

**LEARNERS' PERCEPTION ON THE USE OF DUOLINGO
AS A TOOL FOR SELF REGULATED LEARNING**

THESIS

Submitted in partial fulfillment of the requirement for the degree of

Sarjana Pendidikan (S.Pd) in Teaching English



By:

Henry Eko Septian Nugroho
NIM : D75216092

**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
UIN SUNAN AMPEL SURABAYA
2023**

PERNYATAAN KEASLIAN TULISAN

Yang bertanda tangan dibawah ini

Nama : Henry Eko Septian Nugroho

NIM : D75216092

Jurusan/ Jurusan atau Program Studi : Pendidikan Bahasa Inggris

Fakultas/Prodi : Tarbiyah dan Keguruan / Pendidikan Bahasa Inggris

Dengan ini menyatakan sebenar-benarnya bahwa skripsi yang saya tulis ini benar-benar hasil karya saya sendiri. Segala materi yang diambil dari karya orang lain hanya digunakan sebagai acuan dengan mengikuti tata cara dan etika dalam penulisan karya ilmiah yang ditetapkan oleh jurusan.

Demikian pernyataan ini dibuat sebenar-benarnya, apabila dikemudian hari penulis terbukti melakukan kegiatan plagiat, maka saya selaku penulis bersedia menerima sanksi atas perbuatan tersebut sesuai ketentuan perundang - undangan yang berlaku.

Surabaya, 7 Oktober 2022

Pembuat Pernyataan,



HENRY EKO SEPTIAN NUGROHO

NIM. D75216092

2023

ADVISOR APPROVAL SHEET

The thesis was conducted by Henry Eko Septian Nugroho **“LEARNERS’ PERCEPTION ON THE USE OF DUOLINGO AS A TOOL FOR SELF REGULATED LEARNING”**, and this thesis has already been authorized by both of my supervisors for submission to the Boards of Examiners.

Surabaya, 2023

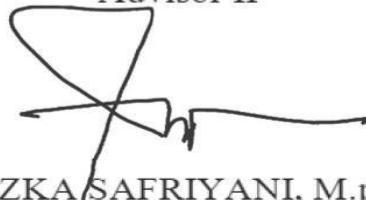
Advisor I



H. MOKHAMAD SYAIFUDIN, M.Ed., Ph.D

NIP. 197310131997031002

Advisor II

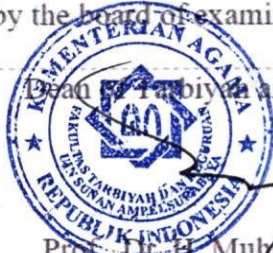


RIZKA SAFRIYANI, M.pd

NIP. 198409142009122005

EXAMINER APPROVAL SHEET

The thesis was conducted by Henry Eko Septian Nugroho “**LEARNERS’ PERCEPTION ON THE USE OF DUOLINGO AS A TOOL FOR SELF REGULATED LEARNING**” has been examined on 17 April 2023 in addition, approved by the board of examiner



Dean of Faculty of Islamic Studies and Teacher Training Faculty,

Prof. Dr. H. Muhammad Thohir, S.Ag. M.Pd

NIP. 197407251998031001

Examiner 1



Sigit Pramono Jati, M.Pd

NIP. 198605182011011005

Examiner 2



Prof. Dr. M. Salik, M.Ag

NIP. 196712121994031002

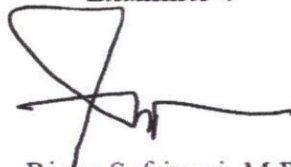
Examiner 3



H. Mokhamad Syaifudin, M.Ed., Ph.D

NIP. 197310131997031002

Examiner 4



Rizka Safriyani, M.Pd

NIP. 198409142009122005



UIN SUNAN AMPEL
SURABAYA

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 : Henry Eko Septian Nugroho
NIM : D75216092
Fakultas/Jurusan : Tarbiyah dan Keguruan / Pendidikan Bahasa Inggris
E-mail address : henryesn69@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 :

LEARNER'S PERCEPTION ON THE USE OF DUOLINGO AS A TOOL FOR
SELF REGULATED LEARNING

beserta perangkat yang diperlukan (bila ada). Dengan Hak Bebas Royalti Non-Eksklusif 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,

Penulis

(Henry Eko Septian Nugroho)

ABSTRACT

Septian Nugroho, Henry Eko. (2023). *Learners' Perception On The Use Of Duolingo As A Tool For Self Regulated Learning*. Thesis. English Language Education Department. Faculty of Tarbiyah and Teachers Training, UIN Sunan Ampel Surabaya. Advisor I: H. Mokhamad Syaifudin, M.Ed., Ph.D Advisor II Rizka Safriyani, M.Pd

Keywords: Self-regulated learning, Duolingo.

Foreign language learning is very hard to be mastered by the learner. With a good amount of time, foreign language skills can be learned individually using a correct method, one of those methods that give learners to learn by themselves is Self-Regulated learning. Self-Regulated Learning or SRL is a flexible learning method that can be used by learners to learn at their own pace, and with the advancement of technology the amount of tools to help this method also increased, one of the possible tools to apply this method is Duolingo mobile application. The research is mainly focused on finding out (1) the learner perception in using Duolingo as SRL tool? at SMAN 17 Surabaya learners, (2) the advantages and challenges that learners face when they use Duolingo as SRL tool. This study used qualitative description as a method to obtain data through an interview with learners and teachers regarding learners' SRL perception and the use of Duolingo to support their SRL. From this research, the author found that (1) the learners have a great interest in using Duolingo as SRL tool as they never think of it as a way to self-regulate since they mostly use books as their source of SRL, (2) the most thing the learner like about Duolingo is the animation and the overall feature of Duolingo that is not provided by a book. This research also gives suggestions for improvement for teachers and learners.

ABSTRAK

Septian Nugroho, Henry Eko. (2023). *Learners' Perception On The Use Of Duolingo As A Tool For Self Regulated Learning*. Skripsi. Pendidikan Bahasa Inggris. Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel Surabaya. Advisor I: H. Mokhammad Syaifudin, M.Ed., Ph.D Advisor II Rizka Safriyani, M.Pd

Kata Kunci: Self-regulated learning, Duolingo.

Pembelajaran bahasa asing adalah hal yang sangat sulit untuk dikuasai oleh pelajar. Dengan waktu yang cukup, keterampilan berbahasa asing dapat dipelajari secara individu dengan menggunakan metode yang tepat, salah satu metode yang memungkinkan pelajar untuk belajar sendiri adalah Self-Regulated learning. Self-Regulated Learning atau SRL adalah metode pembelajaran fleksibel yang dapat digunakan pelajar untuk belajar sesuai dengan kecepatannya sendiri, dan dengan kemajuan teknologi jumlah alat untuk membantu metode ini juga bertambah, salah satu alat yang memungkinkan untuk menerapkan metode ini adalah aplikasi seluler Duolingo. Penelitian ini terutama difokuskan pada (1) Persepsi Pelajar SMAN 17 Surabaya dalam penggunaan Duolingo sebagai alat bantu Pembelajaran Mandiri, (2) kelebihan dan tantangan yang dihadapi pelajar dalam penggunaan Duolingo sebagai alat bantu Pembelajaran Mandiri. Dari penelitian ini, penulis menemukan bahwa (1) para pelajar memiliki antusias yang tinggi dalam penggunaan Duolingo sebagai alat bantu Pembelajaran Mandiri, mereka tidak pernah terpikirkan untuk menggunakannya karna kebanyakan dari mereka sudah terbiasa hanya menggunakan buku sebagai sumber Pembelajaran Mandiri mereka, (2) hal yang paling disukai pelajar tentang Duolingo adalah animasinya serta fitur – fitur keseluruhan dari Duolingo yang tidak disediakan oleh buku. Penelitian ini juga memberikan saran perbaikan bagi guru dan siswa.

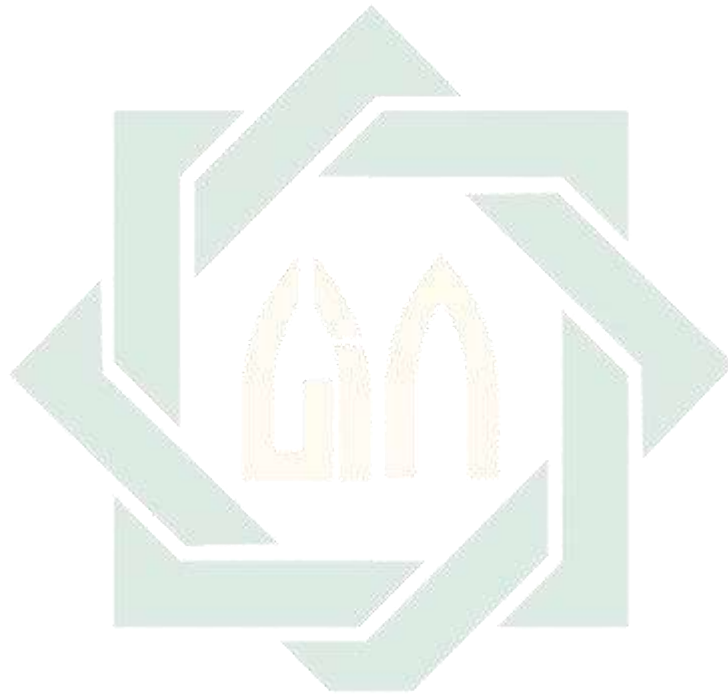
TABLE OF CONTENT

COVER	i
APPROVAL SHEET	ii
EXAMINER APPROVAL SHEET	iii
MOTTO	iv
DEDICATION SHEET	v
ABSTRACT	vi
ACKNOWLEDGEMENT	viii
PERNYATAAN KEASLIAN TULISAN	x
LEMBAR PERSETUJUAN PUBLIKASI	xi
TABLE OF CONTENT	xii
CHAPTER I:INTRODUCTION	1
A. Research Background.....	1
B. Research Questions	5
C. Objectives of Studies.....	5
D. Significance of Study	5
E. Definition of Key term.....	6
CHAPTER II : REVIEW OF RELATED LITERATURE	7
A. Theoretical Framework.....	7
1. Self-regulated Learning.....	7
2. Self-Regulation in Language Learning	9
3. Self-regulated Learning as Learning Strategy	10
4. Self-regulated learning using technology	11
5. Apps for SRL	13
6. Duolingo as SRL tool.....	15
B. Review of Previous Study.....	18

