

**LEARNING ENGLISH USING DUOLINGO: THE
DESCRIPTION OF STUDENTS' MOTIVATION AND
LEARNING EXPERIENCE**

THESIS

Submitted in Partial Fulfillment of the Requirement`

For the Degree of Bachelor of Education

In English Language Education Department



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2024

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Is my work. I am completely responsible for the content of this thesis. The writer's other opinion or findings included in the thesis are quoted or cited following ethical standards.

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I inform you that I have given guidance, briefing, and correction to whatever extent necessary for the following thesis:

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Wassalamu 'alaikum Wr. Wb.

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ABSTRACT

Title : Learning English Using Duolingo: The Description of Students' Motivation and Learning Experience
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The role of technology in education, particularly in language learning, for which the Duolingo app is very popular. As a gamification-based learning app, Duolingo offers the potential to address these challenges through an innovative and interactive approach. However, there is a gap in research regarding its impact on younger students in primary education. This research addresses the gap by examining what motivates younger students to use Duolingo and how it affects their learning experiences. This study used a descriptive qualitative approach with data collected through questionnaires and observations of 24 students of class VI E at SD Islam Al Azhar 25 Semarang. To ensure the validity of the data, this study used researcher triangulation through the meta-observation method. Questionnaires focused on identifying students' intrinsic and extrinsic motivation factors, while observations recorded students' responses during the learning process using the app. The results showed that students' intrinsic motivation, such as enjoyment and interest in learning, increased when using Duolingo. In addition, extrinsic motivation, such as rewards from the gamification feature, also encouraged students to study harder. Most students reported that Duolingo helped improve their vocabulary and grammar acquisition, although some students faced obstacles in pronunciation and complex grammar features. This study implies that Duolingo can be a supporting tool in primary schools' English language learning.

Keywords: Duolingo, English language learning, learning experiences, primary education, student motivation

MOTTO

اللَّهُ نُورُ السَّمَوَاتِ وَالْأَرْضِ ۚ مَثَلُ نُورِهِ كَمِشْكَاةٍ فِيهَا مِصْبَاحٌ ۚ الْمِصْبَاحُ فِي زُجَاجَةٍ
الزُّجَاجَةُ كَأَنَّهَا كَوْكَبٌ دُرِّيٌّ يُوقَدُ مِنْ شَجَرَةٍ مُبَارَكَةٍ زَيْتُونَةٍ لَا شَرْقِيَّةٍ وَلَا غَرْبِيَّةٍ يَكَادُ
زَيْتُهَا يُضِيءُ وَلَوْ لَمْ تَمْسَسْهُ نَارٌ ۚ نُورٌ عَلَى نُورٍ ۗ يَهْدِي اللَّهُ لِنُورِهِ مَن يَشَاءُ
وَيَضْرِبُ اللَّهُ الْأَمْثَلَ لِلنَّاسِ ۗ وَاللَّهُ بِكُلِّ شَيْءٍ عَلِيمٌ

(QS An-Nur: 15)

“Sebenarnya cara untuk mendapatkan hasil itulah yang lebih penting dari hasil itu sendiri”

Tan Malaka's quote in his book titled Madilog

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CHAPTER I

INTRODUCTION

This chapter contains several subchapters. There are the background of the research, research questions, objectives of the research, and pedagogical significance.

A. Background of The Research

Technology has increasingly had massive impacts on various sectors, including education. It provides many benefits and has an essential role in people's lives. It has continually integrated into the teaching and learning process in recent decades, transforming it into an essential supporting element for teachers and students (Inayati & Karifianto, 2022) Technology is believed to promote convenient, dynamic, and accessible educational settings for all people (Kashoob & Attamimi, 2021) Technology is also important in increasing the effectiveness and efficiency of teaching and learning activities (Wang et al., 2023) Technology is an essential supporting tool that potentially positively impacts various sectors, including education. The use of technology in teaching and learning provides a conducive atmosphere both for teachers and students.

Teaching English as a foreign language is challenging (Agung, 2019). Both teachers and students encounter the challenges. For instance, low motivation and less enthusiasm

are major obstacles in English language teaching (Nguyen & Malik, 2022). To overcome the challenges, the integration of technology into the teaching and learning process is considered an ideal solution since the technology has consistently contributed to positive impacts on EFL (Basar & Sahin, 2022). In other words, for the positive impacts potentially brought by the technology, the proper use of technology in EFL learning will highly support solving challenges in EFL learning. Therefore, teachers and students should use technology in teaching and learning activities.

Mobile technology in language learning is becoming more popular due to the increasing number of mobile device language learning programs (apps). This software was designed to take important language learning principles into account. Some free apps can be downloaded easily from apps like Google Play or Apple Store (Hidayati & Diana, 2022). English language learning apps are among the most searched ones. Many foreign language learners consider these new mobile technology products reliable. Many rely only on applications to help them learn the target language (Hasdiana, 2018). In addition, the applications are a popular choice among individuals who want to study a foreign language autonomously in their free time (Dincer, 2020). Online learning platforms, mobile applications, and interactive learning software allow for a more straightforward implementation of gamification.

Interactive learning software allows for easier and more flexible implementation of gamification. In gamification, game adaptation can be an interesting strategy to strengthen learners' understanding of digital literacy concepts and improve their practical skills in using digital technology. Their practical skills in using digital technologies.

Duolingo is a language learning platform that provides free language courses through web and mobile apps and instills gamification aspects. This platform is user-friendly, beneficial, and potentially supports EFL learning success (Munday, 2017). The use of this platform has also brought positive impacts on language skills, professional competence, and digital literacy development (Brick & Cervi-Wilson, 2019) This implies that it is an effective tool for supporting EFL learning (Talat et al., 2021)

Duolingo has become one of the most popular language-learning apps in the world, with over 500 million active users. The app uses gamification elements like points, badges, leaderboards, and stories to foster user motivation and engagement. Several studies have shown that gamification can positively affect motivation and learning outcomes in educational contexts. However, research on the specific impact of Duolingo on students' motivation and learning experience is limited.

By utilizing game elements, such as points, levels, challenges, and rewards, gamification aims to increase learner engagement in learning. This approach is based on the premise that games can trigger positive emotions, such as excitement, engagement, and achievement, which can increase learners' intrinsic motivation. In addition, gamification also leverages psychological principles, such as motivation theory and behavioral psychology, to design more effective learning experiences. Concepts such as providing immediate feedback, clear goals, adaptive challenges, and recognition of learners' achievements are used in gamification to influence learning behavior. Gamification to influence learners' learning behavior. Information and communication technology development has also played an important role in enhancing gamification in learning.

Previous studies have investigated the usefulness of language learning programs such as Duolingo, particularly in higher education, but there is a lack of studies focusing on elementary school children. This study aims to fill this gap by examining the impact of motivating factors and student learning experiences when learning English using Duolingo.

This study investigates how the Duolingo app enhances students' motivation and learning experience in learning English. Since Duolingo has become one of the most popular apps, using it to support the learning process demonstrates how

technology can help students achieve significant progress. Therefore, this study focuses on examining whether the Duolingo application positively impacts students' motivation and learning experience.

B. Question of the Research

1. What motivating factors do students find before using Duolingo in their EFL learning?
2. What learning experiences do students get during engaging in EFL learning using Duolingo?

C. Objectives of the research

1. To describe motivating factors students find before using Duolingo in their EFL learning.
2. To describe learning experiences the students get during engaging in EFL learning using Duolingo.

D. Pedagogical Significance

1. Theoretical Benefit

- a. The results of this study will reveal the factors that motivate students to use Duolingo in English language learning.
- b. The results of this study will reveal students' learning experiences when they engage in EFL learning using Duolingo.

2. Practical Benefit

For Teachers: Integrating the Duolingo app is recommended as part of the English learning method in the classroom, especially as a complement to traditional learning methods. Teachers can utilize the app's features to provide additional practice outside of formal class hours. In addition, teachers can monitor students' progress and provide guidance accordingly.

For Students: It is recommended that students use the Duolingo app regularly, with a balance between app use and other learning activities. Consistent use can help improve language skills gradually.

For Duolingo Developers: The developers of the Duolingo app are advised to increase the variety of activities and provide additional interactive features to keep the app interesting for users in the long run. By providing more dynamic and structured content, the app can keep students motivated to learn for longer.

For Future Research: To get more representative results, it is suggested that future research involve participants from various backgrounds and education levels. In addition, future research can use experimental methods or longitudinal studies to see the long-term effects of using the Duolingo app in improving students' English language skills.

More in-depth research can also explore other factors, such as the effect of gamification features on learning motivation so that the results obtained can provide a more comprehensive view of the effectiveness of language learning applications such as Duolingo.

E. Scope of Research

This research focuses on analyzing students' perceptions of using the Duolingo application for English language learning. The study involves students from class VI E at Al Azhar 25 Semarang Islamic Elementary School, conducted during the first semester of the 2024/2025 academic year. The research will specifically examine the intrinsic and extrinsic motivation of students, as well as their learning experiences during classroom activities using Duolingo. This study will limit its scope to the use of Duolingo within the classroom and will not address its use outside of class or compare it to other educational tools. Data will be collected through a questionnaire and classroom observations. The findings aim to provide insights into how Duolingo influences student motivation and engagement in English language learning.

CHAPTER II

Literature Review

This chapter discusses the previous research and theoretical framework.

A. Previous Researches

The author of this thesis reviewed several previous research that were relevant to it.

The research by (Irzawati & Unamo, 2023) **Students' Perceptions and Attitudes towards the Utilization of Duolingo in EFL Learning** aims to explore the impact of using Duolingo on learning English as a foreign language (EFL). The research highlights aspects such as improving language skills, including vocabulary, grammar, and pronunciation, and how Duolingo creates an enjoyable learning experience and reduces students' anxiety. The research method used a mixed approach, with data collected through questionnaires and interviews with students who have used Duolingo. This participant included 20 non-English education program students from Musi Charitas Catholic University in Indonesia, selected using a purposive selection approach.

The results showed that Duolingo positively improved language skills and identified shortcomings, such

as a lack of social interaction and potential data privacy risks. The main difference between Irza's research and this study is that the focus on students' perceptions shows a gap in the literature regarding implementing Duolingo in younger students, which this study can capture to understand more about intrinsic and extrinsic motivations and the impact of classroom learning.

A similar study was conducted by (Mahbub et al., 2020) titled **The Development of Learning Through Gamification Development of the Duolingo Application to Speak English for Indonesian EFL Students**. The study highlights the role of the Duolingo application as an effective gamification platform in helping EFL students in Indonesia improve their English speaking skills, primarily through vocabulary expansion. This study aims to evaluate how Duolingo can facilitate the development of speaking skills in students learning English as a foreign language (EFL). The research method used was an experiment with a pretest-posttest design involving one English instructor and 10 students from one of the private Madrasah Aliyah in Situbondo, Indonesia. The results showed that using Duolingo can improve students' speaking skills in English in a fun and interactive way, although at the time of the study, the app had shortcomings, such as a not-so-modern interface.

The main difference between Mahbub et al.'s (2020) study and this study lies in the students' age focus and skill level. Mahbub et al.'s research focuses more on students with higher language skill levels, whereas this research emphasizes the motivation and learning experience of primary school students using Duolingo. In addition, the approach used in this study involved direct classroom observation, which allowed for more in-depth data collection regarding students' interactions with the app in the context of basic EFL learning. An identifiable gap in this study is the lack of exploration of younger age groups. This could show how Duolingo effectively creates a fun learning experience and supports children's language development, including vocabulary, grammar understanding, and motivation to continue learning.

Meanwhile, research was conducted by (Matra & Kunci, 2020) with the title **Duolingo Application as a Vocabulary Learning Tool**. This study focuses on the effectiveness of Duolingo as a vocabulary learning tool for seventh-grade students at Mts. Gondang Wonopringgo, Pekalongan. This study aimed to examine how effectively the Duolingo application improves students' mastery of English vocabulary. The method used is a quantitative experiment with a pretest and posttest to measure the change

in students' vocabulary mastery after using the Duolingo application. The participants of this study consisted of grade VII students, and the results showed that the Duolingo app effectively improved their vocabulary skills, as seen from the significant increase in scores after using the app. This study confirms that Duolingo is fun and engaging for students and provides significant results in vocabulary acquisition. The main difference between Matra and Kunci's research and this study lies in the focus of the research and the student's skill level. Matra and Kunci's research focuses more on mastering English vocabulary using Duolingo, while this research focuses more on the motivational aspects and learning experiences of primary school students using Duolingo. In addition, this research focuses more on the motivation and learning experience of primary school students using Duolingo.

