

**FACILITATING EFL STUDENTS IN
LEARNING ENGLISH BY USING
DUOLINGO APPLICATION**

THESIS

Submitted in Partial Fulfillment of Requirements
To Obtain the Degree of Bachelor of Islamic Education
In English Education



BY:
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ARABIC-LATIN TRANSLITERATION

The writing of the transliteration of Latin Arabic letters in this thesis is guided by the SKB of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia. Number: 158/1987 and 0543 b/U/1987. The deviation in writing the article [al-] is deliberately consistent so that it matches the Arabic text.

Arabic Alphabet	Latin	Arabic Alphabet	Latin
ا	A	ط	ṭ
ب	B	ظ	ẓ
ت	T	ع	„
ث	ṯ	غ	G
ج	J	ف	F
ح	ḥ	ق	Q
خ	Kh	ك	K
د	D	ل	L
ذ	Ẓ	م	M
ر	R	ن	N
ز	Z	و	W
س	S	ه	H
ش	Sy	ء	„
ص	ṣ	ي	Y
ض	d		

Mad reading:

ā = a long

ī = i long

ū = u long

Diftong alphabet:

au = أو

ai = أي

iy = إي

ABSTRACT

Aura Namira Brilliantasya, 1803046004.2023 “Facilitating EFL Students In Learning English By Using Duolingo Application”. Thesis English Education Department Islamic State University of Walisongo Semarang. Advisor: Dra. Hj. Ma'rifatul Fadhillah, M. Ed.

Learning English need vocabulary mastery to understand. Vocabulary can be influenced by age, gender, ability, family, social status, as well as psychological and geographical factors. This causes differences in a person's ability to master and understand vocabulary. The way to release the shackles of limited vocabulary mastery is to be aware of these limitations and hone your abilities independently. Therefore, researchers are interested in conducting research as well as disseminating independent learning methods to master vocabulary. Because nowadays everyone uses smartphones like school children, researchers use them to conduct research. This research will describe the perceptions of students and teachers regarding the use of the Duolingo application for learning English especially for vocabulary mastery at Nurul Islam Junior High School Semarang. In collecting and analyzing data, this research uses qualitative methods with descriptive qualitative data research design. Researchers uses purposive sampling. Based on data analysis, the research respondents were 25 grade 8th students at Nurul Islam Junior High School. Data collection uses interviews and questionnaires. After monitoring students using the Duolingo application to learn English for a week, it was found that there was an increase in motivation, addition of vocabulary, and also confidence in learning English. It is hoped that this research can provide the following meaning so that English teachers can help students master English. Researchers will gain experience and knowledge of what will be done. For students majoring in language or literature, using the Duolingo application can help students in learning English.

Key Word : *Duolingo Application, EFL students, English learning, Vocabulary.*

MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

fa inna ma'al-'usri yusrā

So, verily, with every difficulty, there is relief

إِنَّ مَعَ الْعُسْرِ يُسْرًا

inna ma'al-'usri yusrā

Verily, with every difficulty there is relief

(QS. Al-Insyirah 94: 5-6)

*“Passion is a mission as long
as soul isn't soil yet.”*

(Aura)

DEDICATION

In the name of Allah SWT, the Most Compassionate and Merciful. Sholawat and salam to Allah's beloved Muhammad SAW whose compassion is always poured out for his people until the end of time. Indeed, it is the blessing of Allah, the blessing of parents, and the concern of friends that make this thesis writing can be completed.

Thank you to Allah who has answered the prayers of all those who tried to seduce Allah for my recovery and spread. It is not enough to write their names on this thesis. I also dedicated this thesis to the campus that Allah has destined to be part of my life path, UIN Walisongo Semarang, especially the Faculty of education and teacher training, English Language Education Department.

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CHAPTER I

INTRODUCTION

A. Background of The Problem

As we know that vocabulary is the core part of language that is used to interact to convey the intention of the desire so that the meaning is known in the mind, felt in the heart, and can be implemented in action. "Ing ngarsa sung tuladha, ing madya mangun karsa, tut wuri handayani", the motto of education cannot be understood if you do not know the knowledge of vocabulary. In the context of education, vocabulary refers to the set of words, including their meanings and uses that are learned and used by students. Vocabulary acquisition is a central aspect of language education, as it has a direct impact on reading comprehension, expressive and receptive language skills, and academic achievement.

Vocabulary can be influenced by age, gender, ability, family, social status, as well as psychological and geographical factors. This in turn causes differences in one's ability to master and understand vocabulary. As one of the references that became the idea for this research is due to psychological and geographical factors, namely Indonesians who are already with the Indonesian language. While today is an age that has all progressed and in fact uses English so that Indonesians who are already with their

Indonesian language must be able to understand and master English so as not to be left behind by the times. From psychological factors such as fear of mispronouncing English and fear of being laughed at. However, in that case there are also influenced in terms of ability which is the core category of age, gender, family, and social status. In terms of ability in mastering vocabulary in terms of age, the longer one's age, the more vocabulary one will have, while from gender there is an opinion that female learners seem to be more successful in mastering vocabulary than male learners.

In terms of family, for example if a child is not raised by parents who familiarize themselves with English then the child will be unfamiliar with English. In terms of social status, the higher the status, the higher the education, and the more vocabulary one has. The way to remove the shackles of the limited vocabulary mastery factor is by realizing these limitations and honing the ability independently. Therefore, the researcher is interested in conducting research as well as disseminating how to learn independently to master vocabulary.

Today, awareness of vocabulary acquisition strategies has been identified as critical in supporting students' vocabulary development. Vocabulary has long been recognized as a powerful determinant of reading, writing, listening and speaking success. Vocabulary knowledge is

generally assumed to be a good predictor of language proficiency in a second or foreign language, and it has long been recognized that vocabulary size in particular plays an important role for EFL learners' communicative competence in English. And this is inseparable from the problems of EFL learners on how they master vocabulary and their motivation in mastering vocabulary so that they can be communicatively competent. Vocabulary acquisition is a process that can be improved in various ways at any time in life, where we get the opportunity to discover ourselves and others by striving to improve vocabulary.

Currently, in 2023, EF English Proficiency Index (EF EPI) data shows that Indonesians' English proficiency is still low, ranking 79 out of 113 countries. EF Academic Director, Emma Walton, in Jakarta, said that Indonesians' English proficiency is still in the low category. Therefore, this finding shows that Indonesian students' vocabulary acquisition is an important learning objective for EFL learners. English proficiency is considered an important element in preparing for a golden Indonesia in 2045. Therefore, there is a need to improve the skills of English teachers, as well as provide Indonesian students with access to learning programs in order to have good English language skills.

There is a wealth of information available on effective strategies for vocabulary instruction and the relative

merits of various programs designed to promote vocabulary growth in EFL learners, the researcher focuses on a phenomenon that is happening in this era and tries to help in a simple way in vocabulary acquisition in EFL learners.

The current phenomena are the internet and smartphones. But the researcher is not discuss about internet, the researcher want to focus in smartphone use especially in application for learning vocabulary. In recent years, the phenomenal growth in digital technology has provided new opportunities to help students overcome these problems. In this case, the communication and connectivity options provided by smartphones along with other features in the device (such as listening to music, watching movies, language learning apps, etc.). In our country and in the world, smartphones are part of everyone's life today. With smartphones being so easily accessible for information, it is possible to provide a strong focus on vocabulary acquisition to help students understand and communicate, and make it easier to read, write, listen and speak in English.

By 2022, Indonesia will be in fourth place as the country with the most smartphone users. There were 192.15 million smartphone users in Indonesia last year. Despite this, the use of mobile devices and related technologies such as mobile apps for learning academic vocabulary has received little attention. In this regard, this study aims to investigate the contribution of mobile devices and vocabulary learning

apps in the self-learning of academic vocabulary among Indonesian students.

This research contributes to the existing literature on mobile-assisted vocabulary learning, and aims to shed light on the convenience provided by mobile devices for learning academic vocabulary. This question will be discussed in this paper. The paper will report the results of investigating the extent to which students' vocabulary is improved through the Duolingo application. Mobile-assisted language learning (MALL) apps such as Duolingo have great potential to increase learners' motivation in learning a second language (L2). However, few studies have investigated how this motivational impact occurs.

Duolingo is the most popular language-learning platform and the most downloaded education app in the world, with more than 500 million users. The company's mission is to make education free, fun, and available to all. Duolingo is designed to feel like a game and scientifically proven to be effective. The platform adapts to each student's individual learning needs, delivering personalized practice and feedback that allows them to progress at their own pace.

This tailored approach ensures that students receive the support they need to succeed. A tailored approach refers to a customized or personalized method or strategy that is specifically designed to meet individual needs, preferences, or unique circumstances. Instead of adopting a one-size-fits-

all or standardized approach, a tailored approach takes into account the specific characteristics and requirements of the individuals or situations involved.

In various contexts, a tailored approach involves the following key elements:

1. **Individualization:** The approach is adjusted to fit the specific characteristics, preferences, or requirements of an individual or a particular group. This could involve customizing products, services, or solutions to better meet the unique needs of each customer or client.
2. **Flexibility:** Tailored approaches are often flexible and adaptable to changing circumstances. They can be adjusted based on feedback, new information, or evolving requirements, allowing for a more dynamic and responsive strategy.
3. **Customization:** The process may include tailoring products, services, or experiences to match the specific preferences or requirements of the end user. This can enhance customer satisfaction and engagement by providing a more personalized and relevant experience.
4. **Data - Driven Decision-Making:** Tailored approaches often rely on data analysis to inform decisions. By collecting and analyzing relevant data, organizations can better understand the unique characteristics and needs of individuals, enabling them to tailor their approach accordingly.

5. Efficiency and Effectiveness: The goal of a tailored approach is often to optimize efficiency and effectiveness by focusing on what works best for a particular situation or individual, rather than using a standardized solution that may not be as well-suited.

Examples of tailored approaches can be found in various fields, such as marketing, education, healthcare, and customer service. For instance, companies may implement tailored marketing campaigns based on individual preferences, educators may use personalized learning plans for students, and healthcare professionals may develop customized treatment plans for patients based on their unique health profiles.

Accessibility is also a crucial feature of Duolingo for schools. Luis von Ahn, Ph.D. is the Chief Executive Officer and a member of Duolingo's board of directors since co-founding Duolingo with Severin Hacker in August 2011.

Duolingo is on a mission to develop the world's best education and make it universally available. Duolingo's global team works together to make language learning fun, free and effective for anyone who wants to learn, wherever they are. This mission is in line with the researcher's intention to help and spread how to master vocabulary easily, simply, fun, and of course can be done independently.

This is like the approach which states that simple learning methods are important can be linked to several theories and concepts in the field of education. One of the principles is “Keep It Simple, Stupid” (KISS), which underscores the importance of simplifying learning methods to improve understanding and acceptance of material. Here are some related concepts and theories:

1. Simple Instructional Skill Theory:

This theory suggests that simple, clear and direct instructions can improve students' understanding. The use of simple language, orderly instructional steps, and focus on clear learning objectives are considered effective. Related figures with this theory are Robert Gagne, Benjamin Bloom, and Jean Piaget.

2. Law of Parsimony (Law of Parsimony or Occam's Razor):

This principle states that among several possible explanations or solutions, the simplest or most minimalist is often the most correct or effective. Applied in a learning context, this indicates that simple methods tend to be more efficient and can be remembered by students. Related figure with this theory is William of Ockham.

3. Minimalist Learning (Minimalist Learning):

This approach emphasizes conveying essential and needed information directly, without unnecessary additions. Focusing on key information can help students understand

and remember the material better. Related figure with this theory is George Siemens.

4. Direct Instructional Approach (Direct Instruction):

This method involves presenting information directly and explicitly to learners, often with clear instructional steps and reducing elements of complexity. The goal is to ensure maximum understanding. Related figure for this theory is Robert Gagne.

5. ADDIE Learning Model (Analysis, Design, Development, Implementation, Evaluation):

The ADDIE model emphasizes a repeatable and simplified learning development cycle. This process includes needs analysis, effective learning design, material development, implementation, and evaluation, with the aim of simplifying the teaching process.

While it is important to simplify learning methods, this does not mean reducing complexity or approaching topics in an overly general way. The simplification in question is the reduction of unnecessary or confusing elements, so that the material can be understood more easily by students. Clarity, focus and precision are key to this approach.

With the attention to research on improving students' vocabulary with the Duolingo mobile application, it is hoped that there will be an increase in strategies for English

language students to make learning easier and more enjoyable, and can be done independently.

The researcher hope this research can open ideas for new research or become a reference for other researchers.

Based on the explanation above, the researcher is interested in investigating ***“FACILITATING EFL STUDENTS IN LEARNING ENGLISH BY USING DUOLINGO APPLICATION”***

B. Limitation of The Problem

The research is limited to maintain the focus of the research itself. The limitations of this study are:

1. The participants of this research are the students and English teachers of 8th grade class A of SMP Nurul Islam Semarang in EFL Classroom.
2. This study focuses on how the result of engaged the Duolingo application by students in learning English especially vocabulary and for additional is teachers' perception of using Duolingo Application to help the students' in learning English especially vocabulary in independent way.
3. The data collection is authentically gained from the class by give questionnaire to students after they using Duolingo application and interview the students after a week they engaged Duolingo and interview English

teachers perception about Duolingo application use for students' in learning English at 8th grade class A of SMP Nurul Islam Semarang in the EFL classroom.

C. Identification of The Problem

Based on the problem identification above, there are several problems found as follows:

1. There are students who still difficult experience in learning English because of a lack in vocabulary mastery
2. Most students still find it difficult to find ways to learn vocabulary independently
3. Most of the students are demotivated in mastering vocabulary because they have not used fun technique

D. Research Question

This Research was conducted to answer the main problem:

1. How is students' engagement in the implementation of using Duolingo application in facilitating students' English Learning especially in vocabulary mastery at 8th grade students of SMP Nurul Islam Semarang?
2. What are the teachers' and students' perception of using Duolingo Application to help student in learning English especially in vocabulary mastery at 8th grade students of SMP Nurul Islam Semarang?

E. Research Objective

According to the research question above, the objectives of this research can be stated as follows:

1. To explain how students' engagement after the implementation of using Duolingo application in facilitating their English learning especially in vocabulary mastery independently at 8th grade students of SMP Nurul Islam Semarang.
2. To describe how teachers' and students' perception of using Duolingo Application to help students in learning English especially in vocabulary mastery independently at 8th grade students of SMP Nurul Islam Semarang.

F. Pedagogical Significance

1. Theoretical benefit

The researcher wishes this result of the study will give additional information to the readers. They will know more about how to mastery the vocabulary in independent way.

2. Practical benefit

- a. The English Teachers

The researcher expects that this result of the study might be useful for additional information in teaching English, especially in Vocabulary mastery.

b. The English Students

The researcher expects that this result of the study can be useful to make the students understand and help the student to improve their vocabulary enrichment in independent way.

c. The Writer

The researcher can get many useful experiences in the future as an English teacher. Also, the result can be used to improve the researcher's knowledge and skill in teaching English.

d. The other researcher

By doing this research, the researcher expects that this result can be a reference to other researchers to do new research in the future.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

1. Cheng Zeng and Linda Fisher (2023) designed a study entitled “Opening the “Black Box”: How Out-of-Class Use of Duolingo Impacts Chinese Junior High School Students’ Intrinsic Motivation for English”.