B. SUGGESTION.....54

REFERENCES.....55

APPENDIX.....63



UIN SUNAN AMPEL
S U R A B A Y A

CHAPTER I

INTRODUCTION

A. Research Background

As a nation that teaches English as a foreign language, for people that have various native language like Indonesia, learning and teaching English language is definitely not a simple assignment for most people, even now the English language is a skill that most people need in this era of globalization, and because of that the government already made the English language learning as mandatory subject in school, and despite that, according to EF EPI English Proficiency Index 2022, Indonesia is in the 80th place and considered as a country that still having low proficiency on English Language skill, and this rank is a declining rank from its previous position which is 74th ¹. With this information we can see that the English language level in Indonesia is still below average. One of the many factor that make English language is hard to learn is anxiety², this kind of anxiety in English language learning can be a subject of low motivation on learning that learner have struggle on daily basis, and that problem impact directly on learner academic stress level³.

For second language learner there are a few problems with the main goals in second language learning, ⁴ Nur Hamizah et al claims that there's too little information that can be provided by the teacher in school and so the learner has to do their own research in second language learning, hence increasing another problem for learners.

¹<https://www.ef.com/wwen/epi/>

²Fendy Yogha Pratama, Andayani, Retno Winarni, Muhammad Rohmadi. ICHSS Foreign Language Anxiety Of BIPA (Teaching Indonesian As Foreign Language) Learners

³Xiao, J. (2013) study conducted by the researcher on "Academic Stress, Test Anxiety, and Performance in a Chinese High School Sample: The Moderating Effects of Coping Strategies and Perceived Social Support"

⁴Bartels, N. (2005). Researching applied linguistics in language teacher education. In N.Bartels (Ed.) Applied linguistics and language teacher education. New York: Springer, 1-26.

However, there is some solution for this kind of problem and one if it is Self-Regulated Learning, SRL in short, a learning technique that reduce most of negative symptoms from learning⁵, Self-regulated learning is crucial to the learner in this era, being able to self-regulate on self-learning is an essential to academic success, but on the same time, self-regulated learning is not easy, especially with the current curriculum make school activities strenuous and uncomfortable for learner thus lead to uncomfortable learner conditions and in some extent result in learner stress and even frustration⁶, but with the help of technology, SRL has more variation in its application

The stages of cognitive and mental growth in senior high school pupils differ from those in junior high and elementary school. Senior high school pupils are now in the transitional stage of adolescence and are capable of critical and abstract thought⁷. Both of their levels of emotional or cognitive intelligence will be impacted by good self-management. Senior high school kids' developmental period crosses the threshold from adolescent to early adulthood. A person has started to think freely, flexibly, and adaptably at this point⁸.

There is no denying that technology has a significant impact on daily life and that mobile apps have the potential to make people's lives simpler. Students with various worries and interests are frequently seen using websites like YouTube to seek guidance on various issues or to follow tutorials in order to gain information about a variety of topics, such as sports or foreign languages like English, for example. In order to achieve

⁵Nur Hamizah Hj Ramli, Masoumeh Alavi, Seyed Abolghasem Mehrinezhad and Atefeh Ahmadi. Academic Stress and Self-Regulation among University Learners in Malaysia: Mediator Role of Mindfulness

⁶Arifin, A. A. (2018). Meminimalisir Stres Belajar Siswa Melalui Teknik Meditasi Hening, *Jurnal Bimbingan dan Konseling Terapan*, 2(1)

⁷ Alotaibi, K., Tohmaz, R., & Jabak, O. (2017). The relationship between self-regulated learning and academic achievement for a sample of community college students at King Saud University. *Education Journal*, 6(1), 28-37

⁸ Blazek, J. D., Cooper, G. L., Judd, M. V., Roper, R. J., & Marrs, K. A. (2013). Trying out genes for size: Experiential learning in the high school classroom. *The American Biology Teacher*, 75(9), 657-662.

class objectives, teachers have the difficulty of creating conditions for stimulating learning settings and grabbing students' attention.

To enhance students' learning, they must organize and design interesting projects and activities. To investigate novel approaches that can assist learning and promote students' independent work, the researchers conducted the research project detailed in this article, which focuses on the use of Duolingo as a tool to examine self-regulation in an A1 group of learners. This study may benefit EFL instructors who seek to raise the discipline's worth and provide students tasks and difficulties to complete in order to encourage dedication and self-control in their learning.

In this day and age, particularly students, are used to using smartphones like androids. Due to their accessibility and low cost, mobile device usage has increased across a wide variety of age groups⁹. When a smartphone is utilized appropriately, it may help students learn and develop their English language learning abilities in addition to serving as a communication tool or a way to stay current with technology.¹⁰

The development of several software programs for computers and mobile devices has made learning English easier. One such program is "Duolingo," a smartphone app designed for iPhone and Android users. In 2012, Duolingo was made available to iPhone users. Released on May 29, 2013, Duolingo's android app immediately rose to the top spot in the Google Play Store for educational apps after being downloaded more than a million times in the first three weeks.

⁹ Newhouse, C. P., Williams, P. J., & Pearson, J. (2006). Supporting mobile education for pre service teachers. *Australasian Journal of Educational Technology*, 2 (3). <https://doi.org/10.14742/ajet.1288>

¹⁰ Barakati. (2013). Dampak penggunaan smartphone dalam pembelajaran bahasa inggris. Manado

Study find that game is a way to reduce stress and in result give positive impact to the person cognitive ability that impact their ability to self-regulate¹¹, however with the variety of games in the market that already exist, there is some game that are designed to give that feeling of challenge that can lead to more stress rather than reducing it¹², however through that challenge, the player can get more satisfaction on winning. Game based learning have been proved to reduce academic stress in recent study¹³ learner can relieve stress with a suitable learning game which indirectly impact learner cognitive ability that undergo a self-regulation, and Duolingo is one of those game that have enough specification for it

The main point of the application is to motivate learners to spend their free time studying in the disguise of games outside of school time. This application is Freemium, a term that is given to an application that gives you all the features of the application as long as you keep using it, which will also increase learner motivation to use the application. It provides the user with 68 language courses and options over 28 languages, and According to the company's website, there are more than 250 million registered users worldwide. The application presents the four basic skills that are necessary for the English language during the learning activities. Many experts already give their positive feedback on Duolingo. G. G Botero et al (2019), states that this application is able to increase learner second language skill and through scaffolding techniques it increase learner will to voluntarily study outside class and improve their self-regulation. Then Alvons Habibie. (2020), states that Duolingo is an application that provides the learner with an opportunity to learn independently, it provides learner a comfortable zone to

¹¹ R Samaniego Ocampo, 2017. Serious Game as a Way to Boost Self-Regulated Learning in Higher Education

¹² AM Porter and Paula Goolkasian, 2019. Video Games and Stress: How Stress Appraisals and Game Content Affect Cardiovascular and Emotion Outcomes

¹³ Aisyah Cinta Putri Wibawa, Hashina Qiamu Mumtaziah, Lutfiah Anisa Sholaihah, Rizki Hikmawan, 2021. Game-Based Learning (GBL) sebagai Inovasi dan Solusi Percepatan Adaptasi Belajar pada Masa New Normal

learn English language in their daily activities, even intensive use of application improve the learner motivation. Furthermore Liann Camille Davalos Perez. (2020), states that Duolingo shows a visible impact on learner vocabulary level, the learner loves the usability aspect of duolingo as it can be used anywhere.

The following are the goals of this study, which are based on the overall situation and debate presented above: To discover more about learners' perspectives on self-regulated learning, as well as the benefits and drawbacks of using Duolingo as a tool for it at SMAN 17 Surabaya. The author provides the title of this study, which is **Learner's Perception on the use of Duolingo as Self-regulated Learning tool**, based on the topic and research objectives discussed above.

B. Research Questions

The following are the study's research questions:

1. What the learner perception in using Duolingo as SRL tool?
2. What are the learners' advantages and challenges on using Duolingo as a tool for Self-Regulated learning?

C. Objectives of Studies

The objectives of this study are:

1. To learn more about Duolingo's capabilities as a self-directed learning tool
2. To determine the issues and difficulties that students have when engaging in self-regulated learning.

D. Significance of Study

The authors consider this research feasible because it has several uses, including:

1. Significance for Researchers

Strengthening one's knowledge base with information pertaining to academic research and scientific works. It may also be used as a final project to complete academic requirements for undergraduate graduation.

2. Practical Significance

To provide an alternative solution in conducting SRL using Duolingo

E. Definition of Key term

1. Self-Regulated Learning

The concept "Self-regulated learning," or generally "SRL" in short, applies to a person's capacity to understand and regulate their learning process. Setting objectives or targets, self-monitoring, self-instruction, and self-reinforcement skills are all part of self-regulation learning.¹⁴

2. Duolingo

Duolingo is a free application for gadgets that are focused on language learning that was invented by two friends, that are Luis von Ahn and his friend Severin Hacker. The duo was challenged to translate a trillion pages on the web, and from that they got an inspiration to create Duolingo. This application is not only available in Android and iOS versions, but also available in Web Version (Duolingo application description).

