

**STUDENTS' PERCEPTION ON THE USE OF DUOLINGO AS A
LANGUAGE LEARNING APPLICATION FOR LEARNING ENGLISH**

THESIS

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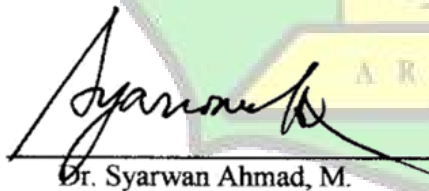
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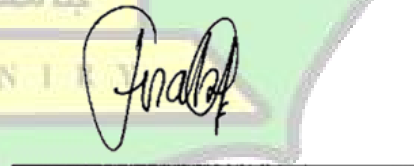
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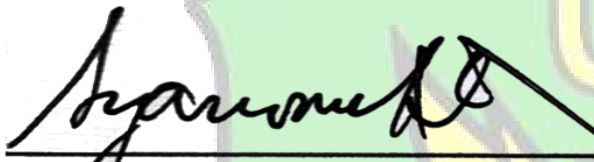
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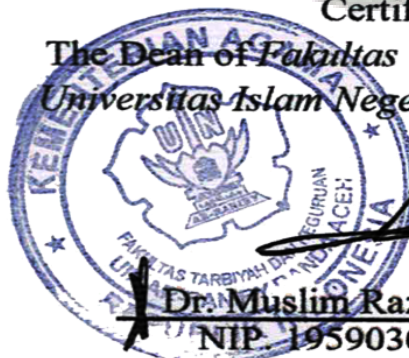

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Students' Perception On the Use Duolingo as a Language Learning Application for Learning English

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

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ABSTRACT

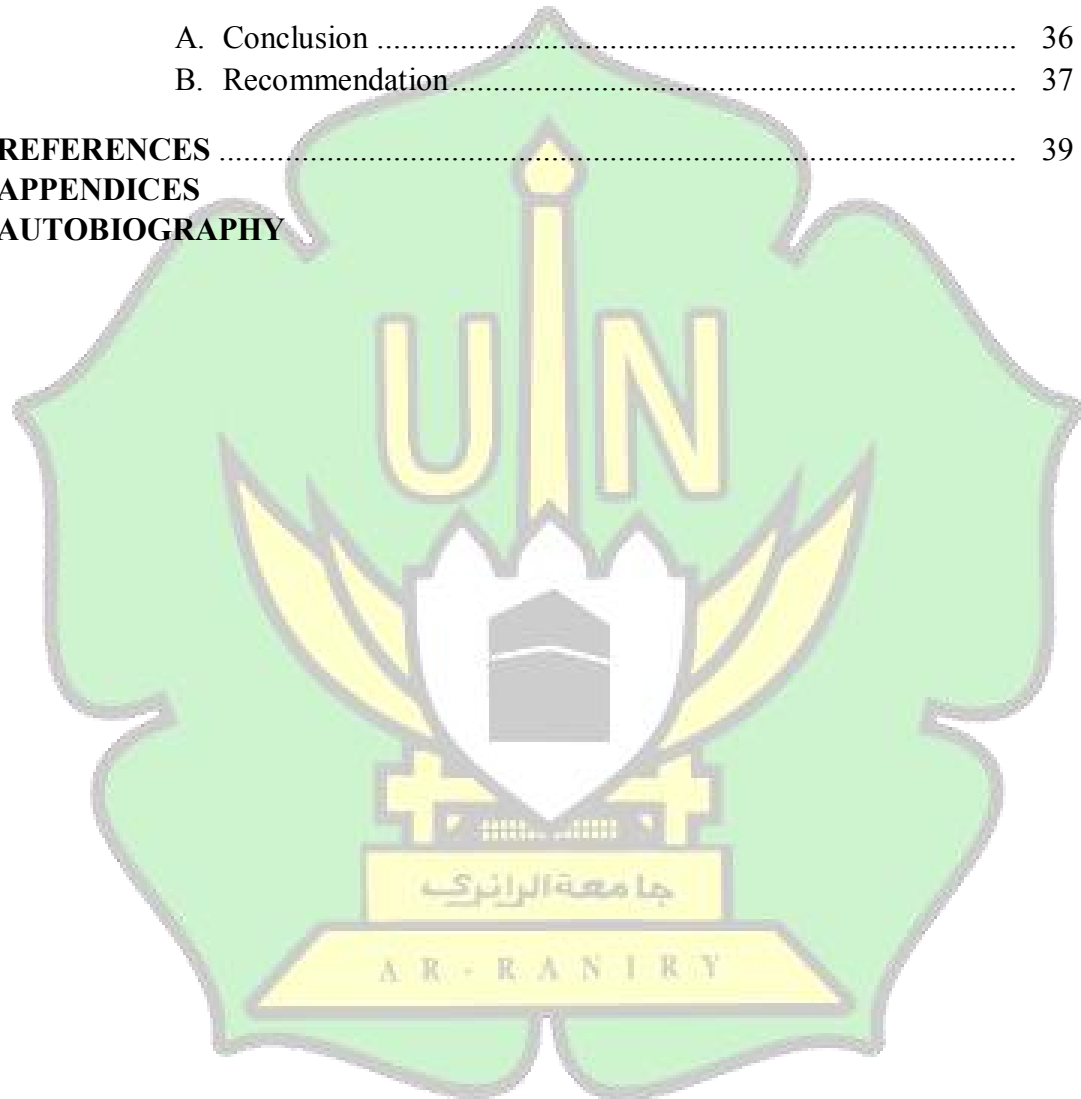
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This research was conducted to find out the students' perception toward the use of Duolingo as a language learning application in learning English and to find out which aspects of language are improved by the students in learning by using Duolingo application. The research design of this research was quantitative research. The data collection technique was questionnaire. Based on the data, the students had overall positive perception towards the use of Duolingo application in learning English. The results from the questionnaire described that almost all of the students agreed that Duolingo application has many positive effects to students in learning English process, such as; the students are more motivated in learning process; getting the opportunity to be more active; very influential in learning; more understand the learning material; make students more practice and apply their language skills in daily life. Besides, there are several aspects of language that improved to students' after using Duolingo application in learning English, which are; the students easy to know and memorize the vocabulary; better in pronunciation; better in grammatical rule; and make student easy to master the English skills. The students showed that the positive aspects of Duolingo application can give a lot of benefits to them. Therefore, the use of Duolingo application needs to be applied in language learning to help the students improve their language learning activities.