With the purpose Mobile-assisted language learning (MALL) apps such as Duolingo have great potential for promoting learners’ motivation to learn a second language (L2). However, little research has investigated how this motivational impact takes place. Additionally, despite the flexibility of mobile learning.

The most existing studies are conducted in classroom settings, with less attention paid to out-of-school technology usage. They use design/approach/methods: To address these gaps, they present a model based on self-determination theory and propose the idea of “motivational transfer” to explain the psychological mechanism underpinning the impact of technology.

To examine the model, they conducted a case study with 20 Year 8 Chinese junior school students who used Duolingo to learn English as a foreign language

(EFL) after school for 6 weeks. Findings questionnaire and group interview data support their hypothesized mechanism: learners' activity-specific intrinsic motivation (IM) for using Duolingo and their underlying psychological need for autonomy and competence can be transferred to a more general level, thereby enhancing learners' global IM for L2.

The similarity of this research with the researcher's research is that it uses Duolingo as a media, and there are similarities in taking data through interviews. The difference between this research and the researcher's research lies in the number of student quotas used as research samples.

In this study the sample taken was 20 junior high school students, while the researcher's research take a sample of 25 junior high school students. There is the difference in the length of time students play the application, if in this research it took 6 weeks, then in the researcher's research it only took 7 days for students to play the application independently.

2. Li Zixi, Curtis J. Bonk (2023) "Self-directed language learning with Duolingo in an out-of-class context".

The research study explored online language learners' self-directed language learning (SDLL) experiences, benefits, motivations, and challenges when

employing educational tools like Duolingo in an out of classroom context. To gain insights into SDLL, in-depth and semi-structured interviews with 10 Duolingo users were conducted. Study results indicated that learners manage various human and material learning resources in complementary ways to accomplish their language learning goals.

Importantly, Duolingo learner self-monitor their learning process through feelings of knowing, content evaluation, and judgments of the adequacy of information and resources available. In addition, the study found that Duolingo learners highly rely on the features of learning technology to track, monitor, and reinforce their learning.

Additionally, learners in this study were mostly driven by intrinsic needs and interests, such as culture, travel, and brain training, rather than obtaining certificates, scores, or grades. While most existing studies on self-directed language learning (SDLL) with technology have been conducted in a formal learning context, the results of this study provide some insights into SDLL independent of formal school contexts.

The similarity between this research and the researcher's research is the similarity in the media for research, namely the Duolingo application, and there are also similarities in the points of influence of student self-

learning, such as the experiences, benefits, motivation, and challenges of online language learners independently. The difference between this study and the researcher's research lies in the sample, this study used 10 Duolingo users while the researcher's research takes 25 junior high school students as samples.

3. Kessler Matt, Shawn Loewen, Talip Gonulal (2023) "Mobile-assisted language learning with Babbel and Duolingo: comparing L2 learning gains and user experience"

Despite the influx of research examining various aspects of mobile-assisted language learning (MALL) applications (apps) over the past two decades, there have been no head-to-head studies that have investigated the comparative effectiveness of different mobile apps. The current study addresses this gap by directly comparing two of the most well-researched and popular MALL apps: Babbel and Duolingo. In this mixed methods study, adult learners (N = 59) engaged in studying Turkish as a foreign language using either Babbel (n = 27) or Duolingo (n = 32) for eight weeks.

Participants then completed two exit assessments, including (1) a posttest gauging their development of various language skills (i.e. reading, writing, speaking, listening, vocabulary, and

grammatical competence), and (2) a survey assessing their user experience (e.g. enjoyment, motivation, beliefs about effectiveness).

The results of this study showed that although both the Babbel and Duolingo groups made progress, there were no statistically significant differences between their L2 learning gains. However, for the Babbel group, there was a stronger correlation between participants' study time and their posttest scores. Finally, Babbel users also felt the app was more effective for learning grammar, speaking/pronunciation skills, and for learning about the target language culture. This study discusses the implications of these findings for researchers and MALL users more broadly.

The similarity between this research and the researcher's research is to find out whether it is effective to use the Duolingo application for learning progress. The difference lies in the form and technique of data processing. The equation of this research with the researcher's research is to include the same application in the study, namely the Duolingo application and a comparison of the effect or effectiveness of the application.

The difference lies in the focus of the application. This research focuses on comparing the Duolingo application with Babbel, the researcher's research

only focuses on the Duolingo application. The difference in the type of research. This research uses quantitative methods, while the researcher's research uses qualitative methods.

4. Junaid Meliyana, Umami Khaerati Syam, Uyunnasirah Hambali (2023) "The Implementation of Vocabulary Learning Strategies in Students Vocabulary Size"

In this research using vocabulary size as a teaching strategy to help students improve their vocabulary is the primary goal of this study (in term noun and verb). At SMPN 1 Bide Satap, this study was carried out. In the following academic year, which will be 2021. Twenty-five second graders participated in this study. Purposive sampling was used to choose the sample. Class VIII has 25 pupils. There were a total of 25 students in the study.

This study used a pre-experimental design with a single group pre-test and post-test. It was decided that Class VIII would be the experimental class for vocabulary size teaching.

A vocabulary exam was utilized to get the data. The nouns t-test value is 4.869 and the verb t-test value is 4.47 with a frequency of $df = 25 - 1 = 24$ at a 50 percent significance level obtained t- table = 2,640,

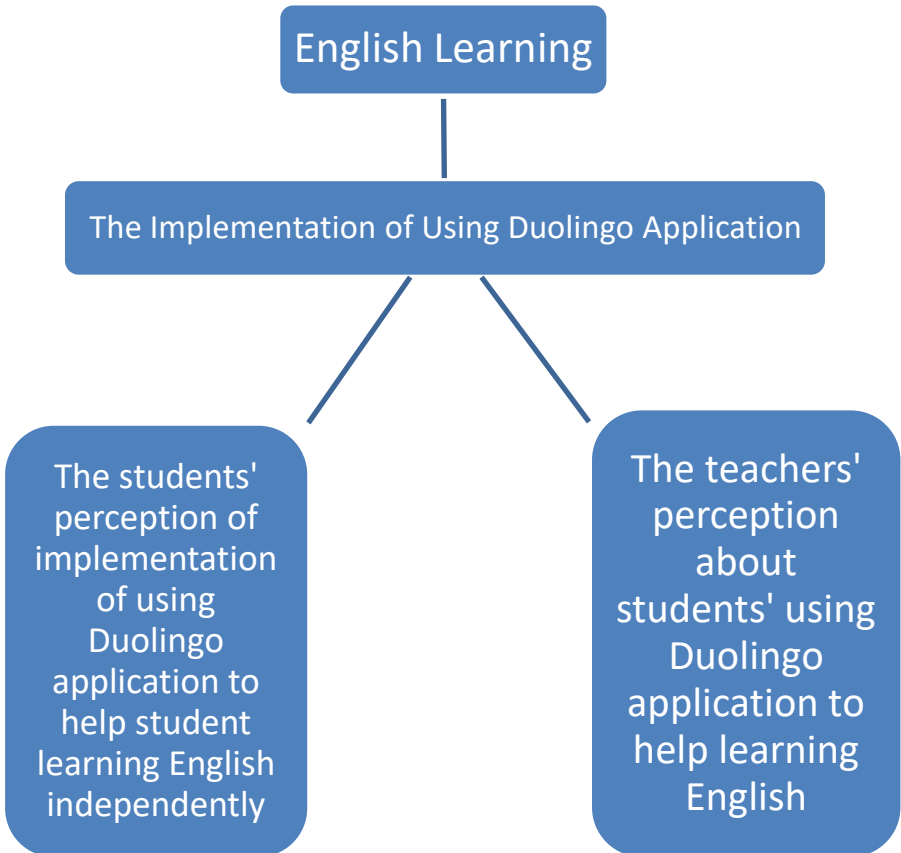
according to inferential statistical analysis using the t-test method.

The null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted, if the t test is greater than the t table. In other words, the final post-test data reveals a significant improvement. We conclude that students who utilize vocabulary learning methodologies are able to increase their vocabulary size significantly.

The similarity of this research with the researcher's research is in terms of the aim of finding teaching strategies to help students improve vocabulary, similarity in the number of sample quotas and the same level, namely grade 8 junior high school students, and the similarity of the sample, namely purposive samples.

The difference between this research and the researcher's research is in the strategy used, this research uses a vocabulary learning methodology strategy, while the researcher's research uses the Duolingo application strategy. There are also differences between this research and the researcher's research is in the type of research method. This research uses quantitative methods while the researcher's research uses qualitative methods.

B. Theoretical Framework



The conceptual framework described the research which will be conducted by the researcher. The research was descriptive qualitative research which describes the teachers perception of using Duolingo App for students' in learning English especially in independently vocabulary mastery and also students' perception after they engaged Duolingo Application. This research based on the Cognitive-Emotional Theory, Positive Psychology Theory, and also the Arousal Theory which explains that excitement can affect learning effectiveness.

In the process of implementation Duolingo application, the teachers join with researcher to observe the students. The teacher will provide the perceptions about the use of Duolingo Application. To find out the perceptions of the teacher, the researcher will conduct interviews with the teacher and make observations to determine the implementation of the Duolingo Application.

The teachers' perception could be an evaluation for the students. Whether by using Duolingo application, student's understanding will be better or not, so that teachers can apply Duolingo application based on student needs.

In the implementation of Duolingo application process, the teacher will provide a positive perception of the use of Duolingo Application in mastery vocabulary through independent way.

The positive perception shows that the use of Duolingo Application can improve student vocabulary mastery in independent way. The researcher will save the data from students about their response after using Duolingo application.

C. Review of Related Literature

This research covers some points in the literature review, highlights the theoretical review and previous research. The theoretical review below contains an explanation of the research title in detail.

1. EFL Students

According to oxford dictionary, student:/'stju:dnt/ /'stu:dnt/ a person who is studying at a university or college. a college/university student. a graduate student. It can give mean a student is a person who goes to school to learn something. Students can be children, teenagers, or adults who are going to school, college, university, or boarding school. Student is one who attends a school, one who studies an attentive and systematic observer. Students are also a term for those who have an effort to pursue education to seek knowledge to improve life.

As Ki Hadjar Dewantara argues, the essence of education is an effort to incorporate cultural values into the child, thus forming him into a whole human being

both physically and mentally. Students are human beings who need to be guided. For this reason, a mentor must guide by providing guidance and direction so that students' awareness will grow as knowledge seekers and seek knowledge independently.

According to Shafique Ali Khan (2005), a student is a person who comes to an institution to obtain or learn some type of education. Regarding education, different countries have different or almost the same education systems and stages for students.

In Indonesia, the level of student education starts from preschool also known as Early Childhood Education which includes Playgroups and Kindergartens. This is the earliest level of education. What is taught in this stage is basic reading and counting skills combined with play. Students who are taught are still at the age of 2-6 years. However, this stage of education is informal so it is not necessary to graduate from this level to continue to the next level, namely primary school.

Primary school is the first level of formal education. Primary schools are filled with students aged 6-12 years old. They study in primary school for 6 years to complete 6 grades, namely grade 1 to grade 6.

The subject matter in Primary School is more diverse than in Preschool, the basic materials taught are Civic Education, Indonesian Language, English,

Mathematics, Natural Science, Social Science, Cultural Arts, Sports, and even regional languages.

After primary school, the next level is junior high school. In Junior High School students spend 3 years studying. The grade levels in Junior High School are from Grade 1, 2 and 3. The number of subjects taught is more than in primary school. The subject matter is also more complex and developed. For example, natural science subjects begin to discuss physical science, chemistry, biology.

Senior High School is the next level after Junior High School, and the final level that students must take if 12 years of compulsory education is to be implemented. In Senior High School, students are given the option to choose between three specialization, namely Natural Sciences, Social Sciences, Language, and there is also a Religious Studies class if the school is a madrasah.

In addition to senior high schools, there are also vocational high schools that aim to produce students who are ready to work. Vocational High Schools emphasize practice-based learning activities so that students have expertise in certain fields.

College is the next level after high school. Universities aim to fulfil the needs of high school or vocational high school graduates who want to

explore a scientific field more deeply. Higher education is the highest level of education. Higher education institutions include universities, academies, institutes and polytechnics. The levels of higher education consist of associate's degree, bachelor's degree, master degree, doctoral degree. Also in higher education, there is a wide range of majors and specializations.

According to the researcher, student is a term for people who are pursuing education in order to gain new knowledge so that they can adapt to face everything that exists in life and in the afterlife.

One of thing should to face by people is communicating with other language, especially English. EFL students mean the student that to be educated with English.

2. Learning English

Independent learning English has several benefits and importance related to personal development, academic achievement, and preparation for life throughout life. The reason why independent learning is consider important is that independent learning helps develop independence and responsibility.

Students who study independently learn to organize time, manage assignments, and take

responsibility for their own learning without relying on constant supervision.

Independent learning English is often associated with intrinsic motivation, namely motivation that comes from within the individual. When someone can take initiative and control over their learning, they are more likely to have higher and more sustainable motivation.

Independent learning English promotes the development of metacognitive skills, namely the ability to understand, control and regulate one's own cognitive processes. Students learn to plan, monitor, and evaluate their learning. Independent learning skills create the foundation for lifelong learning. The ability to understand how to learn effectively allows a person to continue to develop and learn throughout life, beyond formal experiences at school.

Independent learning English involves active and creative problem solving. Students learn to overcome obstacles, find alternative solutions, and develop critical thinking skills. Learning independence helps students become more flexible and adaptive to change.

They can overcome learning challenges better and are better able to adapt to changes in the environment or life demands. Students who study

independently often have better academic achievement because they can manage their time effectively, focus on learning goals, and develop a deeper understanding of the material. Independent learning involves students' active involvement in the learning process. They are not only recipients of information, but also active in searching, analyzing and relating knowledge.

The independent learning process can increase appreciation for learning itself. When students can see the results of their own efforts, they tend to be more motivated and feel satisfied with their achievements.

Independent learning can increase students' self-confidence. The ability to overcome challenges and achieve learning goals can strengthen their belief in their own abilities. Overall, self-directed learning provides an important foundation for personal development, academic achievement, and readiness to face life's lifelong challenges. This has become an essential skill in an era where learning occurs not only in the classroom but also outside the classroom and throughout life.

According to Cambridge dictionary, Independent is not influenced or controlled by other people but free to make your own decision. It is like

an independent thinker, have a motivation to do something by self. Independent is one of the 5 principles in education: Principles of Independence, Principles of Natural Nature, Principles of Culture, Principles of Nationality, Principles of Humanity.

The father of Indonesian education, Ki Hadjar Dewantara, repeatedly emphasized what he called independence in learning. Member of the Luhur Taman Siswa Assembly, Ki Priyo Dwiyarso, explained the meaning of freedom of learning carried by Ki Hadjar Dewantara, which is how to form a human being who must start from developing talent. He said that it is the students who have the will, not the teachers, lecturers, who force students to be green or red. In order to fulfill the needs of talent development, he said, students must feel free.