¹⁴Harris & Graham, 1999; Schraw, Crippen, & Hartley, 2006; Shunk, 1996

practitioner to accomplish the aims they already initiated in the beginning, the cognition part originally consist of fundamental cognitive point of Self-regulated learning that are also acknowledged as metacognition that are also known as “control of cognition”. In the distant past, this method was the only known procedure of strategic learning.¹⁶

The behaviour part includes “behavioural control” that is needed in order for the learner to be in charge of what are they need to perform in order to accomplish the aims that they have establish, and “emotional control” that focused on the learner emotional experience while undertake an academic tasks, hence controlling the emotional part of the mind is essential, particularly when the task may hinder the learner performance.¹⁷

The final step from the description given above is to carry out the objectives that they have set out to achieve. This involves developing personal motivation and becoming aware of personal motivation while fostering interest and attention during the tasks. To achieve the goals, the learner must set their own objectives and develop their SRL approach. Traditionally, self-regulation has been objectified as a learning strategy that necessitates the deployment of a significant number of learning techniques that are directed against learning.

¹⁶Boekaerts, M. and Corno, L. (2005) Self-Regulation in the Classroom: A Perspective on Assessment and Intervention. *Applied Psychology: An International Review*, 54, 199-231

¹⁷Boekaerts, M. and Corno, L. (2005) Self-Regulation in the Classroom: A Perspective on Assessment and Intervention. *Applied Psychology: An International Review*, 54, 199-231

2. Self-Regulation in Language Learning

It has been a prominent area of research in both general and special education since the 1980s, as a result of the increased emphasis on investigation into ways to assist learners with disabilities and other typical learners improve their academic and self-regulation approaches. Understanding how learning happens in the classroom requires self-regulation, and research into its dynamics and outcomes may have implications for creating the greatest learning environments.¹⁸

Language comprehension and cognitive growth, particularly the ability to self-regulate, are closely related. Most advanced level of interaction a child experienced to self-regulate is during the process or activity where there are an adult figure interacting around them, external demonstration result in children developing self-regulation¹⁹. Many study indicate evidence of SRL benefit afterward the key findings from these several research demonstrated that, in a variety of settings, learners who received strategy teaching performed better on academic assignments. Also, on the post-test, these students demonstrated improved metacognitive awareness and the capacity to purposefully select and control their strategies.²⁰

¹⁸ Flavell, J. H. (1979). Metacognition and cognitive monitoring: A new area of cognitive–developmental inquiry. *American Psychologist*

¹⁹ Wertsch, J. V. (1979a). From social interaction to higher psychological processes. A clarification and application of Vygotsky's theory. *Human Development*, 22(1), 1-22.

²⁰ Kalyani Krishnan (2009). SELF-REGULATED LEARNING IN ENGLISH LANGUAGE LEARNERS. Northeastern University. Boston, Massachusetts.

3. Self-regulated Learning as Learning Strategy

The knowledge and core convictions of the learners may serve as the beginning point of the SRL's sequence of cyclical phases. Before going to engage in educational activities, Self-regulated learners make use of their knowledge, beliefs, and facts to assess their readiness and access to the necessary resources. They next decide their "objective" in light of their appraisal. Lastly, people pursue their predetermined goals by employing tactics that produce cognitive, emotional, and behavioral consequences (Zimmerman, 1995)²¹. By the process of managing their progress and monitoring their learning activities, students receive internal feedback that allows them to reassess their learning activities and the approach they should take while engaging in them.

Actions and procedures aimed at learning the key element of self-regulated learning is knowledge or abilities that the learners see as having agency, purpose, and instrumentality²². By using their own learning process in terms of metacognition, motivation, and behavior when it comes to self-regulated learning practices, learners can become active learners. Planned metacognitive activities include self-teaching, planning, organizing, and self-evaluation. Learners think they are intrinsically motivated, practice self-efficacy, and have some influence over their

²¹ Zimmerman, B. J. (1995). Self-efficacy and educational development. In A. Bandura (Ed.), *Self efficacy in changing societies* (pp. 202–231). Cambridge University Press. <https://doi.org/10.1017/CBO9780511527692.009>

²² Ruban, L., & Reis, S. (2006). Patterns of Self-Regulatory Strategy Use Among Low-Achieving and High-Achieving University Learners. *Roeper Review*

ability to complete learning activities. Learners establish social networks and controlled structures that promote successful learning. Learners can become active learners by²³.

In conclusion, self-regulated learners are able to Set short- and long-term learning targets, establish strategies in advance to achieve them, inspire oneself, and focus on their goals and progress. They can also employ a range of learning techniques, modify those techniques as needed, keep track of their own progress, get help when they need it, and independently evaluate their learning goals and progress in relation to their learning outcomes. Teachers in primary and secondary schools can employ the aforementioned strategies to promote self-regulation in their classes. Instructors should be aware that learners develop at varying speeds and that the most effective approaches may not always be the most effective for all learners.

4. Self-regulated learning using technology

Technologies are utilized to replace conventional educational experiences, such as when ICTs imitate classroom duties and organizational methods and student monitoring systems incorporate portions of textbooks. As students who already do well in traditional schools without ICTs exhibit the highest improvement in SRL behaviors,

²³ Zimmerman, B., & Martinez-Pons, M. (1988). Construct Validation of a Strategy Model of Learner Self-Regulated Learning. *Journal of Educational Psychology*

this design may potentially reproduce or trigger well-known learning dysfunctions for select groups of students.

The methods through which learners take charge of their own learning and the tactics they choose to support this learning are explained by SRL-related research. One of the first characteristics of SRL is that the learner starts their search using their own initiative, persistence, and adaptive skills²⁴. The development of this self-regulation cycle may be assisted by technologies. Although there has been little empirical research in this area, social software technologies (such as communication tools, systems for exchanging information and experiences, and social network tools) have a lot of potential for fostering self-regulation. Although restricted, some technologies have a lot of potential to help SRL²⁵. The three phases of SRL can be supported by specific technology. This is done to provide teachers with information on how to encourage learning self-regulation.²⁶

In addition to the component of learner autonomy related to self-managed learning practices, earlier research also offers a psychological autonomy perspective. In his concept of learner autonomy, he states that "the most effective learners will be those who know how to bring their prior knowledge to bear on each new learning task": Autonomy is the capacity to be objective, think critically, make choices, and act on one's

²⁴ Zimmerman (2009)

²⁵ Kitsantas, A., & Dabbagh, N. (2011). The role of web 2.0 technologies in self regulated learning. *New Directions for Teaching and Learning*, (126), 99–106. doi:10.1002/tl.448.

²⁶ Kitsantas, A. (2013). Fostering college learners' self-regulated learning with learning technologies. *Hellenic Journal of Psychology*, 10, 235–252

own. The learner will presumably have a certain kind of psychological link with the kind and extent of his learning, although this is also assumed. How a student assimilates new material and applies it to bigger settings will both show how autonomous they are as learners..²⁷

Because of its superficial use, an Andalusia University survey indicated that the internet is the most popular technology source for SRL²⁸. This article discusses a number of SRL tactics that college learners could use in conjunction with digital tools. The methods discovered are consistent with the conclusions presented in the scholarly literature. These strategies range from straightforward ones like information reading, categorization, use, or sharing to others that need more intentionality and cognitive complexity like monitoring, self-evaluation, or personal management.

5. Apps for SRL

A second language takes a lot of practice to be learned; it may take a person 1320 hours of study and practice to become highly fluent. To see a considerable improvement in a learner's second language competency, it usually takes four to six years. In this regard, the author believes that maintaining a more authentic connection with the target language could 30

²⁷ Little, D. (1991). *Learner Autonomy: Definitions, Issues and Problems*. Dublin: Authentik.

²⁸ Carmen Yot-Domínguez and Carlos Marcelo (2017). University learners' self-regulated learning using digital technologies. *International Journal of Educational Technology in Higher Education*. DOI 10.1186/s41239-017-0076-8

shorten the time needed to reach the desired level²⁹. Learners can have access to information, synchronous interactions, and constant connectivity through the use of mobile application that are created to enhance language, among other possibilities, resulting in a greater commitment to achieving the primary aim, which is eventually to develop their abilities in a second language. As a result, to close this gap, digital technology is more important

In a 2015 article on how effective language learning apps are, it was emphasized the significance of apps in language learning and the interest that individuals like Bill Gates have in programs like Duolingo since it is free software that can be used by people in a variety of economic situations. Users of this app must successfully do exercises in order to unlock bonus lessons and advance through levels. Educational games created to teach particular subjects are used by language learning apps like Duolingo to improve learning motivation³⁰.

Moreover, mobile applications can support students' independent study. In order to accomplish their learning goals, students engage in a process known as self-regulated learning, where they take the initiative to manage their thoughts, feelings, and behavior. It combines elements of motivational, behavioral, and cognitive skills in three areas, including thoughts, feelings, and actions that are regularly directed toward students'

²⁹ Blake, R. J. (2013). *Brave new digital classroom: Technology and foreign language learning*. Georgetown University Press.

³⁰ Javier Torrente et al . 2010. *Introducing educational games in the learning process*

objectives. Furthermore, self-regulated learning refers to learning that occurs when individuals actively participate in their own learning process through behavior, motivation, and metacognition.³¹

There have been two research reviews of 26 technologies that support learning processes in online situations by Jivet et al. [³², ³³]. 13 of the 26 tools that were examined were made specifically to help self-regulation in online settings. The results indicate how SRL is aided by technologies that increase learners' awareness and encourage reflection on their learning process. Also, the authors stress the contrast between the tool's evaluation and its goal. These analyses, although providing some insight into how SRL is addressed, do not thoroughly investigate the design elements of these tools or the self-regulation strategies they are meant to support.

