GAMIFICATION OF DUOLINGO IN RISING CHILDRENS' SECOND LANGUAGE LEARNING MOTIVATION

THESIS

Submitted as Partial Fulfillment of the Requirements for the Bachelor

Degree of English Department Faculty of Arts and Humanities

Sunan Ampel State Islamic University

By:

NANDA NADIAWATI

Reg. Number: A73214093

ENGLISH DEPARTMENT

FACULTY OF ARTS AND HUMANITIES

SUNAN AMPEL STATE ISLAMIC UNIVERSITY

2018

DECLARATION

The undersigned,

Name   : Nanda Nadiawati

Reg. Number : A73214093

Department : English

Faculty   : Arts and Humanities

Declares that the thesis she wrote to fulfil the requirement for the bachelor degree in English Department, Faculty of Arts and Humanities, State Islamic University, Surabaya, entitled "Gamification of Duolingo in Rising Childrens' Second Language Motivation" Is truly her original work. In other words, it does not incorporate any material that has been written or published by prior writer but indicated in quotation and bibliography. Consequently, I, as the writer of this thesis, am the only person who is responsible for this thesis if found any objection or claim from others in work.

Surabaya, July 10th, 2018

The writer

Nanda Nadiawati

ii

ADVISOR 'S APPROVAL SHEET

This is to certify that the thesis written by Nanda Nadiawati (A73214093) entitled *"Gamification of Duolingo in rising childrens' Second Language Learning Motivation"* has been approved by the thesis advisor and could be examined to fulfill the requirement of strata 1 degree English Department Faculty of Arts and Humanities State Islamic University of Sunan Ampel Surabaya.

Surabaya, July 10th, 2018

Thesis advisor

Raudlotul Jannah, M.App.Ling
NIP. 197810062005012004

Acknowledged by Head of Department

Dr. Mohammad Kurjum, M.Ag
NIP. 196909251994031002

ENGLISH DEPARTMENT

FACULTY OF ARTS AND HUMANITIES

STATE ISLAMIC UNIVERSITY OF SUNAN AMPEL SURABAYA

2018

EXAMINERS' APPROVAL SHEET

This thesis written by Nanda Nadiawati (A73214093) has been approved and accepted by the broad of examiners, English Department Faculty of Arts and Humanities, State Islamic University of Sunan Ampel Surabaya, on 19th of July 2018

The Dean of Faculty of Arts and Humanities

Dr. H. Agus Aditoni, M.Ag
NIP.196002121990031002

The Broad of Examiners:

Examiner I

Raudlotul Jannah, M.App.Ling
NIP.197810062005012004

Examiner II

Endratno Pilih Swasono, M.Pd
NIP.197106072003121001

Examiner III

Dr. Mohammad Kurjum, M.Ag
NIP.196909251994031002

Examiner IV

Himmatul Khoiroh, M.Pd
NIP.197612222007012021

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA
PERPUSTAKAAN

Jl. Jend. A. Yani 117 Surabaya 60237 Telp. 031-8431972 Fax.031-8413300
E-Mail: perpus@uinsby.ac.id

LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI
KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Sebagai sivitas akademika UIN Sunan Ampel Surabaya, yang bertanda tangan di bawah ini, saya:

Nama   : Nanda Nadiawati
NIM   : A73214093
Fakultas/Jurusan : Adab dan Humaniora / Bahasa dan Sastra Inggris
E-mail address : nandanadiawati@gmail.com

Demi pengembangan ilmu pengetahuan, menyetujui untuk memberikan kepada Perpustakaan UIN Sunan Ampel Surabaya, Hak Bebas Royalti Non-Eksklusif atas karya ilmiah :
☑ Sekripsi ☐ Tesis ☐ Desertasi ☐ Lain-lain (.................................)
yang berjudul :

Gamification of Duolingo in Rising Childrens'
Second Language Learning Motivation

beserta perangkat yang diperlukan (bila ada). Dengan Hak Bebas Royalti Non-Ekslusif ini Perpustakaan UIN Sunan Ampel Surabaya berhak menyimpan, mengalih-media/format-kan, mengelolanya dalam bentuk pangkalan data (database), mendistribusikannya, dan menampilkan/mempublikasikannya di Internet atau media lain secara *fulltext* untuk kepentingan akademis tanpa perlu meminta ijin dari saya selama tetap mencantumkan nama saya sebagai penulis/pencipta dan atau penerbit yang bersangkutan.

Saya bersedia untuk menanggung secara pribadi, tanpa melibatkan pihak Perpustakaan UIN Sunan Ampel Surabaya, segala bentuk tuntutan hukum yang timbul atas pelanggaran Hak Cipta dalam karya ilmiah saya ini.

Demikian pernyataan ini yang saya buat dengan sebenarnya.

Surabaya, 02 Agustus 2018

Penulis

(Nanda Nadiawati)
nama terang dan tanda tangan

ABSTRACT

Nadiawati, N. (2018). *Gamification of Duolingo in Rising Childrens' Second Language Learning Motivation.* Thesis. English Department, Faculty of Letters and Humanities, Sunan Ampel State Islamic University, Surabaya.

Advisor : Raudlotul Jannah, M. App. Ling

Key terms: *Second Language Acquisition, Learning Motivation, Gamification.*

This study aimed to identify students' motivation of learning English through Duolingo application, its impact, and what makes it different from conventional way of learning. Duolingo application is free language acquisition and education for the world. The term acquisition itself interpreted differently by language researchers. Some researchers distinguish between acquiring and learning. On the other side, the other researchers assume those terms as the same. In this research, the researcher refers to the notion that those two are similar.

In conducting this study, the researcher used case study to analyze the data. The researcher chooses five students of thirty five students from third grade SDN Kedungdoro V Surabaya who plays of Duolingo application to get their second language learning motivation. The data are collected by direct observation and deep interview from the subjects who has two experiences of language learning such as book and learning application. The theory of CALL and gamification that occur in Duolingo also become the important thing of this research. The reason why choose game as the factor of rising English learning in this research is because game is becoming one of the popular technological development result in the middle of society.

As the result, the researcher found that Duolingo is proved to motivate the subjects in learning English because the element of gamification from Duolingo application makes students want to keep playing, and show that many varied differences between learning by application and book.

INTISARI

Nadiawati, N. (2018). *Gamification of Duolingo in Rising Childrens' Second Language Motivation*. Skripsi. Jurusan Sastra Inggris, Fakultas Adab dan Humaniora. Universitas Islam Negeri Sunan Ampel Surabaya.

Pembimbing : Raudhotul Jannah, M. App. Ling
Kata kunci : *Perolehan bahasa kedua, motivasi belajar, unsur permainan.*

Penelitian ini bertujuan untuk mengidentifikasi motivasi anak dalam belajar bahasa Inggris melalui aplikasi Dulingo, efek dari Duolingo terhadap anak, dan apa yang membuat Duolingo berbeda dari pembelajaran secara konvensional. Aplikasi Duolingo adalah aplikasi perolehan dan pendidikan bahasa gratis di dunia. Istilah perolehan dapat ditafsirkan berbeda-beda oleh para ahli bahasa. Beberapa di antaranya membedakan antara mengakuisisi dan mempelajari. Yang lainnya menganggap kedua hal tersebut sama.

Dalam pelaksanaan penelitiannya, penulis menggunakan metode analisis case study. Peneliti memilih lima anak dari tiga puluh lima anak kelas tiga SDN Kedungdoro V Surabaya yang bermain aplikasi duolingo untuk mendapatkan motivasi belajar bahasa. Data diperoleh dengan cara observasi secara langsung dan wawancara yang mendalam terhadap lima subjek yang memiliki dua pengalaman dalam belajar bahasa seperti buku dan aplikasi belajar. Teori CALL dan unsur permainan yang terdapat di Duolingo juga menjadi sesuatu yang penting dalam penelitian ini. Alasan kenapa peneliti memilih game sebagai faktor untuk menaikkan pembelajaran bahasa inggris pada penelitian ini adalah karena game menjadi salah satu hasil perkembangan teknologi yang popular ditengah tengah masyarakat.

Pada akhir penelitian ini, peneliti menemukan bahwa duolingo terbukti memotivasi mereka dalam belajar bahasa inggris karena elemen dari unsur permainan dari aplikasi Duolingo membuat anak ingin terus bermain, dan macam macam perbedaan antara belajar dengan aplikasi dan buku.

TABLE OF CONTENT

CHAPTER V : CONCLUSION AND SUGGESTION

REFERENCE

Appendix 1

Appendix 2

Appendix 3

Appendix 4

CHAPTER I

INTRODUCTION

This chapter explains background of the study, research problems, research objectives, significance of the study, scope and limitation, and definition of key terms which become the basis of this research.

1.1 Background of the study

Technology has significant impact on human lifestyle. One of the influences is on language learning pattern. Just because technology are growing fast, it has a lot of tools with particular functions replaced by new tools as the result of technological development that are considered as more efficient (Kenning, 2007).

One of the examples is gadget which has replaced the positions of many tools at once such as telephone, clock, compass, map, calculator, even book in physical form. In this era, many people from various age groups use gadget in everyday life. So do young children. Gadget is a small mechanical or electronic device or tool, especially an ingenious or novel one (oxford dictionary), even it can help language learners to acquire new vocabularies.

Acquiring means getting or obtaining something for one self (oxford dictionary). Therefore, acquiring language could be understood as obtaining language. The process of acquiring is called acquisition. It means that language acquisition is the process of acquiring language. There are two distinct arguments related to language acquisition. Some researchers argued that language acquisition is the process of getting, obtaining, or achieving language by formal learning activity such as in school and other formal lesson.

1

Some other researchers believed that language acquisition could also be a subconscious process based on the use of language in informal situation for meaningful communication such as daily conversation when the users do not focus on forms of the language (Collier, 1988; Pigada and Schmitt, 2006; Abukhattala, 2013; and Rafik, 2005). Nevertheless, the researcher in this research tend to the opinion which stated that those can be in form of concious and unconcious learning process.

Language acquisition can be categorized into two kinds: First Language Acquisition (FLA) and Second Language Acquisition (SLA). First Language Acquisition is the process of acquiring first language (L1). According to Saville-Troike (2006), first language is the languages are acquired during the childhood and acquired among people who speak them. While Second Language Acquisition is the process to acquire language after L1. According to Steinberg (2001) L1 and L2 are interrelated one another since L1 influence the process of learning L2. FLA and SLA are different process. Therefore, the factors influencing those process are also different (Ghazali, 2006; Ipek, 2009; Nemati and Taghizadeh, 2013). However, they are interrelated each other.

