Students' Perception of Duolingo Application on Mastering Vocabulary

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Abstract

The purpose of this study is to ascertain which aspects of the language have improved as a result of using the Duolingo app and how English majors view its utility as a tool for language acquisition. In this study, a qualitative research design is used. Ten junior high school students in the second grade who had been using the Duolingo app for longer than seven days participated in this study. Students completed questionnaires and conducted interviews in order to collect data. The research's conclusions show that most students concur that using the Duolingo app can facilitate English language learning. According to the results of the questionnaires and interviews conducted by the researchers, students believed that the Duolingo app had a lot of beneficial effects on their language learning, including increasing their motivation to learn, practicing, and using their language skills in everyday situations. Aside from that, students who used the Duolingo app made improvements in a variety of language domains, including syntax and pronunciation proficiency, vocabulary knowledge and ease of memorization, and process facilitation of the English language proficiency improvement process. Future researchers are the target audience for this, according to the research findings. In order to explore more aspects of the Duolingo application and its use in English language instruction, researchers intend to conduct more thorough studies with a larger sample size in the future.

Keywords: *Students' Perception, Vocabulary, Language Tool, English Learning*

688

Introduction

One of the three components of the English language that is essential to learning all other English skills is vocabulary. The foundation for students' speaking, listening, reading, and writing becomes its primary focus when it comes to language proficiency. If students don't know enough words, it can be fatal. According to Hiebert and Kamil (2005), reading comprehension will not be attained if there are many unknown words in the text. In addition, the pupils will struggle to organize their thoughts into language for both speaking and writing. The most crucial language ability for any learner to have in order to acquire a language is vocabulary (Guaqueta et al, 2018). If learners haven't mastered the vocabulary of the target language, it will be difficult for them to understand the language in situations where they need to have an oral or written conversation, comprehend a text, or even write a text.

For vocabulary mastery in this situation, a variety of learning resources can be utilized. Learning media, as defined by Latuheru (1988: 14), are any instruments, aids, or items used in educational activities to transmit learning messages (information) from instructors or other sources to pupils or residents studying. Thus, learning media can be understood as a means of communicating ideas from the source to the audience based on the advice of experts. Using both electronic and non-electronic media for learning are the first two methods.

Non-electronic media includes graphic, visual, and print-based media that can be used without the assistance of electronic tools (Abdelhak & Sanjaya, 1995). This media group can be used in many locations that do not currently have an electrical energy source because there is no demand for electronic devices, which normally require electrical energy. The benefits of non-electronic media are as follows: 1) It can expedite and simplify the messages conveyed to students; 2) It can be collared to draw in more attention; and 3) It is less expensive and easier to manufacture. The disadvantages of non-electronic media, on the other hand, are as follows: 1) Require specialized knowledge to create some complex graphics; 2) The message is presented solely through visual elements. Taking pupils to different locations outside of school occasionally entails risks of mishaps and the like. The expenses incurred in organizing different events Never mind the potential for internal damage from use—real objects aren't always tiny. Teaching must be supplemented by other media because it is not always possible to provide all descriptions of the actual object, such as enlargement, cropping, and picture partiality. Illustrations, graphs, flow charts, cartoons, comics, posters, murals, and diagrams are examples of non-electronic media types. Modules, posters, and brochures/leaflets are the only sources of information regarding the creation of guidance and counselling media.

Mobile-assisted language learning has a lot of potential, according to a 2015 study by Davie and Hielber. By using smartphones, students can retain the new vocabulary for longer periods of time and more thoroughly. Bensalem (2018)

provides support for this finding, demonstrating that using WhatsApp to learn vocabulary can improve students' scores (43.14) in the experimental group relative to the control group (21.21) and greatly aid the learning process.

Additionally, research conducted by Klimova and Berger (2018) demonstrated that the use of mobile phone applications in the classroom improved student learning because they were pertinent and appropriate for the needs of the students. By bringing their smartphones with them everywhere, students can study at any time or place, which encourages independent learning. Basoglu and Akdemir (2010) added that students' vocabulary acquisition could be enhanced and their attitude toward mobile learning positively influenced by the use of applications on their phones. It has been demonstrated by earlier research that using mobile applications can enhance students' mastery of vocabulary.