Research by (Shortt et al., 2023) entitled **Gamification In Mobile-Assisted Language Learning: A Systematic Review Of Duolingo Literature From Public Release Of 2012 To Early 2020**. This study systematically reviews existing literature regarding using Duolingo as a gamification-based learning tool. This study aims to evaluate how Duolingo's gamification interface affects users' learning motivation and its impact on improving language skills. The

method used in this research is a systematic review of various studies conducted since the launch of Duolingo until early 2020. This research gathered results from various sources that assessed Duolingo in the context of language learning. The participants in this study were Duolingo users covered in the previous studies analyzed. The findings show that Duolingo has a very attractive interface with gamification elements that increase learning motivation. Still, its impact on improving language skills is mixed, with some shortcomings, such as a lack of in-depth explanations, limited practice questions, and minimal social interaction. It also highlights the need for further research to measure the effectiveness of gamification-based learning programs more comprehensively. The main difference between Shortt et al.'s study and this study lies in the focus and methodology used. Shortt et al.'s research focuses more on literature review and does not collect data directly from participants. Meanwhile, this study directly explores primary school students' motivations and learning experiences in Indonesia with a more holistic approach and qualitative methodology, including direct classroom observations. The gap is that Shortt et al.'s study did not examine students' learning experiences in the context of primary education. In contrast, this study offers more profound insights into how Duolingo

influences students' motivation and learning experiences in primary education settings, especially in Indonesia.

A similar study by (Amin, 2021) entitled **Gamification Of Duolingo In Rising Student English Language Learning Motivation**. This study highlights how the Duolingo program can increase motivation to learn English, mostly through gamification. This study aimed to assess how Duolingo assesses users' language proficiency and provides learning materials tailored to their abilities. This research shows that Duolingo's easy-to-use interface and structured approach help students learn to read and write, especially with parental guidance, which is very popular in Indonesia. The method used in this research is a case study, which selected five second-grade SMK Ngunut 1 Tulungagung participants. The researcher observed how Duolingo can increase their motivation to learn a second language. The results showed that although using electronic devices can hurt children's social behavior if overused, they can positively impact children's social, emotional, and cognitive development if used wisely. The main difference between Amin's research and this study lies in the context and focus. Amin's research focuses more on the role of parents in the use of Duolingo and on vocational students, while this research focuses on the experiences of primary

school students. The gap found is the lack of research exploring the use of Duolingo in the context of primary school classrooms, especially in terms of focus. This research offers insight into how Duolingo influences students' learning motivation and experience in the under-researched primary school environment.

Research conducted by (Rosyidah et al., 2023) entitled **Gamification in Duolingo App on Improving English Listening Proficiency of Junior High School Students**. This study examined the effect of gamification in the Duolingo application on English listening skills in junior high school students. This study aims to assess the impact of using Duolingo on students' listening proficiency in English learning. This study uses an experimental design, comparing two groups: an experimental group that utilizes Duolingo and a control group that uses traditional learning media. The results showed that the experimental group had higher post-test scores, demonstrating that Duolingo improved students' English listening abilities. This study underlines the relevance of gamification in language learning, which can increase student engagement and motivation.

It also supports the application of technology in language education and encourages further research into the potential of Duolingo and gamification at different levels of

education. The main difference between Rosyidah's research and this study lies in the focus and context to date. Rosyidah's research focuses on improving listening skills at the junior high school level using Duolingo. In contrast, this research highlights the motivating factors and learning experiences of students at the primary school using Duolingo. The gap is that many studies focus more on developing specific language skills at the junior high school level. In contrast, this research aims to explore the learning experiences of primary school students more holistically without separating specific language skills.

Further research was conducted (Savira, 2020) entitled **The Use of Duolingo Application To Enhance Junior High School Students' English Vocabulary**. This study examined how seventh-grade students used the Duolingo program to enhance their English vocabulary skills. The purpose of this study is to evaluate Duolingo's efficacy in enhancing vocabulary acquisition compared to traditional learning techniques. The study employed a quasi-experimental design with two groups: an experimental group that utilized Duolingo and a control group that used traditional techniques. The study involved 10 students who practiced Duolingo for 30 days with an intensity of 20 daily exercises. The results showed that the Duolingo

experimental group significantly improved vocabulary acquisition compared to the control group. This study emphasizes the importance of technology integration in education, particularly language learning, using apps such as Duolingo, which makes vocabulary learning more engaging and accessible. The main difference between this research lies in the focus. Savira's (2020) research focuses on vocabulary improvement at the junior high school level using Duolingo, while this study highlights the learning experience and motivation of primary school students using the same app. This research emphasizes vocabulary acquisition as the main outcome, whereas my research focuses on how Duolingo affects students' overall motivation and learning experience.

Additional Research was conducted by (Fauzan & Kasim, 2020) entitled **Exploring the Implementation of Duolingo Media for Assignments in Learning English**. This study examines the application of Duolingo in English learning as a media for completing student assignments. This study aims to explore how Duolingo can be used to increase students' willingness to complete assignments outside of class and improve their English language skills. The research method used was a case study with participants, an English teacher, and 30 eleventh-grade students from Methodist

School. Data was collected through interviews with the teacher and questionnaires for the students. The results showed that both teachers and students felt that using Duolingo helped increase students' willingness to complete homework and also contributed to improving their English skills. This research highlights how Duolingo can support language learning through independent tasks outside the classroom. The main difference between Fauzan's research and this study lies in the focus. Fauzan and Kasim's (2020) research focuses more on using Duolingo in independent tasks given to students outside of class, while this research focuses on the learning experience and motivation of primary school students in using Duolingo during classroom learning. Fauzan and Karim (2020) research shows that Duolingo can motivate students to complete homework, but does not explicitly examine their motivation or learning experience in the broader learning context. Meanwhile, this research delves deeper into how this app affects students' motivation and overall learning experience, particularly at the primary school level. The gap is the lack of a deeper exploration of how Duolingo can influence primary school students' motivation and learning experience in English language learning.

Another study conducted by (Inayah et al., 2020) entitled **Exploring Undergraduate Students' Perception Toward The Use of Duolingo in Learning English**. This study aims to explore undergraduate students' perceptions of the use of Duolingo in English learning. This study involved 60 students from Syiah Kuala University who were selected using purposive sampling. The methods used were mixed, namely questionnaires and interviews. The results **showed** a positive perception of Duolingo, with an average score of 4.0. Students perceived Duolingo as a helpful, functional, and motivating tool. However, there was a mismatch between positive perceptions and actual practice, as students felt they did not have enough time to use Duolingo as much as they found it helpful. This study highlights the gap between positive attitudes towards Duolingo and its application in learning English. The main difference with this study lies in the participants' focus and the research context. Inayah et al.'s research focused on the perceptions of more mature university students, whereas this study highlights the motivation and learning experiences of primary school students in using Duolingo. The gap found in this research is that although many studies show positive perceptions of Duolingo, not many have investigated how primary school students' learning experiences and motivation are affected by this app, particularly in learning

English as a foreign language (EFL). Therefore, this study aims to fill this gap by exploring how Duolingo affects students' motivation and learning experience at an earlier level of education, namely in primary school.

Lastly, research was conducted by (Nasrul & Fatimah, 2023) with the **title The Effect of Using Duolingo Application on Students' English Learning Motivation and Vocabulary Enrichment: An Experimental Research at SMKN 1 Padang**. This study investigates the impact of using Duolingo on students' English learning motivation and vocabulary mastery. This study used a pre-experimental quantitative method, with data collected through a motivation questionnaire and vocabulary test, then analyzed using IBM SPSS Statistics. The participants consisted of 22 students of class X TKP A at SMKN 1 Padang. The results showed significant improvements in learning motivation (from an average score of 47.86 to 81.82) and vocabulary (from 48.91 to 82.50), with statistically significant differences ($p < 0.001$), indicating that Duolingo was effective in improving both aspects. This study differs from this one in that it focuses on primary school students' learning experience and motivation in using Duolingo. While Vinni's research focused more on vocational students with an emphasis on vocabulary, this research explored the

motivational aspect of learning with special attention to student's experiences in the context of English language learning at the primary education level.

B. Theoretical Review

1. Digital Game-based Learning

a. The Definition of Digital Game-based Learning

A learning and teaching strategy that uses digital games/game-based environments to provide intriguing, engaging, amusing, and challenging activities with the purpose of fulfilling learning objectives and providing objectively measurable learning outcomes (Coller & Scott, 2009).

(Barz et al., 2024) Finding an appropriate learning model will also help promote a positive learning environment. One learning approach is game-based learning. Game-based learning is a fun learning method. This learning methodology employs a game-based approach to provide learning. This learning model places a strong emphasis on student interaction in the learning process. This learning technique requires extensive planning to include games into a medium for delivering knowledge.

The various pedagogical innovations now accessible are a form of innovation in learning media and a pedagogical approach. Game-based learning is an educational technique

that involves the use of video games. Teachers and schools tried to develop a digital game-based learning media method to provide students with various learning opportunities; motivational psychology has been included in game-based learning; students could engage with educational information and subjects dynamically, interestingly, and playfully. Prensky introduced a novel game-based learning technique called digital game-based learning, combining digital games with curricular information. Furthermore, Prensky described the main feature of digital game-based learning as 'the coming together' of interactive enjoyment and serious learning through digital games (Donaldson et al., 2011).

b. Description of Digital Game-based Learning

(Vinet & Zhedanov, 2011) defines a game as a system in which players engage in an abstract challenge defined by rules, interactivity, and feedback that results in a quantifiable result, often generating an emotional reaction.

In 2012, the Rochester Institute of Technology's School of Interactive Games and Media created 'Just Press Play' to assist students in participating in learning and learning settings. The results demonstrate that students participating in 'Just Press Play' can enhance their academic achievement, make their lives easier, and increase their happiness (Park & Kim, 2021). Game-based learning seeks to engage learners in active and engaging learning experiences, addressing the

conventional contradiction between learning and playing.

Playing games is central to this method, generally recognized in educational research as a means for children to learn. For this reason, a deeper understanding of games and learning is essential. Digital games, with their many universes, narratives, mechanics, and technologies, can appeal to individuals of all age (Romero & Lambropoulos, 2017).

Digital game-based learning may be customized to student requirements. Digital games can boost students' motivation and willingness to answer questions. More importantly, they can give students correct feedback (Yang & Lu, 2021). With digital game-based learning media, students may actively learn from their failures. Digital game-based learning allows students to learn actively through trial and error while reducing confusion, resulting in learning-oriented behavior. Using digital game learning media may give fresh exercise for students since the game contains hard features and interesting visual pictures that can capture their attention. Digital game-based learning is predicted to improve students' cognitive skills while stimulating information acquisition and cognitive skill development. Using digital games provides various benefits, including cognitive development and digital.

- 1) Social-emotional growth and soft skills development,
- 2) Enhanced decision-making and problem-solving skills, as well as critical thinking,
- 3) Improved collaboration and

communication environment, 4) Positively competitive environment, 5) High self-esteem and autonomy, 6) Progressive learning through experience, 7) Rewarding feeling of progression and achievement, 8) Feedback driven and student-centered learning.

To increase student learning experiences and realize advantages, digital game-based learning can be combined with a variety of learning approaches and learning material. Extensive study was conducted to uncover the features of video games that engaged and motivated players; many of these studies emphasized the sophisticated ways in which video games could reward players for their hard work and persistence. However, the problem with digital game-based learning, like other gamification actions in education, is that they appear to infuse isolated aspects from these rich, complex digital worlds into existing repetitive tasks. It goes back to the 'Skinner box': systems of artificial motivation but no real play.

The most challenging component of DGBL is how to integrate it into the curriculum. Games are not popular as an instructional tool, and incorporating games into formal learning contexts is difficult. Ensuring that the game's learning objectives align with the curriculum is important. Some games are not educational and may be ineffective in encouraging learning. Furthermore, almost all of the products generated under the DGBL movement are tools for making instructions.

