Increasing Student's Motivation in Learning English Using Duolingo

Ranti Maulya
Universitas Muhammadiyah Mahakarya Aceh

Alamat: Jln. Gayo Simpang IV Bireuen No. 2 – Aceh
Korespondensi penulis : ranti.maulya.aga@gmail.com

ABSTRACT. *Motivating students is important to achieve the goals of the study. With high motivation, the students will study and learn the subject indeed. This study aims to verify the Duolingo application to increase students' learning motivation in English study. This research is focused on fraction materials studied by students in grade VIII SMPN 39 Takengon in the 2023-2024 academic year. This research method used is classroom qualitative research conducted in two meetings. The data analysis technique used is quantitative descriptive and qualitative descriptive analysis. Qualitative data were obtained from observations during the learning process while quantitative data were obtained from students' test results. The results showed an increase in learning motivation and learning outcomes of students in grade VIII SMPN 39 Takengon in English subject on fraction materials. The researcher concluded that learning using Duolingo application media was able to increase motivation and learning outcomes in English on fraction materials of students in grade VIII SMPN 39 Takengon.*

Keywords: Motivation, Learning, Student, Duolingo.

ABSTRAK. Memotivasi siswa merupakan hal yang penting untuk mencapai tujuan belajar. Dengan motivasi yang tinggi maka siswa akan mempelajari dan mempelajari mata pelajaran tersebut dengan sungguh-sungguh. Penelitian ini bertujuan untuk memverifikasi aplikasi Duolingo untuk meningkatkan motivasi belajar siswa dalam pembelajaran bahasa Inggris. Penelitian ini difokuskan pada materi pecahan yang dipelajari siswa kelas VIII SMPN 39 Takengon tahun pelajaran 2023-2024. Metode penelitian yang digunakan adalah penelitian kualitatif kelas yang dilakukan dalam dua kali pertemuan. Teknik analisis data yang digunakan adalah analisis deskriptif kuantitatif dan analisis deskriptif kualitatif. Data kualitatif diperoleh dari observasi selama proses pembelajaran sedangkan data kuantitatif diperoleh dari hasil tes siswa. Hasil penelitian menunjukkan adanya peningkatan motivasi belajar dan hasil belajar siswa kelas VIII SMPN 39 Takengon pada mata pelajaran bahasa Inggris pada materi pecahan. Peneliti menyimpulkan bahwa pembelajaran dengan menggunakan media aplikasi Duolingo mampu meningkatkan motivasi dan hasil belajar bahasa Inggris pada materi pecahan siswa kelas VIII SMPN 39 Takengon.

Kata Kunci: Motivasi, Belajar, Siswa, Duolingo.

INTRODUCTION

Motivation is needed in the learning process. With high motivation, the students will study indeed, even by him/herself. Students with less motivation will show the laziness in learning process. They do anything in the school without the "spirit" of learning. It can be seen from their habit in school and after school. Motivation has an important role in the teaching and learning process. Both students and teachers need it. Multi-medias sometimes can attract their willingness in study.

According to (Setiawan: 2018) Global impact brings development in all aspects of life, especially in technology. The students now are different from the students in the past time

(before technology invention. The students in the 4.0 era will *struggl*e with digital habits. In short, they interact with their phone almost every time all day. That can be a good change for teachers to bring the "atmosphere" of learning closer to their habit with the learning application.

All the students in the classroom do not have the same type and level of motivation. Some learners may have a very strong motivation to learn the language, others may have a weaker motivation, and yet others may have no motivation at all. However, motivation is not static and it can change in both directions. As motivation is essential in action: Goals and goal setting, Learners who set goals and expectations for language learning are likely to be motivated to achieve those goals. Teachers can help learners sustain their motivation for achieving their long-term goals by focusing on short-term goals as they can be attained in a shorter time so that learners can see the results which will motivate them to continue to work hard to achieve their long-term goals. Learning environment. The physical appearance and the emotional atmosphere of the lesson are very relationships with the learners, creating a supportive and cooperative environment and being careful when Interesting classes a variety of interesting topics and activities to keep learners engaged and interested in what they are doing in the classroom.

Most immediate and noticeable pay interest in the tasks and activities in the classroom: Setting clear task goals. Using varied topics and tasks. Using visuals. Incorporating tension and challenge by using game-like activities. Providing entertainment in the form of jokes, stories, dramatic presentations, movies, video clips, television documentaries, etc. Using rope-play and simulations. Using information gap activities. Personalizing tasks and activities. Using tasks and activities with open-ended cues.

Innovation in learning can be conducted by using an application (Shalikhah: 2007). The Application that will be used to motivate students is an android Android-based application. The name of the application is *Duolingo*. It allows students to build unique systems in increasing vocabulary, writing, reading, and listening, comprehension. Uncover new insights about the nature of language and learning, and apply existing theories at scales never before seen.

There are a lot of factors that influence success in language learning. However, one of the most important factors is the learner's motivation to learn the language to be able to use it in real-life situations. Research and experience show that learners with strong motivation can achieve a lot regardless of circumstances. Studies of motivation in second language learning have led to several distinctions, one of which is the distinction between integrative and

instrumental motivation. According to this distinction, some students are motivated to learn the language because they want to integrate into the target language community, while for others the driving force is their desire to achieve personal goals. Another distinction related to motivation is the distinction between extrinsic motivation, which is regulated from an external source, and intrinsic motivation, which is regulated from within. According to a third distinction, there can be global, situational, and task motivation. Even though teachers cannot control all types and aspects of motivation, they can do a lot to help learners develop motivation and interest in learning the language. This paper discusses the importance of motivation, the different types of motivation, and the ways of promoting learner motivation and interest.

