

**STUDENTS' PERCEPTION ABOUT THE USE OF DUOLINGO
APPLICATION AND ITS EFFECT ON ENGLISH SKILLS AT XI
GRADE STUDENTS OF SMKN 3 BAUBAU**

**PERSEPSI SISWA TENTANG PENGGUNAAN APLIKASI
DUOLINGO DAN PENGARUHNYA TERHADAP
KETERAMPILAN BAHASA INGGRIS PADA SISWA KELAS XI
SMKN 3 BAUBAU**



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**ENGLISH LANGUAGE STUDIES POSTGRADUATE PROGRAM
FACULTY OF CULTURAL SCIENCE
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MAKASSAR
2023**

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Thesis

As one of the requirements for achieving Master Degree

English Language Studies Program

Written and submitted by

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To

ENGLISH LANGUAGE STUDIES POSTGRADUATE PROGRAM

FACULTY OF CULTURAL SCIENCE

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Tesis

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Disusun dan diajukan oleh:

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**PROGRAM MAGISTER STUDI BAHASA INGGRIS
FAKULTAS ILMU BUDAYA
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THESIS

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Truthfully states that the thesis was the result of my own work. If it is proven later that some part of the entire part of this thesis is the work of others, I am willing to accept any sanctions for my dishonesty.

Makassar, September 19th, 2023



F022211007

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ABSTRACT

FITRIANI. *Students' Perception about The Use of Duolingo Application and Its Effect on English Skills at XI Grade Students of Smkn 3 Baubau. (Supervised by Abidin Pammu and Nasmillah).*

This research aims to (1) analyze students' perception about the use of Duolingo application in improving English skills (2) explain the different result from the use of Duolingo application in improving English skills and (3) know the effect of Duolingo application in improving students' English skill. This study utilized a descriptive qualitative method, with a phase of qualitative analysis that explored and understood the significance of individual or groups of students' perceptions. This research included students in the XI grade at SMKN 3 Baubau, as well as thirty research participants, with twenty-six female and four male students. Data was gathered through observation using field notes, English proficiency tests, questionnaires, and interviews. This study used Covin's (1990) theory, positive and negative perceptions, as a framework to examine students' views toward the use of Duolingo application. The results of this study revealed that the use of the Duolingo application promotes self-blended learning since students gain more from its capabilities perception for enhancing their speaking, listening, reading, and writing abilities. In applying the Duolingo application for strengthening students' English skills, the application focuses primarily on combining learning through online game activities. Moreover, the majority of the students admitted that the Duolingo application could potentially assist them improve their abilities in language significantly. The finding of this study concluded that the Duolingo application motivated students to study and acquire a better comprehension of the subject, to obtain the same turn in practicing the material, to minimize learning a sense of bore and to encourage remembering and practicing daily material, as well as the excitement in teaching and learning activities.

Keywords: Students' Perception, English Skills, Duolingo Application, Implementation, The effect



ABSTRAK

FITRIANI. Persepsi Siswa Tentang Penggunaan Aplikasi Duolingo Dan Pengaruhnya Terhadap Kemampuan Bahasa Inggris Pada Siswa Kelas XI SMKN 3 Baubau. (Dibimbing oleh Abldin Pammu dan Nasmillah).

Penelitian ini bertujuan untuk (1) menganalisis persepsi siswa tentang penggunaan aplikasi Duolingo dalam meningkatkan kemampuan bahasa Inggris, (2) menjelaskan perbedaan hasil penggunaan aplikasi Duolingo dalam meningkatkan kemampuan bahasa Inggris, dan (3) mengetahui pengaruh aplikasi Duolingo dalam meningkatkan kemampuan bahasa Inggris siswa. Penelitian ini menggunakan metode kualitatif deskriptif, dengan fase analisis kualitatif yang mengeksplorasi dan memahami signifikansi persepsi individu atau kelompok siswa. Penelitian ini melibatkan siswa kelas XI SMKN 3 Baubau, serta tiga puluh peserta penelitian, dengan dua puluh enam siswa perempuan dan empat siswa laki-laki. Data dikumpulkan melalui observasi menggunakan catatan lapangan, tes kemampuan bahasa Inggris, kuesioner, dan wawancara. Penelitian ini menggunakan teori Covin (1990), persepsi positif dan negatif, sebagai kerangka kerja untuk menguji pandangan siswa terhadap penggunaan aplikasi Duolingo. Hasil penelitian ini mengungkapkan bahwa penggunaan aplikasi Duolingo mempromosikan pembelajaran campuran mandiri karena siswa mendapatkan lebih banyak dari kemampuannya untuk meningkatkan kemampuan berbicara, mendengarkan, membaca, dan menulis mereka. Dalam menerapkan aplikasi Duolingo untuk penguatan kemampuan bahasa Inggris siswa, aplikasi tersebut berfokus terutama pada penggabungan pembelajaran melalui aktivitas game online. Selain itu, sebagian besar siswa mengakui bahwa aplikasi Duolingo berpotensi membantu mereka meningkatkan kemampuan mereka dalam bahasa secara signifikan. Temuan penelitian ini menyimpulkan bahwa aplikasi Duolingo memotivasi siswa untuk belajar dan memperoleh pemahaman yang lebih baik tentang subjek, untuk mendapatkan giliran yang sama dalam mempraktikkan materi, untuk meminimalkan belajar rasa bosan dan untuk mendorong mengingat dan mempraktikkan materi sehari-hari, serta kegembiraan dalam kegiatan belajar mengajar.