(Denham & Guyotte, 2018) However, when teachers handle games like other instructional assignments, the game loses meaning and becomes a burden. Gamification is especially subject to this reduction: framing labor through game reward systems "changes the nature of play, making it a duty rather than a choice, a routine rather than a process of exploration". In other words, instead of developing digital games that promote twenty-first-century skills, assist learners in developing higher-order thinking skills, or incorporate powerful learning strategies into game design, many members of the DGBL movement chose traditional learning outcomes such as fact mastery.

2. Duolingo Mobile Application

a. The Definition of Duolingo

Duolingo is a language learning game with the slogan "free language education for the world." It focuses on improving vocabulary. Luis von Ahn and Severin Hackers conceived and constructed Duolingo as a smartphone application at the end of 2011. Duolingo began in 2012 for iPhone users and was followed up in 2013 with an Android app.

This program is used by over 100 million people globally and has received a rating of 4.7 out of 5 stars from over eleven million users. (De Castro et al., 2016) define Duolingo as one of the most well-known and well-received language learning

programs. It has received praise and is available for Android, iOS, Windows Phone, and the Web. It is simple and ideal for anyone studying English and other languages, including Spanish, Italian, German, and Turkish. It can be used for at least five minutes daily, allowing users to pick how to practice. Duolingo is a skill set of courses that teaches users new words, phrases, and sentences through listening exercises, flashcards, and multiple-choice questions.

This game-based learning application is widely used and liked by people of all ages, such as children, teenagers, adults, and especially students who want to learn languages. Currently, Duolingo provides more than 30 languages and can be used worldwide by downloading the application. Users will be asked to choose what language they will learn before using the application. Then, this application will be directed to the language previously selected by the user.

The Duolingo program belongs to the mobile learning category, which refers to learning through a mobile device (a smartphone). According to Jorge et al. (Mulyani & Iskandar, 2019), mobile learning is a learning process that is supported by the use of wireless mobile device technology, with the user characteristics being students who do not physically have to meet each other in the same place, such as a classroom, instruction room, or training venue. These students use mobile devices as part of their everyday lives. Luis Von Ahn and

Severin Hacker founded Duolingo, a free language learning program. This is a smartphone application. In addition to the web version of Duolingo, it is available on numerous operating systems, such as Android.

This app includes 66 different language courses and is accessible in 23 languages. Lessons are available in writing and speech, and more experienced users may even practice speaking. There are questions in one chapter that users of this program must address. Each chapter includes sentences that must be translated, and these sentences may include new or taught vocabulary. After the user answers the question, they will know if their response is correct. Each right answer will get points, and vice versa.

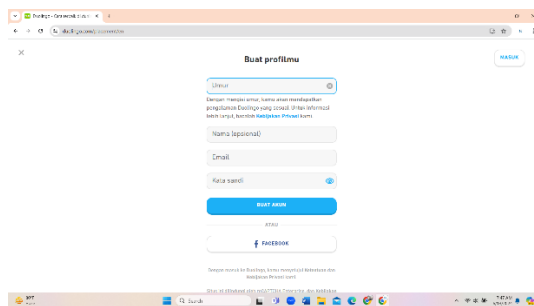
b. Using the Duolingo Application to Learn English

In utilizing the Duolingo application in the classroom, the teacher can adjust the material in the application to match the material being studied and the indicators to be achieved. In addition, this application can also be material for learning interludes and students' media in building motivation to learn English. Because it is easily accessible, this application can be used through directions from the teacher in the classroom or individual learning outside the classroom. Students who use Duolingo to study English become more autonomous in performing the exercise and more engaged in doing vocabulary practice. However, they still require instructors' or

teachers' supervision to challenge the accuracy or clarity of the vocabulary they acquire from Duolingo (Yusda et al., 2020).

Duolingo Applications as Vocabulary Learning Tools has been installed on a Matra S.D. According to the Journal of English Literature, Linguistics, and Education (2020), using a smartphone or a website requires an internet data connection (Matra & Kunci, 2020). Here are some steps students take to use the Duolingo program on their smartphones:

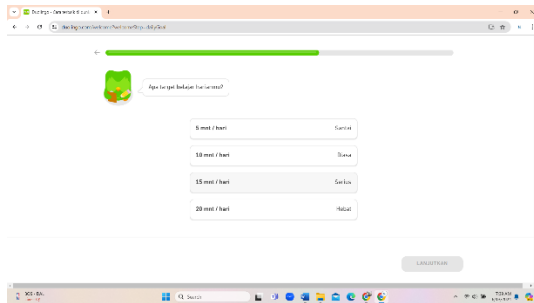
- 1). Download the applications.
- 2). The first step in utilizing the Duolingo program is downloading the Apps from the Play Store or AppStore. Make sure the smartphone has internet connectivity. After downloading, use the Duolingo app.
- 3). Registration In the second phase, users can register using a Google or Facebook account to keep track of their progress.



Picture 2.1 profile account creation

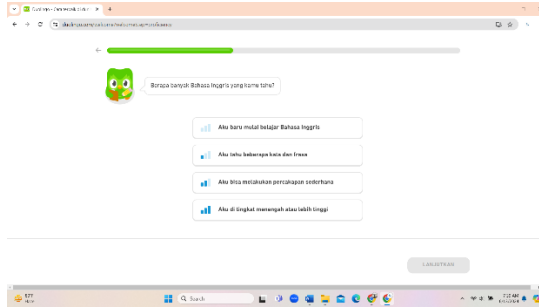
4. Get Started. In the third step, on the start screen, pick the get started menu and the language the user wishes to learn,

English, followed by the language utilized, Indonesian. After selecting a language, there will be a list of daily learning goals: relaxing (5 minutes per day), standard (10 minutes per day), severe (15 minutes per day), and crazy (20 minutes per day).



Picture 2.2 The daily target for using Duolingo

5). Select the level. In this phase, users can begin learning English at the most basic level. Basic English speaking abilities include pronunciation, grammar, and vocabulary based on oral and written questions. Students who use Duolingo regularly will be assigned to the difficulty level that best suits their ability.



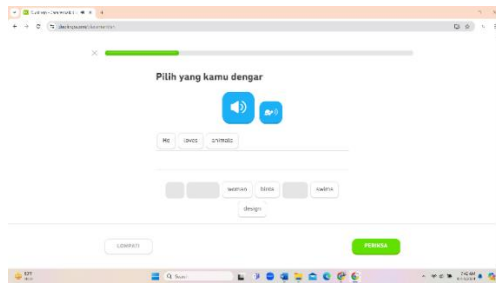
Picture 2.3 Measuring the ability of Duolingo users

c. The Features of Duolingo

This program provides users various intriguing features to help them study efficiently and have fun. Users are initially shown images of several words or phrases related to the topic of each module, which are then followed by a variety of tasks. The tasks include translating Indonesian to English, word matching, listening to words, pronouncing words, and choosing missing words from a list of options. When users make a mistake, they can repeat and fix the activity. Furthermore, users may click the word when they find a troublesome term to learn its definition.

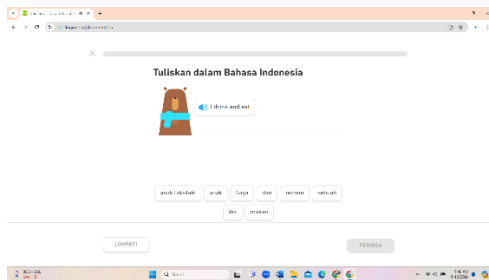
The four English abilities (reading, writing, listening, and speaking) are integrated into Duolingo's learning process by developing questions, affirmative and negative statements, tiny texts, and extracts to be heard and transcribed. Students can also record their pronunciation to evaluate their oral performance (De Castro et al., 2016).

(Nushi & Eqbali, 2017) outline many Duolingo tasks, including Listening, Writing, Translation, and Speaking.



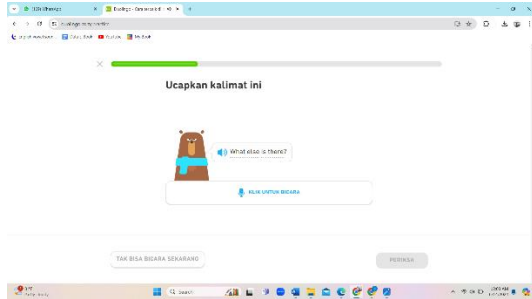
Picture 2.4 Listening exercises

a. Listening, where students are asked to listen to the sound well and write down the word they heard correctly.



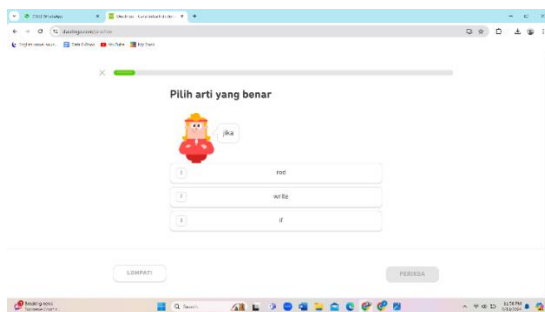
Picture 2.5 Writing exercises

b. Writing, where students are asked to write a few words after they have read a word or sentence or after they have listened to a sound that comes out.



Picture 2.6 Speaking exercises

- c. Speaking/Pronunciation, where students are asked to say or repeat words they have heard before.



Picture 2.7 Translation exercises

- d. Translation, where students are asked about the meaning of a word.

3. Learning Motivation

a. Definition of Learning Motivation

Motivation comes from the Latin word "movere," which means "to move." Motivation is a purposeful attempt to

affect someone's conduct so that he pushes his heart to do something to accomplish specific objectives or goals. It is further explained that motivation is the cause, fundamental reason, drive, desire, and hope in a person to behave to achieve specific goals, which are achieved with full consciousness. In other words, motivation is a state within a person that encourages the individual's desire to carry out activities to achieve specific goals that are carried out consciously.

Motivation energizes, directs, and sustains behavior. Student motivation is reflected in personal investment and in student engagement cognitively, emotionally, and behaviorally. All students are motivated in some way. One may be interested in varied learning using gamification to study for high grades, while another may be more interested in manual or traditional learning.

The Concept of Motivation The term "motivation" is derived from the word "motive," which, according to the Cambridge Dictionary, refers to a reason for doing something. For instance, if someone wants to get a decent wage, they must put in much effort, or if someone wants to build their own home, they must be diligent in working. Everyone must have specific reasons that encourage him to do something. From some of the meanings of motives above, it can be seen that motivation is a movement or urge that develops within to accomplish the desired outcome. This agrees with Uno's

(2018) definition of motivation, which states that a person has the internal and external urge to change their behavior.

There are many theories about motivation. Examining Abraham Maslow's motivation hierarchy is a place to start when understanding students' motivation and goals (Ghaleb, 2024). In 1943, an American psychologist coined this theory. Abraham Maslow thought humans are fundamentally good and demonstrated that people have a strong desire that grows with time. In Maslow's theory, five primary elements become basic needs and are described as a hierarchy or ladder representing the level of needs. The most basic necessity is at the bottom of the triangle. Maslow argued that if basic human needs are addressed, higher-level wants will also be met, creating a spirit that will motivate humans to meet higher-level requirements. The following is a more detailed description of Maslow's triangle of The Needs Hierarchy:

- A. Physiological Needs Physiological needs is a basic human requirement for survival. Food, water, oxygen, sleep, and other physiological demands are examples. If these needs are not addressed properly, the next level's needs will be ignored.
- B. Safety/Security Needs Furthermore, after these basic needs are addressed, physical and psychological security will be required. These demands include security from crime, sickness, conflict, natural disasters, stress, and anxiety.

- C. Social Needs If the previous two needs have been addressed, this need will arise. The emergence of a sense of wanting to be friends with other people, be close to family, want to find a relationship, love and be loved, and so on are examples of this need.
- D. Esteem needs Following the satisfaction of social requirements, the demand for self-esteem emerges. Some of these wants include the desire for respect from others, as well as the desire for prestige, celebrity, recognition, attention, and praise.
- E. Self-actualization Needs The need for self-actualization takes up the most space at the top, followed by the desire to demonstrate and show oneself to others. At this level, a person utilizes all of his potential to the fullest extent feasible.