6. Duolingo as SRL tool

Due to the requirements of the millions of individuals worldwide who would like to be able to achieve a better job and study different languages, When Duolingo first launched, it was supposed to be a scholarly project devoted to language learning. This program, This

³¹ Zimmerman

³² Jivet, I., Scheffel, M., Specht, M., Drachler, H.: License to evaluate: preparing learning analytics dashboards for educational practice. In: International Conference on LA and Knowledge LAK 2018, pp. 31–40 (2018)

³³ Jivet, I., Scheffel, M., Drachler, H., Specht, M.: Awareness is not enough: pitfalls of learning analytics dashboards in the educational practice. In: Lavoué, É., Drachler, H., Verbert, K., Broisin, J., Pérez-Sanagustín, M. (eds.) EC-TEL 2017. LNCS, vol. 10474

application, created in 2011 by Luis Von Ahn and Severin Hacker, may be helpful to many individuals without costing anything. With stages, repetition, and the ability to translate grammar, Duolingo is a simple-to-use tool that may add extra activities or enhance a course. These days, Duolingo offers 34 hours of activities in 32 languages, equivalent to a college introductory language course³⁴.

Duolingo application is constructed in a way that it can be considered as a competitive game instead of regular learning only application that also works almost the same as Duolingo but have different approach on how they motivate their users³⁵. Also, this program supports the usage of four different languages (writing, reading, listening, and speaking) as it offering a various skill tree from the lessons that used on multiple-choice question, flashcards, and listening exercises to grounding you on the new knowledge of sentence, phrase, and words³⁶.

The term *Gamification* can be applied to Duolingo as the application encourages language learning through game-like competitive features in every aspect of Duolingo. The Game we talk about here has a rule-based settings that are reactive to the practitioner actions, while offering a fitting challenge to the practitioner, and retains an accumulative record of the

³⁴ Vesselinov, Roumen & Grego, John (2012). Duolingo effectiveness study. Final report. http://static.duolingo.com/s3/DuolingoReport_Final.pdf (2016-01- 03).

³⁵ Mayer, R. E., & Johnson, C. I. (2010). Adding instructional features that promote learning in a game-like environment. *Journal of Educational Computing Research*, 42(3), 241-265.

³⁶ Ravenscraft, E. (2009, May 4). 500 Days of Duolingo: What You Can (and Can't) Learn from a Language App.

practitioner's actions³⁷. In game terms, Duolingo can be considered a casual game. It has stress reducing potential, it is easy to use, and can be played in a short duration³⁸. Games are fun, hence in Education, teachers distinctively apply these types of "Games" activity in the teaching and learning process to improve the mood in the classroom. A game that is assisted by technology is computed to a desirable end that may alter in the player's knowledge as a consequence of the popularity technique of employing games in the classroom evolving through time.³⁹

As mentioned before, Duolingo give learners' a way to learn while having fun in a competitive manner, as learner answering question in Duolingo, they will be rewarded with XP or experience point that show the learner the progress they have made and how far they did among their peers, as the learner are given points, they will be grouped into certain levels. This application is free, and not limited to only English language learning, learners can learn another language other than English if they want to. However there is a limitation to this application such as the unavailability of a device and the requirement to stay online with internet connection, and other psychological problems like addiction to gadgets, but overall it already has a positive impact on the English education world.

Since 2015, Duolingo has provided schools with access to its platform, enabling teachers to set up classes and enroll students in order to

³⁷ Mayer, R. E., & Johnson, C. I. (2010). Adding instructional features that promote learning in a game-like environment. *Journal of Educational Computing Research*, 42(3), 241-265.

³⁸ Veeral Desai, Arnav Gupta, Lucas Andersen, Bailey Ronnestrand & Michael Wong, 2021. Stress-Reducing Effects of Playing a Casual Video Game among Undergraduate Learners

³⁹ Goehle, G. (2013). Gamification and web-based homework. *Primus*, 23(3), 234-246.

encourage the practice of specific lessons that might aid in language learning during normal classes or courses. The kids can advance or change levels depending on the exercises the teacher assigns for various talents. Students must commit at least 10 minutes per day to completing tasks that require a specific number of courses in order to be completed in order to meet the objectives. Teachers have control over when tasks are due and how long it takes pupils to complete them. Furthermore, instructors keep track of each student's progress and check in on them often. They can also see if students submit their assignments on time, late, or not at all. Teachers may see the amount of points students have gathered for their diligence and assertiveness, the date, the time of day they went to the website, the knowledge they worked on, and the amount of coins students have earned. Each week, the website delivers an url to show the students' performance.

UIN SUNAN AMPEL
S U R A B A Y A

B. Review of Previous Study

Several studies on Duolingo for the first one from Rossana Maria Molina Bkanco, Laura Patricia Florez Cera “Using The Duolingo App To Enhance Learner Self Regulation: A CAse Study Of An A1 Group Developing Self-Monitoring Strategy Through Mobile Learning”. Duolingo application complement part of self-regulated learning, the pedagogical characteristic of Duolingo application seems suitable for English learning purposes. The goal of this research is to see if the Duolingo application is suitable for English

language purposes and the benefit from it. The research found that learners feel optimism to improve their English level using the application, however the amount of time used to complement regular knowledge of English language could be improved as Duolingo does not have any basic guide, especially since the research only happens in a short time. They find that implementing Duolingo dashboard on is useful and interesting for English language learning process, since even if teacher authorize a specific lesson for a specific purpose, it still up to the learner to accomplish it, hence implementing Duolingo dashboard for actual ELT process may be helpful for both teacher and learners', the mobile point of Duolingo can be taken as to why it is so enjoyable to use. In summary, Duolingo flexible mobile learning can be used in any condition of ELT, it can be used as the main course, sub course, and even online class.

The second research by Nurul Annisa Saraswati et al from Universitas Negeri Surabaya, Indonesia. "Autonomous Mobile-Assisted Language Learning For Young Learners Using Duolingo", find that integrating a mobile tool assistance for second language learning improve learner motivation in language learning, learning with the provided technology is a fun activity, however parental guide is still required in using advanced gadget.

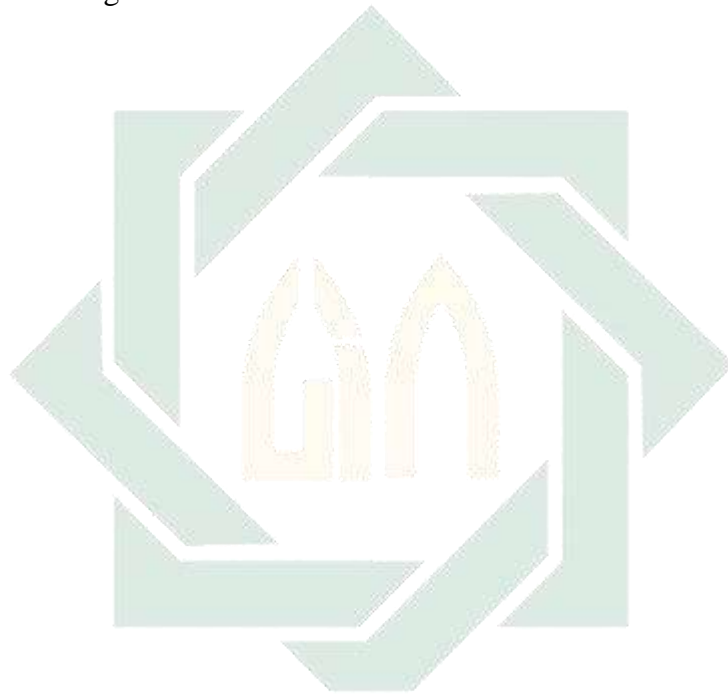
And the third one is from Liann Camille Davalos Perez from Mindoro State College of Agriculture and Technology "English Language Acquisition Via Duolingo Application: Effectivity and Challenges" This research try to determine the contrast effect of Duolingo on ELT, as it is already an accessible

application that help anyone that have their way to obtain the necessary technology to get the application, since the most used way to get English language nowadays is through the use of an application like Duolingo. They find that mobile-based language learning has a good impact on teaching the desired language as it is easy to access. The effectiveness is visible as the research target has a positive insight on the utilization of Duolingo in the aspect of control, mobility, cost, connectivity, content, and technical support. However there are also a lot of challenges to using the Duolingo application such as financial problems and the lack of English linguistic system and conclude that the application is not fully capable of accommodating a full English language learning course on school level, and only usable as a supplementary tool in acquiring vocabulary.

The fourth research by Jeehan Alamudi (2018). “Students’ Perception On The Use Of Duolingo As English Learning Media In Android” conclude that the usage of Duolingo did improve the learner vocabulary, listening skill, speaking skill and writing skill while also rising the learner awareness of the implementation of ICT in their language learning. The research also open the learner that there is a way to learn english in interesting and fun way.

And then in this research, the researchers want to find the learner perception on the usage of Duolingo as a tool to help their SRL and how the Duolingo application can be applied as a tool for self-regulated learning as to help them to have easier time conducting self-regulation. As mentioned by the previous study that SRL have indirect relationship with learner cognitive

function and learner ability to SRL may or not have an impact on their stress level on occasional basis, with this information as the base of this study, this study can be branched to another several part, however the focus of the current study still on Duolingo as SRL tool.



UIN SUNAN AMPEL
S U R A B A Y A

CHAPTER III

RESEARCH METHOD

A. Research Design

1. Approach and Type of Research

This study employs a descriptive qualitative technique and is qualitative in nature. A growing methodology, qualitative research can be completed in a context that enables the researcher to generate a level of depth from intense engagement in the real experiences.⁴⁰ This research describes and analyzes the learner's perception on Duolingo as SRL tool.

Bogdan and Taylor define "qualitative" as "a study strategy that creates descriptive data from the observed behavior in the form of written or spoken words" in Moleong.

A specific kind of social science called qualitative research largely focuses on relating to people through language and terminology while watching them in their natural circumstances.⁴¹ Employing research that involves revealing current events or phenomena to consider how effectively it functions.