Numerous academics have looked into how well Duolingo helps language learners. Duolingo helps students become more proficient in language, per a study by Rachels et al. (2017). A study by Guaqueta et al. (2018) provides more evidence of the positive effects of Duolingo. It found that users' positive attitudes toward language learning and vocabulary expansion were facilitated by the lively and entertaining format outleaps.

According to Guaqueta et al. (2018), vocabulary is the most crucial language ability that a learner needs to acquire. If learners do not yet possess a solid command of the vocabulary of the target language, they will find it difficult to comprehend texts, hold written or oral conversations, or even write texts.

Literature Review
Vocabulary

Vocabulary is a vital part of a language. While learning a language, it's critical that students develop a large enough vocabulary. The more words that students learn, the more proficient they become in both understanding and using language. Given the significance of vocabulary in language acquisition, a teacher should be able to select an effective teaching method when teaching English vocabulary. Students need vocabulary knowledge to support their English language learning. Al-Hassan & Abdulaziz (2019) state that one of the things preventing EFL students from expressing themselves in writing and speaking is vocabulary. Due to their limited vocabulary, they are also unmotivated when reading and listening. Non-native English speaking EFL students had trouble understanding vocabulary. Acquiring a vast vocabulary of foreign words by memory is one of the first challenges faced by an EFL student (Ghalebi et al., 2020). Furthermore, vocabulary must be learned and understood since it is a crucial language component that students must master before they can practice and advance their productive or receptive language skills (Saragih, 2019; Schmitt & Schmitt, 2020).   Students must therefore increase the scope of their own vocabulary by practicing independently

on mobile devices and through the use of language-learning apps and platforms (Hasan et al., 2022).

Vocabulary Mastery

The vocabulary mastery is one of the important things in learning a new language. Grabe (2015:279) states, "Raising the students' awareness of the new words that they encounter in texts represents an important learning goal. The students must be aware of the vocabularies". It means that the students must be able to recognize its meaning and the pronunciation. Mastering English vocabulary in the process of learning teaching English in Senior High School is very important. By having or mastering a stock of words, someone will be able to communicate with other people easily and fluently. Vocabulary as one of important component in learning English language cannot be ignored. Without mastering English vocabulary, the students cannot master English language easily (Aulia et al., 2020).

Mobile Assisted Language Learning (MALL)

Because so many people own smartphones, they have emerged as the device of choice for MALL application developers (Burston, 2014). Kukulska-Hulme (2013) defined MALL (Mobile-Assisted Language Learning) as the language learning application of mobile technologies, especially when the device's portability is beneficial. It is supported by Palalas' (2011:76) claim that, "MALL refers to the process of learning a language that is facilitated by the learner's mobility and the portability of handheld devices." Palalas' definition of mobility considers both of these aspects.

Consequently, MALL refers to the use of conveniently portable devices that offer anywhere access to learning resources, boosting the chances for language practice and acquisition by tailoring the educational process to each student's requirements, preferences, and level of motivation. Decades have also been spent by numerous researchers thoroughly researching this field. After looking at research published between 2000 and 2012, Duman et al. (2015) found that the research trend grew steadily in tandem with the rise in popularity of cell phones as the most widely used media and vocabulary as the most studied topic.

Gamification

Gamification, according to Kapp (2012), is the process of enticing people to take action, encourage learning, and solve problems by utilizing game-based techniques and game theory. challenges. A similar idea was presented by Brigham (2015), who defined gamification as the use of game elements in non-gaming contexts to increase motivation and levels of engagement during the learning process. Gamification is the use of a game element in a specific context, in this case language learning. In his explanation of the use of gamification in language learning apps, Ketyi (2016) highlights how well-known mobile language learning apps like Duolingo employ gamification elements like pairing, matching, and drills to entice users.

