ANALYZING DUOLINGO AS COMPUTER-ASSISTED LANGUAGE LEARNING (CALL) IN ASSISTING LANGUAGE AUTONOMOUS LEARNER

A GRADUATING PAPER

Submitted to the Board of Examiners as a partial fulfilment of the requirements for the degree of Sarjana Pendidikan (S.Pd)

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SALATIGA
2018
DECLARATION AND PERMISSION FOR PUBLICATION

"In the name of Allah, the Most Gracious and the Most Merciful"

I have been marked below:

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Salatiga, 24 September 2018

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ATTENTIVE COUNSELOR’S NOTE  
Case: Fitriyani’s Graduating Paper  

Dear,  
Dean of Teacher Training  
and Education Faculty  

Assalamualaikum Wr. Wb.  

After reading and correcting Fitriyani’s graduating paper entitled” ANALYZING DUOLINGO AS COMPUTER-ASSISTED LANGUAGE LEARNING IN ASSISTING LANGUAGE AUTONOMOUS LEARNER”. I have decided and would like to propose that this paper can be accepted by the Teacher Training and Education Faculty. I hope this paper will be examined as soon as possible.  

Wassalamualaikum Wr. Wb.  

Counselor,  

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WRITTEN BY:

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HAKUNA MATATA

“It means no worries, everything will be okay”

_Swahili Phrase_

“if you are not willing to learn, no one can help you. If you are determined to learn, no one can stop you"

_Zig Ziglar_
DEDICATION

This graduating paper is dedicated to:

- Allah SWT and Prophet Muhammad SAW who always blesses me and listening all my wishes.
- My beloved parents Sugito and Insiyah thanks for your praying, guidance, love and kindness. You are the best people in my life.
- My siblings Sugiyono and Widyawatie thank you for always support me during my life and my study.
- My beloved handsome brother, Imam Safi’i. Who always encouraged me to finish my graduating paper. Thank for being the best friend.
- My friends of “Khadijah” (Nastiti, Lina, Cusna, Uky, Devi, Feti, and Tikha,), thanks for your caring and kindness.
- All my friends of State Institute for Islamic Studies (IAIN) Salatiga especially English Education Department 2014. Thank for giving sweet moments.
ACKNOWLEDGMENT

Bismillahirrahmanirrahim,
Assalamu’alaikum Wr. Wb.

In the name of Allah, The Most Gracious and The Most Merciful, The Lord of Universe. Because of Him, the researcher could finish this graduating paper as one of the requirement for Sarjana Pendidikan in English Education Department of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) Salatiga.

Secondly, peace and salutation always be given to our prophet Muhammad SAW who has guided us from the darkness to the lightness. However, this success would not be achieved without supports, guidance,advices, helps, and encouragements from individual and institution, and the writer somehow realize that an appropriate moment for me to deepest gratitude for:

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2. Suwardi, M.Pd, the Dean of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) of Salatiga.
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Finally, this graduating paper is expected to be able to provide useful knowledge and information to the readers. Also, the researcher pleased to accept more suggestion and contribution from the readers the improvement of the graduating paper.

Salatiga, 24 September 2018

The Researcher

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ABSTRACT


Keywords: Duolingo; CALL; Autonomous Learner.

This research aims to answer whether Duolingo as CALL can promote the autonomous learner, how does the autonomous learner learn with Duolingo in assisting their language learning and what features that participants love to learn with Duolingo.

The participants of this research are eight students of Bidikmisi batch 2014 IAIN Salatiga. The participants have contributed in this research by learning with Duolingo for a month as autonomous learner. The methodology of this research was mixed method research design. Both qualitative and quantitative tool were used to collect the data. The semi-interview section as the primary data and questionnaire as secondary. Questionnaire was used to find out the self-initiated and self-regulated of the participants, while interview section was used to collect the information from participants about how the learning with Duolingo as CALL.

The results of the research showed that Duolingo can be used to promote the language autonomous learner. It can be seen by the participants’ learning behavior. Duolingo promote the autonomous learner by managing their free time, selecting their learning technique, find the solution and evaluate their learning performance. All of the participants improve their language abilities after period time of learning with Duolingo. In addition, Duolingo Learning reminder and Duolingo feedbacks are the most popular and favorite language features of Duolingo which also play an important role in assisting the autonomous learner in the learning process.
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CHAPTER I

INTRODUCTION

In this chapter the researcher presents background of the research, questions of the research, objectives of the research, significances of the research, definition of key terms, and organization of the graduating paper.

A. Background of the Research

The Atmosphere of English language learning of Indonesian students had before taking higher education in university whether at home, their neighborhood and even previous school have not given the students much exposure for them to learn or practice English (Hastuti, 2014:122). As Saslow and Ascher (2005) cited in Hastuti (2014:122) the language learning experience in a neighborhood which is surrounded by the English language is more effective by means of giving exposure and opportunities to perform with each other. However, it does not stop the college students to learn English by themselves. Instead, English language is encouraged to be learned as part of higher education curriculum. Student who direct learn English by themselves include as autonomous learner.

progression, selecting methods and technique, monitoring acquisition, and evaluating what he was acquired. That is, autonomus learner are active in their learning that they are clearly understand the purpose of their learning, explicitly accept responsibility for their learning, share in the setting of learning goals, take initiatives in planning and executing learning activities, and regularly review their learning and evaluate its effectiveness (Little: 2003 cited in Tsai: 2016).

Dornyei and Ushioda (2011:123) believes that autonomous learner can be fostered using these types of practices: First practice is resource-based approaches which emphasize independent interaction with learning materials; secondly is technology-based approaches which emphasize independent interaction with educational technologies; thirdly is learner-based approaches which emphasize the direct production of behavioral and psychological changes in the learner; the next is classroom-based approaches which emphasize changes in the relationship between learners and teachers in the classroom and the last is curriculum-based approaches which extend the idea of learner control over the planning and evaluation of learning to the curriculum as a whole.

Based on Dornyei and Ushioda (2011:123) opinion above, one of practice that can be used to foster autonomous learner is technology-based approach. Recently, technology has assisted the autonomous learner in their language learning. The widespread of technology have changed the way of autonomous learner in language learning. Moreover, the presence of
technology has taken the autonomous learner attention with their popularity and growing interest of technology learning (Tsai, 2016:2). Differently before the development of technology, autonomous learner focuses on the work of teaching learners how to perform self-directed learning and how to use self-access learning resources (Benson, 2013:839).

In addition, internet has also play a role in assisting the autonomous learner. Both internet and technology become important things to support autonomous learner in their learning. In many previous research have studied the technological on autonomous learner. In this graduating paper, the researcher takes example of research about the use of Digital Gaming to analyze the autonomous learner through technology which is conducted by Chik (2014). Both technology and internet are used in Digital Gaming playing to support autonomous learner.

CALL or Computer-Assisted Language Learning widely refers to the area of technology and target language learning (Chapelle, 2010:66). Computer-Assisted gives learners a platform to learn a new language independently with minimal guidance from the teacher (Grimes, 1997:2). According to Mitsikopoulou (2014: 4) there are two kinds of CALL programs which is designed to language learning. The first is CALL-specific application (e.g. Duolingo, British Council, Memrise) and the second is Web-based learning materials (Duolingo.com, Memrise.com, ESOL course).

Duolingo belongs to specific application and web-based learning of CALL program. It is an application for mobile phones or web-based browser.
It is one of the most famous and praised language applications on the market which has won several awards. Duolingo available for Android, iOS, Windows Phone and website. It works in a very simple way and it is very useful for those who are studying English and several other languages, such as Spanish, Italian, German and Turkish (Castro et al, 2016:60). Selecting Duolingo as the target language learning application may be useful since many people around the world has used Duolingo as their assistance of language learning application.

CALL with the advent of internet, computer technology has played a pervasive role in language learning. Several recent contributions to the vast literature in this area have emphasized opportunities for autonomous learner within CALL and the importance of attention to autonomy in the development and use of CALL technologies (Benson, 2007:26).

Discussion about CALL (Computer-Assisted Language Learning) in term, recently a new generation of CALL has come into active existence namely integrating MALL (Mobile Assisted Language Learning) technology (via personal multimedia players, cell phones, and handheld devices) has recently invaded the foreign language curriculum because MALL technologies are convenient, easy-to-use and accessible on devices that are malleably suitable for use in higher education institutions (Fageeh, 2013:421). In this research the researcher uses the term of CALL instead of MALL in order not to limit the scope of using only mobile phone but also the media of computer in playing with the Duolingo.
In this research, the researcher aims to analyze the autonomous learner language learning through Duolingo by selecting the *Bidikmisi* students as research participants. *Bantuan Pendidikan Mahasiswa Miskin Berprestasi* or then is shorten by *Bidikmisi*, it is a kind of undergraduate scholarship who has given by Indonesia government to college students who have good academic achievement and they are less in economy. As the *Bidikmisi* students, they have strong initiation in studying since GPA (Grade Point Average) or IPK (*Indeks Prestasi Kumulatif*) over the 3.0 is one of the requirement to maintain this scholarship during their study in college or university. *Bidikmisi* students naturally have high expectation in their education remembering they have good academic achievement. Furthermore, *Bidikmisi* students also are expected to be independent students thus they can improve their quality in many sides.

For this reason, the researcher predicts that Duolingo might be useful to assist the *Bidikmisi* students to promote autonomous learner. It is therefore, the researcher is interested to conduct a research about autonomous learner, Duolingo, and *Bidikmisi* students as participants. This research is aimed to investigate the *Bidikmisi* students as autonomous learner with the assistance of language learning application that is Duolingo.

**B. Questions of the Research**

Based on the discussion above, in order to learn more obvious and more directed the researcher summarizes the questions of the research as follows:
1. Can Duolingo promote the language autonomous learner?

2. How does autonomous learner learn with Duolingo as assistance of language learning program?

3. How does Duolingo assist learners in their learning and what features autonomous learners love to learn with Duolingo?

C. Objectives of the research

To answer the questions of the research above the researcher has the objectives of the research as follow:

1. To find out whether or not Duolingo can promote the language autonomous learner.

2. To find out how autonomous learners learn with Duolingo as assistance of language learning program.

3. To find out how Duolingo assist learners in their learning and the features the autonomous learners love to learn with Duolingo.

D. Significances of Research

Research is something that important to be done in science development. Hopefully, the result of this research gives some benefits for others. It can be used by some sides in order to develop their interest. The researcher delivers the significances of this research as theoretically and practically.

1. Theoretically

The theoretical significance is the use of research result for science development widely and it can give contribution on it. The explanation of
autonomous learner and Duolingo in CALL especially how Duolingo is used as media of learning by autonomous learner hopefully can be useful to contribute in science development.

2. Practically

   The practical significance explains the applying of research result by some sides. It is expected gives benefits to several people practically. Hopefully, the result of the research can be used for their interest development. The researcher mentions those some sides as autonomous learner, future researcher, and institution.

   a. For Autonomous learner

   The positive impacts of this result of the research for autonomous learner such as, helps the autonomous learner to find the appropriate language learning application. It also encourages the autonomous learner to promote their language learning through Duolingo application in Computer-Assisted Language Learning.

   b. For Future Researcher

   This result of the research and the discussion both autonomous learner and Duolingo in Computer-Assisted Language Learning can be the reference for future researcher. This graduating paper is expected can help future researcher to find out the new idea of the autonomous learner and CALL.

   c. For Institution
The result of this research hopefully can support the institution to increase and improve the quality especially in the English teaching and learning process. In this case is English Education Department of IAIN Salatiga.

E. Definition of Key Term

In this section, the researcher briefly delivers the definition of key terms to make understandable meaning. The researcher delivers the definition of key term involving autonomous learner, CALL, and Duolingo.

1. Autonomous learner

Holec (1981), who is considered a father of autonomous learning, defines autonomous learner as the ability to take charge of one’s own learning (Brikena & Ghezim: 2011). Similarly, Little (1991: 4) states that autonomous learner is cast in a new perspective, have a capacity for detachment, critical reflection, and decision making, take independent action and are expected to assume greater responsibility for and take charge of their own learning.

2. CALL (Computer-Assisted Language Learning)

CALL (Computer-Assisted Language Learning) represents a side of e-learning where computer technology is used in the context of language learning as Yuan (2007:416) stated. Similar with Yuan (2007:416), Chapelle (2010:66) notes CALL (Computer-Assisted Language Learning) is widely used to refer to the area of technology and target language learning.
3. **Duolingo**

   According to Castro et al (2016:60) Duolingo is an application for mobile phones or web-based computer and available for Android, iOS, Windows Phone and website.

   Tsai (2016:1) defines Duolingo as a free language learning application, which is learned by units semantically and grammatically with different activities (translation, matching, speaking and listening) and available both on the computer and on the mobile phone.

F. **Organization of the Graduating Paper**

   In order to make a systematic research, the researcher organizes this research into five chapters, they are as follows:

1. **Chapter I: Introduction**

   This chapter consist of the background of the research, questions of the research, objectives of the research, significances of the research, definition of key terms, and organization of the graduating paper.

2. **Chapter II: Theoretical Framework**

   This chapter consist of the underlying theories and previous researches. The underlying theories involving the discussion of autonomous learner, autonomous learner and technology, CALL (Computer-Assisted Language Learning), and Duolingo.

3. **Chapter III: Research Methodology**
In this chapter consists of research design, research setting and participants, source of the data, data collection, data analysis, and data validation.

4. Chapter IV: Research Findings and Data Analysis

In this chapter consists of analysis of research data involves quantitative and qualitative analysis and also the researcher presents the findings of the research.

5. Chapter V: Closure

In this chapter consists of some conclusion and suggestion.

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CHAPTER II

THEORITICAL FRAMEWORK

In this chapter consists of underlying theories and previous research. The researcher presents some theoretical frameworks that is used in this research in which aimed to get relevance knowledge underlined the research. Additionally, the researcher also delivers several previous related researches which is aimed to give more information about this research.

A. Underlying Theories

The underlying theories involving the discussion of autonomous learner, autonomous learner and technology, CALL (Computer-Assisted Language Learning), and Duolingo.

1. Autonomous learner

Autonomous learner is a new trend in education which emphasizes students’ engagement in their own learning (Brikena and Ghezim, 2011:150). The definition of autonomous learner can be defined in various way by some experts.

Holec (1981), who is considered a father of autonomous learning, defines autonomous learner as the ability to take charge of one’s own learning (Brikena & Ghezim: 2011). Similarly, Little (1991: 4) states that autonomous learner is cast in a new perspective, have a capacity for detachment, critical reflection, and decision making, take independent action and are expected to assume greater responsibility for and take
charge of their own learning. It presupposes, but also entails, that the learner will develop a particular kind of psychological relation to the process and content of his learning. The capacity for autonomy will be displayed both in the way the learner learns and in the way, he or she transfers what has been learned to wider contexts (Little, 1991:4).

Autonomous learner is someone’s ability to take charge of his own learning (Holec, 1981:3 cited in Little, 2007). Furthermore, the Holec’s (1981:3) definition cited in Benson (2007:22) he throws upon the definition of autonomous learner by Holec (1981:3) as ‘Ability’ is often replaced by ‘capacity’, while ‘take charge of is often replaced by ‘take responsibility for’ or ‘take control of one’s own learning (terms also used by Holec).

Holec (1981) cited in Little (1996) says that autonomous learner refers to encouraging learner to determine the objectives, to define the contents and progressions, to select methods and techniques to be used, to monitor and evaluate what has been acquired. It shows that to be successful in learning of autonomous learner need the three aspects, self-planning, self-monitoring and also self-evaluating.