Kata kunci : persepsi siswa, kemampuan bahasa Inggris, aplikasi Duolingo, implementasi, pengaruh

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CHAPTER I

INTRODUCTION

1.1 Background

In the context of globalization, the prominence of English as a global language assumes a significant role in facilitating bilateral cooperation among nations and serving as a valuable asset in political and business domains. English is commonly employed by individuals as a medium of communication, enabling the establishment of connections and fostering conversations among individuals from diverse nations. English as an international language is also has assumed a prominent position in Indonesia's education used in education, business, government, and social settings. English as an international language is also has assumed a prominent position in Indonesia's education. This lesson must be taught in Indonesia at different levels, especially in a senior high school.

To become a master of English must be able to major in four basic language skills, including listening, reading, speaking, and writing. Some students may get difficulty understanding the conversation in the listening section, communicating well in speaking practice, and Understanding and writing their ideas on the text in reading and writing classes because of the learning model because they have yet to find a suitable learning model that makes it easy to hone English language skills effectively.

The most crucial factor that supports English language skills is the learning model. Learning models refer to approaches or strategies used in the learning process to help students acquire better knowledge, skills, and understanding. According to Hattie & Donoghue (2016), some benefits of effective learning models include increased student academic achievement, improved problem-solving skills, increased learning motivation, student participation, and increased parental involvement in education. These

learning models can be diverse and adapted to different learning contexts. Various general learning models are often used to improve language skills according to students' needs, including the Technology-Enhanced Learning model. This model involves the use of technology in the learning process. This can include the use of interactive learning software, simulations, and learning videos, as well as the use of platforms in blended learning, i.e. online and offline. One of the technology-based platform offerings that can be used in developing English language skills is the Duolingo application. In the context of language learning, the Duolingo application can be used as one of the tools in a blended learning model, where students can use the app as an independent online learning resource outside the classroom and get guidance and face-to-face interaction with educators in face-to-face learning sessions.

Duolingo Application offers learning delivery strategies using face-to-face activities, computer-based learning (offline), and online computers (internet and mobile learning) without any specific limitations between the facilitator and the person being taught synchronously or asynchronously. In line with (p. 905), they exchange and use information with minimum participation humans in devices vary, such as size, computation power, energy capacity, and storage capability. Therefore, it could be added in class to create and improve a smart learning environment (Siripongdee, K., Pimdee, P., et al., 2020.).

Duolingo Application approaches is required for an efficient learning process in which students can study both in and out of class, and it makes it simple for students to acquire new skills. Various instructional materials can meet students' demands in the learning process. Students can design a study schedule and choose the skills they wish to acquire based on their needs. Consequently, the Duolingo application is a flexible style of instruction that can be utilized in the learning process.

This is consistent with the research on learning models such as Ashraf, M.A. (2021) argues that student participation in the learning process using

digital media is limited in blended. Students need help to connect with teachers regarding technical learning materials, leading to dissatisfaction in achieving the material skills.

Moreover, some researchers, such as Wang X. (2022). His research demonstrates that blended learning models, the combination of online and offline learning models optimized from priority factors via instructional forms such as the SPOC model, have a positive effect on establishing and improving independent learning behavior and the efficacy of self-learning. Second, Inal, M. (2019) stated that blended learning via the DynED platform contributed significantly to student achievement compared to traditional approaches but did not significantly contribute to student attitudes about English learning. Thirdly, according to Brali, A. (2018), the blended learning paradigm based on MOOC (Massive Open Online Courses) is a website-based course designed for unrestricted participation and open access. In this study, the blended learning model demonstrated a small number of successful students in the English learning process. This is since MOOCs have limited features that can affect students' learning, motivation, and the ECTS assessment must be carefully examined due to reasonable student expectations.

Based on the explanations of the three experts above, the learning model based on online courses positively contributed to student achievement in learning English. However, the online course method did not affect students' attitudes toward practicing English, and students' enthusiasm for studying the material was less influential. Aside from that, the Duolingo application provides several additional benefits, including increasing learning motivation, expanding vocabulary, enhancing speaking skills, refining the listening section, matching English to Indonesian and vice versa words, exchanging information about learning difficulties, and practicing directly with other members. According to the consideration above, the researcher is interested in conducting a research entitled

“Students’ Perception About the Use of Duolingo Application And Its Effect on English Skills at XI Grade Students of SMKN 3 Baubau

1.2 Research Question

Based on the background above, the researcher formulates the research question in the following:

1. What are the students' perceptions about using the Duolingo application in improving English skills at XI grade students of SMKN 3 Baubau?
2. How is the Duolingo application implemented in improving the English skills at XI grade students of SMKN 3 Baubau?
3. What is the effect of Duolingo's application in improving the English skills at XI grade students of SMKN 3 Baubau?

1.3 Research Objectives

Based on research questions, the objectives of the research are to analyze students’ perception about the use of the Duolingo application in improving English skills, to explain the implementation the use of the Duolingo application and know the effect of Duolingo application in improving students’ English skills at XI grade students of SMKN 3 Baubau.

1.4 Research Significance

The result of this study is expected to be useful theoretically and practically; 1) Theoretical benefits: The result of this study is expected to contribute to the existence of a blended learning model with the use of Duolingo application of language learning theories such as perception, implementation and the effect on the students' English skill. In addition, the results of this study are expected to provide a helpful contribution to those interested in conducting research and learning model development,

particularly in the areas of blended learning development on the Duolingo application and English teaching materials.

And 2) Practical benefits; the results of this study are expected to be useful for students, English teachers, and further research.

a. For students:

This result of the study is a recommendation for the development of the teaching and learning material and can help the student to learn independently and effectively and be motivated to learn in groups, which can increase knowledge and skills in critical thinking, problem solving, communication, and creativity.

b. English teacher

The results of this study are expected to be input or information for every teacher, especially English teachers, for effective learning models or not from the existing findings and provide students' perception, Implementing, and effect through their application.

c. Further Research

For further research, the findings are expected to contribute knowledge and insight into the students' perception, implementation, and the effect of using the Duolingo Application in learning English when the researcher wants to conduct subsequent research on English skills.