Duolingo

Luis von Ahn and Severin Hacker created the free language-learning app Duolingo, which takes a playful approach with young learners. Accessible versions of the app include the web version and those for iOS, Android, and Windows Phone. Giving users a straightforward but worthwhile learning experience is Duolingo's mission. There are more than 100 courses available here in 41 different languages, ranging from Spanish, French, German, and Japanese to Navajo and Yiddish, among many others. 1.74 million people access the English course, but English speakers are not yet able to access it. An expanded version of Duolingo's main language-learning platform is called the Duolingo English Test (DET).

The goal of the Duolingo English Test is to assess your proficiency in speaking, writing, listening, and reading English. Many think this is the best test to evaluate their English proficiency because of its adjustable system. After that, a comprehensive score ranging from 10 to 160 will be reported based on each test taker's errors. The English exam system on Duolingo has an interesting feature whereby the system adapts the difficulty of the subsequent question based on your accuracy on the previous one. If you provide a wrong response, the system will automatically present you with a simpler question. DET can assess participants' English proficiency with accuracy in this way.

The free language-learning resource Duolingo is available as a mobile application and on the web at duolingo.com. It is a highly well-liked program. for language acquisition, where there are currently 300 million users and growing (Duolingo, 2019). Some of Duolingo's features are game-like, which will motivate language learners to use the app. To begin with, there is a skill tree with several lessons that users can progress through to unlock the next skill. Ten to fifteen different types of exercises are included in each lesson. The leader board is an additional Duolingo feature that becomes active when a user adds a friend to his list. Users of Duolingo can buy extra skills, bonuses like freeze or personalize the owl mascot Duo's appearances. Additionally, Duolingo offers a feature on its website called Duolingo for School, which allows teachers to set up virtual classrooms where students can view the curriculum content, track their progress, and complete assignments for homework or in-class activities (Stringer, 2016). According to this study, Duolingo is a language-learning app with a gamification feature.

Method

The research methodology used in this study was qualitative. To derive conclusions from their investigation, the researchers employed the case observe technique. Students in the second grade from a Medan junior high school participated in this study. We invited ten school-age students to participate in this study. Interviews and questionnaires had been the methods used to gather the data. A few of the questions on the questionnaire are closed-ended. The primary

objective of the survey is to learn what college students think about word learning using the Duolingo program. A survey questionnaire with a 5-point Likert scale is used to collect data.   Firmly the five opportunity items are strongly agreed, agree, neutral, disagree, and strongly disagree.   There are twenty-four questions on the survey. In order to learn more about how students felt about using the Duolingo app as a vocabulary-learning tool, interviews with students were then held.

Data Analysis

Research methods are essentially scientific procedures for gathering data with particular goals and purposes in mind. A qualitative research methodology is employed in this study. According to Sugiyono, qualitative research uses the researcher as the primary instrument and looks at objects' natural states as opposed to experiments. Triangulation (combined) was used as the method of data collection, and inductive reasoning was used for data analysis. Findings from qualitative research place more emphasis on meaning than generalization. This approach is chosen because it gives researchers direct access to the object, enabling them to get closer to their study subject. Stated differently, the primary instrument of human research is the researcher. As per Miles & Huberman (1992: 16), analysis comprises three simultaneous streams of activities: data reduction, data presentation, and conclusion/verification drawing.

Information was gathered by the researcher using the Zoom, WhatsApp, and Google Forms apps. In an attempt to answer the research question, this discovery was made. Scientists used two instruments to collect data. The initial one was a questionnaire. Following their use of the Duolingo app, English students were asked 24 questions about their perspectives. Google Forms and WhatsApp groups were used to provide ten students with access to these questions. The second round of data collection involved conducting interviews through the Zoom app. At different times, four people were interviewed one-on-one. Transcripts and percentages were created after the researcher carefully reviewed the questionnaire and interview responses.

