

**STUDENTS' PERCEPTIONS TOWARDS DUOLINGO APPLICATION IN
ENGLISH LEARNING AT THE TENTH GRADERS OF SMAS SANDIKA
SUKAJADI**

A Thesis by

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English Education Study Program



FACULTY OF TEACHER TRAINING AND EDUCATION

TRIDINANTI UNIVERSITY PALEMBANG

2024

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PERNYATAAN

Saya menyatakan dengan sebenar-benarnya bahwa seluruh data, informasi, interpretasi serta pernyataan dalam pembahasan dan kesimpulan yang disajikan dalam karya ilmiah ini, kecuali yang disebutkan sumbernya merupakan hasil pengamatan, penelitian, pengelolaan serta pemikiran saya dengan pengarahannya dari pembimbing yang telah ditetapkan.

Apabila ternyata di dalam naskah skripsi ini dapat dibuktikan terdapat unsur-unsur jiplakan. Saya bersedia skripsi ini digugurkan dan gelar akademik yang saya peroleh (S-1) dibatalkan, serta proses sesuai dengan peraturan perundang-undang yang berlaku (UU) No. 20 tahun 2003, pasal 25 ayat 2 dan pasal 70.

Palembang, 08 Oktober 2024



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Palembang, October 2024

The writer,

Reni Oktariani

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ABSTRACT

Technology means the development and application of various equipment or systems to solve problems faced by humans in everyday life. This study was a quantitative descriptive research using survey method. This study was intended to understand phenomena experienced by students' perceptions in using Duolingo application in English learning. The population in this study was the tenth-grade students of SMAS Sukajadi in the academic year of 2023/2024. Thus the sample of the research was 118 students which consists of class X A, X B, and X C at SMAS Sandika Sukajadi. The research findings describe the results of a descriptive analysis of student' perceptions. Five aspects of students' perceptions of the Duolingo application in English learning were assessed in this questionnaire. As a sample, there was a 106 students in collecting the data. The students' perceptions were divided into two major categories: positive and negative perception with the use of Duolingo application in English learning. Based on the result it can be concluded that using the Duolingo application more effective, and useful English learning. Most students were more interested in English learning using the Duolingo application.

Keywords: *Perception, English Learning, Duolingo Appplication.*

CHAPTER I

INTRODUCTION

In this chapter, the researcher presents (1) background of the research, (2) the problem of study, (3) objective of the study and (4) significances of the study.

1.1 Background of the Research

Currently, the development of technology is extraordinary, especially after the COVID era, technology opens up other people's insights, especially in terms of education. Technology means the development and application of various equipment or systems to solve problems faced by humans in everyday life. The technology is also the result of human thought to develop certain procedures or systems and use them to solve problems in their lives. Lowther et al (2012 p. 46) stated that in this digital era, the internet technology has a huge influence on the development of the world of information. People can now access information through technology, many sophisticated applications can currently be used specifically to improve language skills. Riyanto (2014) explained that technology has a significant impact on education recently, necessitating that educators become knowledge able about it and stay current by integrating it into the teaching and learning process. In addition Allen (2021) explained that technology is known to have a positive effect on teaching English and its incorporation into language instruction has the ability to give students exposure to the language and greatly enhance the quality of learning. This is

also very helpful and motivating for students to increase their enthusiasm for learning.

The environment of English language learning has transformed due to technology. Technology has given educators new tasks and responsibilities, but it has also opened up new possibilities for enhancing English learning inventiveness, productivity, and level of engagement. The requirement to stay current with trends is one of the main problems that technology presents for English learning. Teachers need to be able to modify their teaching strategies in order to make appropriate use of the continuously evolving new technologies. Although it can be difficult, this is also a chance to learn new things and maintain the relevance and interest of ELT. Davis (2003, p. 46 - 52) described that the four language skills including listening, reading speaking, writing and all can be enhanced with the use of technology.