The son of Ki Hadi Sukitno, Ki Hadjar Dewantara's right-hand man, said that learning independence means independence over oneself. Students' interests and talents must be free to develop as widely as possible. This concept was brought by Ki Hadjar Dewantara for this nation in the hope that it would not be eroded by the times. As well as, being a blueprint in building Indonesian education.

According to the researcher, the line that can be drawn is that independence must be realized

and realized in action by realizing that talent can be developed through bathing learning, and without that awareness, the student will not be able to develop his talent. And a way that is in line with this research is to help students to learn independently for to mastery the vocabulary by using the Duolingo application.

3. Vocabulary

Vocabulary is a process of making meaning by producing, receiving, and processing information in interactive ways. According to Richards and Renandya (2002: 255), vocabulary is a core component of language proficiency and provides much of the basis for how learners speak, listen, read and write.

Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening to the native speaker, using language in different context, reading or watching television. Comprehension is the really importance for catch the information from reading, that is why the development of vocabulary is needed. A robust vocabulary improves all areas of communication, listening, speaking, reading, and writing.

That's why vocabulary is important for foreign English language students, it can be directly related to academic matters at school especially in the field of English lessons. Vocabulary can open new horizons, expand children's knowledge to think, learn, and know that in this world there are many languages, including English itself and other new information.

The importance of vocabulary in language acquisition cannot be underestimated, as it is a core element of the language learning process. The main focus in learning any language in the world is to acquire a strong vocabulary and to be able to hone the skills to use it and master it effectively. Mastering vocabulary is essential to gaining proficiency in a language, as it is the primary tool for communication. When learning a second language, the main goal is to communicate correctly and effectively.

To achieve this, one must first develop an enrichment in vocabulary. Which then results from mastering vocabulary enrichment can lead to the four language skills such as listening, speaking, reading, writing because these four things are very dependent on vocabulary. Without sufficient word comprehension, understanding sentences becomes difficult, and hinders progress in all skills.

Information addition about how vocabulary can be really important. A 2012 study by Meredith Rowe, an Associate Professor of Education in the Graduate School of Education at Harvard, discusses the ideas of quantity versus quality of speech used with infants and toddlers. At early ages (between 12 and 24 months), the amount of language used is important. Parents and other caregivers should speak to the child all the time and provide consistent word models.

Children need to hear words modeled many times before they will begin to use the words, so the more frequently they are exposed to words, the better the likelihood that they will gain that word in their vocabulary.

Between 24-36 months, it is recommended that caregivers begin to use different words, with greater variety to expand vocabulary skills.

Between 36-48 months, vocabulary begins to be more related to quality. During this stage, it is important to provide a child with narratives. Caregivers can speak about past and future events and provide explanations of these things. Begin using more sophisticated language and provide examples so the child can learn to understand new words based on descriptions related to words they already know. The

important thing is to stay one step ahead of children in their development modeling words and phrases that are slightly beyond the child's level will help develop a stronger vocabulary.

There are many ways to embed English vocabulary into students' daily lives. Engaged in conversations and talking kids through their daily routines is a great way to build vocabulary skills. Then, how do we help English foreign language learners do this?

How it can be fun to avoid the bore in student development vocabulary mastery? The application Duolingo is an answer for fun way to improve student vocabulary abilities.

4. Duolingo Application

Duolingo is an application created by Luis (a professor at Carnegie Mellon) and his colleague, Severin Hacker (his student). Duolingo was founded in 2009. By employing language experts, Duolingo was launched in 30th November 2011. They decided to call it Duolingo, deriving from the Latin words “duo” which means “two” and “lingua”, meaning “tongue” or “language”.

Duolingo's headquarters is in Pittsburgh, Pennsylvania. Called the City of Bridges, Duolingo's home base makes language learning a bridge to opportunity for millions of people around the world. Duolingo also has offices in New York, Seattle, Beijing, and Berlin.

Duolingo mission is to develop the best education in the world and make it available globally. Duolingo was built with a singular goal: to bring high-quality education to everyone on the planet by harnessing the power of technology. Duolingo's culture are Engaged, quirky, and high-energy.

Duolingo exists to develop the world's best education and make it universally available. Duolingo's global team works together to make language learning fun, free, and effective for anyone who wants to learn a foreign language including English, wherever they are.

The Duolingo Literacy app is designed to provide an engaged and educational early literacy curriculum to young readers. The app targets key components of reading identified by the National Reading Panel et al. (2000), including

- a) Alphabetic,
- b) Phonological awareness,
- c) Phonics and decoding,

- d) Fluency,
- e) Vocabulary, and
- f) Comprehension.

The Duolingo method are learn by doing, learn in a personalized way, focus on what matters, feel the delight, and stay motivated. Duolingo has the idea of 'playing while learning' to make it more fun and practical for students to use. Duolingo can be used by any age, from young to old.

In fact, Duolingo can be used to help English language acquisition in people with disabilities. In the findings of 2023, from the journal "Mobile Application for Supporting English Language Learning for the Deaf Students", it is known from the results of this study that Duolingo succeeded in providing an increase in new vocabulary in the deaf after using the Duolingo application.

The Duolingo Language Report 2023 presents the latest language trends and learner behavior based on data from millions of Duolingo learners worldwide. Duolingo is the world's most downloaded education application, and they offer over 100 courses that teach more than 40 languages, maths, and music, all for free.

As a result, their data offers unique insights into what languages learners around the world want to

learn and how their interests change over time and geography.

In 2023, Duolingo sees significant shifts in global top 10 lists, generational differences in language interest, and evidence that world events continue to influence learning patterns.

English still tops the list, so it's no surprise that it remains the most popular language to learn around the world. This year, English is the number one language to learn in 122 countries, more than last year. Across the globe, English is essential for economic and educational success, and students in Asia are particularly committed to supporting their education through learning English. In fact, most English language learners in India (40%), Vietnam (50%) and China (54%) state that education is their main motivation for learning English.

The 2023 Duolingo Language Report includes information about learners who studied languages on Duolingo between October 1, 2022 and September 30, 2023. The data was aggregated by country or by language to ensure learner privacy. Country aggregations are based on internationally-recognized, independent, self-governing entities as outlined here. The full list of countries and languages can be found here. Age and motivation data are self-reported, and

learners under 13 were excluded from all analyses. Also to the end of protecting learner privacy, rankings exclude countries where there are fewer than 5,000 Duolingo learners.

The meaning of the Duolingo application for researchers is that it is an application that helps learn English vocabulary with a simple, attractive appearance and because of this it eliminates fear and increases motivation in learning English vocabulary. There is in Duolingo report, the name of the country Indonesia is not included in the ranking, which means that there are still not many Indonesians who use Duolingo. This is why researchers are interested in making the Duolingo application as a medium for mission independent learning for student

CHAPTER III

METHOD OF THE RESEARCH

This chapter discusses the research method apply in this research. There are research design, research setting, and techniques of data Collection.

A. Research Method

1. The Type of Research

Research design has two types. Those are qualitative and quantitative research. This research used qualitative research using the field research method. The qualitative researchers are on a mission to produce the general picture of how things work, the qualitative habit of intimately connecting context with explanation means that qualitative research is capable of producing very well-founded cross-contextual generalities, rather than aspiring to more flimsy de-contextual versions.

Qualitative research with non-hypotheses is research done by scientists of anthropology and sociology. The researcher gave an understanding of the definition of in-universe or environment.

According to Bryman (2004) that "Qualitative research is rooted in the social sciences and is concerned with people and their social realities".

In this research, the researcher used research design is descriptive qualitative research. The data collection were gain from interviews and questionnaire.

2. Data Source

The main data in this study is the classroom about the students engaged Duolingo application for vocabulary mastery in independent way. The supporting data was in depth interviews with English teacher at SMP Nurul Islam and the students' questionnaire and interviewed.

B. Setting, Participant, and Time of The Research

In preparing scientific reports, the researcher needs both subjects and objects of research to collect accurate data. Because the subjects of junior high school, the researcher must refer to purposive sampling, where allows the author to rely on his judgment to select members of the participant, and that is done in 8th grade students of SMP Nurul Islam Semarang.

The research setting began of the last semester in the academic year 2023/2024. The participants were the students of 8th class A and one teachers who

interviewed by the researcher taught at that level. The research administrated did interview to English teachers about how Duolingo Application engaged can help students in independent way especially for vocabulary mastery in class 8th applied and students' perception of engaged Duolingo Application in vocabulary mastery in independent english learning.

1. Location and Time

The location of this research was at SMP Nurul Islam , the time was at the academic year 2023/2024 in Desember 2023.

2. Participant

The participants of the study were the students of 8th grade at SMP Nurul Islam. According to (Adedoy in, 2020) the participant was a group of individuals who have the same characteristics.

The minimum sample size of causal-comparative research is 15 samples for each group (Gay, 2012). The participant of the research used the students of 8th grade at SMP Nurul Islam. The total number of participant were 73 students.

No	Classes	Total
1	VIII A	25
2	VIII B	26
3	VIII C	22

Table 3.1 The total of participant

In this research, the researcher determined the sample by using purposive sampling. Stratified sampling was a type of probability sampling. According to Arikunto (2010) purposive sampling is the process of selecting sample by taking subject that is not based on the level or area, but is taken based on the specific purpose.

The respondent of this research will be 73 students. Because the school only provided VIII A class at this sample for this research, so the total sample were 25 students.

C. The Technique of Data Collecting

Before conducting research, the researcher determined the type of data to be carried out and the steps to be taken. The researcher required descriptive analysis, looking at notes, verbal notes, take documentation of

observations and interviews, information from documentation material from picture and data sources.

Collecting data is identifying and selecting individuals for study, obtaining their permission to study them, and gathering information by interviewing the people or observing their behaviors of paramount concern in this process is the need to obtain accurate data from individuals and places.

The researcher observed the learning vocabulary mastery process to found out the implementation of the Duolingo Application. The researcher asked the teacher for permission to join the class. The researcher entered the class when the learning process began. The researcher asked about student perception after they engaged Duolingo application and the researcher used any instrument were:

1. The Instrument of The Research

In preparing a formal report, it is necessary to deliver an objective instrument that aims to guide research in presenting a credible and reliable report. In the problem of reporting students' perceptions in English lessons, especially in vocabulary mastery, the researcher collects the data by using interview and questionnaire.

a. Interview

In the context of a thesis or scientific research, "interview" refers to a qualitative data collection method that involves direct interaction between the researcher and the research participants. Interviews are used to obtain in-depth information about the views, experiences, attitudes, or understandings of individuals or groups related to the research topic.

In choosing the interview method, there are things to consider such as how to get subjective data where the interview can provide an in-depth understanding of the perspectives and experiences of research participants. This allows researchers to obtain richer and more contextualized data from participants.

Interviews are commonly used in qualitative research, where the researcher is interested in understanding the context, meaning, and social construction of the phenomenon being studied. Interviews can also be flexible and allow the researcher to adapt questions or approaches according to the participant's responses and needs. Interview designs such as structured, semi-structured, or open-ended interviews.

These designs influence the extent to which questions are pre-planned and the extent to which participants are given the freedom to express their thoughts. It is also important to pay attention to interview etiquette, such as ensuring participant information remains confidential and obtaining written permission before starting the interview. The safety and well-being of participants should also be considered. Once the interviews are completed, the data needs to be analyzed.

Data analysis from qualitative interviews often involves a process of coding, thematic, or narrative analyzing to identify patterns and key themes.

Also, to increase validity and reliability, researchers need to pay attention to the questions asked, consistency in data collection, and the coding techniques used.

It is important to plan and design the interview carefully so that the research objectives can be achieved. Interviews are often used in social research, psychology education, and various other disciplines to explore the views and experiences of individuals and gain an in-depth understanding of a phenomenon.

The researcher targets of the interviewer was the English teachers and students participant of SMP Nurul Islam Semarang. The teacher answered all question that gave by researcher about how his perception to Duolingo after students engaged Duolingo application. The second interview took from the students after they engaged Duolingo application for seven days. An interview is an activity that involves the interviewer and interviewee where the interviewer will give some questions to be answered by the interviewee. These were the questions:

QUESTION INTERVIEW FOR STUDENTS
1. How has the Duolingo app positively impacted your English vocabulary learning experience as a student?
2. Has Duolingo increased your motivation in learning to improve English vocabulary?
3. Can you share your personal achievements in learning English vocabulary through the use of Duolingo application?
4. Is the Duolingo application a fun application for learning English, especially in the field of vocabulary?
5. Does the Duolingo application increase your confidence in learning English independently, especially in vocabulary?

Table 3.2 Interview script for students

INTERVIEW QUESTION FOR ENGLISH TEACHER

1. How do you perceive the role of Duolingo in helping students independently master vocabulary in the language you teach?

2. From your observations, what specific aspects of Duolingo contribute to students' development of vocabulary skills outside the traditional classroom setting?

3. In what ways have you noticed Duolingo supporting students in building a diverse and practical vocabulary?

4. Can you share any success stories or instances where you've seen Duolingo positively influence a student's independent vocabulary acquisition?

5. Do you think the Duolingo approach to vocabulary learning can help students overcome vocabulary mastery problems, and why or why not?

6. From a teacher's perspective, what strategies or recommendations would you offer to students to make the most of Duolingo for independent vocabulary mastery?

7. How do you incorporate or recommend incorporating Duolingo into homework assignments or independent study plans to enhance vocabulary skills?

8. Have you observed any challenges or limitations in using Duolingo for vocabulary development, and how do you address them in your teaching?

9. In what ways does Duolingo complement or supplement traditional vocabulary instruction in your classroom?

10. In what ways do you think Duolingo distinguishes itself from other language learning tools for students?

Table 3.3 Interview script for teacher

b. Questionnaire

A questionnaire is a research instrument consisting of a series of questions or prompts that are used to gather information from individuals. It is a structured way of collecting data in a standardized format. Questionnaires can be administered in various forms, including written documents, online surveys, or face-to-face interviews. The researcher used face-to-face interviews questionnaire for 25 students in the class of 8th A at SMP Nurul Islam Semarang. The questionnaire gave after students engaged Duolingo Application.

QUESTIONNAIRE

1. Duolingo really supports your journey to learn English vocabulary independently

Yes

No

2. Duolingo's engaged features positively impact your motivation to learn and expand your new English vocabulary

Yes

No

3. Duolingo makes it easy to overcome challenges or obstacles in learning your vocabulary mastery independently

Yes

No

4. Your vocabulary mastery skills improve when using Duolingo

Yes

No

5. Duolingo strikes a good balance between fun and educational content for vocabulary learning

Yes

No

6. You experience an increase in confidence in your vocabulary skills after using Duolingo to learn a language

Yes

No

7. Duolingo is an interesting app for students who want to improve their vocabulary in a new language, especially English language

Yes

No

Full name:

Whatsapp number:

Table 3.4 Questionnaire for students

D. The Technique of Analysis Data

The researcher used descriptive qualitative research based on data collection. The researcher collected, arranged, and presented data because the qualitative method is a kind of research without using any calculation or statistical procedure. The researcher took the steps as follow:

1. Reduction

Reduction data is summarizing, choosing the main things, focusing on the important things, looking for themes and patterns, and disposing of unnecessary ones. So, the researcher check all of the data collected from the responses of informants, observation, documented, selected an image, and other records. There are several kinds of reduction such as:

- a. Data reduction which refers to the process of reducing and simplifying the data that has been collected during the research. Data reduction can involve analyzing, grouping, or presenting data so that it can be more easily understood or used to support hypotheses or findings.
- b. Variable reduction. In statistical analysis, variable reduction involves selecting or grouping certain variables to make the analysis more focused and interpretative.

