

An Analysis Of Duolingo English Test Score For Information Technology Students Of Timor University

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ABSTRACT

This research was aimed to analyze the score of the students on practicing Duolingo English Test which conducted at Timor University especially the students majoring Information Technology. The research applied the qualitative research design where the instrument used was Duolingo English Test. The data were analyzed by using descriptive method. This technique was called descriptive qualitative. The data is analyzed from students score. Furthermore, the level of the student's score were classified into four levels. The population of the study is the third semester students of Information Technology which consists of three classes and the sampling is clustering sampling which the students of class C with 35 students. Based on the results of the study, the result showed that there were 5 students had score 100-125 with upper intermediate level; there were 27 students had score of 60-95 with intermediate level, and there were 3 students had score of 10-55 with basic level. In conclusion, the results of this study stated that the ability of the Informatics Technology students is intermediate level which scored 60-95 with the average score 82. It is crucial for the students to improve their skill better than before learning English.

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1. Introduction

English becomes a compulsory subject taught by most school in Indonesia, starting from kindergarten, elementary school, junior high school, senior-high school until university. It covers the four basics language skills: listening, speaking, reading and writing. As the main purpose of learning English is to interact and communicate with other people, speaking skill take the highest place as the most important skill to master. Learning English is very crucial for education and also use for people to communicate and interact one each other and used in the technology. The usage of English language covers great sectors of human life and English language is applied as foreign language and also as second language in several countries (Sindkhedkar,2012; Erdem-Keklik,2011)

The participation of technology in English learning activities in digital era is not new anymore. Nowadays, people especially students are accustomed to use a smartphone and laptop as media to learn English. It is applied to make students more excited and motivated as well. The use of mobile devices has become common among a wide range of age groups due to affordability and availability (Newhouse, Williams, & Pearson, 2006). Based on a study analyzed by Barakati (2013), the usage of smartphone is not only as a tool of communication but also used to improve the students' skills in learning English if it is used well and properly.

In this era, technology has been growing rapidly in most aspect of life. People has been trying in using update technology to find a lot of information by the existence of technology for example by using internet. People can browse any information and news through internet. The development of English is also as fast as the expansion of technology.

Technology can change the way people work, learn, communicate and spend the spare time. It also helps to lead the way in improving the teaching and learning process in school. Today, many universities have applied technology as a learning media in their teaching and learning process. The implementation of English curriculum considers the use of technology. It is an essential part to support the teaching and learning process in order to make it more enjoyable, fun and interesting. So far video, audio, movie, and power-point presentation are applied in teaching and learning process.

Computer Assisted Language Learning's role (CALL) is also very important. That is because computer assisted language learning (CALL) can be applied as one of communication strategy between teachers and students. This statement is also similar to that delivered by Sudjana and Riva'i in Kustandi and Sutjipto (2011) that the advantages of teaching media in the process of learning is very huge, among the others, learning process will be more interesting for students, learning materials will be more various in meaning, moreover students can do many more learning activities. In this new era, the usage of computer-assisted language learning (CALL) become more common for educational purposes. This study focuses on Duolingo English Test as an audio-visual media to learn English and achieve the English score.

One of the online media to learn English is using Duolingo English test to improve the students' skills on learning English and get the scores to know in what level the students are. The Duolingo English Test is a measure of English language proficiency for communication and use in English-medium settings. It assesses the ability of the test taker who wants to use language skills that are required for comprehension, conversation, and production.

From the explanation above, the researcher reached an interesting to investigate the students' ability toward Duolingo English Test during learning English as one of the subjects. The result of this study was expected to give description of the students' score on using Duolingo English Test in improving students' English skill. Therefore, the researcher is interested in conducting the research entitled "An Analysis of Duolingo English Test Score for Information Technology Students of Timor University".

2. Methods

The research will be carried out by using descriptive qualitative research. According to Gay (2011), descriptive research involves collecting data in order to answer question concerning the current status of the subject of the study. This study will describe the description of the Duolingo English Test scores of Information Technology students at Timor University.