Tsai (2016:3) argues autonomous learner refers to the concept that autonomous learner become self-initiated; he starts their learning from goal-setting, material-choosing, to self-evaluating. The key element in definitions of this kind is the idea that autonomy is an attribute of learners, rather than learning situations.
Based on the explanation above, autonomous learner involves learners in taking greater responsibility for what they learn, how they learn, and when they learn. In this research, the researcher uses the definition of autonomous learner as the ability to take charge of one’s own learning (Brikena & Ghezim: 2011). Autonomous learner is cast in a new perspective, have a capacity for detachment, critical reflection, and decision making, take independent action and are expected to assume greater responsibility for and take charge of their own learning (Little, 1991: 4).

Additionally, Holec (1981) in Najeeb (2012:1239) describes learning autonomy as a double process. On the other hand, learning autonomy entails learning the foreign language, in the other, learning how to learn. Holec’s definition entails that autonomous learner can freely apply their knowledge and skills outside the immediate context of learning. Thus, autonomous learner extends beyond a school context: it is a life-long process of constantly developing awareness.

Zou (2011:421) explains learning autonomy is a gradual increase in relation to awareness of learning contexts. Students have different level and metacognitive abilities, not all will reach the same level of autonomy but if they manage to do so, this will help them to raise awareness, to reflect on their own learning experiences, to share such reflections with others and to gain understanding of the factors influencing the learning
processes. These are important for the development of learning autonomy competence and positive attitudes towards autonomous learner.

2. **Autonomous learner and Technology**

The existence of technology has taken the autonomous learner attention with their popularity and growing interest of technology learning (Tsai: 2016:2). After the widespread of technology in language learning, the focus of autonomous learner has changed from studying how to develop autonomous learner to examining their learning autonomy with the assist of technology (Benson, 2013) cited in (Tsai, 2016:2).

According to Reinders (2018:1) technology has the potential to facilitate autonomous learner in many aspects. For example, technology providing access to language learning resources or by facilitating learner choice, and a vast range of technology-mediated opportunities for learning is now available. The researcher summarizes the potential of technology in which facilitate autonomous learner as follow:

1. Technology enables learners to use resources anywhere and anytime, and to reduce reliance on formal education (Reinders, 2018:2). It means autonomous learner can freely studying anytime and everywhere based on their willingness. The authority of learning does not depend on the teacher. It is learner authority to responsible with their own learning.
2. Technology allows learner for the easy storage and retrieval of learning materials, giving insight into learning behavior, both inside, and potentially, outside the classroom. Learner not only find and access resources but also monitor their own of those resources (Reinders and Hubbard, 2003:6).

3. Technology enables autonomous learner the easy sharing and recycling of materials. It means that learner can easily creating, revising, and sharing the learning resources. It is giving learners more control over the resources they use (Reinders, 2018:2). Reinders and Hubbard (2003:6) states pedagogical materials can be easily created, shared and updated, with learners potentially contributing to this process. In relation to the development of autonomous learner, this last point is particularly important as it gives learners control that they lack in more traditional environments.

4. Technology may increase cost efficiency, especially for learners who can more easily access resources and learn outside of (paid) formal education (Reinders, 2018:2). Reinders and Hubbard (2003:7) states technology is sometimes lower the cost of education by allowing learners to manage more of their own learning, thus relying less on teachers. The authority of learning process now does not depend on the teacher’ material and instructions. Technology can reduce the cost of language materials in some cases by providing them in a readily reproducible digital format.
Being technologically friendly, learners should be encouraged to use technology for fostering autonomous learner, it will make them sense the responsibility they have for their learning. Similarly, autonomous learner will enhance the security needed for risk taking and the learner will have to make their own decisions understanding the consequences they may lead to (Condrat, 2014:10).

CALL (Computer-Assisted Language Learning) is used as one of a tool to enhance and improve autonomous learner in learning. Condrat (2014:6) states CALL is obtaining more and more popularity together with the appearance of computer software meant to enhance the process of learning. It has become even difficult to keep pace with the latest technological inventions used for educational purposes.

3. Introduction to CALL (Computer-Assisted Language Learning)

The introduction to CALL (Computer-Assisted Language Learning) consist of the definition of CALL and the types of CALL.

a) Definition of CALL (Computer-Assisted Language Learning)

Yuan (2007:416) points out that the definition of CALL (Computer-Assisted Language Learning) represents a side of e-learning where computer technology is used in the context of language learning.

Similar with Yuan (2007:416), Chapelle (2010:66) defines the expression of CALL refers to a variety of technology that is used for language learning including CD-ROMs containing interactive
multimedia and other language exercises. These varied technologies used by language learners have spread over the past several years across many language classrooms and beyond. Based on the definition of CALL from Yuan (2007:416) and Chapelle (2010:66) CALL program play a role in assisting language learner through technology. CALL helps learner to learn autonomously by its language learning programs. The result CALL gives students a platform to learn a new language independently with minimal guidance from the teacher (Grimes, 1977:2).

Recently, a new generation of CALL has come into active existence namely integrating Mobile Assisted Language Learning (MALL) technology (via personal multimedia players, cell phones, and handheld devices) has recently invaded the foreign language curriculum because MALL technologies are convenient, easy-to-use and accessible on devices that are malleably suitable for use in higher education institutions (Fageeh: 2013:421). The researcher uses the term of CALL instead of Mobile Assisted Language Learning (MALL) in order not to limit the scope of using only mobile phone but also the media of computer in playing with the Duolingo.

CALL is particularly useful tool for language learners. The various sites and programs offering different types of grammar and vocabulary explanations and exercises, the software generating tests, the platforms posting online courses, sites organizing online classes –
all are supposed to enhance the process of learning a second language
and make it more enjoyable (Condrat, 2014:7).
b) Type of CALL

Mitsikopoulou (2014: 4-5) divides CALL programs into two types. They are as follow:

1) CALL programs which is specifically designed for English language teaching and learning. It includes CALL-specific application and Web-based learning material. The examples of CALL-specific program are Memrise application, Duolingo application, British Council application, Magoosh application, CoffeStrap etc. While the examples of Web-based learning material in websites are Memrise.com, Duolingo.com, Busuu.com, ESOL course, BBC Learning English etc.

2) CALL programs in which have not been specifically designed for English language teaching and learning. It includes Generic application for the example word-processors (Microsoft Office), presentation application (Prezi), spreadsheet etc. and Computer-mediated communication (CMC) programs for the example online chat via WhatsApp, Email and discussion forum.

Duolingo, which is used in this research belongs to CALL-specific application and Web-based learning material because Duolingo is available both in mobile phone and website. The Duolingo application available download in Playstore, Appstore and others market of Android, iOS, Windows Phone. While Duolingo websites can be accessed in www.Duolingo.com.
4. Duolingo

The researcher discusses about Duolingo and some features in Duolingo.

a) Introduction to Duolingo

Duolingo is gamification browser-based and mobile application launched in 2012 that allow users to learn language for free forever (Duolingo.com, 2018). Jaskova (2014:16) states Duolingo as a future in learning languages and in global communication. Magnuson (2014:1) defines Duolingo as a gamification platform launched in 2012 that allows users to learn foreign language. It consists of two main major components: grammar and vocabulary exercise and an interface to translate articles from the web. Tsai (2016:1) adds the definition of Duolingo as free language learning application is learned by units semantically and grammatically with different activities (translation, matching, speaking and listening), and available both on the computer and on the mobile phone.

Duolingo is a game-based platform for learning foreign languages available as a browser-based application or an iOS, Android, Windows and Phone application (Mulya and Refnaldi, 2016:293). According to Castro et al (2016:60) Duolingo is an application for mobile phones or web-based computers. It is one of the most famous and praised language applications on the market that available for Android, iOS, Windows Phone and website. Duolingo works in a very simple way and it is very useful for
those who are studying English and several other languages, such as Spanish, Italian, German and Turkish.

Duolingo is a website and an application that as a social project is intended for language learning, including English. The fundamental part that interests in this application is possibility that the learner can listen as they pronounce a word, or sentence at the same time that they must write it (Bermudez and Diaz, 2017:8).

b) Duolingo Features

Duolingo provides some interesting features as media of language learning, the researcher summarize the Duolingo features as follow:

1) The Available Languages

Jaskova (2014:34) mentions the available languages as a mother tongue in Duolingo involving English, Spanish, Portuguese, Italian, French, German, Russian, Hungarian, Dutch, Turkish. From Hungarian, French, Portuguese, Russian, Italian, German, Spanish, Dutch and Turkish it is possible to learn English.

Furthermore, Finardi et al (2016:52) adds Duolingo is a platform for second language learning available in 19 languages, though it is not meant for the learning of all the 19 languages depending on the user’s first language. For instance, if an Indonesian speaker intends to learn Korean as a second language, this speaker would have to use another language, for example English, as a bridge to have access to Korean. As such, it can say that if a person has
English as first language, he/she can choose any of the 19 languages to learn in Duolingo. The number and choice of languages a person can learn in Duolingo will depend, thus, on the users’ first language and the second language he/she wants to learn.

2) Learning Vocabulary Activities

Jaskova (2014:29) states Duolingo has a special page to monitor a learner’s level of vocabulary. In this page the words with all their forms used during the learning can be seen, the time of the last practice of it and how a learner was successful in using it. This feature based on the learner feedbacks, they can easily see the level and size of their vocabulary and the knowledge of each word. There is a possibility for the learner to practice words individually and see some sample sentences or more examples of them. In every lesson there is also an overview of the acquired vocabulary. It is possible to see there the individual words, the forms in which these words were used correctly and also how strong in using a word a learner was during completing a lesson.

In this research, all of the participants learn English as target language with Bahasa Indonesia as their introduction language. In this language learning, Duolingo provides several topics of material such as Dasar 1, Dasar 2, Frasa, Makanan, Hewan, Jamak, Kepemilikan, Kata Ganto Objek, Pakaian, Kata Kerja Sekarang 1, Warna, Pertanyaan, Kata Sambung, Preposisi, Tanggal dan Waktu,
3) **Four Skills of Language**

Duolingo covers four skills of language includes listening, reading, writing and speaking during the learning process on it. According to Finardi et al (2014:52) Duolingo contains activities for reading, writing, listening and oral practice in the target language. Mulya and Refnaldi (2016:289) also states Duolingo uses several different methods to keep the learner hooked like using a mixture of activities; listening, transcribe or writing, speaking, and translating in a simple interface as they work through words and phrases. Castro et al (2016:60) also mention the four skills of language: reading, writing, listening and speaking, are present during the learning process in Duolingo, through elaboration of questions, affirmative and negative
sentences, small texts and excerpts to be heard and transcribed, and it is also possible to the students to record their own pronunciation to assess their oral performance.

In speaking skills, the learner will practice orally. They are required to read a sentence aloud with the right pronunciation, the sentence is recorded and if judged to be correct the lesson is continuing by the next task (Jaskova, 2014:29).

In listening and writing section, learners are required to rewrite a sentence according to the dictation which they hear, and thereby they develop the listening and writing skills (Jaskova, 2014:29). Mulya and Refnaldi (2016:290) add the learners allow to choose the dictated sentence from the two options – slower speed of speaking or faster version of it. It is an interesting feature that can help learners to face the listening activities. There is slow down button in turtle picture that make the learners able to slow down what they hear by clicking it. So, if the learners get confused when they hear the audio that is spoken by the native speaker they can slow down the audio and they can hear it repeatedly.

4) Monitoring Progress and Skills

Jaskova (2014:30) states one of the most significant and motivating aspects when learning anything is the possibility to see the success, progress and development. Duolingo learning project has an interesting way of recording the process of learning. Learners can
learn gradually step by step and monitor their results and progress. The skill points illustrated as a yellow coin and the words learned illustrated as a letter W in the blue circle can be seen on the right side.

5) Discussion Forum and Duolingo Club

Learners can contribute in each of them or add there a new forum of course. In each case of uncertainty or unclearness these discussion forums can be used where the advanced learners or native speakers can help the beginners, discuss potential problems or disagreements, make suggestions for improvement or provide another kind of help (Jaskova, 2014:33).

In Duolingo club, usually Duolingo coach will give the questions or the topics that ask the users to answer it. Users will get XP when they answer the Duolingo questions.

6) Motivation

Mulya and Refnaldi (2016:294) state Duolingo helps learners in studying with motivation. It recognizes that language learners need to be motivated to make sure they come back to the application and engage in some more language fun. Duolingo motivates the learners to keep going and beat their previous records, and the learners can also compete with their friends. Learners can gain experience points (XP) and pass through different levels, then they earn lingots with which they can purchase items and bonus lessons.
Jaskova (2014:34-35) also explain the motivation features of Duolingo. Jaskova (2014:34) mentions some motivating aspect in Duolingo. Firstly, the fast test that allow learners to pass a lesson easily, the limited attempts for a lesson or test, which means the limited possibilities to make a mistake during completing a lesson or test. More accurately, in a test there are three possibilities, in a lesson three or more.

Secondly is features in which enable learners to share their experience and knowledge with peers and friends via social networks. By login with Facebook or Twitter to see how learner’s friends continue, compare or compete. Duolingo also has its blog where a learner can share their experiences, opinions, comments or evaluation and discuss different problems regarding the lesson, learning or language (Jaskova, 2014:35).

7) **Duolingo Coach**

The creators of Duolingo found a model in the success of personal trainers. It is called a coach in the visual form of an owl which also encountered great success among the learners. It is like a virtual teacher reminds a learner to come back to the Duolingo, to follow the course of learning, praises or admonishes (Jaskova, 2014:35).

8) **Learning Reminder**
One of an interesting feature in Duolingo is Duolingo reminder. A coach in visual form of Owl, will remind the learners to come back to the Duolingo. Tsai (2016:7) states the function of reminder is reminding the learners that you haven’t learned with Duolingo today by sending email. Users can set the time whenever they will receive the notification of reminder daily.

Duolingo with some interesting features as language learning software has attracted a million people around the world to used it. Duolingo is an adaptive service that educators will appreciate for its individualized, differentiated instruction that is accessible to all learners at all levels. It tracks completed lessons, translations, and tests, provides essential feedback to encourage progress, and offers new lessons and assignment based entirely on the learner’s progress. Based on this explanation, Duolingo is appropriate application is used by autonomous learner to foster their language learning.

B. Previous Research

In this graduating paper, the researcher takes several reviews of related literature from previous research as comparison. The first research was written by Tsai (2016). In his research, he used Duolingo as application to analyze the autonomous learner through Computer-Assisted Language Learning. The objectives of his research are to investigate learning autonomy by the assistance of language learning application and to find out how Duolingo assists learners in their learning and what features learners love to
learn with Duolingo. The result of his research showed that learners promoted LA by managing their leisure time and the daily goal of learning period, looking for more information to solve their problems, selecting related materials, and evaluating the performance and achievement of themselves. Pedagogical implications for promoting LA with language learning application were also discussed.

The difference between Tsai (2016) and this research is, in this research the participants are *Bidikmisi* students batch 2014 of IAIN Salatiga. While in Tsai (2016) the participants are the students of National Taiwan Normal University and National Taiwan University of Science and Technology.

The second research was done by Mutlu and Eroz (2013). They focused on exploring the beliefs and attitudes of learners and teacher towards computer and internet or on acquiring whether computers and the internet increase the achievement levels of learners or enhance students’ awareness of other cultures. The aim of their research was to utilize language learning environment equipped with technology to develop autonomous learner. The result of their research shown that there are four behavioral indicators of autonomy: using language learning strategies; a high motivation level to learn the English language; taking responsibility for one’s own learning; and continued English language study outside the classroom.