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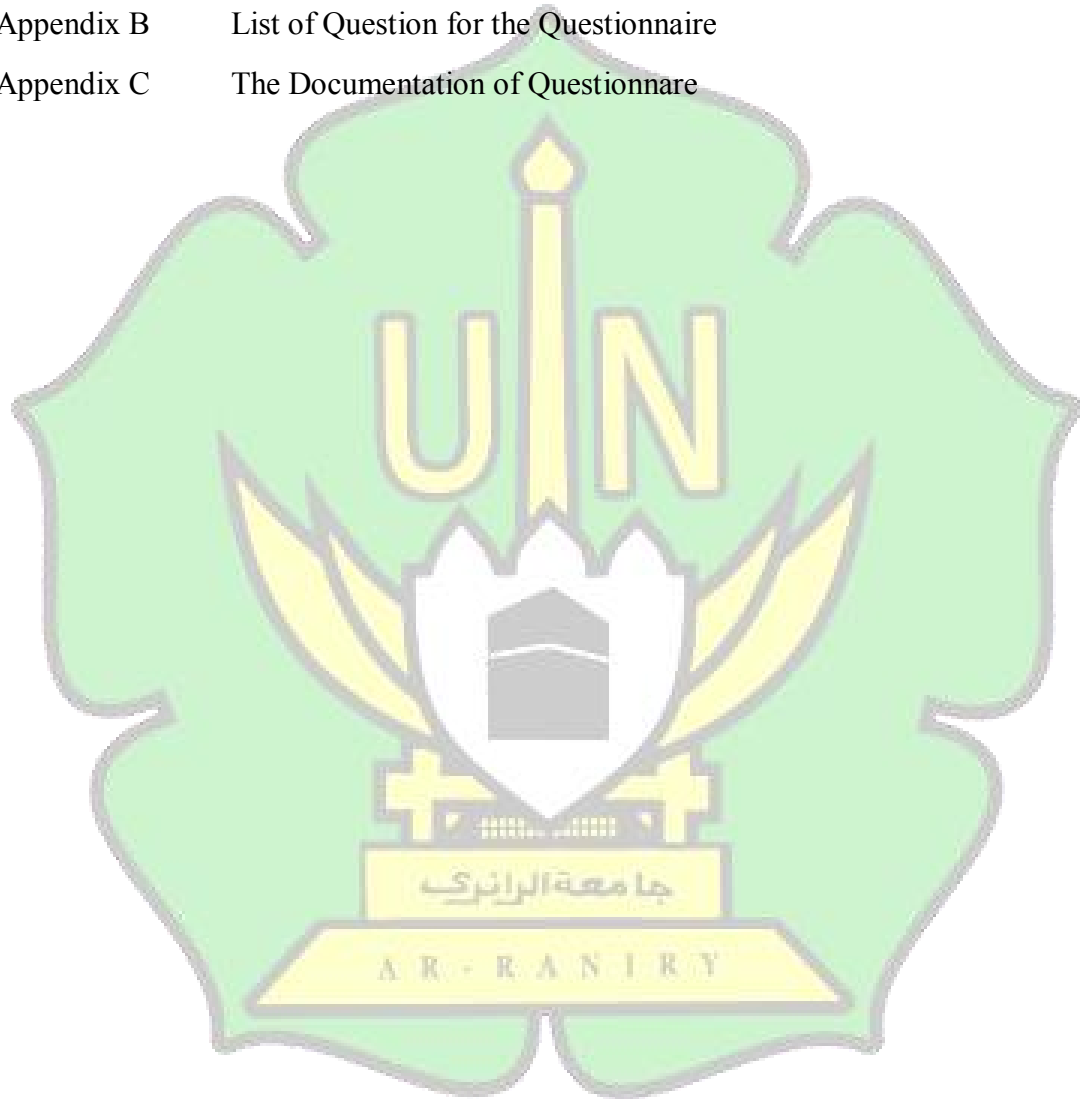


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CHAPTER I

INTRODUCTION

A. Background of Study

English is the International language which is used as an official language almost all over the world. In Indonesia, English is a foreign language that has a significant position. It has been taught at various levels of education from the lowest level up to the highest. This is one of the required subjects from elementary school to university level. English teaching and learning process is objective to enable students to comprehend and produce English. Therefore, students are required to be able to master English.

As same as other languages, English has four skills which are reading, writing, listening, and speaking are very fundamental (Sadiku, 2015). These four skills must be integrated into an effective way to develop the ability to communicate in English. Besides, these four skills also give students opportunities to create contexts in which language is used to express the information or knowledge and provide evidence of their learning ability.

In order to improve English skills, there are many ways that can be taken by the students. One of them is taking English courses or extra class at leisure time to practice and improve their English more. Sulistyio (2016) explains that English courses are one of the non-formal educations that aim to help the community

improve competence or English skills. However, these days, with the growth of technology, students can utilize technology as an alternative way to help them in learning and teaching process. Technology changes almost every aspect of human life, including language learning. "Technology has ushered a new era of teaching and learning. It makes learning engaging, flexible, and heuristic, and technology also boosts productivity and efficiency (Halverson & Smith, 2009, p. 53). For example, the students can use a computer, mobile device, or other technology for their learning assistance. In addition, mobile devices based learning are widely used by all of the students in the world. They can download language learning applications with their mobile phone and it will be very helpful for them in the language learning process. Therefore, it can help and facilitate students to access knowledge in language learning independently.

"Learning applications become ubiquitous in and out of the classroom, and they have had exponential growth since their introduction" (Mindog, 2016, p. 4). The use of learning application has become very popular and interested in people almost all over the world. Over 400,000 applications are available at digital applications stores such as iTunes and Google Play (Dickens & Churches, 2012). An application is "a software program, often designed to run on a mobile device that allows the user to carry out one or more operations" (Gardner & Davis, 2013, p. 6). Gardner and Davis pointed out that some powerful functions of the applications such as easy access to resources, virtual worldwide interaction and others also allow users to interact with content, tasks,

and games, and raise and answer questions. These functions can make it easier for users to carry out language learning activities. The users can take the advantage of the learning application to help them in the learning process. Some language learning applications that can help the students in learning English such as Duolingo, Hello English, Memrise, Listening Drill, Grammar Up, etc.

