

STUDENTS' PERCEPTION ON THE USE OF DUOLINGO IN LEARNING ENGLISH AS A FOREIGN LANGUAGE IN STATE SENIOR HIGH SCHOOL 1 KAJEN

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ABSTRACT

Duolingo's role as a learning medium which is carried out in one meeting have attracted students' attention to develop understanding of English language skills and is able to provide high motivation for learning English so that learning becomes easy and fun. The aims of this research were (1) to identify the students' obstacles in using Duolingo in learning English as a foreign language, (2) to explore the students' perception on the use of Duolingo in learning English as a foreign language, (3) to know the students' reasons on the use of Duolingo in learning English as a foreign language. This research used mix method, quantitative and qualitative. The mix method was to measure students' obstacles in learning English, and qualitative was to identify students' perception and students' reason on the use of Duolingo in learning English as a foreign language. This research was conducted for the tenth-grade students at SMA Negeri 1 Kajen. The results show that students' obstacles in using Duolingo in learning English are mostly problems with unstable internet networks during class due to WIFI or running out of quota. When they encounter problems, these problems can be overcome by continuing the challenge at home. In principle, there are no obstacles, Duolingo has been able to develop English language skills. They enjoy using Duolingo both at school and at home. Apart from that, the author also tested their English language skills before and after using Duolingo through pretest and posttest, the result was that they experienced progress in improving their English skills. Students also saw that Duolingo was easy to use and understand the rules of use, they also think that Duolingo is a fun application because it is learning while playing and according to students, Duolingo is very challenging for listening, speaking, writing and reading skills. The reasons students use Duolingo are because they think that Duolingo is like playing a game so they feel they are not learning English but are completing a challenging game, only requires a stable internet network, teaches four English skills, the learning design in Duolingo adapts to abilities users, there are also interesting images that match the context asked.

Keywords: Students' perception, Duolingo, Obstacle, English skills

INTRODUCTION

Education research indicates that the use of contemporary tools and equipment increases student learning and involvement. As a result, Gen Z students are expected to be comfortable using technology in the classroom. Proficiency in technology usage can gain students in several aspects of their lives. According to Aminatun (2020), the growth of technology is really propelling the development of numerous fields within education, including

research, teaching, and technical learning. It also offers a multitude of tools to support self-directed learning for both teachers and students.

There are several strategies to support students in learning English in order that students improve their English proficiency. Taking extra classes or English courses in their free time is one option for them to practice and get better at the language. Sulistyo (2016) asserts that the aim of extracurricular English instruction is to enhance students' proficiency in the language. But in this new era, where technology is developing at a quick pace, practically every aspect of human life can be traded, including aiding and assisting students' access to knowledge.

Students nowadays are increasingly eager to understand how to utilize technology. During this time, face-to-face meetings and online learning sessions were successfully combined through the use of technology as a web-based or online learning approach. Information technology plays an integral part in today's educational process. The impact of online learning policy patterns during the pandemic and the quick advancement of technology has resulted in the current state of pupils. Students today are unable to live without their Android devices in both their personal and academic lives.

The availability of advanced learning tools and internet access can gain education in an indirect way, since it makes it easier for students to get the knowledge, they require to support their studies and learn subjects that are relevant to their coursework. Rulviana (2018) argues that since the internet is always available, students can utilize its educational resources whenever it suits them and overcome challenges like trouble locating resources for lesson plans. Students can also benefit from the internet community's educational applications.

One of the many computer and smartphone apps designed to help people learn English effectively is called Duolingo. Guaqueta (2018) claims that the Duolingo app is a outstanding resource for improving your English language proficiency and making the process of learning English simple. A more simplified version of an English education centered on daily living is provided by Duolingo. This program creates the connection between lessons and video games, which may encourage students to learn.

Duolingo is identical to that provided by Krashen (2014) in Fauzan and Kasim (2020). Duolingo is a web-based, self-paced language learning application that walks users through a series of tasks, the majority of which are translation-based. You can get the Duolingo app from the Google Play Store, which is a free online learning tool. Students who struggle to learn English can benefit greatly from the many features available in the Duolingo application. Due to its many features and abundance of practice questions, Duolingo can help students study more effectively and enjoyably.

The research aims to identify the students' obstacles in using Duolingo in learning English as a foreign language, to explore the students' perception on the use of Duolingo in learning English as a foreign language and to know the students' reasons on the use of Duolingo in learning English as a foreign language.