⁴⁰ J. W. Creswell, *Educational Research : planning, conducting and evaluating quantitative and qualitative research*, 4th ed. Boston, MA: Pearson Education, 2012.

⁴¹Moleong, P. 4

There are a variety of reasons why researchers decide to use a qualitative approach, including the fact that it is easier to adapt a qualitative technique to different situations and that it amplifies the nature of the interaction between the researcher and the respondents. This approach is also more adaptable and sensitive to the numerous accentuating effects on learners' value patterns.⁴²

This study uses a qualitative approach to describe and analyze data instead of testing hypotheses in order to find broad trends that may be utilized as supporting evidence for the description. Also, the descriptive technique comprises data analysis and interpretation, analyzing the similarities and differences among data, as well as data collecting. Descriptive techniques are employed in accordance with the goals of the study and the issue at hand, which is to reveal learner's perception on Duolingo as SRL tool of SMAN 17 Surabaya

B. Researcher Presence

The presence of the researcher in the place acts as a central instrument, because the researcher is the determining factor of all research processes in the field. The presence of the researcher is not intended to influence the subject, but to obtain precise and convincing data and information.

⁴²Moleong, P. 9-10

In this case, the presence of the researcher in the field acts as a non-participatory observer, where the researcher will observe every event that occurs in the activity of SRL conducted by the Learner of SMAN 17 Surabaya. The researcher does not act as a person who influences the situation to be better than expected, but does more than just follow the flow of events and take the data needed for every incident that occurs at the research location.

In carrying out this research, the researcher were present in the field since they are allowed to conduct research, namely by visiting the research location at certain times, both scheduled and unscheduled.

C. Research Location

A range of resources, including the Central Bureau of Statistics (BPS), books, periodicals, and journals, can be used to gather secondary data. In this study, the researcher looked at papers that dealt with learner's SRL using Duolingo.

- a. (Possibly choose a school that use English language on regular basis).
- b. (Choose the location that is accessible by researchers when the research takes place)
- c. (The need of support capacity and participation of school stakeholders in helping the achievement of learning English outside or inside school)

D. Data and Data Sources

- a. Data

Data is a pile of descriptive notes of various information that has been collected from study activities (excavation and data collection) in the field (Soetopo 200:87).⁴³ Ethnographic research data as well as qualitative or naturalistic research are obtained using data collection techniques that can be grouped into two categories, namely methods that are interactive and non-interactive. Interactive techniques consist of in-depth interviews and participatory observations, while non-interactive ones include observations, participation, analysis and documents and archives.⁴⁴

In this study (will probably use), there are two kinds of data used, namely primary data and secondary data.

- a) Primary data is information received or collected directly from a data source by the researcher. Primary data is also known as original data or new data with up-to-date qualities. Researchers must acquire original data in order to obtain it. In this research, primary data that will be collected by the researcher are: a. Learners' SRL using Duolingo, the researcher will collect the learner SRL log and will be classified into usage
- b) Secondary data is information that researchers have acquired or received from previously published sources (researcher as second hand).

b. Data source

⁴³Soetopo, HB.2006, Metodologi penelitian kualitatif. Solo; Publisher, Sebelas Maret University Press, P.87

⁴⁴Xu, D., & Tsai, S. B. (2021). A study on the application of interactive English-teaching mode under complex data analysis. *Wireless Communications and Mobile Computing, 2021*.

Source of primary data that will be collected in this research concerning learner perception or (experience) on the use of Duolingo as SRL tool; the challenges and problems faced by learners in SRL coming from the learners of SMAN 17 Surabaya, the respondent will choose purposely. Meanwhile, the source of data concerning the learner's strategies in improving Self-regulated learning strategies will come from the learners of SMAN 17 Surabaya.

Source of secondary data in this study considered by the researcher are documents related to the concept of SRL and Duolingo coming from the books, library and documents.

E. Data Collection Techniques

The process of collecting data is the most important part in a study. Likewise in this study, the researcher used techniques that were relevant to the kind of data and the type of qualitative research. Some of the data collection techniques used are the following:

a. Observation Technique

According to Joko Subagyo, observation is "a deliberate, methodical observation of social occurrences with psychological symptoms for future recording." (Subagyo, 2004: 63).⁴⁵

⁴⁵Subagyo, (2004), *Metode penelitian : dalam teori dan praktek*, Jakarta : Rineka Cipta, 63 .

In this study, non-participatory observation techniques will be used (Subagyo, 2004: 64-66), namely the observer did not involve himself, the observer only made cursory observations at certain times of the observation activity, in this case the researcher observed the physical and non-physical conditions of SMAN 17 Surabaya. The physical ones include; school environmental conditions, the performance displayed by all learners of SMAN 17 Surabaya. Meanwhile, the non-physical ones are in the form of out of the school English language learning activities, especially the learners' experience of Duolingo usage outside and inside of school of the learners.

The researcher will make direct observations in accordance with the focus of research, the researcher observed in detail learner behavior, learners' patterns and attitudes, as well as various forms of evaluation of observation activities that have been carried out by the teacher. Then record the data according to the actual phenomenon without any addition or subtraction to the reality that occurs.

b. Interview Techniques

In addition to observation in collecting data in this study, interview techniques will also be carried out. An interview is defined as "an activity carried out to acquire information directly from respondents by expressing questions to them."⁴⁶

⁴⁶Subagyo, 39

Interviews were conducted effectively and openly, meaning that all the desired data were obtained in the shortest possible time and the language used was clear and direct. The research will conduct interviews with the learners about various matters related to the support and motivation of the learners' regarding learning English. The teacher also will be interviewed to obtain data about methods and various ways of learning English practiced during the learning process. In this study, before meeting with the informants, the researcher had made a list of interviews according to their designation.

F. Data Analysis Techniques

When analyzing data to provide reliable and persuasive evidence, the researcher must arrange, classify, and organize the information gleaned from the observations, interviews, and documentation that was gathered. Thus, this researcher is renowned for studying field data, including historical and contemporary data. To narrow and limit the findings so that they become regular data, the authors refer to the disclosure, verification, and presentation of data that are consistent with reality and do not employ statistical data formulations in the formulation of data rules.

Inductive analysis will be used to examine the data gathered via observations, interviews, and documentation. Inductive analysis is a data analysis approach that starts with specific facts and then comes to more general (broader) conclusions. The reason the researcher uses the data inductively is,

based on the description submitted by Moleong,⁴⁷ Inductive analysis can make the relationship between the researcher and respondent more explicit, recognizable, and accountable. Last but not least, such analysis is better able to fully describe the setting and make decisions regarding whether or not to transfer to another setting. Finally, such analysis is better able to discover joint effects that sharpen relationships..

G. Data Validity Check

The credibility of the data itself seeks to demonstrate what the researcher sees in accordance with the accurate statement; the validity of the data is created by the researcher to demonstrate the data gathered with the actual scenario. This must be done in an effort to complete the material presented by the author so that it has some basis in reality.

Research efforts to obtain the validity of the data can be done with several techniques, including the following:

a. Researcher Attendance Extension

Researchers will make every attempt to gather data for this study in accordance with a defined research timeline. Nonetheless, if the required evidence is still insufficient, the researcher will continue their work in order to justify the data they have already gathered.

⁴⁷Lexy j. Moleong 2006: 9-10

b. Depth of Observation

The goal of persistent observation is to spot characteristics and components of a situation that are especially pertinent to the issue or query under investigation and then pay close attention to those components (Moleong, 2006: 329).⁴⁸

In a qualitative method, observations are necessary to prevent inaccurate data from respondents who could be objects and so cut off to the real facts. Thus, it is more important than ever for scholars to continue to observe.

c. Triangulation

Triangulation is a method for verifying and comparing the accuracy of data that employs sources other than the data itself. Denam in Moleong claims that there are four different types of triangulations,⁴⁹ which utilize:

1) Source, can be done by:

- a) Comparing observational data and interview data
- b) Comparing the informant's words on the spot with personal words

c) Comparing the results of interviews with documents

2) Method, can be done by:

- a) Checking the results of several data collection studies
- b) Checking multiple data sources with the same method

⁴⁸Moleong, 329

⁴⁹ Moleong, 330-331

c) investigators, specifically by using additional researchers or observers to double-check the degree of data.

d) Theory, carried out to provide a comparative explanation (rival explanation) to the explanations that arise from the results of the analysis. (Moleong, 2006: 330-331)

From the several kinds of triangulation above, the researcher only take the type of triangulation of sources and methods. In the implementation of triangulation, the researcher regularly cross-checked the data, in the sense that the researcher would re-interview additional informants with the same theme using various sources and the same procedure after conducting interviews with one source in order to gather accurate data. In order to account for the authenticity of a given set of data, the researcher verifies it using a variety of sources and techniques.

H. Research stages

The investigative procedure of the researcher involved four clear-cut stages, which started with initial research and moved onto design development, then active research, and eventually concluded in establishing a structure for composing a written report.

In the initial stage, the researchers conducted an on-site observations to gather information on the circumstances and characteristics of SMAN 17 Surabaya's profile. In addition an observations regarding the various forms of problems confronted by teachers or and learners alike, as well as the intricacies

of engaging informants to procure adequate information pertaining to learners' aptitude in self-regulated learning (SRL), and the collection of data concerning the learners' experiences with Duolingo, must also be considered.

At the stage of design development and actual research, the researcher prepare and carried out initial observations, then interviews, recording data (information) and preparing facilities and infrastructure and smooth research. The researcher conducted research repeatedly to get the actual data, as well as to cross-check with several different methods so that the data taken were truly valid. Then the researcher will finally report the research and display it in the form of a final report.