Findings

Based on the analysis data, there were four findings that can be concluded on below explanation:

1. Duolingo is accessible and uncomplicated

Most students who experience language learning difficulties will seek out additional, relevant resources to help them improve. In addition, because new language learning technologies such as the Duolingo app are attractive, most students are very interested in using them. this is also supported by the results of the following questionnaire:

Table

Statement	SA %	A%	N%	D%	SD%
I'm trying to find additional learning tool when I have trouble in learn English.	30 %	50 %	10 %	0	10 %
I'm excited to use new learning technologies like the Duolingo app because it was interesting.	80 %	20 %	0	0	0

The first question is about students trying to find additional learning tools when they have difficulty learning English. 30% of students strongly agree that students will look for new learning tools to help them when they have difficulty learning English. There are 50% of students who agree about trying to find additional tools when having difficulty learning English. There are 50% of students who agree with this question. Meanwhile, there are 10% of students who are neutral about finding learning tools. Additionally, 0% of students disagreed with the question. while 10% of students strongly disagree that if they experience difficulty, they will try to find learning tools. as a conclusion that students will try to find new learning tools if they experience difficulties in learning English.

The second question is about students being very enthusiastic about trying to find new learning tools. 80% of students strongly agree that students will be very enthusiastic if there are new learning tools for learning English. There are 20% of students who agree and are even enthusiastic about new learning tools like Duolingo. while 0% of students were neutral, disagreed, and strongly disagreed with the question. As a conclusion, students will be enthusiastic about using the Duolingo application because the application is very interesting for them.

In this case, there was an answer from the students when interviewed regarding the answer above, namely that *"the Duolingo application is a new application for them, but they are very interested in using this application because of its interesting features and helping them learn English.".* This is supported by the answer from one student, who said that *"this application is very helpful in finding new learning resources."*

2. Duolingo is interactive application in learning English

Duolingo app is very effective for those learning languages and is also a great tool to improve their language learning skills. Users can access the Duolingo application from anywhere and at any time. The app suits their learning style and has user-friendly features that make participants comfortable practicing English. The majority of participants also agreed that this application helped them learn English. this is also supported by the results of the following questionnaire:

Table 2: Duolingo is effective but less convenient

Statement	SA %	A %	N %	D %	SD%

I use the Duolingo app because it suits my learning style.	30 %	30 %	10 %	0	30 %
I am comfortable using the Duolingo app because it provides a balance of activities (for example, the practice questions are grouping according to the student's ability level).	0 %	60 %	0	0	40 %
I use the Duolingo app because it provides activities that encourage sufficient communicative and meaningful practice.	50 %	50 %	0	0	0
I understand the material in the Duolingo app because it provides information /materials/ questions that are easy to understand.	50 %	50 %	0	0	0
I like the activity in the Duolingo app, the activities promote creative, original and independent responses.	30 %	50 %	10 %	0	10 %
I must focus on practicing the skills that I need and Duolingo app provides the appropriate material for the user.	50 %	40 %	10 %	0	0
I really like using Duolingo app because it make English learning more enjoyable and interesting.	60 %	20 %	10 %	0	10 %
I easily understand the language used in the Duolingo app; it is adjusted to the ability level of students.	20 %	50 %	20 %	0	10 %
I don't find it difficult when operating Duolingo app because the app is easy to use even for the beginner user.	50 %	30 %	10 %	0	10 %
I really enjoy the Duolingo app because it allows me to study whenever and wherever I am.	50 %	20 %	0	0	30 %
Based on my experience using Duolingo app enrich my vocabulary.	30 %	40 %	30%	0	0

The first question is about whether students use the Duolingo application because it suits the student's learning style. 30% of students strongly agree and agree that they are very suitable for students' learning styles. There were 10% of students who were neutral about this question. while 0% of students disagree with the following statement. while there are 30% of students who strongly disagree

that Duolingo is a learning style that suits them. As a conclusion, Duolingo is an application that is very suitable for students' learning styles.

The second question is about comfort in using the Duolingo application because it provides a balance of activities. 0% of students strongly agree with this, but 60% of students agree that Duolingo is an application that is comfortable to use in training students' language activities. There were 0% of students who were neutral and also disagreed with the question. while 40% of students strongly disagree because, for some of them, this application is not comfortable to use. In conclusion, Duolingo is an application that is comfortable to use, and according to them, this application uses the student's ability level.

The third and fourth questions are about activities that encourage adequate communicative and meaningful practice and also provide information, material, or questions that are easy to understand. There are 50% of students who strongly agree and also agree with this, because for them, Duolingo is an application that can help students in communicative practice, which is assisted by the material used according to their own understanding abilities. With this, it can be concluded that Duolingo is an application that encourages students to communicate, and the material used is also easy for students to understand.