Understanding students' perceptions on the use of Duolingo in learning English as a foreign language is significant for enhancing language learning experiences and outcomes in State Senior High School 1 Kajen. By addressing students' perceptions., educators can design language learning interventions more joyful and effectively, ultimately engaging the English learning digital platform, Duolingo, in learning English as a foreign language.

Perception is the process of human thinking about certain phenomenon, stated by Walgito (2003:87). Perception is begun from the sense of organ. This process is related to the acceptance of message or information by human brain. In this process, a person interacts with his/her environments using five senses. Those are vision, hearing, taste, smell, and touch. People relate to with the environment using these senses, then the stimuli shall be registered

by brain and send them to nervous system. Moreover, this process is called as sensation, and sensation is a part of perception. Koentjaningrat (2010:42) stated that perception is the awareness of human brain process and it appears as a view about phenomenon. In this process, many factors such as feeling, needs, motivation, educational background, experiences, etc. are involved. Then the process is followed by a process which a person's brain arrives at meaningful interpretation of catalyst.

Meanwhile, in the educational field, media is something used by the teacher to deliver the information of the material. Hamidjojo (2009) stated in Sadiman et. al medium kind of tools are used by the people to deliver an idea and its function is to create the people easily enhance communication. Media is one of the learning tools which function for developing and building an idea in the learning process. Media is applied as a tool and learning source for teaching by the teacher. The main function of media is to stimulate the students to get comprehension deeply about the learning material. It is also a tool to improve students' interest in learning. The students reach their goals successfully because they learn through media in learning. Soko (2017: 26) divided media into three kinds related to its functions or traditionally namely: audio, visual, and audio-visual. Sukiman (2012: 153) stated Audio is a medium that delivers the message from one to the others by sensory hearing. This media emphasizes the students' listening experience in learning in the class. Using this media creates the student's pay attention by focusing on listening to the explanation of the subject material. This media is an ordinary media applied by the teacher in teaching because the tool for this media is still achievable. The students improve their listening skills through audio media such as listening to music, conversation, etc. Visual media is one of the media related to human vision. In a learning context, this media is a tool for studying and increasing students' comprehension by emphasis to the visual thing in teaching. Visual media such as pictures, charts, drawings, posters, graphs, and cartoons. These examples of visual media can be applied in a form of printed and digital pictures. Audiovisual comes from the term Audible and Visible. Audible is defined as something that can be heard by the hearing sense meanwhile Visible means something that can be seen by the sense of sign (Sulaeman, 1985). From both terms, Audio-visual is a combination of audio and visual sense.

One of the more recent apps designed to help with language learning is called Duolingo. It was developed by Luis von Ahn and Severin and is compatible with both Android and iPhone handsets. Launched in November 2011, Duolingo is an app designed to teach grammar and vocabulary. It also offers a variety of pronunciation and word translation exercises, as well as activities to write what you hear, understand from visuals, and more.

This definition is identical to that given by Krashen (2014), who was referenced by Fauzan and Kasim (2020): Duolingo is a web-based, self-paced language learning application that walks users through a series of tasks, the majority of which are translation-based. You can get the Duolingo app from the Google Play Store, which is a free online learning tool. Students who struggle to learn English can advantages greatly from the many features available in the Duolingo application. Due to its many features and abundance of practice questions, Duolingo can help students study more effectively and enjoyably.

Duolingo is designed in such a way as to be like an online games or game. In it there are levels and challenges, limited opportunities for level up, reward and punishment, even the opportunity to compete for highest position in each league with other Duolingo users from around the world. There are some opportunities to collaborate with other users to get more rewards. All of this is packaged in an interesting game. According to Kapp (2012), gamification can be defined as a concept that combines play, aesthetics and thinking ability to attract attention, motivate, promote learning, and complete problem.

Since English is a foreign language in Indonesia, students there must study it in order

to fast access scientific and other foreign-language topics. The use of English by speakers whose native tongue is not English is known as English as a second language or foreign language. Instruction in languages for those who are learning There are two types of English: English as a foreign language (EFL) and English as a second language (ESL).

The majority of Indonesian schools teach English as a second language after Indonesian. According to Setiyadi (2006), English is actually not spoken in Indonesia. This indicates that English is only taught in schools as a needed subject in Indonesia. Because they typically speak Indonesian, which is based on their home tongue, they seldom ever utilize English in public.

Language is not only a cognitive skill but also a social construct. It is significant that pupils understand this in both their native language and any foreign or second language they may be learning. Learning a mother tongue and learning English as a foreign language are two different things. The pupils can use it in their daily lives for a long time. Learning is the process of gaining knowledge or skills through study, practice, or instruction. It indicates that students are engaged in learning activities to achieve knowledge and guidance that will aid in our understanding.