The first of language skill is listening skill. It is an important part of practicing English language skills and has an important impact (Fisher, 2011, p. 14). Listening is an important skill and ability in learning a new language that students should learn. It is a receptive skill, meaning that students who learn a language receive new words from what they hear. The second, reading skill is an important way to practice English. Through reading, we will capture many words and store them in our minds to be used when it is time for writing and speaking. The third, language learning skill is writing. This skill requires more time, patience and consistency to learn. Writing is our opportunity to express ideas using the English words we have learnt. Unlike reading and listening

where the language we need to read and hear is already available, writing requires us to create something new. The fourth skill that must be mastered is speaking. Like writing, speaking English also requires to produce our own words. According to (Fisher, 2011, p. 14) explained that speaking in English can be the most challenging skill because English words come straight out of our mouths. Therefore, mastering the four skills in learning English is not easy for students to master the four skills at once they require media by integrating them into technology. The important role of technology by integrating technology in foreign language acquisition would lead to the easiest way in accordance to fulfill the English skills.

However, the use of media and technology in English language learning is improper. Thus, in order to assist students' understanding of concepts fully and to develop their English language skills, teachers must use the appropriate medium, such as technology integration. Teachers and students can gain from the use of hardware and software technology in English language learning and teaching in a number of ways, including cost savings, instant access to resources, and rapid learning. Using Duolingo application is one of technological tools that can help the students become more proficient in English. For teachers looking for a fun and varied way to teach English, they can choose Duolingo application learning. Additionally, it supports educators by offering ways to uphold the idea of technology-assisted language learning. Some studies have dealt with the benefits of Duolingo application use. It allows teachers to easily track students' language learning progress and students can

share their language learning progress directly with their teachers who can then track their progress via a special dashboard (Nushi & Eqbali, 2017, p. 89-98). The teachers can track the student progress, they can plan lessons and assign Duolingo application skills as homework, and assign extra credit points if needed.

In addition, various studies have focused on implementation of Duolingo application. It motivates the students continually to progress and break previous records, and students can also compete with their friends. Students can also earn experience points (XP) and pass various levels to earn lingots for item purchases and learning bonuses. A part from being easy to get and very easy to use for English learning practice, Duolingo offers a good balance of translation practice, matching listening, speaking, writing, reading, vocabulary and pronunciation. Lastly, the voice recognition program is not too bad. According to Hasan et al, (2021), it is said that Duolingo can influence student's learning to improve listening. Matra (2020, p. 46 - 52) added that Duolingo bring benefits for training students in listening, especially in English lessons and the impact can help the students to learn English easily and happily using the Duolingo application. Based on the results of observations by researchers at the SMAS Sandika Sukajadi school, students' enjoy using the Duolingo application with various existing features students feel interested when learning using the Duolingo application so that learning becomes more fun and not boring.

Therefore, in the previous paragraph, it is assumed that the use of Duolingo application can help students in learning English. Based on the reason above, the researcher was interested to conduct a research entitle: **“Students’ Perceptions towards Duolingo Application in English Learning at The Tenth Graders of SMAS Sandika”**.

1.2 The Problem of The Study

1.2.2 The Limitation of Study

The scope of this research was limited to the information of students’ perceptions towards Duolingo application in English learning at the tenth graders of SMAS Sandika Sukajadi in English learning.

2.2 The Formulation of Problem

Based on the previous background, the researcher formulated the research question: “What were the students' perceptions towards Duolingo application in English learning at the tenth graders of at SMAS Sandika Sukajadi?”.

3. The Objective of Study

Regarding the problem of the study, the objective was to describe the students’ perceptions towards Duolingo application in English learning at the tenth graders of SMAS Sandika Sukajadi.

4. Significances of the Study

The writer expects that this study would be able to give contribution to the students, teachers and other researchers.

1. For the Students

For the students, this research would be beneficial to get understanding about themselves dealing with the use of Duolingo application. The students could reflect on their feelings and thoughts when using Duolingo application as an English learning tool.

2. For the Teachers

This study could help the teachers to know and understand the student's perceptions and reasons in using Duolingo application during English learning. Then, the teachers could know about the benefits of using Duolingo application as a one of the technology tools that support English learning well.

3. For the other Researchers

The results of the study were also expected would give contribution to other researchers. Those who would conduct further research in related field, it can be used as their reference to strengthen their research.

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