In the fifth question, namely regarding activities in the Duolingo application, the activities prioritize creative, original and independent responses. There are 30% of students who strongly agree that the activities used in this application prioritize students' responses and independence in their answers. Apart from that, 50% of students agree that Duolingo is an application that is different from other applications. while there were 10% of students who were neutral about this question. Apart from that, there are 0% who disagree and 10% who strongly disagree with this. From this, the conclusion that can be drawn is that Duolingo is an application whose activities are very creative and prioritize student responses so that student activities are more interesting to use.

in the sixth question, which contains the question that this application can train the skills provided by Duolingo according to the user's abilities. There are 90% of students who strongly agree and agree that this application can help students in terms of student skills in accordance with the students' own abilities. However, there are 10% of students who are neutral about this matter. Meanwhile, there are 0% of students who disagree and strongly disagree because Duolingo is an application that helps students' skills and is supported by materials used according to students' abilities.

In the seventh question, which contains the same question as the second question in Table 1, it is clear that students really like using duolingo, which is more fun and more interesting. However, in this case, 60% of students strongly agree that this application is very interesting and fun. However, 20% of students agreed with this question because Duolingo has interesting features. There were 10% of

students who were neutral about this question. However, there are no students who do not agree with this. Meanwhile, 10% of students strongly disagree that this is an interesting application for students to use.

The eighth and ninth questions have the same continuity where the questions are about the language used, which is easy to understand, so this application is easy to use for beginners. In the eighth question, there were 20% who strongly agreed with the question of whether the Duolingo language was easy to understand. 50% of students agree that, when used, this application prioritizes student abilities. However, 20% of students were neutral about this question. However, on these two questions, no one student disagreed with them. while 10% of students strongly disagree that Duolingo uses language that is easy to understand and easy to use for beginners. Meanwhile, in question nine, 50% of students felt there were no difficulties when using Duolingo. and 30% of students agree that there are no difficulties when using the Duolingo application. However, there are 10% who choose to be neutral on this matter.

The tenth question is about students who enjoy the Duolingo application because it allows them to learn whenever and wherever they are. 50% of students who have used Duolingo stated that this application can be used anywhere and at any time, so students can learn anywhere. and there are also 20% of students who agree with this. However, 0% of students were neutral and did not agree with this because of their experience using Duolingo. However, 30% of students strongly disagree that students enjoy the Duolingo application.

The last question in Table 3 is about students' experiences using Duolingo. There are between 30% and 40% of students who strongly agree and agree that using this application can enrich students' vocabulary. However, 30% of students were neutral about this question. Meanwhile, none of the students disagreed or strongly disagreed because, according to the students' experience, Duolingo helped students increase their vocabulary.

Most students say that this app has helped their English learning. This shows that most students find Duolingo a useful resource to improve their English proficiency anytime and from anywhere. Student responses further strengthen this conclusion. In the fifth interview, the respondent said, *"I think the Duolingo application is interesting because there are many features that make it easier for users to use it, and the level of difficulty can be adjusted to suit our abilities, we can choose according to our abilities." "I enjoy using Duolingo because it can be used anytime and anywhere" according* to the second respondent.

3. **Duolingo helps students in learning English.**

As the title of this subtopic, students said that Duolingo helps the students in various skills in learning English such as, reading and writing, the table 3 below is shown the students answered based on questionnaires.

Table 3: Language improvement through the use of Duolingo

Statement	SA %	A %	N %	D %	SD %
I often practice reading and writing through Duolingo app.	40 %	40 %	0	20 %	0
I often practice listening and speaking through Duolingo app.	30 %	40 %	10 %	10 %	10 %
I often learning grammar or structure through Duolingo app.	40 %	40 %	0	10 %	10 %
I often practice translating words and sentences through Duolingo app.	80 %	20 %	0	0	0
Based on my experience using Duolingo app enrich my vocabulary.	30 %	40 %	30 %	0	0

On the first question, it is about the duration when their used Duolingo in two skills, namely reading and writing. There were 40% students strongly agree that they often used Duolingo to help them improve reading and writing skills. The other 40% also said that they were agree this application as a guidance for them to get better their reading and writing skills. As a for neutral no one of the students gave the answer. In the other hand, there were 20% students said disagree with the statement. It means that they were seldom or even did not use Duolingo as an application to refine their skills in reading and writing. In addition, 0% students strongly disagree with this statement. As a conclusion for above explanation, Duolingo helps students in reading and writing.