Definition of Learning Motivation According to Uno (2018), Learning is the process of changing one's behaviour after being intentionally informed about particular aspects of knowledge, skill, and attitude. Another definition comes from De Houwer et al. (2013), who defined learning as changes in a people's behavior that result from regularities in the people's environment. Another definition comes from De Houwer et al. (2013), who defined learning as changes in a people's behavior that are the outcome of regularities in the people's environment. According to Djamaluddin and Wardana (2019), the term "learning" can be defined as "any psychological action carried out by each individual such that conduct differs before and after study.". It can be concluded that learning can be defined as a process in human existence that can change multiple areas of one's life, such as knowledge, abilities, attitudes, and so on, in a more advanced and better direction, based on the various definitions of learning presented above.

While motivation, as defined by Arianti (2018), is a psychological state in which someone is motivated to achieve something. Needs, desires, and goals are the three basic components of motivation. In line with Masni (2015), motivation is the basic urge that drives a person to act in a specific way to achieve a specific goal.

METHOD

The subjects of this study were the tenth grade State Senior High School 1 Kajen students in Pekalongan regency. This study used mix methods that combine both quantitative and qualitative approaches to analyze the data. The key assumption of this approach is that both qualitative and quantitative data provide different types of information often detailed views of participants qualitatively and scores on instruments quantitatively and together they yield results that should be the same. It builds off the historic concept of the multimethod, multi-trait idea from Campbell and Fiske (1959), who felt that a psychological trait could best be understood by gathering different forms of data. Although the Campbell and Fiske conceptualization included only quantitative data, the mixed methods researchers extended the idea to include the collection of both quantitative and qualitative.

The quantitative and the qualitative databases are analyzed separately in this approach. Then the researcher combines the two databases by the form of integration called connecting the quantitative results to the qualitative data collection. The quantitative result is to measure

students' ability in English skills; reading and writing. It is also to support whether there are students' obstacles in using Duolingo in learning English as a foreign language. Qualitative data is to see students' perception and reasons using Duolingo in learning English as a foreign language.

The research aims to identify the students' obstacles in using Duolingo in learning English as a foreign language, to explore the students' perception on the use of Duolingo in learning English as a foreign language and to know the students' reasons on the use of Duolingo in learning English as a foreign language.

The quantitative data used to measure students' English skills before and after using Duolingo in the classroom. It is also used to know students' obstacle in learning English. Through the result of the before and after tests then the researcher can see two sides, test and perception. Qualitative result is to get students' obstacle, perception and reasons on the use of Duolingo in learning English as a foreign language.

Researcher use data of pretest and posttest to investigate students' English skills whether Duolingo has influence for students in learning English. The quantitative data was analyzed through mean and standard deviation using SPSS 25 and paired t test.

In this study, the researcher used descriptive qualitative method. Referring to the objective of this study, the design is considered appropriate since it is a method used to describe or analyse the results of the study but not used for make broader conclusions (Sugiyono, 2005 cited in Apsari, 2017). It means that descriptive qualitative is a research method which uses technique of searching, classifying, and analysing the natural phenomenon.

Participants will be provided with a questionnaire containing both closed and open-ended questions. The questionnaire will assess various aspects of their experience with Duolingo, including frequency of use, English proficiency level, gender, time of learning habit, English language skill, etc. Additionally, participants will be asked to provide feedback on Duolingo in learning English as a foreign language.

To see the students' perception on the use of Duolingo in learning English as a foreign language in the tenth grade of SMA Negeri 1 Kajen in Pekalongan regency, the researcher conducts pretest and posttest to measure students' English skills before and after using Duolingo in learning English as a foreign language. The result is also used to support and see students' obstacle in using Duolingo in learning English. The questions of before and after test contain writing and reading skill.

To know students' perception and reasons on the use of Duolingo in learning English as a foreign language, the researcher applied questionnaire and interview. the questionnaire explores students' obstacle, perception and reasons. There are four main questions of the questionnaire and interview. There are benefits of Duolingo, facilities, behavior and attitude.

(Dörnyei & Taguchi, 2009) argued that questionnaires are able to yield 3 types of data about the respondent; factual, behavioral, and attitudinal questions. This study used an online questionnaire. To collect the questionnaire data, the researcher used google form to make it easier. After that, the researcher distributed the link to google form through WhatsApp group. For the interview, the researcher uses offline interview to see deeply students' obstacle, perception and reasons deeply then collect the data from the participant then describe what they said.