1.5 Scope of the Research

The scope of the research is limited to the teaching activities at XI grade students of SMKN 3 Baubau. This study focused on the Duolingo application in English language skills as one of the important aspects of interaction applied by English teachers.

The researcher conducted observations, distributed questionnaires, English proficiency tests, and interviews to explore students' perceptions, implementation, and the effects on English language skills in the Duolingo

application. The main highlight of this research was engaging the students and attempting to develop English language skills among them through the learning media of the Duolingo application as a means of interaction in the classroom.

CHAPTER II

LITERATURE REVIEW

2.1 Previous Research Findings

There have been a large number of research already undertaken to explore the students' perception, implementation, and the effects of learning models in EFL contexts. A large proportion of these studies revolve around revealing the utility of learning by using facilities such as blended learning and internet use.

The first important study is on teaching and learning English by Murshidi et al., (2020), entitled "English as a Foreign Language Learning Students' Perception of Blended Learning in University Institutions," it is explained that in a case study of Iranian higher education that combines traditional learning processes through online references, shows intense results for a student in reading and understanding languages. Student perceptions of blended learning also positively affect a student's success in reading and understanding different languages. Students recommend blended learning with peers because of the motivation and online discussion that is perceived as fun, and they appreciate the online discussion with the time provided.

Furthermore, Mulyadi, D. (2019), in his research under the title Students' Perceptions of Blended Learning in Mastering English for Specific Purposes, found that most students are satisfied and excited to take ESP courses through the blended learning model, as this learning model can make it easier for students to source material through various sources such as the internet, e-books, and online learning platforms. Furthermore, students argue that besides facilitating students, the blended learning model of personal devices such as mobile phones, laptops, and several popular applications such as Facebook, Twitter, and Instagram also increases student motivation in learning English. On the other hand, the weakness of

this learning model is that the teacher needs to pay more attention to the interplay of students' communication skills and time management when developing the ESP blended model of the learning course.

Another important research was undertaken by Sari, F. M. (2019), her research, Undergraduate students' perception toward blended learning through Instagram in English for Business Class, also explained using a blended learning model from the Instagram application. Most of the students showed a positive perspective. Students argue that Instagram influences motivation, interaction, and attitudes in improving English skills such as academic vocabulary, speaking skills, pronunciation, and grammar. However, another problem in this learning model is internet connection, miscommunication, and instructions that prevent students from learning English. Therefore, technology education needs to be improved by preparing digital literacy under academics.

Another, Tongpoon-Patanasorn, A. (2020), in their research, Teachers' and Students' Perceptions on Blended Learning in Tertiary English Language Courses, also said that this study revealed that both teachers and students are ready to establish language learning through a blended learning model but could not be assumed that students are ready to work independently, the guidance for language learning is significant. Therefore, using the blended learning model is needed as professional teacher training as the main factor that supports English learning on how teachers design blended learning in the course management system, increasing and maintaining online learning motivation.

In addition, Bezliudna, V (2021), in the research Master Students' Perceptions of Blended Learning in the Process of Studying English during the COVID-19 Pandemic in Ukraine, explained it the blended learning model is found to be a positive thing and an important thing that needs to be simplified. This learning model forms an approach that creates a practical

learning experience. The teacher endorsement also states that blended learning provides the benefits and challenges of blended learning in English learning, making this learning model recommended for enhancing foreign language courses for specific purposes. It indicated increased interactive classes, a need for revision, and increased social networks.

Some of the previous studies mentioned above are examples or reading scientific sources. The topic discusses student perceptions using the Duolingo application through the blended learning models. The explanations also support and assist the researcher in conducting research entitled Student Perceptions of Learning English Duolingo application in a blended learning model. Similarities from previous research the researcher conducted is the same issue with blended learning. However, there are differences from previous research on different platforms, applications, and open learning sources. However, the use of Duolingo learning applications has yet to be shown to improve English learning. From these aspects, the researcher hopes this research will contribute to the educational aspect and generously to achieving goals in the English language.

2.2 Some Pertinent Ideas

2.2.1 Definition of Perception

Some experts have provided varied definitions of perception, even though, in principle, it involves the same idea, such as Zins, C. (2007) defines perception as the process of interpreting incentives that come through the sense units by people who implement the sensing process as an improvement in knowledge.

Perception results from evaluating information based on our environment through sight and hearing to determine if something is favorable or adverse. This is a perspective that influences the actions of apparent individuals. Moreover, according to Ziemke, T. (2005), perception is a process anticipated by sensing. Therefore, each individual who

processes information in the social context senses a stimulus. Because each person tends to interpret the same object differently based on their experience, knowledge, and the perspective from which they view it. In addition, Schutz, A. (1962) demonstrates that perception also relates to how a person observes an object in distinct ways, applying the sense structures they maintain prior to attempting to understand it.

In conclusion, perception is a process that begins with eyesight and culminates in the formation of people's senses, allowing them to perceive everything in their environment. It is widely acknowledged that various variables can alter an individual's perception. Consequently, experience, learning, and knowledge all impact perception.