One of the most popular language learning applications is Duolingo. Duolingo is a free application that can be accessed through the website on a computer or through a mobile phone. Munday (2015) argues that this application has the aim to teach vocabulary and grammar, even this application present combined activity between the skills in word pronunciation and translation and provides the activity of recognizing word from the picture, writing down what is heard, and others. Thus, Duolingo can give a big influence on its users and also very helpful in mastering English skills and improving learning English.

Based on personal experience, learn by using Duolingo is an interesting way to develop learning English. Duolingo application has excellent learning strategies because it has a very motivate learning system. This application connects lessons with games that can build interest in learning. Moreover, Duolingo combines elements of audio, visual and also question surrounding vocabulary and grammar with a very enjoyable way.

Generally, Duolingo application has advantages and disadvantages in improving students' language learning. The students have different perceptions on the use

Duolingo as a language learning application in their learning English process. Therefore, this research will be aimed to see whether language learning applications help them to improve their language learning skills or not. It is expected to give positive atmosphere in their language achievement and proficiency. It also can be an alternative way to maintain the students' language skills. Based on the explanation, this research is conducted under the title "Students' Perception on the Use of Duolingo as a Language Learning Application for Learning English."

B. Research Questions

From the background of the study above, the research questions of this study are formulated as follows:

1. What are the students' perceptions toward the use of Duolingo as a language learning application for learning English?
2. Which aspects of language do the students perceive to be improved in learning by using Duolingo application?

C. Research Aims

Related to research question, the aims of this research are intended:

1. To find out the students' perceptions toward the use of Duolingo as a language learning application for learning English.
2. To find out which aspects of language are improved by the students after using Duolingo application.

D. Significance of the Study

This study is expected to be beneficial for several parties as follow:

1. For English language learners

This research is expected to be useful for English learners to improve their English language by practicing the language using Duolingo application.

2. For English instructors

They will get more information and experience from this research about the contribution and the benefit of Duolingo as a language learning application in learning process.

3. For researcher

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

E. Limitation of the Study

This study is concerned with the point of view of students about the use of Duolingo as a language learning application and some aspects of language which are improved by the students in learning by using this application. It focuses on university students in Banda Aceh who are currently using or have ever used the Duolingo application. The numbers of participants are 16 students.

F. Terminologies

To provide unambiguous information in this study, there are some terms regarding to the topic which need to be clarified, they are as follows:

1. Language Learning

English is called as foreign language. Foreign language learning and teaching refer to the teaching or learning of a nonnative language outside of the environment where it is commonly spoken. A distinction is often made between ‘foreign’ and ‘second’ language learning. A second language implies that the learner resides in an environment where the acquired language is spoken. In the area of research, the term Second Language Acquisition (SLA) is a general term that embraces foreign language learning and investigates the human capacity to learn languages other than the first language once it has been acquired.

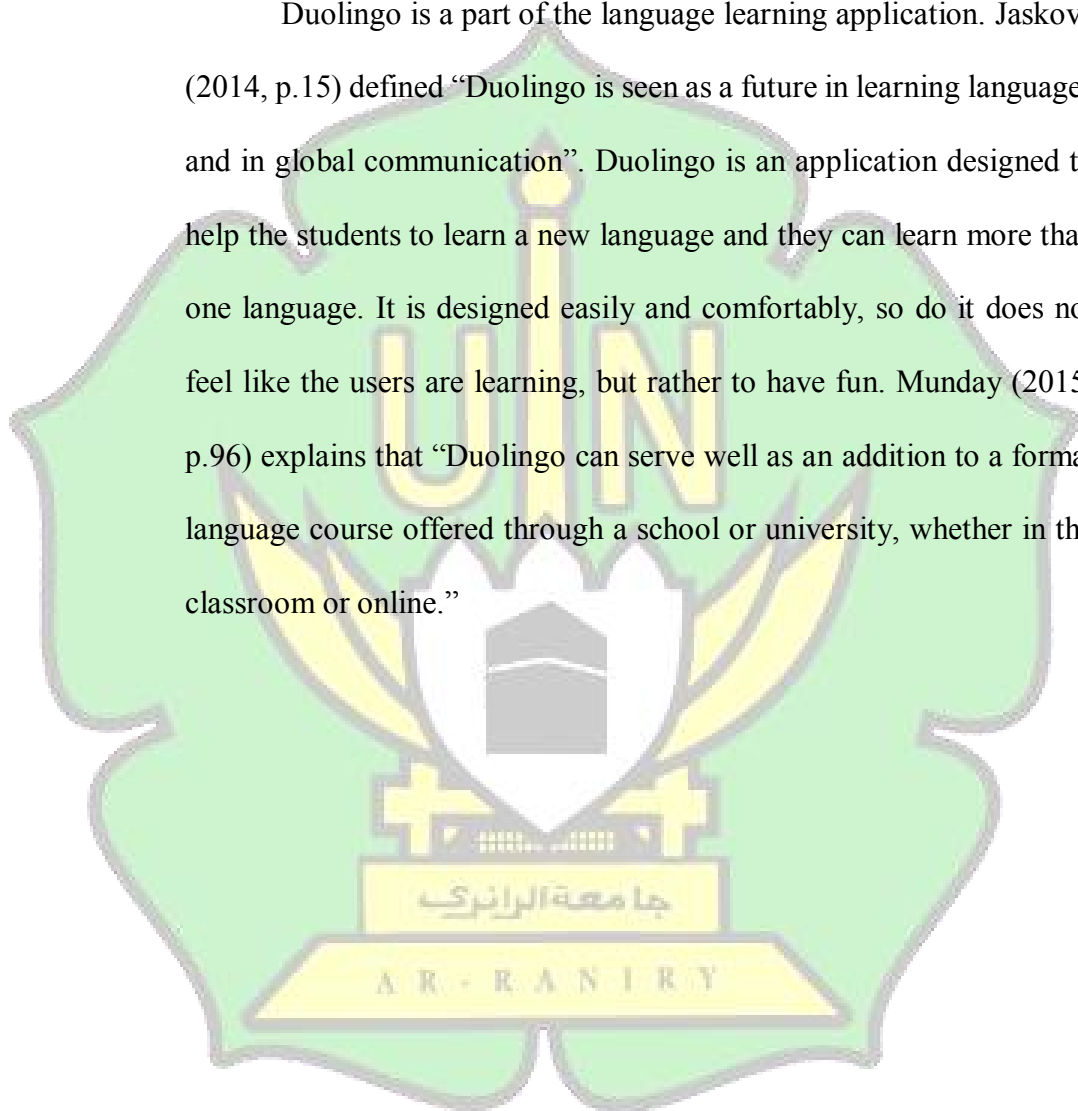
2. Language Learning Applications

According to Gardner and Davis (2013), language learning applications can be defined as the use of a software program that are designed to run on a mobile devices to facilitate students in language learning process. There is a rapid increase in the adoption of mobile technology for language learning and teaching. Language learning applications provides easy access for any students without the constraints of both place and time. Numerous applications are