There are several factors that equally influence the process of L1 and L2 acquisition such as environment and motivation. Eric Lenneberg (1967), in his book, The Biological Fondation of Language, stated that the sorrounding environment must be sufficiently rich for the ability to talk to develop adequately. On the other side, motivation is regarded as one of the crucial factors affecting the process of L1 and L2 (Khasinah, 2014; Laraba, 2007; Gömleksiz, 2001; Li, 2009; Lin- Fang, 2013).

2

Motivation is a someone's feeling to achieve something as a goal which is followed by intellectual ability and physical effort (Harmer,2007). Intellectual ability refers to his or her knowledge and skill while physical effort refers to his or her physical body to reach the goal.

Moreover, according to Harmer, there are two sources of motivation; intrinsic (inside) motivation and extrinsic (outside) motivation. Intrinsic motivation is the motivation that comes from inside of someone's soul. On the other side, extrinsic motivation is the motivation that comes from someone's outside source rather than the self. The example is when someone is getting curious of something that makes him learning language. Others are such as people, society, and goal.

Game is one of the applications that can make a person curious. Games which are played through social network motivate people and help them to construct their own learning. The reason why the researcher choose game as the factor of rising English learning in this research is because game is becoming one of the popular technological development result in the middle of society. It has been common for some academicians to use it for supporting learning process. The use of game to engage and motivate people in achieving their goal is known as Gamification (Burke, 2014).

Gamification is effective because it taps into people's natural desire for competing and achieving appreciation. Playing game is known as an entertaining, challenging, and engaging activity (Wright, Betteridge, Buckby. 2006). By playing a game, children will get reward if they have done the best and get nothing or even punishment if they cannot complete the goal. So, they

3

will play enthusiastically to finish it and get reward as much as they can. In this case the researcher analyzes *Duolingo*, an English learning application which content the element of gamification , in rising children English learning motivation.

Duolingo itself is a free language learning application created by Luis von Ahn and Severin Hacker. This application is not only available in the web version but it is also in Android, iOS and Windows Phone operating systems. Each lesson in this application has many challenges. There are talking, listening, translating, and answering multiple choice questions challenge. This media allows children to explore as they learn in a pleasant way on game and help them to learn English in more fun way. Since the instruction of this application is given in Indonesian, children will be able to play more easily and getting much vocabulary than evaluate it for their memory. The evaluation aspect in this application also shows the correct form of grammar in a sentence and it can be repeated many times. So, children will not be bored to learn English by playing this application. Oemar Hamalik (1982) stated that a fun medium can help children to remember a given material and help them to rise the spirit of learning.

Previously, there have been many researchers discussing about second language learning. Hajar Khonmohammad (2014) this present study investigated the use of games to affect learners' motivation in learning English grammar among young learners of English language in Iranian context. Ali Derakhshan (2015) explained that game is very effective for supporting learning process but he did not mention the reason well. Another research has

4

been done by Yakin (2016). He found that there is significant difference between the mastery of English vocabulary of the seventh Grade students in SMP Ahmad Yani 4 Bojonegoro before and after being taught using animation video.

In this research, the researcher analysed the reason that makes game more effective than other learning tools. The subjects were students who were living in the era of globalization. Most children use gadget, including for English learning. This research is trying to find out further about the use of gamification in duolingo application for second language learning.

1.2 Research problems

The research problems are as formulated in the following questions:

1. How does *Duolingo* impact students' motivation of learning English?

2. What makes *Duolingo* different from conventional way of language learning?

1.3 Research objectives

Through this paper, the writer wants to present following aims:

1. To find out the impact of duolingo in affecting subjects' motivation in learning English.

2. To find the differences between conventional learning and learning using Duolingo application.

1.4 Significance of the study

The purpose of this research is to show the influence of *Duolingo* whether it gives significant differences if compared by conventional way of learning. Moreover, this research can be useful for:

5

1. Children: The children can learn English easily and they will be able to acquire second language in an enjoyable condition unconciously.

2. Parents: The parents will gradually know what is good media to acquiring English vocabulary. *Duolingo* can be used to improve the children's ability in mastering English. Through this research, the researcher can provide information to the parents who have addicted children to play game.

3. Language reasercher: this study is hoped to explore more and new information for both language learner and researcher to improve their view about language acquisition and gamification, especially for children.

1.5 Scope and limitation

To keep this research concerned to the topic, the researcher decides to focus the study on discussing about motivation in learning English as a second language. Whereas, English language learning here focus on children who play *Duolingo*.

In learning English, children will obviously find many problems in acquiring English language. Children will get difficulty in understanding the meaning of some words, especially words in foreign language. That is why children find it difficult to use the vocabulary. So, the researcher choose the objects of the student who have two experience in English learning for this reasearch to find out the most difficult one.

The first is application of language learning as one of the media to learn English. In this study, the researcher used *Duolingo* as media to acquire English as Second Language. *Duolingo* is a application that focus on making

6

the player language learning as game. This application is available on Google Play Store, AppStore, and Windows Market platform.

The researcher limit this research only in the experience of the children who learn English using *Duolingo*. The subjects of this research are five children of SDN Kedungdoro V who are on third grade. The reason why researcher choose five children is in order to get information deeply about their English learning experience.

1.6 Definition of key terms

The definition below is given to specific terms employed within the study:

1. Language Acquisition

    One of the earliest scientific explanation of language acquisition was provided by Skinner (1957). As on of the pioneers of behaviorism, he accounted for language development by mean of environmental influence.

    Skinner said that children learn language based on behaviorist reinforced when the child realizes the communicative value of words and phrases. For example, when the child says 'milk' and the mother will smile and and give her some as a result, the child will find this outcome reward, enhancing the child's language development (Ambridge & Lieven, 2011).

2. Gamification

    Gamification refers to the use of game elements in a non-game context to increase the engagement between humans and computers and to solve problems effectively. Kapp (2013) on his book The Gamification of Learning argued that gamification can be thought of as using pieces of

7

games to motivate learners, but the real definition of gamification involves using game based mechanics, aesthetics, and game thinking to engage people, motivate action, promote learning, and solve problems.

3. Learning Motivation

Motivation is a 'state of cognitive arousal' which provokes a 'decision to act', as a results of which there is sustained intellectual and physical effort, so that the person can achieve some previously set goal. (Marion Williams and Robert Burden cited from Harmer, 2007)

4. Duolingo

Duolingo is a web-based language programme that aims to teach languages through a sequence of online tasks. As well as a web-based site there is an app available for Android, iOS and Window-based mobiles. Its manifesto aims to allow access to free language education with no hidden fees, which is the case for the main site and the Duolingo application. (www.duolingo.com)

CHAPTER II

LITERATURE REVIEW

This chapter provides an explanation of the theories that became the basis of this study.

2.1 Theoretical Framework

2.1.1.   Second Language Acquisition

Second Language Acquisition (SLA) refers to the study of how students learn a second language (L2) additionally to their first language (L1). Although it is referred as Second Language Acquisition, it is the process of learning any language after the first language whether it is the second, third or fourth language. Therefore, any other language apart from the first language is called a second language (SL) or also referred to as a target language (TL). To distinguish between Second Language and Foreign Language, The Collins Dictionary defines Second Language as the language that a person learns after his or her native language and Foreign Language as a language that is used in a country other than one's native country (2013). There are different ways to acquire second or foreign languages. It can be in a formal way as in a classroom environment or informal way such as when the learner picks up the language by enjoying on play a game in L2.

By being actively involved in the learning environment, the learner is constantly in contact with the target language through normal daily routines. It is extremely important in second language acquisition to look at the learning environment and investigate if the age factor has any effect. Also, motivation is another significant factor of SLA that needs to be discussed to find out if it

9

is related to higher language competences as Gardner and Lambert (1979) have thoroughly investigated.

Second Language Acquisition (SLA) and Early Language Learning (ELL) have been thoroughly investigated over the years and there is a popular belief that second language acquisition among children is achieved relatively fast and without effort (Nikolov and Djigunovi'c, 2006). Although age plays a significant role in SLA, the benefit of motivation and exposure can provide better results in achieving complete second language proficiency.

There are various factors that have impact on learning a second language and it is important to discuss the theories behind second language acquisition and try to find out how we learn a language and what elements needs to be present for a successful language acquisition. There are three SLA theories, the *Creative Construction Theory, Communicative Language Teaching and the Cognitive Approach*.

The first is *Creative Construction Theory*, often referred to as the *Naturalistic Approach*, deals with the assumption that we are born with a special language system that we use to acquire a language. The differences between acquisition and learning by explaining that acquisition supposedly is a subconscious process that results in fluency while learning is conscious process that involves learning rules and structures.

The second is *Communicative Language Teaching*. One of the most important aspects of *Communicative Language Teaching* is a language competence, or in other words, the knowledge and ability to use the target language. As well, it is essential to incorporate activities that influence the

10

learner to communicate in the target language. Through these activities, students need to be able to use the language in a meaningful way and they need to be motivated and aware of the importance of learning the language in order to benefit significantly from the learning process (Altenaichinger 2003).

The third is *Cognitive Approach* Scientists claim that one of the main features of SLA is to build up a system of knowledge that can be unconsciously automatically recollected such as playing a game in L2. Due to that fact, the learner has to be provided with knowledge and exposure to the target language to understand and socially participate in a social context. Once the learner has experienced the language enough, he or she should be able recall the language automatically and focus on to improve other more complicated language skills. Indeed, the main function of the Cognitive Approach is the process of being able to construct and use the language automatically (Altenaichinger, 2003).

a. Five Stages of Second Language Acquisition

The process of Second Language Acquisition occurs in stages. In order to examine SLA, it is important to look at the 5 stages of second language acquisition. According to Haynes (2007), the first stage is *Preproduction* and is also referred to as "the silent period" where learners gradually build up their vocabulary to about 500 words without speaking the language but more echoing the language. Then there is the second stage called *Early Production* and at this stage learners will have around 1000 word vocabulary with the capacity of constructing words in short phrases and memorize and use short language forms although not

11

necessarily correctly (Haynes 2007). Haynes talks about the third stage, *Speech Emergence*, where learners have acquired around 3000 words and should be able to speak short sentences and simple phrases. By now, learners should be able to engage in conversation and ask simple questions. Also they can understand short stories if they are supported with pictures. The 4th *development stage*, Intermediate Fluency, he explains that the learners have an active vocabulary of 6000 words. Also, he adds that students can now form longer and more complex phrases both spoken and written with grammatical errors but demonstrate excellent comprehension. The last *developing stage* is called Advanced Fluency and as he points out, it takes around 5- 10 years to achieve proficiency in second language acquisition and by now the learners are considered near-native. Indeed, Haynes says that on the surface it might look quite effortless to learn a second language but there are various factors that can have impact on the learning process such as motivation and age.