Another theory about motivation comes from Robert Gardner and Wallace Lambert. In 1972, they released their first research on attitudes and motivation in second language learning, which they performed in 1959. For decades, Gardner's motivation theory (1972) greatly impacted the L2 motivation sector (Lai et al., 2013). Gardner refers to what was formerly referred to as the "desired objective" as "orientation." He differentiated between two types of orientation: integrative and instrumental. Integrative orientation describes those who want to learn a language to communicate with a group of people or become a part of them.

Instrumental orientation, on the other hand, refers to someone with a practical goal, such as gaining better work.

When researching student motivation, these three components of the motivation idea should be explored. According to Gardner's theory, motivation consists of three components:

1. Effort (learning the language),
2. Desire (achieving a goal),
3. Positive affect (enjoying the learning process).

b. Types of motivation

Every individual involved in second language teaching-learning, whether as curriculum developers, implementers, or prosecutors, must research and consider factors that strongly influence motivation. Motivation is formed as an entity due to multiple factors (multi-factorial). It is a complex power force not formed by just one factor alone. Its level can also change from time to time based on the factors that influence to time based on the factors that influence a person. That is why a student needs to be continuously encouraged so that his motivation is always sustainable.

(OXFORD & SHEARIN, 1994) also explain six factors that have a major impact on the formation of motivation: attitude towards the target language, self-confidence, engagement goals, environment, and self-attribute. Pourhosein Gilakjani & Sabouri, (2016) also provided a

fascinating view, which he characterized as very interesting. They stated that a sense of passion is the most important factor in forming motivation. Formation of motivation is a sense of passion (passion).

The existence or lack of interest and engagement in an activity on cognitive, literal, or emotional levels distinguishes intrinsic and extrinsic motivation. Personal interest is a rather permanent personality trait, whereas situational interest is transient in a topic/activity (Kaplan et al., 2011). Interest in learning plays an important role in “motivated behavior,” such as activity selection, effort, persistence, and achievement.

This aligns with (Suralaga, 2021), who classified motivation into two types.

- a. Intrinsic motivation: A person internally motivated to act for their own sake is said to be intrinsically motivated. For instance, a student could study hard in class because he likes the subject and wants to master it. Intrinsically driven students participate in an activity because it makes them joyful and fosters the development of talents they view as vital or feel morally and ethically appropriate. Intrinsically driven students will concentrate, engross themselves in an activity regardless of time, and disregard other assignments.
- b. Extrinsic motivation is the force that pushes people to act in a certain way to achieve something else. External motivators, such as rewards and penalties, frequently impact this

motivation. Extrinsically driven students engage in activities that are not directly related to their learning but serve to achieve other goals.

Experts widely discuss the above two types of motivation in education and other fields. However, this study only focuses on learning motivation in education.

C. Characteristics of Students Who Have Learning Motivation

According to (Sardiman, 2015), students with learning motivation are different from students who do not have learning motivation. The characteristics of students who have good learning motivation are as follows:

- a. Perseverance when faced with a task/challenge
- b. Tenacity while facing difficulties
- c. Does not need external encouragement to succeed
- d. A strong sense of opinion and long-term goals
- e. A high level of excitement for learning (happy, intellectual, and full of energy)

The characteristics above become a benchmark if a student has a good level of motivation. Achieving maximum learning goals will be easier to achieve if students have a good level of motivation, whether it is already within them or encouragement from outside themselves. Students with a high and good level of motivation become important points in the learning and learning process at and outside school. With motivation, the purpose of learning itself will be easily

achieved with minimal obstacles. Teachers and students will feel the difference and the advantages obtained if students have good learning motivation.

4. Learning Experience Using Duolingo

a. Learning Experience definition

According to (Hasdiana, 2018), learning experiences occur when the learner processes new information via his or her organization to learn. In language instruction, these are all students' actions to improve their language abilities by practicing and internalizing the material covered. Students find these activities hard, amusing, and delightful since they involve active collaboration with peers and professors. These activities foster lifelong learning and convert students into whole persons who enjoy life with enthusiasm, curiosity, and love. (Rosell-Aguilar, 2018) states that "learners must value all life experiences as an opportunity for learning."

All humans, including students and teachers, can access the internet easily and quickly anytime and anywhere as long as their cell phones or computers get a signal. This is also backed by the fact that students are well-versed in gadgets and have a high literacy level (Larekeng et al., 2019). Besides that, it will make it easier for teachers to transfer lessons more comfortably and interestingly according to the needs of their students. They can easily take advantage of comfortable and

fun learning media to create a good atmosphere inside and outside the classroom, which is the Duolingo Application.

Teachers should mediate and facilitate teaching-learning by providing meaningfully internalized activities and educational plans. Above all, language instruction should emphasize language learning, not just through textbooks and in the classroom but also through incorporating alternatives and technologies that inspire students and provide autonomy in language development (De Castro et al., 2016).

Some components or aspects might facilitate learning. These elements play a significant part in how well a person learns. These variables are categorized as follows by Uno (2018): (1) A motivation and want to learn; (2) A drive and need for learning; (3) Dreams and goals for the future; (4) An appreciation for learning; (5) engaging activities in learning; and (6) An atmosphere that is favorable to learning. Point 5 of the factors listed the presence of engaging activities in the teaching and learning process—includes the usage of Duolingo as a learning tool. Students and teachers can easily use this free application to complement to their English learning media. Teachers can adapt the exercises in the application to the material being studied in class.

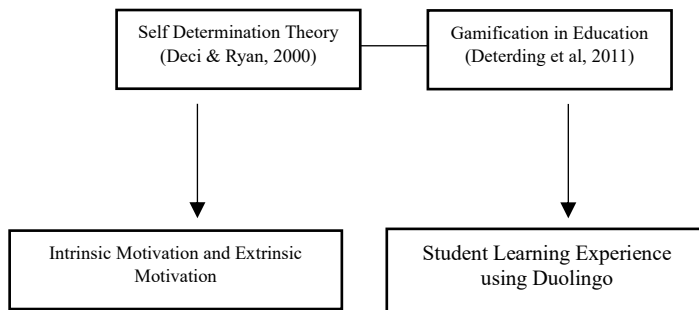
c. Using Duolingo as a learning experience

Duolingo helps students and teachers learn English in a more interesting and fun way. Duolingo is easy to use every

time and everywhere. Learners of many ages and cultural backgrounds may utilize Duolingo because of its user-friendly interface and stylish design (Nushi & Eqbali, 2017). This application offers features that are supported by a variety of colorful cartoon images as well as unique and funny sounds. Not only focusing on one skill in English, Duolingo presents four skills at once in each of their exercises (Reading, Listening, Writing, and Speaking). In addition, Duolingo also has a variety of exercises that can improve or expand the English vocabulary of its users.

Duolingo's features characterize an engaging learning media and make learning English activities in class more varied and exciting. This follows point 5 described by (Adipat et al., 2021). For this reason, this research, which focuses on students' perceptions regarding Duolingo in increasing their motivation to learn English, will go into further detail.

3. Conceptual Framework



Based on conceptual framework is built two main theories relevant to understanding the factors that influence students' motivation and learning experience in using Duolingo for English language learning. The theories used are Self-Determination Theory (SDT) developed by (Deci & Ryan, 2012) and Gamification in Education presented by (Deterding et al., 2011). This conceptual framework aims to explore two main aspects of students' experience: their motivation to learn and the learning experience they have when using the Duolingo app. In this case, SDT explains student motivation, while gamification explains how the game features in Duolingo increase student engagement.

By combining these two theories, this research will identify the motivating factors that make students choose Duolingo as an English learning tool and how the use of this app shapes their learning experience. This experience is influenced by students' interaction with the gamification features provided by Duolingo and the type of motivation they feel, both intrinsic and extrinsic.

1. Self-Determination Theory (SDT)

Self-Determination Theory (SDT) suggests that human motivation consists of two main dimensions: intrinsic motivation and extrinsic motivation. Intrinsic motivation occurs when a person does an activity because they enjoy the activity, without any external rewards. In the context of

Duolingo, intrinsically motivated students tend to learn English because they feel excited and challenged to complete the exercises on the app. Such students feel satisfied with the personal progress they make, without expecting external rewards.

In contrast, extrinsic motivation relates to the use of activities to achieve external outcomes, such as rewards or recognition. In this case, Duolingo provides rewards in the form of points and badges for certain achievements, which can encourage students to continue participating in English learning. Both play a role in shaping students' motivation to stay engaged in using the app.

2. Gamification in Education

Gamification refers to the application of game elements in a non-game context to increase participant engagement and motivation. In an educational context, gamification involves the use of elements such as badges, points, levels and challenges to encourage students to actively participate in learning. Duolingo utilize gamification by rewarding students for their achievements, such as badges and points, and breaking down learning into increasingly challenging levels.

Game elements in Duolingo, such as collecting points and badges, create a sense of achievement and healthy competition among students. This motivates them to continue learning and not give up easily. The interactivity offered by Duolingo is

also a crucial gamification element. Features such as speaking practice, quick-fill questions, and repetition make the learning experience more fun and actively engage students, increasing their engagement in the learning process.

3. Student Learning Experience

Students' learning experience in Duolingo is influenced by their interaction with the gamification elements and the level of motivation they feel. Students who actively engage with the app tend to feel more motivated to continue learning and feel satisfied with the results achieved. This experience includes not only students' success in completing levels or earning badges, but also how they feel enjoyment in each task given by Duolingo. This positive learning experience, based on SDT and gamification theory, can encourage students to continue using the app as an English learning aid.

CHAPTER III

RESEARCH METHOD

This chapter presents the research approach employed in the research design, research participants, method of collecting data, research instrument, method of analyzing data, and data validity.

A. Research Design

The researcher used qualitative descriptive methods to discover students' experiences. Then, researchers could determine the effects of using Duolingo apps to learn English. This study analyzed the students' motivation before using the Duolingo application and the learning experience during engaging in EFL learning using Duolingo.

Research design refers to the method used to collect data. This study employed a descriptive qualitative approach. According to (Moleong, 2014), the qualitative approach gathers descriptive data from individuals through observations and interviews. This method was selected because it aligns with the research objectives and the nature of the data being collected. Qualitative research focuses on understanding phenomena by interpreting the meanings individuals assign to them. It adopts a naturalistic approach, emphasizing real-world contexts and subjective experiences.

B. Research Participants

This study's participants were 24 students from class VI E of SD Islam Al Azhar 25 Semarang. The researcher chose this class because it closely relates to the research topic. The students were selected from 134 sixth-grade students at SD Islam Al Azhar 25 Semarang using purposive sampling. This sampling method was chosen to ensure that the participants had characteristics that aligned with the research objectives.

The choice of SD Islam Al Azhar as the location for this research is based on the cognitive development phase of primary school students, who are building the foundations of language comprehension, especially English as a foreign language. At this age, they are generally more receptive to fun and interactive learning methods, so using apps such as Duolingo can help increase their motivation and engagement. This primary research aims to see how gamification-based technology can effectively build basic English language skills in a practical and contextualized way, which can be challenging to achieve with traditional learning methods.

In addition, primary school children, who are still in the early stages of learning English, need an intuitive and child-friendly approach that provides repetition and self-paced learning. As not many primary schools have implemented English learning technology in a structured way, this research

provides an opportunity to measure how using apps can facilitate language comprehension at an early age. The results can be an important reference for other schools using technology to support whole-language learning.

C. Method of Collecting Data

The researcher used two instruments to collect data for this study: questionnaires and observations. According to Sugiyono (2022), data-gathering strategies are the most important aspect of the research. Using appropriate data collection techniques will result in a standardized data analysis process and vice versa. The researcher recorded, examined, and observed data sources as materials studied in data analysis.

The researcher used a questionnaire with closed-ended questions and observed students in class. The information acquired is also thoroughly detailed in Chapter 4. Tables were used to present the questionnaire and observation results.

1. Questionnaire

This study used a questionnaire as the main instrument for data collection to obtain information about students' learning motivation and experience using the Duolingo application. The questionnaire used eight statements to explore students' opinions on using Duolingo in English language learning.

