DUOLINGGO AS AN ATTRACTIVE APPLICATION TO UPGRADE STUDENT'S MOTIVATION IN LEARNING ENGLISH INDEPENDENTLY

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ABSTRACT : As one of the modern, simple and easy to use application in learning English, Duolinggo is popular to help facilitation students or English learner in acquiring foreign language. This research purposes to investigate the students's motivation in learning English indenpendently by using educational tools like Duolinggo everywhere. Quantitative research was used to explore the phenomenon. There are 16 students participated in this resaech from SMP Muhammadiyah Padangpanjang. The techniques of collectiong data are by using quitionaire and after they use Duolinggo outside the classroom and learn by themselves. The result of this research are 75% students agree percentage that Duolinggo really encourage them in learning English indenpendently, 62,5% students agree that Duolinggo can give opportunities to them to learn English better, while 43,75% students agree that Duolinggo encourage them to spend more time learning English outside of the classroom. It has the same percentage with another situation like Duolinggo make English learning more enjoyable and interesting and It is more fun to practice Duolinggo in the smartphone than in the classrrom. It can be conclude that students can be more motivated in learning English independently by using Duolinggo as one of the suppoting educational learning tool.

Keywords: Duolinggo, Gamification, Student's motivation, Learning Independently

A.   INTRODUCTION

Technology has brought us into a new era of teaching and learning. Halverson & Smith (2009) mentioned that technology makes the learning process more attractive, flexible, and motivates students, and technology also increases learning productivity and efficiency. Students can use computers, the internet, or other technology to help them learn. They can download language learning applications and it will help them in the language learning process. Mindog (2016) mentioned that learning applications have become available everywhere both inside and outside the classroom including in English learning. The use of learning applications almost all over the world has been famous and in demand. There are several English learning applications such as Duolingo, Hello English, Memrise, Listening Drill, Grammar Up, and etc.

Duolingo is one of the most popular language-learning applications. It is an application that can be accessed using a computer or mobile phone for free. Munday (2015) stated that the Duolingo aims to teach fun languages, even this application presents a combined activity between several skills in the form of a game. It connects lessons with a game that can build interest in learning the language. Duolingo combines elements of audio, visual, and question surrounding vocabulary and grammar enjoyably. Thus, it can give the influence to improve English language skills for its users.

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As a language learning application, Duolingo is one of the most famous 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 students. Its slogan is free language learning for the world. Duolingo is an application that offers to master more than 35 languages globally. Millions of people can use this application to learn the foreign language they want, especially English as an international language.

According to Nushi and Eqbali (2017) stated that Duolingo is a language learning application that provides practical and systematic steps for students to learn foreign languages independently. Nathanael and Byron (in Fatah, 2019) mentioned that Duolingo is a language learning application that is practical and easy to use as a foreign language course to improve students' language skills. Lionetti (in Amalia, 2019) mentioned that Duolingo is a free gamified e-learning tool that allows students to learn how to speak one foreign language such as English, Italian, French, and so on. Duolingo can download on mobile phones or registered on computers, so students will practice it anytime and anywhere.

Guaqueta & Castro (2018) believe that Duolingo is an excellent application to exercise and simplify English learning. Therefore, Duolingo is necessary for students to research the English language, and also it may grow students' motivation in mastering. Duolingo uses implicit learning to maintain long-term memory and makes it easier to communicate in new languages. The Duolingo course complies with the Common European Framework of Reference for Languages   (GER), which is an international standard for language skills.

Veselinov and Grego (2012) showed that the main factor of Duolingo's effectiveness is to motivate students to learn and significantly improve their language learning process. Using Duolingo can help students gain fascinating knowledge and a more attractive learning environment. It may be the best way for students to develop their English skills and master the elements of language learning.

