

**JUNIOR HIGH SCHOOL STUDENTS' PERCEPTION TOWARD THE
USE OF DUOLINGO AS A MALL (MOBILE-ASSISTED LANGUAGE
LEARNING) FOR LEARNING ENGLISH GRAMMAR**

THESIS

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM
MALANG**

2023

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*Collected to Compile A Thesis on the Undergraduate English Education
Department Faculty of Education and Teacher Training Maulana Malik Ibrahim
State Islamic University of Malang*

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
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APPROVAL SHEET

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JUNIOR HIGH SCHOOLS STUDENTS' PERCEPTION TOWARD THE USE OF DUOLINGO AS A MALL (MOBILE-ASSISTED LANGUAGE LEARNING) FOR LEARNING ENGLISH GRAMMAR

THESIS




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Assalamu'alaikum Wr. Wb

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DECLARATION OF OUTHORSHIP

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1. This thesis has never been submitted to any other tertiary education institutions for any other academic degree.
2. This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the result of any person.
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Malang, May 29th 2023
The Researcher,

Liwa Urrohmah
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MOTTO

Do small things continuously instead of doing big things without continuity,
because doing continuous words is like just a number 1 and not like 0

*Kerjakan perkara kecil secara kontinuitas daripada mengerjakan perkara besar
tidak kontinuitas, karena mengerjakan perkara secara kontinuitas seperti halnya
angka 1 dan tidak seperti 0*

-Liwaur-

DEDICATION

This thesis is proudly dedicated to:

My beloved and amazing parents (Mr. Muhtar & Mrs. Winarsih)

My beloved little sister (Amilatuzzulfa)

My big family

All of my friends

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In the name of Allah, the Most Beneficent, the Most Merciful

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Therefore, the author would like to give gratitude to many people, especially to her beloved father Muhtar dan mother Winarsih who have supported all the decisions of the author and the author's choices in pursuing her education level and the uninterrupted prayers are given. Besides that, the author also expresses gratitude and thanks to her advisor Dr. H. Langgeng Budianto, M.Pd who has provided assistance, encouragement, and prayers so that this thesis can be completed. The author also would like to express her gratitude, appreciation, and thanks to:

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6. Mrs. Dr. Like Rasvoka Octaberlina, M.Ed, and Mr. Basori, M.S.Ed as her examiners
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Finally, the writer needs and accepts suggestions to improve her writing, bearing in mind that despite the support from many people who have mentioned the thesis written is still far from ideal.

Malang, May 29th, 2023

The Research



Liwa Urrohmah

19180030

ARABIC- LATIN TRANSLITERATION GUIDANCE

The writing of Arabic-Latin transliteration in this thesis uses transliteration guidelines based on a joint decision of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543b/U/1987 which can be broadly described as follows:

A. Words

ا	=	a	ز	=	Z	ق	=	q
ب	=	b	س	=	S	ك	=	k
ت	=	t	ش	=	Sy	ل	=	l
ث	=	ts	ص	=	Sh	م	=	m
ج	=	j	ض	=	Dl	ن	=	n
ح	=	h	ط	=	Th	و	=	w
خ	=	Kh	ظ	=	Zh	ه	=	h
د	=	d	ع	=	'	ء	=	'
ذ	=	dz	غ	=	Gh	ي	=	y
ر	=	r	ف	=	F			

B. Long Vocal

Long Vocal (a)	=	â
Long Vocal (i)	=	î
Long Vocal (u)	=	û

C. Diphthong Vocal

ا و	=	aw
ا ي	=	ay
ا ؤ	=	ũ

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ABSTRAK

Urrohmah, Liwa. 2023. Persepsi Siswa dalam Menggunakan Duolingo sebagai MALL (Media Belajar Bahasa berbasis Seluler) dalam Pembelajaran Grammar di Sekolah Menengah Pertama. Skripsi Jurusan Tadris Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing Dr. H. Langgeng Budianto, M.Pd.

Kata Kunci: Duolingo, Persepsi, Pembelajaran Grammar

Tujuan dalam penelitian ini adalah untuk mendeskripsikan bagaimana persepsi siswa dalam menggunakan media pembelajaran bahasa Inggris terkhusus grammar berbasis seluler menggunakan Duolingo, mengidentifikasi manfaat dan kekurangan aplikasi Duolingo sebagai media pembelajaran grammar dan menganalisis aspek apa saja yang meningkat dalam diri siswa setelah menggunakan Duolingo sebagai media belajar mereka. Subjek dalam penelitian ini adalah 30 siswa kelas satu di SMP X. Metode yang digunakan dalam penelitian ini adalah kualitatif deskriptif dengan menggambarkan pengalaman yang terjadi pada subjek penelitian. Data yang dikumpulkan menggunakan teknik pengisian angket tertutup dan wawancara kepada beberapa siswa yang dipilih secara acak kemudian data yang sudah ada dianalisis secara kualitatif dengan beberapa langkah; reduksi data, penyajian data, dan penarikan kesimpulan. Hasil dari penelitian ini menunjukkan; (1) siswa memberikan persepsi positif dalam menggunakan Duolingo sebagai media pembelajaran mereka dalam dua aspek, aspek yang pertama adanya keefektifan Duolingo sebagai media dan rasa ketertarikan mereka dalam menggunakan sebuah media. Dalam hal efektifitas media mereka merasa bahwa Duolingo merupakan sebuah media yang dapat digunakan dimanapun dan kapanpun. (2) Siswa merasakan adanya sisi positif dari Duolingo dimana mereka dapat menggunakannya dimanapun dan kapanpun, namun dengan sisi negatif dalam hal koneksi internet. (3) Aspek yang meningkat setelah siswa menggunakan Duolingo adalah mereka merasa lebih tertarik dan termotivasi untuk menggunakan bahasa Inggris dalam kehidupan sehari-hari.

ABSTRACT

Urrohmah, Liwa. 2023. Students' Perceptions Toward the Use of Duolingo as a MALL (Mobile-Assisted Language Learning) for Learning Grammar at Junior High School. Thesis of English Education Department, Faculty of Education and Teacher Training, Maulana Malik Ibrahim Malang State Islamic University. Advisor Dr. H. Langgeng Budianto, M.Pd.

Keywords: Duolingo, Perception, Learning Grammar

The purpose of this study is to describe how students' perception of using English learning media, especially cellular-based grammar using Duolingo, identify the advantages and disadvantages of the Duolingo application as a grammar learning medium and analyze what aspects have improved in students after using Duolingo as their learning medium. The subjects in this study were 30 first-grade students at SMP X. The method used in this research is descriptive qualitative by describing the experiences that occur in the research subjects. The data was collected using a closed questionnaire filling technique and interviews with several randomly selected students and then the existing data was analyzed qualitatively with several steps; data reduction, data display, and conclusion. The results of this study show; (1) students give positive perceptions of using Duolingo as their learning medium in two aspects, the first aspect is the effectiveness of Duolingo as a medium and their interest in using a medium. In terms of media effectiveness, they feel that Duolingo is a medium that can be used anywhere and anytime. (2) Another finding indicated that students feel that there is a positive side of Duolingo where they can use it anywhere and anytime, but with a negative side in terms of internet connection. (3) The aspect that improves after students use Duolingo is that they feel more interested and motivated to use English in their daily lives.

مخلص البحث

لواء الرحمة. 2023. تصورات الطلاب تجاه استخدام Duolingo كمركز تسوق (تعلم اللغة بمساعدة الهاتف المحمول) لتعلم Grammar في المدرسة الثانوية الإعدادية. رسالة الجامعة قسم تعليم اللغة الإنجليزية ، كلية التربية وتدريب المعلمين ، جامعة مولانا مالك إبراهيم مالانج الحكومية الإسلامية. المشرف الدكتور الحاج لاغكغ بوديانتو المجستير

الكلمات المفتاحية: Duolingo، تعليم grammar، تصورات

الغرض من هذه الدراسة هو وصف كيفية إدراك الطلاب لاستخدام وسائط تعلم اللغة الإنجليزية ، وخاصة قواعد القواعد الخلوية باستخدام Duolingo ، وتحديد مزايا وعيوب تطبيق Duolingo كوسيط تعلم قواعد اللغة وتحليل الجوانب التي تحسنت في الطلاب بعد استخدام Duolingo كوسيط التعلم الخاص بهم. كانت المواد في هذه الدراسة 30 طالبًا في الصف الأول في المدرسة الثانوية الإعدادية X. المنهج المستخدم في هذا البحث هو المنهج الوصفي النوعي من خلال وصف التجارب التي تحدث في موضوعات البحث. تم جمع البيانات باستخدام تقنية ملء استبيان مغلق ومقابلات مع العديد من الطلاب الذين تم اختيارهم عشوائياً ثم تم تحليل البيانات الموجودة نوعياً بعدة خطوات ؛ تقليل البيانات وعرض البيانات واستخلاص النتائج. تظهر نتائج هذه الدراسة ؛ (1) يعطي الطلاب تصورات إيجابية في استخدام Duolingo كوسيلة تعليمية في جانبين ، الجانب الأول هو فعالية Duolingo كوسيط واهتمامهم باستخدام وسيط. فيما يتعلق بفعالية الوسائط ، يشعرون أن Duolingo وسيلة يمكن استخدامها في أي مكان وزمان. (2) يشعر الطلاب أن هناك جانباً إيجابياً من Duolingo حيث يمكنهم استخدامه في أي مكان وزمان ، ولكن مع جانب سلبي من حيث الاتصال بالإنترنت. (3) الجانب الذي يتحسن بعد استخدام الطلاب Duolingo هو أنهم يشعرون بمزيد من الاهتمام والدافع لاستخدام اللغة الإنجليزية في حياتهم اليومية.

CHAPTER I INTRODUCTION

This chapter presents and describes the background of the study, research question, research objective, significance of the study, limitation of the study, and definition of the key term.

1.1 Background of the Study

Since language is what allows us to converse about language efficiently, learning appropriate grammar is crucial. Grammar identifies the individual words and word groups that makeup sentences in practically every language, not just English. Even as young children, we can construct sentences as humans. However, to be able to discuss how sentences are put together, the kinds of words, and word groupings that go into them needs grammar. As a result, understanding grammar provides a window into the thinking of a person as well as their extraordinarily complex potential for language learning by learning that something one can impart or invoke knowledge to another such as Allah has commanded his creatures to call on his creatures with good students and wisdom and argue with good things too.

As written in the Al-Quran *Sura An-Nahl* verse 125, which read:

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجِدْهُمْ بِالَّتِي هِيَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ

أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ (125)

“Call unto the way of thy Lord with wisdom and fair exhortation, and reason with them in the better way. Lo! The Lord is Best Aware of him who strayeth from His way, and He is Best Aware of those who go aright (125)”

The verse explains how important it is to call for goodness and wisdom to fellow humans with what they already have, and if there is a rebuttal then rebut it with a good rebuttal. Another important thing is that a person can call for goodness or knowledge if he has the knowledge and is obliged to call for knowledge, therefore the Prophet Muhammad said in his hadith narrated by *Imam Ath-Thabrani* about how someone knowledgeable eats he is obliged to call for what he already has, which read:

قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ : لَا يَبْغِي لِلْجَاهِلِ أَنْ يَسْكُتَ عَلَى جَهْلِهِ وَلَا
لِلْعَالِمِ أَنْ يَسْكُتَ عَلَى عِلْمِهِ (رَوَاهُ الطَّبْرَانِيُّ)

Rasulullah SAW said: "It is not appropriate for a stupid person to silence his stupidity and it is also inappropriate for a knowledgeable person to silence his knowledge" (H.R Ath-Thabrani)

Grammar also helps to understand making some sentences and paragraphs clear and interesting, pleasant and precise. Errors in the use of several formulas in grammar often occur in some students in Indonesia. Many of them do not understand correctly grammatical materials. As EFL (English Foreign Language) students they need a lot of learning grammar properly and correctly because sometimes there are similarities with Indonesian as the main

language for every student in Indonesia which makes them confused in practicing grammar material in English as their foreign language (Ghorbani & Ebadi, 2020). The pre-research conducted by researchers where many students at SMPX experienced difficulties in learning English, especially in grammar skills, where many students when explained by their teachers were unable to respond and memorize quickly some formulas in grammar. Therefore teachers can use interesting media and help students understand a lesson in depth such as using technology-based media. Jaelani and Sutari, (2020) stated that the concept of learning in this century has been linked to the quick growth of technology, as technology develops, it is more used in teaching and has a significant impact on education.