2.2.2 Perception Factor

In providing perceptions of an object, each individual will certainly be different. It is because someone's views are influenced by insight, experience, and knowledge of an object experienced. Neisser (1967) states that information is rarely obtained simply from the instantaneous perception that directly fades from consciousness. However, the impression is extended for at least a short time in the main memory image. The research by Kim, S (2021) shows that the formation of prior knowledge as a manifestation of cognitive signs related to interpretive cognitive information obtained in the surrounding environment greatly influences experiences in textual, visual, and gustatory. It provides theoretical support for the concept that tourist multisensory food experiences accumulate knowledge about taste perception in the context of culinary tourist attractions. This significant finding is related to cognitive factors being part of cognition formation. Hence, the cognitive information gleaned from textual and visual interpretations before the dining experience and presented as prior knowledge is critical to cognitive assessment. In addition, Makridis S (2017) on the research demonstrates the role of experience in shaping research participants' perceptions about the importance of cultural heritage in higher

education. The results showed that the experience of research participation significantly influenced cultural perception.

The process is generated since participants have visited tour places to learn about monuments and become aware of or participate in local customs in a cultural heritage that affects emotions and cognitions in shaping the perception. In this case, perception is formed from a cognitive process, such as an assessment in evaluating events before interpreting the occurrence. This process yields stimulus coding and isolated event classification, combined to form perceptual schemes that determine the overall understanding of the environment over time. Therefore, it can be concluded that in daily life, such comparative behavior in perception is not a function of an event stimulus. It is, however, the result of knowledge continuity formation and experience, which is then involved in a conclusion. Knowledge and experience are involved explicitly in the conclusions about what people usually relate to an object or an event. In such situations, direct perception can be clustered and equipped with considerations, judgments, and decisions when responding in words or actions. The results of a person's interpretation can be the same or different depending on the situation in people's experiences.

2.2.3 Types of Perception

Each person certainly has a different perception, which can be positive or negative. There are two types of perception, according to (Covin, 1990). They are negative and positive perceptions, which are both explained in the following description;

1. Positive Perception

Positive perception is an individual's positive assessment or interpretation of an object. The emergence of this positive interpretation is based on individual satisfaction from the observation results of the knowledge and experience they have to accept and support the object they perceive.

2. Negative Perception

Negative perception is a person's negative judgment or interpretation of an object. The emergence of this negative interpretation is based on individual dissatisfaction, knowledge, and experience from observing the object. In this case, when the individual faces the object, he will reject or deny the perceived.

As stated in (Putri U.T. (2021) in her research on "Student Perceptions of the Use of the Edlink Platform in the Second Semester of the English Program at the IAIN ParePare Program," The purpose of this study was to determine student perceptions about using the Edlink platform. The results show several perceptions, including positive and negative perceptions. Based on their Edlink platform experience, positive student perceptions can make work easier and faster, improve student work performance, increase productivity in learning English, and make students more flexible. The EdLink platform helps students to work on and complete course assignments with a percentage of 83.2 percent. This shows a powerful illustration that this application has an easy-to-approve construct. The items are easy to understand. What is perceived negatively is the lowest score that is not easily accessible by the PEOU construct, which is interpreted as some students disagree with using Edlink, which can facilitate individual efforts in doing something or the learning process. Students and teachers who have never used media before must try to adapt their abilities to the system's demands. The total proxy score is 164, with a percentage of 60.8 percent. Likewise, students need to be more independent when learning material to make it easier to follow the ongoing online learning process. As stated in (Putri U.T. (2021) in his research on "Student Perceptions of the Use of the Edlink Platform in the Second Semester of the English Program at the IAIN ParePare Program," The purpose of this study was to determine student perceptions about using the Edlink platform. The results show several perceptions, including positive and negative perceptions. Based on

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2.2.4 Definition of Blended Learning

Related to the research, the researcher will implement the application with a blended learning model. There are some definitions of blended learning according to the other researchers.

Thürkow, D. (2019) defines blended learning as a learning approach incorporating different educational techniques and technologies. Furthermore, Stacey (2006) defines blended learning as a combination of face-to-face and technology-based learning, especially internet-based. In this case, "blended learning" is a traditional face-to-face learning model led by a training instructor equipped with electronic devices and various online media based on teaching according to the participants' needs. Yang, S. (2021). Blended learning (BL) is an instructional design structure that facilitates the benefits of technology, paired with face-to-face instruction, to overcome student learning differences.

In conclusion, blended learning is a learning model that uses two or more different learning methods, such as face-to-face learning in the classroom

with technology-based learning with electronic devices that use various forms of e-learning. This learning model presents an opportunity to integrate the technology advance to the research participants that can be supported and enhanced with sense and personal contact one-to-one from coaches.

2.2.5 Types of Blended Learning

There are several types of blended learning models according to Shaidullin, R. N (2014):

- a. Face-to-face driver is a traditional learning model, face-to-face or direct interaction with research participants. The concept of this type of learning model uses electronics as the main program. A computer controls the participants during the training.
- b. Rotation model is a blended learning model that divides individual dual electronic and face-to-face training with teachers. The station rotation takes place alternately online and offline in learning groups. Learning groups can consist of the whole class, or the trainer can divide them into smaller learning groups. Related to this learning model, participants access the material online. The teacher can provide instructions on what else participants should do besides reading, such as do tasks and assignments based on projects and give opinions based on previous material. This type of learning allows the participants to learn independently and understand how to present their learning outcomes to other participants. In addition, during offline activities, participants meet face-to-face as usual and continue or deepen the material in offline learning.
- c. Flex Model is a training program where most learning programs are conducted online but still conducted in schools. Students can access all topics online, individually or in groups, allowing for flexibility in learning while the teacher remotely monitors students to work on difficult-to-understand material. Teachers are moderators in discussion groups, project work, consultations, and individual and

group lessons. This is to enable teachers to help students with learning difficulties or problems with the results of monitoring online learning activities that have been carried out. In the flex model, opportunities are also available for students to discuss directly online if they encounter problems. The key concept of the flexible Model is that the flexible learning model supports students, but there is still interaction between students and teachers during learning activities. Students can learn independently, which then learns to develop and discover new concepts in the environment and digital era. At the same time, the teacher has the role of giving instructions to the students.