- c. Problem formulation reduction, in the introduction or problem formulation section of the thesis, reduction can refer to simplifying or narrowing the scope of the problem to be researched. This can happen after topic selection and literature review.
- d. Literature review reduction, this reduction uses the process of identifying and detailing the literature relevant to the research topic to support the theoretical basis and reduce the reading material to be more focused.
- e. Model or theory reduction, typically used in research that involves model construction or theory development, reduction can refer to simplifying a model or theory to make it more understandable or empirically testable.
- f. Concept reduction. In the context of qualitative research, concept reduction can include the reduction or simplification of concepts that emerge during data analysis.

2. Display Data

In the context of research or thesis, the term "data display" refers to the way of presenting or visual representation of the data collected. Data display is important because it helps readers or viewers to more easily understand and interpret the information presented.

Data displays can include graphs, tables, diagrams, or other visualization methods appropriate to the type of data and research objectives.

There are several things that need to be considered regarding data display in a thesis, such as the type of data display in various forms, including bar graphs, line graphs, pie charts, tables, maps, and other data visualizations. The choice of data display type should be based on the type of data you have and the purpose of the presentation. Conformity to the format or standard of scientific writing that is followed. Each data display must also be accompanied by clear information or labels.

This caption should provide enough information to understand what the data display is showing without having to refer to the text. And data displays should be simple and easy to understand.

Avoid using complex or confusing elements. Simplicity and clarity are essential to facilitate understanding by readers. When creating data displays, consider the audience or readers of the thesis.

The data display created must be understandable for readers who may not have special knowledge about the research area. Data displays must also support research objectives. There are also forms of color and aesthetics. If you use color, make

sure that the color used clarifies the information and does not cause confusion. Good aesthetics can help attract attention and increase understanding.

Consistency Checking: Ensure that the data displayed in the data display is consistent with the data presented in the text. Data displays must accurately reflect the results of data analysis. Effective data displays can strengthen your data presentation and interpretation. By presenting information visually, you help readers more easily understand patterns, relationships, or findings in your research data.

After reducing all of the data, the next step was displaying the data. In qualitative research, the researcher gave an explanation with descriptive qualitative.

According to Miles and Huberman (1984) explain that the most frequent form of display data for qualitative research data in the past has been narrative text. It purposes to make it easy for the researcher in understanding what would happen, planning the next task based on what is understood. The researcher displays the data based on the students' perception after they engaged Duolingo application for their independently vocabulary mastery.

3. Conclusion

In a thesis or scientific research, "conclusion" refers to the final part of the document where the author presents a summary of the main findings, interpretation of the research results, and potential implication of the research. The conclusion usually provides an answer or synthesis to the research question posed at the beginning of the study. There are several things that can be interpreted from the conclusion section in a thesis, namely:

a. Summary of Findings.

The conclusion provides a brief summary of the main findings or research results. It includes key points or patterns that have been identified during data analysis.

There are also answers to research questions.

Conclusions must provide answers to the research questions or research objectives that have been posed in the introduction. It reflects the extent to which the research objectives have been achieved.

b. Interpretation of Results.

This section includes further interpretation or analysis of the research results. The researcher

can explain the significance or implications of the findings and relate them to relevant literature.

c. Research Limitations.

Conclusions often include an acknowledgment of the limitations of the research. This may include discussions about methodological limitations, data constraints, or other factors that influence the interpretation of results.

d. Relevance to Existing Literature.

The researcher can present how their findings match or contradict previous research and present the contribution of their research to the broader field of study.

e. Practical or Theoretical implications.

Conclusions often include a discussion of the practical or theoretical implications of the research. How these results can be applied in practice, or how this research can form the basis for future research.

f. Suggestions for further research.

Conclusions often end by providing suggestions for further research. The researcher can identify areas that still require further exploration or research.

g. The conclusion.

The conclusion must be firm and emphasize the main findings of the research. This can provide confirmation to readers about the conclusions drawn from the research results.

The conclusion section is an important part of the thesis structure because it provides a comprehensive overview of the contribution of the research. A good conclusion effectively combines the findings, interpretations, and implications of the research, providing a strong conclusion to the entire research work.

So, the conclusion is the final step in the data analysis technique. After the data displayed in the form of a table, then the researcher would be able to reach conclusion and verification. At this stage, the researcher explained the data with descriptive qualitative then got the last result of research.

4. Research Procedures

The researcher in this analysis scheme would analyze procedurally based on the following procedure:

- a. Prepared the instrument of the research
- b. Observed the process of students engaged of Duolingo application for their vocabulary mastery

- c. Interviewed the teacher after the engaged Duolingo application by students
- d. Gave questionnaire to students after they engaged Duolingo application
- e. Interviewed the students after they engaged Duolingo application after seven days
- f. Investigated based on these instruments.

CHAPTER IV

FINDINGS AND DISCUSSIONS

In this chapter, researchers report the results of a study conducted on students in eight grade for the students engaged of Duolingo application for their independent vocabulary mastery.

A. Findings

The data described based on the research that had been conducted at junior high school at SMP Nurul Islam Semarang. This chapter described the data of the implementation Duolingo application use for students' independent vocabulary mastery at 8th grade students. The researcher used the interview with the students to know their perception of implementation Duolingo application for students' independent vocabulary mastery, and observed to know deeply.

Because the limited of time from the students, the researcher changed interview method with questionnaire to short the time. The questionnaire gave to 25 students to know about the students' perception after engaged Duolingo Application for their vocabulary mastery. The data collected in seven days.

In the first meeting the researcher introduced Duolingo application to students with homeroom teacher

permission. After that all students downloaded Duolingo application by their phone, they engaged it with independent. Because they have limited time to be observed, after the engaged Duolingo application by students the researcher changed interview session with questionnaire. The questionnaire had the purposed to knew how their perception about Duolingo application to their vocabulary mastery. The questionnaire consisted of 7 question. The results of the questionnaire showed that most students improved and felt helped by the Duolingo application in their vocabulary acquisition.

After all questionnaire from students was submit, the researcher interviewed the english teacher at SMP Nurul Islam to investigated how teachers' perception about Duolingo application implementation to help students' vocabulary mastery in independent way. The interview consisted of 10 questions. The results of interviews with teachers showed that the Duolingo application can indeed helped students in mastering English vocabulary.

In second day till seventh day, the researcher observed student engaged Duolingo application by whatsapp. And at eighth days, the researcher interviewed many students, especially to some students who showed a lack of motivation in learning English vocabulary with the Duolingo application in first day.

The interview did by phone to got the result how Duolingo can help their vocabulary mastery. The interview consisted of 5 question. And the results of student interviews showed that they experienced changed in motivation and increased confidence in learned to master new English vocabulary.

1. The students' engagement in the implementation of using Duolingo application in facilitating students' English Learning especially in vocabulary mastery at 8th grade students of SMP Nurul Islam Semarang

The researcher took from the results of the 8th grade students increase vocabulary mastery took by observed when students engaged Duolingo application at SMP Nurul Islam Semarang.

Based on the observed in first day of students independent vocabulary mastery, It can be saw that many students still had problem in confidenity at vocabulary, and still confussed with new vocabulary, like "What the mean of man?", "What the mean of this?". But other side, it showed good motivation from them, it can look when they tried to repeat the test with they intiative till they got good score. After they finished with the implementation, the researcher gave questionnaire to them with two option, yes or no.

The first statement of questionnaire is “Duolingo really supports your journey to learn English vocabulary independently”. 25 of 25 students choose YES for the statement.

The result from first question of questionnaire, Duolingo really support their independent vocabulary mastery. According to researcher, because the used of the Duolingo application was simple, easy to used, and there was also value features that can helped students found out their own potential, this made the Duolingo application able to supported their learning independently.

The second statement is “Duolingo's engaged features positively impact your motivation to learn and expand your new English vocabulary”. 25 of 25 students choose YES for the statement.

The result from second question of questionnaire, Duolingo application had good feature for their motivation in increase vocabulary. Also this is proof when they tried to repeat play Duolingo application with self-initiative. According to researchers, the beauty of the appearance and simplicity of the Duolingo application features had a positive feedback in the form of made it easier for students learn to master English vocabulary independently.

As explained in Motivation Theory by Edward Deci and Richard Ryan, who says that the self-determination theory of motivation states that the most effective motivation comes from within the individual. In game-based learning, elements such as providing positive feedback, appropriate challenges, and recognition of achievements can increase students' intrinsic motivation.

The third statement is “Duolingo makes it easy to overcome challenges or obstacles in learning your vocabulary mastery independently”. 25 of 25 students choose YES for the statement.

The result from third question of questionnaire, Duolingo can to easier helped students learn vocabulary with independently beside out of class or school.

According to researcher, the Duolingo application was digital and can be operated independently without a group, this made it easier for them to study alone without having to be afraid of made mistakes in the learning process, which then made them braver to learn and master English vocabulary.

The fourth statement is “Your vocabulary mastery skills improve when using Duolingo”. 24 of 25 students choose YES for this statement.

The result from fourth question of questionnaire, Duolingo application gave good affect to big part of

them especially in vocabulary mastery. According to the author, when students played this application more often, they would master more English vocabulary, in other words the student's role really depends on their succeeded in mastering English vocabulary by being more diligent in played the Duolingo application.

The fifth statement is “Duolingo strikes a good balance between fun and educational content for vocabulary learning”. 19 of 25 choose YES for this statement.

The result from fifth question of questionnaire, the balance of that element in Duolingo the part students still difficult to enjoy the content. According to researchers, this was because students were still in the adaptation stage with the Duolingo application so they didn't really understand the Duolingo features at the first used stage. Students should be more diligent in playing the Duolingo application to quickly adapt and got convenience from this application. It should be the second check material when the implementation finish at seventh day, to check out would it change result.

The sixth statement is “You experience an increase in confidence in your vocabulary skills after using Duolingo to learn a language”. 20 of 25 students choose YES for this statement.

The result from sixth question of questionnaire, big part of confidence of students have a good increase in motivation to learn. According to researcher, because they were still practicing together in class, they were still not confident in carrying out the learning process because they were afraid of being caught making mistakes in learning when using the Duolingo application.

The seventh statement is “Duolingo is an interesting app for students who want to improve their vocabulary in a new language”. 25 of 25 students choose YES for this statement.

The result from seventh question of questionnaire, Duolingo was interesting application that can they used for increased vocabulary mastery in independently way. According to researcher, because the Duolingo application created a game-based learning approach, this made the learning process more interactive and entertaining for students.

Students	Duolingo Facility	Result
PT1	1. Duolingo really supports your journey to learn English vocabulary independently	Yes

2. Duolingo's engaged features positively impact your motivation to learn and expand your new English vocabulary	Yes
3. Duolingo makes it easy to overcome challenges or obstacles in learning your vocabulary mastery independently	Yes
4. Your vocabulary mastery skills improve when using Duolingo	Yes
5. Duolingo strikes a good balance between fun and educational content for vocabulary learning	Yes
6. You experience an increase in confidence in your vocabulary skills after using Duolingo to learn a language	Yes
7. Duolingo is an interesting app for students who want to improve their	Yes

	vocabulary in a new language, especially English language	
PT2	1. Duolingo really supports your journey to learn English vocabulary independently	Yes
	2. Duolingo's engaged features positively impact your motivation to learn and expand your new English vocabulary	Yes
	3. Duolingo makes it easy to overcome challenges or obstacles in learning your vocabulary mastery independently	Yes
	4. Your vocabulary mastery skills improve when using Duolingo	Yes
	5. Duolingo strikes a good balance between fun and educational content for vocabulary learning	Yes

	6. You experience an increase in confidence in your vocabulary skills after using Duolingo to learn a language	Yes
	7. Duolingo is an interesting app for students who want to improve their vocabulary in a new language, especially English language	Yes
PT3	1. Duolingo really supports your journey to learn English vocabulary independently	Yes
	2. Duolingo's engaged features positively impact your motivation to learn and expand your new English vocabulary	Yes
	3. Duolingo makes it easy to overcome challenges or obstacles in learning your vocabulary mastery independently	Yes

	4. Your vocabulary mastery skills improve when using Duolingo	Yes
	5. Duolingo strikes a good balance between fun and educational content for vocabulary learning	Yes
	6. You experience an increase in confidence in your vocabulary skills after using Duolingo to learn a language	Yes
	7. Duolingo is an interesting app for students who want to improve their vocabulary in a new language, especially English language	Yes
PT4	1. Duolingo really supports your journey to learn English vocabulary independently	Yes
	2. Duolingo's engaged features positively impact your motivation to learn	Yes

and expand your new English vocabulary	
3. Duolingo makes it easy to overcome challenges or obstacles in learning your vocabulary mastery independently	Yes
4. Your vocabulary mastery skills improve when using Duolingo	Yes
5. Duolingo strikes a good balance between fun and educational content for vocabulary learning	Yes
6. You experience an increase in confidence in your vocabulary skills after using Duolingo to learn a language	Yes
7. Duolingo is an interesting app for students who want to improve their vocabulary in a new language, especially English language	Yes

PT5	1. Duolingo really supports your journey to learn English vocabulary independently	Yes
	2. Duolingo's engaged features positively impact your motivation to learn and expand your new English vocabulary	Yes
	3. Duolingo makes it easy to overcome challenges or obstacles in learning your vocabulary mastery independently	Yes
	4. Your vocabulary mastery skills improve when using Duolingo	Yes
	5. Duolingo strikes a good balance between fun and educational content for vocabulary learning	Yes
	6. You experience an increase in confidence in your vocabulary skills after	Yes

	using Duolingo to learn a language	
	7. Duolingo is an interesting app for students who want to improve their vocabulary in a new language, especially English language	Yes
PT6	1. Duolingo really supports your journey to learn English vocabulary independently	Yes
	2. Duolingo's engaged features positively impact your motivation to learn and expand your new English vocabulary	Yes
	3. Duolingo makes it easy to overcome challenges or obstacles in learning your vocabulary mastery independently	Yes
	4. Your vocabulary mastery skills improve when using Duolingo	Yes

	5. Duolingo strikes a good balance between fun and educational content for vocabulary learning	Yes
	6. You experience an increase in confidence in your vocabulary skills after using Duolingo to learn a language	Yes
	7. Duolingo is an interesting app for students who want to improve their vocabulary in a new language, especially English language	Yes
PT7	1. Duolingo really supports your journey to learn English vocabulary independently	Yes
	2. Duolingo's engaged features positively impact your motivation to learn and expand your new English vocabulary	Yes
	3. Duolingo makes it easy to overcome challenges or	Yes

	obstacles in learning your vocabulary mastery independently	
	4. Your vocabulary mastery skills improve when using Duolingo	Yes
	5. Duolingo strikes a good balance between fun and educational content for vocabulary learning	Yes
	6. You experience an increase in confidence in your vocabulary skills after using Duolingo to learn a language	Yes
	7. Duolingo is an interesting app for students who want to improve their vocabulary in a new language, especially English language	Yes
PT8	1. Duolingo really supports your journey to learn English vocabulary independently	Yes