The population of this research is the third semester students of Information Technology majoring at Timor University of academic year 2022/2023. There were 88 students from 3 classes. The technique sampling that will be used in this research is cluster sampling. So, the researcher chose a class randomly with 35 students as the sample or representative through lottery system from the 3 classes of third-year students of Information Technology Department academic year 2022/2023 and the students learn English subject.

The Duolingo English Test comprises of two types of tests. One is Adaptive and the other is Test Video Interview. The Duolingo English Test Duration is 1 hour (60 minutes). This adaptive test comprises of the reading, listening, speaking, and writing sections. This test is of 45 minutes of duration. This duration will also contain a video interview of 10 minutes where test taker answers only open-ended questions.

In completing the data, the next step of this research is collecting data. The function of data collecting was to determine the result of the research. According to Brown (2004), test is a method of measuring a person's ability, knowledge, or performance in a given domain. It

means that by using the test, we can measure the ability or know the level of understanding that person. In collecting data, the researchers asked the students to register their account to Duolingo English Test and do the test available in Duolingo English Test during 60 minutes. Then, the researchers collected the students' score after finishing the Duolingo Test.

The data were analyzed by using descriptive method. This technique was called descriptive qualitative. The data is analyzed from students score. Furthermore, the level of the student's score would be classified into four levels. The description of each level can be seen in this following table:

Table 1: The Description score

No.	Score	Level	Description
1	155-160	Advance	Can understand a variety of demanding written and spoken language including some specialized language use situations. Can grasp implicit, figurative, pragmatic, and idiomatic language.
2	130-150		Can use language flexibly and effectively for most social, academic, and professional purposes.
3	100-125	Upper Intermediate	Can fulfill most communication goals, even on unfamiliar topics. Can understand the main ideas of both concrete and abstract writing.
4	60-95	Intermediate	Can interact with proficient speakers fairly easily. Can understand the main points of concrete speech or writing on routine matters such as work and school. Can describe experiences, ambitions, opinions, and plans, although with some awkwardness or hesitation.
5	10-55	Basic	Can understand very basic English words and phrases. Can understand straightforward information and express themselves in familiar contexts.

3. Result and Discussion

The Duolingo English Test has different graded item types that collectively measure test-taker ability to use language skills required for literacy, conversation, comprehension, and production. Duolingo English Test is online test therefore the computer updates the difficulty of the test items adjusts the language proficiency of test taker through the course administration of the test.

a. C-test

C-test provides a measurement of test-taker in reading ability. In this test, the first and last sentences of a text are fully completed, while the options words in the intervening sentences are "broken" by missing the second half of the word. The students have to answer the C-test by completing the broken words in the paragraph available.

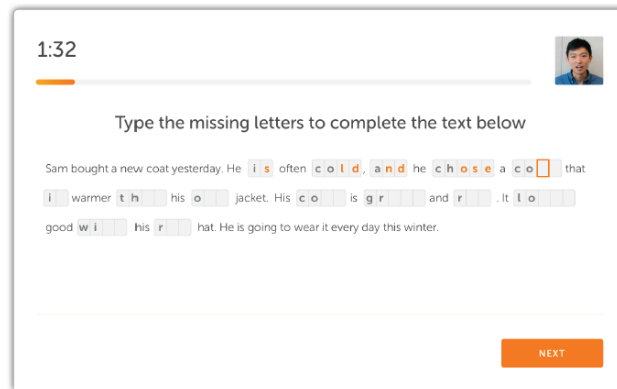


Figure 1. C-test Item

b. Yes/No Vocabulary (Text and Audio)

This item type is a various of the “yes/no” vocabulary item test. In this test, the students select the real English words which are provided and the English words are designed to show English-like. The selected words are provided in the text form. The audio variant of the yes/no vocabulary item type is provided the words with auditorily. The test taker select the real English words with the symbol ‘word 1’, ‘word 2’, etc. and then listening to the audio recording based on the words provided and select the true answer. The audio recording can be replied as many times as desired.