Miangah (2012) said that the environment where language which practiced and taught is facilitated by the integration of technologies. The technology for learning language, especially English language becomes a variation as Computer-Assisted Language Learning (CALL), an approach which facilitated personalized English skill practice by computer's intelligent adaptive which the teacher can use in the classroom. There has been a growing interest in using smartphones as a form of mobile-assisted language learning (MALL) among English as a foreign language learners (EFL) in Indonesia.

The increasing access to mobile devices, Mobile-Assisted Language Learning (MALL) approach could maximize communication in the classroom through the connection of the learners (Pegrum, 2014). Ghorbani and Ebadi (2020) said that MALL has become an interesting field of research for a scholar

since the beginning of the 21st century. MALL (Mobile-assisted Language Learning) is reviewed as an extension of both mobile learning and computer-assisted language learning (Stockwell & Hubbard, n.d.). MALL is popular with the definition of mobile learning "learning at any time and anywhere" (Hwang & Tsai, 2011). However, MALL is often used as a mobile device that is almost used by all students in Indonesia and they can access anything in it anytime and anywhere without any trouble because all their mobile devices are already in their hands.

Many benefits can be taken from using MALL, one of which is learning English easily and with fun with several applications that are used according to the needs of the user, including in learning grammar where sometimes many students still have difficulty understanding some of the formulas or grammatical concepts in the grammar. Therefore, using MALL is expected to help students understand a grammar learning concept. A study by Ajisoko (2020) stated that the industrial technology revolution in today's teachers' teaching must coincide with the integration of technology because today's students already have information technology devices that they can easily access in their hands. Teachers must adapt them in any learning especially English with existing technology in the easiest way, and this Duolingo application can be one of the most effective applications in improving English learning. And even though many people said Duolingo is a modern-looking gaming app but in reality, most of the activities necessary to complete the lesson traditionally are based on translation, dictation, and pronunciation (Munday, 2015).

In this study, the researcher wants to know how the students' perceptions are in using technology in the form of the Duolingo application in learning grammar because in previous studies by Fadda and Alaudan (2020), Ajisoko (2020), Jaelani and Sutari (2020) and Utami (2020) they examined how students' perceptions about using Duolingo in learning English in general and skills vocabulary. Therefore, the novelty in this study focuses more on students' perceptions of using Duolingo in learning grammar specifically and the grammar aspects that improve after using Duolingo.

1.2 Research Questions

Based on the research background above, the researcher formulated the research questions to be studied as follows:

1. What are the students' perceptions of using Duolingo as one of the MALLs in learning English?
2. What are the advantages and disadvantages of Duolingo as a medium for learning grammar based on their perceptions?
3. What aspects are improved in learning grammar based on their perceptions using Duolingo?

1.3 Research Objectives

Based on the research questions above, the researcher explains the objective of the research as follows:

1. To explain students' perception of using Duolingo as one of the MALLs in learning English.

2. To know students' perceptions about the advantages and disadvantages of Duolingo as a medium for teaching grammar
3. To identify what aspects are improving in grammar learning by using Duolingo.

1.4 Significance of the Study

This study shows how the students' perspectives after using Duolingo in grammar learning and whether there are aspects that increase their grammar skills, besides that in this study the researcher will describe the significance or benefits of the research being carried out for several parties as follows:

- a. **Students;** A significant contribution that can be made in this study is the use of MALL in the Duolingo application as a learning tool for students to develop their English grammar wherever and whenever they because with MALL media they can learn with one Duolingo media in their hands.
- b. **Teachers;** MALL or a learning tool in this study in the form of Duolingo can help teachers teach grammar skills to junior high school students easily with various features that make it easier to learn grammar and other skills in various languages, especially English.
- c. **Other researchers;** Other learning applications similar to Duolingo can be useful by implementing them in other skills such as speaking and listening because with Duolingo learning tools or other than Duolingo it is easy to use as language learning tools by other researchers to research in terms of language learning and others.

1.5 Limitations of the Study

In this study, the researcher limited this study, namely the use of MALL learning tools with one of the applications, namely Duolingo in improving the grammar skills of 7th-grade students of SMPX in the 2022/2023 academic year. In using Duolingo as a learning tool, this research was carried out online where the researcher formed groups with students as research objects and monitored them in using Duolingo in learning their grammar skills for 1 month, Before they were trained by the researchers to use Duolingo they were asked to do some grammar questions they had learned with the aim that the researchers would know how far they understood the grammatical material and to help them find out their level of English when using Duolingo. Whether their grammar skills have improved and the researcher is more focused on aspects that influence and improve their abilities in learning grammar using Duolingo learning tools through the students' perception.

1.6 Definition of The Key Terms

Several keys to define by this writer in this research are:

- a. **Students' perception**, students' perception is defined as their views and opinions about the Duolingo application which can affect their improvement in learning English. Students' perception is constructed as a result of individual observation toward the use of the Duolingo language application. The perception of students could be positive or negative depending on the students' experience with the use of Duolingo as a

language learning application and their perception after using this application.

- b. Duolingo**, arguably 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.
- c. MALL (Mobile Assisted Language Learning)**, MALL has largely been an interesting field of research for scholars from the beginning of the 21st century. One of the aspects of the MALL which has largely been emphasized in different studies is the mobility of devices that allows users to have unlimited access.
- d. Learning grammar**, learning English, and 4 abilities must be mastered by every student who wants to master English. In addition to the ability to listen, read, write, and speak, there is one grammar skill that must be mastered by every language student because with grammar students can be able to read and perform 3 other abilities properly and correctly and because this grammar is key in understanding a language well, correct and easily understood by everyone. This grammar is also the initial key before mastering the 4 language skills. There are ways or methods of learning

grammar that can help students easily understand the grammar they are learning easily and effectively.

CHAPTER II

LITERATURE REVIEW

This chapter presents the conceptual framework and the previous studies. The conceptual framework contains the concepts of perception, Duolingo, MALL (Mobile Assisted Language Learning), and learning grammar. And the previous studies will explain some research related to the use of Duolingo as MALL for learning grammar.

2.1 Perception

2.1.1 Definition of Perception

According to Devito (2011), perception is a process that makes the observer aware of the number of stimuli or stimuli that affect the senses. Meanwhile, according to Sarwonon (1938), perception is an ability that people have in organizing an observation, and this ability includes the ability to distinguish, group, and focus on something that is being observed. Previous experts, Soraya (2018) argues that perception is a process of understanding or giving meaning or information (stimulus). This stimulus can be obtained by the process of sensing an object, event, or relationships between symptoms which are then processed by the brain.

In psychology, perception can be understood as the study of central processes that provide coherence and unity of sensory input or (*peripheral processes*) (Jon E. Roewecklein, 2014). From several opinions of experts

about perception, it can be concluded that a perception is an act of a person using the senses he has to describe an understanding of what he already knows through the experiences he has felt.

Seeing from some understanding of perception from several experts, it can be understood that perception has a nature where this perception is in the mind of every individual. This perception is also always in the form of knowledge, therefore this perception is not an object but a perceiving person. According to Soraya (2018) that one person's perception is different from others, so what is easy for us is not necessarily easy for others, and what we think is clear may seem confusing to others.

Before the perception process takes place. First, it starts with the sensing process, that is, when the individual receives stimulation through the senses, the ear, hearing, and nose sensing devices are used as the organ of reception, the tongue as a means of taste, the skin, especially the palms, as a means of touch all of which are sense organs used to receive external stimuli, individual. With this, perception is a sensitive tool that connects an individual with the outside world (Yanti, n.d.). So, in the context of this perception, it must be seen and understood how each individual's intra-personal level communicates between individuals by looking more clearly at the nature of the perception itself.

2.1.2 Factors Influencing Perception

Wilson (2000) suggests that several external and internal factors influence perception, including the following:

- a. External factors include *concreteness* or an abstract idea that is difficult to perceive compared to the object itself. *Novelty* is a new thing that is more interestingly perceived than other things. *Velocity*, or rapid acceleration stimulates the emergence of perception quickly and effectively. And *Conditioned stimuli* or conditioned stimuli.
- b. An internal factor that influences perception is *motivation*, motivation will affect people's perceptions such as stimulation to respond to rest. *Interest* is an interesting thing that will get more attention than uninteresting. *The need* is a need for certain things and will be the center of attention. *The assumption*, this can also affect perception according to experience by seeing, feeling, and so on.

According to Walgito (2010), several factors influence student perceptions, and there are two factors, namely external and internal.

Explanation of each factor:

- a. Internal Factors

- 1) Attention. Attention is an important psychological factor because this attention can highlight characteristics of a student, both from within and from outside the individual, which can

help in teaching and learning activities by involving concentration and awareness.

- 2) Interest. Interest is a person's interest in an object outside himself without coercion. The greater a person's interest in the object, the more effort he puts in.
- 3) Experience. Experience is also important because experience can lead to a stimulus that can lead to self-perception, and a good experience will lead to a positive perception of oneself. Something in the future and bad experiences will harm perception.

b. External factors

- 1) Teacher. A good relationship between teacher and students will generate positive perceptions of students in every teaching and learning activity.
- 2) Learning methods. Appropriate and effective learning methods can help students get the lessons given by the teacher easily and understand so that the learning objectives can be achieved and the atmosphere of teaching and learning activities become more enjoyable.
- 3) Subject material. Easy learning materials will cause positive perceptions, and material that is considered difficult will generate negative perceptions.

- 4) Facilities and infrastructure. Complete and well-functioning infrastructure facilities can support the teaching and learning process activities and increase student learning motivation.
- 5) School environment. A conducive school environment that meets health requirements and is comfortable to use for teaching and learning activities can optimally support the teaching and learning process and student development.
- 6) Friend. Good interactions with classmates or colleagues can improve motivation and encourage them to participate in learning in an active and fun way.

2.2 Duolingo

2.2.1 Definition of the App: Duolingo

In learning languages, many applications are provided to learn for students easily through Android in their hands, one of the apps that helps in learning foreign languages is Duolingo. Munday (2015) said that Duolingo is a free app created by Luis Von Ahn and Severin Hacker in November 2011. Its slogan is “Free language education for the world”, users can learn languages for free while simultaneously web translating (Ajisoko, 2020). According to its website, it has more than 30 million registered users. It offers several languages for English speakers as well as others for non-English speakers. This app is a free language-learning application. ”Duolingo is the world's largest online language learning platform. We use science and adaptive learning language techniques for more enjoyable and

effective learning experiences, and we are free. Our application was first recognized as Apple's iPhone App of the 2013 and Google Play's Best of the Best 2013 and 2014.” Duolingo for school guidebook (2016).

According to Duolingo About Us: Approach, (2021); Viberg & Gronlund, (2012) Duolingo offers around 95 languages to learn, and users can also study in languages other than English. In other words, Duolingo users can choose what topics they will study according to the language background they have. The way the Duolingo app works is differentiated in the form and ways of organizing it, and the material system offered in Duolingo is more specific to topics such as food, family, and travel, each topic introduces several grammar and cultural concepts with a mastered class but the material in Duolingo is more about introducing new vocabulary and drills. This Duolingo app looks like a game, but in general, it's not a real game. Because Duolingo is an application that is in the form of a game but has a strong connection with education, especially in learning languages such as English. Duolingo is designed in an attractive way for language learning so that students don't get bored easily with what they are learning and students can work effectively and efficiently with just one hand in the shape of a mobile phone as a MALL.