I. Research Settings

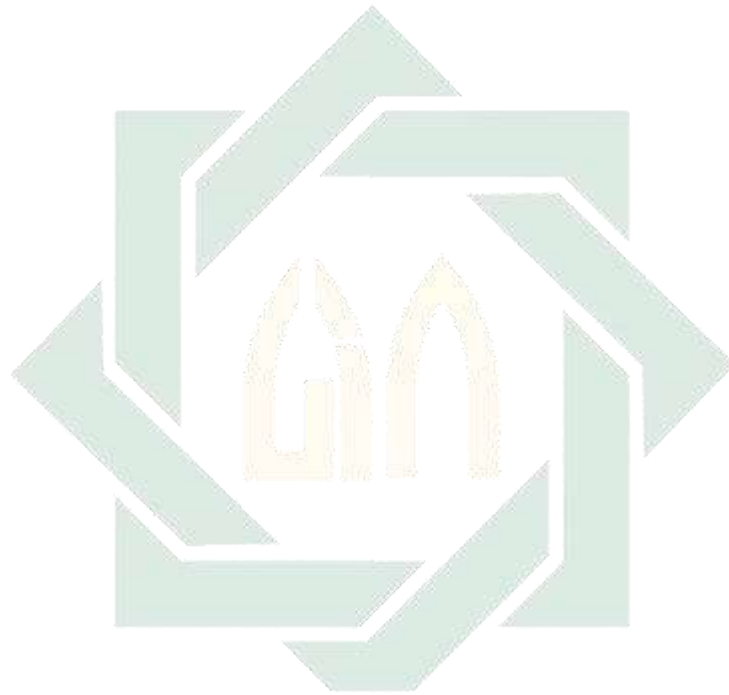
a. Establishment History of SMAN 17 Surabaya?

The establishment history of SMAN 17 Surabaya was founded in 1986 and located in Rungkut Asri, Surabaya, East Java. SMAN 17 Surabaya was one of the favorite public school in the region with accreditation of rank A with the score of 94 as determined in 2017.

b. Geographical Location of SMAN 17 Surabaya

SMAN 17 Surabaya is located exactly in front of DISPUSIP of Surabaya, Precisely in Jl. Rungkut Asri Tengah Komplek YKP No. 2-4, Surabaya, East Java. The facilities that are provided by the school is as equivalent as the accreditation, one of them is a complete set of laboratory, including laboratory for biology, physics, chemistry, language and computer. The school also

provides a comfort space for the learners that include a green house and a prayer room.



UIN SUNAN AMPEL
S U R A B A Y A

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

The findings of this study will be covered in this chapter. The findings are given in accordance with the chapter's earlier research question. The discussion will therefore be separated into four sections: an overview of the research object, a feature of learner SRL experience, a problem and challenge. Duolingo as SRL experience. The results are presented as below:

A. Findings

1. Learner perception in using Duolingo as SRL tool

This section discusses the learner knowledge and experience of Duolingo and SRL in SMAN 17 Surabaya. Before the researcher discuss the topic of the first research, the researcher separate it into two discussion regarding their knowledge and experience of both Duolingo and Self-regulated learning, after confirming their knowledge and experience of both topic, the researcher observe how they apply their knowledge and experience of both Duolingo and SRL, since the usage of Duolingo can be observed on the spot, it is possible to assess the data of the learner's directly. However it is different with the SRL, as the researcher can only obtain the information of the topic from the interview with the limited time provided each meeting.

Through that, the researcher continued to begin the first step of the research with the question "How long have you been Doing Self-

Regulated Learning (SRL)?"'. In an effort to understand the learner perception on the subject, the researcher conclude that understanding the learner past experience regarding the subject is a must to get an accurate data regarding their perception, however the researcher doesn't delve in depth to other external factor and make this questions to thin the data so that it can only get the focused core data of this study⁵⁰. A total of 33 learners were subject in this study, the question result in 5 people stated that they don't have any experience with SRL and 28 learner affirmed to have experience in SRL, with the 12 of them only experience it for more than a weeks and 13 of them have experience it for more than a month while only 3 of them have experience it more than a years.

The researcher asked the next question that is "Do you use a Tool (Mobile apps, Gadget, Web or any other stuff) to help with your SRL? what is the tool that you use?". Most of the learners also use another tool to help with their SRL such as Book and Phone, with only 3 of them use a web such as Ruang Guru and Brainly.

The question 3 was as follows : "Have you ever use Duolingo? How Long Have you been using Duolingo?" and all of them know and used Duolingo in the past with only 4 of them still using it until now. From all of the learner's that are interviewed.

⁵⁰ Sugiyono, Metode Penelitian Kuantitatif Kualitatif dan R&D. Bandung: Alfabeta, 2009

After the previous question the researcher continued to the next step of the interview with the next part of question “What are the difficulty you find during your SRL?”. SRL have indirect impact on learner meta cognitive processes that is affecting their motivational and emotional awareness⁵¹, this question try to find The main problem of their SRL and the question result in their answer that is distraction and boredom and some doesn’t understand the specification of their problem and just said that it is hard, some of them also forgot to conduct SRL and do something else in their free time, and the learner that have more than a year experience of SRL have problem in finding the topic of what they want to learn and claim that they lack the guidance in what to do during their SRL

Learner 14

Sometimes when I do SRL, I got bored from reading book to much so I tried to find something on the phone and then I end up spending my time watching youtube

Learner 13

When I do SRL I got distracted when chatting with my friend through phone

⁵¹ Boekaerts, M. (2011). “Emotions, emotion regulation, and self-regulation of learning,” in Handbook of Self-Regulation of Learning and Performance, eds B. J. Zimmerman and D. H. Schunk (New York, NY: Routledge), 408–425.

And some doesn't understand the specification of their problem and just said that it is hard

Learner 7

It is hard, I don't know what I did wrong

Some of them also forgot to conduct SRL and do something else in their free time

Learner 10

Sometimes I forgot to study and just do something else, like playing with my friend or watch TV

Learner 25

Sometimes I don't think about it and forget it completely, despite convincing myself that I need to study

And the learners that have more than a year experience of SRL have problem in finding the topic of what they want to learn and claim that they lack the guidance in what to do during their SRL

Learner 4

I think the hardest part of SRL is that it is hard to find topic of what you want to learn, so sometimes I just repeatedly reading a single part of a book for an hour

Learner 6

It is hard to find any idea of what you want to learn. Cause my parent always ask me to study every time that I almost ends up reading all part of the book and don't know what to do after that

The second question from the main topic of the research is “What do you think about the usage of Duolingo to support your SRL?”. After affirming the challenge they have with their usual approach on SRL, the research ask this question as a way to also offer a solution to their problem and the question result in that all of the learner never think of using Duolingo as a tool to help with their SRL, however they have positive response regarding the idea and 3 of them interested in learning other language besides English, such as Arabic and Japanese. Most of them have a positive response regarding the question and 2 of them would love to have Duolingo to replace their mundane homework, while 4 of the learner also love it because they don't need to find other material to learn, and 3 of them even don't think that they are learning but instead consider using Duolingo as playing some minigames.

Learner 14

I like using it especially for other language such as arabic

Learner 16

It is interesting, I never thought that duolingo Is a learning app, since I usually use it for fun

Learner 17

It is fun, I only thought of Duolingo as an gaming apps before I never know that it can be considered learning by only using it

Learner 27

It doesn't feel like I'm studying at all, I just feel like playing a game

Learner 13

I love that you don't need to prepare your next step, just choose and do the quiz

Learner 28

It is very good for me since I don't need to confuse myself with that to do, cause I always at lost on what to learn in my SRL

Learner 22

It is good that you have a certain target that you can achieve in Duolingo

Learner 30

It is interesting since you can determine what you want to achieve with it (Duolingo)

Learner 15

It would be good if my homework can correct me before I submit it to the teacher just like how Duolingo correct me immediately

Learner 8

It would be great if Duolingo is used for homework, I can study faster with Duolingo

Based on those data, the researcher categorized the result according to the learner with positive and negative response despite the variety of opinion by using the kaleidoscope metaphor to make it possible for us to understand the new facts more clearly. Using this paradigm, we discovered how crucial it is to let categories naturally suit the data rather than intentionally constructing categories to do so⁵².

From the first question the researcher categorized the answer on the chart

⁵² Dye, J. F., Schatz, I. M., Rosenberg, B. A., & Coleman, S. T. (2000, January). Constant comparison method: A kaleidoscope of data. *The Qualitative Report*

According to my experiences. I think that my student have a good SRL capability as they always have a good result in their homework and during a time when I was absent in class and give them a task, they never fail to submit it on time.

And then regarding the progress of individual learner SRL progress, the teacher doesn't have any strong opinion regarding the matter as they say that it was as good as the test result.

2. Advantages and challenges on using Duolingo As SRL tool

This section will discuss the Advantages and challenges on using Duolingo as a tool for SRL. In this part, the researcher ask their experience on using Duolingo to support their SRL and the difficulty in doing so.

After asking their perception on Duolingo as a tool to help their SRL the next question still in line with the previous matter that ask them to describe their experience such as "How would you describe your Experience on using Duolingo to support your SRL?". From the interview, 5 learners doesn't have any significance chance in their SRL. While the rest of learners that use Duolingo have a variety of answer,

Learner 10

For english language learning it is ok, since there are a lot variety of question and you don't find a question that out of topic

Learner 3

The apps have an interesting feature inside that are suitable for beginner. However the advanced question is hard since I don't know what to do regarding the provided question

Learner 16

It is my personal opinion, but I don't actually think of using it as a way of learning and only use it for fun.

Learner 23

I don't exactly know what different but it is a good apps since everything is already in the apps.

There are also two learners doesn't like to use the app for too long as it get boring over time and hurt their eyes.

Learner 6

The apps is good however it gets boring over time. Especially if you figure out the answer, some question is also repeated

Learner 17

It is okay to use it for a short time, but my eyes get hurt after using it for a while

After getting their experience the researcher ask if they have any difficulty in using Duolingo with the next question "Do you find any

difficulty in using Duolingo?” and everyone doesn’t have any significance problem but a little nitpick with Duolingo notification as it keep coming more than once a day, however some also enjoy this feature as it helps to remind them.