This study collected data using a questionnaire on students' motivation and learning experiences with the Duolingo program. The questionnaire utilized a Likert scale with four response options: Strongly Agree, Agree, Disagree, and Strongly Disagree. This scale was used to assess students' agreement with different assertions about characteristics of the Duolingo program, such as gamification and interaction. Two strategies were used to examine the quantitative data: percentage. The frequency was used to compute the number of students who selected each category on the Likert scale for each question.

The percentages were computed using the following formula:

$$\text{Percentage} = \left(\frac{\text{Frequency of Response}}{\text{Total Number of Responses}} \right) \times 100$$

The questionnaire was distributed directly to the participants after the Duolingo usage session in class. Students were given sufficient time to understand and answer each statement in the questionnaire independently. The collected data was then processed by calculating the percentage of each answer category for each statement. The processing results will be presented in tables and graphs in Chapter IV to provide an overview of the accumulated student responses.

This questionnaire aims to provide data supporting the analysis of students' motivating factors and learning

experiences when using Duolingo for English language learning.

2. Observation

For this study, observation was conducted by the researcher as one of the main methods in collecting data relevant to the use of the Duolingo app in English language learning. The observation was used to directly record students' activities during the learning process, including their response to using the app, the interaction between students, and how they completed the tasks given through Duolingo.

Referring to the theory described by (Sugiyono, 2010), the types of observation in this study can be categorized as follows: the researchers are directly involved in the learning process by becoming part of classroom activities. This is done so that researchers can understand the dynamics during learning, including how students use the Duolingo application in the learning process. Researchers openly told teachers and students that this activity was part of the research. This transparency aims to build a conducive atmosphere and encourage students to feel comfortable during the learning process.

In this observation, the researcher does not have a rigid observation list but records various aspects that arise spontaneously during the learning process. The researcher focused on the students' behavior, their interaction with the

application, and the challenges faced during the learning process. The observation was conducted over three weeks, from 14 October to 28 October 2024, during scheduled English learning sessions.

This duration was chosen to ensure a comprehensive understanding of how students interacted with Duolingo. Observing over three weeks allowed the researcher to capture consistent patterns of behavior, identify any learning progress, and note recurring challenges. Additionally, this timeframe helped mitigate potential anomalies that might arise in a single session, ensuring the findings accurately reflect the students' experiences and interactions with the application.

D. Research Instrument

Sugiyono (2021) defines a research instrument as a facility or tool used by a researcher to collect data in order to facilitate their job and provide better findings. Simple words and instruments are used to collect data to achieve the best possible results. The researcher utilizes two research instruments:

1. Questionnaire

The questionnaire in this study uses closed questions because the questions are more structured, making it easier for respondents to answer. The answers given will be more focused and easy to analyze. Closed questions are a type of question that asks respondents to choose answers that have

been provided by the researcher, where the answer choices can be obtained from literature studies or qualitative research. This type of closed question is commonly used in survey questionnaires.

The purpose of using questionnaires in this study is to collect quantifiable data regarding students' experiences and motivations when using Duolingo to learn English. According to (Vinet & Zhedanov, 2011), questionnaires allow researchers to collect a large amount of data relatively quickly, making them an efficient tool for research. By using closed-ended questions, researchers can ensure that the data collected is consistent and comparable across respondents, which is crucial for analyzing patterns and trends.

The researcher evaluated the questionnaire using a Likert scale. The Likert scale condenses judgment by allowing respondents to indicate whether they strongly agree, agree, disagree, or disagree with each set of statements about the issue (Ary et al., 2009).

Table 3.1 The Statement's Score with Skala Likert

Symbol	Index	Score
SA	Strongly Agree	4
A	Agree	3
D	Disagree	2

SD	Strongly Disagree	1
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In addition, using a questionnaire ensures dependability by offering a systematic approach to data collection. The closed format facilitates coding and analysis, making it possible to quantify answers and find relationships between many elements, such as students' motivation and their learning outcomes.

Table 3.2 Lattice of the instrument of motivating factors in using Duolingo*

Sub Variable	Indicator	Items of Instruments
Intrinsic Motivation	Feeling when using the app	I feel happy when using Duolingo.
	Vocabulary improvement	Duolingo helps me improve my English vocabulary.
	Improved understanding of grammar	Duolingo helps me understand English grammar.
	Improved speaking skills	Duolingo helps me improve my English speaking skills.
	Support the achievement of learning objectives	I feel Duolingo helps me achieve my English learning goals.

Extrinsic Motivation	Confidence in using the English language	The features in Duolingo are interesting and fun
	Fun features in app	I find Duolingo flexible to use anytime and anywhere.
	Ease and accessibility of learning	I feel Duolingo makes learning English easier.

*Theory of Intrinsic Motivation: Self-Determination Theory (Deci & Ryan, 2012): intrinsic motivation drives internally satisfying activities.

*Theory of Extrinsic Motivation: Gamification in Education (Deterding et al., 2011): Engaging elements in game-based learning increase student engagement.

2. Observation

This observation aimed to gain a deeper insight into students' learning experience and motivation in using the Duolingo application. In three weeks or three one-hour meetings, the researcher observed students in class 6E at SD Al Azhar 25 Semarang. Activities included introducing Duolingo's features, practicing guided by the researcher, and allowing students to do independent activities using the application.

During the observation, the researcher closely observed the students' behaviour, such as their enthusiasm in completing the exercises, collaborative efforts in doing the tasks, and their reactions to the challenges faced while using Duolingo.

Table 3.3 Lattice of the instrument of students' learning experience during using Duolingo

Indicator	Notes
Material	
Method	
Learning Experience	

F. Method of Analyzing data

This study employed descriptive analytic methods that combined quantitative and qualitative methodologies. This technique consists of two major steps: descriptive statistical analysis for quantitative data from surveys and theme analysis for qualitative data from observations. The phases of this data analysis are described below:

1. Quantitative Analysis: Descriptive Statistics

The survey data were examined using descriptive statistical approaches such as percentages and frequency distributions. This research aims to identify common trends in students' motivation and learning experiences while using the Duolingo app. The results are delivered in tables or diagrams to help

readers comprehend the findings. The theory from (Sugiyono, 2010) emphasizes that descriptive statistics assist in inferring general patterns from numerical data without performing inference. In other words, descriptive statistics are only used to report data as it is without generalization beyond the sample. Descriptive statistics are used to present data as it is for easy understanding. It is often combined in simple quantitative research or to support findings in other research (such as qualitative).

2. This research uses qualitative data analysis with thematic analysis, as described by (Braun & Clarke, 2006). This method was chosen because it is suitable for systematically identifying, analyzing, and reporting patterns or themes in qualitative data. The thematic analysis provides flexibility in exploring the views and experiences of research subjects regarding using the Duolingo app for English language learning.

The data analysis process was conducted through the following six stages:

1. Familiarization with the Data

At this stage, the researcher repeatedly reads and reviews the observation data to understand the content in depth. This step aims to recognize initial data patterns relevant to the student's motivation and learning experience using Duolingo

2. Generating Initial Codes

The researcher marks parts of the data relevant to the research objectives, such as words, phrases, or paragraphs that reflect students' motivation or learning experiences. These initial codes included specific categories, such as “intrinsic motivation” or “interactive experience.”

3. Searching for Themes

The initial codes that have been identified are then grouped into broader themes. These themes reflect key patterns in the data, such as gamification as a motivational factor, technology acceptance in learning, and interactive learning experiences.

4. Reviewing Themes

The identified themes were reviewed to ensure they fit with the data. The researcher verified that these themes do not overlap, are clear, and can support formulating the research problem.

5. Defining and Naming Themes

Each theme is clearly defined and named at this stage to reflect its essence. For example, the theme “extrinsic motivation” explains students' motivation from gifts or parents' expectations. In contrast, the theme “interactive learning experience” indicates learning through interesting, not dull, applications.

6. Producing the Report

After organizing the themes, the researcher interpreted the data to answer the research problem formulation. This interpretation was supported by direct quotes from the observation results to strengthen the analysis.

G. Data Validity

Data validity is crucial in this research to ensure the results can be trusted and describe the actual phenomenon. One method used to ensure data validity is researcher triangulation. Researcher triangulation refers to using more than one researcher or observer in data collection and analysis to reduce bias that may arise from individual viewpoints (Creswell, 2014).

In this study, data validity was guaranteed through researcher triangulation with a meta-observation approach. This approach involves collaboration between multiple observers to ensure that the data obtained is free from individual bias. The meta-observation process was conducted with the following steps:

1. Appointment of Observers

The main researcher collaborated with two assistant observers who had a background in English education. Each observer was given the responsibility to record student activities, record responses to Duolingo features, and document the learning dynamics during the observation process.

2. Observation Process

Observations were conducted systematically in three sessions in class VI E of SD Islam Al Azhar 25 Semarang. Each observer recorded data independently using a predetermined observation note format. The focus of the observation included Students' interaction with the Duolingo app, students' response to the app-based learning method, challenges or difficulties faced by students, discussion, and Resolution of Differences

After the observation session, observers conducted a discussion to compare their findings. If there were differences in interpretation, additional data, such as detailed notes, were used to reach a consensus. This discussion aims to ensure that all findings are supported by concrete evidence.

3. Documentation of Meta-Observation Results

The meta-observation data, including meeting notes and inter-observer discussion results, were documented in a structured manner and included in the appendix (Appendix 4). This documentation is evidence of the validity of the data obtained during the research.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter consists of two sections: the research results that answer the research question and the discussion of the research. The research results are collected from the data analyzed by the questionnaire and observation. Based on the research questions, the researcher tries to describe the motivating factors students find before using Duolingo in their EFL learning and the learning experiences students get during EFL learning using Duolingo.

A. Research Findings

1. Motivating factors before using Duolingo

Researchers used a questionnaire to get the first answer about motivating factors before using Duolingo. Based on the questionnaire data, The researcher found results that align with Suralaga's intrinsic and extrinsic motivation theory. The following questionnaire results are presented in two categories: intrinsic motivation and extrinsic motivation.

The infographic presented aims to visualize the questionnaire data related to students' motivation in using Duolingo as an English learning medium. This data was obtained from 24 students who gave answers based on a Likert

scale: strongly agree (SA), strongly Agree (A), strongly Disagree (D), and Strongly Disagree (SD).

To make it easier for readers to understand the distribution of answers, each category is assigned a color: blue for “Strongly Agree,” green for “Agree,” yellow for “Disagree,” and red for “Strongly Disagree.” These colors were chosen to provide a clear visual contrast so that the pattern of answers can be seen easily. The results of the frequency of the questionnaire are presented in the table below:

Table 4.1 Representations of the frequency of questionnaire

No.	Statement	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	S21	S22	S23	S24	Total
1	I feel happy when using Duolingo.	SA	SA	SA	SA	A	A	A	SA	A	SA	A	A	SA	A	SA	SA	SA	A	A	SA	SA	SA	SA	SA	24
2	Duolingo helps me improve my English vocabulary.	SA	SA	A	A	A	D	SA	SA	SA	A	SA	A	A	SA	SA	SA	SA	SA	SA	A	A	A	A	A	24
3	Duolingo helps me understand English grammar.	D	SA	D	SA	SA	A	SA	A	A	A	SA	SA	A	A	SA	SA	SA	SA	SA	SA	A	A	SA	A	24
4	Duolingo helps me improve my English speaking skills.	SA	A	SA	SA	SA	SA	SA	D	D	SA	SA	SA	A	SA	SA	A	A	A	A	SA	A	SA	A	A	24
5	I feel Duolingo helps me achieve my English learning goals.	SA	SA	SA	A	A	A	A	A	D	SA	A	SA	D	SA	A	A	SA	SA	SA	A	A	SA	SA	SA	24
6	The features in Duolingo are interesting and fun	D	SA	SA	A	A	A	SA	SA	SA	SA	SA	A	SA	A	SA	A	SA	SA	SA	SA	SA	SA	SA	SA	24
7	I find Duolingo flexible and easy to use anytime and anywhere.	A	A	A	SA	D	SA	SA	SA	A	A	A	SA	SA	A	A	A	SA	A	A	A	SA	SA	SA	SA	24
8	I feel Duolingo makes learning English easier.	A	SA	SA	SA	A	A	SA	A	A	SA	SA	SA	A	A	SA	A	A	SA	A	A	SA	A	A	A	24

Table 4.2 Representations of motivating factors of intrinsic motivation

No.	Statement	SS	S	D	SD
1.	I feel happy when using Duolingo.	50%	46%	4%	0
2.	Duolingo helps me improve my English vocabulary.	54%	38%	8%	0
3.	Duolingo helps me understand English grammar.	58%	29%	12%	4%
4.	Duolingo helped me improve my English speaking skills.	42%	33%	25%	0
5.	I feel Duolingo helps me achieve my English learning goals.	46%	46%	4%	4%

According to the questionnaire distribution, the descriptive analysis findings for intrinsic motivation revealed a substantial positive trend in the usage of Duolingo. The results showed that most students loved using Duolingo and were eager to learn English. The descriptive study of intrinsic motivation revealed a strong positive trend in using Duolingo.