2.2.2 The Areas of Duolingo

In the desktop version, this app Duolingo has different areas (Munday, 2015):

- a. **The “tree”.** Within this tree, several skills must be completed, each of which is grayed out indicating that the skill has not yet been started to be worked on. Up to red, blue, or green to indicate that learning on Duolingo has started in ability. And the golden color if you have completed and mastered the skills given in Duolingo, but this golden color can change to the previous colors if the Duolingo algorithm determines by reviewing that you have to go to the previous stage because you have forgotten the vocabulary or the time has passed. And to date, Duolingo has not published the tree content, and the only way to find out is to complete the tree itself. And these are the components of the tree:
- 66 Skills. Some examples are Food, Animals, plurals (for starting a node) to Modal Verbs, Subjunctive Past, or Past Imperfect (for more advanced nodes).
 - 329 Lessons. Each skill has multiple lessons, which can range from one to eleven. Each lesson includes about seven or eight words. Each completed lesson gives 10 XP (points).
 - 1571 Words.
- b. **Words:** A list of words that the user has learned or already knows. Every word is accompanied by a power bar, which shows if the word is still strong in your memory or when it's time to practice again, according to the Duolingo algorithm. You can also review these words via flashcards.

- c. **Activities:** Duolingo functions similarly to social networking sites. You can follow other students, and others can follow you. The stream of activity not only shows what you and the people you follow achieve on Duolingo (levels unlocked) but also if you or they have commented on the discussion board. Everyone you follow and you appear on the "leaderboard" list, which displays XP (Duolingo points) you earn every week. It resets every Sunday at 19:00 Eastern Standard Time (United States).
- d. **Discussions:** In this area, users can post discussions on topics of interest. Discussions will also be made if there are questions about any of the activities completed during the lesson, in which case the user can negotiate meaning among themselves. Discussions are divided according to the language you are learning, and there are also general discussion areas, such as the one recently opened to educators (this will be discussed in more detail later). These discussions vote up or down (similar to places like Reddit), so which one is more popular is more visible. It is also an area where Duolingo creators or moderators post important messages to the community.
- e. **Immersion:** This area is for more advanced students. Anyone can upload public documents in any language and the community can start translating them. Users can offer suggestions for better translations or can simply make general comments. Users earn XP points for translating their documents or helping out with other documents that have been

uploaded to the site. They also gain lingots (see below for definitions) if their translation is voted on by another user.

- f. **Lingot Shop:** “Lingots” is the currency Duolingo uses to reward its users. You earn lingots when you complete skill knots or maintain a day streak using this site. Users can also "reward" other users with lingots in the Discussion area. With lingots, you can buy some items, such as a "freeze streak" which lets you skip a day and not miss a streak, some ridiculous outfits for the Duolingo owl (the program's mascot), or, more importantly, in my opinion, a progress quiz, which shows you on a scale of 0 to 5 where you currently stand in your studies.

The mobile version of Duolingo doesn't have as many areas as mentioned above. In mobile, it's limited to Trees and Lingot Shop, though with only Trees and Lingot Shop, you can still see leaderboards there with information about the people you follow. Duolingo can also still tell you about your strokes. You can set a daily goal (minimum 10 XP per day), and the app will send you reminders and notifications if your tasks haven't been completed that day as you agreed upon when you first started learning on Duolingo.

2.2.3 The Advantages and the Disadvantages of Using the Duolingo Application

Using MALL with several applications on mobile phones, one of which is Duolingo, definitely has advantages and sometimes some disadvantages are bound to be encountered in using applications, especially

language learning applications. Here are some of the advantages of using Duolingo:

- Duolingo can help students develop their knowledge of learning, especially learning English.
- Duolingo helps students learn languages in a more fun and interesting way so that learning runs effectively.
- Groves, Hopkins, and Reid (2015) argue that language learning apps are free and promise all kinds of advanced features that can increase student motivation in learning, especially Duolingo.
- Muddin, n.d said that Duolingo can be accessed anywhere and everywhere, and this app can allow students to learn the English language easily.

Another thing with positive impact that can be obtained when learning to use Duolingo, and some negative effects or disadvantages can be obtained when learning to use Duolingo:

- Lack of internet connection can be a big problem to run the app (Mataniati, 2019). For example, maybe some students can easily access a language learner via their mobile phone due to smooth internet flow, but what about students who live far away from the internet and who have difficulty acquiring knowledge of the language through application media on mobile phones?

- Gupta (2020) argues that learning apps often lack features. Although many apps offer language learning, not all of them are of good quality and have complete features to help students in the learning process. The Duolingo app doesn't support video features, even though videos do one of the media that will greatly motivate students in learning a language because with videos students can see, observe, and listen as a whole to what they are learning.

2.3 MALL (Mobile-Assisted Language Learning)

2.3.1 Definition of MALL

As time goes by, many things around change according to the needs of those who need them. Just as technology continues to develop rapidly following the increasing human needs in various ways. One of the very fast technological developments is the development of cellular technology with various features that support the needs of its users. Growing up with the advent of handheld mobile technology is the introduction of useful devices for learning anytime or anywhere (Loewen et al., 2019). Pegrum (2014) said that over the last 15 years, the use of mobile technology has increased rapidly and significantly, mobile internet devices have now exceeded and exceeded traditional desktop and laptop use. with the development of cellular technology, one of which is MALL (Mobile-Assisted Language Learning), in this sense, we take the notion of Kukulska-Hulme and Shield (2008) which state that MALL is the use of smartphones and other mobile

devices technology in language learning, especially in situations where portability and learning lie offers certain advantages.

Learning English previously used a technological device also called CALL, but this CALL has been reproduced into a MALL which makes it easier to learn languages easily. Tai and Ting (2011) said that the technology that adapts language learners from CALL to MALL makes m-learning more varied and more special in form. MALL was developed in a form that is optimal and suitable for language learning, as stated by Shortt et al., (2021) that Mobile-Assisted Language Learning, or MALL is a mobile device technology that focuses on the context of language learners. Many studies on MALL show the benefits of using MALL in language learning in several language skills (Ko & Lim, 2022), such as listening (Salih, 2019), vocabulary (Seibert Hanson & Brown, 2020), reading (Loewen et al., 2019), and writing (Aghajani & Zoghipour, 2018). Ko and Lim, (2022) explained that increasing access to mobile devices such as MALL (Mobile-Assisted Language Learning) can help maximize communication in class as well as communicating during learning.

2.3.2 Effectiveness MALL

Discussing the effectiveness of MALL itself, it is necessary to understand that MALL is a mobile device that helps as infrastructure or media for language learning, especially English. With MALL, learning can be done flexibly and more effectively. Burston (2015) revealed that MALL

makes it possible to deliver learning material anywhere and anytime, and only once can provide learning feedback, this MALL can also support all formal and informal learning, enhance independent or collaborative learning, and assist in providing media coverage in learning. the spread of mobile devices in the world has been widely found such as smartphones, cellular phones, pocket electronic dictionaries, MP3 and MP4 players, iPods, data-travelers, digital cameras, personal digital assistance devices, laptops, netbooks, iPods, tablets, e-readers, and handheld game consoles that can support easier learning and provide greetings for teaching and learning to be done digitally wherever and whenever so that the world becomes a "*mobility*" virtual learning space (Chen, 2017; El-Hussein & Cronje, 2010; Şad & Göktaş, 2014). From the several mobile devices above, it can be seen that mobile devices are now developing in line with the development of science, as well as MALLs which are language-learning tools that assist in language learning. There are several studies from (Vasselinov, 2009) with the Rosetta Stone application and (Vasselinov & Grego, 2012) with the Duolingo application which found that language learning outcomes are favorable for users, leading to the claim that these programs offer equal or greater effectiveness than face-to-face foreign language courses.

2.4 Learning Grammar

2.4.1 Definition of Grammar

Many concepts define what grammar means. Like the opinion of Thornbury (1999) who uses the definition of grammar, which is something that describes a rule that governs words that change from the rules and combinations to become a sentence, this understanding of grammar is obtained from Longman's Active Study. In other words, it can be interpreted that grammar is the science of how a word is combined and arranged into a sentence with a good and understandable arrangement. Therefore, some literature says that grammar is very close to linguistics, such as syntax and morphology, as Thornbury (1999) says that grammar is partly the study of language and what forms (or structures) may exist in a language.

Grammar can also be observed as prescriptive or descriptive. Prescriptive grammar is traditional but nowadays it's quite archaic because it doesn't describe the language as it is used (as descriptive grammar which emphasizes that language change changes permanently. According to Ur (1988), grammar can be defined as manipulating and combining words so that they become longer units of meaning. He also stated that grammar knowledge is very important to learn as a language learner. Woods (1995) points out that writers try to explain grammar, it was already discussed in the 19th century that grammar is divided into four main sections - orthography, etymology, syntax, and prosody.

From several definitions of grammar by several experts, grammar itself is knowledge or knowledge that is very important to learn as a rule in understanding a foreign language, including English. Therefore grammar is also the most concern as a means of using words and some writers also include writing systems in grammar. Therefore, grammar is a very complex material in learning foreign languages, especially English, so grammar is often the starting material taught by a teacher with all different methods and strategies so that students understand and can understand an English reading or expression.

2.4.2 History of Grammar in Learning

At this time English is a language that is used in speaking or expressing an expression that is often used in every international covering country including Indonesia, many researchers are examining how English was taught starting from the same translation as the first time Latin was taught to students. From this, it can be concluded that learning English refers to grammatical rules and translation, and speaking learning plays a secondary role in learning foreign languages, including English.

Richards and Rodgers (2001) describe it later, in the 19th century that there was a Reform Movement against grammar-translation methods that were already established. This movement was launched because of a new need for methods and approaches. Many innovations in language teaching and methods occur and oral proficiency is supported by this reform. In this

case, there are also several authors inspired by that method, where children use their native language for learning (first language acquisition) and many of them also consider teaching language in a context very important. (Richard and Rodgers, 2001) that the linguist Henry Sweet defined the progress of method in language teaching into some steps:

- Selecting the material that should be taught
- Describing the process based on four basic skills in language (speaking, reading, listening, and writing)
- Defining the limits of the subject matter
- Arranging the materials from simple materials into complicated material

At the beginning of the 20th century, new research on language teaching was carried out. Linguists in the US point out that there is no single method that can guarantee excellent results in learning and hands-on the method so popular in Europe was criticized. In the 1920s and the 1930s, the so-called British approach to teaching English was developed and the foundations of *audiolingual* and the theory of the spoken approach were established. Since the 1960s, many new methods and approaches have emerged and each is specific in terms of goals, methods taught, and strategies. And the prolific stage of developing methods and approaches is from the 1950s – 1980s, many new methods and approaches emerged during that period and teachers or language instructors were aware of the fact that choices made suitable and effective methods are essential for quality language teaching.

2.4.3 Types of Grammar

Many linguists remind us that there are different types of grammar, and the difference is about the ways how to describe and analyze the structure and the function of language itself. And there are some definite differences between descriptive grammar and prescriptive grammar. Specialist researchers in descriptive grammar reveal the rules that underline words, phrases, and sentences. While prescriptive grammar is more for editors and teachers to try to enforce the rules that they believe in using the rules of the language.

a. Comparative Grammar

This type of grammar is the study of related languages' grammatical systems and their comparison. A capacity of language that gives an explanatory basis for how a human being can learn a first language" is the focus of current comparative grammar research (R. Freidin, 1994).

b. Generative Grammar

Generative grammar is a model of the psychological system of unconscious information that underpins a speaker's capacity to create and interpret utterances in a language and is known as a theory of competence (F.Parker and K. Riley, 1994).

c. Metal Grammar

The in-brain generative grammar that a speaker uses to create a language that other speakers can understand.

d. Pedagogical Grammar

Grammar instruction and analysis tailored to second-language learners. The term "pedagogical grammar" is ambiguous. The term is frequently used to refer to (1) pedagogical process, which is the explicit treatment of target language system components as (part of) language teaching methodology, (2) pedagogical content, which is information about the target language system presented in reference sources of various kinds, and (3) combinations of process and content.

e. Universal Grammar

The intrinsic set of categories, procedures, and principles that underlies all human languages. A theory of the organization of the learner's initial mental and cognitive state, or a theory of the human faculty for language, can be derived from the linguistic principles of Universal Grammar when seen collectively (S. Crain and R. Thornton, 2000).