2.1.2 Learning Motivation in SLA

It is extremely important to understand the role of motivation in SLA because investigations show that motivation plays a significant role in achieving SL proficiency and competence (Gardner and Lambert 1972 and Dörnyei 2001). According to Pandey (2005) motivation, defined as the impetus to create and sustain intentions and goal-seeking acts, is important because it determines the extent of the learner's active involvement and attitude toward learning. Gardner and Lambert (1972) state that motivation is extremely influential factor in successful second language acquisition and the

12

term motivation was brilliantly bolstered in 1985 by Gardner who defined motivation as being the combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes toward learning the language.

Each person is motivated differently, and will therefore act on his or her environment in ways that are unique. Abraham Maslow (1970) viewed motivation as a construct in which ultimate attainment of goals was possible only by passing through a hierarchy of needs, three of which were solidly grounded in community, belonging, and social status. Motivation is accepted for most fields of learning that motivation is essential to success, that we have to want to do something to success at it. Without such motivation we will almost certainly fail to make the necessary effort. We need, therefore, to develop our understanding of motivation, what it means, where it comes from, and how it can be sustained

Motivation is some kind of internal drive which pushes someone to do things in order to achieve something. In his discussion of motivation, Douglas Brown (2007) includes the need for ego enhancement as a prime motivator. This is the need for the self to be known and to be approved of by others'. Marion William and Robert Burden suggest that motivation is a state of cognitive arousal which provokes a decision to act, as aresult of which there is sustained intellectual and physical effort so that the person can achieve some previously set goal (William and Burden. 1997).

1. Intrinsic and extrinsic motivation

13

Intrinsic and extrinsic motivation refers to whether the motivation is more inside a person or outside of him or her. Intrinsic motivation refers to the motivation which is originated inside a person. There is no reward except the activity itself. It means that the essence of motivated action that is, sense of autonomy and the desire is self-initiating and self-regulating while in extrinsic motivation there is an anticipation of reward from outside and a person is motivated from an outside source rather than the self. (Anjomshoa & Sadighi, 2015)

The motivation that brings students to the task of learning English can be affected and influenced by the attitude of a number of people. It is worth considering what and who these are since they form part of the environment from which the student engages with the learning process. According to Harmer there are some external sources of motivation.

a. The goal: one of the strongest outside sources of motivation is the goal which student perceive themselves to be learning for. Such as a general desire to be able to converse in English, to be able to use English to get a better job or to understand English language website, etc. some students, of course, may not have any real English learning goals at all. This is especially true for young learner. In such situations they may acquire their attitude to learning English from other sources.

b. The society we live in: outside any classroom there are attitudes to language learning and the English language in particular. Even where adult students have made their own decision to come to a class to study English, they will bring with them attitudes from the

14

society they live in, developed over years, whether these attitudes are thoroughly positive or somewhat negative.

c. The people around us: in addition to the culture of the world around them, students' attitudes to language learning will be greatly influenced by the people who are close to them. The attitude of parents and older siblings will be crucial.

d. Curiosity: we should not underestimate a student's natural curiosity.

Most researchers have come to the view that intrinsic motivation produces better results than its extrinsic counterpart, but in this research the researcher argued that both intrinsic and extrinsic motivation are related each other. Even where the original reason for taking up a language course, for example, is extrinsic, the chances of success will be greatly enhanced if the students come to love the learning process.

2. Instrumental and Integrative Motivation

Within the field of language learning, the typical model is the division made between integrative and instrumental motivation (Gardner & Lambert, 1972, cited in Chalak & Kassaian 2010). If a person learns a language primarily for a purpose like getting a job or fulfilling an academic requirement, she/he is affected by instrumental motivation. In other words, instrumental motivation refers to the motivation to acquire a language as means of achieving goals such as promoting a career or job or reading technical texts while integrative motivation has to do with

15

wanting to be accepted by another community. Integrative motivation means integrating oneself within a culture to become a part of that society. Some researchers believe that integrative motivation is essential for successful second language learning.

Graham (1984, cited in Chalak & Kassaian 2010) made a distinction between integrative and assimilative motivation. Integrative motivation is defined as the desire to learn L2 to communicate with the members of the second language society and find out about its culture. It does not necessarily refer to the direct contact with L2 group while in assimilative motivation learners wish to lose themselves in the target language and become an indistinguishable member of that speech community. What is important is that the two orientations are not mutually exclusive. Some learners learn better if they are integratively oriented while others are more successful if they are instrumentally motivated and some learn better if they take the advantage of both orientations. In other words, one may have both kinds of motivations: she/he may be instrumentally motivated to pass a test or meet a requirement, but at the same time, she/he may love the culture of a community and want to learn and participate in its culture.

Extrinsic and instrumental motivations are similar but not exactly alike. Extrinsic focuses on the fact that the reason is outside of a person, while instrumental is about the purpose of her/his learning. Intrinsic and integrative motivations are also different because intrinsic motivation has to do with what makes someone feel good while integrative motivation is

16

about membership in a language community. The point worthy of mention is that during the lengthy process of learning, motivation does not remain constant. It becomes associated with mental processes and internal, external influences that the learner is exposed to. In other words, time is considered an important aspect in the nature of learner's motivation. Furthermore, in this era to get Second Language Acquisition it can be more enjoyable and motivated just in one hand by paling game on gadget.

2.1.2. Computer Assisted Language Learning

Computer Assisted Language Learning (CALL) is a term established in language education in the early 1980s. Its main purpose is to make use of computer as a tool to help learning language (Torut, 1999). This method of learning is different from the conventional ones such as using textbooks and workbooks.

CALL is the search for and study of application of the computer in language teaching and learning. Many theories of learning have been advanced over the 2500 years between Confucius and the present day, but almost all have been predicated on the assumption that learning occurs in a school classroom, mediated by a trained teacher. A few educational thinkers have developed theory-based accounts of learning outside the classroom, but none have emphasised the mobility of learners and learning.

Mobile learning, also known as m-learning, is an educational system. Mobile learning supports, with the help of mobile devices, a continuous access to the learning process. This can be on appliances like your phone,

17

laptop or tablet. You can learn wherever and whenever you want! : With the advent of mobile learning, educational systems are changing. Now you know the meaning of M-learning, let's take a look at mobile learning in education.

The most easy way of mobile learning. You can offer texts, videos or audios. It's possible to do this whenever you want. Participants are able to prepare homework by watching a video that the teacher has put online. This way of mobile learning is relatively less interactive. It's more about individual consuming. There is no interaction with teachers or other students, which makes it an asynchronous way of learning. This is possible with synchronous learning. You are able to get direct feedback while you're at home. Teachers can interact with their students during their lectures. Advantages of mobile learning

- Wherever and whenever: It's possible to lay in bed and watch a lecture whenever you want.

- Motivation: 'We are making an online quiz!' You can see the smile on the faces of the children. It really motivates children to learn from tablets or other mobile devices.

- More content: Videos and audios are things you can add with mobile learning. Videos make it possible to make learning livelier!

- Working together from long distance: While the one student might be in New York and the other one is in Amsterdam, it's still possible to work together

Disadvantages of mobile learning

18

- Distraction: Mobile devices can be a great distraction for participants. Children like learning on tablets, but gaming on tablets seems to be even more fun! As a teacher you are not always able to control what your pupils are doing on their tablets.

- Not enough electricity for all mobile devices: There have to be enough sockets for all those mobile devices, and not even spoken about all the cables. This may be a problem in the first couple of years. In the future, there will probably be a solution for this problem.

- Data connection: The important think of use mobile learning is internet connection, there are two differences to use it, offline mobile learning and online mobile learning.

  ✓ Offline mobile learning is the ability to access learning materials on mobile device without requiring an internet connection. Generally, web-based applications functionalities are dependent on ability to access to the web. While there are many practical reasons for an application to access data on a server, not every features may enhance the user experience and wider applicability of an application

  ✓ Online mobile learning is the ability to access learning materials on mobile device with requiring an internet connection. Sometimes the connection is loading its can make our learning become stopped.

  As the result of technology development, especially in field of communication and information, computer and internet seems to encourage autonomy by allowing students to choose time, place, and circumtances that are conducive for them to learn. Furthermore, computer

19

and internet can encourage learner's motivation by offering interesting topic to them and by introducing various ways of study outside the classroom. Moreover, internet can contribute to the development of learner's language learning strategies by exposing learners to a digital social environment with other learners to share with. In short, computer can make students learn comfortably even without teacher. So, they are more likely to take personal responsibility for learning either inside or outside classroom.

Mutlu and Eröz-Tuğa (2013) has proven the benefit of using CALL by conducting research to forty-eight intermediate-level students at a private university in Ankara, Turkey. The result shows that the use of CALL could improve students' motivation for learning and made them to take personal responsibility for their own learning outside the classroom.

2.1.3 Gamification

Gamification has drawn the attention of academics, practitioners and business professionals in domains as diverse as education, information studies, human computer interaction, and health (Katie & Deborah, 2014). Gamification technique is getting popular to be implemented in learning or training application.

A game is a "rule-based environment that is responsive to the player's actions, offers an appropriate challenge to the player, and keeps a cumulative record of the player's actions" (Mayer & Johnson. 2010), while an educational computer game is a technology-supported game that is intended to result in a desirable change in the player's knowledge (Goehle, 2013;

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Mayer & Johnson, 2010). Games have been shown to be effective in promoting learning and are more motivational for students than non-gaming teaching methods. Effective games must be "motivating, addictive, and provide encouragement through very short-term goals, so that the player can fail and try again until they succeed.

Games generally have two main elements, namely, game mechanics (points, level, badges, virtual good or gifts or leaderboard) and game dynamics (reward, status, achievement, self-expression or altruism) (Viral and al,. 2013). The elements most commonly used in the research: points, levels, badges or achievements, and leaderboards.

a) Points

Mekler et al. (2013) discovered that awarding points was effective in increasing motivation. Gasland (2011) also determined that students found a points-based gamification system to be somewhat motivating and quite engaging. This motivation may be due to the fact that points provide learners with instant feedback and recognition for the completion of an activity or task (Mekler et al., 2013), which is consistent with the findings of O'Donnell et al. (2013), who found that immediate feedback was a "key aspect of gamification, in that it solidifies the connection between doing right and being rewarded for it"

b) Levels

One of the key elements that makes gamification successful is ensuring appropriate scaffolding, progression and sequencing through content and activities, in a manner which does not leave the learner

21

frustrated, but instead ensures an appropriate level of challenge (Stott & Neustaedter, 2013). Levels allow a game to be divided into small, separate, attainable pieces and moving up to the next level is often a strong motivator of continued effort (Gasland, 2011).