1. Enjoyment of Using Duolingo

According to the results, 50% of students strongly agreed, and 46% agreed with the statement, "I feel happy when using Duolingo." This implies that 96% of students are delighted with this software, demonstrating that it may improve students' intrinsic motivation through enjoyment during the learning process.

2. Vocabulary Improvement

For the statement "Duolingo helps me improve my English vocabulary," 54% strongly agreed, and 38% agreed, resulting in 92% of students believing that Duolingo successfully expanded their vocabulary. Only 8% disagreed, indicating that most students felt the app was beneficial for learning English vocabulary.

3. Grammar Understanding

The findings for the statement "Duolingo helps me understand English grammar" reveal that 58% of students highly agree and 29% agree. 87% of students said Duolingo helped them learn grammar, with 12% undecided or disagreeing.

4. Improved Speaking Skills

Regarding enhancing speaking abilities, 42% highly agreed, 33% agreed, and 25% disagreed. These findings

indicate that students have varying assessments of the efficiency of Duolingo's speaking features.

5. Achievement of Learning Objectives.

For the statement "Duolingo helps me achieve my English learning goals," 46% of students strongly agreed, and 46% agreed, meaning that 92% considered this program extremely useful in fulfilling their learning objectives.

The questionnaire findings demonstrate that Duolingo favors students' intrinsic desire to learn English, particularly fun, vocabulary growth, and meeting learning objectives. However, other areas require improvement, mainly speaking skills, where some students are disappointed with the feature.

Table 4.3 Representations of motivating factors of extrinsic motivation

6.	The features of Duolingo are interesting and fun.	38%	58%	4%	0
7.	I find Duolingo flexible to use anytime and anywhere.	46%	50%	4%	0
8.	I feel Duolingo makes learning English easier.	8%	42%	33%	17%

In addition to extrinsic motivation, the same method was used with percentages to determine which features of the

Duolingo program drew students' attention to descriptive analysis of extrinsic motivation.

6. Interesting and fun features: 38% of students strongly agree, and 58% agree that Duolingo's features are engaging and enjoyable, indicating that 96% are pleased with the app's interactive elements.
7. Flexibility of use: 46% of students strongly agree, and 50% agree that Duolingo could be used anytime and anywhere. This demonstrates that the software gives easy access, which students value.
8. Easy to Learn, however, "Duolingo makes learning English easier" yielded mixed responses. Only 8% of students strongly agreed; 42% agreed, 33% disagreed, and 17% strongly disagreed. These studies indicate that some students believe that Duolingo has not made their English learning simpler enough, which might be because it is not as simple as it could be.

Overall Analysis of Extrinsic Motivation: Duolingo greatly impacted students' extrinsic motivation due to its appealing features and flexibility. However, to simplify studying, some students are still unhappy, highlighting the need to improve the app's usability, particularly its instructions and usage manuals.

2. Students' learning experiences when using Duolingo for EFL learning

To answer the second research question, the researcher collected data from classroom observations to add to the findings after observing for three weeks, from 14 October 2024 to 28 October 2024. The researchers present data in tabular form and explain it in descriptive form. The learning experience with Duolingo in the form of identifying four components (materials, methods, and learning experiences) is summarized in the following table:

Table 4.4 Daily report of Students' learning experiences when using Duolingo for EFL learning

Date	Monday, 14 October 2024
Material	Daily activities (Vocabulary aspect)
Method	Instructional Method & Discussion Method
Learning Experiences	<ul style="list-style-type: none">• Students actively listened while the researcher introduced Duolingo and explained how to use the application, highlighting its benefits for language learning. The explanation included significant components such as daily practice, levels, the XP system, and the

	<p>repetition function, all of which were explained in detail using the projector.</p> <ul style="list-style-type: none"> • After completing the instructional session, the researcher switched to a discussion format by inviting students to ask questions. The students asked the researcher about certain app features, such as how to get a high score or how the repetition mechanism works. After answering these questions, the students paired up with their peers to discuss how Duolingo could improve their English learning experience. The lesson ended with the students collaboratively completing a short guided exercise on basic vocabulary displayed on the projector.
Date	Monday, 21 October 2024
Material	Simple Present Tense (Grammar aspect)

Method	Contextual Teaching and Learning (CTL)
Learning Experiences	<ul style="list-style-type: none"> • Students followed the researcher's explanation about using Simple Present Tense in everyday sentences, such as 'I go to school' or 'She eats breakfast'. • After explaining the researcher to the material. Students are asked to follow the registration steps in the Duolingo app, starting from entering personal information such as name, age, and email. After that, students select the language they want to learn, in this case, English, to start their learning experience through the app. • The researcher created a class within Duolingo titled "English 6E" to facilitate monitoring the work directly from the app. • Some students may find it difficult in the initial stages if they are not used to using learning apps or are unfamiliar

	<p>with the English used in the app interface.</p> <ul style="list-style-type: none"> • Students complete exercises involving various listening, reading, and writing skills. • They focus on learning new vocabulary and understanding sentence structure in English. Some students may struggle with pronunciation or grammar on specific exercises, while others may feel comfortable with the difficulty level. • Some students may feel pressured by the time given in the exercises, while others enjoy the challenge of achieving high scores or higher levels. • Students observe and identify patterns in learning, such as the tendency to remember vocabulary through repetition or using visual context in applications to understand word meaning.
Date	Monday, 28 October 2024

Material	Asking and giving opinions (Listening and speaking aspect)
Method	Contextual Teaching and Learning (CTL)
Learning Experiences	<ul style="list-style-type: none"> • Students follow the researcher's explanation of the material 'Asking and Giving Opinions', connected to using the Duolingo application. Students then practiced sentences such as 'What do you think about this?' or 'In my opinion, this is good' through exercises in the application. • Students are asked to listen to a conversation or sentence in English and identify the relevant keywords. • Some students may find it easier to understand the keywords due to the context of the given sentence. In contrast, others may struggle to listen to certain words or understand faster conversations. • Students practice saying words or sentences in English, and then the app gives feedback on whether

	<p>their pronunciation is correct or incorrect.</p> <ul style="list-style-type: none">• Students who feel confident in their pronunciation may be more motivated to try more words or sentences. In contrast, others may feel anxious about their mistakes and attempt to improve their pronunciation.• Students focus on their task, completing listening and pronunciation exercises independently.• Some students may complete the exercises more quickly, while others need more time to understand instructions or correct mistakes. <p>More confident students may feel satisfied when they score high or earn XP. In contrast, students who struggle with pronunciation or listening may be more cautious and tend to repeat the exercises several times.</p>
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Researchers made observations in English language learning. The activity started at 13.00 WIB in class VI E with 24 students present. The researcher opened the session by introducing the Duolingo application as an English learning tool. The researcher used a laptop connected to a projector to display the application interface. The explanation began by outlining the benefits of Duolingo, its main features such as daily practice, point system, and various types of practice (vocabulary, grammar, listening, and speaking). The researcher gave an example of how to complete a basic vocabulary unit, such as daily activities. The researcher facilitated a live simulation by engaging students interactively. Some students were asked to answer simple questions on the classroom screen, such as matching pictures with the corresponding words or completing sentences with correct vocabulary. The students' response was very positive, as seen from their enthusiasm in asking questions, such as "Can this application be used at home?" or "It's like playing a game, it's fun". Their facial expressions reflected high curiosity, and many students were focused on following the explanation. This simulation helped build students' initial understanding of the exercise structure in Duolingo.

The second meeting of observation was conducted on 21 October 2024 at 13.00 WIB, students brought their mobile phones to class. The researcher guided students who

did not have the Duolingo application to download and create an account. After all, students were ready, the researcher gave instructions to open Unit 1 (vocabulary practice about objects around the house) and Unit 2 (basic grammar: simple present tense). Each practice session lasted for 10 minutes, during which students were asked to work independently. The researcher monitored the process and provided minimal assistance to students who had technical difficulties or understood the instructions. Observations included students' concentration levels, their effort in completing the exercises, and exploration of additional features such as listening exercises. Most students successfully completed the exercises. Some students showed great effort to understand the questions despite obstacles, such as technical errors in the device. The audio feature attracted students' attention; they often tried to mimic the pronunciation of the voice repeatedly. There were also students who quickly completed the unit and started exploring other units independently without direction.

The third meeting observation was conducted on 28 October 2024. The session started at 13.00 WIB, and the researcher gave a short briefing on the purpose of the exercise. Students were directed to open Unit 3 (listening) and Unit 4 (speaking). Each session lasted for 15 minutes. The researcher went around to help students who

experienced technical problems, such as the pronunciation of words in speaking exercises. The listening exercises involved students recognizing keywords and understanding the context of more complex audio. The speaking exercises utilized the speech recognition feature, where students were asked to say phrases or words the app gave. The researcher monitored the students' progress without too much intervention to maintain the independence of their learning process. Observations showed that students were more confident when speaking in English, although some still needed repetition to get the correct result. Listening exercises helped students understand the pronunciation of new vocabulary, and some students started using the words they learned in short conversations with peers. Some students gave positive feedback to Duolingo's voice features, with comments such as "It's fun and easy to understand."

The results of these observations were analyzed using Braun and Clarke's theme method. Thematic analysis was chosen because it provides a structured framework for detecting, interpreting, and reporting patterns or themes in qualitative data. The analytical procedure included thoroughly scanning the data, coding relevant material, finding significant themes, and correlating them to specified indicators. The findings of this study focused on students' motivation, learning experience, and effort in learning

English with Duolingo. Each topic highlights an essential component of students' learning, such as their joy of using the app, tenacity in the face of hurdles, and better English understanding.

Table 4.5 Thematic analysis of observations of learning experiences

Gender	Behavior	Similarity or Difference	Supporting data
Male	Enthusiastically asks questions about features	Similarity: Both genders showed enthusiasm when engaging with Duolingo.	Male: "Can this application be used at home?" (Meeting 1, 14 October 2024).
Female	Enthusiastically ask about usability	Similarity: Both genders showed enthusiasm, but males focused on technical	Female: "Can I use this app to improve my reading?" (Meeting 1, 14 October 2024).

		aspects, while females on usability.	
Male	Discuss app features related to challenges	Similarity: Both genders actively discussed features, but males focused on solving challenges, while females highlighted rewards.	Male: "The hint button helps solve the harder quizzes." (Meeting 1, 14 October 2024). Female: "It's so fun to level up quickly!" (Meeting 1, 14 October 2024).
Female	Discuss app features focused on rewards	Similarity: Both genders actively discussed	Female: "It's so fun to level up quickly!" (Meeting 1,

		features, but males focused on solving challenges, while females highlighted rewards.	14 October 2024).
Male	Persevere independently with challenges	Difference: Males were more likely to persist without asking for help, whereas females sought assistance.	Male: "I tried various exercises repeatedly until I got the desired result." (Meeting 2, 21 October 2024). Female: "Can you help me figure out this task?"