2.5 Review of Previous Studies

There were several previous studies regarding the use of mobile applications or MALL in learning English that researchers made references to, from several studies the researcher took 4 studies. First, (Fadda & Alaudan, 2020) investigated the effectiveness of using Duolingo as a MALL for learning English in a TESOL classroom in the Saudi Electronic University SEU which used a blended learning system. Eighty people who

actively took part in the study are represented in the data. The participants were split into two groups: experimental and control; the experimental group used Duolingo with online learning, while the control group was expected to adhere to the standard teaching methods of online learning and in-person instruction. The research is experimental and quantitative. By creating a traditional quantitative technique to determine the efficacy of Duolingo's use in English language instruction in a TESOL classroom, the study issues were addressed. The study's quantitative analysis reveals that students who combined Duolingo with online learning scored higher on tests of vocabulary growth, simple grammatical sentences, and English fluency. And the result of this study showed that Due to the ease of use, gamification, and diversity of activities offered by Duolingo, users found it to be a fun way to learn new languages. A contrasting outcome was shown in pronunciation when students who used conventional techniques performed better. According to the report, Duolingo is an essential tool for learning in TESOL classes.

The second study (Utami, 2020) is titled Students' Perceptions about Using Duolingo as a language learning application for Learning English. It studied how students' perceptions used Duolingo as a medium for learning English. In this study, 23 students were studied using quantitative methods using open and closed questionnaire instruments. And the results of this study found that the use of Duolingo in learning grammar is very helpful for students and has a positive impact, such as; the students being more

motivated in the learning process; getting the opportunity to be more active; very influential in learning; more understand the learning material; make students practice more and apply their language skills in daily life and several aspects of learning English have improved after using Duolingo, including they can memorize vocabulary easily, memorize grammatical rules and pronunciation.

In the third study (Ajisoko, 2020) titled *The Use of Duolingo Apps to Improve English vocabulary learning*, in this study the researchers examined the use of Duolingo as an application in learning English, especially vocabulary at Borneo University of Tarakan. This study used a pre-experimental quantitative method with instruments in the form of tests and questionnaires which were distributed to 10 sample students after they were asked to use Duolingo for 30 days with regular use of Duolingo (20xp per day). And the results of this study found that students' abilities in vocabulary increased and it is hoped that in learning English in other abilities they can use application media with hand forms.

The fourth study (Jaelani & Sutari, 2020) titled *Students' Perception of Using Duolingo as a Media in learning vocabulary* focuses on knowing students' perceptions of using Duolingo as a medium in the form of a learning application and learning vocabulary, this study used a qualitative method with two instruments, namely a questionnaire and interviews submitted to 30-second graders of junior high schools. and the results of this study found that they gave a good perception of using Duolingo and they

preferred to use media like Duolingo in learning vocabulary, and the positive impact that was obtained in using Duolingo in learning English, especially vocabulary was that they understood the material more easily, more excited, and motivated in learning.

The four previous studies what has been described more focused on how Duolingo can improve students or students in learning of English in general and vocabulary skills and their perceptions about using Duolingo as a medium for learning English, Therefore, in this study, the researchers used the subject of English language skills in the form of the language ability of junior high school students at SMP. X and this research are also more directed to how students' perceptions after using the Duolingo application as a learning grammar and Duolingo as a medium in mobile devices by referring to qualitative methods.

CHAPTER III

METHODOLOGY

This chapter explains and provides information about the research methodology of this research. It consists of detailed descriptions of the research design, the subject of the study, the research instrument, data collection, and data analysis.

3.1 Research Design

The researcher used qualitative methods. Qualitative research is research that places more emphasis on the process analysis of inductive thinking processes related to the dynamics of the observed natural phenomena relations and with scientific logic (Gunawan, 2017). The goal of qualitative research is to comprehend phenomena that study respondents encounter descriptively, such as behavior, perceptions, motivations, acts, and so forth (Sidiq et al., 2019). According to Flick (2009), research uses a specific qualitative approach to studies relevant to social relations which relate to facts and the pluralization of the world of life.

The researcher used qualitative research which is descriptive-analytic in which the data obtained such as the results of observations, interviews, or document analysis were compiled by researchers at the research location and not outlined in the form of numbers (Gunawan, 2017). Gunawan (2017) also said that the results in descriptive research data in the form of an explanation of the situation under study are presented in the form of a narrative.

3.2 The Subject of the Study

The subjects were 30 students from grade 1 SMPX for the 2022/2023 academic year. 30 students were randomly selected to become research subjects for about a full month to practice and apply Duolingo as one of the MALLs in learning English at school. The researcher chose students or subjects to be studied randomly to know how their English skills were, especially in grammar abilities, with their different backgrounds. The reason the researcher chose the first grader students of SMP X as objects in this research were:

- a. The level of English language proficiency was still at a basic level, at the beginning of the pre-research the researcher asked about their English grammar ability, and the teacher explained that many of them still memorized some everyday vocabulary and basic English tenses such as the simple present tense.
- b. In the pre-research conducted by the researchers, the researchers found that teachers teaching English grammar used traditional methods without using technology-based media in class so there were some students who sometimes still found it difficult to understand teaching in class.
- c. Almost 90% of the students already understand the use of technology in learning inside and outside the classroom it can be seen that more than half of the students in the class use cell phones, in which there are several applications that they use in learning. But, teaching teachers still use some traditional media, therefore researchers want to try to apply the use of media as their learning tool in learning English, especially in grammar skills.

For some of the reasons above, the researcher wanted to find out how their experience was when using Duolingo as a learning medium for technology-based brands on mobile phones to learn grammar in class or outside of class after being trained for 1 month. And the researcher got different data by using interview instruments and questionnaires asking about their experiences while using the Duolingo application.

3.3 Research Instrument

The researcher used two primary instruments, the first instruments are questionnaires and interviews, and the one-second instrument is documentation. Although in essence according to Sidiq (2019), the main instrument in research is the researcher herself because the researcher is the one who can determine what topics, instruments, or tools are, and how to collect data and manage it. So, the researcher becomes the main instrument assisted by several other instruments such as questionnaires and interviews

The researcher used a questionnaire to collect data by gathering answers to the object under study briefly. The researcher could gather information from respondents and usually comprises some topic-related written questions. According to Babbie (2008), a questionnaire is described as a collection of questions and other things intended to elicit relevant data for the study. The interview that will be given to the research object is in the form of several questions orally related to their experiences using the Duolingo application as a MALL medium in learning grammar. The interview here is not just a formal question but is preceded by several informal questions because interviews in

qualitative research are conversations that have a purpose and are led by several informal questions (Gunawan, 2017). In addition to conducting questionnaires and interviews for data collection, the researcher will use documentation instruments by documenting their activities using the Duolingo application in learning grammar in the form of photos or videos.

3.4 Data Collection

Collecting data from various sources, qualitative research data is obtained from data sources using data collection techniques that can be grouped into two categories, namely methods that are interactive and non-interactive (Mantja, 2007). Sidiq (2019) states that collecting data in research is one way to obtain data in the field so that research can lead to discoveries or theories. In collecting data this study used questionnaires and interviews as means of obtaining valid data from the object studied and documentation instruments to obtain additional data.

In this study, the researcher conducted research for about one full month with details every first week to test how well they understand grammar before using the Duolingo application and learning the Duolingo application, the second week by asking them to use the application and start working on the questions in it, The third week is still the same as the second week, and in the last week, the researcher asks students to fill out a questionnaire and interview.

a. Questionnaire

According to Fahrudin (2020), the questionnaire is a tool to collect information or data by submitting several written questions to be answered by respondents in writing. Questionnaires have been given to respondents in the form of closed questions with 5 choices of answers such as SDA (strongly disagree), DA (disagree), N (neutral), A (agree), and SA (strongly Agree) so that respondents only chose one of the answers provided. The types of questions have been given to respondents were more focused on their knowledge and experience while using Duolingo as a media that helps brands in learning grammar with seventeen questions, and this questionnaire would be adapted from the previous studies by Jaelani and Sutari, (2020). Questions 1-5 about the effective media for learning English especially grammar, 6-9 about the disadvantages of Duolingo, 10-11 about student's interest, 12-15 about the advantages of Duolingo, and 16-17 about student's motivation.

b. Interview

Gunawan (2017) stated Interviews conducted by researchers with subjects or respondents aim to obtain information from one side so that an asymmetry must appear and the researcher is more directed at discovering the feelings, perceptions, and thoughts of the respondents. In this study, the researcher will conduct face-to-face interviews with respondents by asking about 5 in-depth questions about their experience

using Duolingo, so that researcher can find out in-depth and valid information or data from respondents.

Instrument Validation

In this research the researcher use two primary instruments which were validated by an expert validator, Mr. Langgeng Budianto, M.Pd who has an expert in English learning at the English Education Department of Maulana Malik Ibrahim State Islamic University Malang. The instrument used in this research was adapted from the research by Jaelani (2020) one of the previous studies in this research, the draft of the instrument is given on February 25th, 2023. The draft of the instrument contains two instruments the first is a questionnaire which has 17 questions and the second instrument is the interview which has 5 questions.

The research used took the questionnaire from the previous studies by grouping some questions which there are some points for answering the research questions, from the 17 questions were divided into five points. Questions 1-5 about the effective media for learning English especially grammar, 6-9 about the disadvantages of Duolingo, 10-11 about student's interest, 12-15 about the advantages of Duolingo, and 16-17 about student's motivation.

3.5 Data Validity

For the validity of the data, the researcher used triangulation. Where this triangulation is a technique for checking data from various sources in various ways and at various times (Bungin, 2014). Triangulation is used by the researcher using triangulation techniques in which researchers use different

techniques such as interviews, questionnaires, and documentation to obtain data from the same source.

3.6 Data Analysis

Data analysis is a search or tracking of patterns, in qualitative research data analysis the determination of the parts, the relationship between studies, and the relationship to the whole is determined by systematic testing (Spradley, 1979). Data from questionnaires and interviews have been examined in this study to produce research findings. Data is then provided in a descriptive format.

3.6.1 Questionnaire

The researcher used the formula stated by (Sudijono, 2018) to examine the data from questionnaires:

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

Annotation:

P: Percentage

F: Frequency of answer (the number of students who answer)

N: Number of samples (the total participation)

3.6.2 Interview

The researcher used the interactive online tool to examine the data from interviews by (Miles & Huberman, 2014) theory, which divided data analysis into three steps, specifically:

a. Data Reduction

Data reduction involves picking, concentrating, reducing, and abstracting. Considering all the evidence that backs up the research findings, deleting unimportant things and documenting the data during the fieldwork phase of data collecting. The researcher then collected data reduction by collecting data and information about the subject by concentrating on the crucial details. The data will be then organized and summarized by the researcher.

b. Data Display

The data that has been reduced, next step is to present the data as a set of structured information and provide the possibility of drawing conclusions and data collection (Miles & Huberman, 2014). According to how the problem is formulated, researchers categorize similar things into groups. To make the data offered in this study more thorough, organized, and understandable, additional tables have been included.

c. Conclusion drawing or verifying

Concluding is the result of research that answers the focus of research based on data analysis (Gunawan, 2017). At this point, the researcher went back and reviewed each step of the study process,

including data reduction based on interviews, fieldwork data research, and processing preliminary results to conclude.

CHAPTER IV

RESEARCH FINDING

This chapter presents the data collected from the questionnaire and interview, which are contained in two parts. The first is research findings and discussion to answer the three research questions in this study.

4.1 Research Finding

4.1.1 Students' Perception toward the Use of Duolingo as a MALL

The researcher presented the data that had been taken from two instruments that researchers used, namely questionnaires and interviews were distributed to the object of this research to 30 student 7th-grade students of SMP X, in research on student perceptions of using Duolingo as a medium in grammar learning. The researcher gave several questions contained in one questionnaire with a total of 17 questions with 5 alternative answers and 5 interview questions to 5 student samples who were asked about their experiences after using Duolingo for half a month in and out of class.