The differences between Mutlu and Eroz (2013) and this research are both participants and the media who used to analyze the autonomous learner
are different. In Mutlu and Eroz (2013) they prefer to focus analyzing the attitude of autonomous learner towards CALL. While in this research, the researcher prefers to analyze how autonomous learner uses Duolingo in CALL to assist their learning autonomy.

The next research was conducted by Farivar and Rahimi (2015). Their research was an attempt to investigate the impact of Computer-Assisted Language Learning on Iranian EFL learner’s autonomy. They used experimental research design to collect the data. Both groups were taught by the same instructor and both used the same material during 20 sessions, English application BBC course was added to the materials for participants in the experimental groups. The result of this study shown that application of CALL had a significant effect on the improvement of autonomous learner.

The difference things between Farivar and Rahimi (2015) and this research are the method of collecting data, the participants and the media that is use to investigate the autonomous learner.
CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher presented the methodology of research. It consists of research design, research setting and participants, source of data, data collection, data analysis, and data validation.

A. Research Design

Research is a process of steps used to collect and analyze information to increase the understanding of a topic or issue (Creswell, 2012:3). In a research, research methodology takes an important role because the quality of the research data depends on it. In this research, the researcher applied both quantitative and qualitative approach to collect and analyze the data. Then it was called as mixed methods approach.

A mixed methods research design is a procedure for collecting, analyzing, and mixing both quantitative and qualitative methods in a single research or a series of researches to understand a research problem (Creswell and Clark, 2011) cited in Creswell (2012:535). The combination using both quantitative and qualitative methods provides a better understanding of the research problem and question than either method by itself (Creswell, 2012:535).

According to Creswell (2017:20) quantitative research is the process of collecting, analyzing, interpreting, and writing the result of a research. In
this research, the researcher applied quantitative approach to collect and analyze the data from participants of research by form of questionnaire.

Qualitative research is the approach to data collection analysis, and report writing differing from the traditional (Creswell: 2017:20). In a qualitative method, the data is analyzed using sentences. In this research, qualitative approach is used to analyze the data from participant by form of interview. It is descriptive qualitative analysis method.

This research used qualitative and quantitative research approach then was called as mixed method. This was due to the fact that the purpose of this research was to analyze autonomous learner through Duolingo application using two kinds of research instrument those were questionnaire and interview. The objectives of this research are to find out does Duolingo can promote the language autonomous learner, to find out how autonomous learner learning with Duolingo as assistance of language learning software and to find out how Duolingo assists learners in their learning and what features learners love to learn with Duolingo.

B. Research Setting and Participants

Little (2007:14) states that the concept of autonomous learner is mostly associated with adult education and self-access learning systems and seemed to be matter of learners to learn on their own. In this research, the researcher chose the university students to be subject of this research in order to obtain the adult education and self-access learning from the participants.

This research was conducted around the university students of IAIN Salatiga. The researcher conducted this research by selecting participants as
autonomous learner. In order to gain appropriate participants, the researcher arranged some requirements that was needed. First requirement was, the participants were Bidikmisi students of IAIN Salatiga. There are four batches of Bidikmisi students in IAIN Salatiga, they are batch of 2014, 2015, 2016, and 2017. Secondly the researcher selected the Bidikmisi students batch of 2014. It consisted of 35 students from 9 majors in IAIN Salatiga. The last, the researcher limited the scope of research participants. The researcher selected the participants who have the same background, studying in English Education Department. Finally, a number of 8 students were involved in this research. The researcher selected the Bidikmisi students because as Bidikmisi students they are required to be autonomous learner in order to enhance their academic achievement. Bidikmisi students are expected to have high expectation in education and strong initiation in studying. Selecting the Bidikmisi students batch 2014 who studying in English Education Department as participant might be appropriate because English is one of their need and they have more willingness to study English.

<table>
<thead>
<tr>
<th>Participants</th>
<th>Learning interface</th>
<th>Already play Duolingo for</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1-SMS</td>
<td>Application</td>
<td>A month</td>
</tr>
<tr>
<td>P2-TN</td>
<td>Application</td>
<td>A month</td>
</tr>
<tr>
<td>P3-PDM</td>
<td>Websites/application</td>
<td>A month</td>
</tr>
<tr>
<td>P4-NK</td>
<td>Application</td>
<td>A month</td>
</tr>
<tr>
<td>P5-NAF</td>
<td>Websites/application</td>
<td>A month</td>
</tr>
<tr>
<td>P6-LNH</td>
<td>Application</td>
<td>A month</td>
</tr>
<tr>
<td>P7-SF</td>
<td>Application</td>
<td>A month</td>
</tr>
</tbody>
</table>
In this research, the participants have contributed by learning Duolingo for a month. It started from 31 March 2018 until 31 April 2018. All of them learned using Duolingo with the same target of language, in this case is English. The participants freely choose whether they learn Duolingo using application or website. Both of Duolingo application and Duolingo.com in website are the same thing. The next was the researcher would collect some information from participants by questionnaire and interview section.

In order to make it easier, the researcher gave the code to the participants. P1-P8 means the number of participants and it is following by initial of each participant’s name. For later, the researcher would use the code P1-P8 to mark each of participant.

C. **Source of the Data**

The researcher considered the sources of data in which to base and to confirm this research findings. In this research, the researcher combined the source of field research and data library. The researcher used field research to get primary data from participants directly, while library research is used by the researcher for getting the secondary data.

Primary data is an original and unique data, which is directly collected by researcher from a source questionnaire and interview according to the requirements (Ajayi, 2017:5). The researcher prepared several questions about participant’s experiences during playing Duolingo in the form of questionnaire and interview to obtain the primary data.

<table>
<thead>
<tr>
<th>P8-NDA</th>
<th>Application</th>
<th>A month</th>
</tr>
</thead>
<tbody>
<tr>
<td>In this research, the participants have contributed by learning</td>
<td>Duolingo for a month. It started from 31 March 2018 until 31 April 2018. All of them learned using Duolingo with the same target of language, in this case is English. The participants freely choose whether they learn Duolingo using application or website. Both of Duolingo application and Duolingo.com in website are the same thing. The next was the researcher would collect some information from participants by questionnaire and interview section.</td>
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</tr>
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<td></td>
</tr>
</tbody>
</table>
Additionally, the researcher also used the secondary data. It is a type of data that has already been published in books, newspaper, journals, article, online portals etc. Secondary data which is easily accessible but not pure as they have undergone through many statistical treatments (Ajayi, 2017:4). Source of secondary data can be a form of government publications, websites, books, journal, and articles. The researcher gained the secondary data sources derived from many literary books, journals, articles, and some relevant materials to support and to complete the primary data sources.

D. Data Collection

The researcher took both quantitative and qualitative data collection procedures. Creswell (2012:140) states there are five steps in the process of quantitative data collection. This process involves more than simply gathering information; it includes interrelated steps. It involves the steps of determining the research participants, obtaining permissions needed from several individuals and organizations, considering what types of information to collect from several sources available to the quantitative research, locating and selecting instruments to use that will net useful data for the study, and finally, administering the data collection process to collect data (Creswell, 2012:140-141).

Besides quantitative, the researcher also used qualitative data collection. it is more than simply deciding on whether researcher would observe or interview people. Creswell (2012:204) states there are five steps comprise the process of collecting qualitative data. Identifying the research
participants, gain access, determine the types of data to collect, develop data
collection forms, and administer the process in an ethical manner (Creswell,
2012:204).

The researcher used procedures of data collection methods by Creswell (2012), the researcher summarized the data collection methods from
quantitative and qualitative methods since mixed approach are used in this
research methodology.

Procedures of collecting data are as follow:

1. Determining the research participants.
2. Obtaining the permission from research participants.
3. Determining the types of data collecting instruments that is
   available in quantitative and qualitative approach. Here is
   questionnaire and interview.
4. Developing data collection forms.
5. Administering the data collection process to collect data in an
   ethical manner.

In this research, data collection process was carried into two
phases. Firstly, the researcher used quantitative research instrument. Here
the researcher used form of questionnaire. In second data collection phase,
the researcher used semi-structure interview to collect the data as
qualitative. Both quantitative and qualitative research instruments are used
to collect the data from participants. Researcher adopted form of
questionnaire and semi-structure interview that have been used by Tsai (2016).

There are two kinds of data collection instruments which were used by the researcher in this research:

1. **Questionnaire**

   Questionnaire as one of the primary data sources of data is an observational technique which comprises series of items presented to a respondent in a written form, in which the individual is expected to responds to by ticking or one he considers appropriate (Ajayi, 2017:4).

   Questionnaire as quantitative data collection instruments was used by the researcher in first phase of data collection. The researcher used form of questionnaire which consists of 16 questions divided into three main part (see appendix 1). First part is background of education which is in the question number of 1-2 (Q1-Q2). Secondly is self-initiation question which is in the question number of 3-5 (Q3-Q5), and the last is self-regulation question which is in the question number of 6-16 (Q6-Q16). For background education questions, the participants filled based on their own experiences. This is belonging to free answer. Then for the self-initiation part, each question would have seven choices of answer. The last for self-regulation questions, the participants would choose their answer by selecting the number of frequency scale from 1-7 (never-always) based on their own experiences during playing Duolingo.

2. **Interview**
Interview is a technique that is primary used to gain an understanding of the underlying reasons and motivations for people’s attitude, preferences or behavior. Interviews can be undertaken on a personal one-to-one basis or in a group (Ajayi, 2017:4).

In second phase, semi-structure interview was conducted by the researcher to collect more data or information from participants. It is qualitative data instrument. In the form of semi-structured interview, it consists of 11 main questions (see appendix 2). The interview section is primary of data collection while the questionnaire is secondary data collection.

E. Data Analysis

In this research, data analysis was conducted into two phases based on the second phase of data collection. In the first phase the researcher analyzed the data of questionnaire from participants. Quantitative tool was applied in first phase with self-initiated and self-regulated questions and Duolingo’s learning logs tracker. The researcher analyzed the answer from each participant then measures it using statistical approach that is 7-point of Likert scale. The result of quantitative data collection then was measured using Microsoft Excel to find the score of mean, standard deviation and, the percentage of each question and each participant.

The next step is the researcher analyzed the data from second phase. The researcher analyzed the participant’s answers from interview section. In the interview section is done in order to obtain in-depth information about to
what extent autonomous learner be achieved, the transfer of learners’ metacognitive strategies in learning, and the interesting features of Duolingo that prompted autonomous learner. It is qualitative approach data analysis; thus, the analysis is using descriptive form. The researcher analyzed how Duolingo is used by Bidikmisi students as their assistance language learner.

F. Data Validation

Since the researcher applied the mixed methods in this research. The validation was needed to examine the result of qualitative data. According to Sugiyono (2017:270) there are some techniques that can be used to examine the qualitative data in a research. It is extended observation (perpanjangan pengamatan), improving persistence (peningkatan ketekunan), triangulation, peer-check (diskusi dengan teman sejawat), analysis the negative case (analisis kasus negatif), and member check.

In this graduating paper, the researcher used the triangulation technique to examine the data of the research. Triangulation is qualitative cross-validation. It assesses the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedures (Wiersma, 1986) cited in Sugiyono (2017:273). Here, triangulation means as the checking of data from any sources with multiple techniques and times (Sugiyono, 2017:273). Sugiyono states there are three kinds of triangulation, as follow:

1. Triangulation of source
Triangulation of source uses to check the credibility of data. It is conducted through re-checking the data that have been gained through multiple sources.

2. Triangulation of technique

Triangulation technique is conducted to check the credibility of the data through re-checking the data from the same sources with different methods.

3. Triangulation of time

Triangulation of time is conducted by checking the data in different time. Time influences the credibility of data frequency.

In this research, the researcher used two kinds of triangulation. They were triangulation of technique and triangulation of time. In this research, besides used interview as qualitative data collection, the researcher also uses questionnaire form. It belongs to triangulation of technique. While triangulation of time, it means the researcher contacted again with participants to re-checking the data.
CHAPTER IV

RESEARCH FINDINGS AND DATA ANALYSIS

In this chapter, the researcher presents the findings of the research and analysis of the research data. Firstly, the researcher will discuss the analysis of the data that carry out by quantitative and qualitative data analysis. Secondly, the researcher presents the findings of the research based on the data analysis.

A. Data Analysis

In the analysis of data research, the researcher delivers the analysis of data collection involving quantitative data analysis in the form of questionnaire analysis and interview as the qualitative data analysis.

1. Quantitative Data Analysis

Quantitative analysis is the first phase of data analysis. The researcher has collected the information from participants using questionnaire. The questionnaire that is used by the researchers is adopted from Tsai (2016), it consists of 16 questions from three main part (see chapter 3:35). However, the researcher would analyze only 14 questions those are Q3-Q16 from self-initiated and self-regulated questions part. First and second questions or Q1-Q2 as background education from participants only as additional information from participants. The researcher has analyzed and then presented the distribution of analysis of questionnaire in self-initiated and self-regulated in the table below.
Table 4.1 The Distribution of Self-Initiated and Self-Regulated Data Analysis

<table>
<thead>
<tr>
<th>Questions</th>
<th>P1</th>
<th>P2</th>
<th>P3</th>
<th>P4</th>
<th>P5</th>
<th>P6</th>
<th>P7</th>
<th>P8</th>
</tr>
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<tbody>
<tr>
<td><strong>Q3</strong> What’s the reason that makes you start learning with Duolingo?</td>
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<tr>
<td>1. Curious about the game; have fun and willing to try.</td>
<td>1</td>
<td></td>
<td>4</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>2. Choosing to learn language to kill time.</td>
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<tr>
<td>3. To improve language ability, but no specific goal.</td>
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<tr>
<td>4. Make use of one’s time to learn language.</td>
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<td>5. To review and maintain the familiarity with the language</td>
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<td>6. With learning goal.</td>
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<tr>
<td>7. Learning for language test or studying abroad.</td>
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<tr>
<td><strong>Q4</strong> How do you find Duolingo as your language learning tool?</td>
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</tr>
<tr>
<td>1. Asked by teacher.</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
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<tr>
<td>2. Recommended by teachers.</td>
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<tr>
<td>3. Heard from friends that it’s interesting.</td>
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<tr>
<td>4. Recommended by friends.</td>
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</tr>
<tr>
<td>5. Asking friends by yourself.</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Asking friends because strongly eager to find a</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
language learning tool.
7. Looking for the tool by yourself

<table>
<thead>
<tr>
<th>Q5</th>
<th>Before starting to learn with Duolingo, did you set your learning goal?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Without goal.</td>
</tr>
<tr>
<td></td>
<td>2. Learning as much as I can.</td>
</tr>
<tr>
<td></td>
<td>3. With goal, but didn’t strictly follow.</td>
</tr>
<tr>
<td></td>
<td>4. Following Duolingo’s daily goal.</td>
</tr>
<tr>
<td></td>
<td>5. Practicing for school work.</td>
</tr>
<tr>
<td></td>
<td>6. Being able to use language in daily communication.</td>
</tr>
<tr>
<td></td>
<td>7. Pass language test</td>
</tr>
<tr>
<td>2</td>
<td>6</td>
</tr>
</tbody>
</table>

TOTAL (21) 7 11 14 7 15 9 13 11

Percentage (%) 33.3 52.3 66.6 33.3 71.4 42.8 61.9 52.3

Self-regulated Questions Analysis

<table>
<thead>
<tr>
<th></th>
<th>P1</th>
<th>P2</th>
<th>P3</th>
<th>P4</th>
<th>P5</th>
<th>P6</th>
<th>P7</th>
<th>P8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q6</td>
<td>4</td>
<td>6</td>
<td>7</td>
<td>5</td>
<td>6</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Q7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

42
<table>
<thead>
<tr>
<th>Question</th>
<th>Description</th>
<th>Score Distribution</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Q10</strong></td>
<td>You adjust your learning strategies to make learning more effective.</td>
<td>5 5 6 4 7 3 5 4</td>
<td></td>
</tr>
<tr>
<td><strong>Q11</strong></td>
<td>You realize which learning activities are effective and which are not.</td>
<td>6 6 7 4 6 4 7 4</td>
<td></td>
</tr>
<tr>
<td><strong>Q12</strong></td>
<td>You regulate yourself to learn on regular basis.</td>
<td>4 6 5 5 5 3 4 4</td>
<td></td>
</tr>
<tr>
<td><strong>Q13</strong></td>
<td>You find solutions to your problems when you have questions, or make a mistake.</td>
<td>4 6 6 6 6 7 7 5</td>
<td></td>
</tr>
<tr>
<td><strong>Q14</strong></td>
<td>After a period of learning, you evaluate yourself and your learning outcome.</td>
<td>4 7 6 6 6 2 6 3</td>
<td></td>
</tr>
<tr>
<td><strong>Q15</strong></td>
<td>After a period of learning, you realize your shortage and understand it should be improved.</td>
<td>5 5 6 5 5 6 6 4</td>
<td></td>
</tr>
<tr>
<td><strong>Q16</strong></td>
<td>After a period of learning, you will find more materials for further reading.</td>
<td>4 6 6 6 5 3 4 4</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL (77)</strong></td>
<td></td>
<td><strong>49 60 65 55 64 45 59 45</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Percentage (%)</strong></td>
<td></td>
<td><strong>63.6 77.9 84.4 71.4 83.1 58.4 76.6 58.4</strong></td>
<td></td>
</tr>
</tbody>
</table>

The researcher used self-initiated and self-regulated scores to find the mean and standard deviation from each question. Later, the score would be used to know the average of the result data from all of participants. It
would be used to find the average of participants logs tracker and participants’ learning regulation with Duolingo.

