STUDENTS' PERCEPTION OF THE USE OF DUOLINGO APPLICATION IN LEARNING GRAMMAR

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ABSTRACT

This research aims to find out students' perceptions on the use of Duolingo Application in learning grammar as an alternative media to students of SMA Negeri 1 Sindue Tombusabora. The subjects of this research were 26 tenth grade students of X MIPA[1] SMA Negeri 1 Sindue Tombusabora. This type of research is a qualitative research method that describes the results of using Duolingo Application. The instruments used to collect data were interviews and questionnaires. The results of the data analysis show that the use of Duolingo Application in learning grammar has a positive perceptions on students. The results are also strengthened by the students' perceptions that Duolingo Application was very positive for grammar learning. It can help the students learn about sentence structure, simple tenses, word class, and more. Most students responded that Duolingo Application motivated them to write sentences. The results of this research can be concluded that Duolingo Application has a positive effect on students in learning grammar.

Keywords: *Perception; Application; Duolingo; Grammar*

INTRODUCTION

Grammar is a set of structural rules that govern the composition of clauses, phrases, and words in any given natural language. This term also refers to the study of these rules, and this field includes morphology, syntax, and phonology, often complemented by phonetics, semantics, and pragmatics.Acquiring a language requires the mastery of four main skill (listening, speaking, reading, and writing). Researchers such as Ur (1996); Leong & Ahmadi(2017); and Shteiwi & Hamuda (2016) declared that among the four skills, speaking isconsidered the most effective and significant skills : people who know a language are referred to as "speakers" of that language as if speaking included all other kinds of knowledge and most foreign language learners are primarily interested in learning to speak. Speaking is the important one of the four skills.

In improving English, there are many ways that students can take. One of which is by taking courses. Sulistyo (2016) explains that English courses are one of the non-formal educations that aim to help the community improve competence or English skills. But now with the development of technology students can develop their English skills through existing technology. Halverson and Smith (2009) explain that technology has brought a new era of teaching and learning. It makes learning engaging, flexible, and heuristic and technology also boost productivity and efficiency. For example, they can learn through their computers by accessing educational applications such as Duolingo, Ruanguru, Kelas Pintar or accessing YouTube channel which contains English education, especially during pandemic. Many students spend more of their time on mobile phones because they have to study online using computers and mobile phones so they are required to download learning applications.

One of the most popular language learning applications is Duolingo. Duolingo is a free application that can be accessed through the website on a computer or through a mobile phone. Munday (2015) argues that this application has the aim to teach vocabulary and grammar, even this application present combined activity between the skills in word pronunciation and translation and provides the activity of recognizing word from the picture, writing down what is heard, and others.

Additionally, many students at all levels have low grammar mastery, especially at SMA Negeri 1 Sindue Tombusabora. Based on researchers' experience as an alumnus there, the researchers has obtained the data that almost all of the tenth grade students of SMA Negeri 1 Sindue Tombusabora got difficulties learning in grammar. Generally, all students found difficulties in writing that can be caused by their incompetence, which they did not know the concept of the grammar and it was difficult to start to make a sentence. Therefore, they could not develop their ideas and organize them into good sentences.

This research aimed to determine the use of Duolingo Application to know students' perception in learning grammar. Duolingo Application can help students in learning grammar. Grammar has the importance in learning English. The students have to know about grammar. It cans the students to improve their English skills. The students can easily to express their ideas

in writing sentences because they know sentence structure. A study by Astarilla (2018) found that the students have a positive perception towards the use of Duolingo Application in learning grammar.

As a language learning application, Duolingo is one of the most popular applications. Based on the website, Duolingo is a free application created by Luis Ahn and Hacker in November 2011 that has more than 30 million registered users. Its slogan is "Free language education for the world". Duolingo is designed as an application that provides learning more than 35 languages in the world. Duolingo is seen as a future in learning languages and global communication (Jaskova 2014: 15). Millions of people in the world can learn a foreign language as they want through this application, especially English as an International Language. Guaqueta and Castro (2018) assume that 13 Duolingo is a good tool to practice and it made the English learning process easy. Therefore, the Duolingo Application is important for students to learn the English language and it can increase students' motivation in learning English.