In distributing questionnaires to students, the researcher divided them into 5 aspects that answered the three research questions desired in this study. And to answer the first research question about students' perspectives on Duolingo as a media or MALL in learning grammar, the researcher described two aspects namely the effective media for learning and student interest in using Duolingo as a media in grammar learning.

a. The Effectiveness of Media for Learning Grammar

The table below showed the percentage of students viewing the aspects of the effectiveness of Duolingo as a medium in grammar teaching (see Table 4.1).

Table 4.1: The effectiveness of media for learning aspect questionnaire

No.	Statement	Alternative Answer					Total
		SDA	DA	N	A	SA	
1.	<i>Duolingo is easy to use for English learning</i>	-	-	16,7%	36,7%	46,7%	100%
2.	<i>Duolingo is easy to use to learn English grammar</i>	-	3,3%	13,3%	46,7%	36,7%	100%
3.	<i>Duolingo can be accessed anywhere and anytime to learn English</i>	-	3,3%	13,3%	50%	33,4%	100%
4.	<i>English grammar questions in Duolingo are easy to understand.</i>	-	-	43,3%	43,3%	13,4%	100%
5.	<i>Interesting English grammar questions in Duolingo</i>	-	-	23,3%	53,4%	23,3%	100%

In the aspect of the effectiveness of Duolingo as a tool in grammar learning, students were given a statement and had to answer it based on their experiences using Duolingo. The first statement is "*Duolingo is easy to use*

for English learning". It shows that 40 students with the percentage (46.7%) of students agreed, 11 students (36.7%) agreed and 5 students (16.7%) disagreed with the statement, and (0%) disagreed and (0%) strongly disagreed. So, it can be concluded that students feel Duolingo is an easy application or media that can be used already in grammar learning.

About "*Duolingo is easy to use to learn English grammar*" students chose to strongly agree with the stated percentage of 11 students (36.7%), 14 students (46.7%) agreed, 4 students (13.3%) answered neutral to the statement, compared to students answering disagree with the percentage of one student (3.3%) and 0% for strongly disagree. In the second statement with such a percentage exposure, most students feel that Duolingo is an application or medium that is easy to use also in learning grammar material and they use it as their learning media at school or home.

In the third statement, "*Duolingo can be accessed anywhere and anytime to learn English*" 15 students (50%) agreed that Duolingo can be used anywhere and anytime, 10 students (33.4%) strongly agreed and 4 students (13.3%) chose neutral that Duolingo can be used or accessed anywhere and anytime, in contrast to the majority of students with a percentage of one student (3.3%) students chose to disagree that Duolingo can be used anywhere and anytime and 0% strongly disagreed. From these percentages, it shows that most students can access Duolingo as their English language learning media, especially grammar, anywhere and

anytime, but there are also a few who feel that Duolingo cannot be accessed anywhere and anytime they are as their learning media.

The fourth statement “*English grammar questions in Duolingo are easy to understand*” The percentage who chose neutral and agreed with the statement was the same at 13 students (43.3%), 4 students (13.4%) chose strongly agree with the statement, while 0% chose to disagree and strongly disagree with the statement that the questions or language games presented in Duolingo are easy to understand. It shows that students feel that the questions or games they play in Duolingo are easy to play in some way, where some of them answered that they neutrally felt that the questions in Duolingo were easy to play but they also did not feel that the questions were very easy for them to do.

And the last statement of the effectiveness of Duolingo as media for learning grammar “*Interesting English grammar questions in Duolingo*” Students chose the answer to agree the percentage of 16 students (53.4%), 7 students (23.3%) for the answers strongly agree and neutral answering the statement, and a percentage of 0% chose answers to disagree and strongly disagree. The largest percentage in choosing the statement with an agreed answer shows that most students feel that Duolingo is an interesting application in terms of questions or games that they play in learning grammar. However, some feel that Duolingo is the same application as other applications.

Based on the five statements provided to students, not all students felt the effectiveness of the Duolingo application as a medium for learning English grammar, where 15 students answered neutrally which showed that they did not feel that the questions in Duolingo could be easily understood by them and they also felt that the questions they found in Duolingo is not much different from what they get in classroom learning. and 2 students gave negative perceptions by assuming that they did not feel that the questions in Duolingo were easy but they also found difficulties in some questions and they gave the perception that for them Duolingo could not be fully used anywhere and anywhere to learn English because of their difficulties in using it is not like other games-based learning applications.

b. Student Interest in Using Duolingo as a Media Grammar Learning.

Table 4.2 below showed the percentage of students answering the questionnaire about their interest in the Duolingo application (see Table 4.2).

Table 4.2: Students' Interest Aspect Questionnaire

No.	Statement	Alternative Answer					Total
		SDA	DA	N	A	SA	
10.	<i>I am interested in learning using Duolingo because it makes it easier for me to understand English grammar well</i>	-	-	26,7%	43,3%	30%	100%

11.	<i>Learning using Duolingo allows me to be more effective in learning.</i>	-	-	23,3%	63,4%	13,3%	100%
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In the aspect of student interest in using Duolingo as a learning medium, the researcher only provided two statements that must be answered with alternative answers according to what they experience while using Duolingo in the classroom or outside the classroom. The first statement is *"I am interested in learning using Duolingo because it makes it easier for me to understand English grammar well"*. 19 students a percentage of (30%) chose to strongly agree with the statement, 13 students (43.3%) chose to agree, 8 students (26.7%) chose to be neutral in answering the statements given, and 0% chose to strongly disagree and disagree with the statements given to them. Some of the percentages above showed that students feel interested in Duolingo as a medium for learning their grammar because it is easily understood by those who are on Duolingo so that they can easily understand the grammar material they are learning.

The second statement is *"Learning using Duolingo allows me to be more active in learning"*. 19 students with the biggest percentage (63.4%) chose to agree with the statement, 4 students (13.3%) strongly agreed, 7 students (23.3%) were neutral while 0% chose to disagree and strongly disagree with the statement. It can be concluded from the above percentages that almost half of the students in the class studied felt that

they were more active in learning English because of their use of Duolingo. But, 7 students answered neutrally by giving the perception that Duolingo did not fully allow them to be active in learning because for them Duolingo was an application that helped them in learning just like other media.

c. Students' Perceptions of the Effectiveness of Duolingo Based on Interviews

In addition to the questionnaire given to students to answer the research, the researcher also gave several questions in the interview to validate the five samples as a confirmation of their answers which they had answered in the questionnaire. The interview results were presented that students gave a positive perspective with Duolingo which helps students in understanding a grammar problem in English. They stated that with Duolingo they felt more diligent and enthusiastic in learning or studying grammar material that they did not understand and knew before. These results were obtained from several students answers that were given questions that in the excerpt the student answers showed *"Duolingo is an application that helps me to understand English because with Duolingo I can understand some grammar material easily and quickly"*. (See appendix v).

Regarding the effectiveness of Duolingo used by the students during learning as a medium in learning grammar. The interviewee

performed differently in producing their minds, students answered with some of their perceptions that they felt the effectiveness of Duolingo when used with the ease the questions in Dulingo are easy to use and the many features that help them and the students also felt that Duolingo was an effective learning application where they could find it easy to use it to learn English, especially grammar material which they could not understand before. But, they also felt that they are constrained in terms of internet connection. The results that the researchers got from the student's excerpt answers *"During the period of studying grammar with Duolingo, Duolingo was very effective to use but sometimes there were problems with the internet connection."*

4.1.2 The Advantage and Disadvantages of Duolingo

a. The Advantages of Duolingo

Table 4.3: The Advantages of Duolingo

		SDA	DA	N	A	SA	
12.	<i>With Duolingo, I can learn English grammar at home easily.</i>	-	-	20%	43,3%	36,7%	100%
13.	<i>Learning using Duolingo makes me aware of new grammar materials</i>	-	-	20%	60%	20%	100%
14.	<i>Learning with Duolingo made me love grammar lessons.</i>	3,3%	3,3%	53,4%	36,7%	3,3%	100%

15.	<i>Learning to use Duolingo allows me to apply my English grammar skills in my daily life.</i>	-	6,7%	43,3%	40%	10%	100%

When the question "*with Duolingo, I can learn English grammar easily anywhere and anytime*". 11 students (36.7%) answered strongly agree with this statement, 13 students (43.3%) the percentage of students who answered agreed with the statement, 6 students (20%) answered neutral to the statement, and 0% for those who answered strongly disagree and disagree. From this statement, it was shown that students were helped by Duolingo which made it easy for them to learn English easily anywhere and anytime.

In line with a question about "*Learning using Duolingo makes me aware of new grammar, and materials*". 6 students (20%) answered strongly agreed with the statement given, 18 students (60%) who chose the answer agreed, 6 students (20%) who chose neutral, and 0% who chose the answer strongly disagree and disagree. The presentations presented showed that students gave positive choices where they felt that using Duolingo helped them get and learn new grammar material.

The next question given about "*Learning with Duolingo made me love grammar lessons*", 1 student (3.3%) chose to strongly disagree, one

student (3.3%) chose to disagree, 16 students (53.4%) chose neutral, 11 students (36.7%) agreed, one student (3.3%) chose to strongly agree with the statements given regarding the Duolingo application they use. And from the percentage of students who answered this statement, it was shown that more than half of their students felt they preferred grammar lessons because of Duolingo which helped them in their learning process, although there were still some who didn't like what they were learning because of some of the obstacles they felt while studying grammar.

The statement given about "*Learning to use Duolingo allows me to apply my English grammar skills in my daily life.*" 3 students (10%) chose to strongly agree, 12 students (40%) agreed with the statement, 13 students (43.3%) chose to be neutral on the statement, 2 students (6.7%) disagreed with the statement, and 0% chose to strongly disagree. The statement given showed that the majority of students use their grammar skills when carrying out their daily activities but 13 students gave a neutral perception that they used English grammar daily because for them using English grammar required a long learning time. And in the aspect to their love for grammar lessons, there are almost half the number of the students in the class gave a neutral perception that learning grammar in Duolingo it's just like learning grammar in class and the questions given in Duolingo are almost the same as the questions that exist like learning in class.

The researcher also gave interview questions to students regarding whether they used English in their daily life because they were motivated after using Duolingo. Students' perceptions showed a positive attitude. They felt motivated because they want to re-learn or repeat the material provided in Duolingo and practice or use some of the vocabulary and some simple tenses that they have learned in Duolingo. The researcher got answers to this in the students' answers to the questions given *“With Duolingo, I am motivated to use English in my daily life and I can distinguish between words or sentences that I should use in everyday life”*.

b. The Disadvantages of Duolingo

The disadvantage of Duolingo is presented with the percentage of students answering the interview and questionnaire that has been given to answer several statements. Table 4.4 showed that Duolingo's disadvantages refer more to the difficulty of the internet connection used on the mobile device they use.

Table 4.4: Disadvantages of Duolingo Aspect Questionnaire

No.	Statement	Alternative Answer					Total
		SDA	DA	N	A	SA	
6.	<i>Duolingo in learning English grammar is boring</i>	26,7%	43,3%	30%	-	-	100%

7.	<i>Duolingo is less useful for learning English grammar</i>	40%	53,4%	3,3%	3,3%	-	100%
8.	<i>Duolingo is difficult to use if there is no internet connection</i>	-	6,7%	30%	36,7%	26,7%	100%
9.	<i>Duolingo makes it difficult for me to learn English grammar.</i>	50%	46,7%	3,3%	-	-	100%

For the first statement "*Duolingo in learning English grammar is boring*", 8 students chose to strongly disagree a percentage of (26.7%), 13 students chose to disagree with a percentage of (43.3%), 9 students chose neutral (30%), and 0% chose to agree and strongly agreed. With this statement that Duolingo is very boring and the results of filling out the questionnaire with the percentage mentioned above, all students felt that Duolingo did not make them bored to play and they feel that Duolingo is an interesting learning medium for them.