Learner 24

I don't have any particular problem with Duolingo, but the notification is so random, sometimes it pop ups more than once in my phone despite not turning on the notification system

After confirming their problem with Duolingo, the next question ask what the learner like about Duolingo “What features do you like about Duolingo? Does it help with your SRL”. Learner that use Duolingo loves most feature that are provided by Duolingo, 3 of them love the animation because it made them interested in using the application and 14 learner find the variety of question provided by Duolingo deemed as easier to understand by learner, most learner also love the common feature of Duolingo such as the correction feature and listening feature that can be repeated and 1 learner find the competitive aspect of Duolingo feels good.

Learner 6

The scoring system make you feel more motivated, sometimes I forget the time when I try to raise my score to compete with the other

Learner 21

The scoring system feels satisfying if you can hit the full score

Learner 22

The overall feature is good and the notification is helpful, but it annoy me sometimes, as it keep coming every time I use my phone for something else

Learner 3

The scrambled word mode is fun, it feels like I'm playing a game

Learner 7

The animated listening feature makes the question easier to understand

Following the same principle of kaleidoscope the data is grouped in a way that suitable for each information regarding the question of how would the learner describe their experience in using Duolingo to support their SRL is presented in the following chart

B. Discussions

After conducting research and analyzing the findings, in this discussion we will discuss the findings which will be divided into three stages of discussion, namely regarding features of learner problems and challenges of SRL.

1. Learner perception in using Duolingo as SRL tool

From the finding, most of learner that undergo SRL have been using external tool to help their SRL, however they never think of using application such as Duolingo to help their SRL, and. Most learners doesn't have any idea to use tool other than book and phone, they may still think on only the traditional way of SRL however learners show a lot of interest when they realize that they can use other tool besides books and phone to Self-Regulate, this may be caused by the stigmatized parent that doesn't have any prior knowledge of what you can do with the internet, as the mass media usually depict internet in a negative way, parents do tends to see it as a malice for their children

Because of using only books and phone to help their SRL, the patterns of the problem they find in their SRL is predictable, most common problem is the distraction and boredom, as they usually using phone and book to help with their SRL these problem occur naturally as SRL have some sort of connection with the psychological well being and having

Phone nearby will impact the mind indirectly⁵³. There is also a factor that is need to be considered as not everyone have an internet access on 24/7, however the government tried to solve this problem by giving some learner a few quota for internet access.

They have positive response regarding the use of Duolingo in their SRL. They started to think of the idea of using Duolingo as their main source of English learning outside of school as they can use it without any feeling of burden as they think they just using the apps as game, and some think that Duolingo can be used as a replacement of Homework as it have proper scoring system and since you don't need to find a material or topic for your learning, it become a great change for them. However some of them still lose in this matter as a certain application may not suitable for everyone, it is need to be mentioned that there are plenty of application that can help with learner SRL outside Duolingo

These data obtained support the result of the previous study from Nurul Anissa Saraswati⁵⁴ and Liann Camille Davalos Perez⁵⁵ that the Duolingo is indeed have more advantage than traditional tool in supporting learner SRL, and as an application that run on advanced technology the usage of the application and gadget require a constant supervision from the

⁵³ Jianxun Chu, et al . Attention or Distraction? The Impact of Mobile Phone on Users' Psychological Well-Being

⁵⁴ The second research by Nurul Annisa Saraswati et al from Universitas Negeri Surabaya, Indonesia. "Autonomous Mobile-Assisted Language Learning For Young Learners Using Duolingo"

⁵⁵ Liann Camille Davalos Perez from Mindoro State College of Agriculture and Technology "English Language Acquisition Via Duolingo Application: Effectivity and Challenges"

learner parental figure as it may cause some sort of problem in the future for the learner well beings, this require a further study outside of the current topic.

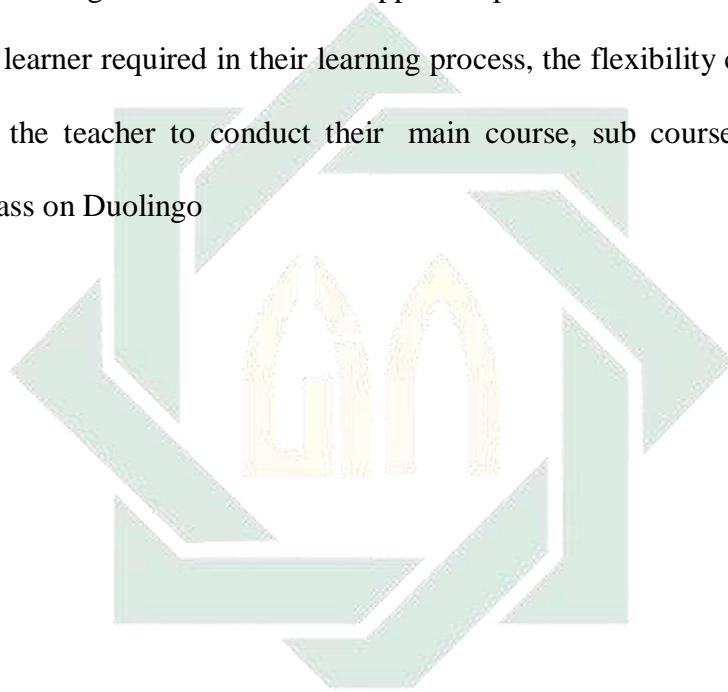
2. Advantages and challenges on using Duolingo As SRL tool

Based on the findings of aforementioned interviews, learners doesn't find any problem in using Duolingo, most learner enjoy the feature provided by Duolingo, it is the privilege of the younger generation to be proficient in the use of technology, as technology become such an integral part in their lives, they have the capability to learn technology faster than the previous generation⁵⁶ but it is true that parental advise is still required in the usage of a phone, as it can be quite addicting, as some learner have hurt their eyes on mobile phone over usage.

Most of the features from Duolingo made the language learning more enjoyable for learner as those feature support what lacks in books for SRL, a simple stuff like correction help learner to learn faster, and a moving animation provide an entertainment for the learner. The learner also finds the technological value of Duolingo such as notification and listening media

⁵⁶ Claus J. Tully. (2003) Growing Up in Technological Worlds: How Modern Technologies Shape the Everyday Lives of Young People

can be helpful with their SRL. This support the result of Rossana Maria Molina Bkanco, Laura Patricia Florez Cera study ⁵⁷ that the advantages of such mobile apps can greatly help learner in their English language learning and that Duolingo is such a flexible apps that provide almost everything of what the learner required in their learning process, the flexibility can also be used for the teacher to conduct their main course, sub course and even online class on Duolingo



UIN SUNAN AMPEL
S U R A B A Y A

⁵⁷ Rossana Maria Molina Bkanco, Laura Patricia Florez Cera “Using The Duolingo App To Enhance Learner Self Regulation: A Case Study Of An A1 Group Developing Self-Monitoring Strategy Through Mobile Learning”

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. CONCLUSIONS

The goal of this study was to comprehend the perception of learner regarding the usage of Duolingo as a tool for SRL. This study's findings allow for the following conclusion to be made.

According the result of the Learner interview it the researcher can conclude that :

1. Most learners still use traditional tool to support their SRL
2. The main problem of their SRL is boredom and distraction
3. Learners welcome any idea of using Technology for their advantages
4. Learner love Duolingo as game, not learning tool
5. Duolingo features are suitable for the younger generation
6. Learners are proficient in using technology

And according the interview from the teacher, the researcher conclude that :

1. The teacher understand the learner capability of Self-regulation
2. The teacher giving instruction or task according to learner capability

B. SUGGESTIONS

The author would like to offer some suggestions for enhancing learners' ability to SRL.

a. For English Teacher

1. The English teacher may provide some comprehension of SRL. the instructor may give an alternative tool for learner to help their study

b. For Learners

1. Learner should not be limited by the traditional value and seek the best way for them to learn

2. It is advised if the learner to use the internet to search other way to find the best way suitable for their SRL since everyone is different

Finally, the author acknowledges that there are still some flaws and errors in this research. As a result, the author is open to any helpful advice that will improve the research.

REFERENCES

- Abramovich, S., Schunn, C., & Higashi, R. M. (2013). Are badges useful in education? It depends upon the type of badge and expertise of the learner. *Educational Technology Research and Development*.
- Aisyah Cinta Putri Wibawa, Hashina Qiamu Mumtaziah, Lutfiah Anisa Sholaihah, Rizki Hikmawan. (2021). Game-Based Learning (GBL) sebagai Inovasi dan Solusi Percepatan Adaptasi Belajar pada Masa New Normal
- Alotaibi, K., Tohmaz, R., & Jabak, O. (2017). The relationship between self-regulated learning and academic achievement for a sample of community college students at King Saud University. *Education Journal*, 6(1), 28-37.
- Alvons Habibie. (2020). DUOLINGO AS AN EDUCATIONAL LANGUAGE TOOL TO ENHANCE EFL LEARNERS' MOTIVATION IN LEARNING ENGLISH
- A. M. Porter and Paula Goolkasian, (2019). Video Games and Stress: How Stress Appraisals and Game Content Affect Cardiovascular and Emotion Outcomes
- Ana Puji Astuti, Anike Nurmalita. (2014) RPS : TEKNOLOGI KOMUNIKASI DAN PERILAKU REMAJA 2014
- Arifin, A. A. (2018). Meminimalisir Stres Belajar Siswa Melalui Teknik Meditasi Hening, *Jurnal Bimbingan dan Konseling Terapan*, 2(1)
- Astarilla, Liya. (2018). University Learners' Perception towards the Use of Duolingo Application in Learning English
- Alvons Habibie. (2020). DUOLINGO AS AN EDUCATIONAL LANGUAGE TOOL TO ENHANCE EFL LEARNERS' MOTIVATION IN LEARNING ENGLISH