The second question is about the duration of using Duolingo for two skills, namely listening and speaking. 30% of students strongly agree that they often use Duolingo to help them improve their listening and speaking skills. Another 40% also stated that they agreed with this application as a guide for them to improve their listening and speaking skills. Meanwhile, for neutral, 10% of students gave answers. Meanwhile, there were 10% of students who said they did not agree with this statement. This means that they rarely use Duolingo as an application to hone their listening and speaking skills. In addition, 10% of students strongly disagreed with the statement. As a conclusion from the explanation above, Duolingo helps students hone their listening and speaking skills.

The third question is regarding the duration of learning grammar or structure through the Duolingo application. 40% of students strongly agree and agree that they often study using Duolingo to help them improve grammar and language structure. Meanwhile, for neutral, 0% of students gave answers. Meanwhile, there were 10% of students who stated they disagreed or strongly disagreed with this statement. This means that they rarely use Duolingo as an application to hone their ability to learn grammar or language structure. As a conclusion from the explanation above, Duolingo helps students learn grammar or language structure.

The fourth question is about the duration of practicing translating words and sentences using the Duolingo application. 80% of students strongly agree that they

often learn to use Duolingo to help them improve translating words and sentences. 20% of students said that they agreed that the Duolingo application could practice translating words and sentences. Meanwhile, for neutral, disagree, and strongly disagree, 0% of students gave answers. This means that they often use Duolingo as an application to practice translating words and sentences. As a conclusion from the explanation above, Duolingo helps students practice translating words and sentences.

The fifth question is about the duration of students' experience using the Duolingo application. 30% of students strongly agree that using Duolingo helps them improve their vocabulary. 40% of students said that they agree that the Duolingo app can improve their vocabulary. Meanwhile, for neutral, 30% of students gave answers. and there are 0% who disagree and strongly disagree with the statement. This means that they often use Duolingo as an application to enrich their vocabulary. As a conclusion from the above explanation, Duolingo helps students improve their vocabulary.

This can be supported by the statements of the ten participating students. Participants said they experienced improvement in several ways. However, they said that using the Duolingo application made their vocabularies grow quickly. This opinion is supported by statements from students who say that *"this application can help improve vocabulary, writing, and reading."* This statement is in accordance with the results of the questionnaire carried out by participating students, as shown in the table below. Based on the data below, most students say that Duolingo helps them enjoy learning. The reason is that this program gives students access to learning resources tailored to their individual needs, keeps the subjects and content interesting, doesn't make them bored, and gives hope that Duolingo can increase their enthusiasm for learning. In the end, the survey and interview results show that the majority of students consider using the Duolingo application to learn English to be beneficial, although there are some drawbacks. This application actually helps students in their English learning process. They agreed that using the app had improved their English and sparked their curiosity to learn the language. The students thought that *"the Duolingo application helps them learn English."*

4. Duolingo is increasing students' learning motivation

As stated in the subtopic title, students claim that Duolingo encourages them to learn, and table 4 below displays their responses based on the questionnaire:

Table 4: Improving Student Learning Motivation Through the Use of Duolingo

Statement	SA %	A %	N %	D %	SD %
I am looking the learning materials that I need and Duolingo app facilitates the learning needs that appropriate for the	30 %	60 %	0	10 %	0

user.					
I like the content in Duolingo app is relevant to my needs as an English language learner.	30 %	50 %	10 %	10 %	0
I really enjoy using Duolingo app because the subject and content of the materials is interesting, challenging and motivating.	60 %	40 %	0	0	0
I don't get easily bored of using Duolingo app because there is sufficient variety in the subject and content in Duolingo.	60 %	20 %	0	0	20 %
I believe that using the Duolingo app will improve my learning process to be more effective.	30 %	50 %	20 %	0	0
I raise my interest in further English language study after using the Duolingo app.	40 %	50 %	0	10 %	0
I prefer practice English using Duolingo app in the smartphone than another media/ other app because it is more fun and enjoyable.	50 %	30 %	10 %	0	10 %