The next statement related to "*Duolingo is less useful for learning English grammar*". From the statements given, students chose different answers to what they felt when using Duolingo. 12 students (40%) claimed to answer strongly disagree, 16 students (53.4%) chose to disagree, 1 student (3.3%) chose neutral statement, with the same percentage 1 student (3.3%) of students chose to agree, and 0% for those

who answered strongly agreed. The data described that students felt the benefits of using Duolingo when they used it for two weeks as a medium for learning grammar. Although there are still some students who haven't felt the benefits of the Duolingo application, most of them perform positive values towards the Duolingo application.

The third statement is "*Duolingo is difficult to use if there is no internet connection*". 8 students (26.7%) chose to strongly agree with the statement, 11 students (36.7%) agreed with the statement, 9 students (30%) chose neutral, 2 students (6.7%) chose to disagree, and 0% strongly disagreed. In the statement above regarding the internet connection that is used to play games in Duolingo, many of the students feel that the absence of an internet connection that they have will have an impact on them when playing Duolingo because this Duolingo application requires an internet connection to do this. However, with the problem of internet connection, there are a handful of students who don't mind this.

While asking about "*Duolingo makes it difficult for me to learn English grammar*". The result demonstrated that 15 students (50%) strongly disagree, 14 students (46.7%) disagree, 1 student (3.3%) are neutral and 0% agree and strongly agree. Regarding the statements given regarding the difficulty of learning grammar using Duolingo, students with the same number of students in a class felt that they sometimes felt bored or not depending on their feelings when learning grammar with

Duolingo, which was the same as learning using other applications or media. In terms of internet connection, students in the class also felt that connection is not a serious problem for them when using Duolingo, because they can also use grammar learning using other media.

The researcher also provided statements regarding how they think the Duolingo application is problematic when used from the questions given 4 students answered that they gave a negative perception that Duolingo could not be used in the absence of an internet connection, but there was one student who answered that an internet connection was not a problem in using Duolingo. Therefore, it can be concluded that for some students internet connection problems are not a serious problem when they use Duolingo. This was found by researchers in excerpt student answers *"Duolingo is easy to use to study and learn grammar and I have no problems when using it"*.

4.1.3 Students' Motivation for Using Duolingo

In addition to providing feedback and interviews related to the effectiveness of Duolingo to students, the researchers also provided questionnaires and some questions regarding student motivation after using Duolingo whether it increased or not.

Table 4.5: Students' Motivation Aspect Questionnaire

No.	Statement	Alternative Answer					Total
		SDA	DA	N	A	SA	
16.	<i>I feel more motivated to study using Duolingo</i>	-	3,3%	33,3%	46,7%	16,7%	100%
17.	<i>Duolingo makes me more excited to learn English grammar.</i>	-	3,3%	40%	43,3%	13,4%	100%

Table 4.5 indicated that using Duolingo could make the students motivated based on the questionnaire. And in this questionnaire, two statements must be answered by respondents, the first statement is "*I feel more motivated to study using Duolingo*", 5 students answered strongly agreed (16.7%), and 14 students chose to agree (46.7%), 10 students (33.3%) for those who chose neutral and one student (3.3%) chose to disagree, and the percentage of 0% who choose strongly disagree. The percentage above shows that students feel motivated to be more active in learning English, especially grammar after using the Duolingo application.

The second or last statement "*Duolingo makes me more excited to learn English grammar.*" It can be performed that the percentage of 4 students who chose to strongly agree was (13.4%), 13 students chose to agree (43.3%), and 12 students (40%) chose neutral and one student chose to disagree 3.3%, percentage of 0% for those who chose strongly disagree. The percentage above shows that students felt excited and motivated to

continue learning English with Duolingo for several reasons, like Duolingo is an interesting application, although there were still a few students who don't feel motivated or excited after using Duolingo or some students answered neutrally that they were not very motivated after using Duolingo because they felt that Duolingo was the same as what they learned in class.

Students were also given a question in the interview about their perception after using Duolingo, From the students' answers after using Duolingo, all students gave positive perceptions where they felt after using them they were more diligent in learning English grammar and were motivated to use some of the simple tenses they had learned in Duolingo. However, the thing about the internet connection made the two students who answered had difficulty using Duolingo. Such results can be in the student's excerpt answer *"After using Duolingo I feel that grammar students learn easily and interestingly thanks to Duolingo and I am motivated to continue learning grammar"* and *"I enjoy using Duolingo because it's very interesting and there are lots of pictures so I enjoy using it as a medium for learning grammar, but I'm bothered by the internet connection I have when it's finished I can't use Duolingo"*.

4.2 Discussion

In this discussion, the results of research findings have been taken from the distribution of questionnaires with 17 questions for 30 SMPX students and 5 questions for 5 students as samples in the study. In answering the first research question about students' perceptions of Duolingo media as a learning medium,

many students had differences in answering the questionnaire given with different perceptions according to what they understood about an experience they had experienced (Soraya, 2018). Perceptions given by students regarding the experiences they experienced while using Duolingo were influenced by internal and external factors experienced by them with several factors (Wilson, 2000).

The effective aspect of this Duolingo media as a language learning media in handheld telecommunications (Kukulska-Hulme & Shield, 2008). Students provide answers to the questions that they performed a positive perception toward the use of Duolingo as MALL. They gave a positive perception of the Duolingo language that was easy to use according to their experience (Walgito, 2010). Besides that, Duolingo is easy to use and makes learning more special and varied (Tai & Ting, 2011). Duolingo as one of the applications in mobile phones as a language learning tool is also easy for them to use wherever and whenever they like with proof of the questionnaire answers given to them with positive answers (Burston, 2015). Students also gave a neutral perception where they did not feel that the questions in Duolingo were easy for them to understand because they thought those questions were the same as what they found in the English grammar lesson in the class.

In terms of their interest in using Duolingo, they showed a positive response to using Duolingo where this aspect of interest is one of the internal factors that occur when students explain their perceptions or experiences of using something (Walgito, 2010). The results of the questionnaire given to

students regarding their interests stated that the application helped them learn grammar and made them active in everything they had learned. Students' interest has a positive impact because they have used Duolingo which helps them towards learning English, especially in better grammar skills. But, some students gave perceptions that Duolingo did not make them feel more active in learning English grammar because they felt that Duolingo was an application in the form of games that is the same as the other learning application.

In using an application on a mobile phone, there are many positive and negative sides, in the case of using the Duolingo application which is used in English language teaching for junior high school students. Where in using Duolingo for one month during the training period they found several positive and negative sides. Their response to the Duolingo application varies according to how they feel, most of them have positive perceptions of the use of Duolingo is to use wherever and whenever according to their conditions and Duolingo makes it easy for them to learn English easily (Mudin, 2018). Besides being easy to use anywhere and anytime, Duolingo also helps students get used to being active in using English in their daily life. Where in the results of the interviews conducted with the five students all of them answered that after using Duolingo they felt motivated to actively speak English by using a little English or using some of the vocabulary obtained in Duolingo and teaching students what they had learned. The various features available in Duolingo make positive things for its users to be motivated in learning (Groves, Hopkins & Reid, 2015).

The negative side of advantages that students performed when using Duolingo is also obtained by them, where most of them feel that what they are worried about when using applications that are on a handheld is the lack of internet so which interferes with their learning use Duolingo. Where almost all brands are concerned about this internal connection can create big problems that can interfere with their use of learning time (Mataniati, 2019). The disconnection of the internet connection, if they don't have an internet quota on their cellphone, doesn't only happen to the Duolingo application but can happen to other applications that require an internet system to play it (Gupta, 2020). But, some students did not care about the internet connection as a problem in their learning to use an application.

Motivation is an important factor in perception because with motivation students will get a stimulus to respond to an experience that they have done (Wilson, 2000). All students who were asked several interview questions by the researchers in this study felt that they were motivated to use the English language and some grammar tests they had learned because Duolingo is an interesting application for them and an application that is free to use to study wherever and whenever they want. (Munday, 2015). The attraction or excitement of this Duolingo application makes students have a positive perception of using Duolingo, and another factor is the ease with which the Duolingo application can be used by students and the form of the application contained in a mobile phone which helps maximize learning communication inside the classroom and outside the classroom (Ko & Lim, 2022).

CHAPTER V

CONCLUSION AND RECOMMENDATION

In this chapter, the research presents the conclusion of the study and recommendations for the next studies.

5.1 Conclusion

In this conclusion, the research has answered three research questions based on the result of filling out the questionnaire and conducting an interview with the students. Most of the students gave positive perceptions of using Duolingo as a learning media for them based on two aspects, the first was the effectiveness of the media and students' interest in the media. In terms of the effectiveness of Duolingo media as grammar learning media, they agreed that Duolingo is easy to use anytime and anywhere and it is also easy to use for learning grammar as well as several features in Duolingo that make it easier for them to understand existing grammar learning based on a game. In the aspect of students' interest in MALL such as Duolingo, students had a positive perception of using Duolingo. They felt attracted to this Duolingo media because of the convenience of Duolingo and the features presented which can help them learn easily and efficiently they thought positively that with Duolingo they were more active in learning English more specifically in learning grammar inside and outside the class. And it helped them to complete some material that they did not understand before.

The use of media revealed positive and negative sides, especially in the learning media used by students. Using Duolingo provided students with a positive

perception, they felt that learning grammar is more accessible and understandable to them with Duolingo. Another positive thing they also felt was that with Duolingo they felt more curious about English grammar materials. With Duolingo, students also felt that they were starting to like grammar and Duolingo also helped them to practice English in their daily activities, especially grammar, such as being able to distinguish between words, sentences, and the use of several simple tenses in the class and daily activities. On the other positive side of Duolingo, students demonstrated a slightly negative perception that Duolingo is a media form and an interesting application for them. But, there were internet connection problems that students felt if they didn't have a network caused by the lack of quota or Wi fi connection they had for their internet connection activate the Duolingo application as their media in learning. And this made it difficult for them to use Duolingo if they didn't have an internet connection on their smartphone or other devices.

The aspect that increases after students used the Duolingo application was that they were more motivated to study grammar more diligently and they felt more excited about learning grammar. They also had a positive perception of what they experienced after using Duolingo where they felt that Duolingo helped them to understand grammar materials that were not previously understood. They understood and the students also thought that Duolingo was an interesting application with various pictures and features for learning grammar.

5.2 Recommendation

Based on the conclusions of the researcher above that, all students have a positive perception of their experience in using Duolingo because it is easy to use

anywhere and anytime without any limits on using it. Students also admit that they are more motivated to learn new things after using Duolingo, but they feel difficulties in terms of internet connection when they are using Duolingo. The role of teachers and schools, in this case, is very necessary to facilitate students in using their learning applications or tools at school and understand the needs of students with need analysis which is also carried out before learning using an application or new media to know what the needs, abilities, and shortcomings of students are in several aspects. And suggestions for further research can examine the effectiveness or perceptions of students and teachers in the use of other technology-based learning applications such as BuSu and Memerise which are the same as Duolingo as a whole with a wider sample which is more interesting for students to be more motivated and interested to continue learning in all language training especially English so that the benefits of research can be used in several aspects of English learning abilities broadly for teachers or students.