- d. Online Lab Model is an online lab training program that adapts to a school's electronic school state on a specific subject. The classroom rules are equipped with computer devices, while other classrooms act as other learning modalities. Teachers attend this training. Students are free from online courses and can use the traditional or face-to-face learning model. This Model is particularly useful for schools with limited resources. Classes are controlled online, but the facilities are set by non-teaching staff to student behavior and attendance. In addition, the course choice is unlimited for the available staff. Therefore, students have access to virtually limitless learning opportunities, and staff is limited to those required to oversee the facility.
- e. The online driver model is an online learning program that mostly the learning process uses electronic information as a source in the education environment. The tutors or teachers can upload the learning material on the web, and students can also download the materials remotely, allowing the students to learn independently outside the classroom. This allows students to complete and submit the assignment from a long distance using a computer, tablet, or smartphone already connected with an internet connection. The

online driver program process for intramural interviews and examinations is required. This Model is opposite to the face-to-face learning model. Therefore, in the online driver model, the materials are delivered online, and meeting with educators are mostly conducted online rather than face-to-face. This meeting occurs regularly when students need a discussion based on time agreement with the teacher.

- f. Self-blended Model is a learning program combining online and face-to-face learning in inquiry learning and formal learning objectives. Students independently choose additions to the main educational program, while schools and institutions act as educational content providers. Students will connect directly with the teacher and digitally in the process. As learning is self-directed from the role of online learning and the teacher is changing, there are no formal online meetings/learning to complete.

The teacher's challenge in this study is assessing learning and the learning experience's success without losing authentication. Meanwhile, the challenge for students is finding products, processes, and potential models that can encourage and motivate students to learn consistently. In addition, students must understand what can help them succeed and the reason to make an appropriate adjustment related to not suitable conditions related to not accordance with goals or ideal conditions. In this case, students who need guidance or have difficulty will get support through a clear path until they can carry out their respective learning autonomously.

2.2.6 Definition of the Duolingo Application

Duolingo is a free multilingual educational app created by an American educational technology company. The creators of this application are Luis Von Ahn and Severin Hacker. The Duolingo application is designed to play games, which can be accessed via Android, iOS, or Windows Phone. In its

development, there have been more than 40 different language courses available around the world, such as Spanish, French, German, Italian, Japanese, Dutch, Indonesian, English, and many more, and around 500 million users have accessed them. As one of the most popular applications, Duolingo uses methods such as playing games to create an easy, light, and weighty learning experience for its users. In line with Freeman's (2023), research explains that the free Duolingo application material is created like a game compared to a textbook because playing while learning makes learning easier. And, what's more, it can also target the younger ones, as the app is self-explanatory in mobile technology and on other devices.

This language course contains several exciting applications, such as offering features with various topics such as food, drinks, colors, subjects, etc. Users can only go to the next level if they have completed the previous level. It is a challenge and an overview for the user to complete the Language lessons course. Lessons that are completed will get the points that have been determined, while if the answer is still wrong, the user will be allowed to repeat the language course questions until they are correct.

2.2.7 How to Use Duolingo Application and the Features

1. First, make sure that the user has an excellent connection to access the internet.
2. Download the application through the play store or open it from the link <https://www.duolingo.com>.