2. Duolingo's engaged features positively impact your motivation to learn and expand your new English vocabulary	Yes
3. Duolingo makes it easy to overcome challenges or obstacles in learning your vocabulary mastery independently	Yes
4. Your vocabulary mastery skills improve when using Duolingo	Yes
5. Duolingo strikes a good balance between fun and educational content for vocabulary learning	Yes
6. You experience an increase in confidence in your vocabulary skills after using Duolingo to learn a language	Yes
7. Duolingo is an interesting app for students who want to improve their	Yes

	vocabulary in a new language, especially English language	
PT9	1. Duolingo really supports your journey to learn English vocabulary independently	Yes
	2. Duolingo's engaged features positively impact your motivation to learn and expand your new English vocabulary	Yes
	3. Duolingo makes it easy to overcome challenges or obstacles in learning your vocabulary mastery independently	Yes
	4. Your vocabulary mastery skills improve when using Duolingo	Yes
	5. Duolingo strikes a good balance between fun and educational content for vocabulary learning	Yes

	6. You experience an increase in confidence in your vocabulary skills after using Duolingo to learn a language	Yes
	7. Duolingo is an interesting app for students who want to improve their vocabulary in a new language, especially English language	Yes
PT10	1. Duolingo really supports your journey to learn English vocabulary independently	Yes
	2. Duolingo's engaged features positively impact your motivation to learn and expand your new English vocabulary	Yes
	3. Duolingo makes it easy to overcome challenges or obstacles in learning your vocabulary mastery independently	Yes

	4. Your vocabulary mastery skills improve when using Duolingo	Yes
	5. Duolingo strikes a good balance between fun and educational content for vocabulary learning	Yes
	6. You experience an increase in confidence in your vocabulary skills after using Duolingo to learn a language	Yes
	7. Duolingo is an interesting app for students who want to improve their vocabulary in a new language, especially English language	Yes
PT11	1. Duolingo really supports your journey to learn English vocabulary independently	Yes
	2. Duolingo's engaged features positively impact your motivation to learn	Yes

and expand your new English vocabulary	
3. Duolingo makes it easy to overcome challenges or obstacles in learning your vocabulary mastery independently	Yes
4. Your vocabulary mastery skills improve when using Duolingo	Yes
5. Duolingo strikes a good balance between fun and educational content for vocabulary learning	Yes
6. You experience an increase in confidence in your vocabulary skills after using Duolingo to learn a language	Yes
7. Duolingo is an interesting app for students who want to improve their vocabulary in a new	Yes

	language, especially English language	
PT12	1. Duolingo really supports your journey to learn English vocabulary independently	Yes
	2. Duolingo's engaged features positively impact your motivation to learn and expand your new English vocabulary	Yes
	3. Duolingo makes it easy to overcome challenges or obstacles in learning your vocabulary mastery independently	Yes
	4. Your vocabulary mastery skills improve when using Duolingo	Yes
	5. Duolingo strikes a good balance between fun and educational content for vocabulary learning	Yes
	6. You experience an increase in confidence in	Yes

	your vocabulary skills after using Duolingo to learn a language	
	7. Duolingo is an interesting app for students who want to improve their vocabulary in a new language, especially English language	Yes
PT13	1. Duolingo really supports your journey to learn English vocabulary independently	Yes
	2. Duolingo's engaged features positively impact your motivation to learn and expand your new English vocabulary	Yes
	3. Duolingo makes it easy to overcome challenges or obstacles in learning your vocabulary mastery independently	Yes
	4. Your vocabulary mastery skills improve when using	Yes

	Duolingo	
	5. Duolingo strikes a good balance between fun and educational content for vocabulary learning	Yes
	6. You experience an increase in confidence in your vocabulary skills after using Duolingo to learn a language	Yes
	7. Duolingo is an interesting app for students who want to improve their vocabulary in a new language, especially English language	Yes
PT14	1. Duolingo really supports your journey to learn English vocabulary independently	Yes
	2. Duolingo's engaged features positively impact your motivation to learn and expand your new English vocabulary	Yes

	3. Duolingo makes it easy to overcome challenges or obstacles in learning your vocabulary mastery independently	Yes
	4. Your vocabulary mastery skills improve when using Duolingo	Yes
	5. Duolingo strikes a good balance between fun and educational content for vocabulary learning	Yes
	6. You experience an increase in confidence in your vocabulary skills after using Duolingo to learn a language	Yes
	7. Duolingo is an interesting app for students who want to improve their vocabulary in a new language, especially English language	Yes
PT15	1. Duolingo really supports your journey to learn	Yes

	English vocabulary independently	
	2. Duolingo's engaged features positively impact your motivation to learn and expand your new English vocabulary	Yes
	3. Duolingo makes it easy to overcome challenges or obstacles in learning your vocabulary mastery independently	Yes
	4. Your vocabulary mastery skills improve when using Duolingo	Yes
	5. Duolingo strikes a good balance between fun and educational content for vocabulary learning	Yes
	6. You experience an increase in confidence in your vocabulary skills after using Duolingo to learn a language	Yes

	7. Duolingo is an interesting app for students who want to improve their vocabulary in a new language, especially English language	Yes
PT16	1. Duolingo really supports your journey to learn English vocabulary independently	Yes
	2. Duolingo's engaged features positively impact your motivation to learn and expand your new English vocabulary	Yes
	3. Duolingo makes it easy to overcome challenges or obstacles in learning your vocabulary mastery independently	Yes
	4. Your vocabulary mastery skills improve when using Duolingo	Yes
	5. Duolingo strikes a good balance between fun and	Yes

	educational content for vocabulary learning	
	6. You experience an increase in confidence in your vocabulary skills after using Duolingo to learn a language	Yes
	7. Duolingo is an interesting app for students who want to improve their vocabulary in a new language, especially English language	Yes
PT17	1. Duolingo really supports your journey to learn English vocabulary independently	Yes
	2. Duolingo's engaged features positively impact your motivation to learn and expand your new English vocabulary	Yes
	3. Duolingo makes it easy to overcome challenges or obstacles in learning your	Yes

	vocabulary mastery independently	
	4. Your vocabulary mastery skills improve when using Duolingo	Yes
	5. Duolingo strikes a good balance between fun and educational content for vocabulary learning	No
	6. You experience an increase in confidence in your vocabulary skills after using Duolingo to learn a language	Yes
	7. Duolingo is an interesting app for students who want to improve their vocabulary in a new language, especially English language	Yes
PT18	1. Duolingo really supports your journey to learn English vocabulary independently	Yes

2. Duolingo's engaged features positively impact your motivation to learn and expand your new English vocabulary	Yes
3. Duolingo makes it easy to overcome challenges or obstacles in learning your vocabulary mastery independently	Yes
4. Your vocabulary mastery skills improve when using Duolingo	Yes
5. Duolingo strikes a good balance between fun and educational content for vocabulary learning	No
6. You experience an increase in confidence in your vocabulary skills after using Duolingo to learn a language	Yes
7. Duolingo is an interesting app for students who want to improve their	Yes

	vocabulary in a new language, especially English language	
PT19	1. Duolingo really supports your journey to learn English vocabulary independently	Yes
	2. Duolingo's engaged features positively impact your motivation to learn and expand your new English vocabulary	Yes
	3. Duolingo makes it easy to overcome challenges or obstacles in learning your vocabulary mastery independently	Yes
	4. Your vocabulary mastery skills improve when using Duolingo	Yes
	5. Duolingo strikes a good balance between fun and educational content for vocabulary learning	No

	6. You experience an increase in confidence in your vocabulary skills after using Duolingo to learn a language	Yes
	7. Duolingo is an interesting app for students who want to improve their vocabulary in a new language, especially English language	Yes
PT20	1. Duolingo really supports your journey to learn English vocabulary independently	Yes
	2. Duolingo's engaged features positively impact your motivation to learn and expand your new English vocabulary	Yes
	3. Duolingo makes it easy to overcome challenges or obstacles in learning your vocabulary mastery independently	Yes

	4. Your vocabulary mastery skills improve when using Duolingo	Yes
	5. Duolingo strikes a good balance between fun and educational content for vocabulary learning	Yes
	6. You experience an increase in confidence in your vocabulary skills after using Duolingo to learn a language	No
	7. Duolingo is an interesting app for students who want to improve their vocabulary in a new language, especially English language	Yes
PT21	1. Duolingo really supports your journey to learn English vocabulary independently	Yes
	2. Duolingo's engaged features positively impact your motivation to learn	Yes

and expand your new English vocabulary	
3. Duolingo makes it easy to overcome challenges or obstacles in learning your vocabulary mastery independently	Yes
4. Your vocabulary mastery skills improve when using Duolingo	Yes
5. Duolingo strikes a good balance between fun and educational content for vocabulary learning	No
6. You experience an increase in confidence in your vocabulary skills after using Duolingo to learn a language	No
7. Duolingo is an interesting app for students who want to improve their vocabulary in a new language, especially English language	Yes

PT22	1. Duolingo really supports your journey to learn English vocabulary independently	Yes
	2. Duolingo's engaged features positively impact your motivation to learn and expand your new English vocabulary	Yes
	3. Duolingo makes it easy to overcome challenges or obstacles in learning your vocabulary mastery independently	Yes
	4. Your vocabulary mastery skills improve when using Duolingo	No
	5. Duolingo strikes a good balance between fun and educational content for vocabulary learning	Yes
	6. You experience an increase in confidence in your vocabulary skills after	Yes

	using Duolingo to learn a language	
	7. Duolingo is an interesting app for students who want to improve their vocabulary in a new language, especially English language	Yes
PT23	1. Duolingo really supports your journey to learn English vocabulary independently	Yes
	2. Duolingo's engaged features positively impact your motivation to learn and expand your new English vocabulary	Yes
	3. Duolingo makes it easy to overcome challenges or obstacles in learning your vocabulary mastery independently	Yes
	4. Your vocabulary mastery skills improve when using Duolingo	Yes

	5. Duolingo strikes a good balance between fun and educational content for vocabulary learning	No
	6. You experience an increase in confidence in your vocabulary skills after using Duolingo to learn a language	No
	7. Duolingo is an interesting app for students who want to improve their vocabulary in a new language, especially English language	Yes
PT24	1. Duolingo really supports your journey to learn English vocabulary independently	Yes
	2. Duolingo's engaged features positively impact your motivation to learn and expand your new English vocabulary	Yes
	3. Duolingo makes it easy to overcome challenges or	Yes

	obstacles in learning your vocabulary mastery independently	
	4. Your vocabulary mastery skills improve when using Duolingo	Yes
	5. Duolingo strikes a good balance between fun and educational content for vocabulary learning	Yes
	6. You experience an increase in confidence in your vocabulary skills after using Duolingo to learn a language	No
	7. Duolingo is an interesting app for students who want to improve their vocabulary in a new language, especially English language	Yes
PT25	1. Duolingo really supports your journey to learn English vocabulary independently	Yes

2. Duolingo's engaged features positively impact your motivation to learn and expand your new English vocabulary	Yes
3. Duolingo makes it easy to overcome challenges or obstacles in learning your vocabulary mastery independently	Yes
4. Your vocabulary mastery skills improve when using Duolingo	Yes
5. Duolingo strikes a good balance between fun and educational content for vocabulary learning	No
6. You experience an increase in confidence in your vocabulary skills after using Duolingo to learn a language	No
7. Duolingo is an interesting app for students who want to improve their	Yes

	vocabulary in a new language, especially English language	
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Table 4.1 Questionnaire findings of the implementation of using Duolingo application in facilitating students' English Learning especially in vocabulary mastery PT1 until PT25

2. The teachers' and students' perception of using Duolingo Application to help student in learning English especially in vocabulary mastery at 8th grade students of SMP Nurul Islam Semarang

a. Teachers' perception

Before conducted the interview, the researcher asked the teacher *"Would you to be interviewed?"* and the teacher answered *"Yes, I would"*. After asking for the teacher's full name, the researcher asked *"Since when have you been an English teacher?"* and the teacher replied *"I have been an English teacher for 5 years"*.

The first question of the interview:

"What do you think about the role of Duolingo in helping students independently master vocabulary in the language you teach?"

The teacher answered:

"It is quite helpful because Duolingo uses mobile phones, and children always use mobile phones every day, such as games, tiktok. children are very good at using mobile phones."

From this, it can be concluded that Duolingo can be adapted to the phenomenon of using mobile phones which are very common in this day and age and made it easy to access to be used as a learning medium, especially in vocabulary acquisition.

The second question of the interview:

"From your observation, what specific aspects of Duolingo contribute to the development of students' vocabulary skills outside of the traditional classroom environment?"

The teacher answered:

"Probably from the quizzes and it can remind them of what the teacher has taught them when they were in grade seven or primary school, and I saw that the questions were easy, so it can make them recall the

vocabulary and most children can do it, and the score is good."

From the second interview, it can be concluded that Duolingo's fun quiz-like features can help motivate students to develop their ability to master new vocabulary in a fun and non-boring way.

The third question of the interview:

"In what ways have you noticed that Duolingo helps students in building a diverse and practical vocabulary?"

The teacher answered:

"In a way, maybe after they use the Duolingo app, and the more they work on it, the type of questions (the level of complexity) is higher, or maybe give questions like guess, like what is „anak laki-laki" in English?"

From the third interview, it can be concluded that the Duolingo feature helped students with its features from easy levels to more difficult ones so that it can increase students' vocabulary mastery to be more diverse. But, in terms of the appearance of the task, it still looks simple so that Duolingo can help students' vocabulary development in a practical way.

The fourth question of the interview:

"Can you share any success stories or examples where you have seen Duolingo positively affect students' vocabulary acquisition independently?"

The teacher answered:

"Maybe (success stories) from students, and I have used Duolingo with other class students, and at that time the students understood more about a lot of vocabulary and they can know their ability to memorise more because of their daily activities using mobile phones. So the vocabulary learnt and known is more."

It can be concluded that Duolingo successfully had a positive influence on students, especially in mastering and increasing vocabulary.

The fifth question of the interview:

"Do you think the Duolingo approach in vocabulary learning can help students overcome vocabulary acquisition problems, and why or why not?"

The teacher answered:

"Yes (it can help). It's very easy, and again, every day or free time they play Duolingo and after that we can match it with the lessons at school."

It can be concluded that the Duolingo application approached can help overcome students' English vocabulary problems and can be integrated with school learning.

The sixth question from the interview:

"From the teacher's point of view, what strategies or recommendations would you offer to students to make the most of Duolingo for independent vocabulary acquisition?"

The teacher answered:

"I will conduct a competition in class, whoever gets the highest score or finishes the quiz quickly I will reward by giving a prize".