In self-initiated questions part, the researcher used the questionnaire’s answer from participants to know their reasons and learning goal before starting learn using Duolingo. In addition, self-regulated questions part is used to know participants’ regulation during learning with Duolingo.

Self-initiated part consists of three kinds of questions (Q3-Q5). Each question has 7 choices of answer. The total choices of answer in self-initiated questions is 21 choices. In self-regulated question consists of 11 questions. It starts from Q6-Q16. Different from self-initiated questions (Q3-Q5), in the self-regulated questions (Q6-Q16), each question has seven choices of answer that is 7-point of frequency Likert scale. The total choices of answer in self-regulated is 77 choices. In this point, the researcher measured the score of self-initiated and self-regulated questions to find the comparison between the self-initiated and self-regulated from participants. Then the researcher would find whether the use of Duolingo can promote the autonomous learner to learn language.

Table 4. 2 The Comparison of Self-Initiated and Self-Regulated Data Analysis

<table>
<thead>
<tr>
<th>Participants</th>
<th>Self-Initiated questions</th>
<th>Self-Regulated questions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total (21)</td>
<td>Percentage</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total (77)</td>
</tr>
<tr>
<td>Start learning with strong learning motivation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P5</td>
<td>15/21</td>
<td>71.4%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>64.77</td>
</tr>
</tbody>
</table>
In the table of 4.2 above, it is shown that there are three groups of participants. The first is the participants who are already with strong learning motivation (P5, P3, and P7). The second is the participants who start learning with low motivation to high degree of learning regulation (P2, P4, and P1). The last is participants who start learning with low motivation and low degree of learning (P6 and P8). The researcher presents the self-initiated and self-regulated score from each participant to show where is the participants belong to be. From a number of 8 participants, three of them have high scores of self-initiated, naturally if they have strong initiation they will have strong regulation during learning with Duolingo.

The second group (P2, P4, and P1) who have low motivation before learning with Duolingo but show high degree of regulation, it is shown that the use of Duolingo as their assistance of learning can promote the
autonomous learner. This because they start learning Duolingo with low motivation but after a period of learning they show the high regulation of learning. This means after learning with Duolingo for a period of time, they allow themselves to be autonomous learner. They regulate themselves to learn with Duolingo and take responsibility on their learning.

The last group (P6 and P8), the participants who have low motivation before learning and also have low score in self-regulated is natural one. This because they already have weak motivation in learning.

2. **Qualitative Data Analysis**

In the second phase of data analysis, qualitative data is collected to obtain the primary data that is used in this research. In Tsai (2016), he eliminated the participants who involved in the second phase. He selected five participants who already start learning with low motivation but show the high regulation to involve in the interview section of his research. However, in this research the researcher did not eliminate the participants, the researcher used all of the participants to involve in the interview section.

The researcher contacted and met the participants directly in order to obtain the information. There are 11 main questions in the interview section (see chapter 3:35-36). In this research, the researcher code the interview questions with Q1-Q11. The researcher presented the participants answer in Indonesian as the origin language that is used for interview section and it is following by underlined words as English translation. The researcher divided
the participants as three groups based on the self-initiated and self-regulated scores in the discussion before.

1) **Q1: Usually, when do you learn with Duolingo? (place and time)**

   a. **First Group (P5, P3, P7)**

   P5 learns with Duolingo in her home or in campus. In free or leisure time, in the morning, in the evening before going to sleep, and when waiting something.

   “Biasanya, belajar Duolingo sekitar pagi dan malam hari, atau saat sedang mempunyai waktu luang. Dan tempatnya biasanya di rumah atau dikampus kalau saat sedang nunggu sesuatu gitu”

   “Usually, I learn with Duolingo in the morning and in the evening, or when I have free time. For the places is, usually I do it in my home or in campus and when I am waiting for something”

   P3 learns with Duolingo in her room (*pondok pesantren*), in campus, in free time, after praying (*ngaji*) or breaking time, when waiting something, and before going to sleep.

   “Biasanya saya belajar dengan Duolingo saat saya berada di pondok ketika saya pada saat saat istirahat atau sedang tidak mengaji. Kadang- kadang saya belajar dengan Duolingo sebelum tidur. Saya belajar Duolingo di *pondok*. Dan terkadang ketika sedang menunggu sesuatu, atau ketika sedang berada dikampus”

   “Usually, I learn with Duolingo when I am in pondok, when I have a rest or when I am not in praying time. Sometimes, I learn with Duolingo before I am going to sleep. I learn Duolingo in pondok. And sometimes when I am waiting for something or when I am in campus”

   P7 learns with Duolingo in the living room (orphanage), in the morning.

   “Saya biasanya belajar Duolingo pada saat pagi hari dan dan biasanya ketika diruang tamu”
"Usually, I learn with Duolingo in the morning and usually in the living room"

b. Second Group (P2, P4, P1)

P2 learns with Duolingo in her room (house), in free time, regularly in the morning and in the evening.

"Biasanya saya belajar Duolingo ketika malam hari, ketika semua kegiatan sudah selesai biasanya mulai pukul 9 sampai sekitar jam 11 dalam satu hari. Nah biasanya saya buka Duolingo setiap pagi untuk mengecek rating kemudian saya bukanya pada malam hari lagi untuk memainkan Duolingo. Biasanya di kamar"

"Usually, I learn with Duolingo when in the evening, when all of my activities have done. Usually it starts from 21.00 P.M until maybe 22.00 P.M in a day. Usually I open Duolingo every morning for checking the rating, then I open it again in the evening to learn Duolingo. Usually in a room"

P4 learns with Duolingo in boarding house (orphanage), in free time, after praying isya, while watching television and before studying.

"Biasanya kalau waktu-waktu luang biasanya misal habis isya kan setelah sholat isya kan nunggu jeda untuk belajar nah itu main Duolingo sama waktu-waktu kaya siang seperti ini biasanya juga main. Tempatnya biasanya dikamar kalau gak didepan TV sambil nonton TV"

"Usually in my free times, such as after praying isya and waiting to studying time I make a use my time to learn with Duolingo. Or when in the afternoon like this. The place is in a room or in front of TV while watching TV"

P1 learns with Duolingo in her room (boarding house), in free time.

"Biasanya saya belajar Duolingo diwaktu luang. Dikos"

"Usually, I learn Duolingo in free time. In boarding house"
c. Third Group (P6, P8)

P6 learns Duolingo in her room (pondok pesantren), in campus, and in canteen. In free time, and when waiting something.


“Usually, I learn with Duolingo when I have free time or when I am bore. I choose the alternative to learn with Duolingo to kill my boring. For the places, is everywhere, depend on my mood. For example, when in pondok I do it in the room or maybe when in campus while waiting lecture or maybe in canteen when waiting for the food.”

P8 learns with Duolingo everywhere she has free time. In the street, in her room, in the kitchen or when playing with friends. She also learns with Duolingo when waiting something.

“Biasanya saya belajar dengan Duolingo ketika waktu senggang seperti waktu menunggu masakan dan main main sama temen. Tempatnya kadang di kos kadang di juga jalan ya tergantung mood saya baru bagaimana baik apa ga”

“Usually, I learn with Duolingo when I have free time like when I am waiting for food cooked and when playing with friends. For the places is in the boarding house, sometimes in the street depends on how my mood in that time”

Based on the participants’ answer in Q1 about place and time during play with Duolingo, seven from eight participants make use of their free and leisure time to learn with Duolingo (P1, P2, P3, P4, P5, P6, and P8). Half of the participants (P3, P5, P6, and P8) learn with
Duolingo when they are waiting for something. Such as when they are waiting the lecturer in campus or when waiting the food in canteen (P6). P8 learns with Duolingo even she is cooking to wait the food cooked. Generally, all of them learning with Duolingo in their homestay includes, home, boarding house, pondok pesantren, and orphanage. Besides that, the participants also learn Duolingo in other places such as campus and in the street.

2) Q2: Usually, how long do you learn with Duolingo?

Table 4.3 The Participants’ Learning Duration with Duolingo

<table>
<thead>
<tr>
<th>First Group</th>
<th>Second Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>P5</strong></td>
<td></td>
</tr>
<tr>
<td>20-30 minutes</td>
<td></td>
</tr>
<tr>
<td>“Biasanya sih sekitaran 20-30 menit sekali main, tergantung waktu luang yang saya miliki saat itu, tapi kalau pas malam hari bisa sampai sejam sebelum tidur gitu”</td>
<td>5 minutes in the morning and 2 hours in the evening before she is going to sleep.</td>
</tr>
<tr>
<td>“Usually, it is for about 20-30 minutes in a play, depend on how much time that I have. But, when in the evening I can spend for about one hour before going to sleep”</td>
<td>“Ketika pagi biasanya saya bukannya sekitar lima menit hanya untuk mengecek rating atau</td>
</tr>
<tr>
<td><strong>P3</strong></td>
<td></td>
</tr>
<tr>
<td>20-30 minutes</td>
<td></td>
</tr>
<tr>
<td>“Biasanya itu sekitar 20 menit atau 30 menit, tapi ga mesti. Tergantung waktu luang yang saya miliki saat itu”</td>
<td></td>
</tr>
<tr>
<td>“Usually for about 20 until 30 minutes, but it is not sure, depend on how much time I have in that time”</td>
<td></td>
</tr>
<tr>
<td><strong>P7</strong></td>
<td></td>
</tr>
<tr>
<td>20-30 minutes</td>
<td></td>
</tr>
<tr>
<td>“Saya rasa kira-kira sekitar 20-30 menitan. “I think it is about 20-30 minutes”</td>
<td></td>
</tr>
<tr>
<td><strong>P2</strong></td>
<td></td>
</tr>
<tr>
<td>5 minutes in the morning and 2 hours in the evening before she is going to sleep.</td>
<td></td>
</tr>
</tbody>
</table>
peringkat dalam grup. Kemudian buka buka menu menu dalam Duolingo, tapi ketika malam hari bisa sampai dua jam mulai jam 9-11 atau lebih”

“In the morning, I usually open Duolingo for about 5 minutes to checking the rating or ranking in group. Then open the menus in Duolingo. However, when in the evening I can spend until 2 hours starts from 21.00-22.00 P.M.”

And when the researches asked whether she learns with Duolingo before she is going to sleep. She answered it “yes”.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| P4 | 5-10 minutes  
“Paling 5 menit kalau ga 10 menit. Tapi sangat bermanfaat”  
“It is about 5-10 minutes but it is very meaningful” |
| P1 | 10-15 minutes  
“Berapa ya.. sekitaran 10-15 menit mungkin”  
“How much..it is about 10-15 minutes maybe” |
| Third Group  
(P6, P8) |   |
| P6 | 15-20 minutes  
“Ya mungkin saya menyelesaikan dua sesi (topik) begitu, ya kira-kira 15-20 menit”  
“Yes, maybe I have finished two topics, or about 15-20 minutes” |
| P8 | 15-30 minutes  
“Sekitar 15-30 menit”  
“It is about 15-20 minutes” |

The researcher summarizes the participants’ time during learning with Duolingo. The first group present the same time during learning with Duolingo, it is about 20-30 minutes a day. P2 learns with Duolingo 5 minutes in the morning and about 2 hours in the evening. The other participants such us P4 spends about 5-10 minutes, P1 spends 10-15 minutes, P6 spends 15-20 minutes and P8 spends
about 15-30 minutes a day. There are six kinds of answer from all of participants in the Q2 questions.

3) Q3: Usually, how many times do you learn with Duolingo for every week?

a. First Group (P5, P3, P7)

P5: “Dalam seminggu bermain Duolingo sekitar 5-6 kali”
“In a week, I learn Duolingo for about 5-6 times”
P3: “Biasanya belajar Duolingo sekitar 5-6 kali dalam seminggu”
“Usually I learn with Duolingo for about 5-6 times a week”
P7: “Sebenarnya tidak pasti, tapi mungkin sekitar 3-4 kali dalam”
“Actually, it is not definitely, but it is about 3-4 times a week”

b. Second Group (P2, P4, P1)

P2: “Setiap hari”
“Every day”
P4: “5-6 kali”
“5-6 times”
P1: “Ga mesti, biasanya 2-3 kali per minggu”
“Not sure, usually 2-3 times a week”

c. Third Group (P6, P8)

P6: “Pada awalnya sering, setiap hari dalam seminggu terus kadang seminggu hanya dua kali kadang tiga kali”
“In the beginning, I often learn with Duolingo every day. Then sometimes I learn two-three times a week”
P8: “Dalam 1 minggu mungkin 3-4 kali”
“In a week, it is about 3-4 times”

In this question, a number of 8 participants have four kinds of answer. The researcher has summarized it in the table below.

Table 4.4 Participants’ Frequency in Using Duolingo in Every Week

<table>
<thead>
<tr>
<th>Days</th>
<th>2-3 days a week</th>
<th>3-4 days a week</th>
<th>5-6 days a week</th>
<th>Everyday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The participants have variety of answer about how many days they learn Duolingo in every week. P2 presents the highest logs with everyday learning with Duolingo. P1 and P6 learn with Duolingo about 2-3 days a week, P7 and P8 learn Duolingo about 3-4 days a week and P3, P4, and P5 learns with Duolingo for about 5-6 days a week.