To implement levels, users must gain points. After gaining a certain predetermined number of points, users move up a level. Generally, "levelling up" confers some sort of in-game benefit (Goehle, 2013). Levels positively impact student motivation and engagement. *See figure 1*
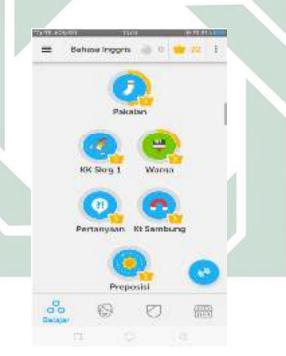

Figure 1

c) Badges or achievement

Badges or achievements are symbolic awards given to students for completing "any type of skill, knowledge or achievement" (Abramovich, Schunn, & Higashi. 2013) Badges introduce a social element to courses by allowing students to identify with other learners who are working

22

towards the same goals (O'Donnell et al., 2013; Turner et al., 2013). If social sharing is built into courseware, then learners can share their badges on social media (Turner et al., 2013) gaining additional recognition for their achievements from family and friends. Users typically have access to review the badges they have earned and to review the requirements to obtain new badges (Hanus & Fox, 2015).

McDaniel et al. (2012) found that badges and achievements "had the motivational effect that was desired" (p.3). Similarly, Geohle (2013) reported that learners felt rewarded for completing their homework and appreciated the extra acknowledgement obtained when they were awarded with a badge or an achievement. *See figure 2*
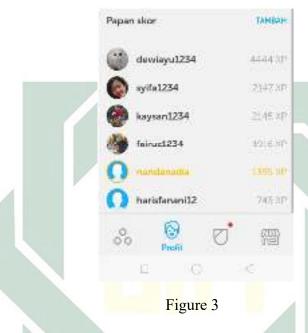

Figure 2

d) Leaderboards

Leaderboards are a commonly used gamification element. Leaderboards can be based on a points system, on how many achievements learners have obtained, or a learner's percentage progress towards a final end goal (Dominguez et al., 2013). The impact of leaderboards on motivation varies among learners. Some research has

23

shown that leaderboards are a "source of motivation because students can see their work publically and are instantly recognized" (Dominguez et al., 2013, p. 391). In addition, leaderboards have been shown to inspire "participants to maintain their performance for longer, compared to points and control groups" (Mekler et al., 2013). *See figure 3*

Figure 3

Advantages of gamification

- Fun: It motivates the learners to learn something. By increasing student engagement, you will enhance learning. More happy learners.

- Feedback: Learners are getting immediate feedback from their game. They know what they did wrong and can instantly correct the answers. It's able to show you why you gave the incorrect answer and what the correct answer must be. This improves better recall and retention.

- Rewarding: Who doesn't like to get reward? For learners it may be an extra motivation to finish their game when they get rewarded. An

24

example is that (if you have enough point) you are able to unlock the next level.

- Challenging: 'You are your own competitor.' Learners are able to see their own results. You can set goals for yourself and each time you're playing the game, you try to be better than the last time. You can see your own results, but also compare your score to other learners. The game is on!

- Better learning environment: Gamification helps creating real-life situations. This helps learners to make some subjects less abstract and livelier! In this way learners will have more empathy in a specific situation.

- Different learning levels: It's possible to learn at your own level. If you're a fast learner, the game can be made more difficult for.

Disadvantages of gamification

- Achievement-orientation: Although it challenges learners to be better and better, this could also have a downside to learners. There is always the pressure of being better than other learners.

- Decrease of attention span: Gamified learning makes it possible to get instant feedback and makes everything go faster. Not every teaching method is as quick as gamified learning. Students may expect that from all parts of their education. This could decrease their attention span.

25

- Punishment: There are punishments of the gamification, for the example if we have many mistakes when we play our achievement will lost and we must waiting for some minute in order to play again.

- Gap between course material and games: There could be a huge gap between your course material and the games available on the market. With the uprising technology, this gap must become smaller and smaller by time

2.1.3. Duolingo

Nowadays, most of children have their own smartphones. These mobile devices can be equipped with numerous applications that can be used to learn a foreign language. Some of these applications are normally used for other objectives, but can also be useful in this sense, such as watching YouTube videos, recording voice memos, Google Hangouts or even playing game. But there are also an increasing number of applications that have been created with the main objective of learning a foreign language. Examples of these apps are Lingua.Ly (to augment reading comprehension), HelloTalk (to find people with whom to practice languages), Memrise (vocabulary acquisition) or Duolingo, the application that explored by researcher.

Duolingo is a free application created by Luis Von Ahn and Severin Hacker in November 2011. Its slogan is "Free language education for the world." According to its website, it has more than 30 million registered users. It offers several languages for English speakers as well as others for non-English speakers.
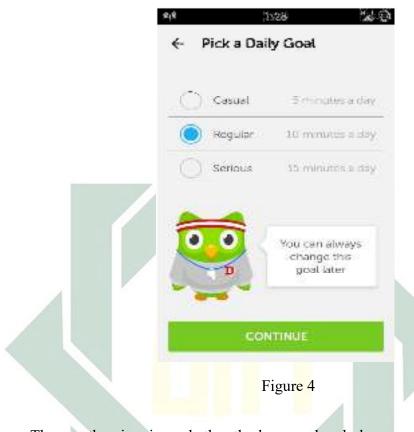
26

The four skills, 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.

New smartphone applications are being developed that make the task of learning ever more exciting and personalized. This research narrows the focus down to one mobile language learning application of Duolingo, and explores the possibilities this application offers for learning a second language.

To use the app, learners must download it from Google Play/iTunes and install it on their Android/IOS devices. English speaking learners can choose from a list of 16 languages from French through Irish to Esperanto. Speakers of other languages, however, do not have as many options. An English speaker can choose out of 15 complete courses, four Beta courses (with eight languages being "hatched"), whereas a Spanish speaker can choose out of only six languages (with two being hatched) and a French speaker has the opportunity to learn only 4 languages (with only one other language being hatched). However, compared to similar apps on the market, such as Babbel and Busuu, this is a very wide range of languages that is still growing, mainly due to its unique and broad community of learners and the platform provided for them to contribute to Duolingo.

After the learners have selected which language they wish to learn, the app asks them to "pick a daily goal" from the list appearing before them. The daily goals range from Casual, through Regular and Serious to Insane,

27

denoting respectively 5, 10, 15, and 20 minutes of practice per day *(see Figure 4)*.

Figure 4

The app then inquires whether the learner already knows anything about the languages, and if so, it provides the learner with a placement test. If the learner is new to the language, they start with the basics. It is safe to say that Duolingo is a very straightforward application and very simple to use. Without any more questions or even registration for the course, the learner can go right into their first lesson by tapping Start. The exercises are of many types: Write a vocabulary word after seeing a picture that represents it.

a) Translation exercises, in which the learners translate from the language they know to the language they want to learn or the other way around (see Figure 4);

28

b) Dictation : write a sentence that you hear. There are two speeds, normal and slow, which you can click to hear the sentence more clearly. (see Figure 5);

c) Matching exercises, in which learners see a photo and match it with the words given or the other way around (see Figure 6);

d) Fill-in-the-blank exercises, to complete a sentence the learners must find out the lost word (see Figure 7);

e) Listening exercises, in which learners listen to a short phrase in the second language and have to type it correctly (see Figure 8);

f) Speaking exercises, in which learners have to say what they hear (see Figure 9);

g) Choose from three sentences in the target language to see which ones fit the sentence in the native language. (see Figure 10).

Each lesson contains 10 to 15 exercises, a few from each of the categories mentioned above, and learners have a progress bar on the top of their screens. Every time they get an answer right, the bar moves a little bit forward. Every time they get it wrong, the bar does not progress, Duolingo points out the mistake and repeats the question at the end of the exercises until the progress bar is completed. Duolingo also allows the learners to go back to whichever lesson they want, whenever they want, even if they have gotten all the answers right.

Figure 4

Figure 5

Figure 6
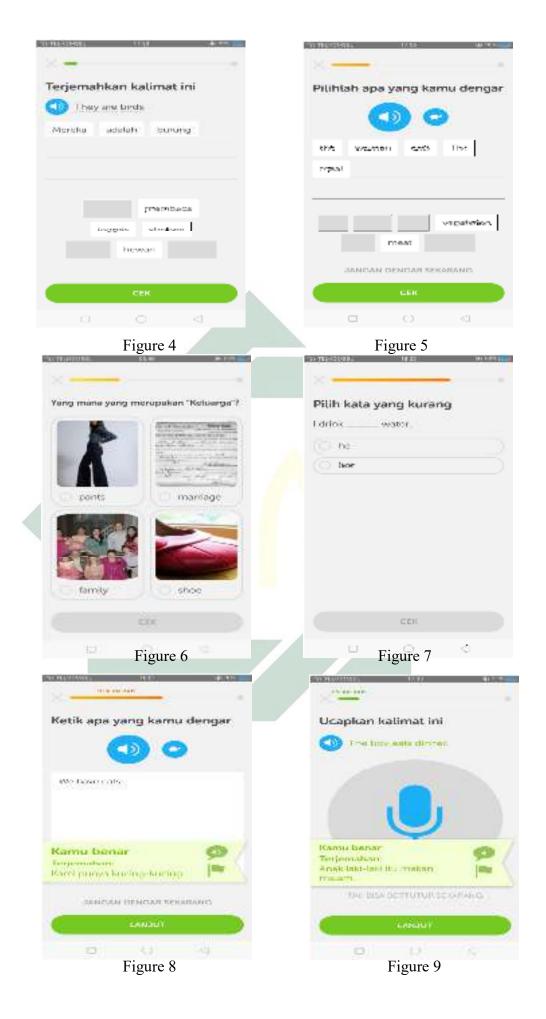

Figure 7

Figure 8

Figure 9

30

Figure 10

When the learners accomplish a daily goal, Duolingo rewards them with surprising and upbeat sounds and pictures, making the learners feel like they have accomplished something big (see Figure 11). If the learners don't sign into their Duolingo accounts to complete their daily goal, Duolingo sends a push notification to their phones and reminds them to do their exercises and meet their daily goals; usually these daily practice reminders are accompanied by promotional statements such as *62.5 million people are learning languages using Duolingo* to spur the learners into action. Duolingo does this by notifying learners at a specific time every day; however, if the learners are busy during that specific time every day (are at work, running errands, sleeping, etc.), they can tell Duolingo when to remind them, for example 07:00 PM, and if by 07:00 PM they still haven't reached their daily goals, they receive these daily practice reminders. daily practice reminders.
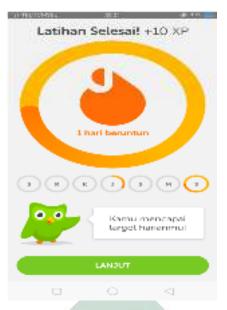
31

Figure 11

Duolingo is a very smart app. For example, if in a translation exercise, learners type "Im not a teacher" instead of "I'm not a teacher", the app will know this is a typo and not a mistake. The learners pass the exercise but are reminded of the typographical error in their answers. Another interesting characteristic of the app is the Dumbbell button that learners can use from the home page of their course. Through this feature, Duolingo offers personalized exercises for each learner, focusing on their weaknesses and improving their skills.