Duolingo Application is like a game, but certainly not an entertainment game in general. Games on Duolingo are very closely linked with education, especially in language learning. The appearance of Duolingo is also interesting and not boring. The students learn the English language through the activities that they play with the game. This application was designed to make the process of learning to be more effective. Lessons have three types of 389 questions, each of which is designed to develop a

specific language skill: fill-in-the-blank multiple-choice, translation (in either direction), and write what you hear Generally speaking, Duolingo is designed as a learn-as-you-go app. Vocab lessons prompt users to match words with images, and built-in tools like hover text and optional word banks serve as helpful reminders (Duolingo's algorithms determine which words you need to practice, and when). Incorrect answers in any lesson prompt an explanation as well as a crowd-sourced discussion thread for every question on the app. If you prefer an organized "textbook" approach, each unit also includes a cheat sheet that features grammar tips, conjugation tables, example sentences, common mistakes, and other helpful notes

Generally, students who had used the Duolingo Application at SMA Negeri 1 Sindue Tombusabora might different perceptions about this application. So, this research aimed to determine whether students' perception of SMA Negeri 1 Sindue Tombusabora regarding this application in learning grammar was effective or not. This school had used the Duolingo Application as learning medium, especially in X MIPA[1] which was implemented by the English teacher. This application is implemented by the English teacher in the classroom.

In this research, the researchers analyzed students' perceptions of the Duolingo Application. This research was carried out with the title "Students' perception on the use of Duolingo Application in learning grammar at the tenth-grade students of SMA Negeri 1 Sindue Tombusabora". In this research, the researchers formulated the a research question as follows: What are the students' perceptions of using Duolingo Application in learning grammar at the tenth grade students of SMA Negeri 1 Sindue Tombusabora?. So the objective of this research is to find

out the students' perceptions of Duolingo Aapplication in learning grammar at the tenth grade students of SMA Negeri 1 Sindue Tombusabora.

In this research, the researchers hope that the results of this research can provide useful information for students, English teachers, and readers or further researchers. First is for the students. It is expected to be able to overcome the student's problem dealing with the grammar, and motivated students to learn grammar more actively. Second, the result of this research will give valuable contribution for English teachers who want to use media as well as to encourage them to find the good media in teaching learning process. Last, it can be an input of scientific information for the readers or further researchers, and also are expected to be as comparison material for students or research on how the students perception about Duolingo Application.

METHOD

The research approach used by the researchers was qualitative research. The qualitative method was used as a research procedure that produces descriptive data in the form of written words about the object being observed. The use of this method did not produce data in the form of numbers, but descriptive data. Nurhayati (2016:31) suggested that the qualitative method is a procedure that produces descriptive data in the form of written or oral data. Meanwhile, Malik (2010:3) descriptive research is a scientific study carried out to obtain information about a symptom at the time the research was conducted so that it can be given systematically, either with or without examining the hypothesis, and without treating the observed variables.

In this research, the researchers made observations in the school that students often use the Duolingo Application to help them learn at home every day. The researchers conducted the research at SMA Negeri 1 Sindue Tombusabora. This research conducted in the second semester of the academic year. The time of this research started from May 08th until May 31[h], 2023.

The subjects of this research were students of class X SMA Negeri 1 Sindue Tombusabora. Classes in class X students consist of one class, namely Class X MIPA[1]. The number of subjects was 26 students. In this research, researchers used purposive sampling because researchers determine the criteria of respondents who can be selected as samples. The researchers chose this class because this class already used the Duolingo Application as a learning media that was introduced by their teacher. According to Arikunto (2010: 183), "Purposive sampling is the process of selecting a sample by taking a subject that is not based on level or field but is taken based on a specific purpose.

The research instrument that used was the interview and questionnaires. The researchers used the semi-structured interview to collect the data. Researchers chose this kind of interview because it was suitable to explore the students' perception of the topic discussed. There were five numbers of questions used in the interview. The researchers conducted this interview directly to students using an Indonesian language. This research also used a questionnaire as a research instrument. This questionnaire had 10 questions. Each question had 5 choices, namely, Strongly

Disagree, Disagree, Neutral, Agree, and Strongly Agree.

Data collectiom can be carried out in various setting and in various ways. Data collection was a strategic step to get data for the research (Sugiyono, 2010: 224). Technique data collection that researchers conducted by perception students about Duolingo Application.

The technique of data collection was the way to get accurate data for supporting this research. Questionnaires and interviews gave in order to obtain the data for this research. The explanation of the questionnaire and interview were as follows:

1. Questionnaire, Arikunto (2013) added that questionnaire is a number of written questions that are used to obtain information from respondents in the sense of reports about their personality or things they know. In this case, the research questionnaire consisted of 10 statements that focus on students' perceptions of the use of the Duolingo Application in learning grammar. This research used an online questionnaire using Google Form.