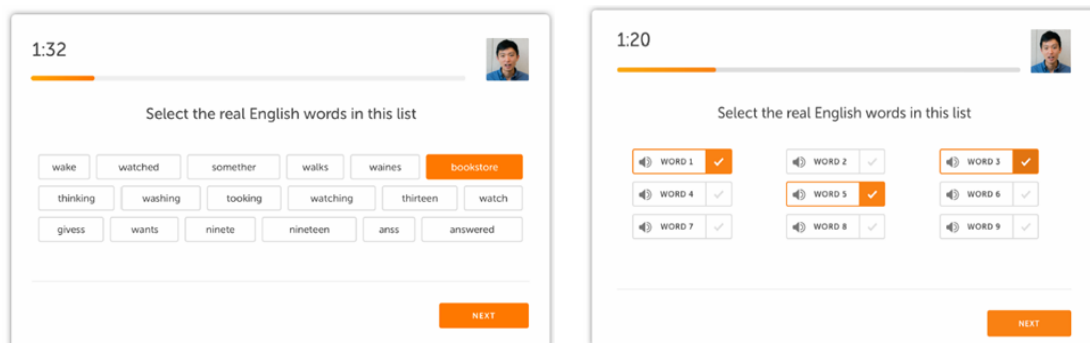


Figure 2. Yes/No Vocabulary Items

c. Dictation

In this test, the students listen to a spoken sentence or short passage and then transcribe it using the computer keyboard. The students have one minute to listen to the stimulus and transcribe what they heard. The students can replay the statement up to three times. This task assesses the students’ ability to recognize individual words and to hold them in memory long enough to accurately reproduce them; both are critical for spoken language understanding.

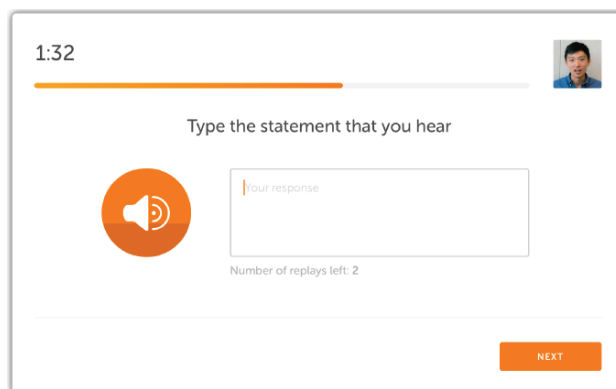


Figure 3. Dictation

d. Elicited Imitation (Read-aloud)

The elicited Imitation (Read -aloud) is one of the tasks of the test to measure the test taker's speaking ability in reading the statement available. The test taker has to pronounce the sentence which has been available in the test which considers the rhythm, intonation and stress. The overall spoken is correlated with intelligibility.

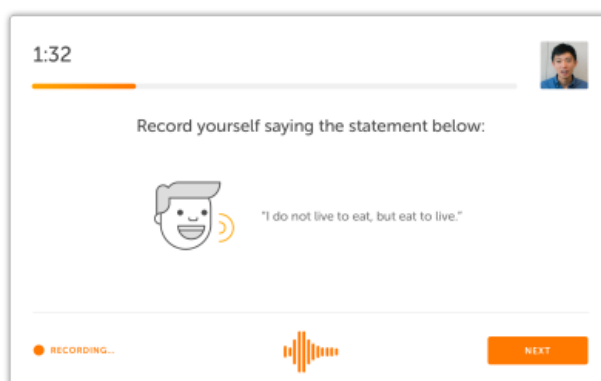


Figure 4. Elicited Imitation (Read-aloud)

e. Interactive Reading

Interactive reading test is one of the tasks of the test which focus on the reading comprehension text. In this test, the test taker has to read the text and gain the information of the passage and comprehend the passage and reading to learn the passage. The interactive reading item type complements the other test item types that assess reading with a focus on reading processes (c-test and elicited imitation) by focusing on reading comprehension (Park et al., 2022). Each interactive reading passage is classified by genre as either narrative or expository; each test taker receives one narrative passage and one expository passage.