implemented to develop students' language skills, so that they can improve their proficiency in learning English.

3. Duolingo Application

Duolingo is a part of the language learning application. Jaskova (2014, p.15) defined "Duolingo is seen as a future in learning languages and in global communication". Duolingo is an application designed to help the students to learn a new language and they can learn more than one language. It is designed easily and comfortably, so it does not feel like the users are learning, but rather to have fun. Munday (2015, p.96) explains that "Duolingo can serve well as an addition to a formal language course offered through a school or university, whether in the classroom or online."



CHAPTER II

LITERATURE REVIEW

This chapter presents reviews of the literature related to the topic and the conceptual framework of this study. Some theories were included to tell the information relevant to the present study. There are some theories discussed in this chapter, namely language learning, language learning applications, Duolingo application, and students' perception.

A. Language Learning

The word *learn* means “to get knowledge or skill in a new subject or activity, while learning means the activity of obtaining knowledge” (Sarkol, 2016, p. 19-20). Dealing with the word meaning above, the word learning purposes an activity or process to have knowledge and to gain knowledge or understanding of skill in study, instruction, or experience. Skinner (1958) as cited in Sarkol (2016), defines learning “as a process of progressive behavior adaptation.” He believes that learning is a change of behavior that can influence education and language learning. Similar definition by Chaplin (1972) that proposes two definitions of learning: first, learning is an acquisition of any relatively permanent change in behavior as a result of practice and experience; second, learning is the process of acquiring responses as a result of spatial practice. According to Gary (1965) as cited

Wahyundari (2010), learning is a process by which behavior is initiated or changed as a result of experience or more especially through training and practice.

Generally, a language is a tool of communication. "Language is essentially a mean of communication among the members society" (Sirbu, 2015, p. 405). To communicate well, the development of language is needed because communication not only orally, but also in writing. Rustipa (2015) states that language learning refers to the knowledge of a language, knowing the rules, being aware and able talk with the language. Thus language learning can be interpreted by learning about a language. In language learning, there are four skills that must be mastered, namely writing, reading, speaking and listening. Among these four skills, reading and listening skills are receptive skills. Speaking and writing can be called as productive skills. Mastering these four skills is very helpful in improving language learning.

Furthermore, in order to master the four skills of language, applying effective language learning strategies can be beneficial. It can help the learners who wants to learn a language to communicate fluently and correctly. Learning strategy is a certain way which students use in order to comprehend certain material and improve their language (Oxford (1990), as cited in Ghuftron (2017). Moreover, learning strategies can help to make learning process become easier, faster, more enjoyable, and more effective. Language learning strategies have been classified by many experts. Oxford (1990) classifies

learning strategies into two types: direct and indirect. The classification is then categorized into six groups which are cognitive, memory, compensation, metacognitive, affective and social. O'Maley and Chamot (1990) as cited by Al Mukhallafi (2014) state that learning strategies can be divided into three groups: metacognitive strategies, cognitive strategies, and affective/social strategies.

In this globalization era, the development of the technology grows rapidly. Technology has a big impact in education, including in language learning process. Nowadays, language learning is not only done through a traditional way such as face-to-face learning or focus on textbook. The use of technology in learning becomes the new ways to make the language learning process more effective and interesting. It can be done by using computer to assist language learning process, even learning process now can also be done by using mobile. With the mobile devices, many mobile applications appear and grow extraordinarily. Among a number of applications, there are a large number of applications which relate to language learning. The language learning applications can be downloaded easily and free as needed.

B. Language Learning Applications

Language learning applications is a technology integration which becomes an indispensable part of learning. According to Liu, Scordino, Geurtz, Navarrete, Ko and Lim (2014), this integration of technology in learning fetched positive outcome that results in effective learning. Consequently, the

students can change the way they learn by using learning applications to improve their learning process.

An application is “consists of software or set of program that run on a mobile device” (Islam & Mazumder, 2010, p. 104). Motteram (2013) states that the applications available for use in language learning and teaching has become very diverse and become central to language practice. Gardner and Davis (2013) points out that some powerful functions of the applications such as easy access to resources, virtual worldwide interaction and others also allow users to interact with content, tasks, and games, and to raise and answer questions. For language learning, those functions have the potential to empower learners to develop the language and master several English skills; speaking, listening, writing and reading.

The use of learning applications is an essential part to support the learning process to make it more interesting and practical. Language learning using applications can be applied anywhere and anytime. Students can spend their leisure time with access the variety information about English which help them improve their English skills better.

Nowadays, many students in school or college use language learning application to support their learning activity. According to Mileva and Roberts (2002), there are several of the popular language learning applications that can improve students in language learning. Those applications are Duolingo, Grammarly, HelloTalk, Memrise, Busuu, Babel and AccelaStudy. Chen (2016)

describes that language applications can be categorized in three groups: (1) vocabulary applications, designed as bilingual dictionaries or tools that enhance vocabulary skills; (2) language skills applications, designed toward the four modalities of language proficiency (speaking, listening, writing, and reading); and, (3) entertainment applications, featuring interactive content that engage users in informal learning such as movie, songs, and games. Liu and He (2014) argue that some applications of language learning can encourage the motivation of students to learn and improve the language skills through several features available, such as text, picture, animation, audio and video.