			(Meeting 2, 21 October 2024).
Female	Ask for help when encountering technical issues	Difference: Males were more likely to persist without asking for help, whereas females sought assistance.	Female: "Can you help me figure out this task?" (Meeting 2, 21 October 2024).
Male	Focus on completing tasks independently	Similarity: Both genders showed independence, but males preferred completing tasks, while females	Male: Explored additional units independently after completing tasks. (Meeting 3, 28 October

		explored advanced features.	2024). Female: Focused on mastering pronunciation exercises. (Meeting 3, 28 October 2024).
Female	Focus on mastering pronunciation exercises	Similarity: Both genders showed independence, but males preferred completing tasks, while females explored advanced features.	Female: Focused on mastering pronunciation exercises. (Meeting 3, 28 October 2024).
Male	Use vocabulary in	Similarity: Both	Male: Used learned

	group conversations	genders improved language confidence, but males applied vocabulary in discussions, while females used it in storytelling.	vocabulary in group discussions. (Meeting 4, 28 October 2024). Female: Practiced vocabulary while narrating stories with peers. (Meeting 4, 28 October 2024).
Female	Practice vocabulary through storytelling	Similarity: Both genders improved language confidence, but males applied	Female: Practiced vocabulary while narrating stories with peers. (Meeting 4,

		vocabulary in discussions, while females used it in storytelling.	28 October 2024).
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Based on the thematic analysis conducted using Braun and Clarke's method, four main themes emerged that describe students' learning experiences when using Duolingo for English language learning. The following are those themes:

1. Similarities Between Men and Women in Responding to Duolingo Features

In the first meeting (14 October 2024), males and females enthusiastically asked about Duolingo app features. Males asked whether the app could be used at home. “Can this application be used at home?” while females focused more on using the app for specific learning purposes, such as improving reading skills: “Can I use this app to improve my reading?”. In the thematic analysis, the themes that emerged here were curiosity and exploration of the app. Both genders share the same motivation to understand more about the app's potential. However, the difference in the types of questions

asked suggests a difference in focus in how they approach the app, with men tending to ask about accessibility and both males and females focusing more on more specific learning goals.

2. Discussion of Features Related to Challenges and Rewards

In the first meeting, both males and females discussed app features differently. Males more often talked about features that helped them solve challenges in the app, such as the hint button, which helped solve the more challenging quizzes “The hint button helps solve the more complicated quizzes”. On the other hand, females were more interested in the rewards they got, such as the joy of leveling up quickly “It is so fun to level up quickly!”. In the thematic analysis, the emerging theme was the perceived motivation for using the app. Males focused more on the solutions to their problems and challenges, while females paid more attention to the rewards and positive reinforcement they got at increased levels. This suggests two approaches to how the app affects each gender's learning experience.

3. Perseverance in Resolving Challenges

In the second meeting (21 October 2024), differences were found in how males and females overcame challenges. Males were more likely to solve challenges independently without asking for help, mentioning that they tried various exercises repeatedly until they got the desired result “I tried

various exercises repeatedly until I got the desired result”. In contrast, females more often asked for help when facing technical problems: “Can you help me figure out this task?”. In the thematic analysis, the emerging theme was the difference in approach to challenges. Males prioritize independence and perseverance, while females emphasize collaboration and external support when facing difficulties. This difference reflects how each gender responds to barriers in the learning process, with males preferring to seek solutions individually. In contrast, females are more comfortable asking for help or cooperating with others.

4. Independent Approach to Task Completion

In the third meeting (28 October 2024), both males and females showed a degree of independence in their learning, but with a different focus. Males were more likely to continue exploring the application by completing additional units after completing their primary task (Explored additional units independently after completing tasks). In contrast, females focused more on mastering specific skills such as pronunciation exercises (Focused on mastering pronunciation exercises). In the thematic analysis, the themes emerged: independent approach and specific goals. Males are more interested in completing more units or materials, indicating a more systematic and broad approach, whereas females prefer to delve into a specific, more focused aspect.

This suggests a variation in how they direct their efforts in using apps for learning.

5. Use of Vocabulary in Group Conversations and Stories

In the fourth meeting (28 October 2024), both genders showed increased confidence in using the vocabulary they had learned. Males used their vocabulary more often in group conversations (Used learned vocabulary in group discussions). In contrast, females used it more often in storytelling with their friends (Practiced vocabulary while narrating stories with peers). In the thematic analysis, the emerging theme was vocabulary application in social contexts. Males are likelier to use vocabulary to interact socially in group conversations, while females prefer to use it in personal contexts or self-expression through storytelling. This shows that although both experienced increased confidence in language, the way they apply vocabulary differs, reflecting how each gender interacts and communicates.

DISCUSSION

This study aims to describe students' motivational factors and learning experiences when using the Duolingo app as an English language learning tool. By exploring students' perspectives through questionnaires and observations, this research provides insights into how Duolingo influences motivation and learning engagement. The results of this study

contribute to the growing literature on technology integration in language learning.

The discussion of the research results is organized based on the two research questions, namely:

1. Motivating factors for using Duolingo

The results show that most students are highly motivated to learn English using Duolingo. This motivation is influenced by various elements in the app, such as gamification, interactive interface, and rewards. This finding aligns with the Gamification in Education theory (Deterding et al., 2011), which states that gamification elements can increase student engagement in game-based learning. Students reported that the daily rewards and level achievement features made them feel more challenged and motivated to continue learning. One of the students stated, 'It is fun to learn using Duolingo. Being able to maintain streaks is also fun.' This suggests that the reward and challenge elements of the app can encourage students to continue to commit to the learning process.

Besides intrinsic motivation, extrinsic motivation is also important in encouraging students to use Duolingo. Based on the questionnaire results, around 38% of students strongly agree, and 58% agree that the features of Duolingo are engaging and fun. The design and interactivity of the Duolingo app successfully captured students' attention, making it an enjoyable

learning experience. This follows the research of Deterding et al. (2011), who showed that game elements can increase students' engagement and motivation in learning.

However, the questionnaire results also show variations in students' responses regarding the ease of learning English using Duolingo. 8% of students strongly agreed, 42% agreed, 33% disagreed, and 17% strongly disagreed with the statement that Duolingo makes learning English easier. This finding shows that there are different views among students regarding the effectiveness of Duolingo in simplifying the language learning process. Some students felt the app was effective, while others found it difficult to follow instructions or did not fulfill their learning needs.

Overall, the findings suggest that intrinsic motivation through gamification and extrinsic motivation through personal goals are the main factors driving students to use Duolingo. This aligns with previous studies showing that apps with fun and challenging elements and those that support students' practical goals can increase their motivation to learn (Deterding et al., 2011).

2. Students' learning experiences when using Duolingo for EFL learning

Based on observation and validated interviews with several students, their learning experience using Duolingo

positively influenced their motivation and language skills. As (Hasdiana, 2018) explains, learning experiences are moments when learners process new information through self-organization to learn it. In the context of language learning, these activities include exercises that engage students in developing language skills through practice and internalization of the material learned. These activities are challenging, entertaining, and fun, as students work actively with classmates and the teacher. The observation results show that students are very interested in Duolingo's features that combine English learning with game elements. In the first session (14 October 2024), students enthusiastically followed the explanation of the app's features, such as daily practice, point system, and levels. These features became one of the main attractions for students, as expressed by several students who felt that the app was similar to a game, thus increasing their curiosity and engagement. Students also indicated that they were happy with the flexibility of the app that allowed them to learn anytime and anywhere, which supported their more independent and enjoyable learning experience (De Castro et al., 2016).

The convenience of using Duolingo is in line with the findings of (Nushi & Eqbali, 2017), who stated that the app has a user-friendly interface and attractive design. With the support of colorful cartoon images and funny sounds, Duolingo

successfully attracts students of different ages and cultural backgrounds. One of the participants, said, “Yes, the app is fun, the features are cute, and there is a store.” This was also reflected in the observations, where students showed high interest in the reading, listening, writing, and speaking exercises provided by Duolingo.

However, although students feel interested and motivated to learn using Duolingo, some challenges also arise, mainly related to understanding more complex materials and technical difficulties in using the app. In an observation on 21 October 2024, some students faced difficulties in understanding grammar, such as in exercises involving Simple Present Tense. Students found it difficult to use the correct sentence structure and proper pronunciation, suggesting that while Duolingo effectively introduces basic vocabulary and exercises, the app lacks depth in helping students understand more complex grammar concepts. Another challenge was the discomfort some students felt when using Duolingo's pronunciation feature. Some students felt distressed when the app did not accept their pronunciation even though they had pronounced it correctly. This led to uncertainty and anxiety experienced by students who felt unable to complete the exercise well. One student said, ‘Even though for example in speaking or listening, if our voice is not detected or still wrong, it feels like we are confused about

what to do.’ This shows that while Duolingo can help improve pronunciation, it still has limitations in providing a perfect experience for all students, especially those who feel anxious when interacting with technology.

Despite some challenges, Duolingo remains an effective and enjoyable learning tool for students to develop their English language skills. In the context of language learning, the use of Duolingo supports the achievement of more enjoyable and engaging learning objectives, in line with (Rosell-Aguilar, 2018) view that life experiences can be seen as opportunities for learning. Duolingo provides students with the opportunity to learn English more interactively, supporting learning experiences that are not only limited to textbooks but also using technology that is more interesting and relevant (Larekeng et al., 2019). The importance of doing activities in language learning is also explained by Uno (2018), who states that doing activities in the teaching and learning process greatly supports student motivation and engagement. One student said Duolingo should provide new features so that it is not boring for its users. ‘There should be additional features, such as a Duolingo mascot that can feed or add new game features.’ Duolingo is a learning tool that provides a variety of English exercises - such as listening, speaking, reading, and writing - and offers a more complete and engaging learning experience for students. With a

wide range of features that support different language abilities, Duolingo succeeds in making English learning more varied and fun, following the needs of students who prefer interactive and fun activities.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains a conclusion and suggestion. The conclusion based on the data analysis was found and discussed in Chapter IV.

A. **Conclusion**

This study aims to identify the factors that motivate students to use the Duolingo app as an English learning tool and understand their learning experience when using the app. Based on the analysis of the questionnaire data, it was found that students' motivations include intrinsic motivations, such as a sense of fun and accomplishment while learning, as well as extrinsic motivations, such as ease of use and rewards from gamification features, such as points and awards. These factors overall increased students' passion for learning English.

Students' learning experience with Duolingo also showed positive results. Most students reported that the app made understanding English vocabulary and sentence structure easier. They enjoyed the attractive interface and interactive features, although some students faced problems with pronunciation and complex grammar features. In addition, some other technical issues were also encountered during the observation, such as difficulties in using the app optimally. This indicates the need

for teacher assistance to help students overcome these challenges, as well as the development of a variety of content in the application to make it more attractive and effective in supporting the long-term learning process. This study concludes that Duolingo can be an effective tool in English language learning in primary schools, with support from teachers to optimize its benefits.

B. Suggestion

The results of this study show that Duolingo can be an effective English language learning tool if used correctly. Based on these findings, some practical suggestions can be made:

For Teachers: Integrating the Duolingo app is recommended as part of the English learning method in the classroom, especially as a complement to traditional learning methods. Teachers can utilize the app's features to provide additional practice outside formal class hours. In addition, teachers can monitor students' progress and provide guidance accordingly.

For Duolingo Developers: The developers of the Duolingo app are advised to increase the variety of activities and provide additional interactive features to keep the app engaging for users in the long run. By providing more dynamic and

structured content, the app can keep students motivated to learn for a more extended period.

For Students: It is recommended that students use the Duolingo app regularly, with a balance between app use and other learning activities. Consistent use can help improve language skills gradually.

For Future Research: To get more representative results, future research is suggested to involve participants from various backgrounds and education levels. In addition, future research can use experimental methods or longitudinal studies to see the long-term effects of using the Duolingo app in improving students' English language skills. More in-depth research can also explore other factors, such as the effect of gamification features on learning motivation, so that the results obtained can provide a more comprehensive view of the effectiveness of language learning applications such as Duolingo

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APPENDIXES

Appendix 1. Letter of Supervisor Appointment

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBİYAH DAN KEGURUAN

Sekretaris: Jl. Prof. Dr. Hamka Kampus II Ngaliyan Semarang Telp. 7601295 Fax. 7615387 Semarang

Nomor : 2116/Un. 10.3/J4/DA.07/06/2024. Semarang, 7 Juni 2024
Lamp : -
Perihal : Penunjukan Pembimbing Skripsi

Kepada Yth.
Dr. Siti Tarwiyah SS., M.Hum

Assalamu'alaikum Wr. Wb.