The Duolingo as a language learning application may provide an extensive range of features, and an Internet connection is required to use this application. According to Fatah (2019) Duolingo presents the following features:

a. Achievement is a feature of the Duolingo application, which is provided when students complete the course with their best efforts.

b. Lingot is a small jewel symbol used to reward students who complete activities and levels to earn Lingots. Can be changed to other additional practices.

c. Crown Level is a new update feature added to the Duolingo application. Each skill has a Crown Level. Students who complete this skill will get the crown and enter the next skill.

d. Daily Goal is to commend those students who persist in practice. The Duolingo application rewards stunning sounds and unique graphics, allowing students to re-engage in work.

e. Forum is a feature that allows students to chat with friends and share language learning. You can create your club and invite others.

Figure 1 Achievements
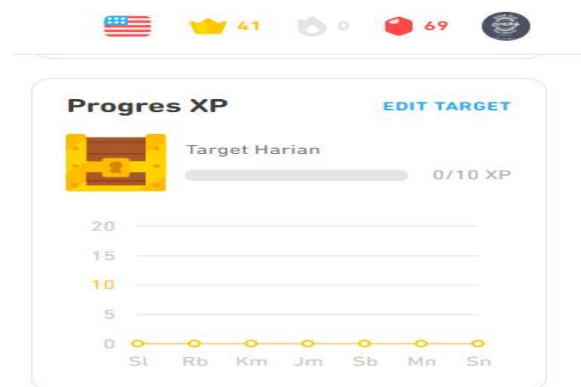

Figure 2 Lingot

Figure 3 Crown Level

Figure 4 Daily Goal

Figure 5 Forum

Utami (2020) mentioned that there are exercise types on Duolingo, namely:

a. The first exercise provided by Duolingo is the vocabulary selection exercise. In which the students see pictures and students choose them based on the correct answer.

b. The second exercise is speaking. The students repeat or say the second pronunciation of the sentence they heard.

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c. The third is a listening session. The user listens to the audio clips with words or phrases and

    must input them correctly.

d. The fourth exercise is sentence translation. Translate students' native language into the target

    language-complete. Students choose the correct translation and then should put them in the

    right sentence.

e. Finally, you still have exercises to do practice multiple braid shapes. Students must choose the

    correct answer from two or three possibilities.

Muddin (2018) believes that Duolingo is anytime and everywhere. It is a language learning application that allows students to learn anytime, anywhere. Munday (2015) Explains that Duolingo contains a certain gamification element. Students like to use this application because they want to play games while learning. It can motivate students to learn English independently.

In addition, Ryder and Machajewski (2017) stated that gamification bring motivational benefits; it encourages an incremental, rather than an entity theory of knowledge. The application earache of Duolingo is also interesting and enjoyable. This application designed to make the process of learning to be more effective in English.

Duolingo also has several other objectives, such as;

a. Provide everyone to have access to a personal learning experience through technology.
b. Make learning activities fun.

    It's hard to stay motivated while studying online. Therefore, Duolingo is here to create a fun learning so that students are happier learning new skills than playing games.
c. Accessible from all over the world.

    More than 1.2 billion people are learning a language and the majority of them do so for better opportunities. Unfortunately, learning a language is expensive and not accessible to many people. Duolingo is here to give everyone a chance. Learn languages for free, no paid content, all for free.

B. METHODOLOGY

The design of this study is quantitative research. Aliage and Gunderson (in Apuke, 2017) defined that quantitative research is explaining and exploring social problem phenomena by collecting numerical data using mathematical methods such as statistics for analysis.

This study aims to determine the percentage of student perception on the use of Duolingo as an attractive application to upgrade student's motivation in learning english independently in the nineth grade students at SMP Muhammadiyah Padang Panjang. The population of this study is the nineth grade students of SMP Muhammadiyah Padang Panjang, who are currently using or have already used Duolingo as an English learning application. In this case, the population consisted 26

students. The sample of this study select using purposive sampling. In this study, the sample consisted 16 students.