In table 4, the first and second questions discuss the same thing, namely regarding students looking for the learning materials they need and the Duolingo application facilitating learning needs so that the contents of the Duolingo application are very relevant to students' needs. In the first and second questions, 30% of students strongly agreed that Duolingo suited students' needs. However, there are 10% superior to those who agree that Duolingo is an application that is really needed by students for learning English. However, on the first question, there were no students who were neutral on the question. while in the second question 10% of students were neutral about this. with other results, 10% of students still disagree that Duolingo helps facilitate learning for students who need it. and there is not a single student who does not strongly agree with this. and it can be concluded that students think that the Duolingo application is really needed by students.

The third and fourth questions have the same topic, which is discussing the contents of the Duolingo application itself. 60% of students strongly agree that the features that Duolingo uses are very varied and also very interesting. However, 40% of students agree that the learning material really challenges students with new things, so 20% of students think that the content of this application does not make users bored. 0% of students chose neutral and disagreed with this. while 0% of

students strongly disagree and 20% of students still think that this application makes students bored and lacks variety. So it can be concluded that the Duolingo application is a very interesting application so that users do not get bored easily and are motivated to use this application frequently.

In questions five to seven, it was stated that after using the Duolingo application, they could improve their English learning process with fun. There were 30%, 40%, and 50% of students who stated that they strongly agreed with these three statements because they matched their English learning experience when using the Duolingo application. 20% superior to question seven in that they agree that this application increases their interest in learning English. 20% of students were neutral about questions five and seven, but 10% of students disagreed with question number six because there were students who were less interested in learning English using Duolingo. So, there is not a single student who strongly disagrees with this question, while there are 10% of students who strongly disagree with learning using smartphones.

In this case, the interview results support that using smartphones can help students have more fun learning English and also help them find what they need to learn. As the answer from one of the students who has used this application says, *"The Duolingo application helps students learn because the language used often appears when studying using school books, and also because the use of smartphones has a positive impact when used for learning."* and there were also those who answered that *"the Duolingo application is very interesting and doesn't get bored easily because it is supported by image and colour features that attract students to continue learning."*

Discussion

After collecting and analyzing data, the researcher discussed the main problem of this research, namely to determine students' perceptions of using the Duolingo application as an English learning tool; and to find out which aspects of English students learn better using the Duolingo app. The second research question states that English language learners who use the Duolingo application can improve in several ways. There are excellent answers to almost every question in questionnaires and interviews. According to data, most students believe that the Duolingo app helps their vocabulary growth and English learning. According to Siregar (2019), the Duolingo application can motivate students to engage in language learning and improve their vocabulary and pronunciation. These results are consistent with previous research. Further findings are also linked to research conducted by Anna et al. (2016), who found that students' mastery of vocabulary, pronunciation and grammatical structures improved with the Duolingo application. Students can improve their English proficiency and learn new words with the Duolingo app.

Conclusion

It is known that practically all participants provided positive responses based on the findings and discussion in the preceding chapter. Pupils concur that learning English is greatly aided by the Duolingo app. Cost, connectivity, mobility, usability, and control are other areas where they concur. Second, students can be more proactive in finishing all of the assignments offered by the gamification system in the Duolingo application by regularly using it. Students can apply their English language skills in the real world by using this app on a regular basis.

They can enhance their language skills in a number of ways by utilizing the Duolingo language learning app, including spelling, grammar rules comprehension, and mastery of the English language's constituent parts. Since word games are a common feature of the Duolingo app, students can quickly become more proficient in vocabulary because they are able to comprehend and remember new words more easily. Researchers propose that English teachers can encourage and support their students' English language learning by using language learning apps like Duolingo, based on the results of this study. Students should use this app, they say, to hone their language abilities. Scholars anticipate conducting additional research in the future.

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