4. Q4: Before starting to learn with Duolingo, do you set any learning goal?

Table 4.5 The Participants’ Learning Goal When Learning with Duolingo

<table>
<thead>
<tr>
<th>Participants</th>
<th>P1, P6</th>
<th>P7, P8</th>
<th>P3, P4, P5</th>
<th>P2</th>
</tr>
</thead>
</table>

The participants have variety of answer about how many days they learn Duolingo in every week. P2 presents the highest logs with everyday learning with Duolingo. P1 and P6 learn with Duolingo about 2-3 days a week, P7 and P8 learn Duolingo about 3-4 days a week and P3, P4, and P5 learns with Duolingo for about 5-6 days a week.

4. Q4: Before starting to learn with Duolingo, do you set any learning goal?

Table 4.5 The Participants’ Learning Goal When Learning with Duolingo

<table>
<thead>
<tr>
<th>First Group (P5, P3, P7)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>P5</strong></td>
</tr>
<tr>
<td>Wants to learn English better and apply in daily use.</td>
</tr>
<tr>
<td>“Tujuan belajarnya ya itu, pengen Bahasa Inggrisnya lebih baik tentunya, terus nanti bisa digunakan dalam sehari-hari”</td>
</tr>
<tr>
<td>“The learning goal is, I want my English skill is better, of course I can apply it in daily use later”</td>
</tr>
<tr>
<td><strong>P3</strong></td>
</tr>
<tr>
<td>Wants to apply English in daily communication or daily conversation and want checking the effectivity of learning using different media.</td>
</tr>
<tr>
<td>“Tujuan belajarnya, ya itu pengen bisa menggunakan Bahasa Inggris dalam apa conversation, daily communication. Selain itu juga pengen belajar tentang Bahasa inggris menggunakan media yang lain kaya Duolingo ini”</td>
</tr>
<tr>
<td>“The learning goal is, want to use English in conversation, daily conversation. Besides that, I want learning English use other media like Duolingo”</td>
</tr>
<tr>
<td><strong>P7</strong></td>
</tr>
<tr>
<td>Wants to get many new vocabularies and apply in</td>
</tr>
</tbody>
</table>
daily communication.

“Kalau saya sebelum belajar Duolingo saya sebenarnya pengennya supaya mendapat kosakata baru agar nanti kalau misalkan di daily communication dengan menggunakan Bahasa Inggris saya bisa lebih bisa”

“For me. Before learning with Duolingo I want get many new vocabularies. In order to apply in daily communication using English will be better”

**Second Group (P6, P4)**

**P4**

Learning as much as possible in language learning.

“Iya, tujuanya kan untuk pembelajarn kita gitu ya. Mendapat ilmu sebanyak mungkin”

“Yes, I am. The goal is to our learning, right? Learning as much as possible”

**P2**

Improve the English skills and quality in order to apply in daily conversation.

“Iya, hanya ingin meningkatkan kualitas belajar Bahasa Inggris agar saya bisa menerapkan Bahasa inggris dalam kehidupan atau conversation sehari hari”

“Yes, only wants improved the quality of English learning in daily or daily conversation”

P2 also sets the daily learning goal from Duolingo itself with maximal XP, here is 50 XP a day.

**Third Group (P8)**

**P8**

Follows the daily goal from Duolingo.

“Saya mengikuti alur dari Duolingo saja ketika Duolingo temanya sedang apa ya saya mengikuti saja”

“I just follow the daily goal and the theme from Duolingo”

Not all of the participants set the learning goal before learning with Duolingo. The participants who do not set the learning goal are P1 and P6. The others set the learning goal as in the table 4.5 above.
Most of participants who set the learning goal convey that they learn with Duolingo to apply English in daily use, to make their English better and in order to improve their English skills. P3 also presents the answer learn Duolingo to check the effectivity of learning using different media.

5. Q5: Do you like learning with Duolingo?

Table 4.6 Duolingo Favorite Features from Participants

<table>
<thead>
<tr>
<th>First Group (P5, P3, P7)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>P5</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>P3</strong></td>
</tr>
</tbody>
</table>
|                          | “Iya suka. Karena Duolingo punya banyak
"Yes, I do. Because according to me Duolingo has interesting features. Such as by Duolingo I can learn pronunciation in correct way, learning vocabulary, and the leaned vocabulary that actually I know the meaning but because rarely in use finally it is forgotten. Duolingo will remind the forgotten vocabulary. The writing skill, because in Duolingo serves grammar material. Listening skill. I think Duolingo has much features and it is complete”

Saya suka Duolingo itu karena biasanya kalau aplikasi lain untuk belajar itu tidak ada speakingnya jadi biasanya itu hanya biasanya belajar tentang grammar atau vocab atau yang lainnya tapi kalau di Duolingo ini ada, kita jadi bisa belajar speaking dengan cara kita mengucapkan speaking yang benar nanti Duolingo akan mengoreksinya seperti itu. Dan Duolingo ini setiap harinya tu memberi peringatan kita untuk belajar jadi kita misalkan mau lupa gitu nanti akan diingatkan jadi nanti belajar lagi seperti itu”

“I like Duolingo because it is different from other language learning application, it is provided the speaking activities not only learn grammar or vocabulary. By Duolingo we can learn speaking skill, how is the correct pronunciation and Duolingo will correct it. Besides that, Duolingo will remind me every day to come back to learn, so if when we forget we will remind by Duolingo”
### Second Group (P4, P1)

**P4**
Duolingo’s feedbacks.

“Iya, karena kan ketika belajar dengan Duolingo juga mengasah ingatan ingatan kita terhadap vocab mengasah pendengaran kita juga gitu”

“Yes, I am. Because when learning with Duolingo it will sharp our memory in vocabulary and sharp our listening skills”

**Learning reminder**

“Dari remindernya itu kalau kita belum belajar kan diingatkan gitu jadi ya waktu-waktu tertentu bisa digunakan itu sama feedback juga sangat bermanfaat ketika ada kesalahan dalam menyusun kata kalimatnya itu bisa digunakan feedbacknya jadi kita tau kesalahan kita dimana gitu”

“For the reminder, when we not learning yet in a day Duolingo will remind us. In certain time, it can be used. The Duolingo feedbacks also useful, when there are mistakes in arranging the sentences we can use Duolingo feedbacks so we can know where is our mistakes”

**P1**
All of Duolingo features.

“Yaa, itu semuanya menarik sih”.

“All about Duolingo is interesting”

### Third Group (P6, P8)

**P6**
Listening activities

“Iya senang sekali karena itu mengubah, merefresh pikiran saya tentang frasa frasa yang paling mudah sampai yang paling sulit terus saya bisa berpikir lebih keras lagi ketika saya harus mendengarkan audio dari Duolingo, listening yang harus saya dengarkan nah itu menyenangkan sekali”

“Yes, I like it so much. Duolingo can refresh my mind about phrases from the easiest until the most difficult. I can force my mind when I have to finish the listening task. I listen the audio and it is very interesting”

“Yang paling saya sukai, listeningnya karena
In this point, the researcher obtained the information that all of the participants like using Duolingo as their language learning software. Besides that, the participants also told the features that they loved from Duolingo. The most familiar features from the participants are Duolingo’s coach who give them the learning feedbacks and Duolingo’s learning reminder who remind them everyday to learn.

<table>
<thead>
<tr>
<th>P8</th>
<th>Duolingo’s coach and arrange sentences activities.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>“Saya paling suka belajar Duolingo di bagian mengatur atau arrange sentence, yang saya suka dari Duolingo itu ketika saya salah nanti saya akan diingatkan lagi untuk mengerjakan soal yang sama tapi diwaktu yang berbeda seperti itu”</td>
</tr>
<tr>
<td></td>
<td>“I like the Duolingo in part of arrange the sentences. I like also when I get mistakes in a questions Duolingo will ask us again to do the same question in different time”</td>
</tr>
</tbody>
</table>

Learning reminder

|    | “Sesekali notif itu membantu karena ketika mungkin saya lupa dalam seminggu maka saya akan membuka Duolingo setelah mendapatkan notifikasi itu” |
|    | “Occasionally, the notification is helpful because when I forget to learn Duolingo in a week I will learn Duolingo again because of the reminder” |
with Duolingo. Besides that, the participants also like the completed features of Duolingo who provides completed activities of language learning, the available language and discussion forum. Duolingo reward or *Lingots* also become one of the loved feature of Duolingo that participants loved. P6 recommends Duolingo to others as language learning program because it has completed features and activities. She adds Duolingo can become alternative way to kill the boring situation, badmood, and to fill the free time.

The several activities that participants like from Duolingo such as P3 likes Duolingo in speaking activities, grammar, writing and listening task. P6 likes the features from Duolingo in listening and grammar activities. Listening activities is very interesting and make her should think hard to solve the task. P8 explain she likes Duolingo because it assists her to learn step by steps, from low level until high level of material.

P4 and P8 love the part of Duolingo that is the feedback from Duolingo. Duolingo will always give the learners warning if their answer is not correct. Duolingo has a coach in the form of owl who always appear with motivation messages and also gives the learner feedback from their activities.

Discussion forum or group discussion also become the loved features by participant. P5 and P2 explain they are always want become the first ranking in every group. They will collect more XP to
reach the highest position in each group by finishing the Duolingo activities.

Besides that, Lingots or Duolingo reward is also the loved features, in this research is P5 and P7 who want to get more Lingots. P7 says she is interesting and feels challenge to get more Lingots or rewards from Duolingo. P5 adds, by collecting some Lingots she can buy others material from Duolingo. P5 says she likes to learn other languages besides English, because many available languages in Duolingo that can be learned.

6. Q6: After learning for a period, which language ability do you improve most?

Table 4.7 Participants with Language Improvement

<table>
<thead>
<tr>
<th>First Group (P5, P3, P7)</th>
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<tbody>
<tr>
<td><strong>P5</strong></td>
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<tr>
<td></td>
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<tr>
<td><strong>P3</strong></td>
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</tbody>
</table>
**P7**

**Grammar**


“For me is grammar, grammar in Duolingo is simple but is served in detail. For example, between plural and singular it is very detail. I can differ between singular and plural words when do the translation activities in Duolingo”

**Vocabulary**

“Vocabularinya sebenarnya juga agak simple simple sih tapi dengan vocabulari yang simple itu kan kadang tu kita sering lupa jadi dengan belajar Duolingo itu nanti kita lebih recall lagi diingatkan kembali dengan kata kata yang sebenarnya mungkin agak simple itu”

“Indeed, the vocabulary in Duolingo is simple vocabularies, even though we often forget it because rarely to used. By Duolingo we will recall our vocabularies”

**Speaking**

“Kalau kita belajar speaking nanti kan direkam Duolingo jadi kalau kita pengucapan kita salah nanti Duolingo akan mengatakan kalau speaking kita salah jadi kita nanti akan berlatih dengan yang benar. (pronunciation yang benar)”

“When we learn speaking in Duolingo, our sound will be recorded. Duolingo will check whether our pronunciation is true or false. By this, we can learn the correct pronunciation”

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**Second Group (P2, P4, P1)**

**P2**

Vocabulary and the grammar are the most improved. Pronunciation and listening also improved but not as much
<table>
<thead>
<tr>
<th></th>
<th>Translation and Grammar.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>“Vocabulary dan grammar, pronunciation and listening berpengaruh tetapi tidak terlalu besar pengaruhnya melainkan vocab dan grammar yang lebih berpengaruh”</td>
</tr>
<tr>
<td></td>
<td>“Vocabulary and grammar. Pronunciation and listening also are improved but not as much vocabulary and grammar in the most improved”</td>
</tr>
<tr>
<td>P4</td>
<td>Vocabulary, Listening and Grammar.</td>
</tr>
<tr>
<td></td>
<td>“Penambahan vocabulary. Listeningnya juga bertambah grammarnya juga bertambah”</td>
</tr>
<tr>
<td></td>
<td>“improve the vocabulary, listening and also grammar”</td>
</tr>
<tr>
<td>P1</td>
<td>Translation and Vocabulary.</td>
</tr>
<tr>
<td></td>
<td>“Skill translation dan pronunciation dan listening sedikit meningkat dan vocabulary bertambah”</td>
</tr>
<tr>
<td></td>
<td>“Translation skill and pronunciation and listening little bit improved and vocabulary is adding”</td>
</tr>
<tr>
<td>Third Group (P6, P8)</td>
<td></td>
</tr>
<tr>
<td>P6</td>
<td>Grammar and Vocabulary.</td>
</tr>
<tr>
<td></td>
<td>“Iya terutama di grammarnya, karena di Duolingo itu yang seringnya masalah grammar, itu sedikit meningkat seperti penggunaan article a, the. Ya vocabularinya juga menambah”</td>
</tr>
<tr>
<td></td>
<td>“Yes, it can be. Especially in grammar because the most problem in Duolingo is about grammar. my grammar is improved enough. Such us the use of article a, the. And the vocabulary is also improved”</td>
</tr>
<tr>
<td>P8</td>
<td>Vocabulary and Pronunciation.</td>
</tr>
<tr>
<td></td>
<td>“Kalau saya yang paling meningkat vocabulary, pronounciation lumayan meningkat karena di fitur Duolingo itu kan ada yang ketika speaking itu kan nanti ada skornya ketika speaking saya salah saya tau letak kesalahan saya”</td>
</tr>
<tr>
<td></td>
<td>“For me is vocabulary is improved enough and pronunciation also. Because in Duolingo there is speaking activities and Duolingo will check it, I already know where is my mistake”</td>
</tr>
</tbody>
</table>
All of the participants have the improvements of English skills after learning with Duolingo. Vocabulary knowledge become the most affected language element that participants have. Duolingo has different variety of activities designed for learning vocabulary, including picture-vocabulary matching, dictation and translation. These activities usually accompanied with repeating pronunciation of the vocabulary. Based on the interview from participants, all of them explain their vocabulary is improved after learning using Duolingo. As P2 has said the vocabulary databases are the most influenced things after she is learning with Duolingo. P8 says, she starts to learn low level until high level of vocabulary. In Duolingo learning activity, Duolingo will repeat the question in which the learners have mistake before. It will very help to the learner to remember her mistakes and do not repeat the same mistakes. As P3 has explained in interview, she says Duolingo always repeat the questions in which learners had wrong answer before. According to her, it is really help to develop her language skills.

7 participants have mentioned they frequently recall their learned vocabulary when learning using Duolingo. Duolingo will ask the learners to review their vocabularies after a period of time in the different material. Moreover, the simple vocabularies that rarely they use in daily communication, they can remind using Duolingo. In the interview, most of participants deliver Duolingo makes the learners
keep their vocabularies by appearing the vocabularies repeatedly. Thus, the vocabulary learning can be easily to be remembered by the learners.

The other language skills such as grammar, translation, arrange the sentences and speaking or pronunciation also affect to the participants language improvement after learning with Duolingo. Half of the participants say; their pronunciation is improved after learning with Duolingo. P2, P3, P7 and P8 are the participants in which improved in pronunciation and speaking activities. P3 says, her pronunciation become more correct by learning with Duolingo. P7 tells this pronunciation activity help her to fix her pronunciation. Like P8 says, she loves pronunciation activity when Duolingo corrects and give score to her pronunciation whether it has been correct or still incorrect.

P2 explains, grammar is one of the influenced things for her language learning after her learning using Duolingo. There are several English structures of sentences she is confusing before. However, Duolingo assists her to learn it more easier and make it more understandable for her. Grammar as the influenced one also affected to P5. She learns the grammar in Duolingo and it has improved. She likes the grammar activity when the arrange the sentences activity. P3 says her grammar is improved by learning with Duolingo. She can apply the grammar material that she has gotten in writing skills. Other
participant which are P4, P6, and P7 also has improvement in grammar. P7 explains she learns simple grammar in Duolingo, but it serves in detail. Now, she can differ the use of singular and plural words in the translation activity clearer.