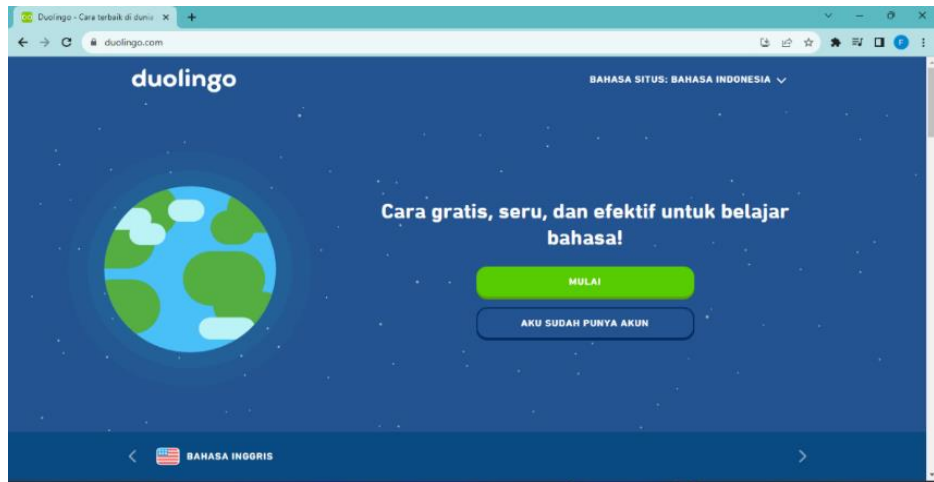


Figure 1. Picture appeared on link access <https://www.duolingo.com>

3. Register with a Google or Facebook account to maintain progress.

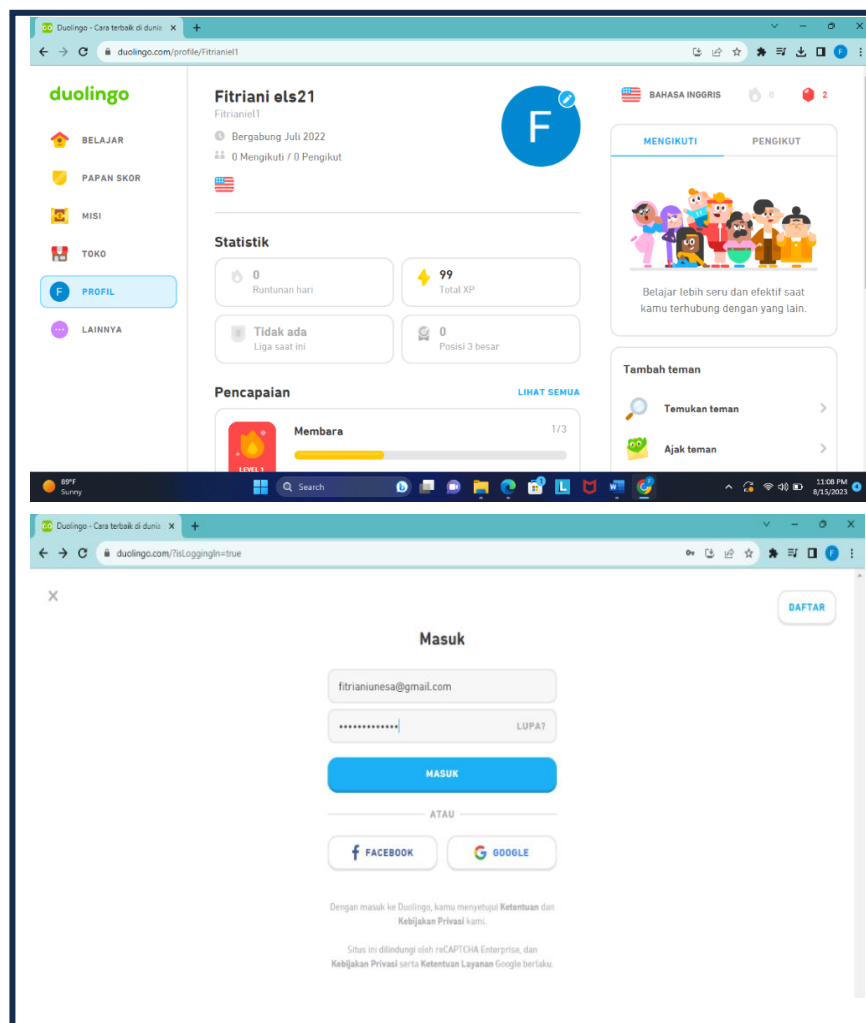


Figure 2. Using the account to Log in Duolingo application

4. Select the application and get started menu at the start screen. Choose the language that the learner wants to learn. After that, there will be a menu of daily learning goals. For most accessible levels (5 minutes a day), regular (10 minutes a day), severe (15 minutes a day), and the last crazy goals (20 minutes a day).