2. Interview is a conversation that aims to gather information in a description of the life of the person being interviewed in connection with the interpretation of the meaning of the described phenomena (Kvale, 1996). According to Afifuddin and Sacbani (2012), the interview is a method that takes data by asking some questions to the respondents.

    In this research, the researchers used a semi-structured interview with students who have experience learning using the Duolingo Application at SMA Negeri 1 Sindue Tombusabora. The Interview conducted face-to-face. The Interview did during 40 minutes for each student to get more information from the students' support interview and questionnaire results.

Data analysis is the process of organizing and sorting data into a pattern, according to categories and basic units of description so that themes can be found and working hypotheses can be formulated as suggested by the data (Agustinova 2015: 61). After collecting data from the questionnaire and interview, both data were analyzed. The data from the questionnaire put into a bar chart and summarized in form of a percentage. The percentage result copied from the Google form result. The measurement of the score of the questionnaire data calculated using a Likert scale. The score from the questionnaire data was calculated automatically through Google Form or manually can be counted likert scale by statistical percentage with the following formula:

$$P = \frac{F}{N} x 100\%$$

These data analysis steps are adapted from Male (2016) and they are data reduction, data display, and conclusion drawing/verification. Each of the three is explained as follows:

1. Data reduction can be defined as a process of sorting or reducing data, but in a stronger sense, it was a process of completing data, both reducing and adding data that are deemed unnecessary or appropriate and adding if they still feel inadequate. In this research, the researchers chose to display the data. The researchers carefully observed the students' statements on the questionnaire and the results of the interview then linked their opinions in these two instruments. After linking the results of the two instruments, the researchers determined

whether using the Duolingo application gave positive results or not.

2. The next step was to display the data. Presentation of data was the process of collecting information which is arranged based on the categories of necessary groupings. Display of data in qualitative research can be done in the form of brief descriptions, charts, relationships between categories, flowcharts, and so on. The data presented from the results of the interview and questionnaire. Then the researchers displays the reduction results by displaying the questionnaire results in the form of diagrams and displaying the interview results in the form of descriptions.

3. After the data reduction and presentation, the stage has been carried out, the researchers can draw conclusions. Drawing conclusions was the stage where the researchers formulates all the results of the information data obtained or found by writing that is easy to understand or understand, using the correct sentence structure. In this research, the researchers then conducted an important review of the truth of the data conclusions repeatedly, especially with regard to their suitability and consistency with the title, objectives and formulation of existing problems.

FINDINGS AND DISCUSSION
FINDINGS

In this research, the researchers describe the result and analyzing this research about perception of the students of SMA Negeri 1 Sindue Tombusabora on the use of Duolingo Application in learning Grammar. In the research that has been carried out

questionnaire and interview. Therefore, the questionnaire consisted of 10 statements and interview consisted of 5 questions. The research was conducted on May 08th 2023 for the questionnaires and the interview was given on May 19th 2023. The result of the students' questionnaires and interview were provided in next following explanation.

The questionnaire was used answer research problems that had been stated by the researchers. Each statement in the questionnaire had a value of 1-5 points. The result of the questionnaires described in the form of percentages which computed from Google form. After analyzing 15 statements in the questionnaire that given to the students, the researchers finding are as follows:

Table 1 – Statements in the questionnaire

NO	STATEMENT	SCALE				
		SDA	DA	N	A	SA
1.	Duolingo is easy to use for learning English	0	2	0	8	16
2.	Duolingo makes it easy for students to learn the simple present tense	1	0	1	8	16
3.	The materials on Duolingo are easy to understand	1	0	6	5	14
4.	Duolingo made me understand Word Classe	1	1	2	9	12
5.	Duolingo makes me careful in analyzing sentences	1	1	3	7	14
6.	Duolingo presents a lot of interesting question	2	0	1	6	16

7.	Duolingo helps me interact in English	1	1	3	9	12
8.	Duolingo makes me the confidence to write a sentence	1	2	3	6	13
9.	Duolingo helps increase my vocabulary to make sentences	1	0	2	7	16
10.	Duolingo encourages me to improve my English skills.	1	1	2	10	12

Based on the results of the questionnaire, the researchers found out those students' perceptions about the use of the Duolingo Application in learning grammar. It showed that students give positive perceptions. The questionnaire consisted of 10 statements, where most of the statements agree and strongly agree. Therefore, students have positive perceptions about using Duolingo in learning grammar. From the results of the questionnaire, it can be seen that most of the students totally agree Duolingo Application was very positive effect for use in learning grammar because it helped the students to learn about sentence structure, simple tenses and any more. Most students agree that the material and exercises in the Duolingo Application were very interesting and was not boring in learning grammar. However, in the research there were some statements that were not chosen by students. So that, some statements namely 6, 8 and 13 only have 25 respondents.