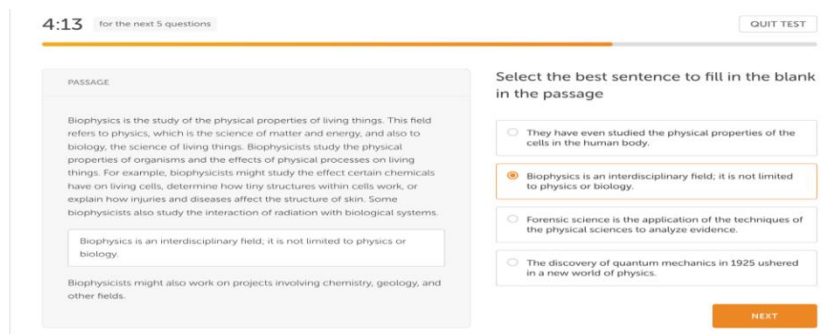


Figure 5. Interactive Reading

f. Extended Writing & Writing Sample

In extended writing & writing sample, the test taker has to write for 3 to 5 minutes about the topic which has been provided in the test. In this test, the test taker is stimulated to improve writing ability to give opinion stated in the test. The test taker has to describe something, argue an opinion toward something, recount an experience which allows the test taker to show more about discursive writing knowledge in addition to knowledge of language.

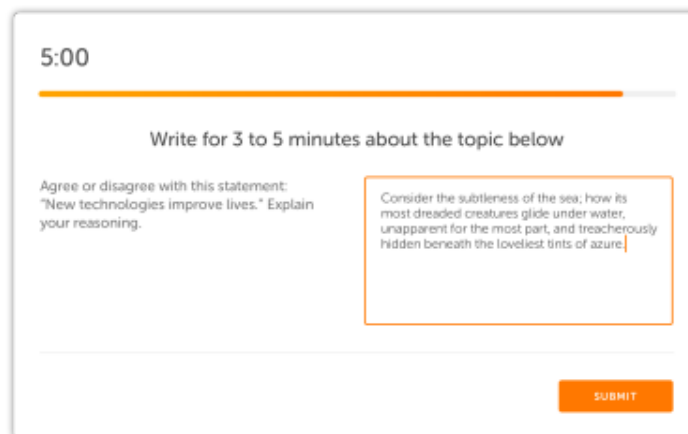


Figure 6. Extended Writing & Writing Sample

g. Extended Speaking & Speaking Sample

The extended speaking & speaking sample task are used to measure the ability of the test taker. After the CAT portion of the test, test takers respond to five speaking prompts: one picture description task and three independent speaking tasks—two with a written prompt and one with an aural prompt—as well as an ungraded Speaking Sample item. A recording of a test taker’s spoken response to the Speaking Sample task is provided to institutions with which the test taker shares their results.

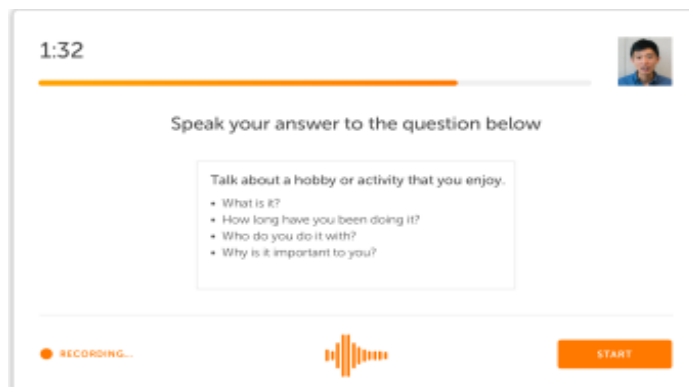


Figure 7. Extended Speaking & Speaking Sample

The result of this research is the Duolingo Test scores of the students of Information Technology showed below:

Table 2: Description of Students' Score in Duolingo English Test

No.	Initial Name	Overall Score	Level	Description Score
1	S1	85	Intermediate	Can understand the main points of concrete speech or writing on routine matters such as work and school. Can describe experiences, ambitions, opinions, and plans, although with some awkwardness or hesitation.
2	S2	85	Intermediate	Can understand the main points of concrete speech or writing on routine matters such as work and school. Can describe experiences, ambitions, opinions, and plans, although with some awkwardness or hesitation.
3	S3	85	Intermediate	Can understand the main points of concrete speech or writing on routine matters such as work and school. Can describe experiences, ambitions, opinions, and plans, although with some awkwardness or hesitation.
4	S4	75	Intermediate	Can understand the main points of concrete speech or writing on routine matters such as work and school. Can describe experiences, ambitions, opinions, and plans, although with some awkwardness or hesitation.
5	S5	85	Intermediate	Can understand the main points of concrete speech or writing on routine matters such as work and school. Can describe experiences, ambitions, opinions, and plans, although with some awkwardness or hesitation.
6	S6	105	Upper Intermediate	Can fulfill most communication goals, even on unfamiliar topics. Can understand the main ideas of both concrete and abstract writing. Can interact with proficient speakers fairly easily.
7	S7	95	Intermediate	Can understand the main points of concrete speech or writing on routine matters such as work and school. Can describe experiences, ambitions, opinions, and plans, although with some awkwardness or hesitation.
8	S8	35	Basic	Can understand very basic English words and phrases. Can understand straightforward information and express themselves in familiar contexts.
9	S9	95	Intermediate	Can understand the main points of concrete speech or writing on routine matters such as work and school. Can describe experiences, ambitions, opinions, and plans, although with some awkwardness or hesitation.
10	S10	105	Upper	Can fulfill most communication goals, even on unfamiliar

			Intermediate	topics. Can understand the main ideas of both concrete and abstract writing. Can interact with proficient speakers fairly easily.
11	S11	90	Intermediate	Can understand the main points of concrete speech or writing on routine matters such as work and school. Can describe experiences, ambitions, opinions, and plans, although with some awkwardness or hesitation.
12	S12	95	Intermediate	Can understand the main points of concrete speech or writing on routine matters such as work and school. Can describe experiences, ambitions, opinions, and plans, although with some awkwardness or hesitation.
13	S13	60	Intermediate	Can understand the main points of concrete speech or writing on routine matters such as work and school. Can describe experiences, ambitions, opinions, and plans, although with some awkwardness or hesitation.
14	S14	95	Intermediate	Can understand the main points of concrete speech or writing on routine matters such as work and school. Can describe experiences, ambitions, opinions, and plans, although with some awkwardness or hesitation.
15	S15	85	Intermediate	Can understand the main points of concrete speech or writing on routine matters such as work and school. Can describe experiences, ambitions, opinions, and plans, although with some awkwardness or hesitation.
16	S16	105	Upper Intermediate	Can fulfill most communication goals, even on unfamiliar topics. Can understand the main ideas of both concrete and abstract writing. Can interact with proficient speakers fairly easily.
17	S17	85	Intermediate	Can understand the main points of concrete speech or writing on routine matters such as work and school. Can describe experiences, ambitions, opinions, and plans, although with some awkwardness or hesitation.
18	S18	80	Intermediate	Can understand the main points of concrete speech or writing on routine matters such as work and school. Can describe experiences, ambitions, opinions, and plans, although with some awkwardness or hesitation.
19	S19	75	Intermediate	Can understand the main points of concrete speech or writing on routine matters such as work and school. Can describe experiences, ambitions, opinions, and plans, although with some awkwardness or hesitation.
20	S20	60	Intermediate	Can understand the main points of concrete speech or writing on routine matters such as work and school. Can describe experiences, ambitions, opinions, and plans, although with some awkwardness or hesitation.
21	S21	85	Intermediate	Can understand the main points of concrete speech or writing on routine matters such as work and school. Can describe experiences, ambitions, opinions, and plans, although with some awkwardness or hesitation.
22	S22	45	Basic	Can understand very basic English words and phrases. Can understand straightforward information and express themselves in familiar contexts.
23	S23	95	Intermediate	Can understand the main points of concrete speech or writing on routine matters such as work and school. Can describe experiences, ambitions, opinions, and plans, although with some awkwardness or hesitation.
24	S24	105	Upper Intermediate	Can fulfill most communication goals, even on unfamiliar topics. Can understand the main ideas of both concrete and abstract writing. Can interact with proficient speakers fairly easily.
25	S25	55	Basic	Can understand very basic English words and phrases. Can understand straightforward information and express