It can be concluded that the Duolingo application can help teachers in adding strategies in teaching to build students' vocabulary improvement independently.

The seventh question from the interview:

"How do you incorporate or recommend to incorporate Duolingo into homework assignments or self-study plans to improve vocabulary skills?"

The teacher answered:

"There is (like giving homework). They can learn independently at home. For example, when they are given homework, and they can learn independently, and when they get a task that is high in

difficulty, they (already understand) because they play Duolingo."

It can be concluded that Duolingo application was highly recommended to be included in students' homework to help them learn independently in vocabulary mastery.

The eighth question of the interview was:

"Have you ever observed any challenges or limitations in using Duolingo for vocabulary development, and how did you overcome them in your teaching?"

The teacher answered:

"Maybe it comes from the mobile data quota, and also the slow school wifi. Also many students don't have mobile phones or sharing phone use with parents. But I can lend them my mobile phone or give them tethering (while using Duolingo at school)."

It can be concluded that the obstacle to the implementation of Duolingo was from the online thing, namely the limited mobile data quota, or even the unavailability of an important medium, namely mobile phones.

The ninth question of the interview:

"In what ways does Duolingo complement or augment traditional vocabulary teaching in your classroom?"

The teacher answered:

"In the way that I will instruct them to play it regularly. Like playing a mobile fire game, when they play it continuously they will understand, just like if they are used to playing Duolingo they will understand and get more vocabulary."

It can be concluded that Duolingo can be a companion media in traditional classroom learning.

The tenth question of the interview:

"What do you think differentiates Duolingo from other language learning tools for students?"

The teacher answered:

"It's fun! Duolingo is fun because it looks good and the feature that can issue scores so that students become more enthusiastic (because they know their progress). And I have seen students repeating the game again, it shows they have enthusiasm to get a higher score".

It can be concluded that what distinguishes the Duolingo application from other applications was that the Duolingo application brought fun learning

features and displays so as to build students' motivation and enthusiasm in learning, especially in mastering vocabulary independently.

b. Students' perception

After the seven days of independent engaged of Duolingo from home. The researcher check out about students progress by whatsapp. The researcher did interview by voice note in whatsapp and did interview with five question. The question was they experience progress at their vocabulary.

From the first question of interview was:

“How has the Duolingo app positively impacted your English vocabulary learning experience as a student?”

They answered:

“Yes, Duolingo application give positive impact to me in vocabulary”

“Yes, this app is very useful. Because it can train the pronunciation and hearing of English vocabulary and can also add new vocabulary that is not yet known.”

“Yes, it does (give positive impact)”

“Yes miss, it gives positive impact me”

“Of course, it gives me positive impact”

“Yes, because there are many features that can help us learn more easily.”

“Yes, the Duolingo application has had a positive impact on me”

“Yes, I learnt a lot from the Duolingo app and picked up a lot of vocabulary that I might not have come across before.”

“Of course, with the Duolingo application I don't feel confused anymore in learning English.”

“Yes, the Duolingo application provides new vocabulary and this (has) a positive impact on me.”

“So, I think the impact of the Duolingo application makes us more interested in learning English and makes it easier for us to remember vocabulary in English and the pictures are interesting and funny. So it's easy to remember”

After from all answer of interview, it can conclude the Duolingo application had a positive impact on students mastery of English vocabulary. Not only in the realm of increased new vocabulary, but also in terms of corrected pronunciation of vocabulary.

The second question was:

“Has Duolingo increased your motivation in learning to improve English vocabulary?”

They answered:

“Of course, with the Duolingo application I don't feel confused anymore in learning English.”

“Yes, I want to learn more and become fluent in English.”

“It's really motivated”

“Yes, the reason is because it's easier. Compared to using Google to learn vocabulary, this digital application (Duolingo) is better for learning.”

“Yes, it gives me motivation and makes me like English.”

“Yes, it gives me motivation (to learn English vocabulary).”

“Yes, the Duolingo application gives me motivation to learn (english) vocabulary.”

“Yes, it is increase my motivation for learning (English) vocabulary.”

“Yes, at the moment it is still a little motivated because it is still adjusting (to the application)”

“Yes, after I used the Duolingo application, it gave me more enthusiasm to learn English. Before I used the Duolingo app, I was a bit hesitant about English.

Anyway (Duolingo application) gives me motivation.”

“Yes, because even though in Duolingo our answer is wrong, this application can still give us the correct answer.”

“Enough motivation. With the Duolingo app, my interest in learning and exploring English has increased.”

After from all answer of interview, it can concluded the Duolingo application increased their motivation in learned to master English vocabulary. This increased in motivation can occur due to things such as interesting application features, ease of playing, an attractive and unique appearance, and also an error correction feature which made them motivated to improve their vocabulary learning abilities.

The third question was:

“Can you share your personal achievements in learning English vocabulary through the use of Duolingo application?”

They answered:

“Yes, because after I use Duolingo application I find it easier to memorise new vocabulary and the Duolingo app helps students learn a new language (English).”

“I got new vocabulary from this (Duolingo) application”

“There are many story about this but I will give one, one example is vocabulary that I have never understood, but I can find it in the Duolingo application. For example, standard and non-standard

vocabulary, that's something that had confused me (and not confused anymore after learning in the Duolingo app)."

"Yes, the Duolingo app has been an improvement for me. For example, in Indonesian 'Iya' in English 'Yes'"

"I like to learn English vocabulary more."

"After using the Duolingo application I started to understand English."

"For now, I still have little vocabulary in English, because I have only used the Duolingo application for one week."

"Before I downloaded the Duolingo application, I struggled and had difficulty in mentioning vocabulary in English. But after I downloaded the Duolingo application, my English vocabulary is more fluent."

"Yes, I learnt a lot of new vocabulary that I had not yet encountered and known. So while I was learning from this Duolingo app I learnt many things and found many new vocabulary. And also playing this Duolingo app is fun and not boring."

After from all answer of interview, it can concluded the Duolingo application provided achievements in terms of mastery, added skills such as vocabulary pronunciation, increasing vocabulary, and increased motivational interest in learning English.

The fourth question was:

“Is the Duolingo application a fun application for learning English, especially in the field of vocabulary?”

They answered:

”Yes, Duolingo application is so fun and and to easy (mastery) in vocabulary material”

“Yes, because Duolingo is made like a game. So it's more fun to learn.”

“Yes, it is fun”

“In my opinion, in terms of appearance design. From the pictures, the writing, and the sound are unique, interesting. So it makes me understand faster and is easy to remember too.”

“It's really fun. I give five star for Duolingo”

“It is really fun.”

“Very cool. I also often study with friends using the Duolingo application. So it's fun and exciting too.”

“Yes, it is fun because can learn English in interesting way”

“Yes, Duolingo application is fun and easy to understand”

“Yes, the Duolingo application is a very exciting and cool application to find out vocabulary that I don't know and don't understand.”

“Yes, I’ve played with English mastering apps, but I still don’t understand them. Because for me the app was boring and there were no fun games, just to read and memorise. But after I downloaded the Duolingo application, I found it easier to read per vocabulary and easier to memorise new words. And also in Duolingo there are interesting and exciting questions, and it makes it easier for me to learn.”

“Yes, the Duolingo application is cool and fun to learn (English) vocabulary.”

After from all answer of interviewed, it can concluded the Duolingo application can helped students understood English in a fun way. This was in line with the theory of Mihaly Csikszentmihalyi, he was Hungarian-American psychologist. In his Flow Theory, Flow Theory states that a person achieves maximum satisfaction when engaged in a task that is challenging and within his ability. In the context of GBL, well-designed games create conditions where players feel wholeheartedly engaged in the activity, increasing focus and satisfaction.

The fifth question was:

“Does the Duolingo application increase your confidence in learning English independently, especially in vocabulary?”

They answered:

“Yes, it does (increase my confident)”

*“Yes, it gives me confidence, because I'm still learning,
so I'm more confident.”*

*“Yes, it makes me confident and convinces me that I
am capable of learning English vocabulary.”*

*“Yes, it increase (my confident) because the word (in
Duolingo application) easy to understand”*

“Yes, it is increase confident”

*“Yes, this has boosted my confidence a bit (in learning
English vocabulary independently).”*

“Of course, it make me confident.”

*“Of course, before I knew about the Duolingo app I
struggled to understand new vocabulary that I didn't
know. After knowing the Duolingo application I easily
understand the meaning of vocabulary. And yes,
independently this can (increase self- confidence).”*

*“I'm more confident to apply the vocabulary I've learnt
to everyday conversations.”*

After from all answer of interview, it can concluded The Duolingo application can increased students' confidence in independent learning. As said in the theory of Lev Vygotsky, a psychologist and education expert from the Soviet Union. From his theory Zona Proximal Pembangunan (ZPD), Vygotsky argued that there is a zone where students can learn

with help from others, but cannot yet do so on their own.

Peer or teacher collaboration and assistance in this context can create a positive and supportive learning experience. So based on this theory, the researcher introduces Duolingo application media in order to create independent students in developing knowledge.

As for Self-Efficacy Theory, Self-efficacy theory, developed by Albert Bandura, states that a person's belief in their ability to succeed in a task or situation influences their motivation to try and achieve goals. In a learning context, students who believe that they have the ability to overcome a task or master material tend to have a higher enthusiasm for learning.

B. Discussions

Vocabulary mastery was influenced by many factors, such as motivation, interest, confidence, and the media used for learning. Based on the data findings, it saw that the Duolingo application can help students improve their vocabulary independently with the ease of presentation of learning techniques and also attractive appearance of the Duolingo application features.

With the application, it found that students experienced an increased in vocabulary addition, corrected pronunciation of vocabulary, increased confidence in learning vocabulary independently, and increased interest in learning English. Of course, the increased in vocabulary and pronunciation was the started point of students' success in understood English in the future.

The improved in confidence made students more comfortable in learning which was cause the emergence of interest in learning more vocabulary which would then made it easier for them to applied English in daily conversations. The fun Duolingo application was the cause of students avoiding boredom in learning which leads to an increased in student motivation in mastering English vocabulary.

Likewise, the Duolingo application from the teachers' side. According to the researcher, this was also a way to help teachers improved students' vocabulary in a fun way. The students still got new knowledge without should meet the teacher to learn in the classroom.

The researcher also found that students played the Duolingo application without prompting which is proof that the Duolingo application purely increased their motivation to learn independently. After the study completed, the data obtained was almost perfect that students

claimed to have experienced an increase in new vocabulary in English.

They said that the fun Duolingo application made it easy for them to learn in a fun way without fear of mistakes because the Duolingo application had a feature to corrected students' mistakes so that students knew the correct vocabulary and also provide direct score results which were displayed as simply as possible so that students was not confused with their score progress.

According to the researcher, the process of learning English vocabulary in a fun and simple way is necessary because learning was not something that was done once or twice, but should went through the process many times to be able to really master it. Of course, a fun way can helped maintain a positive mood for students to went through the learning process.

This based on the theory that mood affects students' learning ability. The Cognitive-Emotional Theory by Albert Ellis explained that a positive mood can improve memory, problem solving, and other cognitive abilities, while a negative mood can inhibit these processes. There was also the Arousal Theory by Yerkes and Dodson which explained that excitement can affect learning effectiveness. Moderate arousal is believed to improve attention and memory, while too low or too high arousal can interfere with learning.

There is also Positive Psychology Theory with flow concept by Mihaly Csikszentmihalyi which emphasize the importance of developing positive aspects such as happiness, optimism and emotional well-being in enhancing learning. Positive mood is considered to be an important factor that can increase motivation and perseverance in learning. This is why the fun and simple Duolingo app is suitable to be a learning medium for students in mastering English vocabulary that students believe that English is difficult.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is the final part of the study. This chapter is divided into two parts: finding and discussion,. In this chapter, researchers report the results of a study conducted on students in eight grade for the implementation of Duolingo application use for students' independent vocabulary mastery.

A. Conclusion

Based on the results and discussion in Chapter IV, after engaged the Duolingo application by students. Researchers concluded that the Duolingo application had an effect on increasing students' vocabulary through independent learning. The Duolingo application, with it was simple and pleasant appearance, made this application effective in helped students improved their competence independently.

And with the game-like features of the Duolingo application, it can trigger internal factors that can influence students' vocabulary mastery, and increased motivation so that students become interested and become more diligent in playing the Duolingo application.

There was a feature of the Duolingo application that reviews students' learning mistakes, which then contributes

to eliminating students' fear of making mistakes in learning English. This error review feature also helped students to learn independently because students can find out their mistakes without having to be told by other people and was able to correct their mistakes independently. Which then ultimately leads to self-confidence that students can master vocabulary which would then make it easier for students to understand English in daily life.

From the teacher's perception, it was concluded that the role of Duolingo in helping students to master vocabulary independently in English was quite helpful because Duolingo used cellphones, and every day children always use cellphones and children were very good at using cellphones, made it possible to apply Duolingo independently. From teachers' perception, specific aspects of Duolingo that was quiz-like and easy to apply contributed to the development of students' vocabulary skills outside the classroom environment in a way that was not boring.

The learning approach used the Duolingo application can help students overcome vocabulary mastery problems because the questions were designed to be easy and the application was also easy, so that every day or in their free time students can play Duolingo and the teacher can then match it with lessons at school.

From the teachers' point of view, strategies or recommendations that would be offered to students so that they can make maximum use of Duolingo for independent vocabulary mastery can be by holding competitions in class, for example, whoever gets the highest score or quickly completes a quiz on the Duolingo application would be rewarded by giving a prize. Teacher also recommended Duolingo to include in students' homework assignments or independent study plans to improve their English vocabulary skills.

According to teachers' perception, there were also challenges or limitations in using Duolingo to develop students' English vocabulary. This can be caused by several factors such as cellular data quotas, slow school WiFi, and many students who didn't own personal cellphones or still share cellphone use with their parents.

However, teachers have a way out of this by lending them their cell phones or giving them tutoring (when using Duolingo at school). Duolingo can also complement vocabulary teaching in class by having the teacher tell them to play it regularly. The teacher likened it to students' habits when playing the mobile fire game, if they played it continuously they would understand, just like if they got used to playing Duolingo they would understand and eventually there would be an increase in vocabulary.

Teachers also thought that the Duolingo application was a fun medium for student learning. With the Duolingo application features that look good and features that can produce scores so that students become more enthusiastic (because they know their progress). And from there it can be observed that students repeated the game on their own initiative, which shows that students were motivated to get higher grades.

The conclusion obtained from the research the implementation of application Duolingo use for students' independent vocabulary mastery was that the Duolingo application had a positive impact on increased English vocabulary in 8th grade class A students at Nurul Islam Junior High School Semarang and can helped English teachers as a learning medium in English class, especially in terms of vocabulary.

B. Suggestion

In line with the findings of this research, researchers would like to provide several suggestions as follows:

1. Suggestions for teachers, because students' vocabulary mastery is important to support academics, therefore English teachers were expected to urge students to diligently hone their vocabulary mastery skills using the Duolingo application.