Based the statement above, we can discuss that according to most students the Duolingo Application makes it easier for students to learn English, especially learning grammar. Duolingo also presented exercises to make students more interested in learning about sentence structure. This application also made students more confident in class because students' grammar improves. Duolingo was very accessible and easy to understand. It also attracted and motivated students to learn. This application also helped students because it can be used anywhere and anytime even though it has an internet connection that was not very stable. This can be proven by the positive responses of students who on average have the option strongly agree and agree. This application was preferred by students because it was more flexible to use anywhere.

Interview is used to support the data from result of the questionnaire especially about the use of Duolingo Application in learning grammar. From 26 students X MIPA1, the researchers chose 3 students for interview with the criteria of students who are the longest time using the Duolingo Application. There are 5 questions and the interview was conducted face to face. Robbins (2013) about two types of perceptions which are negative and positive response. In this part, it can be seen from recorder that has been analyzed by the researchers, described as follows:

In this research there are 5 questions given by the researchers to students, namely: when did you start using the Duolingo Application?, How was your experience when you first used the Duolingo Application?, Does the Duolingo Application help you understand sentence structure?, Does this application help you be active in grammar class?, and the last question Does the Duolingo Application motivate you to learn grammar and write sentences?.

ADM was the first student interviewed by the researchers. According to his interview, he has used Duolingo Application since entering high school until now. He was very impressed with this application because it made him even more interested in learning English. It helped him to understand grammar and sentence structure because there were tests to construct sentences correctly.

Moreover, it assisted him to understand a lot of material about simple sentences. He was motivated with this application because he could know all the tenses in English.

The second student was with initial AGN. According to her interviews, she has used Duolingo Application since semester one until now. After she often used this application, her grammar had quite improved. Duolingo Application helped her to be active in class grammar. Moreover, it assisted her to motivate because she already has quite a lot of vocabulary and the correct way to arrange sentences from this application. She was motivated to write correct and appropriate sentence.

The third student was with initial RF. According to her interviews, she has used Duolingo Application since one year go until now. The first time she used this application on her sisters' smartphone. It helped her to know sentence structure. After learning grammar to use Duolingo Application she can complete assignments regarding sentence structure such as writing simple present tense.

In this research researchers also got the result from his interviews with students. The results of interview with 3 students out og 26 students gave the result that some students had been using the Duolingo Application for a long time. They know this application because during covid 2019 they were required to learn independently so that's what made them find information about the Duolingo Application. The students said that this application made them interested in the features in the application because they did not feel bored from the existing exercises.

This application helped them improve their grammar, especially constructing sentences correctly, learning about simple tenses, word classes and being able to increase their vocabulary. Students felt confident with this application because they could be more active in class when asked about the teacher regarding making a sentence. This application made them want to continue practicing every day to increase their level because in this application the higher the level reached, the higher the difficulty level of the exercise. According to students the application give positive effects to use in improve students' grammar skills.

The research question is about the students' perception on the use Duolingo Application in learning grammar. The result showed the students give the difference perception based on their experience in use Duolingo Application. Many students showed more positive answers than negative towards the using of Duolingo Application. They agree it is a way to motivate them in learning grammar, because this application is an adequate way to new context learning and the features of Duolingo was interesting and addictive. Inline with research conducted by Jaelani and Sutari (2021) it is argued Duolingo Application is easy to understand the material. They are more excited and motivated in learning grammar. Duolingo Application can eliminate botredom in learning and also encourage them of new idea in learning.

CONCLUSION

After discussing and analyzing the data in the previous chapter, the researchers finally draws conclusion that the use of Duolingo Application in learning grammar is perceived positively by the students. This implies that use of Duolingo Application in learning grammar gives the best result of the progress to be one of the alternatives in learning grammar. The benefits of using Duolingo

Application in learning grammar are it can make students confident to be able to improve their English language component especially in grammar and this application makes students feel more confident to explore themselves. The students agree that this application has interesting exercises which can help students to understand the materials well. This application also motivates the students to learn comfortably. A small number of students give a negative response. Because of that, this application must require a quota to be accessed.

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