26	S26	85	Intermediate	themselves in familiar contexts. Can understand the main points of concrete speech or writing on routine matters such as work and school. Can describe experiences, ambitions, opinions, and plans, although with some awkwardness or hesitation.
27	S27	60	Intermediate	Can understand the main points of concrete speech or writing on routine matters such as work and school. Can describe experiences, ambitions, opinions, and plans, although with some awkwardness or hesitation.
28	S28	65	Intermediate	Can understand the main points of concrete speech or writing on routine matters such as work and school. Can describe experiences, ambitions, opinions, and plans, although with some awkwardness or hesitation.
29	S29	80	Intermediate	Can understand the main points of concrete speech or writing on routine matters such as work and school. Can describe experiences, ambitions, opinions, and plans, although with some awkwardness or hesitation.
30	S30	85	Intermediate	Can understand the main points of concrete speech or writing on routine matters such as work and school. Can describe experiences, ambitions, opinions, and plans, although with some awkwardness or hesitation.
31	S31	85	Intermediate	Can understand the main points of concrete speech or writing on routine matters such as work and school. Can describe experiences, ambitions, opinions, and plans, although with some awkwardness or hesitation.
32	S32	75	Intermediate	Can understand the main points of concrete speech or writing on routine matters such as work and school. Can describe experiences, ambitions, opinions, and plans, although with some awkwardness or hesitation.
33	S33	90	Intermediate	Can understand the main points of concrete speech or writing on routine matters such as work and school. Can describe experiences, ambitions, opinions, and plans, although with some awkwardness or hesitation.
34	S34	100	Upper Intermediate	Can fulfill most communication goals, even on unfamiliar topics. Can understand the main ideas of both concrete and abstract writing. Can interact with proficient speakers fairly easily.
35	S35	85	Intermediate	Can understand the main points of concrete speech or writing on routine matters such as work and school. Can describe experiences, ambitions, opinions, and plans, although with some awkwardness or hesitation.
	Total Score	2875	Intermediate	Can understand the main points of concrete speech or writing on routine matters such as work and school.
	Average	82		Can describe experiences, ambitions, opinions, and plans, although with some awkwardness or hesitation.

Based on the result above, the ability of the students in Duolingo English Test described in Table 3 below.

Table 3. The classification of Students' scores on Duolingo Test

1	155-160	0	0 %	Advance
2	135-150	0	0 %	
3	100-125	5	14.3 %	Upper Intermediate
4	60 - 95	27	77.1 %	Intermediate
5	10 - 55	3	8.6 %	Basic

Description of students' scores in practicing Duolingo English Test are shown below: (a) There are 5 students who get score of 100 – 125 with upper intermediate level. The students

who are in the level upper intermediate have ability: a). can interact with proficient speakers fairly easily, b). can fulfill most communication goals, even on unfamiliar topics, and c). can understand the main ideas of both concrete and abstract writing. (b) There are 27 students who get score of 60-95 with intermediate level. The students who are in the level intermediate have ability: a). can understand the main points of concrete speech or writing on routine matters such as work and school, b). Can understand the main points of concrete speech or writing on routine matters such as work and school. (c) There are 3 students who get score 10-55 with basic level. The students who are in the level of basic have ability: a). can understand very basic English words and phrases, b). can understand straightforward information and express themselves in familiar contexts

4. Conclusion

Duolingo English Test is very important for the students to know the students' ability on learning English. The students can measure their abilities by practicing Duolingo English Test. The result of the students' scores on practicing Duolingo English Test shows that the students' level is intermediate (score of 60-95) with average level is 82. In intermediate level, the students have ability: a). can understand the main points of concrete speech or writing on routine matters such as work and school, b). Can understand the main points of concrete speech or writing on routine matters such as work and school.

In conclusion, the students are necessary to improve their skills on four skills of English: reading, speaking, writing and listening. The students should also broaden their knowledge by practicing English speaking, learning English grammar, listening to English audio, writing some essays to improve writing skills. Therefore, when doing Duolingo English Test, the students have been preparing themselves to get advance level.

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