2. Students were expected to be more diligent and take the time to study and practice independently with the Duolingo application so that there is always an increase in independent vocabulary mastery.
3. It was hoped that this research can inspire future researchers to conduct other research to found out how to improved students' vocabulary skills independently through applications, especially Duolingo application. This research aims to develop better improvements in teaching and learning English vocabulary as a foreign language. For readers, this research was only a small snapshot of findings in the field of research regarding students' independent vocabulary mastery. It was possible that other researchers have different findings from this research.

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APPENDIX

1. The implementation Duolingo application with students



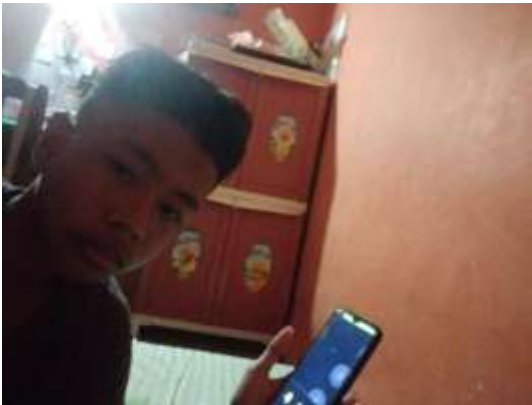


2. Interview with teacher



3. The implementation Duolingo at home by students





4. Questionnaire

QUESTIONNAIRE

1. Duolingo sangat mendukung perjalanan belajar kosakata bahasa Inggris Anda mandiri

Ya Tidak

2. Fitur Duolingo yang menarik berdampak positif pada motivasi Anda untuk belajar dan memperluas kosakata bahasa Inggris

Ya Tidak

3. Duolingo memudahkan Anda menantang atau hambatan dalam pembelajaran penguasaan kosakata A secara mandiri

Ya Tidak

4. Kemampuan penguasaan kosakata mengalami peningkatan saat menggunakan Duolingo

Ya Tidak

5. Duolingo memberikan keseimbangan yang baik antara konten yang menyenangkan dan edukatif untuk pembelajaran kosakata

Ya Tidak

6. Anda mengalami peningkatan percaya diri dengan kemampuan kosakata Anda setelah menggunakan Duolingo untuk belajar bahasa

Ya Tidak

7. Duolingo adalah aplikasi yang membantu siswa yang ingin meningkatkan kosakata mereka dalam bahasa baru

Ya Tidak

Nama Lengkap: Dia Athaya

Nomor Whatsapp: 0856 4797 2

QUESTIONNAIRE

1. Duolingo sangat mendukung perjalanan belajar kosakata bahasa Inggris Anda secara mandiri

Ya Tidak

2. Fitur Duolingo yang menarik berdampak positif pada motivasi Anda untuk belajar dan memperluas kosakata bahasa Inggris baru

Ya Tidak

3. Duolingo memudahkan Anda mengatasi tantangan atau hambatan dalam pembelajaran penguasaan kosakata Anda secara mandiri

Ya Tidak

4. Kemampuan penguasaan kosakata Anda mengalami peningkatan saat menggunakan Duolingo

Ya Tidak

5. Duolingo memberikan keseimbangan yang baik antara konten yang menyenangkan dan edukatif untuk pembelajaran kosakata

Ya Tidak

6. Anda mengalami peningkatan percaya diri dengan kemampuan kosakata Anda setelah menggunakan Duolingo untuk belajar bahasa

Ya Tidak

7. Duolingo adalah aplikasi yang menarik bagi siswa yang ingin meningkatkan kosakata mereka dalam bahasa baru

Ya Tidak

Nama Lengkap: M. Bushanudin

Nomor Whatsapp: 0882 0058 43609

QUESTIONNAIRE

1. Duolingo sangat mendukung perjalanan belajar kosakata bahasa Inggris Anda secara mandiri

Ya Tidak

2. Fitur Duolingo yang menarik berdampak positif pada motivasi Anda untuk belajar dan memperluas kosakata bahasa Inggris baru

Ya Tidak

3. Duolingo memudahkan Anda mengatasi tantangan atau hambatan dalam pembelajaran penguasaan kosakata Anda secara mandiri

Ya Tidak

4. Kemampuan penguasaan kosakata Anda mengalami peningkatan saat menggunakan Duolingo

Ya Tidak

5. Duolingo memberikan keseimbangan yang baik antara konten yang menyenangkan dan edukatif untuk pembelajaran kosakata

Ya Tidak Tentu

6. Anda mengalami peningkatan percaya diri dengan kemampuan kosakata Anda setelah menggunakan Duolingo untuk belajar bahasa

Ya Tidak

7. Duolingo adalah aplikasi yang menarik bagi siswa yang ingin meningkatkan kosakata mereka dalam bahasa baru

Ya Tidak

Nama Lengkap: Rizki Azzahra

Nomor Whatsapp: 838 1760 660

QUESTIONNAIRE

1. Duolingo sangat mendukung perjalanan belajar kosakata bahasa Inggris Anda secara mandiri

Ya Tidak

2. Fitur Duolingo yang menarik berdampak positif pada motivasi Anda untuk belajar dan memperluas kosakata bahasa Inggris baru

Ya Tidak

3. Duolingo memudahkan Anda mengatasi tantangan atau hambatan dalam pembelajaran penguasaan kosakata Anda secara mandiri

Ya Tidak

4. Kemampuan penguasaan kosakata Anda mengalami peningkatan saat menggunakan Duolingo

Ya Tidak

5. Duolingo memberikan keseimbangan yang baik antara konten yang menyenangkan dan edukatif untuk pembelajaran kosakata

Ya Tidak

6. Anda mengalami peningkatan percaya diri dengan kemampuan kosakata Anda setelah menggunakan Duolingo untuk belajar bahasa

Ya Tidak

7. Duolingo adalah aplikasi yang menarik bagi siswa yang ingin meningkatkan kosakata mereka dalam bahasa baru

Ya Tidak

Nama Lengkap: Bari Setia Lukita

Nomor Whatsapp: 858 1052 4222

QUESTIONNAIRE

1. Duolingo sangat mendukung perjalanan belajar kosakata bahasa Inggris Anda secara mandiri

Ya Tidak

2. Fitur Duolingo yang menarik berdampak positif pada motivasi Anda untuk belajar dan memperluas kosakata bahasa Inggris baru

Ya Tidak

3. Duolingo memudahkan Anda mengatasi tantangan atau hambatan dalam pembelajaran penguasaan kosakata Anda secara mandiri

Ya Tidak

4. Kemampuan penguasaan kosakata Anda mengalami peningkatan saat menggunakan Duolingo

Ya Tidak

5. Duolingo memberikan keseimbangan yang baik antara konten yang menyenangkan dan edukatif untuk pembelajaran kosakata

Ya Tidak

6. Anda mengalami peningkatan percaya diri dengan kemampuan kosakata Anda setelah menggunakan Duolingo untuk belajar bahasa

Ya Tidak

7. Duolingo adalah aplikasi yang menarik bagi siswa yang ingin meningkatkan kosakata mereka dalam bahasa baru

Ya Tidak

Nama Lengkap: Rafadhani Dimas Rahjo

Nomor Whatsapp: 0881 67 36 469

QUESTIONNAIRE

1. Duolingo sangat mendukung perjalanan belajar kosakata bahasa Inggris Anda secara mandiri

Ya Tidak

2. Fitur Duolingo yang menarik berdampak positif pada motivasi Anda untuk belajar dan memperluas kosakata bahasa Inggris baru

Ya Tidak

3. Duolingo memudahkan Anda mengatasi tantangan atau hambatan dalam pembelajaran penguasaan kosakata Anda secara mandiri

Ya Tidak

4. Kemampuan penguasaan kosakata Anda mengalami peningkatan saat menggunakan Duolingo

Ya Tidak

5. Duolingo memberikan keseimbangan yang baik antara konten yang menyenangkan dan edukatif untuk pembelajaran kosakata

Ya Tidak

6. Anda mengalami peningkatan percaya diri dengan kemampuan kosakata Anda setelah menggunakan Duolingo untuk belajar bahasa

Ya Tidak

7. Duolingo adalah aplikasi yang menarik bagi siswa yang ingin meningkatkan kosakata mereka dalam bahasa baru

Ya Tidak

Nama Lengkap: Hafiz Nur Asyraf

Nomor Whatsapp: 085695701352

QUESTIONNAIRE

1. Duolingo sangat mendukung perjalanan belajar kosakata bahasa Inggris Anda secara mandiri

Ya Tidak

2. Fitur Duolingo yang menarik berdampak positif pada motivasi Anda untuk belajar dan memperluas kosakata bahasa Inggris baru

Ya Tidak

3. Duolingo memudahkan Anda mengatasi tantangan atau hambatan dalam pembelajaran penguasaan kosakata Anda secara mandiri

Ya Tidak

4. Kemampuan penguasaan kosakata Anda mengalami peningkatan saat menggunakan Duolingo

Ya Tidak

5. Duolingo memberikan keseimbangan yang baik antara konten yang menyenangkan dan edukatif untuk pembelajaran kosakata

Ya Tidak

6. Anda mengalami peningkatan percaya diri dengan kemampuan kosakata Anda setelah menggunakan Duolingo untuk belajar bahasa

Ya Tidak

7. Duolingo adalah aplikasi yang menarik bagi siswa yang ingin meningkatkan kosakata mereka dalam bahasa baru

Ya Tidak

Nama Lengkap: Adriana Kalsno

Nomor Whatsapp: 0858-4846-5417

QUESTIONNAIRE

1. Duolingo sangat mendukung perjalanan belajar kosakata bahasa Inggris Anda secara mandiri

Ya Tidak

2. Fitur Duolingo yang menarik berdampak positif pada motivasi Anda untuk belajar dan memperluas kosakata bahasa Inggris baru

Ya Tidak

3. Duolingo memudahkan Anda mengatasi tantangan atau hambatan dalam pembelajaran penguasaan kosakata Anda secara mandiri

Ya Tidak

4. Kemampuan penguasaan kosakata Anda mengalami peningkatan saat menggunakan Duolingo

Ya Tidak

5. Duolingo memberikan keseimbangan yang baik antara konten yang menyenangkan dan edukatif untuk pembelajaran kosakata

Ya Tidak

6. Anda mengalami peningkatan percaya diri dengan kemampuan kosakata Anda setelah menggunakan Duolingo untuk belajar bahasa

Ya Tidak

7. Duolingo adalah aplikasi yang menarik bagi siswa yang ingin meningkatkan kosakata mereka dalam bahasa baru

Ya Tidak

Nama Lengkap: kt-2020 Cindy Rowan

Nomor Whatsapp: 08110 919 890

QUESTIONNAIRE

1. Duolingo sangat mendukung perjalanan belajar kosakata bahasa Inggris Anda secara mandiri

Ya Tidak

2. Fitur Duolingo yang menarik berdampak positif pada motivasi Anda untuk belajar dan memperluas kosakata bahasa Inggris baru

Ya Tidak

3. Duolingo memudahkan Anda mengatasi tantangan atau hambatan dalam pembelajaran penguasaan kosakata Anda secara mandiri

Ya Tidak

4. Kemampuan penguasaan kosakata Anda mengalami peningkatan saat menggunakan Duolingo

Ya Tidak

5. Duolingo memberikan keseimbangan yang baik antara konten yang menyenangkan dan edukatif untuk pembelajaran kosakata

Ya Tidak

6. Anda mengalami peningkatan percaya diri dengan kemampuan kosakata Anda setelah menggunakan Duolingo untuk belajar bahasa

Ya Tidak

7. Duolingo adalah aplikasi yang menarik bagi siswa yang ingin meningkatkan kosakata mereka dalam bahasa baru

Ya Tidak

Nama Lengkap: *Anba Nurul Fauzani*

Nomor Whatsapp: *0896 0990 6482*

QUESTIONNAIRE

1. Duolingo sangat mendukung perjalanan belajar kosakata bahasa Inggris Anda secara mandiri

Ya Tidak

2. Fitur Duolingo yang menarik berdampak positif pada motivasi Anda untuk belajar dan memperluas kosakata bahasa Inggris baru

Ya Tidak

3. Duolingo memudahkan Anda mengatasi tantangan atau hambatan dalam pembelajaran penguasaan kosakata Anda secara mandiri

Ya Tidak

4. Kemampuan penguasaan kosakata Anda mengalami peningkatan saat menggunakan Duolingo

Ya Tidak

5. Duolingo memberikan keseimbangan yang baik antara konten yang menyenangkan dan edukatif untuk pembelajaran kosakata

Ya Tidak

6. Anda mengalami peningkatan percaya diri dengan kemampuan kosakata Anda setelah menggunakan Duolingo untuk belajar bahasa

Ya Tidak

7. Duolingo adalah aplikasi yang menarik bagi siswa yang ingin meningkatkan kosakata mereka dalam bahasa baru

Ya Tidak

Nama Lengkap: *Zaiqaa' Azalia Nadhifah*

Nomor Whatsapp: *081227040978*

QUESTIONNAIRE

1. Duolingo sangat mendukung perjalanan belajar kosakata bahasa Inggris Anda secara mandiri.

Ya Tidak

2. Fitur Duolingo yang menarik berdampak positif pada motivasi Anda untuk belajar dan memperluas kosakata bahasa Inggris baru.

Ya Tidak

3. Duolingo memudahkan Anda mengatasi tantangan atau hambatan dalam pembelajaran penguasaan kosakata Anda secara mandiri.

Ya Tidak

4. Kemampuan penguasaan kosakata Anda mengalami peningkatan saat menggunakan Duolingo.

Ya Tidak

5. Duolingo memberikan keseimbangan yang baik antara konten yang menyenangkan dan edukatif untuk pembelajaran kosakata.

Ya Tidak

6. Anda mengalami peningkatan percaya diri dengan kemampuan kosakata Anda setelah menggunakan Duolingo untuk belajar bahasa.

Ya Tidak

7. Duolingo adalah aplikasi yang menarik bagi siswa yang ingin meningkatkan kosakata mereka dalam bahasa baru.

Ya Tidak

Nama Lengkap: M. AWIN K.

Nomor WhatsApp: 0895 3589
09075

QUESTIONNAIRE

1. Duolingo sangat mendukung perjalanan belajar kosakata bahasa Inggris Anda secara mandiri.

Ya Tidak

2. Fitur Duolingo yang menarik berdampak positif pada motivasi Anda untuk belajar dan memperluas kosakata bahasa Inggris baru.

Ya Tidak

3. Duolingo memudahkan Anda mengatasi tantangan atau hambatan dalam pembelajaran penguasaan kosakata Anda secara mandiri.

Ya Tidak

4. Kemampuan penguasaan kosakata Anda mengalami peningkatan saat menggunakan Duolingo.

Ya Tidak

5. Duolingo memberikan keseimbangan yang baik antara konten yang menyenangkan dan edukatif untuk pembelajaran kosakata.

Ya Tidak

6. Anda mengalami peningkatan percaya diri dengan kemampuan kosakata Anda setelah menggunakan Duolingo untuk belajar bahasa.