This study uses questionnaire as instrument. Questionnaire prepared to obtain information to know student perception of the use of Duolingo as an English learning application. This study uses questionnaire as instrument. Gay, et al (2012) mentioned that a questionnaire is a written collection of self-report questions to be answered by a selected group of research participants. This study uses a closed questionnaire.

In this research**,** the Likert scale will use to measure the response to the questionnaire. The questionnaire adopted from Inayah, et al (2020) in the questionnaire using the Likert scale method which each statement answered from strongly disagree (SD) , disagree (D), neutral (N), agree (A), and strongly agree (SA). The questionnaires translated is into Bahasa Indonesia. To make it easy for the nineth grade students of SMP Muhammadiyah Padang Panjang in understanding the questions and providing the answer. The following formula is used to calculate the percentage frequency of each statement according to Sudjono (in Utami, 2020).

$$= \ / \ \text{x} \ 100\%$$

Abbreviation:

    = percentage
   = frequency
    = the number of samples
100% = constant value

C. RESULT

Questionnaire was used to get the data about student perception on the use of duolingo as an attractive application to upgrade student's motivation in learning english independently

Table 1. *Duolingo can bring many opportunities for me to learn English*

Option	Frequency	Percentage
Strongly Disagree	0	0 %
Disagree	0	0 %
Neutral	4	25 %
Agree	10	62,5 %
Strongly Agree	2	12,5 %
Total	16	100 %

From the table above, there are 62,5 % of students agree that Duolingo can bring many opportunities for them to learn English. 25 % of students chose neutral. The rest 12,5 % of students chose strongly agree. These calculations show find that Duolingo can bring many opportunities for them to learn English.

Table 2. *Duolingo encourages me to learn English independently*

Option	Frequency	Percentage
Strongly Disagree	0	0 %
Disagree	1	6,25 %
Neutral	2	12,5 %
Agree	12	75 %
Strongly Agree	1	6,25 %
Total	16	100 %

From the table above, there are 75 % of students agree that Duolingo encourages them to learn English independently. 12,5 % of students chose neutral. 6,25 % of students chose strongly agree. The rest 6,25 % of students chose disagree. These calculations show that Duolingo encourages them to learn English independently.

Table 3 *Duolingo encourages me to spend more time learning English outside of the classroom*

Option	Frequency	Percentage
Strongly Disagree	0	0 %
Disagree	1	6,25 %
Neutral	5	31,25 %
Agree	7	43,75 %
Strongly Agree	3	18,75 %
Total	16	100 %

From the table above, there are 43,75 % of students agree that Duolingo encourages them to spend more time learning English outside of the classroom. 31,25 % of students chose neutral. 18,75 % of students strongly agree. The rest 6,25 % chose disagree. These calculations show that Duolingo encourages them to spend more time learning English outside of the classroom.

The great thing to be underlined here is that Duolingo indeed able to stimulate student's attention and encourage their learning experience through their curiosity. Gamification factors inside can give another nice experience for learners to learn English independently. They don't have to study with rigid rules which sometime bored for some of them. No need teacher-centered here or student's attention like when we learn at classroom. Freedom is one that Duolingo can offer to the users. Gamification factors inside like championship, games, crown, level up, achievements, live practice and so on really give students a new experience in learning English anytime, anywhere and independently. So, for these reasons, it can be clearly stated that Duolingo is one of the attractive application that can be used to upgrade or increase student's motivation in learning English independently.

D. CONCLUSION

Based on the finding and discussion of this study, the result showed that a lot of students agree that Duolingo brings motivational benefits for students in English learning. Duolingo can increase

students' motivation for learning English. First, Duolingo encourages students to spend more time learning English outside of the classroom; Second, Duolingo can bring many opportunities for students to learn English; Third, Duolingo encourages students to learn English independently. They are interested in learning by using Duolingo and they can easily master the fourth language skills and even practice their English in their daily life.

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