A survey questionnaire consisting of closed and open-ended questionnaires, and semi-structure interviews were used. The close-ended questionnaires had a five-point Likert scale ranging from strongly agree (1), agree (2), neutral (3) disagree (4) to strongly disagree (5) to find out the students' perceptions on the use of Duolingo in learning English as a foreign language. The open-ended questionnaire was used to have deeper perceptions and ideas of the students in the use of Duolingo in learning English as a foreign language. In the interview, six

students were randomly selected and each of them had a 10 to 15 minute in each interview.

The data of questionnaire that is consist of 37 questions divided into 4 (four) classification. There are benefit of Duolingo, Duolingo facilities, students' behavior and attitude toward Duolingo in learning English. The researcher serves the data of questionnaire and interview using descriptive analysis leading conclusion from the data.

The researcher also used pretest and posttest data to measure students' English skills before and after using Duolingo. It was obtained by SPSS 25 and paired test t. The result is important to see and support from students' perception toward their obstacle using Duolingo in learning English as foreign language.

Following data collection, the writer will assume the following processes in data analysis: In this investigation, there were two instruments. A questionnaire was the first tool used. The Sugiyono (2008) formula was utilized for the analysis of the questionnaire. Students were provided questionnaires, and the collected data were then examined. The data were processed comprehensively to identify the themes and key concepts, and subsequently changed into numerical data for further comparison and evaluation. then controlled an analysis of the interview, utilizing three methods of data analysis from Miles and Huberman to examine the interview's data. The researcher converted data from audio recordings to written dialog after performing the interview. Following data collection, the investigator checked out and classified the material. Qualitative approaches give room to a deeper understanding of the subject matters as they exist in their own unique environment (Miles and Huberman, 1994; Miles et al., 2014).

Subsequently, the data were narrowed down to a summary, selection of the highlights, and concentration on significant aspects of the interview findings. The data was then displayed by the researcher. At this point, tabular data representing the chosen data was displayed. The information gathered from interviews was presented narratively in this study. The last step involved deriving and validating endings based on the collected data. The researcher gave out the facts and then used the research questions to draw conclusions.

The writers used questionnaire and interview as instruments to collect the data. The writers adapted the questionnaire from Clement, Dornyei, & Noels (1994). The respondents of this study were tenth grade students of State Senior High School 1 Kajen. There were 30 participants.

In questionnaire there are 37 items in English and also orally translated via voice note and chat via WhatsApp into Indonesia to provide easier the students to understand and answer the questions. In this questionnaire, students were requested to answer the query by choosing four categories, they are: strongly agree, agree, neutral, disagree, and strongly disagree.

Each student was assigned the question based on their view. The questionnaires were distributed to 30 students during the learning meeting at class and the researcher gave the students time 15-30 minutes to filled out the questionnaire. Then the questionnaires were collected to the researcher. While, for interview the writers took 6 (six) respondents of the all participants. In interview, there are three questions in English and also orally translated into Indonesia to provide easier the students to understand and answer the questions.

The data of pre-test and post-test is to see students' English skill mainly writing and reading. It also sees students' obstacle using Duolingo in learning English. The researcher can know before and after using Duolingo.

The questionnaire and interview provide perception data of benefit, facilities, behaviour and attitude. It is used to know students' perception and reason using Duolingo in learning English as a foreign language.

FINDINGS AND DISCUSSION

Based on the result of questionnaire shows about 86,6 % students supposed that Duolingo provide good learning reminders, 83,4 % students supposed that Duolingo is a great stimulus for memorizing their vocabulary and grammar, 86,7 % students supposed that Duolingo can help students to understand English skills; listening, speaking, reading and writing, 86,6 % students supposed that Duolingo's blending motivate students to learn English, 76,6 % students supposed that challenges of Duolingo are fun, 83,4% students feel that Achievement improves their effort in learning English, 83,3% students feel that they enjoy using Duolingo as adaptable application, 96,6 % students enjoy Duolingo for its game-like material, 90 % students enjoy Duolingo in learning English, 80% students feel that using Duolingo make them have a good commitment to learn English well, 80% students feel that using Duolingo can improve their English learning motivation.

Based on the data collections of the interview, it found that students' obstacle on the use of Duolingo in learning English as a foreign language. Using Duolingo at classroom as an English language learning literacy cannot be done when the quota runs out or the internet network is unstable. Not all classes can receive the same stable signal and quotas are not always available on students' cellphones. They can continue to finish their exercise and challenges at home. This tends to be external factors. When used, students do feel challenged, but the challenges faced by students do not make them bored or discouraged, in fact, it is considered interesting and motivating to continue learning to complete each challenge, each level correctly. So, there are substantially no obstacles in using Duolingo in learning English to develop their English language skills.