Ya Tidak

7. Duolingo adalah aplikasi yang menarik bagi siswa yang ingin meningkatkan kosakata mereka dalam bahasa baru.

Ya Tidak

Nama Lengkap: Haykal Ramadhan Prasams

Nomor WhatsApp: 083850950590

QUESTIONNAIRE

1. Duolingo sangat mendukung perjalanan belajar kosa kata bahasa Inggris Anda secara mandiri

Ya Tidak

2. Fitur Duolingo yang menarik berdampak positif pada motivasi Anda untuk belajar dan memperluas kosakata bahasa Inggris baru

Ya Tidak

3. Duolingo memudahkan Anda mengatasi tantangan atau hambatan dalam pembelajaran penguasaan kosakata Anda secara mandiri

Ya Tidak

4. Kemampuan penguasaan kosakata Anda mengalami peningkatan saat menggunakan Duolingo

Ya Tidak

5. Duolingo memberikan keseimbangan yang baik antara konten yang menyenangkan dan edukatif untuk pembelajaran kosakata

Ya Tidak

6. Anda mengalami peningkatan percaya diri dengan kemampuan kosakata Anda setelah menggunakan Duolingo untuk belajar bahasa

Ya Tidak

7. Duolingo adalah aplikasi yang menarik bagi siswa yang ingin meningkatkan kosakata mereka dalam bahasa baru

Ya Tidak

Nama Lengkap: Rafa Suma

Nomor Whatsapp: 0850 916 0349

QUESTIONNAIRE

1. Duolingo sangat mendukung perjalanan belajar kosa kata bahasa Inggris Anda secara mandiri

Ya Tidak

2. Fitur Duolingo yang menarik berdampak positif pada motivasi Anda untuk belajar dan memperluas kosakata bahasa Inggris baru

Ya Tidak

3. Duolingo memudahkan Anda mengatasi tantangan atau hambatan dalam pembelajaran penguasaan kosakata Anda secara mandiri

Ya Tidak

4. Kemampuan penguasaan kosakata Anda mengalami peningkatan saat menggunakan Duolingo

Ya Tidak

5. Duolingo memberikan keseimbangan yang baik antara konten yang menyenangkan dan edukatif untuk pembelajaran kosakata

Ya Tidak

6. Anda mengalami peningkatan percaya diri dengan kemampuan kosakata Anda setelah menggunakan Duolingo untuk belajar bahasa

Ya Tidak

7. Duolingo adalah aplikasi yang menarik bagi siswa yang ingin meningkatkan kosakata mereka dalam bahasa baru

Ya Tidak

Nama Lengkap: Anggun Larasati

Nomor Whatsapp: 085745827919

QUESTIONNAIRE

1. Duolingo sangat mendukung perjalanan belajar kosakata bahasa Inggris Anda secara mandiri.

Ya Tidak

2. Fitur Duolingo yang menarik berdampak positif pada motivasi Anda untuk belajar dan memperluas kosakata bahasa Inggris baru.

Ya Tidak

3. Duolingo memudahkan Anda mengatasi tantangan atau hambatan dalam pembelajaran penguasaan kosakata Anda secara mandiri.

Ya Tidak

4. Kemampuan penguasaan kosakata Anda mengalami peningkatan saat menggunakan Duolingo.

Ya Tidak

5. Duolingo memberikan keseimbangan yang baik antara konten yang menyenangkan dan edukatif untuk pembelajaran kosakata.

Ya Tidak

6. Anda mengalami peningkatan percaya diri dengan kemampuan kosakata Anda setelah menggunakan Duolingo untuk belajar bahasa.

Ya Tidak

7. Duolingo adalah aplikasi yang menarik bagi siswa yang ingin meningkatkan kosakata mereka dalam bahasa baru.

Ya Tidak

Nama Lengkap **Raden Ryo Vito Fakhri**
Rafli Kusumaningtyas
 Nomor Whatsapp **081526619972**

QUESTIONNAIRE

1. Duolingo sangat mendukung perjalanan belajar kosakata bahasa Inggris Anda secara mandiri.

Ya Tidak

2. Fitur Duolingo yang menarik berdampak positif pada motivasi Anda untuk belajar dan memperluas kosakata bahasa Inggris baru.

Ya Tidak

3. Duolingo memudahkan Anda mengatasi tantangan atau hambatan dalam pembelajaran penguasaan kosakata Anda secara mandiri.

Ya Tidak

4. Kemampuan penguasaan kosakata Anda mengalami peningkatan saat menggunakan Duolingo.

Ya Tidak

5. Duolingo memberikan keseimbangan yang baik antara konten yang menyenangkan dan edukatif untuk pembelajaran kosakata.

Ya Tidak

6. Anda mengalami peningkatan percaya diri dengan kemampuan kosakata Anda setelah menggunakan Duolingo untuk belajar bahasa.

Ya Tidak

7. Duolingo adalah aplikasi yang menarik bagi siswa yang ingin meningkatkan kosakata mereka dalam bahasa baru.

Ya Tidak

Nama Lengkap **Azwa Nabila**
 Nomor Whatsapp **081234020882**

QUESTIONNAIRE

1. Duolingo sangat mendukung perjalanan belajar kosakata bahasa Inggris Anda secara mandiri

Ya Tidak

2. Fitur Duolingo yang menarik berdampak positif pada motivasi Anda untuk belajar dan memperluas kosakata bahasa Inggris baru

Ya Tidak

3. Duolingo memudahkan Anda mengatasi tantangan atau hambatan dalam pembelajaran penguasaan kosakata Anda secara mandiri

Ya Tidak

4. Kemampuan penguasaan kosakata Anda mengalami peningkatan saat menggunakan Duolingo

Ya Tidak

5. Duolingo memberikan keseimbangan yang baik antara konten yang menyenangkan dan edukatif untuk pembelajaran kosakata

Ya Tidak

6. Anda mengalami peningkatan kepercayaan diri dengan kemampuan kosakata Anda setelah menggunakan Duolingo untuk belajar bahasa

Ya Tidak

7. Duolingo adalah aplikasi yang menarik bagi siswa yang ingin meningkatkan kosakata mereka dalam bahasa baru

Ya Tidak

Nama Lengkap Archarya Agnyani Auletha
Nomor Whatsapp 08881-2671-345

QUESTIONNAIRE

1. Duolingo sangat mendukung perjalanan belajar kosakata bahasa Inggris Anda secara mandiri

Ya Tidak

2. Fitur Duolingo yang menarik berdampak positif pada motivasi Anda untuk belajar dan memperluas kosakata bahasa Inggris baru

Ya Tidak

3. Duolingo memudahkan Anda mengatasi tantangan atau hambatan dalam pembelajaran penguasaan kosakata Anda secara mandiri

Ya Tidak

4. Kemampuan penguasaan kosakata Anda mengalami peningkatan saat menggunakan Duolingo

Ya Tidak

5. Duolingo memberikan keseimbangan yang baik antara konten yang menyenangkan dan edukatif untuk pembelajaran kosakata

Ya Tidak

6. Anda mengalami peningkatan percaya diri dengan kemampuan kosakata Anda setelah menggunakan Duolingo untuk belajar bahasa

Ya Tidak

7. Duolingo adalah aplikasi yang menarik bagi siswa yang ingin meningkatkan kosakata mereka dalam bahasa baru

Ya Tidak

Nama Lengkap Abel Abdurrahman Anan
Nomor Whatsapp 08812650875

QUESTIONNAIRE

1. Duolingo sangat mendukung perjalanan belajar kosakata bahasa Inggris Anda secara mandiri

Ya Tidak

2. Fitur Duolingo yang menarik berdampak positif pada motivasi Anda untuk belajar dan memperluas kosakata bahasa Inggris baru

Ya Tidak

3. Duolingo memudahkan Anda mengatasi tantangan atau hambatan dalam pembelajaran penguasaan kosakata Anda secara mandiri

Ya Tidak

4. Kemampuan penguasaan kosakata Anda mengalami peningkatan saat menggunakan Duolingo

Ya Tidak

5. Duolingo memberikan keseimbangan yang baik antara konten yang menyenangkan dan edukatif untuk pembelajaran kosakata

Ya Tidak

6. Anda mengalami peningkatan percaya diri dengan kemampuan kosakata Anda setelah menggunakan Duolingo untuk belajar bahasa

Ya Tidak

7. Duolingo adalah aplikasi yang menarik bagi siswa yang ingin meningkatkan kosakata mereka dalam bahasa baru

Ya Tidak

Nama Lengkap: Muboro Noya E.
Nomor What-app: 0820055 22027

QUESTIONNAIRE

1. Duolingo sangat mendukung perjalanan belajar kosakata bahasa Inggris Anda secara mandiri

Ya Tidak

2. Fitur Duolingo yang menarik berdampak positif pada motivasi Anda untuk belajar dan memperluas kosakata bahasa Inggris baru

Ya Tidak

3. Duolingo memudahkan Anda mengatasi tantangan atau hambatan dalam pembelajaran penguasaan kosakata Anda secara mandiri

Ya Tidak

4. Kemampuan penguasaan kosakata Anda mengalami peningkatan saat menggunakan Duolingo

Ya Tidak

5. Duolingo memberikan keseimbangan yang baik antara konten yang menyenangkan dan edukatif untuk pembelajaran kosakata

Ya Tidak

6. Anda mengalami peningkatan percaya diri dengan kemampuan kosakata Anda setelah menggunakan Duolingo untuk belajar bahasa

Ya Tidak

7. Duolingo adalah aplikasi yang menarik bagi siswa yang ingin meningkatkan kosakata mereka dalam bahasa baru

Ya Tidak

Nama Lengkap: Alicia Febriana
Nomor What-app: 0831 5986 1660

QUESTIONNAIRE

1. Duolingo sangat mendukung perjalanan belajar kosakata bahasa Inggris Anda secara mandiri

Ya Tidak

2. Fitur Duolingo yang menarik berdampak positif pada motivasi Anda untuk belajar memperluas kosakata bahasa Inggris baru

Ya Tidak

3. Duolingo memudahkan Anda mengatasi tantangan atau hambatan dalam pembelajaran penguasaan kosakata Anda secara mandiri

Ya Tidak

4. Kemampuan penguasaan kosakata Anda mengalami peningkatan saat menggunakan Duolingo

Ya Tidak

5. Duolingo memberikan keseimbangan yang baik antara konten yang menyenangkan dan edukatif untuk pembelajaran kosakata

Ya Tidak

6. Anda mengalami peningkatan percaya diri dengan kemampuan kosakata Anda setelah menggunakan Duolingo untuk belajar bahasa

Ya Tidak

7. Duolingo adalah aplikasi yang menarik bagi siswa yang ingin meningkatkan kosakata mereka dalam bahasa baru

Ya Tidak

Nama Lengkap: J. URMAN A. I. I

Nomor Whatsapp: 0895 30742323

QUESTIONNAIRE

1. Duolingo sangat mendukung perjalanan belajar kosakata bahasa Inggris Anda secara mandiri

Ya Tidak

2. Fitur Duolingo yang menarik berdampak positif pada motivasi Anda untuk belajar dan memperluas kosakata bahasa Inggris baru

Ya Tidak

3. Duolingo memudahkan Anda mengatasi tantangan atau hambatan dalam pembelajaran penguasaan kosakata Anda secara mandiri

Ya Tidak

4. Kemampuan penguasaan kosakata Anda mengalami peningkatan saat menggunakan Duolingo

Ya Tidak

5. Duolingo memberikan keseimbangan yang baik antara konten yang menyenangkan dan edukatif untuk pembelajaran kosakata

Ya Tidak

6. Anda mengalami peningkatan percaya diri dengan kemampuan kosakata Anda setelah menggunakan Duolingo untuk belajar bahasa

Ya Tidak

7. Duolingo adalah aplikasi yang menarik bagi siswa yang ingin meningkatkan kosakata mereka dalam bahasa baru

Ya Tidak

Nama Lengkap: Amelia Az Zahra

Nomor Whatsapp: 0815 2574 2456

QUESTIONNAIRE

1. Duolingo sangat mendukung perjalanan belajar kosakata bahasa Inggris Anda secara mandiri

Ya Tidak

2. Fitur Duolingo yang menarik berdampak positif pada motivasi Anda untuk belajar dan memperluas kosakata bahasa Inggris baru

Ya Tidak

3. Duolingo memudahkan Anda mengatasi tantangan atau hambatan dalam pembelajaran penguasaan kosakata Anda secara mandiri

Ya Tidak

4. Kemampuan penguasaan kosakata Anda mengalami peningkatan saat menggunakan Duolingo

Ya Tidak

5. Duolingo memberikan keseimbangan yang baik antara konten yang menyenangkan dan edukatif untuk pembelajaran kosakata

Ya Tidak

6. Anda mengalami peningkatan percaya diri dengan kemampuan kosakata Anda setelah menggunakan Duolingo untuk belajar bahasa

Ya Tidak

7. Duolingo adalah aplikasi yang menarik bagi siswa yang ingin meningkatkan kosakata mereka dalam bahasa baru

Ya Tidak

Nama Lengkap **Aureya Zahra Gyda Prabowo**
 Nomor Whatsapp **081395493946**

QUESTIONNAIRE

1. Duolingo sangat mendukung perjalanan belajar kosakata bahasa Inggris Anda secara mandiri

Ya Tidak

2. Fitur Duolingo yang menarik berdampak positif pada motivasi Anda untuk belajar dan memperluas kosakata bahasa Inggris baru

Ya Tidak

3. Duolingo memudahkan Anda mengatasi tantangan atau hambatan dalam pembelajaran penguasaan kosakata Anda secara mandiri

Ya Tidak

4. Kemampuan penguasaan kosakata Anda mengalami peningkatan saat menggunakan Duolingo

Ya Tidak

5. Duolingo memberikan keseimbangan yang baik antara konten yang menyenangkan dan edukatif untuk pembelajaran kosakata

Ya Tidak

6. Anda mengalami peningkatan percaya diri dengan kemampuan kosakata Anda setelah menggunakan Duolingo untuk belajar bahasa

Ya Tidak

7. Duolingo adalah aplikasi yang menarik bagi siswa yang ingin meningkatkan kosakata mereka dalam bahasa baru

Ya Tidak

Nama Lengkap **Kaya Dunity Wanda Faries**
 Nomor Whatsapp **0899 3963 31000**

QUESTIONNAIRE

1. Duolingo sangat mendukung perjalanan belajar kosakata bahasa Inggris Anda secara mandiri

Ya Tidak

2. Fitur Duolingo yang menarik berdampak positif pada motivasi Anda untuk belajar dan memperluas kosakata bahasa Inggris baru

Ya Tidak

3. Duolingo memudahkan Anda mengatasi tantangan atau hambatan dalam pembelajaran penguasaan kosakata Anda secara mandiri

Ya Tidak

4. Kemampuan penguasaan kosakata Anda mengalami peningkatan saat menggunakan Duolingo

Ya Tidak

5. Duolingo memberikan keseimbangan yang baik antara konten yang menyenangkan dan edukatif untuk pembelajaran kosakata

Ya Tidak

6. Anda mengalami peningkatan percaya diri dengan kemampuan kosakata Anda setelah menggunakan Duolingo untuk belajar bahasa

Ya Tidak

7. Duolingo adalah aplikasi yang menarik bagi siswa yang ingin meningkatkan kosakata mereka dalam bahasa baru

Ya Tidak

Nama Lengkap: **Muhammad Rizki Gouliana**

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