C. Duolingo Application

1. Introduction to Duolingo Application

As a language learning application, Duolingo is one of the most popular applications. Based on the website, Duolingo is a free application created by Luis Van Ahn and Severin Hacker in November 2011 that has more than 30 million registered users. Its slogan is “Free language education for the world”.

Duolingo is designed as an application that provides learning more than 35 languages in the world. Jaskova (2014, p.15) said that “Duolingo is seen as a future in learning languages and in global communication”. Millions of people in the world can learn the foreign language as they want through this application, especially English as an International language. Guaqueta and Castro (2018) assume that

Duolingo is a good tool to practice and it made English learning process easy. Therefore, Duolingo application is important for students to learn the English language and it can increase students motivation in learning English.

Vesselinove and Grego (2012) showed that the main factor of Duolingo's effectiveness is to motivate the students in learning and provide a big improvement in their language learning process. According to Hinson and Brown (2001) as cited by Muddin (2018) defined motivation as an important component in learning process. In this case, motivation and learning have the same importance to achieve better language learning. The use of Duolingo can help the students to get knowledge in an interesting way and make learning environment more enjoyable. It can be the best way for students to develop their skills in English and to master the elements of language learning.

The language elements that considered necessary for language mastery are vocabulary, grammar and pronunciation. Muddin (2018) said that vocabulary is one of English elements that must be taught to the students. In learning English, students should know about vocabularies, because by knowing the words they will try how to use it to express their ideas and communicate. As one of language learning application, Fatah (2019) said that Duolingo is one of language learning application that can be applied in teaching vocabulary. Duolingo can

help the students to develop their vocabulary knowledge about words in English, students need to have good capability in building vocabulary. It is because vocabulary is the basic knowledge and very important for students in mastering four skills of language (reading, writing, speaking, and listening). Besides, the application also can make students better in translation the words, grammar and pronunciation.

Arguably Duolingo application is like a game, but certainly not an entertainment game in general. Games on Duolingo very closely linked with education, especially in language learning. The appearance of Duolingo is also interesting and not boring. The students learn the English language through the activities that they play with the game. This application was designed to make to the process of learning to be more effective.

2. How to Use Duolingo Application

Duolingo application as a language learning application can offers a wider range of features that requires an internet connection during using this application. There are the feature of Duolingo application, such as:

- 1) **Achievement** is a Duolingo application feature are given out when the students complete the lesson through the best effort.

2) **Lingots** is a small jewel icon that used to reward the students who have completed the activities and level to get “lingots”. It can be changed for bonus extra practices.

3) **Crown Levels** are a new update feature in Duolingo application. Each skills has “Crown Level”, the students who have completed the skill will get the crown and continued to the next skill.

4) **Daily Goal** is about appreciation for the students who have completed the commitment to practice. Duolingo application gives a reward with surprising sound and unique pictures that make the students more interested in practice again.

5) **Clubs User Networking** is a feature to students to communicate and sharing with their friends about language learning. It can create their own clubs and invite others.

This application provides the students with various types of exercises that can help students introduce the words in English. There are several types of activities that Duolingo employs in learning, which are:

1) The firsts exercise which Duolingo give is a selecting pictures exercise of vocabulary where the students’ are ordered to select the right meaning of the picture.

- 2) Second exercise is translating the sentences. There is the translation from the student's native language to the target language. The students choose the right translation words and they must arrange those into the right sentence. Then, they must type the right translation based on sentence.
- 3) Third exercise is listening exercise where the students listen to a sentence being spoken and type what they heard.
- 4) Next exercise is a speaking. The students will be asked to repeat or say a sentence based on what they heard correctly.
- 5) The lastly, it also has the exercises fill in the blank. In exercise in the form multiple choice. The students must choose the right answer among two or three choice.

There are few notable aspects of Duolingo that makes its exercise great. One is the small typos are tolerated. If the students accidentally misspell a word, within reason, the exercise might still be marked content, though Duolingo will point out the typo. If they made a small typo, Duolingo will mark it wrong regardless. The students can know the fact that their answer should have been accepted although their answer not fully right.

3. The Advantages and the Disadvantages of the Use Duolingo Application

Duolingo can help students to develop their knowledge about language learning. The use of Duolingo application makes the process of language learning more interesting and enjoyable.

There are several advantages of Duolingo as an application of language learning. Groves, Hopskins and Reid (2015) argues that the applications of language learning are free and promises all kinds of advanced features which can increase students' motivation in learning, especially Duolingo. The features of Duolingo were designed to become a fun and effective application to be learning assistance. Muddin (2018) states that Duolingo can be accessed anywhere and everywhere. It is a language learning application which allows the students to learn wherever and whenever they want. Munday (2015, p. 88) explains that "Duolingo incorporates some gamification element." The students like to use this application because they feel like playing a game while learning and they also enjoy. it can motivate and engage the students in learning.

Every language learning application definitely have positive and negative side according situation and condition of learning. There are some disadvantages on the use of Duolingo application in learning. The

lack of internet connection can be a big problem to run the application (Mataniati, 2019). For example, the students can access Duolingo application whenever place that have good internet connection, so in the rural areas that have poor internet connections cannot use this application. It becomes bad aspect for the students who used Duolingo in access the knowledge of language. Gupta (2020) argues that learning applications often lack the feature. Although there are many applications that offer language learning, not all of them good quality and full features to help students in learning process. Duolingo application does not support videos features, even though video is also one of the media that will greatly motivate students in learning. According to Powers (2017), language learning with the use of applications insanely easy to become distracted. Many students are distracted by other applications and features that available on mobile even playing the games which can waste the time which could have used to learning and finished the tasks.

D. Students' Perception

In common terminology, perception is defined in Longman Dictionary of Contemporary English as: a) the way you think about something and your idea of what it is like; b) the way that you notice things with your senses of

sight, hearing etc.; c) the natural ability to understand or notice things quickly.

Perception generally consist of an observation on certain situation or environment. It can be a mental image, concept or awareness of the environment's element through physical sensation. In other words, it is physical sensation interpreted in the light of experience or captivity for comprehension. This general definition can be understood as people ability to see, to hear, to feel and to present or to understand what they felt about their environment through thier social life physically and mentally.

Many experts come with their own views of perception. According to Stone and Nielson (1982), perception is an intellectual organization of sensory stimuli both internal and external, connected with a particular person and object. Elliot (1996) adds that perception is the ability to recognize familiar persons, objects, or events with the meaning and expectation.

