my life and academic journey.
3. Siblings, Agung Setiawan Samuel Putra, S.Tr.Stat., Christi Setiawati Elmi Samuel Putri, S.Kep., Ners., and Ian Kurniawan Samuel Putra, S.M., along with my beloved family, whose love, prayers, encouragement, and unwavering support have been a constant source of strength and inspiration throughout my life and academic journey.
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Finally, the writer realizes that this thesis is far from perfect. Therefore, constructive criticism and suggestions are greatly appreciated in order to improve this work. The writer hopes that this thesis will be beneficial to readers, English teachers, students, and future researchers, particularly in the field of English language teaching and learning.

The Use of Duolingo Application to Improve Students' English Grammar Mastery : Applied By English Teacher At UPTD SMPN 5 Kupang Grade 8

ABSTRACT

Dean A.E. S. Dr. phil, Festif R. Hoinbala, S.Pd., MA Erny S.N. Hambandima., S.Pd., M.Pd

Grammar mastery is one of the fundamental components of English language learning because it enables students to construct grammatically accurate sentences and communicate effectively. However, many eighth-grade students at UPTD SMPN 5 Kupang experienced difficulties in understanding and applying grammar, particularly in tense usage, sentence construction, and subject–verb agreement. This study aimed to investigate the implementation of the *Duolingo* application in grammar instruction and to examine its effectiveness in improving students' grammar mastery. The study employed Classroom Action Research (CAR) involving 24 eighth-grade students. The research was conducted through three cycles consisting of planning, acting, observing, and reflecting stages. Data were collected using students' grammar achievement tests, classroom observations, and documentation. The findings revealed a significant improvement in students' grammar mastery throughout the research cycles. The mean score increased from 34.17 in the pre-test to 48.54 in Post-test 1, 67.29 in Post-test 2, and 77.50 in Post-test 3. Furthermore, the percentage of students achieving the minimum mastery criterion increased from 0% in the pre-test to 100% in Cycle III. Classroom observations also indicated improvements in students' participation, engagement, and independent learning. The study concluded that integrating Duolingo into grammar instruction effectively improved students' grammar mastery while fostering a more engaging and interactive learning environment. Therefore, English teachers are encouraged to integrate Duolingo into grammar instruction to support students' learning outcomes.

Key words: *Duolingo Application, Grammar Mastery, Classroom Action Research, Mobile-Assisted Language Learning, English Learning*

PENGUNAAN APLIKASI DUOLINGO DALAM MENINGKATKAN PENGUASAAN TATA BAHASA INGGRIS SISWA OLEH GURU BAHASA INGGRIS PADA KELAS VIII UPTD SMPN 5 KUPANG

ABSTRAK

Dean A.E. S. Dr. phil, Festif R. Hoinbala, S.Pd., MA Erny S.N. Hambandima., S.Pd., M.Pd

Penguasaan tata bahasa (grammar) merupakan salah satu komponen penting dalam pembelajaran bahasa Inggris karena memungkinkan siswa menyusun kalimat secara tepat dan berkomunikasi secara efektif. Namun, banyak siswa kelas VIII di UPTD SMPN 5 Kupang mengalami kesulitan dalam memahami dan menerapkan tata bahasa, khususnya pada penggunaan *tenses*, penyusunan kalimat, dan kesesuaian antara subjek dan kata kerja (*subject-verb agreement*). Penelitian ini bertujuan untuk mengetahui implementasi aplikasi *Duolingo* dalam pembelajaran tata bahasa serta mengkaji efektivitasnya dalam meningkatkan penguasaan tata bahasa siswa. Penelitian ini menggunakan metode Penelitian Tindakan Kelas (PTK) yang melibatkan 24 siswa kelas VIII. Penelitian dilaksanakan melalui tiga siklus yang masing-masing terdiri atas tahap perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Data dikumpulkan melalui tes hasil belajar tata bahasa siswa, observasi kelas, dan dokumentasi. Hasil penelitian menunjukkan adanya peningkatan yang signifikan terhadap penguasaan tata bahasa siswa pada setiap siklus penelitian. Nilai rata-rata siswa meningkat dari 34,17 pada *pre-test* menjadi 48,54 pada *post-test* I, 67,29 pada *post-test* II, dan 77,50 pada *post-test* III. Selain itu, persentase siswa yang mencapai Kriteria Ketuntasan Minimal (KKM) meningkat dari 0% pada *pre-test* menjadi 100% pada Siklus III. Hasil observasi kelas juga menunjukkan adanya peningkatan dalam partisipasi, keterlibatan (*engagement*), dan kemandirian belajar siswa. Berdasarkan hasil tersebut, dapat disimpulkan bahwa penerapan aplikasi *Duolingo* dalam pembelajaran tata bahasa efektif dalam meningkatkan penguasaan tata bahasa siswa sekaligus menciptakan lingkungan belajar yang lebih menarik, interaktif, dan berpusat pada siswa. Oleh karena itu, guru bahasa Inggris disarankan untuk mengintegrasikan aplikasi *Duolingo* dalam pembelajaran tata bahasa guna mendukung peningkatan hasil belajar siswa.

Kata Kunci: Aplikasi *Duolingo*, Penguasaan Grammar, Penelitian Tindakan Kelas, *Mobile-Assisted Language Learning*, Pembelajaran Bahasa Inggris

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