To Duolingo, learners can add friends, and use this feature to communicate and/or compete with them. By finishing a lesson successfully, they gain (10) XPs, and can see the number of XPs their friends have scored. Moreover, Duolingo users can make the app notify them when someone has more points than them (setting>someone passes me) which can be very motivating.

It must be noted that Duolingo does not provide any grammatical explanations. It only immerses the learner in the target language by offering exercises centred on new vocabulary. To learn the grammar, learners must

32

deduce the principles of grammar on their own and through trial and error. Even though Duolingo penalizes the learners for the tiniest of mistakes and points out the most insignificant typos, it does not present the learners with any grammar notes or rules of any kind. Should learners make a mistake in the new language, Duolingo shows them where they have made the mistake, but they will have to work out the rule on their own.

Duolingo is a free mobile app (there is also a web version) and, statistically, is the most popular in the category of Education in Google Play. Studies have shown statistically significant improvements in language abilities as a result of using the app (Vesselinov & Grego, 2012). The app also leads to increased levels of confidence in learning a new language (Vesselinov & Grego, 2012).

Duolingo reassures learners that they can achieve their learning goals and relieves their fear of doing something so demanding as learning a language. Even with 5 to 10 minutes of daily practice, Duolingo helps learners feel they have accomplished something, a feeling that keeps them motivated. By "gamifying" learning, Duolingo has been able to keep the learners interested and less self-conscious of learning. Once a person is "addicted" to the games of this extremely user-friendly app, they are bound to spend time on it when they are bored on the bus ride home from work.

Despite these good features in Duolingo, there are a few cautionary notes. First, the unnaturalness of Duolingo's sample sentences are very obvious (and ridiculous at times). In the very first sessions, learners may come across sentences such as I am not you, their elephant drinks milk, We

33

come from that woman, which only leave them confused. One more unnatural thing about the app is the computerized voice it uses; the learners are never introduced to how a native speaker sounds like as long as they are using this app as their only source of learning.

2.2 Review of the related studies

In this part, researcher presented the similar study. The First study by Ali Derakhsan and Elham Davoodi Khatir (2015). In this research they have written many examples about the effectiveness of using game to increase children vocabularies, such as, they conducted a study on the effects of using a digital computer game on improving Iranian children's vocabulary learning. The participants of their study were 40 six to seven year old girls with no prior knowledge of English which were divided into two groups of experimental and control; in the experimental group, they used the SHAIEx digital game, whereas in the control group, English vocabulary was taught through traditional methods. At the end of the teaching period, they compared the participants' performances. The result of their research indicated that the mean score of the children in the experimental group was higher than that of the control group. This indicated the positive effect of using digital games in teaching English vocabulary to children; therefore, they suggested that "Using games in young learner's class smooths their learning because the games capture their attention and motivate them".

The second study is international journal by Hajar Khonmohammad, Bahman Gorjian, and Zivar Eskandari (2014). They used experimental research to conduct their research, The participants of the study were 40

34

female students studying at the second grade of junior high school in Adab Rahnemaei School in Khorramabad, Iran. The participant divided into two group Each group hence could be claimed to have included 20 learners. The control group was taught based on the suggested method of the course book (Right Path to English, 2nd grade), which, as the book claims, is mainly an audio lingual oriented type. The experimental group, on the other hand received treatment based on working with different games for teaching grammar, though they also received the materials mentioned in the course book.

The findings of the research revealed that employing games in teaching grammar to the young learners not only can play a positive role in the development of grammar knowledge of the learners in the language classes but also it can pave the way for language development of the learners in ales stressed situation, motivating the learners to improve their own abilities in various aspects of second language development.

And the last previous study is write by Ichwannul Yaqin (2016). The aims of the study is to find out if there is significant difference between the mastery of English vocabulary of the seventh Grade students of SMP Ahmad Yani 4 Bojonegoro, before and after being taught using animation video. He conclude that he mastery of English vocabulary of the seventh grade students of SMP Ahmad Yani 4 Bojonegoro after being taught using animation video is better. It is showed by the mean of the test.

Based the previous studies explained above, researcher decides to conduct the research about The gamification of Duolingo in rising children English

35

learning motivation (English as second language). This research consider has different with the previous studies because this research use different object, different product, and different condition. So the result of this study is to present more deeply about learning motivation through game by children in second language acquisition.

CHAPTER III

RESEARCH METHOD

This chapter explains how the researcher collected and analyzed the data. It is including research design, data collection, data analysis, and research timeframe.

3.1 Research design

This study used case study. The reason for using case study was because the researcher needed to examine the data within a specific context. The researcher selected a limited number of individuals in a small geographical area as the subjects of the study. By using the approach of case study, the researcher analysed five students from thirty five students of third grade SDN Kedungdoro V Surabaya who play of Duolingo application to get their second language motivation. Data recorded through observations were recorded to ascertain the language development of children.

The researcher applied explanatory case study which aimed to examine the data closely both at a surface and deep level of observation and interview in order to explain the phenomena that occur inside the data in question, for example, what makes *Duolingo* different from conventional way of language learning used by the subjects and how the subjects use it.

The main sources of data are 'chain of evidence' that were systematically recorded and archived particularly from interviews and direct observation. Furthermore, the data were described in narrative form.

37

3.2 Data Collection

a. Data and Data Sources

The data of this research is student's opinion around their experiences in using Duolingo, students' interest in the Duolingo application, recording of students' learning activity using Duolingo, and the reason of strengths and weakness of learning process before and after being given Duolingo application. The data were obtained by doing English test, observation, and interview.

Hereafter, the data sources of this study were five selected students of SDN Kedungdoro V Surabaya who are in third grade. Since this research needs deep analysis which requires the researcher to observe the subjects as spirit as possible, it was impossible for the researcher to select the subject randomly.

The five students were selected by asking the teacher who has a good English knowledge in the class than the researcher established it by conducting an English test to thirty five students in the class.

b. Instruments

The main instrument for this research was human since the researcher fully collected and analysed the data herself. Additionally, there were other instruments, paper based English test, Duolingo application, interview questions, and observation result.

The paper based English test was used to prove the teacher's suggestion of their five students who have a good English knowledge in third grade. In this research, the researcher used English test which

38

appropriate whit the curriculum of SDN Kedungdoro V Surabaya to conduct test on her research. The researcher choose students who on top 5 of the value. The English test is as in the Appendix 1.

The Duolingo application that was used for this research to analyse the students' motivation on learning English, in this application applied translating, writing, listening, speaking, and matching exercise. The students will stop their post learning English method than they will play Duolingo in rising students' English learning motivation.

The observation was used to know how students interest on learning English using Duolingo application, the details of event happening during the observation period, especially about subjects' English learning motivation. In the observation sheet (see Appendix 2), there is a table consisting of three rows of columns that were used to not time detailed.

The interview question that was used for this research was guided interview from Zoltan Dörnyei (2008), as in Appendix 3. The interview questions were around their reason of students' experiences in learning English using Duolingo application. The interview question also to know all of the significant different between pre students' English learning process and post students' English learning process by Duolingo application. The interview questions were used to get more detailed data from English test and observation.

c. Techniques of Data Collection

The researcher used the following techniques to collect the data:

1. Asking teacher

   Since the subject for this research was limited to five students, Firstly, the researcher asked teacher about their five students on third grade of SDN Kedungdoro V Surabaya who have a good English knowledge. The reason is because teacher has known deeply about the knowledge of his or her students. The teacher suggests Syifa, Via, Rehan, Haris, and Fairuz as the subject of this research.

2. Conducting English test

   To prove the teachers' suggestion of the five subject, that researcher did was choosing them selectively. The way of the researcher to make the selection was by conducting English test to 35 students on the class. In this stage, the students were asked to do the English test to ensure their English knowledge, it means that students who on top 5 of the value is students who have any method to English learning than the researcher analysed their pre and post method by Duolingo application in rising students English learning motivation. The result of the test showed who has better English knowledge.

   From this step, the researcher gets the highest point of English test from Syifa, Via, Rehan, Haris, and Fairuz. It means that the teachers' suggestion is true.

40

3. Asking them about how to learn the English knowledge

　　After five subjects are selected, the researcher asked them about how did they learn English language. For the example, the subject explain that they learn English by doing English course, by printed book, by watching movie, or etc. the answer of them was used to describe their English learning chosen by the subjects before given Duolingo application.

　　If one of the five subjects stated that he or she use Duolingo application to learn English then he or she would not be used as subjected of the research because he or she already used the gamification of Duolingo which would be used by researcher in her research.

4. Asking them to use Duolingo application

　　After the researcher know how did they learn before, the researcher ask them to download the Duolingo application on play store to their gadget than ask them to play it.

5. Observation

　　After the subject played Duolingo, the researcher observed each subject's learning motivation one by one. The researcher monitored subjects' activity every day. This step was done two weeks. The purpose of this step was to look for the motivation of the subject when doing English learning by Duolingo.

6. First interview

41

In this step, the researcher did the interview to the five subjects around their experiences on playing Duolingo for three days after they played it. That was on May 31, 2018. The interview was about how learning using Duolingo affect their motivation and what was their opinion towards strength and weakness of Duolingo and their pre-learning process.

The reason why the researcher took the interview after three days was to know their opinion about Duolingo, did they understand about the role of it after three days or not.

7. Second interview

This step was done to get detailed information around their experience in acquiring new vocabulary and preferred learning motivation. Each point of the data obtained from the interviews was recorded then transcribed in a memorandum which has been prepared by the researcher. The second interview was conducted after two weeks. That was on July 11, 2018, after doing the observation in order to know deeply about their opinion of English learning through Duolingo.

3.3 Data Analysis

1. Checking the result of English test

The first thing the researcher did was selecting five subjects to be observed and analysed. In this step, the researcher scored the English test result of 35 students of the class and established five students as the subjects of the research.