Translation activity is one of activity which is designed to vocabulary learning. When do the translation activity the rich vocabulary are needed. Many participants say, they like translation activity in Duolingo. P1 and P5 have improvement in her translation skills after learning with Duolingo.

7. **Q7: How does Duolingo make you improve that language ability?**

Table 4.8 The Way Duolingo Assists Participants to Improve Their Language Ability

<table>
<thead>
<tr>
<th>First Group (P5, P3, P7)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>P5</strong></td>
</tr>
<tr>
<td>The completed of Duolingo features helps P5 to learn language. Repeating the wrong questions until P5 gets the correct answer also helps her to learn language.</td>
</tr>
<tr>
<td>“Ya karena dari Duolingo bisa belajar Bahasa bukan hanya satu skill saja tapi berberapa skill jadi bisa sekalian mengasah semuanya. Terus soal di Duolingo itu kalau kita ngerjainnya salah, maka diulang ulang terus sampai kita bisa bener ngerjainya. Nah itu akan sangat teringat sama materinya karena berulang ulang. Terus kalau salah nanti juga dibenerin sama Duolingo. Jadi bisa tau jawaban yang benar bagaimana”</td>
</tr>
<tr>
<td>“It is because we can learn more than one skill from Duolingo. Then, the activities in Duolingo when we do the question with wrong answer, Duolingo will make the questions appear multiple time until we can finish it with the correct answer. It will make it remembered. When we have a mistake Duolingo will correct it. it makes we know how is the correct answer”</td>
</tr>
</tbody>
</table>

65
| P3 | Duolingo always repeat the questions that P3 has wrong answer before. It is really help to develop the language skills because it makes her remember the material she has learned.  

“Meningkatkan vocabulary dan juga grammar. Dari Duolingo saya tetap ingat dengan materi yang sudah di pelajari. Duolingo itu kan melatih user nya dengan terus mengulang ulang soal yang salah dikerjakan oleh kita. Sampai kita benar dalam menjawabnya. Dan saya rasa itu sangat membantu. Terus saya bisa apply di Daily communication dari belajar dari Duolingo”  

“Duolingo improves my vocabulary and grammar. from Duolingo I still remember the learned material. Duolingo assists the learner to always repeat the wrong question until we get the correct answer, I think it is help me and then I can apply it in daily communication” |

| P7 | Grammar in Duolingo is simple material but it is served in detail. Duolingo helps her to correct her pronunciation.  

“Seperti yang sudah saya katakan diawal tadi kalau misalkan digrammar itu nanti kita di beri apa materi yang lebih detail terus kalau misalkan speaking nanti pronunciation kita itu lebih benar jadi nanti kita dikoreksi agar pronunciation kita itu benar. Terus di vocabulary nanti juga mendapatkan vocab-vocab baru seperti itu”  

“As what I said before, when in grammar we will be given the detail material and in speaking we will make our pronunciation better and for the vocabulary we will get new vocabularies” |

| Second Group (P2, P4, P1) |  |

| P2 | P2 gets many new vocabularies from Duolingo, P2 also recall her learned vocabulary. Duolingo assists her to learn English structure that she is confusing before.  

“Ada tiga skill yang berpengaruh dari Duolingo terhadap saya, yang pertama itu vocabulary semakin saya banyak memainkan Duolingo
semakin banyak vocabulary yang dapat saya ambil bahkan vocabulary simple yang sebelumnya saya lupakan dan dalam conversation tidak saya gunakan itu saya bisa mengingatnya mungkin di Duolingo di tampilkan atau di play kemudian saya bisa mengingatnya. Untuk Grammar terkadang untuk kalimat kalimat sepele itu saya masih kebingungan untuk mengucapkan dalam Bahasa inggris tapi dalam Duolingo terkadang dimunculkan dalam berupa pertanyaan atau pernyataan”

“There are three influenced things from Duolingo to me, the first is vocabulary, I learn more in vocabulary by playing Duolingo more. Even the forgotten vocabulary I forget it before and in the conversation, I do not use I can remembered it. For grammar, sometimes for simple sentences I still confuse to express it in English but in Duolingo sometimes those sentences are appeared in the form of questions or statement”

P4 Duolingo helps P4 to recall the learned vocabulary. In listening activities, she can play audio in multiple times until she gets understandable listening. Duolingo feedbacks also helps her during her learning.

“Ketika itu yang pertama vocabnya ketika kita sebenarnya dulu pernah belajar vocab itu tapi saat belajar Duolingo itu pertama kan lupa nanti kalau salah kan dibenerin. Yang kedua liteningnya kita bisa diulang berkali dalam listeningnya itu itu juga bisa meningkat. Sama grammarnya kalau salah kan juga diingatkan jadi kita tau letak kesalahannya atau benernya itu bagaimana”

“The first is vocabulary, actually we have learned that vocabulary and then we forget about it, when we have a mistake Duolingo will fix it, secondly is listening, it can be replied multiple time. And the last is grammar, when we have mistaken Duolingo will warn it so we know where is the mistake or how is the correct answer”
| **P1** | Duolingo assist her to learn language especially in translation, listening and vocabulary.  
“Skill translation dan pronunication dan listening sedikit meningkat dan vocabulary bertambah”  
“Translation skill and pronunciation and listening little bit improved and vocabulary is improved” |
|---|---|
| **P6** | P6 gets more vocabulary in Duolingo. She also gets more understanding in grammar.  
“Iya terutama di grammarnya, karena di Duolingo itu yang seringnya masalah grammar, itu sedikit meningkat seperti penggunaan article a, the. Ya vocabularinya juga menambah”  
“Yes, it can be. Especially in grammar because the most problem in Duolingo is about grammar. my grammar is improved enough. Such us the use of article a, the. And the vocabulary is also improved” |
| **P8** | Duolingo helps P8 to learn language by learning with low level until high level of vocabulary. Helps her to remind the forgotten vocabularies, and helps her learning by Duolingo coach.  
“Kalau saya yang paling meningkat vocabulary, pronunciation lumayan meningkat karena di fitur Duolingo itu kan ada yang ketika speaking itu kan nanti ada skornya ketika speaking saya salah saya tau letak kesalahan saya”  
“For me is vocabulary is improved enough and pronunciation also. Because in Duolingo there is speaking activities and Duolingo will check it, I already know where is my mistake” |

Based on the participants’ answer in Q7, Duolingo can assist to improve the participants language ability by its completed features of language learning. Duolingo provides the learning material step by step from low level until high level. Most of participants gets
more vocabularies that can they use in daily communication. Besides that, Duolingo activity that ask the participants to recall their learned vocabulary also very helpful to the participants in order to memorizing their vocabularies knowledge.

8. Q8: During learning with Duolingo, do you face any difficulties in your learning?

Not all of the participants face any difficulties during learning with Duolingo. P1 says, she has no difficulties during learning with Duolingo. The researcher combines this analysis from this questions with ninth questions or Q9, how to solve the problem.

9. Q9: When you face the difficulties, do you think Duolingo can help you by their explanation

Table 4.9 The Participants’ Difficulties and the Solutions

<table>
<thead>
<tr>
<th>1st group</th>
<th>The difficulties</th>
<th>How to solve</th>
</tr>
</thead>
<tbody>
<tr>
<td>P5</td>
<td>Speaking and listening activity</td>
<td>Learns from Duolingo’s feedbacks and the features of Duolingo to play the audio.</td>
</tr>
<tr>
<td></td>
<td>“Biasanya kesulitan pas disuruh speaking. Sering salah disitu, entah suara ku yang kurang jelas atau bagaimana. Terus dilistening kadang ga denger sama Duolingo ngomong apa”</td>
<td>“Iya bisa, kalau pas dilistening itu nanti kan ada pilihan mau dimode slow atau normal, biasanya kalau saya kesulitan denger audionya saya pindah ke mode slow gambaranya kura-kura. Kalau dipronunciation nanti kalau salah Duolingo ngebantu ngebenerin spelling yang benar”</td>
</tr>
<tr>
<td></td>
<td>“Usually, I face the difficulty in speaking activities. I often get mistake”</td>
<td>“Yes, it can be. When in the listening I can choose whether I play the audio”</td>
</tr>
</tbody>
</table>
| P3 | Sometimes forget the vocabulary and not careful doing grammar task.  
   “Iya, terkadang mengalami kesulitan, terkadang lupa dengan vocab vocab simple. Atau terkadang tidak teliti dalam grammar jadinya ngerjain soal nya salah”  
   “Yes, I am. Sometimes I face the difficulties, sometimes I forget for the simple vocabulary or sometimes not careful doing grammar task, so I get mistakes” | Learns from Duolingo’s feedbacks and discussion from other users.  
   “Terkadang saya tidak bisa mengerjakan soal soal yang ada di Duolingo, tapi kemudian Duolingo ada feedback yang membantu saya untuk menyelesaikanya dengan benar. Selain itu saya juga dapat melihat feedback dari user lain yang mendiskusikan soal tersebut. Jadi saya tau kesalahan saya dari feedback terus jadi tau jawaban yang benar”  
   “Sometimes, I cannot finish the questions in Duolingo, but then, the Duolingo feedback can help me to finish the question with true answer. Besides that, I also can see the discussion of explanation of each question by other users. Thus, I know my mistakes and I already know the correct answer” |
|---|---|
| P7 | Translation and grammar  
   “Terkadang iya karena terkadang saya juga sering misalkan pas latihan” | Learns from Duolingo’s feedbacks.  
   “Saya rasa iya, karena nanti Duolingo itu ketika kita memberi jawaban salah akan memberikan feedback kepada kita jadi nanti kita
mengerjakan soal dari Duolingo itu juga sering menjawab dengan salah contohnya misalan tentang saat menterjemahkan dari Bahasa Inggris misalan ke Bahasa Indonesia atau sebaliknya itu kadang salahnya antara jamak atau preposisi atau lain sebagainya”

“Sometimes I answer the Duolingo question with wrong answer such as when translation activities in English-Indonesia or the opposite. I get mistake in plural, preposition and others”

bisa melihat dari feedback dari feedback itu kita bisa memperbaiki kesalahan-kesalahan itu”

“I think yes. Because when we do the wrong answer Duolingo will give us feedbacks so. We can see from feedbacks and we can fix our mistakes”

<table>
<thead>
<tr>
<th>Second Group (P2, P4)</th>
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<tbody>
<tr>
<td><strong>P2</strong></td>
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</tbody>
</table>
a kind of question who read by Duolingo and then we are required to write in the English sentences”

questions, usually Duolingo will give pop up to warn the learner if the answer is wrong. Usually in the bottom there is the correct answer the color is red from Duolingo and I can learn from it. Thus, I can know the correct answer”

P4 Little in pronunciation, forget vocabulary and grammar.

“Ketika lupa vocab nah itu yang jadi masalah sama grammarnya ketika ada kata sebuah nah itu lupa juga. Kalau pronunciationnya sedikit”

“When I forget the vocabulary, it is become a problem and when do the grammar, the singular material. And little in pronunciation”

Learns from Duolingo’s feedbacks.

“Yes, it is very helpful because there are feedbacks make us to know where is the mistake.”

Third Group (P6, P8)

P6 Listening activities

“Ya, saya mengalami kesulitan ketika, itu kan ada listening, itu kan saya harus mengirim voice note nah itu kesulitanya misal salah artikelnya atau salah apanya gitu”

Learns from Duolingo’s feedbacks.

“Iya, benar sekali itu sangat membantu Saya rasa iya, karena nanti Duolingo itu ketika kita memberi jawaban salah akan memberikan feedback kepada kita jadi nanti kita bisa melihat dari feedback dari feedback itu kita bisa memperbaiki kesalahakan-kesalahan itu”

“Yes, that is true. I think
"Yes, I do. When in listening activities I have to send my voice. I get mistakes such as in article or others"

Duolingo feedbacks will give us the correct answer when we do it with wrong answer. By the feedbacks we fix our mistakes

<table>
<thead>
<tr>
<th>P8</th>
<th>Speaking activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>“Sesekali, seperti yang saya katakan tadi di speaking saya kadang merasa kesulitan”</td>
</tr>
<tr>
<td></td>
<td>“Occasionally I do, as I have told before in speaking activities sometimes I get difficulty”</td>
</tr>
<tr>
<td></td>
<td>Learns from Duolingo’s feedbacks.</td>
</tr>
<tr>
<td></td>
<td>“Ya saya rasa Duolingo sesekali mengingatkan saya ketika saya salah dan juga memberikan saya pembetulan atas kesalahan yang telah saya lakukan”</td>
</tr>
<tr>
<td></td>
<td>“I think occasionally Duolingo remind me when I get wrong and give the rectification for me”</td>
</tr>
</tbody>
</table>

Most of participants that involve in this research face some difficulties during their language learning with Duolingo. The researcher has presented the participants’ problem, difficulties and how they solve their problem during learning with Duolingo in the table 4.9 above. Speaking or pronunciation, listening, grammar, forget the vocabularies and translation activities sometimes become the problem that the participants have during their language learning activities in Duolingo. The participants explain they can solve their problem and difficulties on their learning by themselves. Learning from Duolingo feedbacks is the most answer that the participants have. Besides that, the discussion from other users in Duolingo also help P3 to make her more understand about the explanation from Duolingo feedbacks.
P2, P4, P5, and P8 explain sometimes they faces difficulties in doing the pronunciation activity, this is the kinds of Duolingo learning activity which is ask the learners to speak up in the sentences that are served by Duolingo. Besides pronunciation, some participants sometimes face difficulties in other skills of language. Such as listening activity like P2, P5 and P6 have said. P3, P4, and P7 adds they face difficulties in doing grammar task. P3 says, sometimes she is not carefully doing the grammar activities. P4 and P7 say they are sometimes confuse by the questions about and singular, plural, and also preposition. As P7 say, Duolingo make her learn grammar in detail. Thus, they sometimes easy to make mistakes when they do not careful.

Vocabulary also become one of difficulties are faced by participants. P3 and P4 say sometimes they forget the meaning of vocabulary that used when doing the task in Duolingo. This thing will affect in doing the translation task also as P7 said.

Almost all of the participants can solve their problem and difficulties by the Duolingo feedbacks. Duolingo gives them the correct answer and shows to them their wrong answer. Additionally, sometimes the discussion from other users in Duolingo questions can help P3 to more understand about the questions and the explanation. P5 says when she faces difficulties in listening activity, she will use the Duolingo features in which allow the learner to choose the kind of
audio whether the normal speed or slower. By this feature, she can repeat playing the audio repeatedly until it can be understandable. P4 also do the same, repeat the audio multiple time to get more understandable listening.