- Barakati. (2013). Dampak penggunaan smartphone dalam pembelajaran bahasa inggris. Manado.
- Bartels, N. (2005). Researching applied linguistics in language teacher education. In N.Bartels (Ed.) Applied linguistics and language teacher education. New York: Springer, 1-26.
- Blake, R. J. (2013). Brave new digital classroom: Technology and foreign language learning. Georgetown University Press.
- Blazek, J. D., Cooper, G. L., Judd, M. V., Roper, R. J., & Marrs, K. A. (2013). Trying out genes for size: Experiential learning in the high school classroom. *The american biology Teacher*, 75(9),657-662.
- Boekaerts, M. (2011). "Emotions, emotion regulation, and self-regulation of learning," in *Handbook of Self-Regulation of Learning and Performance*, eds B. J. Zimmerman and D. H. Schunk (New York, NY: Routledge), 408–425.
- Boekaerts, M. and Corno, L. (2005) Self-Regulation in the Classroom: A Perspective on Assessment and Intervention. *Applied Psychology: An International Review*, 54, 199-231.
- Carmen Yot-Domínguez and Carlos Marcelo (2017). University learners' self-regulated learning using digital technologies. *International Journal of Educational Technology in Higher Education*. DOI 10.1186/s41239-017-0076-8
- Cheryl John, (2018). *The Impacts of Technology Integration*
- Claus J. Tully. 2003 *Growing Up in Technological Worlds: How Modern Technologies Shape the Everyday Lives of Young People*
- Desmita. 2014. Psikologi Perkembangan Peserta Didik. Bandung: PT Remaja Rosdakarya Speaking Learning." *Lingua Cultura* 15.1 (2021): 93-99.

Dye, J. F., Schatz, I. M., Rosenberg, B. A., & Coleman, S. T. (2000, January). Constant comparison method: A kaleidoscope of data. *The Qualitative Report*

Fendi Yogha Pratama, Andayani, Retno Winarni, Muhammad Rohmadi. ICHSS Foreign Language Anxiety Of BIPA (Teaching Indonesian As Foreign Language) Learners

Fernando Saragih, (2020). PENGARUH LINGKUNGAN TERHADAP KEMANDIRIAN BELAJAR

Fitria Dwi Astatika. (2018) SELF-REGULATED LEARNING PADA SISWA SEKOLAH MENENGAH PERTAMA (SMP) 06 MUHAMMADIYAH DAU

Flavell, J. H. (1979). Metacognition and cognitive monitoring: A new area of cognitive– developmental inquiry. *American Psychologist*

Goehle, G. (2013). Gamification and web-based homework. *Primus*, 23(3), 234-246. DOI: 10.1080/10511970.2012.736451

Harris & Graham, 1999; Schraw, Crippen, & Hartley, 2006; Shunk, 1996.

Hashemi, M. (2011). Language stress and anxiety among the English language learners'. *Procedia - Social and Behavioral Sciences*, 30, 1811–1816. <https://doi.org/10.1016/j.sbspro.2011.10.349>

Javier Torrente et al . 2010. Introducing educational games in the learning process

Jianxun Chu et al . Attention or Distraction? The Impact of Mobile Phone on Users' Psychological Well-Being

Jivet, I., Scheffel, M., Drachsler, H., Specht, M.: Awareness is not enough: pitfalls of learning analytics dashboards in the educational practice. In: Lavoué, É.,

Drachsler, H., Verbert, K., Broisin, J., Pérez-Sanagustín, M. (eds.) EC-TEL 2017. LNCS, vol. 10474

Jivet, I., Scheffel, M., Specht, M., Drachsler, H.: License to evaluate: preparing learning analytics dashboards for educational practice. In: International Conference on LA and Knowledge LAK 2018, pp. 31–40 (2018)

J. W. Creswell. (2012) Educational Research: planning, conducting and evaluating quantitative and qualitative research, 4th ed. Boston, MA: Pearson Education

Jouhari, Z., Haghani, F., & Changiz, T. (2015). Factors affecting self-regulated learning in medical learners: A qualitative study. Medical Education Online, 20(1). <https://doi.org/10.3402/meo.v20.28694>

Kalyani Krishnan (2009). SELF-REGULATED LEARNING IN ENGLISH LANGUAGE LEARNERS. Northeastern University. Boston, Massachusetts

Kitsantas, A. (2013). Fostering college learners' self-regulated learning with learning technologies. Hellenic Journal of Psychology, 10, 235–252.

Kitsantas, A., & Dabbagh, N. (2011). The role of web 2.0 technologies in self-regulated learning. New Directions for Teaching and Learning, (126), 99–106. doi:10.1002/tl.448.

Liann Camille Davalos Perez (2020) “English Language Acquisition Via Duolingo Application: Effectivity and Challenges” from Mindoro State College of Agriculture and Technology

Liann Camille Davalos Perez. (2020). LINGUA PEDAGOGIA (Journal of English Teaching Studies) Vol.2, No.2, September 2020

Little, D. (1991). Learner Autonomy: Definitions, Issues and Problems. Dublin: Authentik.

Mayer, R. E., & Johnson, C. I. (2010). Adding instructional features that promote learning in a game-like environment. *Journal of Educational Computing Research*, 42(3), 241-265. DOI: 10.2190/EC.42.3.a

Mekler, E. D., Brühlmann, F., Opwis, K., & Tuch, A. N. (2013). Disassembling gamification: the effects of points and meaning on user motivation and performance. In *CHI'13 extended abstracts on human factors in computing systems*.

Misra, R., & Castillo, L. G. (2004). Academic stress among college learners: Comparison of American and international learners. *International Journal of Stress Management*, 11(2), 132– 148. <https://doi.org/10.1037/1072-5245.11.2.132>.

Moloeng, Lexy J. 2001, *Metodologi Penelitian Kualitatif*, Bandung; Remaja Rosdakarya Press

Newhouse, C. P., Williams, P. J., & Pearson, J. (2006). Supporting mobile education for pre service teachers. *Australasian Journal of Educational Technology*, 2 (3). <https://doi.org/10.14742/ajet.1288>

Nur Hamizah Hj Ramli, Masoumeh Alavi, Seyed Abolghasem Mehrinezhad and Atefeh Ahmadi. Academic Stress and Self-Regulation among University Learners in Malaysia: Mediator Role of Mindfulness.

Nurul Annisa Saraswati, Syafi'ul Anam, Oikurema Purwati (2021). AUTONOMOUS MOBILE-ASSISTED LANGUAGE LEARNING FOR YOUNG LEARNERS USING DUOLINGO

Panadero, E., & Jonsson, A. (2013). The use of scoring rubrics for formative assessment purposes revisited: A review. *Educational Research Review*, 9(0), 129-144. doi:<http://dx.doi.org/10.1016/j.edurev.2013.01.002>

Paris, S. G., Byrnes, J. P., & Paris, A. H. (2001). Constructing theories, identities, and actions of self-regulated learners'. In B. J. Zimmerman & D. H. Schunk

(Eds.), *Self-regulated learning and academic achievement: Theoretical perspectives* (pp. 253–287). Lawrence Erlbaum Associates Publishers.

Ravenscraft, E. (2009, May 4). 500 Days of Duolingo: What You Can (and Can't) Learn from a Language App. *The New York Times*.

Robert A. Bjork, John Dunlosky, and Nate Kornell 2011 *Self-Regulated Learning: Beliefs, Techniques, and Illusions*

Ronald Pérez-Álvarez, Jorge Maldonado-Mahauad, and Mar Pérez-Sanagustín. (2018) *Tools to Support Self Regulated Learning in Online Environments: Literature Review*

Rossana Maria Molina Bkanco, Laura Patricia Florez Cera (2019) "Using The Duolingo App To Enhance Learner Self Regulation: A CAse Study Of An A1 Group Developing Self-Monitoring Strategy Through Mobile Learning"

R Samaniego Ocampo, 2017. *Serious Game as a Way to Boost Self-Regulated Learning in Higher Education*

Ruban, L., & Reis, S. (2006). *Patterns of Self-Regulatory Strategy Use Among Low-Achieving and High-Achieving University Learners*. *Roeper Review*

Siwi Karmadi Kurniasih; Nur Hidayanto Pancoro Setyo Putro; Sudiyono. *Analysis of factors of learners' stress of the English Language Department*

Soetopo, HB. 2006, *Metodologi Penelitian Kualitatif*. Solo; Publisher, Sebelas Maret University Press.

Subagyo, Joko, 2004, Metode Penelitian : Dalam Teori Dan Praktek, Publisher : Jakarta : Rineka Cipta

Subagyo, 2004, Metode Penelitian : Dalam Teori Dan Praktek, Jakarta : Rineka Cipta.

educational theory and practice (pp. 277–304). Lawrence Erlbaum Associates Publishers.

Xiao, J. (2013) study conducted by the researcher on “Academic Stress, Test Anxiety, and Performance in a Chinese High School Sample: The Moderating Effects of Coping Strategies and Perceived Social Support”

Xu, D., & Tsai, S. B. (2021). A study on the application of interactive English-teaching mode under complex data analysis. *Wireless Communications and Mobile Computing*, 2021.

Zimmerman, B. J. (1995). Self-efficacy and educational development. In A. Bandura (Ed.), *Self efficacy in changing societies* (pp. 202–231). Cambridge University Press.
<https://doi.org/10.1017/CBO9780511527692.009>

Zimmerman, B. J., & Moylan, A. R. (2009). Self-regulation: Where metacognition and motivation intersect. In D. J. Hacker, J. Dunlosky, & A. C. Graesser (Eds.), *Handbook of metacognition in education* (pp. 299–315). Routledge/Taylor & Francis Group.

Zimmerman, B. J., & Schunk, D. (1989). *Self-regulated learning and academic achievement*. New York: Springer-Verlag.