42

2. Analysing data from observation

   After the observation session was done for two week the researcher looked for any motivation that the subject gotten during paly duolingo application.

3. Making transcription of first interview recording

   In this step, the researcher processed the audio recording of interview into transcription or written data to know their first opinion when playing Duolingo.

4. Analysing transcription of firs interview recording

   After getting interview recording transcribed, the researcher analysed it by reading and giving mark on each point that was in form of method and usage reason in the interview result.

5. Making transcription of second interview recording

   In this step, the researcher processed the audio recording of interview into transcription or written data to know their experience about Duolingo deeply through their English learning motivation.

6. Analysing transcription of second interview recording

   After getting second interview recording transcribed, the researcher analysed it by reading and giving mark on each point that was in form of method and usage reason in the interview result.

7. Concluding appropriate to research focus

   To conclude the research outcome, the researcher read carefully the result of transcription and observation data analysis then listed the significant different motivation that were usually showed the subjects. The

43

researcher had also given the strength and weakness on palying game on gadget in English learning process.

44

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents findings and discussion. The finding section explains about the impact of Duolingo in students' learning English motivation and what makes it different from conventional language learning.

4.1 Findings

4.1.1 Impact of Duolingo on Students' Motivation

In this case to answer this question of how does Duolingo impact students' motivation of learning English, first, the researcher asked students' opinion about English in order to know their respect on English learning. There are variety answers from five subjects. Fairuz was a third grader student. In the first interview, he confessed that he likes English. He also said that he usually learned English by English handbook and dictionary. He also went to English course twice a week at afternoon. The reason he went to tutoring agency, based on his opinion, was because he felt hard to understand English when explained directly by her mother. He added, his score in the last English examination was 77 out of 100.

Haris, as well as Fairuz, was a third grader student. However, unlike Fairuz, in the first interview, he said that he does not like English. His reason was because the way to pronounce English words was different from how words are pronounced in Indonesian Language. Therefore, he did not take any English lesson program outside the school. So, the only way he learned English was by using English text book at school. Nevertheless, his score in the last English examination was 82 out of 100.

45

Rayhan claimed that he does not like English because did not know how to pronounce English words. He used to study English only by English text book he got from school. However, his English score in the last examination was 92.

Syifa claimed that he likes English. He said, "English is an interesting subject." Not only in school, he learned English by going to English course twice a week. It made him got 90 in the last English test.

Via was another student who said that English was not easy because the way to read the words was different from how she did in Indonesian Language. However, she likes English although it was not her favourite subject. Nevertheless, she did not participate English lesson program in any tutoring agency. Before knowing Duolingo, she learned English by school textbook. Her English score in the last exam was 80 out of 100.

After the researcher known their opinion about English then the researcher asked all of the students as subjects to download Duolingo at 28th of May, 2018. Then, the application was set to be played continuously at least 10 minutes a day for all students. It was the daily target. So, at the first day, all subjects were asked to play Duolingo for 10 minutes. They are allowed to change the target as they wish in the next day.

On the next day, Rehan and Haris claimed to not change the daily target. However, Rehan played Duolingo twice, 30 minutes for both. Whereas Haris only played once in the same duration, 30 minutes. Unlike Rehan and Haris, three other students kept using daily target in playing Duolingo at the second day. Moreover, they increased their duration for

46

playing Duolingo. Fairuz and Syifa changed the daily minimum target from 10 to 15 minutes a day. Nevertheless, Fairuz played twice and the total duration he played was an hour and 20 minutes. Syifa made more playing times. He played seven times. However, because the playing periods were short, the total duration he played was 40 minutes. The longest playing activity was done by Via. She changed her daily target to 20 minutes a day and played in total of 2 hours and 15 minutes. The longest duration in a playing moment is when she was going to sleep. It was around 9 o'clock.

On the third day, Rehan changed his daily target to 15 minutes but he claimed to play twice and both were for 30 minutes. On the other side, Haris neither changed the target nor adding more playing duration. So, still like previous day, he only played once for 30 minutes. Via, who set the target to 20 minutes and played 2 and quarter hours at previous day, did not make any change to her daily target but he played longer. The total time she spent for playing Duolingo at the third day was 2 hours and 55 minutes. Then, Fairuz and Syifa changed the daily target to 20 minutes. In playing, Fairuz spent an hour and 20 minutes whereas Syifa spent 10 minutes longer than Fairuz.

On the fourth day, Reyhan and Haris claimed to not play Duolingo at all. On the other side, Fairuz and Haris did not make change to their daily target. However, there was an increase of 10 minutes in Fairuz' playing duration. On the other side, Via, as well as Syifa, decreased their playing

digilib.uinsby.ac.id   digilib.uinsby.ac.id   digilib.uinsby.ac.id   digilib.uinsby.ac.id   digilib.uinsby.ac.id   digilib.uinsby.ac.id   digilib.uinsby.ac.id

duration. Via played writing level but only for quarter and an hour. Whereas Syifa played ten minutes for four times.

On the fifth day, after not playing for a day, Rehan changed his target to 20 minutes a day and played for total an hour that day. Haris, who also did not play in the previous day, set 15 minutes a day as his target. Moreover, he played for total 45 minutes. It was the same playing duration made by Fairuz in that day. In this day, as in previous days, Via became the subject with the longest playing duration. She played for total 2 hours and 15 minutes. Today Syifa did not play Duolingo.

On the sixth day, all subject played Duolingo. However, none of them changed their target. In this day, Via was still being the subject with the longest playing duration. It was followed by Rayhan, Fairuz, and Syifa, who spent an hour for playing Duolingo. Haris became the subject with the shortest playing duration. He only played half an hour.

On the seventh day, the result was still the same as the previous day. It continued until the eighth and ninth day. There was nothing changed but the duration which shows a decline although still can be considered as reasonable.

On the tenth day, both Via and Syifa played four times. However, Via's total duration of playing was 10 minutes longer than Syifa, whom played for 15 minutes. On the other side, Rehan, Haris, and Fairuz did not play at this day.

From day 11 to day 14, nothing changed but the playing duration a day. The longest duration was owned by Via, whom had 97.5 minutes

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

average playing duration. It was followed by Fairuz, Syifa, and Rehan. The least average playing duration was 30 minutes which was owned by Haris. However, he was the subject whom played consistently 30 minutes everyday in the last 4 days of observation.

In addition, as the result of the interview, Fairuz was considered as the one who had competitive personality. It was proven in the observation where he focused on the leader board when playing Duolingo. It was similar with Via. Via was the one who claimed to be not comfortable when being taught by people other than her mother. So, she was very quiet and individualistic. However, when given a gadget and asked to learn by playing Duolingo, she did well.

Rehan and Syifa were curious students. The curiosity of Rehan driven him to increase his level in Duolingo. The higher level he got, the more he became curious to the next challenges. As well as Rean, Syifa had great curiosity that made him tried passionate to play more. However, his reason for being curious was not the challenge in the higher levels but rather to the achievement he would get when he achieved the higher levels.

Haris was the one who did not give much comment. However, he said that it was fun. Learning by playing Duolingo was, at least, more challenging and fun than just reading text book.

From the interview done to all subjects, every subject agree that Duolingo could make them get rich vocabulary in fun way although sometimes boring when the same questions or challenges were repeated. It was also easy to operate because the instruction was given in Indonesian

Language. However, Haris told that he had not able to look friends' score because he did not know the link. The initiative to play Duolingo itself came from their own will. Notwithstanding, sometimes they played it when their parents asked about have they learned English by playing Duolingo or not.

They argued that, by learning using Duolingo, the learning material such as grammar and vocabulary were easier to be remembered and recalled when they wanted to. The Duolingo application itself, according to them, was good because offering not only English but also some other languages. They could also get their answer corrected when they answered incorrectly so they would know the right answer. Unfortunately, if they answered wrong too many times, they could run out of reward that made them not able to play for a moment.

Two week after being asked to use Duolingo the subjects have variety impact for their self. Fairuz told that Duolingo had raised his motivation in learning English. Before he knew Duolingo, he had liked English but he liked to learn more after knowing Duolingo. He argued that it was a kind of useful games since it was not only making the player happy but also giving knowledge.

Haris told that Duolingo had raised his motivation too in learning English although just a bit. He said that at least Duolingo made him feel better in learning because the way it delivers the lesson was different from book. It was more entertaining. Before he knew Duolingo, he did not like

to learn English so much. After knowing Duolingo, he felt better in learning English although his motivation was not risen significantly.

Rehan told that Duolingo had raised his motivation in learning English. Before he knew Duolingo, he had already got good score in English tests but he felt did not really understand English theoretically. He usually answered English grammar questions by feeling. After playing Duolingo for few days, he felt understand more about English grammar and structure, especially after occasionally answering wrong. It was because Duolingo could notice when a player did mistake.

Syifa told that Duolingo had risen his motivation in learning English. Even, she teaches Duolingo to her father. Her spirit on English learning is rising up because she also liked playing a game

Via told that Duolingo had raised her motivation in learning English even more. Actually, she had liked English before knowing Duolingo. Further, her motivation was raised after knowing Duolingo. It was because she also liked playing game. So, English lesson delivered in form of game made her more motivated. She argued that it was fun and very useful.

4.1.2 Differences between Learning English using Duolingo and Conventional Ways

Here, the researcher directly asked the subjects' opinion about the benefit and lack of using Duolingo as a mobile learning tool. Here, the researcher did not give any answer option. The researcher let the subjects think by themselves so the answer would be pure about what they felt in using Duolingo and conventional ways of learning.

51

a. Fairuz

After using Duolingo for a week, Fairuz explained that there are six differences between learning using Duolingo and conventional ways. Here, four aspects were considered to be the benefit and two others were its lack.

The first benefit was, he said, by using the application, he learned about a noun not by definition but by picture. So, he could directly understand the noun mentioned in English. For example, when it asked to choose the picture of "woman" and Fairuz chose the picture of a little girl, the application said wrong. Then, in another chance, when he repeated the same question and chose the picture of an adult female, he got a score which means that the answer was correct. Therefore, he understood the difference between woman and girl. On the other side, book seldom contain pictures so he thought that the application was better in this aspect.

Another surplus of Duolingo, he added, was containing many and varied materials and questions. So, he did not need to bring a thick book to learn. He did not also need to worry that all questions have been answered since there would be new questions every time he started a new challenge. If using conventional way, he always needed to get new book for new material and collection of questions to answer.