10. Q10: Do you think Duolingo can help you to improve your planning/programming ability of language learning?

Table 4.10 The Duolingo Aspects in Which Help the Participants to Improve Their Language Ability

<table>
<thead>
<tr>
<th>First Group</th>
<th>The explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>P5</td>
<td>The simple material served in a game make the learning process more effective.</td>
</tr>
<tr>
<td></td>
<td>“Iya bisa, Bahasa Inggrisnya jadi bisa lebih meningkat bisa tau materi materi simple lewat game. Tapi jadi gampang ingetnya. Terus kan bisa belajar Bahasa lain di Duolingo ada banyak banget, jadi malah bisa mengetes bahasa Inggrisnya buat belajar Bahasa yang lain”</td>
</tr>
<tr>
<td></td>
<td>“Yes, it can be. It can make me improve in English. The simple material is served in a game make it easy to be remembered. We can learn other languages not only English and I can use my understanding of English to learn other languages”</td>
</tr>
<tr>
<td>P3</td>
<td>Duolingo assist the learner through its activities like a game.</td>
</tr>
<tr>
<td></td>
<td>“Sejauh yang saya dapatkan, Duolingo bisa membantu belajar Bahasa Inggris lebih menyenangkan, belajar tapi rasanya kaya seperti bermain game. Terus jadi bisa menambah skill skill Bahasa Inggris “</td>
</tr>
<tr>
<td></td>
<td>“So far, Duolingo can assist me to learn English more enjoyable. I learn but like I am playing a game. I can improve my language skills also”</td>
</tr>
</tbody>
</table>
| P7 | Improving the vocabularies and grammar. it can be used to fix the pronunciation.  

“Saya rasa iya karena Duolingo dapat membantu saya meningkatkan vocab saya dan pengetahuan grammar dan juga mungkin pronunciation dalam speaking”  

“I think yes, because Duolingo can assist me to improve my vocabulary and grammar and maybe in speaking also” |
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Second Group (P2, P4, P1)</td>
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</table>
| P2 | P2 gets many vocabularies from Duolingo and make her pronunciation better.  

“Bisa. Seperti yang sudah saya jelaskan tadi ada tiga hal yang berpengaruh ketika saya bermain Duolingo yang pertama vocabulary kemudian grammar kemudian pronunciation. Setelah saya belajar Duolingo biasanya mampu menerapkan atau biasanya saya reflect spontan saya menerapkan Bahasa inggris itu dalam conversation sehari hari  

“I can be.as I said before, there is three influenced things when I learn with Duolingo. The first is vocabulary, then grammar and pronunciation. After I learn with Duolingo usually I can apply it or usually directly I apply it in daily conversation” |
| P4 | Improve the vocabularies, learn grammar and listening.  

“Ya sangat membantu, menambah wawasan kita dalam vocab menambah grammarnya kita menambah atau apa itu namanya pendengaran atau listeningnya kita juga bertambah bisa belajar berulang ulang jadi seperti itu”  

“Yes, it can be. Broad my knowledge. Improve the grammar and listening, and we can learn multiple time” |
| P1 | Duolingo assists P1 to learn language through its interesting features.  

“Selain menarik menyenangkan ya sedikit membantu vocab translation juga”.  

“Besides, it is enjoyable, maybe little helps in vocabulary and translation” |
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Third Group (P6, P8)</strong></td>
<td></td>
</tr>
</tbody>
</table>
| **P6** | Duolingo assist her to learn language by helping her to arrange sentences.  

“Iya tentu, ya karena apa Duolingo itu menyediakan frasa-frasa atau kalimat-kalimat yang sangat sederhana jadi itu sangat membantu saya ketika saya ingin membuat sebuah kalimat atau paragraph. Jadi Duolingo itu membantu saya dalam membuat kalimat-kalimat sederhana”  

“Yes of course. Because Duolingo serves the phrases or sentences (material) in simple. So, it can help me to arrange the sentences or paragraph to make simple sentences” |
| **P8** | Assisting in learning vocabulary from low level until high level.  

“Saya rasa bisa, dari saya tau dari yang vocabulary itu kan vocabulary itu kan belajar yang dari tingkat yang rendah ke tingkat yang tinggi nah makanya saya misalkan kadang lupa dari apa kosakata tertentu maka saya akan dapat mengingatnya kembali dari speaking ketika saya juga mengucapkan kaat yang salah Duolingo juga dapat memprediksi bukan memprediksi istilahnya apa ya mengetahui letak kesalahan saya maka saya dapat memperbaiki kesalahan tersebut”  

“I think it can be. So far, I know, Duolingo provides vocabulary learning activities from low level until high level. When I forget the certain vocabulary, I can recall it. in speaking when I get the wrong pronunciation Duolingo know where is my mistake so I can fix it” |

In the question number 10 or Q10, all of participants answer that Duolingo can help them to improve their program ability of language learning. The participants also give the explanation how Duolingo can help them to improve their language learning in the table 4.10 above. Several participants answer that by the more
vocabulary that they get it can be used to improve their language. The participants can fix their pronunciation and then they can use it in their daily communication by vocabulary learning activities in Duolingo. Besides that, the simple material that is served in a game of learning make the language learning more interesting.

11. Q11: What’s reason that makes you keep learning with Duolingo?

Table 4.11 The Participants’ Reasons to Keep Learning with Duolingo

<table>
<thead>
<tr>
<th>1st Group</th>
<th>The reasons keep learning with Duolingo</th>
</tr>
</thead>
</table>
| **P5**    | Duolingo reminds P5 to learn with motivated words. Duolingo is interesting because it has many features. It can be used to fill the free time.  

“So kia sih, diingetin terus sama Duolingo, jadi masuk dinotifikasi bar dihape setiap hari, terus kalimat ngingetinya itu juga menarik, kaya memotivasi itu. Terus jadi tertarik sama Duolingo karena banyak fitur-fiturnya juga bisa nyari temen, bisa diskusi isool juga sama orang lain. Yaa menarik lah, cocok buat ngisi waktu luang sambil belajar”  

“I like when Duolingo remind me. The notification appears in my cell phones every day with interesting motivated sentences. I interest with Duolingo because it has many features, I can find friends, discussion with others. And it is suitable to fill the free time” |

| **P3**    | Learning with Duolingo not make it boring because it is interesting. Available languages make P3 not only can learn English but other language also. P3 wants collect more Lingots.  

“Karena Duolingo dapat membantu dalam meningkatkan penguasaan Bahasa inggris. Selain itu belajar dengan Duolingo tidak membosankan. Ada learning reminder yang akan mengingatkan kita setiap hari untuk belajar dengan Duolingo. Selain itu saya juga bisa belajar Bahasa lain" |
P7 feels happy when she gets Lingots, and to be motivated to collect more.

"Menarik karena nanti kan ada apa itu rewardnya kalau kita bisa menyelesaikan atau suatu tahap atau apa itu nanti kan kita bisa mendapatkan Lingots nah itu kan menjadi motivasi untuk kita kan karena oh mendapat Lingots jadi kita termotivasi untuk melakukan pembelajaran lagi dan mengerjakan tasknya dengan benar.

"it is interesting, because when we have finish one step or goal in Duolingo we will get reward/Lingots. It can motivate me to do
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>learning more and more with true answer”</strong></td>
<td>Second Group (P2, P4, P1)</td>
</tr>
<tr>
<td><strong>P2</strong></td>
<td>P2 wants keep rating in discussion forum or group. She is challenging to be first ranking in every group. Duolingo has many topics of material to be learned with different level.</td>
</tr>
<tr>
<td></td>
<td>“Alasan tetap belajar Duolingo karena dalam Duolingo ada peringkat dalam grup dan saya selalu terpacu untuk mendapatkan nilai yang paling tinggi dan selain itu di Duolingo memiliki banyak menu atau banyak topik yang bisa dipelajari atau bisa di pilih dan setiap topik memiliki level yang berbeda beda. Ingin menyelesaikan seluruh topik yang ada”</td>
</tr>
<tr>
<td></td>
<td>“The reason still learning with Duolingo because in Duolingo there is ranking in a group and I always challenging to get highest score. Besides that, in Duolingo there is many topics that can be learned and for each topic has different levels I want finish all of the topics in Duolingo”</td>
</tr>
<tr>
<td><strong>P4</strong></td>
<td>Interesting and enjoyable language application. It can be used to improve vocabulary, grammar and also listening. It can be used to spend the free time.</td>
</tr>
<tr>
<td></td>
<td>“Yang pertama menarik, asik gamenya seru juga bisa menambah vocab grammar listening kita gitu, mengisi waktu luang juga”</td>
</tr>
<tr>
<td></td>
<td>“Firstly, the game is passionate and yell. I can be used to improve vocabularies, grammar and listening and to fill the free time”</td>
</tr>
<tr>
<td><strong>P1</strong></td>
<td>Duolingo is interesting language learning software.</td>
</tr>
<tr>
<td></td>
<td>“Selain menarik menyenangkan ya sedikit membantu vocab translation juga”.</td>
</tr>
<tr>
<td></td>
<td>‘Besides, it is enjoyable, maybe little helps in vocabulary and translation”</td>
</tr>
<tr>
<td><strong>Third Group (P6, P8)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>P6</strong></td>
<td>Duolingo is good alternative to fill the free time or to kill the bad mood or feeling bored.</td>
</tr>
</tbody>
</table>
|   | “Satu, ya itu karena mengasah kemampuan
berbahasa, yang kedua itu sangat saya 
rekomendasikan karena ketika anda sedang 
merasa bosan atau merasa moodnya hilang anda 
 bisa bermain Duolingo yang bisa menghilangkan 
mood bosan anda”

“Firstly, it can sharp your language ability. Secondly I recommend this application because when you are feeling bore or when you in a bad mood you can play Duolingo as alternative to kill your boring”

<table>
<thead>
<tr>
<th>P8</th>
<th>Duolingo assists the learner to learn step by step. Duolingo has many features. It can assist to improve vocabulary and grammar.</th>
</tr>
</thead>
</table>
|    | “Saya belajar dengan Duolingo karena pertama saya belajar bertahap dari tingkat yang mudah ke tingkat yang sulit maka itu dapat membantu saya meningkatkan kemampuan kosakata dan juga tata Bahasa saya seperti itu dan juga selain itu kenapa saya belajar dengan Duolingo karena fiturnya banyak ada vocabulary ada speaking ada listening dan itu benar benar membantu saya rasa mungkin saya belum menemukan atau dapat menemukannya di lain waktu saya rasa spesifikasi dari reading saya rasa masih kurang”
|    | “I learn with Duolingo because firstly I can learn step by step from easy to difficult. Thusm it can help me to improve my vocabularies and also grammar. Duolingo also has many features like speaking and listening and it is really help me. Maybe Duolingo less in reading activities or maybe I am not find it yet” |

In the last question of interview section, the researcher asked to the participants about their reasons to keep learning with Duolingo. Some of them explain that Duolingo provides completed features of language learning. Besides that, the material in Duolingo is simple but it is served in detail and step by step. Learning with Duolingo is interesting way to learn language and Duolingo makes the learning become enjoyable and not boring.
**B. Research Findings**

The researcher presents the research finding based on the discussion of data analysis above. In this research, the researcher carries the objectives of the research those are to find out does Duolingo can promote the language autonomous learner, how Duolingo as CALL program assists the language autonomous learner and what features of Duolingo that autonomous learner loved.

1. **Promoting Autonomous learner**

In this point, the researcher delivers whether Duolingo can assist the autonomous learner to promote their language learning. Based on the participants’ answer in self-initiated questions, five of them give answer that the reason starts learning with Duolingo is curious about the game; have fun and willing to try. The other, P3 starts learning with Duolingo with the reason to make a use of one’s time to learn language. While P5 and P7 gives the reason is to review and maintain the familiarity with the language and to improve language ability. All of the participants have several reasons that make them starts learning using Duolingo besides it is a recommendation from the researcher.

Based on the statistical analysis in self-initiated and self-regulated questions, the participants are divided into three group of participants. First group of participants (P5, P3, P7), they are already having strong willingness to learn with Duolingo before. Naturally, these participants will also show the high score in learning regulation. This statement is
supported by the same degree of score between self-initiated and self-regulated from participants in first group. The same case also happens to third group of participants (P6, P8). The difference is the third group the participants present the low score both in self-initiated and also in self-regulated questions part.

The second group of participants present the different thing from first group and third group of participants, they already learning with Duolingo with low motivation but show high scores in regulation (P2, P4, P1). It is shown that the use of Duolingo as their assistance of learning can promote the autonomous learner because they start learning Duolingo with low motivation but after a period of learning they show high regulation of learning. It means after learning Duolingo for a period of time, the learners begin to allow themselves to be autonomous learner. These findings fit to the definition of autonomous learner as proposed by Benson (2013:839 - see chapter 2). This is clearly shown by the result from the participants in the second group.

The researcher presents the statistical analysis from all of participants in some questions in self-regulated part. The statistical analysis in self-regulated questions has shown the participants’ score in the questions of Q8: You monitor and reflect on your learning. M= 4.8, S.D.= 0.5, Q13: you find solutions to your problems when you have questions or make a mistake. M=5.8, S.D.=0.3 and Q14: After period of learning, you evaluate yourself and learning outcome M=5, S.D.=1.2. The participants
present the score almost five in the question of Q8, it implied during learning activity using Duolingo the learner often evaluate their own learning problems. The participants also present high score in questions of Q13, this means during the learning using Duolingo the learner often can solve their problem and find the solutions in the learning process by their own.

The facts that the use of Duolingo as CALL can be used to promote the language autonomous learner fits to what Mutlu and Eroz (2013:119 – see chapter 2) have already conducted. In this research how Duolingo promote the autonomous learner can be seen from the participants who take responsibility on their learning.

2. **Assisting Language Autonomous learner**

To answer this research question, the researcher carries out the answer into several points. How Duolingo assisting the language autonomous learner can be seen from the participants’ regulation and the participants’ attitude to take responsibility on their own learning and how the participants solve their own problem during their learning with Duolingo. Besides that, the researcher also presents about how Duolingo can improve their English ability and how Duolingo can make their abilities are improved.

a. **Self-regulation: Learning Language on a Regular Basis**

Self-regulation or learning language on a regular basis it means that the autonomous learner allows themselves to learn Duolingo as
habitual. Based on the questionnaire data analysis in the question of Q12: *You regulate yourself to learn on regulate basis*, they present the score with $M=4.5$, $S.D.= 0.34$, it means the participants ask themselves to maintain their habit learn with Duolingo almost frequently.

In the interview section the participants answer that at least they learning Duolingo 2-3 days in a week (P1 and P6). While P3, P7, and P8 learn Duolingo in 3-4 days a week. P5 learns with Duolingo in 5-6 days a week and two times a day in the morning and before sleep. The highest one is P2 she learns Duolingo every day, additionally she learns Duolingo two times in a day regularly five minutes in the morning and for about two hours in the evening before she is going to sleep. Of course, this thing will be good habitual of learning. P2 and P8 also says they sometimes learn Duolingo before they go to sleep. Most of participants answer they make a use of their free time to play and learn with Duolingo. When they feel bored, or when they are waiting for somethings they make use of their time to learn with Duolingo. This is supported by the result of questionnaire data analysis in the question of Q6: *You find and make use of time to learn with Duolingo*, $M=5$, $S.D.= 0.57$, they derive the middle score of analysis. It means they frequently use their free time to learn with Duolingo.

The researcher also delivers this finding based on three groups participants to know each group regulation during learning with Duolingo.
1) **First Group Participants (P5, P3, P7)**

   In the result of data analysis from questionnaire in the questions Q12 and Q6, the participants from first group show the score, *Q12: You regulate yourself to learn on regulate basis* M=4.6 S.D.= 0.05, the participants in first group show the average score that they regulate themselves on regular basis in the score almost five. It is shown they usually learn with Duolingo as their habitual. When it the question of *Q6: You find and make use of time to learn with Duolingo*, they present the score M= 5.6 S.D.= 0.35. It means the participants in the first group frequently make use of their time to learn with Duolingo.