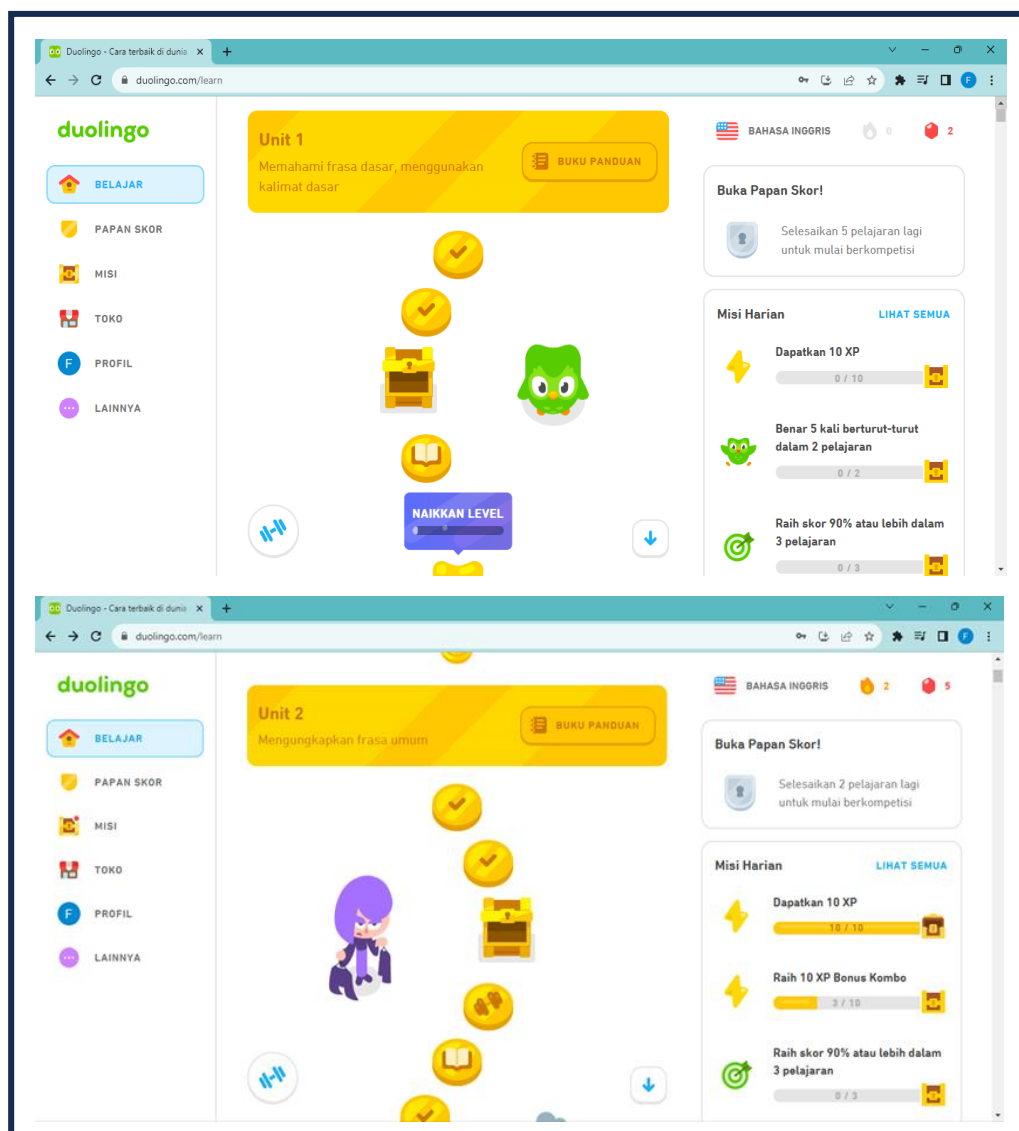


Figure 3. Duolingo Application Menu and Level

2.2.8 The Benefit of the Duolingo Application

1. Students can learn English gradually from the Duolingo application, starting with the basics, such as object recognition and properties.
2. Each task has several straightforward tasks; students can answer these tasks and will be guided until they are successful so that we will be given the correct answer.
3. Every day in the Duolingo app, students will be given a task. Students can set how many minutes to study, starting from 5 minutes, according to the time and student readiness (which can be arranged).
4. Duolingo will teach you how to make the most appropriate sentences in the English context.
5. The Duolingo application will teach you how to pronounce words until you are truly fluent, and you will learn to hear English words and sentences.
6. Learning English in Duolingo is like having an English tutor because the learning process is gradual, starting from the basics to the top level.
7. Some of the tasks available on Duolingo
8. Essential learning, phrases, food, animals, pluralism, and ownership (introducing common words that we often find and use daily). Colors, conjunctions, questions, prepositions, use of date and time, family, etc.
9. Employment, adjectives, information, place, object, community, travel, determinant, numbers, education, etc. d. sports, communication, art, health, politics, science, business, capital, events, attributes, and many other tasks.

From the researcher's experience, the Duolingo application is genuinely the best English learning application among other applications. With the help of the Duolingo application and English tutoring, because there are enough methods and tasks available on Duolingo, many English words can

be obtained from Duolingo. The description of the Duolingo application is the system operating systems, including Android, iOS, Windows, and Windows Phone, and Free use and installation.

2.2.9 The Effect of Using the Duolingo Application

The effect of using Duolingo is also explained according to Ambara, I. W. (2020) there are:

1. Students are more motivated to learn and better understand the subject.
2. Get the same turn in practicing the material.
3. Reduce learning boredom.
4. Facilitated remembering and practicing daily material and enthusiasm in teaching and learning activities

2.2.10 Definition of English Skill

Skills refer to an individual's ability to develop and enhance knowledge based on the provisions standard or on what is required in a specific field such as English skills. English skills are an individual ability to master four skills such as listening, speaking, reading, and writing. These skills are used to facilitate the transmission of information from the interlocutors. The types of four skills are explained as follows:

1. Listening

Listening is the first skill and essential ability in learning a new language that beginners must learn. It is a receptive skill, meaning that language learning beginners receive new words from what they have heard or listened to. The ability to receive will affect the ability to produce. If they are good at listening, as a result, they will understand and even have good competency in productive skills, namely speaking and writing.

2. Speaking

Speaking is pronouncing sounds or words for expressing, stating, and delivering thoughts, ideas, and feelings. Speaking is a fundamental skill in oral communication, essential for learning and understanding the language in genuine communication. Speaking aims to achieve a particular purpose, like expressing a wish or desire to do something, negotiating or solving a specific problem, maintaining social relationships, friends, etc. Everyday speaking is used by someone to communicate with another person, for instance, at home, at school, or in another place. Speaking skills are critical because they are the foundation of oral communication and play an essential role in learning and understanding the language; they are also crucial to an individual's living process and experience.

3. Reading

Reading is an activity or process in which readers use their sense of a combination of some symbols and a large number of letters to form words and sentences, resulting in the creation of a text. Reading is also included in receptive skills alongside listening. Besides that, reading is an activity in which the reader interacts with the written text to get information, ideas, and everything that the writer has shared in the text. Readers transfer those words to their brains and manage those words and symbols so that readers can get new information from a text. Reading allows people to connect with their feelings and thoughts, learn new things, and improve their scientific knowledge.

4. Writing

Writing is the process of expressing ideas or thoughts, thoughts or feelings in words in written form. Knowing the purpose of writing is essential since this will influence a good writing result. One can decide the most appropriate language style by knowing the purpose of writing. Therefore, the result will be effective in reaching the purpose. The target

audience for whom they are writing. The audience here is the readers of the writing. The audience will influence language style, diction, paragraph structure, etc. The content structure of the writing, how best to sequence facts, ideas, or arguments that they have decided to include.

"Writing" is the process of using symbols (letters of the alphabet, punctuation, and spaces) to communicate thoughts and ideas in a readable form. A good writing exercise will influence a good writing result. One can decide the most appropriate language style by knowing the purpose of writing. Therefore, the result will be effective in reaching the purpose. These practices stimulate their skills in expressing thoughts in a good passage. With sufficient practice, it is possible to write effectively. They should get good writing practice to acquire good writing ability. These exercises help them improve their ability to express themselves in a good passage. It is only possible to be able to write effectively with good practice.