These definitions indicate that perception is form of a cognitive process in mind of a human. It does not accidentally happen, but it takes long time to perceive certain event and experience. Students should experience something so that a perception can be involved. If students perceive certain situation in their life, it means that they recall what has been happening in certain period in the form of objects or events of their experience.

Another point by Vernon (1977), he points out the three dimensions of perception namely the understanding about the object, the view and action toward the object. The three dimension are added by Khalish (1973) namely set or expectation which means think and demand, which also have a meaning hope. Another idea which adds by Khalish that perception is not only to have an opinion or belief about something, or think that something is correct or real but also hope and demand expect good thing in the future.

The present study is intended to identify the perception of students toward the use of Duolingo as a language learning application for learning English. Students' perception is defined as their views and opinions about Duolingo application which can affect their improvement in learning English. Students' perception is constructed as a result of individual observation toward the use of Duolingo language application. The perception of students could be positive or negative depending on the students' experience on the use Duolingo as a language learning application and their perception after using this application.

CHAPTER III

RESEARCH METHODOLOGY

This chapter explains and provides the information about the research methodology of this study. It consists of detail descriptions of research design, population, sample, technique of data collection and data analysis.

A. Research Design

The methodology used in this study was quantitative research approach. According to Aliaga and Gunderson (2002), quantitative research is explaining and investigating phenomenon ²¹ problem by collecting numerical data that are analysed using mathematically based methods such as in particular statistics. Matthews and Ross (2010) state that quantitative research method is fundamentally put on the collection of data that is set up and could be displayed numerically. Thus, this study applied quantitative research which aims to find out the percentage of the students perception toward the use of Duolingo application for learning English and the aspects of language that improved by students after using Duolingo application.

B. Research Sites and Participants

1. Population

Population is the generalization consists of object/subject who have the quality and the certain characteristics (Sugiyono,2008). According to Bless

and Higson-Smith (2000), a population is the set of elements that the research focuses on and to obtain result of the research. The population of this study are the university students in Banda Aceh who are currently using or have already used the Duolingo as a language learning application.

2. Sample

Sample is defined as part of the number and characteristics possessed by the population (Sugiyono, 2008). The sample of this study is selected by using convenience sampling technique. Dörnyei (2007) claims that convenience sampling is a type of nonprobability or nonrandom sampling where members of the target population that meet certain practical criteria. According to Etikan, Musa, and Alkasin (2015), convenience samples are sometimes regarded as ‘accidental samples’ because elements may be selected in the sample simply as they just happen to be situated, spatially, and near to where the researcher is conducting the data collection. This sampling technique was applied because the samples of this study were selected with easy and simple access based on criteria of the participants that met the research objectives. In this study, the sample consisted 23 students.

C. Method of Data Collection

The data of this study were collected by using questionnaire as the instrument. Questionnaire is a way to collect the data from respondents and usually consists of several written questions related to the topic. Babbie (2010),

explains that a questionnaire is defined as a set of questions and other types of items designed to solicit information appropriate for analysis. According to Arikunto (2010), there are two types of questionnaire, opened and closed questionnaire. In opened questionnaire, respondents can answer the questions given by the researcher by their own word while closed questionnaire allows the respondents only to choose the available choices. This study used closed-questionnaire.

This study used Likert scale to measure the answer of questionnaire. "A Likert scale is a psychometric scale that has multiple categories from which respondents choose to indicate their opinions, attitudes, or feelings about a particular issue" (Nemoto & Beglar, 2014, p.2). In this study, Likert scale is used to measure opinions and perception students toward a given subject about language learning applications. There are two forms of statements in the Likert scale: positive statement functioning to measure positive perceptions; and, negative statement functioning to measure negative perception of the object of this study. Likert scale is typically five, seven, or nine point agreement scale used to measure respondent agreement with a variety of statements. In this study, the choice of the Likert scale that was offered to the participants applied a choice of four answer, which included strongly agree (4), agree (3), disagree (2), and strongly disagree (1).

D. Method of Data Analysis

Based on the questionnaire, the participants were expected to choose one of the Likert scale answers in each. After the answers were collected, the questionnaire was analysed to find the result. In each statement, the number of students who chose every point agreement scale was calculated in percentages. The following formula was used to calculate the percentages of each statement's frequency according to Sudjono (2008).