Further, he argued that using Duolingo made him able to learn anytime. It was about his personal feeling. For him, sometimes it would seem weird to bring big and thick text book anywhere. Contrary, bringing and operating 5-inch smartphone was something usual. Moreover, when he was going to do another activity, he could just keep the phone into the

pocket and do or go, different from book which was not compact and had to be kept more carefully.

The last advantage he argued about Duolingo was that it could tell him if he made mistake or answered any question wrong. He said that some English books contain exercise without answer key. It made him hard to know whether his answers in exercises were correct or not, especially if he was learning alone by himself. Otherwise, by using this application, he felt helped to get noticed.

On the other hand, although it usually explained the topic material, sometimes he still did not get clear understanding. In that case, he thought that he needs more explanation which was, unfortunately, not provided by the application.

Another deficiency of learning by this application, he added, was its dependence to internet connection. although it was easy to bring and use anywhere, there were some conditions that makes it cannot be used. The necessity of the internet for using the application made him not able to play in low signal area or when he was out of balance.

So, it could be summarized that Fairuz liked to learn by Duolingo because it was rich of pictures and the material was varied. Other reasons were because it allowed him to learn anywhere and without teacher. Otherwise, the deficiency of Duolingo, he added, were its necessity of internet connection and limitation of in-app explanation.

53

b. Haris

As well as Fairuz, Haris mentioned eight differences between learning by Duolingo and conventional way.

The first distinction, according to Fairuz, was that, unlike English text book, Duolingo made him able to know how words were pronounced. In Duolingo he could listen even repeat the pronunciation several times. That was the feature that did not exist in the text book. A text book may tell him the way to pronounce a word by phonetic transcription. However, what he needed for practicing speaking was sound to listen.

Another aspect that made Duolingo rise his mood in studying was the pictures. Actually, his text book was also containing pictures but that was not as much as in Duolingo application. In Duolingo, picture was almost always given to describe words, especially noun. The advantage of learning by looking the picture was rising motivation. In other words, looking the pictures made him not easily bored. Picture could also explain something more detailed.

Another surplus of Duolingo, according to Haris, was containing more learning material. By this application, he could learn reading, speaking, listening, and forming well structured sentence. The questions were always changing every time he started new test.

Not only containing many topic materials and exercises, Duolingo made him able to learn by himself even without teacher's guidance. When answering exercises in Duolingo, he would get noticed if answered any

54

question incorrectly. He could also bring the cell phone and learn by playing Duolingo anywhere he wanted.

Another reason that rise his motivation in using or playing Duolingo was to increase the level. This feature made him challenged to compete with his friends and other users in the game by increasing the level. Indirectly, by keeping to play, he could enrich vocabulary.

On the other side, since the cell phone he used was the old model phone, which the battery was not last long, he could not play or learn English by Duolingo freely. He should consider the battery level and his other needs before using it for learning by Duolingo.

Besides the problem with phone battery consumption, he also felt having problem with comfortability in using his phone. His cell phone screen usually hurt his eye when be used continuously for an hour or longer. He added that this seemed to be the problem of his cell phone, not the application. He added that he once borrowed his friend's cell phone to play a game for around half and an hour but he did not feel hurt in eyes. However, buying new cell phone would cost much more than any English learning book.

Not far different from Fairuz, Hariz agreed that Duolingo provide more pictures and lessons. I could also let him learn by himself without any tutor or teacher. Moreover, he added that he can learn how to pronounce words by its listening feature. However, he could not experience using Duolingo well because of the limitation of his device.

The battery was drained fast and the screen quality was not good for his eyes.

c. **Rehan**

Rehan was the one who considered not to like English but got good score in the last English examination. Unlike Fairuz and Haris, he pointed seven benefit and only a lack of learning English by Duolingo.

He said that using Duolingo is better than book, especially for those who are going to learn about pronunciation of English words. Duolingo had listening feature which enable the user to listen the pronunciation of certain words.

Not only about sound, Duolingo also gave more pictures than most English book did. Besides making learning process fun and more enjoyable, this could explain some weird or unusual nouns more clearly than just written explanation.

He also claimed that Duolingo presented more varied lesson. "This is portable and smaller than book but contains much lesson delivered nicely." Argued him. There were many levels in Duolingo. Each level, which had seven stages, was designed to be played in a week. Normally, each stage could be done by finishing the English test mission three times. The content of the test itself would be different every time the user began a new challenge. Moreover, although the player had chosen five, ten, fifteen, or twenty minutes to play in a day, they could play longer if they wanted. The questions they got would also be changed although sometimes there would be similar questions.

Another surplus of Duolingo, according to Rehan, was its simplicity that made it able to be carried and used almost anywhere he went. If he were about to stop playing, he could keep his cell phone in the pocket then do his other activity. Actually, English text books could also be brought anywhere but it was not as easy as carrying cell phone or tablet.

Since Duolingo was in form of mobile application, he could use it whenever he wanted. While waiting for his mother to pick him from school, for example, he could kill the time by playing Duolingo.

Further, he did not need teacher's assistance to learn by Duolingo. In other words, by using Duolingo, he was tended not to be dependent on teacher or other people. It was because a feature of Duolingo that could notice him when he made wrong answer. The application would keep noticing him as long as the answer was still incorrect.

This application would also rise his motivation in learning more than any other conventional ways of learning. By using this application, he felt that he was playing. Moreover, besides enjoying the game, he would get new lesson about English. In other words, the way the lesson is delivered by this application could indirectly rise his motivation to learn English.

Unfortunately, besides those surpluses, there was a lack in Duolingo. Though he liked this application, Rehan could not play it in long period of time. It was because using this application for long time could injure his eye. He once said that this might because his phone was still using old screen technology. Nevertheless, getting a new cell phone could cost more than buying new English books.

d. Syifa

Syifa was known to like English. Not only in school, he also learned English in a tutoring agency. After knowing and using Duolingo for learning for a week, he felt that there several differences between learning by conventional way and using Duolingo.

The most prominent distinction between book and Duolingo, according to Syifa, was that Duolingo provides more pictures. It made him understand better than when he learned by book which only explained by words. It rose his motivation in learning. Moreover, the exercises were also more varied.

Not only making learning activity enjoyable, it also made him able to learn by himself. On the other words, he did not need any assistance or teacher to start learning by Duolingo. It was because Duolingo could notice him when he did mistake in answering questions.

Another reason that made Duolingo more enjoyable than book as a tool for learning was its form. He said that students, including he himself, are usually reluctant to do any activity related to study and learn. On the other side, they would not feel reluctant to play. So, although the aim was to learn English, if it was delivered in form of game, it would make different perception in learning activity.

On the other side, unlike Haris, Rehan, and Via who stated that learning by Duolingo was very flexible because they could bring cell phone anywhere, Syifa thought that it was the lack of Duolingo. Since Duolingo was an application that could be accessed only by smartphone

and other compatible smart devices, it would not be accessible when the smartphone got out of power. Moreover, he was not allowed to bring cell phone to school.

He also deeply regretted the use of Duolingo that needs active internet connection. It made him not able to play Duolingo when he was out of balance and not connected to Wi-Fi. This also meant that this game was not totally free, knowing that every user should be connected to internet for playing it.

So, although Duolingo had both surplus than lack when be compared with book and other conventional English learning tools, in Syifa's opinion, there were more benefits in learning by Duolingo. One thing necessary to be noted was that the use of phone as media was considered as deficiency by him because it needs battery and internet connection that was not always free to get.

e. **Via**

Via was a subject that liked Duolingo so much. She said that, after knowing Duolingo, she got addicted to play it. In fact, she chose the option to play it for twenty minutes a day but she did longer. However, on his assessment of Duolingo, she mentioned each three advantages and disadvantages of learning by Duolingo.

One of the benefits of learning by Duolingo was she can learn anytime. Before going to sleep, she usually scrolled her phone screen up and down, looking for posts of her friends on social media. She was rather reluctant to open her book. After knowing Duolingo, she preferred to play

it rather than scrolling phone screen up and down when she could not get slept soon. It was different from when she used book. She did not get any intention to open her book when it was hard to go sleep.

Via also said that using Duolingo was simple way to learn English. Her reason for arguing this was because her cell phone was smaller, lighter, and simpler than any of her English text books. It made her able to learn by sitting on chair or lying down on bed. She could play Duolingo while on the motorcycle when not riding or in the car.

This application also let her learn English without guidance from her teacher. The explanation given in this application, according to Via, was already simple and clear enough to understand so she did not usually need to ask other people about the material.

However, it did not mean that Duolingo explains everything clearly. Sometimes she still got something she could not understand. Although it was very seldom, she thought that more detailed explanation is important to improve learner's understanding.

Another lack of Duolingo was its dependency to internet connection availability. At first, she felt happy no to always need book for learning English. However, she lost her motivation when Duolingo did not respond because of network limitation.

The last deficiency of Duolingo was its effect to users' eyes condition. Since Via liked to play Duolingo for long time, she usually felt hurt after playing for half hour or more, especially when she was in a room with an air conditioner.

Shortly, a surplus in a side could be a lack in another side. Duolingo's excess to convey English lesson briefly was also the lack for those who wanted detailed explanation.

4.2 Discussion

From the result gained, it could be seen that Duolingo had risen learner's motivation although degree of the motivation risen for each subject was different. Some subjects felt greatly motivated because they liked playing game or had understood English well before using Duolingo. Some other thought that Duolingo was better than book but still did not rise their motivation too much since they could not always get access to learn by Duolingo for several reasons. So, it could be inferred that learner's learning strategy still took an important role in the result of using Duolingo.

Furthermore, based on the subjects' opinion, the researcher found thirteen differences of learning by Duolingo and book or other conventional learning tools. The eight opinions tended to agree that Duolingo was better. On the other side, there were five lacks that made it worse than using conventional ways of learning.

The first benefit of using Duolingo was the learner could know how words were pronounced in English. It was because the sound or listening feature of Duolingo. This opinion was stated by Haris and Rehan.

The second benefit was that learners can see the image of any mentioned noun directly. For example, in a question that asks them to chose the picture of a boy, they would be noticed as incorrect if choosing

61

the picture of an adult male. Otherwise, their answer would be correct when they chose the picture of a male child. This made them know which one refers to man and which one refers to boy. This was agreed by all subjects except Via.

The third surplus was that it contains of rich lesson and exercise. The questions in each exercise were also varied. Unlike book that needed them to buy the new ones if all the exercises were done, this application could always provide new exercise every time the subject begin new test. This point was also stated by all subjects but Via.

The fourth benefit of using Duolingo was that each user could use and learn anytime. This was agreed by Fairuz, Rehan, Syifa, and Via.