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Appendix I

QUESTIONNAIRE

ANGKET PENELITIAN

**“PERSEPSI SISWA DALAM PENGGUNAAN DUOLINGO SEBAGAI *MALL*
(*MOBILE ASSISTED LANGUAGE LEARNING*) DALAM PEMBELAJARAN
GRAMMAR DI SEKOLAH MENENGAH PERTAMA”**

Identitas Responden

Nama :

Kelas :

Petunjuk Pengisian:

1. Bacalah semua pertanyaan dengan teliti dan cermat
2. Pilih salah satu kriteria yang sesuai dengan pendapat anda, dengan cara memberi tanda (v) pada salah satu kriteria skor
3. Keterangan kriteria skor:
STS : Sangat tidak setuju
TS : Tidak Setuju
BS : Biasa saja
S : Setuju
SS : Sangat setuju

NO	Pernyataan	STS	TS	BS	S	SS
1.	Duolingo mudah digunakan dalam pembelajaran Bahasa Inggris <i>Duolingo is easy to use for English learning</i>					
2.	Duolingo mudah digunakan untuk mempelajari grammar Bahasa Inggris <i>Duolingo is easy to use to learn English grammar</i>					
3.	Duolingo bisa di akses dimanapun dan kapanpun untuk mempelajari Bahasa Inggris					

	<i>Duolingo can be accessed anywhere and anytime to learn English.</i>					
4.	Soal-soal grammar Bahasa Inggris dalam Duolingo mudah dipahami <i>English grammar questions in Duolingo are easy to understand.</i>					
5.	Soal-soal grammar Bahasa Inggris dalam Duolingo menarik <i>Interesting English grammar questions in Duolingo</i>					
6.	Duolingo dalam pembelajaran grammar Bahasa Inggris membosankan <i>Duolingo in learning English grammar is boring</i>					
7.	Duolingo kurang bermanfaat untuk mempelajari grammar Bahasa Inggris <i>Duolingo is less useful for learning English grammar</i>					
8.	Duolingo sulit digunakan jika tidak ada koneksi internet <i>Duolingo is difficult to use if there is no internet connection</i>					
9.	Duolingo mempersulit saya dalam mempelajari grammar bahasa Inggris <i>Duolingo makes it difficult for me to learn English grammar.</i>					
10.	Saya tertarik belajar menggunakan Duolingo karena memudahkan saya memahami grammar Bahasa Inggris dengan baik <i>I am interested in learning using Duolingo because it</i>					

	<i>makes it easier for me to understand English grammar well.</i>					
11.	Belajar menggunakan Duolingo memberikan kesempatan untuk saya lebih efektif dalam belajar <i>Learning using Duolingo allows me to be more effective in learning.</i>					
12.	Dengan Duolingo saya dapat mempelajari grammar Bahasa Inggris dirumah dengan mudah <i>With Duolingo, I can learn English grammar at home easily.</i>					
13.	Belajar menggunakan Duolingo membuat saya mengetahui materi grammar baru <i>Learning using Duolingo makes me aware of new grammar materials</i>					
14.	Belajar menggunakan Duolingo membuat saya menyukai pelajaran grammar <i>Learning with Duolingo made me love grammar lessons.</i>					
15.	Belajar menggunakan Duolingo membuat saya dapat menerapkan keterampilan grammar Bahasa Inggris saya dalam kehidupan sehari-hari <i>Learning to use Duolingo allows me to apply my English grammar skills in my daily life.</i>					

16.	Saya merasa lebih termotivasi belajar menggunakan Duolingo <i>I feel more motivated to study using Duolingo</i>					
17.	Duolingo membuat saya lebih bersemangat dalam belajar grammar Bahasa Inggris <i>Duolingo makes me more excited to learn English grammar.</i>					

Appendix II

Interview Guideline

INTERVIEW QUESTIONS

1. Apakah menurutmu aplikasi Duolingo dapat membantumu dalam memahami materi grammar Bahasa Inggris? Kenapa?
Do you think the Duolingo app can help you understand English grammar material? Why?
2. Apakah kamu merasa aplikasi Duolingo sulit digunakan atau kurang bermanfaat untuk belajar? Kenapa?
Do you find the Duolingo app difficult to use or less useful for learning? Why?
3. Selama proses mempelajari grammar Bahasa Inggris, apakah aplikasi Duolingo cukup membantu kamu lebih efektif dalam belajar? Kenapa?
During the process of learning English grammar, does the Duolingo app help you learn more effectively? Why?
4. Setelah menggunakan aplikasi Duolingo, apakah kamu bisa menerapkan ketrampilan berbahasa Inggris kamu dalam kehidupan sehari-hari?
After using the Duolingo app, can you apply your English skills in your daily life?
5. Setelah menggunakan aplikasi Duolingo, apakah kamu menjadi lebih bersemangat dan termotivasi mempelajari grammar Bahasa Inggris? Kenapa?
After using the Duolingo app, are you more excited and motivated to learn English grammar? Why?

Appendix III

Instrument Validation Sheet

INSTRUMEN VALIDATION SHEET

"Students' Perception on the Use of Duolingo as MALL (Mobile Assisted Language Learning) for Learning Grammar at Junior High School"

Validator	Dr. H. Lenggeng Budianto, M.Pd
NIP	197110142003121001
Expertise	English Learning
Instance	UIN Maulana Malik Ibrahim Malang
Validation Date	28 of February . 2024

A. Introduction

This validation was made to obtain an assessment from the validator (Mr/Ms) on the research instrument used in this study. Every comment and suggestion given is very useful to improve the quality of the research instrument. Thank you for your willingness to become a validator instrument in this research

B. Guidance

1. In this part, please give a score on each item using (v) with the scale as follows:

1 = Very poor

2 = Poor

3 = Average

4 = Good

5 = Excellent

2. Comments and suggestion can be entered in the column provided.

C. Validation Sheet

No	Aspect	Aspect				
1	The research instrument is in accordance with the research objective				✓	
2	Research instrument using communicative language				✓	
3	Research instruments are able to dig up the information needed				✓	
4	Research instrument using the correct punctuation				✓	
5	Research instrument does not cause misunderstanding				✓	
6	Research instrument clear and easy to understand				✓	

D. Suggestion and Comment

E. Conclusion

Based on the validation sheet above it can be concluded that

1. The instrument can be used without revision
2. ~~The instrument can be used with revision~~
3. ~~The instrument can be used with many revisions~~
4. ~~The instrument can not be used~~

Malang, 28 February, 2023

Validator,



Dr. H. Langgeng Budianto, M.Pd

NIP. 197110142003121001

*Appendix IV**Result of the Questionnaire*

NO	Pernyataan	STS	TS	BS	S	SS	JML
<i>The Effective Media for Learning</i>							
1.	Duolingo mudah digunakan dalam pembelajaran Bahasa Inggris	-	-	5	11	14	30
2.	Duolingo mudah digunakan untuk mempelajari grammar Bahasa Inggris	-	1	4	14	11	30
3.	Duolingo bisa di akses dimanapun dan kapanpun untuk mempelajari Bahasa Inggris	-	1	4	15	10	30
4.	Soal-soal grammar Bahasa Inggris dalam Duolingo mudah dipahami	-	-	13	13	4	30
5.	Soal-soal grammar Bahasa Inggris dalam Duolingo menarik	-	-	7	16	7	30
<i>Disadvantages of Duolingo</i>							
6.	Duolingo dalam pembelajaran grammar Bahasa Inggris membosankan	8	13	9	-	-	30
7.	Duolingo kurang bermanfaat untuk mempelajari grammar Bahasa Inggris	12	16	1	1	-	30
8.	Duolingo sulit digunakan jika tidak ada koneksi internet	-	2	9	11	8	30
9.	Duolingo mempersulit saya dalam mempelajari grammar bahasa Inggris	-	15	14	1	-	30
<i>Students' Interest</i>							
10.	Saya tertarik belajar menggunakan Duolingo karena memudahkan saya memahami grammar Bahasa Inggris dengan baik	-	-	8	13	9	30
11.	Belajar menggunakan Duolingo memberikan kesempatan untuk saya lebih efektif dalam belajar	-	-	7	19	4	30
<i>Advantages of Duolingo</i>							
12.	Dengan Duolingo saya dapat mempelajari grammar Bahasa Inggris dirumah dengan mudah	-	-	6	13	11	30
13.	Belajar menggunakan Duolingo membuat saya mengetahui materi grammar baru	-	-	6	18	6	30

14.	Belajar menggunakan Duolingo membuat saya menyukai pelajaran grammar	1	1	16	11	1	30
15.	Belajar menggunakan Duolingo membuat saya dapat menerapkan keterampilan grammar Bahasa Inggris saya dalam kehidupan sehari-hari		2	13	12	3	30
<i>Students' Motivation</i>							
16.	Saya merasa lebih termotivasi belajar menggunakan Duolingo	-	1	10	14	5	30
17.	Duolingo membuat saya lebih bersemangat dalam belajar grammar Bahasa Inggris	-	1	12	13	4	30

Table 1: Tabulation Data of the effective media for learning aspect Questionnaire

No.	Pernyataan	Jawaban Alternatif					Total
		STS	TS	BS	S	SS	
1.	Duolingo mudah digunakan dalam pembelajaran Bahasa Inggris	-	-	16,7%	36,7%	46,7%	100%
2.	Duolingo mudah digunakan untuk mempelajari grammar Bahasa Inggris	-	3,3%	13,3%	46,7%	36,7%	100%
3.	Duolingo bisa di akses dimanapun dan kapanpun untuk mempelajari Bahasa Inggris	-	3,3%	13,3%	50%	33,4%	100%
4.	Soal-soal grammar Bahasa Inggris	-	-	43,3%	43,3%	13,4%	100%

	dalam Duolingo mudah dipahami						
5.	Soal-soal grammar Bahasa Inggris dalam Duolingo menarik	-	-	23,3%	53,4%	23,3%	100%

Table 2: Tabulation Data of Disadvantages of Duolingo Aspect Questionnaire

No.	Statement	Alternative Answer					Total
		SDA	DA	N	A	SA	
6.	<i>Duolingo in learning English grammar is boring</i>	26,7%	43,3%	30	-	-	100%
7.	<i>Duolingo is less useful for learning English grammar</i>	40%	53,4%	3,3%	3,3%	-	100%
8.	<i>Duolingo is difficult to use if there is no internet connection</i>	-	6,7%	30%	36,7%	26,7%	100%
9.	<i>Duolingo makes it difficult for me to learn English grammar.</i>	50%	46,7%	3,3%	-	-	100%

Table 3: Tabulation Data of Students' Interest Aspect Questionnaire

No.	Statement	Alternative Answer					Total
		SDA	DA	N	A	SA	
10.	<i>I am interested in learning using Duolingo because it makes it easier for me to understand English grammar well</i>	-	-	26,7%	43,3%	30%	100%
11.	<i>Learning using Duolingo allows me to be more effective in learning.</i>	-	-	23,3%	63,4%	13,3%	100%

Table 4: Tabulation Data of the Advantages of Duolingo

No.	Statement	Alternative Answer					Total
		SDA	DA	N	A	SA	
12.	<i>With Duolingo I can learn English grammar at home easily.</i>	-	-	20%	43,3%	36,7%	100%
13.	<i>Learning using Duolingo makes me aware of new grammar materials</i>	-	-	20%	60%	20%	100%
14.	<i>Learning with Duolingo made me love grammar lessons.</i>	3,3%	3,3%	53,4%	36,7%	3,3%	100%

15.	<i>Learning to use Duolingo allows me to apply my English grammar skills in my daily life.</i>	-	6,7%	43,3%	40%	10%	100%
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Table 5: Tabulation Data of Students' Motivation Aspect QuestionnaireS

No.	Statement	Alternative Answer					Total
		SDA	DA	N	A	SA	
16.	<i>I feel more g motivated to study using Duolingo</i>	-	3,3%	33,3%	46,7%	16,7%	100%
17.	<i>Duolingo makes me more excited to learn English grammar.</i>	-	3,3%	40%	43,3%	13,4%	100%

Appendix V

Interview Transcription

INTERVIEW TRANSCRIPTION

Interviewee 1

- 1. Do you think the Duolingo app can help you understand English grammar material? Why?**

Duolingo adalah aplikasi yang membantu saya untuk memahami bahasa Inggris, karena dengan Duolingo saya dapat memahami beberapa materi grammar dengan mudah dan cepat.

(Duolingo is an application that helps me to understand English because with Duolingo I can understand some grammar material easily and quickly)

- 2. During the process of learning English grammar, does the Duolingo app help you learn more effectively? Why?**

Selama masa belajar grammar dengan Duolingo, Duolingo sangat efektif untuk digunakan namun terkadang ada masalah dengan koneksi internet.