2) **Second Group Participants (P2, P4, P1)**

   The second group of participants are the participants who have low scores in self-initiated but they show high scores in self-regulated. In the questions of *Q12: You regulate yourself to learn on regulate basis* with score M=5 SD=0.15 and the question of *Q6: You find and make use of time to learn with Duolingo*, they present the score M=5 S.D.=0.15. It means they usually make use of their time and regulate themselves to learn with Duolingo even though in the beginning they have low willingness to learn with Duolingo.

3) **Third Group Participants (P6, P8)**

   Third group of participants have low scores in self-regulated, here in the questions of *Q12: You regulate yourself to
learn on regulate basis with score $M=3.5$ S.D.$=0.05$ and the question of Q6: You find and make use of time to learn with Duolingo $M=4$ S.D.$=0$. Both of them occasionally regulate themselves to learn with Duolingo and sometimes make use of their times to learn with Duolingo.

**b. Self-regulation: Evaluating and Finding Solution to the Problems**

Based on the questionnaire about self-regulation, the result of this research shows that the participants in this research are able to take their own responsibility in their learning. These finding fits to what Holec (1981, cited in Little 1996 – see chapter 2) was found that autonomous learner should be able to monitor and evaluate their own learning. How the participants take their responsibility in learning using Duolingo are demonstrated in the groups as explained below.

1) **First Group of Participants**

   In the questions from questionnaire in number of Q13: You find solutions to your problems when you have questions or make mistakes, the participants in the first group show the high score. It is $M=6.3$ S.D.$=0.05$, It means they have average finding their solution from the problem frequently.

2) **Second Group of Participants**

   In the questions from questionnaire in number of Q13: You find solutions to your problems when you have questions or make mistakes, the participants in the first group show the high score. It
is M=5.3 S.D.=0.2, it means they usually finding their solution from the problem.

3) Third Group of Participants

In the questions from questionnaire in number of Q13: You find solutions to your problems when you have questions or make mistakes, the participants in the first group show the high score. It is M=6 S.D.=0.2, It means, even though they have low scores from overall self-regulated questions, the participants in the third group show the high scores in finding the solution from their own problem.

In the discussion above, the researcher has presented the result from the participants based on the groups. Furthermore, the researcher presents it as overall from all of the participants. Based on the question in the questionnaire, Q13: You find solutions to your problems when you have questions or make mistakes. All of participants present the score on M= 5.87, S.D.=0.39. It shows they present mid-high score in finding the solution on their problem. It means the participants by most of their time they find their own solution while learning with Duolingo. Most of the participants explain the are helped by Duolingo feedback itself. When they get the wrong answer on their task, Duolingo will correct their answer and show them the correct answer. By this activity, the participants
can find their mistakes and the correct answer or the solution for their problem by themselves in Duolingo. 

From two discussions above, the researcher can imply that all of the participants during learning with Duolingo can solve their own problem. It means they can learn by themselves with minimal guidance of the teacher. Duolingo guides the users to be autonomy. Duolingo helps the learners to know their mistakes and find the solutions for the problem

c. Improvement

Duolingo as language learning software provides several features of language skills material that might be useful to enhance the language development. Based on the interview in this research show that Duolingo helps the autonomous learner to improve their language skills aspects they are improve the vocabulary, recalling learned vocabulary, speaking or pronunciation, learning grammar, translation skill, arrange the sentences, and listening. These findings fit to what Farivar and Rahimi (2014:644 – see chapter 2) have found. Thus, this is clear that Duolingo really helps learner to become autonomous learner.

3. The Loved Features of Duolingo

Duolingo as language learning program provides some interesting features and interesting activities of language learning. Many participants deliver that Duolingo has completed features and the activities of language
learning. The favorite features of Duolingo based on the participants are learning reminder, Duolingo coach or Duolingo feedbacks, the complete features of language learning activities include vocabulary activities; listening; speaking or pronunciation; grammar; and arrange the sentences, the available languages, discussion forum, Duolingo club, and Duolingo reward or *Lingots*. 
CHAPTER V

CLOSURE

After completing this research, in this chapter the researcher presents some conclusions and suggestions of the research.

A. Conclusion

After conducting the research and analyzing the data, the researcher comes to several conclusions to answer the problems of the research that:

1. Based on the result and the findings of this research, the researcher concludes that the use of Duolingo as CALL can help the language autonomous learner to promote their language learning. In this research, how Duolingo can be used to assists in fostering the autonomous learner can be seen from second group learning behavior. Three participants in second group start learning Duolingo with low motivation then present the high score in learning regulation. This finding that Duolingo can be used to promote the language autonomous learner fits to what Mutlu and Eroz (2013:119 – see chapter 2) have found. Thus, this is clear that Duolingo really helps learner to become autonomous learner.

2. Secondly, the participants present the autonomous learner behavior during learning process using Duolingo such as self-regulation on regular basis, adjusting the appropriate learning technique and material, monitoring and also evaluating their own learning. Most of participants can learn and solve their problem of learning by Duolingo features it self. Besides that, some of participants also find the further material to improve their understanding
in language learning. The participants in this research allow themselves to be responsible in their learning process with Duolingo. This means that the use of Duolingo can also promote the autonomous learner to responsible on their learning performance. These finding fits to what Holec (1981, cited in Little 1996 – see chapter 2) was found that autonomous learner should be able to monitor and evaluate their own learning.

3. The next is the researcher presents that Duolingo can assist the autonomous learner to improve their language ability. This finding can be seen by the participants’ language ability improvements and how Duolingo assist the autonomous learner in their learning. In interview section, all of participants explain that their language abilities are improved after period time by learning with Duolingo. Vocabulary knowledge, pronunciation or speaking, listening, grammar and arrange the sentences is popular language ability in which improved. The researcher concludes that the use of Duolingo as language learning software can improve the participants’ language skills. This facts that Duolingo as CALL can be used to increase the improvement of autonomous learner in their learning fits to what Farivar and Rahimi (2014:644 – see chapter 2) have already conducted. Daily learning reminder and Duolingo feedbacks is the participants’ favorite features from Duolingo. Both of daily learning reminder and also Duolingo feedbacks play an important role in the participants’ language learning process. By sending an email everyday, daily learning reminder reminds the learner to log in with Duolingo everyday and make use of
their free time to learning. Furthermore, the Duolingo feedbacks is really helps fostering the autonomous learner. With Duolingo feedbacks the learner can learn to evaluate the mistake in their learning process and understand to solve their problem. In addition, Duolingo reward or Lingots, the available languages, Duolingo club and the completed language learning activities also become the loved features of Duolingo.

B. Suggestion

Based on the research findings and the discussion, the following suggestions addressed to the autonomous learner and the future researcher are presented:

1. For autonomous learner

Duolingo can help the learner to learn language with minimal guidance of the teacher. It is suitable for the autonomous learner who want to improve their language ability. By this research, it can help the autonomous learner to find new media of language learning. The researcher suggests to the autonomous learner to use Duolingo as CALL in assisting their language learning and to make their learning process more effective and enjoyable.

2. For future researcher

Duolingo as CALL program is good language application and it has been used by many people around the world. Many previous research have been conducted to discuss Duolingo and the autonomous learner. In this research, 8 of participants have been contribute to learn with
Duolingo. The researcher suggests to the future researcher to conduct a research about Duolingo and autonomous learner. In addition, the researcher also suggests to the future researcher to add the number of participants of and the wide scope or research. The more participants surely will compose a variety of answer from participants and it will find a variety of research findings. Besides that, this is can be the new idea for the future researcher to examine the effectiveness of using Duolingo as language learning in assisting the language autonomous learner.


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———. 1995. Learning as Dialogue: The Dependence of Autonomous learner on Teacher Autonomy. *Centre for Language and


APPENDICES
**Appendix 1**

**Research Questionnaire**

**QUESTIONNAIRE**

Dear Participants, On the matters of privacy, your answers will only be used in this research. Real name will not be shown in the paper. Thanks for your participation and cooperation. Researcher: Fitriyani. (Questionnaire is adopted from Tsai: 2016)

<table>
<thead>
<tr>
<th>NO</th>
<th>Background Information</th>
<th>Explain</th>
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<tbody>
<tr>
<td>1</td>
<td>Do you learn English in other places (school, learning institute, etc.)</td>
<td></td>
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<tr>
<td>2</td>
<td>Have you ever learned the language before you start learning with Duolingo?</td>
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</tr>
<tr>
<td>3</td>
<td>What is the reason that makes you start learning with Duolingo?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Curious about the game; have fun and willing to try.</td>
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<tr>
<td></td>
<td>2. Choosing to learn language to kill time.</td>
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<td></td>
<td>3. To improve language ability, but no specific goal.</td>
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</tr>
<tr>
<td></td>
<td>4. Make use of one’s time to learn language.</td>
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<td></td>
<td>5. To review and maintain the familiarity with the language</td>
<td></td>
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<tr>
<td></td>
<td>6. With learning goal.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7. Learning for language test or studying aboard.</td>
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</tr>
<tr>
<td>4</td>
<td>How do you find Duolingo as your language learning tool?</td>
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<tr>
<td></td>
<td>1. Asked by teacher.</td>
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<td>2. Recommended by</td>
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<tr>
<td>teachers.</td>
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<td>3. Heard from friends that it’s interesting.</td>
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<td></td>
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<tr>
<td>4. Recommended by friends.</td>
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<td>5. Asking friends by yourself.</td>
<td></td>
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<tr>
<td>6. Asking friends because strongly eager to find a language learning tool.</td>
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<td>7. Looking for the tool by yourself.</td>
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<th>5</th>
<th>Before starting to learn with Duolingo, did you set your learning goal?</th>
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<td>1.</td>
<td>Without goal.</td>
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<tr>
<td>2.</td>
<td>Learning as much as I can.</td>
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<td>3.</td>
<td>With goal, but didn’t strictly follow.</td>
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<td>4.</td>
<td>Following Duolingo’s daily goal.</td>
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<td>5.</td>
<td>Practicing for school work.</td>
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<tr>
<td>6.</td>
<td>Being able to use language in daily communication.</td>
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For the following questions, please based on your learning process with Duolingo. (Choose one answer from 1-7)

*Likert scale:*


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<td>You find and make use of time to learn with Duolingo.</td>
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<td>You develop your language learning plan.</td>
<td>1</td>
<td>2</td>
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<td>You monitor and reflect on your learning.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<td>9</td>
<td>You will think of better ways to make learning more effective.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10</td>
<td>You adjust your learning strategies to make learning more effective.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>11</td>
<td>You realize which learning activities are effective and which are not.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>12</td>
<td>You regulate yourself to learn on regular basis.</td>
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<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<td>You find solutions to your problems when you have questions or make a mistake.</td>
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<td>2</td>
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<td>4</td>
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<td>After a period of learning, you evaluate yourself and learning outcome.</td>
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<td>After a period of learning, you realize your shortage and understand it should be improved.</td>
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<td>After a period of learning, will find more materials for further reading.</td>
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Appendix 2

Interview Questions

INTERVIEW QUESTIONS

(Adopted from Tsai: 2016)

1. Usually, when do you learn with Duolingo? Please, explain time and places
2. Usually, how long do you learn with Duolingo for every time?
3. Usually, how many times do you learn Duolingo in a week?
4. Before starting to learn with Duolingo, do you set any learning goal? If yes, please explain to what extent and in how long do you wish to achieve?
5. Do you like to learn with Duolingo? Please explain how and in what detail?
6. After learning for a period, which language ability do you improve most? Please explain as detail as you can.
7. How does Duolingo make you improve that language ability? Please explain as detail as you can.
8. During your learning with Duolingo, do you face any difficulties in your learning? If yes, please explain as detail as you can
9. When you face the difficulties, do you think Duolingo can help you by their explanation? If can, please explain as detail as you can
10. Do you think Duolingo can help you improve your planning/programming ability of language learning? If yes, please explain what kinds of abilities.
11. What’s the reason that makes you keep learning with Duolingo? Please explain as detail as you can.

Indonesian Version

1. Biasanya, kapan kamu belajar dengan Duolingo? Tolong jelaskan waktu dan tempatnya
2. Biasanya, berapa lama kamu belajar dengan Duolingo setiap waktu?
3. Biasanya, berapa kali dalam seminggu kamu belajar Duolingo?

5. Apakah kamu menyukai belajar dengan Duolingo? Tolong jelaskan bagaimana dan dalam hal apa?

6. Setelah belajar beberapa waktu, kemampuan Bahasa yang mana yang paling meningkat? Tolong jelaskan sedetail yang kamu bisa.


8. Selama pembelajaran mu dengan Duolingo, apakah kamu menghadapi kesulitan kesulitan dalam belajarmu? Jika iya, tolong jelaskan sedetail yang kamu bisa.


10. Apakah kamu berfikir Duolingo dapat membantu mu meningkatkan program pembelajaran Bahasa mu? Jika iya, tolong jelaskan sedetail yang kamu bisa.

11. Apa alasan yang membuatmu tetap belajar dengan Duolingo? Tolong jelaskan sedetail yang kamu bisa.
Nomor : 2a8/In.21/D1.1/PP.07.3/03/2018
Lamp. : Proposal Skripsi
Hal : Pembimbing Skripsi

Salatiga, 12 Maret 2018

Kepada
Noor Ma’riah, S.pd., M. Hum., Ph. D
Di Tempat

Assalamualaikum Wr. Wb.

Dalam rangka penyusunan Skripsi Mahasiswa jenjang Strata Satu, Saudara ditunjuk sebagai Dosen Pembimbing mahasiswa:
Nama : Fitiyani
NIM : 113-14-009
Program Studi : Tadris Bahasa Inggris (TBI)
Fakultas : Tarbiyah dan Ilmu Keguruan
Judul Skripsi : ENHANCING STUDENTS’ ENGLISH VOCABULARY MASTERY THROUGH DUOLINGO IN CALL

Apabila dipandang perlu Saudara diminta mengoreksi tema skripsi di atas.
Demikian untuk diketahui dan dilaksanakan.

Wassalamualaikum Wr. Wb.

[Signature]
Wakil Dekan Bidang Akademik

[Signature]
Mufti S.Ag., M.Phil.
NIP. 19690617 198603 1004

Tembusan:
1. Yth. Dosen Pembimbing
2. Mahasiswa yang bersangkutan
3. Arsip Akademik
# LEMBAR KONSULTASI SKRIPSI

Nama Mahasiswa : Fitriyani  
NIM : 113-14-009  
Dosen Pembimbing : Noor Maliah, S.Pd., M.Hum., Ph. D

**Judul Skripsi pada surat penunjukan pembimbing skripsi:**
ENHANCING STUDENTS’ ENGLISH VOCABULARY MASTERY THROUGH DUOLINGO IN CALL (A Classroom Action Research at Seventh Grade Students of MTs Negeri Simo in the Academic Year 2017/2018)

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Dosen Pembimbing: [Signature]

Noor Maliah, S.Pd., M.Hum., Ph. D  
NIP. 19771128 200604 2002

Jika ada perubahan judul skripsi, harap dicantumkan dalam lembar konsultasi, tidak ada penggantian Surat Penunjukan Pembimbing Skripsi kecuali ada Surat dari Ketua Program Studi tentang Penggantian Dosen Pembimbing Skripsi.
# SATUAN KREDIT KEGIATAN (SKK)

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Salatiga, 26 April 2018
Mengetahui,
Wakil Dekan Bidang
Kemahasiswaan dan Kerjasama

Achmad Maimum, M. Ag.
NIP. 19700510 199803 1003
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Senior High School (MA) N 2 Boyolali

State Institute for Islamic Studies (IAIN) Salatiga