The fifth benefit was that it could be brought easily anywhere. Duolingo was accessed by cell phone or tablet which meant that the user could bring and use it anywhere as easy as bringing their gadget. It was agreed by Haris, Rehan, and Via.

The sixth benefit was making the user more motivated by its online and scoring feature. The user who liked to compete tended to get higher score than other users who were also playing Duolingo. It made them play and learn more. This was stated by Haris and Syifa.

The seventh surplus was letting the users learn without teacher. Its feature to notice wrong answer made the players do not need assistance of teacher or any other people. This argument was given by Fairuz, Rehan and Via.

62

The last surplus according to the subjects was that it could rise their learning motivation. Since Duolingo was an English lesson delivered in form of game, using Duolingo would make them get motivated as well as when they were playing, not studying. This opinion was stated by Rehan and Syifa.

Besides surplus, there were five lacks of Duolingo based on the subjects in this research. Those were as following.

The first lack of learning by Duolingo was that the users need cell phone or any gadget that could be used to open this application. Without cell phone or tablet, the user could not play it. In short, it would be problem if the tool was broken. This opinion was stated by Syifa.

The second deficiency was its dependence to internet connection. Although the gadget was in good condition, if there was no available internet connection, user could not play it at all. Haris, Rayha, and Via agreed that, in this aspect, Duolingo was not better than book which could be accessible without internet connection.

The third deficiency was when the users' phone got out of battery. In that case, they would not able to access the application anymore. This would usually be problem for those who the phone had bad battery quality. It was felt by Haris.

The fourth lack of Duolingo was that it could hurt users' eye when they used it for long time. Actually, it depended not only by usage duration but also gadget screen technology and users' eye condition.

63

However, reading book was better than using gadget in the same duration. This opinion was stated by Haris, Rehan, and Via.

The last deficiency was its limited explanation. Although it was good because simple, sometimes users as learners needed more description when finding something hard to understand. In this case, users could not beg on Duolingo. This was according to Fairuz and Via.

64

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion as the result of analysis to answer every problem in the first chapter. It also contains advice for further research to develop science about the impact of Duolingo or other games in English learning.

5.1 Conclusion

From the analysis it can be concluded that Duolingo can motivate children in learning their second language although the rate of improvement is varied. It is based on many factors. From the five subjects that have been investigated, the researcher claimed that Duolingo has very significant impact for them because Duolingo has interesting elements of gamification such as leader board, achievement, points, and levels that make them willing to keep learning by playing Duolingo.

On the other side, Duolingo provides varied lessons that make children not to be bored in playing, such as translating, grammar checking, listening, and speaking. With those varieties, subjects become more confident to speak English more because they often listen the way how Duolingo pronounce word by word. They also claimed that playing Duolingo is not only making them more enjoy in learning but also getting a lot of knowledge. From the analyses above, researcher aimed that learners who like to play game would tend to like Duolingo so much. On the other side, those who like reading would tend to like Duolingo too although their interest to Duolingo can be different.

Furthermore, it could be said that some features are giving surplus but some others just making learning worse. In addition, several features can be either benefit or disadvantage. It is also depended on the user. From the observation and interviews to the subjects, it is found that Duolingo is different from the conventional way of learning. The significant different is coming from the pronunciation material, more pictures for learning nouns, varied lessons in one level, studying anytime and anywhere, can learn by their self, enjoyable learning by phone than by book.

Besides that, Duolingo also has a lack when being compared with book. It needs internet connection. Duolingo needs to keep our mobile data, hurts user's eye when they learn too long, needs more explanation about grammar, consumes power from phone battery, and needs cell phone availability.

66

5.2 Suggestion

The advantages of this study is the direct observation and deep interview to the subjects on their motivation learning process through Duolingo so that this study delivered a natural daily life of their learning process in two week. but the lack of this research is short period of time and because this research limited on impact and different ways of duolingo application of online mobile learning form so it is become less extensive to know the elements of gamification in offline mobile learning.

from the results of the analysis the researchers suggest for further research may use more subjects and in longer period to make findings more varied. It is because every person has their degree of saturation that makes them last long or not in playing game. Moreover, the applications used can be designed to be two or more and more varied for example using two applications mobile learning than compared between online and offline mobile learning or same online mobile learning but have the different gamification so that the result occurred more knowledge of children's motivation through game. It is because the taste of playing game for each person may be different.

67

REFERENCES

Abramovich, S. & Schunn, C. et al(2013). *Are badges useful in education?:It depends upon the type of badge and expertise of learner*. Educational Technology Research and Development,

Abukhattala, I. (2013). *Krashen's Five Proposals on Language Learning: Are They Valid in Libyan EFL Classes*. English Language Teaching.

Ambridge, B & Elena, L (2011) *Child Language Acquisition: Contrasting Theoretical Approaches*. International Journal of Language & Communication Disorders

Anjomshoa, L. & Sadigi, F. (2015). *The Importance of Motivation in Second Language Acquisition*. International Journal on Studies in English Language and Literature.

Brown, H. dougas. (2007) *Principle of language learning teaching, fifth edition*, United State of America.

Collier, V. P. (1988). *The Effect of Age on Acquisition of a Second Language for School*. Occasional Papers in Bilingual Education.

Derakhshan A, & Elham, D.K (2015) *The Effects of Using Games on English Vocabulary Learning.* Journal of Applied Linguistics and Language Research

Dominguez, A & Saenz, J. et al. (2013). *Gamifying learning experiences: Practical implications and outcomes*. International Journal of Gamification.

Dörnyei, Z. (2001). *Teaching and researching motivation.* Harlow, England: Longman.

Gardner, R., & Lambert, W. (1972). *Attitudes and motivation in second language learning*. Rowley, MA: Newbury House.

Gåsland, M. (2011). *Game mechanic based e-learning. Science And Technology, Master Thesis* (June 2011). Retrieved May 04, 2018 from http://ntnu.divaportal.org/smash/get/diva2:441760/FULLTEXT01.

Ghazali, F. A. (2006). *First Language Acquisition Vs Second Language Learning: What is the Difference?*. The University of Birmingham / The Centre for English Language Studies (CELS).

Goehle, G. (2013). *Gamification and web-based homework.* PRIMUS: Problems, Resources, and Issues in Mathematics Undergraduate Studies.

Graham, C. (1984) *Beyond integrative motivation: The development and influence of assimilative motivation*. Paper presented at the TESOL Convention, Houston, TX.

Hamalik, oemar. (1982). *Pengajaran unit : study kurikulum dan methodology.* Bandung: PT ALUMNI

Harmer Jeremy. (2001) *The practice of English language teaching.* New York: Longman

Ipek, H. (2009). *Comparing and Contrasting First and Second Language Acquisition: Implications for Language Teachers*. English Language Teaching.

Kapp (2013) The Gamification of Learning and Instruction Fieldbook: Ideas Into Practice: John Wiley & Sons.

Kenning, M. (2007) *ICT and language learning from print to the mobile phone.* New york: N.Y.

Khasinah, S. (2014). *Factors Influencing Second Language Acquisition*. Englisia,1(2), 256-269.

Khonmohammad H & Bahman G. et al (2014) *Using Games to Affect Learners' Motivation In Learning English Grammar*. International Journal of Language Learning and Applied Linguistics World

Lenneberg, E. (1967) *The biological foundation of language*, New york Wiley

Li, C. (2009). *A Research on Second Language Acquisition and College English Teaching*. English Language Teaching, 2(4), 57-60.

Lin-Fang, W. (2013). *A Study of Factors Affecting Collage Students' Use of ESL Vocabulary Learning Strategies*. International Journal of Humanities and Social Science, 3(19), 202-208.

Mayer R., & Johnson, C. (2010). *Adding instructional features that promote learning in a game-like environment*. Journal of Educational Computing Research,

McDaniel, R & Lindgren, R. et al. (2012). *Using badges for shaping interactions in online learning environments*. International Journal of Gamification.

Mekler, E & Brühlmann, F. et al (2013). *Disassembling gamification: The effects of points and meaning on user motivation and performance.*

Musa, N. & Hosein, E. (2012) *Duolingo: A Mobile Application to Assist Second Language Learning.* International Journal App Review.

Mutlu, et al (2013) *The role of computer assisted language learning (CALL) in promoting learner autonomy.* Eurasian journal of educational research

Nemati, M. and Taghizadeh, M. (2013). *Exploring Similarities and Differences between L1 and L2.* International Research Journal of Applied and Basic Sciences

69

Nikolov, M., & Djigunovic, J. M. (2006). *Recent research on age, second language acquisition and early foreign language learning*. Annual Review of Applied Linguistics, 26, 234-260.

Oxford Learner's Pocket Dictionary.2008.Oxford University Press

Pandey, V. C. (2005). *Intelligence and motivation*. Delhi: Isha Books.

Pigada, M. and Schmitt, N. (2006). Vocabulary Acquisition from Extensive Reading: A Case Study. Reading in a Foreign Language.

Rafik, F. M. (2005). *Storytelling and Vocabulary Acquisition at the Elementary Level*. (Dissertation submitted in partial fulfilment of the requirements for the Magister degree in Linguistic Science and English Language Teaching). Mentouri University.

Saville-Troike, M. (2006). *Introducing Second Language Acquisition.* Cambridge: Cambridge University Press.

Second Language. (2013). In The Collins Dictionary. Retrieved from http://www.collinsdictionary.com

Steinberg, L. (2001) *We Know Some Things: Parent-Adolescent Relationships in Retrospect and Prospect.* Journal of Research on Adolescence

Stott, A. & Neustaedter, C. (2013) *Analysis of Gamification in Education, Technical.* Retrieved from http://clab.iat.sfu.ca/pubs/Stott-Gamification.pdf

Turner, C & Dierksheide, J. et al. (2014). *Learn2Mine: Data science practice and education through gameful experiences*. International Journal of e-Education, e-Business, e-Management, and e-Learning.

Vesselinov, R., & Grego, J. (2012). *Duolingo effectiveness study: Final report*. New York: City University of New York. Retrieved May 12, 2018 from http://static.duolingo.com/s3/DuolingoReport_Final.pdf.

Williams, M., & Burden, R. (1997) *Psychology for language teachers: A social constructivist approach.* Cambridge, UK: Cambridge University press.

Wright A, David B, & Michael B (2006) *Games for Language Learning Third Edition*. Cambridge university press.

Yaqin, I. (2016). *The Implementation Of Animation Video To Improve The Students' English Mastery Of Vocabulary At The Seventh Graders Of Smp Ahmad Yani 4, Bojonegoro.* Thesis, English Education Department Faculty Of Education And Teacher Training State Islamic University Of Sunan Ampel Surabaya