This study use the result of pretest and posttest as a support data to know whether there is a significant improvement before and after using Duolingo as media of English learning and the test also is to measure students' English skills. The test showed that the total number of participants in this study is 30 students. The mean score for the pre-test is 56,0333 while the mean score for the post-test is 70.6. These numbers indicate that there is a significant improvement in the student's performance in English skills. From this score, it can be interpreted that the use of Duolingo has proven to be effective in improving students' mastery of English skills. It means there is no substantial obstacle in using Duolingo in learning English as a foreign language.

To explore students' perception on the use of Duolingo in learning English as a foreign language. The researcher found that students feel interested in the levels offered in achieving the use of Duolingo. It keeps students motivated to pursue to the highest level. Students also feel enthusiastic about learning English and also feel excited due to the Duolingo's notification when students don't use dan do exercises on Duolingo. The notification accompanied by emotion re-energize those who previously forgot and were lazy to reach their previous target and would like to do more and complete existing tasks on Duolingo. The students encouraged the images presented in Duolingo can stimulate their English learning motivation. Students do not feel bored in doing what they do and want to complete their learning. The students also perceive that Duolingo is an interesting application because the features presented make students enjoy learning English. They think that Duolingo provides learning to speaking, listening, writing and reading. The students supposed Duolingo has interesting and different methods of mastering speaking, writing, reading and listening skills. The method displayed Duolingo is like learning English and also playing a game.

To know students' reasons on the use of Duolingo in learning English as a foreign language. The researcher found that the students use Duolingo since there is easy to use and understand. This means that Duolingo is an application that is easy to use with stable internet and adjusts to the level of English language skills, students can immediately use and work according to

their level. The available features can be understood easily. They also use Duolingo because Duolingo has features that can develop vocabulary, grammar, listening, speaking, reading and writing skills in English. Another reason, because using Duolingo is not only learning English but also like playing a game to reach points which are called experience points or XP, every time you play there are five hearts available, here players have to be careful and careful, this is one of the challenging parts of how to manage, understand and decide on the answer so that your heart doesn't run out, because of one mistake you lose one heart, if your heart runs out you have to wait 24 hours to use Duolingo again. Apart from that, Duolingo users are offered time per day, and choose their level of English learning and the purpose of using Duolingo, this is also the reason why Duolingo is a challenging and interesting application for developing their English.

CONCLUSION

The research discussions are reported across three sections that stem from the analyses of the data in relation to the research questions, students' obstacle on the use of Duolingo in learning English as a foreign language, students' perception on the use of Duolingo in learning English as a foreign language, and students' reasons on the use of Duolingo in learning English as a foreign language.

They recognize that Using Duolingo is no significant obstacle but they stop using Duolingo when the internet is unstable. They don't suppose that it is a problem. There is no substantial things in using Duolingo because students can continue their challenges at home. They also realize that they are learning English and they also have a commitment to stay learning English with Duolingo even though they get hard effort to reach higher level. They feel challenges on Duolingo, it must be finished to get experience point and reward to their higher level. It means that they feel better in English skills.

The result of pretest and posttest shows that there is a significant improvement of using Duolingo in learning English at classroom. Duolingo can develop their English on progress. Students perceive that Duolingo is easy to use and understand. Duolingo has interesting displays and features. Achievement in Duolingo motivate to finish the levels. Level one is done then level two until tenth level. Challenges make students enthusiasm to reach the higher level continuously. Exercises of Duolingo drill students to answer correctly each exercise. They know that they don't answer so they will lose hearts. They must manage time, prediction and precision to answer correctly Duolingo has amazing stimulus like addiction for examples Achievement, Challenge, Experience Point (XP), diamond, crown as award and etc. They are able to make hard efforts for students and as addiction for Duolingo in learning English.

Students' reasons use Duolingo because Duolingo is easy to use and understand its features. They don't feel difficult to use. They find difficulties on each level because each level has its self challenge. They admit that Duolingo is like game-material. They feel that they play game not learning English so they suppose using Duolingo is studying and playing together. Duolingo has many facilities that are beneficial for students in developing their English. The other reason of using Duolingo in learning English is that Duolingo owns notification and emoticon through email or WhatsApp When students forget or in busy time or lazy , the notification is like a alarm to do.

Duolingo is only an interesting English learning application but Duolingo can create students become a independent learner in English.

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