$$P = \frac{F}{N} \times 100\%$$

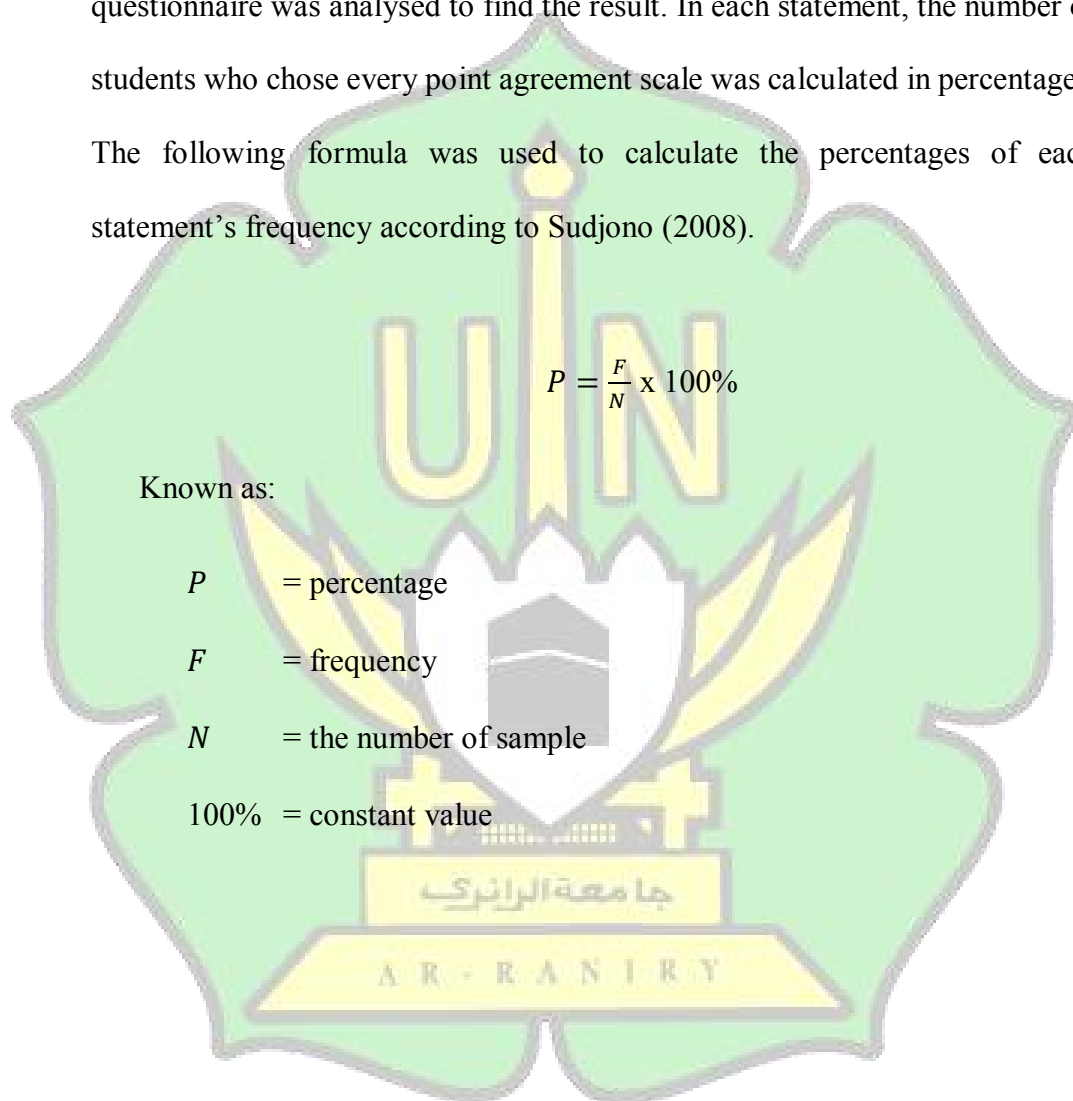
Known as:

P = percentage

F = frequency

N = the number of sample

100% = constant value



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter reviews the result of this research and analysis of the research data. It consists of the explanation about the analysis of the data that carried out by using quantitative data and present the discussion of the research based on the data analysis. This research provides the analysis of data that involves the data from questionnaire.

A. The Analysis of Questionnaire

Questionnaire were used to get the data about students' perception in learning English by using Duolingo as language learning application. The numbers of questions in questionnaire are ten. This study provided a closed-ended questionnaire. The data 25 e seen in the following tables and description. The questionnaire consists of 10 questions from two part which are students' perception toward the use of Duolingo application and the aspect of language are improved by students in learning by using Duolingo application.

1. Students' perception toward the use Duolingo as an language learning application

In the first part of the questionnaire questions, there were five questions out of 10 that answer the perception of the students on the use Duolingo application. The questions are about the students feel more motivated, get an opportunity to be more active, get a good influence, better understand the

material, and students interested to practice and apply their English in daily life.

The percentage of the data analysis can be seen in following table.

Table 4.1

The students felt more motivated to learn English by using Duolingo

Option	Frequency	Percentage
Strongly agree	7	30.44%
Agree	16	69.56%
Disagree	0	0%
Strongly disagree	0	0%
Total	23	100%

From the table above, there are 69.56% of the students agree that they feel more motivated to learn English by using Duolingo application. The rest of them choose strongly agree. This calculation shows that using duolingo can motivate the students in learning language process.

Table 4.2

Learning by using Duolingo gives on opportunity to be more active in learning English

Option	Frequency	Percentage
Strongly agree	3	13.05%
Agree	15	65.21%
Disagree	5	21.74%

Strongly disagree	0	0%
Total	23	100%

Based on above, 65.21% students choose agree that using Duolingo in learning provided them an opportunity to be active in learning English, while 13.05% are strongly agree. There were only a few of them choose disagree (21.74%). That mean if learning English with duolingo give them opportunity to be more active in learning process.

Table 4.3

Dulingo is very influential in learning English

Option	Frequency	Percentage
Strongly agree	9	39.13%
Agree	13	56.52%
Disagree	1	4.35%
Strongly disagree	0	0%
Total	23	100%

Based on the data, 56.52% of students agreed that Duolingo application is very influential in learning English and 39.13% of them are strongly agree. There were only 4.35% of the students choose disagree. It means that almost all of them agreed that learning by using Duolingo can influence their in learning English.

Table 4.4

Learning by using Duolingo makes students more understand English learning material

Option	Frequency	Percentage
Strongly agree	4	17.40%
Agree	17	73.90%
Disagree	2	8.70%
Strongly disagree	0	0%
Total	23	100%

The table shows that all of the students feel that learning by using Duolingo makes them better understand English learning material. It is because 73.90 % of them chose agree and 17.40% strongly agree. There were a few of the students choose disagree (8.70%)

Table 4.5

Learning by using Duolingo allows students to practice and apply their English skills in their daily life

Option	Frequency	Percentage
Strongly agree	3	13.05%
Agree	14	60.86%
Disagree	5	21.74%
Strongly disagree	1	4.35%
Total	23	100%

From the data above, there are various answer of of the students. 60.86% of students agreed and 13.05% are strongly agree if Duolingo application encourages students to practice and apply English skills in their daily live, while 21.74% of students disagree and the rest of them answered strongly disagree.

2. The aspects of language that improved by students in learning by using Duolingo application

There are five questions that responded by the students related to the aspect of language improvement in learning by using Duolingo in learning English. The following table answered the second research question. The questions are related to the student easy to know and memorized the vocabulary, pronounced the word in English properly and correctly, more understand the grammatical rule, and students easy to master the forth skills of English.

Table 4.6

Using Duolingo application makes students easy to know English vocabulary well

Option	Frequency	Percentage
Strongly agree	5	21.74%
Agree	17	72.91%
Disagree	1	4.35%
Strongly disagree	0	0%
Total	23	100%

Based on the table above, many of students agree that learning by using Duolingo makes them easy to know vocabulary in English (72.91%) and 21.74% are strongly agree. There were only 4.35% of students disagree. It means that Duolingo can increase their knowledge about many vocabularies.