Berdasarkan hasil pembahasan judul penelitian di Jurusan Pendidikan Bahasa Inggris (PBI), maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui judul skripsi mahasiswa:

Nama : Nila Umi Salamah
NIM : 2103046131
Judul : Learning English Using Duolingo: The Description of Students' Motivation and Learning Experience

Dan menunjuk saudara Dr. Siti Tarwiyah SS., M.Hum. sebagai pembimbing.
Demikian penunjukan pembimbing skripsi ini, dan atas kerjasamanya diucapkan terima kasih.
Wassalamu'alaikum Wr. Wb.




Dekan
Jurusan Pendidikan Bahasa Inggris

Nuna

Nuna Mustikawati Dewi, M.Pd. 4
NIP. 196506141992032001

Tembusan:
1. Dosen Pembimbing
2. Mahasiswa yang bersangkutan
3. Jurusan Pendidikan Bahasa Inggris

Appendix 2. Letter of Research

**YAYASAN PENDIDIKAN ISLAM AL FIKRI**
Bekerjasama
YAYASAN PESANTREN ISLAM AL AZHAR JAKARTA
SD ISLAM AL AZHAR 25
Terakreditasi A

Jl. WR. Supratman Kav. 31-32 Semarang ☎ (024) 7625117 📠 (024) 7603553 📠 50149
🌐 www.sdialazhar25.sch.id 📧 sdiia_25@yahoo.com 📍 Sdi Al Azhar X-Banteng
📱 @Sdi_alazhar_25_semarang 📺 SD ISLAM AL AZHAR 25 KALIBANTENG SEMARANG

SURAT KETERANGAN
No: 299/S.Ket/SDIA.25/XII/1446.2024

Yang bertanda tangan di bawah ini:

Nama : Siti Aisah, S.Pd
Jabatan : Kepala SD Islam Al Azhar 25 Semarang


Menerangkan bahwa :

Nama : Nila Umi Salamah
NIM : 2103046131
Prodi : Pendidikan Bahasa Inggris
Univ : UIN Walisongo Semarang

Benar-benar telah melaksanakan penelitian dan pengumpulan data di SD Islam Al Azhar 25, dengan judul skripsi : "Learning English Duolingo the Description of Student Motivation and Learning Experience" pada tanggal 14 – 28 Oktober 2024.

Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana mestinya.

17 Desember 2024
SD ISLAM AL AZHAR 25 SEMARANG


Siti Aisah, S.Pd.1

Appendix 3. Frequency of questionnaire results

No.	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1.	I feel happy when using Duolingo.	10	14	-	-
2.	Duolingo helps me improve my English vocabulary.	12	11	1	-
3.	Duolingo helps me understand English grammar.	13	9	2	-
4.	Duolingo helped me improve my English speaking skills.	14	7	2	1
5.	I feel Duolingo helps me achieve my English learning goals.	11	11	2	-
6.	The features of Duolingo are interesting and fun.	15	7	1	1
7.	I find Duolingo flexible and easy to use anytime and anywhere.	9	14	1	-

8.	I feel Duolingo makes learning English easier.	11	12	1	-
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Appendix 4. Meta-observation documents

Observed Researcher:	Nila Umi Salamah
Meta-Observation Researcher:	Annisa Ayu Fatimah Zahro
Location	: SD Al Azhar Islam 25 Semarang
Date/Time	: Session 1: 14 October 2024, 13.00-14.00 Session 2: 21 October 2024, 13.00-14.00 Session 3: 28 October 2024, 13.00-14.00
Observation Subject	: Class 6E Bilingual students (24 students)
Main Observation Protocol	: Non-participatory observation, passively recording student behaviour.

This meta-observation aims to evaluate the validity and effectiveness of the principal investigator's observations of students' learning experiences using Duolingo. The observations focused on three leading indicators: Materials, Methods, and Learning Experience. In addition, the meta-observation assessed the consistency of protocol implementation, potential bias, and robustness in data recording.

Summary of Results Per Session

Session 1:

Date/Time: Monday, 14 October 2024

Materials: Daily Activities (Vocabulary Aspect)

Method: Instructional Method & Discussion Method

Key Findings: The researcher explained the main components of Duolingo in detail, including the daily practice feature, XP system, and repetition. Students were actively engaged during the discussion, asking questions about the app's features, such as how to get a high score and the repetition mechanism. Students showed great enthusiasm when working in pairs to discuss the benefits of Duolingo in English learning.

Application of Method: The researcher applied the Instructional Method well through a structured interactive presentation. The discussion Method was also applied effectively, encouraging students' active participation in questioning and discussion.

Session 2

Date/Time: Monday, 21 October 2024

Material: Simple Present Tense (Grammar Aspect)

Method: Contextual Teaching and Learning (CTL)

Key Findings: Students followed the app's registration guidelines, including filling in personal information and selecting English as the language being learnt. The researcher created an English 6E class to monitor students' progress directly on the app. Some students experienced technical difficulties or were unfamiliar with the app interface. Students focused on reading, listening, and writing exercises and encountered pronunciation and sentence structure difficulties.

Application of Methods: The CTL method was applied quite well by linking the grammar material to everyday situations. However, some technical challenges may reduce the method's initial effectiveness.

Session 3

Date/Time: Monday, 28 October 2024

Materials: Asking and Giving Opinions (Listening and Speaking Aspect)

Method: Contextual Teaching and Learning (CTL)

Key Findings: Through applications, students practise sentences such as 'What do you think about this?' and 'In my opinion, this is good'. Emphasis on listening practice and keyword identification. Students practised pronunciation with the app, which provided immediate feedback. Some students feel confident during the exercise, while others tend to be cautious and repeat the exercise to correct mistakes.

Application of Methods: The CTL method is well applied through relevant activities that encourage students to practice speaking and listening skills in a contextualised manner.

Observation Findings

1. Observation Process

- **Conformity with Protocol:** The primary researcher followed the protocol well, i.e. directly involved in students' activities, assisted students in case of technical difficulties, and recorded data remotely.
- **Interaction with Subjects:**
 - Session 1: The principal investigator asked one of the students directly ('Do you understand this material?'). This could potentially change the natural dynamics of the students in the classroom.
 - Session 2: The PI gave hesitant students visual cues (nodding).
 - Data Recording: The primary researcher took detailed notes, focusing on students at the front and back of the class.

2. Potential Bias or Weakness Focus:

- Most of the primary researcher's attention was on all the students, but passive students were still overlooked. This could affect the representation of the data.
- Unintentional Intervention: Visual cues and direct questions to students may influence their natural behaviour, reducing the objectivity of the data.

3. Strengths of the Observation Process

- Commitment to Protocol: The principal investigator followed the active observation method.
- Detailed Notes: The recorded data showed detailed observations of students' behaviour using Duolingo digital media.

Recommendations

- Minimise Direct Interaction: To maintain the naturalness of the behaviour, avoid direct questioning or giving visual cues to students.
- Broaden the Focus of Observation: Use strategies to ensure all students, including passive students, are observed. For example, create a seating map by pairing active and passive students so that active students can encourage passive students to be active.
- Discuss the Role of Observation: In the following observation, discuss with the team to reaffirm the role of an active observer without intervention.

Meta-Observation Conclusion: The observation process followed the research protocol, although some minor interventions must be noted. Overall, the principal investigator has effectively implemented learning methods such as Instructional Methods, Discussion Methods, and Contextual Teaching and Learning (CTL). However, there is room for improvement in consistency of implementation and management of technical constraints. With the implementation of the recommendations, the validity of the observation results can be improved.

Peneliti Pendukung



(Annisa Ayu Fatimah Zahro)

Observed Researcher	: Nila Umi Salamah
Meta-Observation Researcher	: Sri Wahyuningsih
Location	: SD Al Azhar Islam 25 Semarang
Date/Time	: Session 1: 14 October 2024, 13.00-14.00 Session 2: 21 October 2024, 13.00-14.00 Session 3: 28 October 2024, 13.00-14.00
Observation Subject	: Class 6E Bilingual students (24 students)
Observation Objective	: To assess students' interaction with Duolingo learning media.
Main Observation Protocol	: Non-participatory observation, focusing on recording student behaviour while using the app.

Key Findings:

Session Summary:

1. Session 1 (14 October 2024): The researcher successfully provided a structured explanation of Duolingo features, including the XP system and repetition. Students were actively discussing, but some seemed hesitant to ask questions or speak up. This may be due to the influence of the researcher giving visual cues or asking direct questions too often. It is essential to realise that the researcher's interaction may affect students' reaction comfort, especially for those who are more introverted or unfamiliar with the app.
2. Session 2 (21 October 2024): In applying the CTL method, the researcher connected the grammar material with real-life situations. Despite this, some students experienced technical difficulties that hindered their learning process. This incident highlighted the importance of minimising technical problems to keep students focused on the learning material. More preparation regarding the introduction of the application before the session starts is needed so that these technical disruptions can be minimised.
3. Session 3 (28 October 2024): CTL methods in speaking and listening exercises were quite effective. However, variations in students' confidence were evident. The more confident students tended to participate more actively, while the less confident ones tended to be more passive. This shows that although the methods applied are relevant, the differences in student characters need further attention.

Observation Process:

The researcher followed the observation protocol well, paying attention to all the important elements of the lesson. Being directly involved in helping students with technical difficulties

is essential. However, it is essential to remember that the researcher should still observe the students without too much intervention to keep the observation objective.

However, there is a potential bias that needs to be noted. The researcher tend to pay more attention to active students, who are more straightforward to observe, while more passive students, who may have difficulty using the app, receive less attention. In the future, it is better to balance the focus of observations on more passive students to get a more comprehensive picture.

Potential Bias:

1. Most of the researcher's attention was centred on students who were more vocal or confident in discussions. This could result in data not fully representative of the entire group of students. To remedy this, researchers must utilise more inclusive strategies to pay attention to passive students. For example, by creating seating rotations or more in-depth observation methods on less engaged students.
2. Visual cues such as nodding or giving positive signals can influence students' behaviour, especially those who are more introverted. Researchers should reduce direct interaction and allow students more freedom in reacting. This will help maintain the continuity of a more natural observation.

Strengths of the Observation Process:

1. The researcher demonstrated a strong commitment to the observation protocol by recording the students' interactions and experiences with the Duolingo app in detail. Although the researcher was involved in assisting students experiencing technical difficulties, this observation was still helpful in describing the learning dynamics in the classroom.
2. The various learning methods, such as the Instructional Method and CTL, were well implemented. The researcher succeeded in encouraging student engagement and connecting the material with real-life situations, although some technical obstacles interfered with the smooth running of the learning.

Recommendation:

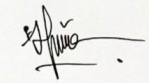
1. Reduce the Direct Influence of the Researcher: To improve the objectivity of observation, the researcher needs to reduce direct interaction with students, especially in giving cues or questions that can influence students' behaviour. Instead, the researcher should observe the class more unobtrusively, giving students space to react naturally without excessive intervention.

2. Expanding the Focus of Observation on Passive Students: Researchers need to use more inclusive observation strategies by paying more attention to passive students. This can be done by introducing techniques such as seating rotation or paying attention to small group dynamics that can engage more passive students. In addition, further monitoring of students who may have difficulty with the application or lack confidence in speaking will provide a more complete picture of their experiences.
3. Technology Infrastructure Improvement: The researcher should provide more intensive technical support to ensure the learning process runs smoothly. This includes ensuring all students are familiar with the app interface before use. Training sessions or tutorials on using the Duolingo app can reduce technical difficulties hindering the learning process.
4. Long-term Monitoring: Observations beyond three sessions are highly recommended for a more accurate picture of Duolingo usage in the long run. Continuous observation will provide more complete data on students' progress using the app and more holistic information on its effectiveness in English language learning.

Conclusion:

Although this meta-observation was well done, some areas could be improved, especially regarding reducing potential bias and paying attention to more passive students. By involving more balanced strategies in the observations, improving the technical infrastructure, and conducting continuous monitoring, the validity of the observations and conclusions of this study will increase. This will provide a deeper insight into the effect of using Duolingo on students' overall learning experience.

Peneliti Pendukung



(Sri Wahyuningsih)

Appendix 5. Documentation of Observation session





Appendix 6. Documentation of distributing the questionnaire



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