(During the period of studying grammar with Duolingo, Duolingo was very effective to use but sometimes there were problems with the internet connection)

- 3. After using the Duolingo app, can you apply your English skills in your daily life?**

Saya terkadang menggunakan bahasa Inggris karena sudah terbiasa belajar menggunakan Duolingo.

(I sometimes use English because I am used to learning using Duolingo.)

- 4. Do you think the Duolingo application is difficult to use or less useful for learning? Why?**

Sebenarnya Duolingo sangat bermanfaat untuk pembelajaran dan menarik, namun kendala yang saya rasakan adalah jika tidak ada koneksi internet maka saya tidak bisa menggunakannya.

(Actually, Duolingo is very useful for learning and interesting, but the problem that I feel is if there is no internet connection then I can't use it)

5. After using the Duolingo app, are you more excited and motivated to learn English grammar? Why?

Setelah menggunakan Duolingo, saya merasa belajar grammar menjadi mudah dan menarik berkat Duolingo dan saya termotivasi untuk terus belajar grammar.

(After using Duolingo, I feel learning grammar is easy and interesting thanks to Duolingo and I am motivated to keep learning grammar)

Interviewee 2

1. Do you think the Duolingo app can help you understand English grammar material? Why?

Setelah menggunakan Duolingo saya dapat dengan mudah memahami pelajaran grammar di kelas

(After using Duolingo I can easily understand grammar lessons in class)

2. During the process of learning English grammar, does the Duolingo app help you learn more effectively? Why?

Duolingo membantu saya belajar tata bahasa secara efektif

(Duolingo helped me learn grammar effectively)

3. After using the Duolingo app, can you apply your English skills in your daily life?

Dengan Duolingo saya termotivasi untuk menggunakan bahasa Inggris dalam kehidupan sehari-hari dan saya dapat membedakan antara kata atau kalimat yang harus saya gunakan dalam kehidupan sehari-hari

(With Duolingo I am motivated to use English in my daily life and I can distinguish between words or sentences that I should use in everyday life)

- 4. Do you think the Duolingo application is difficult to use or less useful for learning? Why?**

Duolingo mudah digunakan untuk belajar dan mempelajari tata bahasa dan saya tidak mengalami masalah saat menggunakannya

(Duolingo is easy to use to study and learn grammar and I have no problems when using it)

- 5. After using the Duolingo app, are you more excited and motivated to learn English grammar? Why?**

Saya suka menggunakan Duolingo sebagai media saya untuk belajar grammar Inggris karena menarik, tetapi saya terganggu oleh koneksi internet

(I like using Duolingo as my medium to learn English grammar because it is interesting, but I am bothered by the internet connection)

Interviewee 3

- 1. Do you think the Duolingo app can help you understand English grammar material? Why?**

Saya bisa memahami pelajaran grammar karena Duolingo membantu saya belajar bahasa Inggris lebih rajin karena menggunakan Duolingo yang menarik

(I can understand grammar lessons because Duolingo helps me study English more diligently because it uses Duolingo which is interesting)

- 2. During the process of learning English grammar, does the Duolingo app help you learn more effectively? Why?**

Selama menggunakan Duoligo sebagai media belajar grammar, saya merasa Duolingo sangat efektif dalam membantu saya belajar grammar

(While using Duolingo as a medium for learning grammar, I feel that Duolingo is very effective in helping me learn grammar)

- 3. After using the Duolingo app, can you apply your English skills in your daily life?**

Setelah menggunakan duolingo ada baiknya menggunakan bahasa Inggris di rumah dan terkadang menggunakan beberapa kosa kata bahasa Inggris (After using Duolingo it helps to use English at home and sometimes use some English vocabulary)

4. Do you think the Duolingo application is difficult to use or less useful for learning? Why?

Duolingo tidak sulit dan sangat berguna tetapi jika tidak ada internet terkadang tidak bisa digunakan

(Duolingo is not difficult and very useful but if there is no internet sometimes it cannot be used)

5. After using the Duolingo app, are you more excited and motivated to learn English grammar? Why?

Sebelum mengenal Duolingo saya kurang menyukai pelajaran grammar karena sulit, namun setelah mengenal Duolingo saya menyukai pelajaran grammar dan saya memiliki keinginan untuk belajar grammar terus menerus berkat Duolingo

(Before knowing Duolingo I didn't like grammar lessons because it was difficult, but after getting to know Duolingo I liked grammar lessons and I have the will to learn grammar continuously thanks to Duolingo)

Interviewee 4

1. Do you think the Duolingo app can help you understand English grammar material? Why?

Duolingo sangat membantu saya dan mudah untuk memahami apa tentang belajar grammar

(Duolingo helps me and it's easy to understand what's in it for learning grammar)

2. During the process of learning English grammar, does the Duolingo app help you learn more effectively? Why?

Saya suka menggunakan Duolingo karena dengan Duolingo saya bisa memahami dan mempelajari materi grammar yang belum saya kuasai

(I like using Duolingo because with Duolingo I can understand and learn grammar material that I have not mastered yet)

3. After using the Duolingo app, can you apply your English skills in your daily life?

Termotivasi untuk sering menggunakan bahasa Inggris dalam kehidupan sehari-hari karena menggunakan Duolingo itu menarik dan saya sudah bisa menggunakan simple present tense dalam kehidupan sehari-hari

(Motivated to often use English in everyday life because using Duolingo is interesting and I can already use the simple present tense in everyday life)

4. Do you think the Duolingo application is difficult to use or less useful for learning? Why?

Duolingo menurut saya mudah dan menarik untuk digunakan sebagai media belajar bahasa Inggris, dan masalahnya masih koneksi internet atau paket data yang harus saya miliki saat memainkannya.

(I think Duolingo is easy and interesting to use as a medium for learning English, and the problem is still an internet connection or a data plan that I have to have when playing it.)

5. After using the Duolingo app, are you more excited and motivated to learn English grammar? Why?

Saya sangat senang menggunakan Duolingo karena sangat menarik dan banyak gambarnya jadi saya senang menggunakannya sebagai media belajar grammar, tapi saya terganggu dengan koneksi internet yang saya miliki ketika sudah habis saya tidak bisa menggunakan Duolingo

(I enjoy using Duolingo because it's very interesting and there are lots of pictures so I enjoy using it as a medium for learning grammar, but I'm bothered by the internet connection I have when it's finished I can't use Duolingo)

Interviewee 5

1. Do you think the Duolingo app can help you understand English grammar material? Why?

Saya dibantu oleh Duolingo sehingga saya dapat memahami siswa grammar dengan mudah walaupun masih ada kekurangan di Duolingo
(I was helped by Duolingo so I can understand grammar students easily even though there are still shortcomings in Duolingo)

2. During the process of learning English grammar, does the Duolingo app help you learn more effectively? Why?

Duolingo menurut saya lebih dari efektif karena membantu saya dengan beberapa materi yang tidak saya mengerti

(Duolingo I found to be more than effective because it helped me with some material I didn't understand)

3. After using the Duolingo app, can you apply your English skills in your daily life?

Duolingo berguna untuk membiasakan bahasa Inggris dalam kehidupan sehari-hari seperti di dalam kelas

(Duolingo is useful for familiarizing English in everyday life as in the classroom.)

4. Do you think the Duolingo application is difficult to use or less useful for learning? Why?

Duolingo untuk pelajaran tata bahasa menarik dan mudah digunakan, namun kekurangannya adalah koneksi internet

(Duolingo for grammar lessons is interesting and easy to use, but the drawback is an internet connection)

5. After using the Duolingo app, are you more excited and motivated to learn English grammar? Why?

Mungkin saya akan termotivasi untuk mempelajari aktivitas grammar karena menurut saya Duolingo adalah aplikasi yang menarik

(Maybe I will be motivated to study grammar actively because I think Duolingo is an interesting application)

Appendix VI

Bukti Surat Penelitian

 PEMERINTAH KOTA MALANG DINAS PENDIDIKAN DAN KEBUDAYAAN SMP NEGERI 3 (JUNIOR HIGH SCHOOL) <small>Jalan Di Cipta 20 Tiro I 0341 1362812 Malang 65114</small> <small>Website : http://www.smpn3-mg.sch.id E-mail : smpn3mg@smpn3-mg.sch.id</small>					
LEMBAR DISPOSISI					
SIFAT SURAT	:	RAHASIA <input type="checkbox"/>	PENTING <input type="checkbox"/>	SEGERA <input type="checkbox"/>	RUTIN <input type="checkbox"/>
NOMOR	:	074/057/35.73.401/2023			
PERHAL	:	Rekomendasi penelitian a/n Liwa Utrohmah			
TGL/NOMOR	:	03 Februari 2023 / 049			
ASAL	:	DIKBUD Kota Malang			
PESAN KS		Diteruskan Kepada :			
<p><i>gitiin bisa lanjutin dan untuk tipe manggangu KBM.</i></p> 		<input checked="" type="checkbox"/> Waka Kurikulum			
		<input type="checkbox"/> Waka Kesiswaan			
		<input type="checkbox"/> Waka Sarpras			
		<input type="checkbox"/> Waka Humas			
		<input type="checkbox"/> BK			
		<input type="checkbox"/> Ka. Lab			
		<input checked="" type="checkbox"/> Ka. TU			
		<input type="checkbox"/> Arsip			

Appendix VII

Bukti Bebas Plagiasi

	<p>KEMENTERIAN AGAMA UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG FAKULTAS ILMU TARBIYAH DAN KEGURUAN PUSAT PENELITIAN DAN ACADEMIC WRITING</p>
<p><i>Sertifikat Bebas Plagiasi</i></p> <p>Nomor: 0267/Un.03.1/PP.00.9/01/2023</p> <p>diberikan kepada:</p>	
<p>Nama : Liwa Urrohmah NIM : 19180030 Program Studi : S-1 Tadris Bahasa Inggris Judul Karya Tulis : STUDENTS' PERCEPTION TOWARD THE USE OF DUOLINGO AS A MALL (MOBILE-ASSISTED LANGUAGE LEARNING) FOR LEARNING GRAMMAR AT JUNIOR HIGH SCHOOL</p>	
<p>Naskah Skripsi/Tesis sudah memenuhi kriteria anti plagiasi yang ditetapkan oleh Pusat Penelitian dan Academic Writing, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang.</p>	
	<p>Malang, 19 Mei 2023</p> <p>Kepala,</p>   Benny Afwadzi

Appendix VIII

Bukti Selesai Penelitian



Yang bertanda tangan di bawah ini Kepala SMP Negeri 3 Malang, menerangkan dengan sebenarnya bahwa:

Nama : LIWA URROHMAH
 N I M : 19180030
 Jurusan / Program : Tadris Bahasa Inggris
 Fakultas : Fakultas Ilmu Tarbiyah dan Keguruan
 Perguruan Tinggi : UIN Maulana Malik Ibrahim Malang

Yang bersangkutan telah melaksanakan penelitian skripsi dengan judul: **Junior High Students' Perception toward the Use of Duolingo as MALL (Mobile Assisted Language Learning) for Learning English Grammar** pada tanggal 3 Februari s.d 7 Maret 2023 di SMP Negeri 3 Malang.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Malang, 15 Juni 2023
 Kepala Sekolah,

Drs. Muhammad Amini, M.Pd.
 Pembina Utama Muda
 NIP. 19641011 199003 2 007

Appendix IX
Documentation



Asking for the research permission



Distributing the questionnaire



The students were filling out the questionnaires



Interviewing the students

*Appendix X**Student's Identity*

Name : Liwa Urrohmah
Student's ID Number : 19180030
Place and Date of Birth : Pemalang, January 11th, 2000
University : Maulana Malik Ibrahim State Islamic University
Faculty : Faculty of Education and Teacher Training
Department (year) : English Education (2019)
Address : Botekan 04/06, Ulujami, Pemalang, Central Java
Email : liwaurr@gmail.com
Phone Number : 087803573191

Malang,

Liwa Urrohmah

NIM. 19180030