2.3 Conceptual Framework

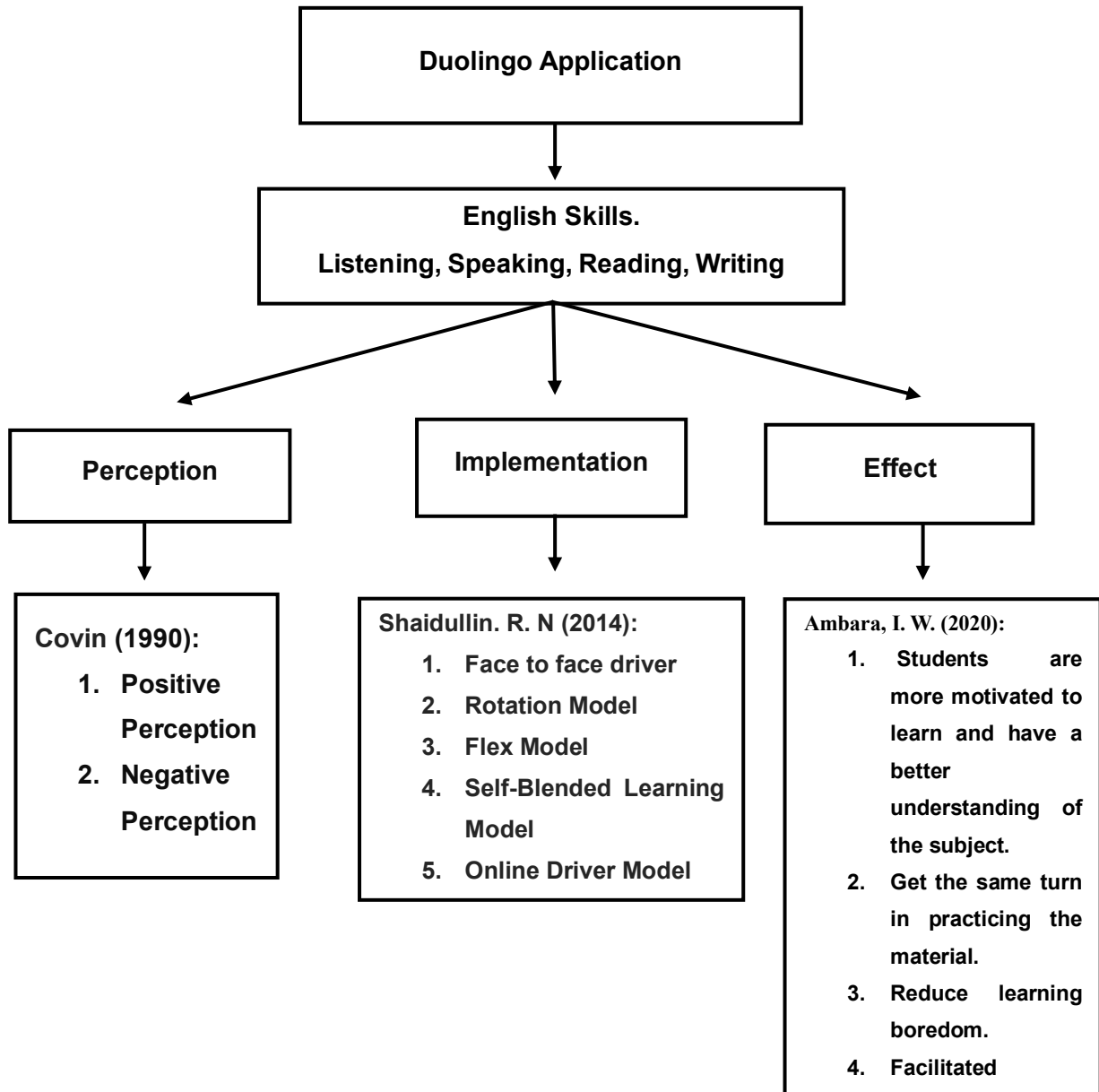


Figure 4. Duolingo Application and Its Effect On English Skills

From the conceptual framework above, the researcher analyzes students' perception of using the Duolingo application, its implementation, and the effect on the English language skills at XI grade students of SMKN 3 Baubau. As an international language in the era of globalization, English

has an important role, especially in education. English is a subject that must be taught in Indonesia at different levels, especially in Senior high school.

Technology, such as internet-based media such as WA applications, Zoom, and Google, Classroom, began to be widely used in the mixed learning process in increasing creativity, fostering independence, and providing access to learning resources in developing their English language skills. However, students still need help with using these applications. Researchers offer the Duolingo application to students to develop their English language skills as a solution. In this study, researchers want to analyze students' perceptions of using the application, how it is implemented, and its effects on students' English language skills.

As for analyzing student perceptions, researchers used Covin's theory (1990), namely Positive Perception and Negative Perception. The implementation used Shaidullin's theory (2014) that the blended learning model consists of Face to face drivers, 2) Rotation Model, 3) Flex Model, 4) Self Blended Learning Model, 4) Online Driver Model, and in analyzing the effects of researchers using the theory of Ambara, I. W. (2020), namely the effects of using the Duolingo application include, 1) Students are more motivated to learn and have a better understanding of the subject, 2) Get the same turn in practicing the material 3) Reduce learning boredom, 4) Facilitated remembering and practicing daily material and enthusiasm in teaching and learning activities.

The research results of analyzing students' perceptions using Covin's theory in 1990 show two types of perceptions about using the Duolingo application on students' English language skills: positive and negative perceptions. From Covin's concept of perception, the researcher analyzed perceptions from the data evidence that had been collected from students' perceptions of the Duolingo application so that it was formed into capability perceptions and Linguistic Perceptions. 2) have learned English using the blended learning model of the online driver model using Zoom, Google Classroom, and WhatsApp applications. However, the results in the field

show that students are more likely to feel that these applications are not very helpful in improving their English language skills. After the treatment by applying the self-blended learning model using the Duolingo application, there are various positive perceptions from students towards improving learning abilities. Finally, it is in line with the researcher that 3) the effects of using the Duolingo application include 1) Students are more motivated to learn and have a better understanding of the subject, 2) Getting the same turn in practicing the material 3) Reducing boredom in learning, 4) Making it easier to remember and practice daily material and enthusiasm in teaching and learning activities.