Table 4.7

Learning by using Duolingo application makes the students more enthusiastic in memorizing English vocabulary

Option	Frequency	Percentage
Strongly agree	6	26.09%
Agree	16	69.56%
Disagree	1	4.35%
Strongly disagree	0	0%
Total	23	100%

The data showed that 69.56% of the students answered that Duolingo application makes them enthusiastic in memorizing vocabulary, while 26.09% are strongly agree. There were a few of the students choose disagree (4.35%). So, it shows that almost all of the students fell more enthusiastic in memorizing English vocabulary.

Table 4.8

The students know the pronunciation of words in English properly and correctly

Option	Frequency	Percentage
Strongly agree	4	17.39%
Agree	18	78.26%
Disagree	1	4.35%
Strongly disagree	0	0%
Total	23	100%

Based on above, the data shows that 78.26% of students are agree and 17.39% strongly agree if Duolingo makes the students pronunciation of word in English better. There were only 4.35% of students are disagree. This calculation shows that if the students know the pronunciation in English properly and correctly after learning by using Duolingo application.

Table 4.9

Learning by using Duolingo application makes the students better understand gramatical rule

Option	Frequency	Percentage
Strongly agree	2	8.70%
Agree	16	69.56%
Disagree	3	13.04%
Strongly disagree	2	8.70%
Total	23	100%

Many of students agree that using Duolingo makes them more understand grammar in English (69.56%) and strongly agree (8.70%). The rest are disagree (13.04%) and strongly agree (8.70%). Based on the data, more than half of the students feel that Duolingo is one of language learning applications which make the gramatical rule better.

Table 4.10

Duolingo application can make the students easy to master 4 skills of English (speaking, writing, listening and reading)

Option	Frequency	Percentage
Strongly agree	6	26.09%
Agree	15	65.21%
Disagree	2	8.70%
Strongly disagree	0	0%
Total	23	100%

Based on above, 65.21 % of the students choose agree that using Duolingo encouraged students to master the skills of language easily, while 26.09% of them answered strongly agree. There were only 8.70% of them are disagreed. It proves that Doulingo application can make students easy to masker 4 skills in English, namely speaking, writing, listening and reading

B. Discussions

The result of this study showed that the response of the students about the using of language learning application in learning English. The purposes of this research are to find out the perception of students on the use of Duolingo in learning English and to know which aspect of language that improved by students in learning by using Duolingo application. This application could make them more motivated in learning language and get more understanding. They are interested in learning by using Duolingo application and they could easy to master the forth skills of language even practice their English in daily life. To get clear the idea on the result of this research, the explanation can be drawn as the follow.

The first research question is about the perception of students' on learning English by using Duolingo application. The result showed the students give the difference perception based on their experience in use Duolingo application. Many students showed more positive answers than negatif towards the using of Duolingo application. They agree that it is a way to motivate them in learning English, because this application is an adequate way to a new context learning and the features of Duolingo was interesting and addictive. This findings in line with the study of Astarila (2018) which agree that Duolingo has interesting features that can stimulate and motivate the students to learn English. Then, the students agree that Duolingo can makes them easy to practice and apply their English in daily life. The use of Duolingo can be

practiced anywhere and anytime. The students can learn by their own independently to help improve their English better. They can increase the knowledge of the language not only at school but they also can use Duolingo or language learning application as an assist in learning in their home or wherever they are. Based on the study of Nuralie (2019), there is a positive relationship between the use of Duolingo application and learning independence with the ability to communicate in English. Thus, Duolingo application not only can make students more practice English, but also can make student apply and communicate in English.

The second research question is about the aspect of language are improved by the students' in learning by using Duolingo application. Almost all of the questions get excellent responses, although some of them showed the negative response. Many of the students felt that by using Duolingo in learning English, they are easy to know and memorizing vocabulary. Almost all the activity of Duolingo is about vocabulary, such as the exercise in translating the word, listening exercise where the students' speak and types what they heard, also fill in the blank with choose the correct word in multiple choice. Therefore, some of these activities make students more accustomed to dealing with a lot of vocabulary and easily memorized the vocabulary in their mind. It is related to the result of Muddin (2018) which agree that Duolingo application can improve students' ability in mastering vocabulary and make them skillful in memorizing the vocabulary.

It can conclude that Duolingo's gave positive aspects in learning activities. It was because of Duolingo was an interesting and enjoyable application that can use in learning English. Duolingo is a language learning application that can help students to improve their English and motivate them in language learning process.



CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter provides the conclusions and suggestions of this study. Both conclusion and suggestion are drawn based on the results of the data analysis and its discussion. In addition, some suggestions are also made for future research in this field.

A. Conclusions

Based on the findings and discussions of the research, it showed that almost all of the students gave positive response on their experience of using Duolingo application. According to the analysis, Duolingo is a application for learning English that can give a lot benefits to support students' learning process. First, this application can motivates the students; second, very influntial in learning process; third, give an opportunity to the students to be more active; forth, make students more understand the english material; and lastly, allows students to practice and apply English in students' daily life. Besides, Duolingo also improved the students understanding of some language aspects. There are some aspect of languag are improved by using Duolingo: first, Duolingo makes students easy to know the vocabulary; second, easy to memorize the vocabulary; third, better in pronunciation; forth, understand in gramatical rule;

and fifth, make students easy to master the forth of English skills, which are speaking, listening, reading and writing.

B. Recommendations

After conducting the analysis of data using questionnaire, the research proposes some suggestion that would be useful for English language students, the instructors, and primary target who are interested in conducting research in the relevant issues. For the students, they can use the Duolingo application to help them easy in learning English process, such as to help them to know the vocabularies, understand the material in English also help them to memorized the vocabulary meaning, pronunciation of the words and the translation. In addition, The students do not study by using textbooks in their school only, but they can use the language learning application to help them easy to study and improve their English in their home or anywhere.

Regarding to the English instructors, this study suggest that the use Duolingo applications as an application language learning is very useful in learning English because Duolingo can motivate and give a good improvement to their students. The students need an interesting and enjoyable learning. Thus, the students may practice their English in the classroom correctly.

There are many limitations of this research. Hopefully, the future researches could investigate this issues with bigger sample. This research only focused on the students perception who are currently using or have ever used Duolingo in

their learning English process. Perhaps, other researcher would provides the implementation of the Duolingo application to many students.



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