THEORETICAL STUDY

According to the Grand Dictionary of Indonesia, (Depdikbud, 1996:5 93) motivation is self-considering in pushing/herself to do something to achieve the goals. Motivation can be a power to move someone to do their work for the goals. According to Siagian (2004:138), Motivation is the power that pushing someone that cause his/her wanting and considering to give some abilities, power, and time to get some targets achievement that was conducted before. Motivation is seen as a spirit impulse that drives and directs human behavior, including learning behavior.

Furthermore, Motivation is a critical factor in the process of learning, and teaching is defined as some internal drive that pushes someone to do things to achieve something (Thohir: 2017). It means that the students need motivation to push to achieve their goals. Motivating students, however, is a challenge that teachers have to face every day. Students need encouragement and motivation from teachers and parents. Motivation is very important for students in this era to build the spirit of learning and the spirit of doing whatever the teacher gives. Learning motivation also plays an important role in the teaching and learning process because students must get motivated so that they are always enthusiastic about learning and doing all their tasks.

Motivation is a willingness to activate, mobilize, channel, and direct the attitudes and behavior of a learner (Dimyati & Mudjiono: 67). Motivation makes a movement of mind and act. (Brown: 68) motivation based on behaviouristic and cognitive points of view. In the behaviouristic perspective, Brown defines motivation as anticipation of reinforcement which is a powerful concept for the classroom. Based on a cognitive perspective, Brown classified motivation definition into three categories. The first definition hinges on the drive theory,

which means that motivation stems from basic innate drives; this definition shows that motivation has been in existence within us since we were born. This shows that motivation is an internal state that activates, guides, and maintains behavior (Green: 69). The second definition is based on a hierarchy of needs, meaning that motivation is something that comes from an individual's needs. Third, based on self-control theory, motivation is something that appears if there is an opportunity to make someone make their own choices about what to pursue and what not to pursue (self-control). Summarily, these definitions show that motivation is one of the influential stimulating factors in teaching-learning situations that drive learners to struggle to reach their goals.

Learning innovation is important to renew the "atmosphere" of learning in the class. According to (Shalikhah: 2017) learning process can be conducted by using an application. More, a teacher must be able to make creative teaching and learning processes and also fun methods in his/her class. The creative teacher will make it easier to achieve the aims of the learning.

A teacher must be able to foster student learning motivation because with the motivation to learn students will study hard and earnestly. Every teacher has a curiosity, about why and how students learn and adapt to learning conditions and the environment. Learning motivation is important to support student success in the learning process. Teachers must pay attention to the circumstances and conditions of students when studying, in times like today many students 68 complained because of online learning during this pandemic, and many students are also not motivated to learn. In addition, teachers must also know and pay attention to which students are motivated and which are not when doing online learning.

RESEARCH METHODOLOGY

This research is qualitative and focused on a qualitative descriptive approach. Based on (Creswel; 2011). Qualitative Methodology is suitable in this study, the researcher hopes to know the student's motivation and understanding of online learning English by using Duolingo. In this study, the researchers chose the qualitative method to find out the student motivation in Online Learning. The researchers gave the questionnaire, interviews, and observation to the students to find out the student's Learning motivations.

The students in the second grade of Junior High School SMPN 39 Takengon academic years 2023-2024 are 18 people. There are 11 male students and 7 female students as the subjects of this research. Choosing the subject of the research according to motivation in learning especially in English subject. The less motivation to learn English causes their score

to be low. The object of the study is to increase the results of the learning and motivation in learning especially in English subjects. The research was conducted in three months, starting from January to March 2023. The data was collected by giving multiple-choice tests in vocabulary comprehension. Before the task was given, they did exercise using the Duolingo online application. They used an Android mobile phone to download the application from the PlyasStore and use it as the learning media. Observation of the students using questions to know their motivation in learning English. According to Uno (2001), there are some indicators of motivations:

1) Willing to succeed in learning,
2) Pushing and needing in learning,
3) Spirit for the future,
4) Rewards in learning,
5) Interesting activity in learning,
6) Conducive learning environment.

The student's motivation data will be collected by using questionnaires. To measure the score of student motivation the researcher used Likert scale below:

Table 1 score regulation

Multiple choice	Positive statements	Negative statements
Very agree	4	1
Agree	3	2
Disagree	2	3
Very disagree	1	4

The result of the test before giving intervention will show in the table of motivation and apparently in the mean score.

$$\text{Mean} = \frac{\text{Score}}{\text{Sum of Student}}$$

To calculate the percentage of class using the formula:

$$\text{Percentage} = \frac{\text{Score}}{\text{Sum of Student}} \times 100\%$$

The indicators of success in cognitive intelligence must be equal with a minimum score > 70 according to the minimal criteria of English subjects in the school.

RESULT AND STUDY

From the accumulating scores from the questionnaire, the score of increasing motivation of students will be shown in the table. The condition before intervention, the mean score of students was 60. It can be said lower score. After using Duolingo the motivation of the student increased, getting a mean score of 76. The application is easy and fun to use as a learning medium. All menu in the application is structured from easy material to more complicated task, so the students can choose suitable for their level of understanding of English.

Table 2 Mean Score of Motivation

Before	After 1	AFTER 2
60	66	76
Low	Medium	High

According to Table 2, the result of using Duolingo as a learning medium increases the student's motivation. Before using the Duolingo application their mean score or class score was only 60. After using Duolingo their score increased to 66 and after using it for the second time they got a score of 76.

Table 3 Students Score

	Before	After 1	After 2
Lowest Score	45	47	60
Highest Score	85	87	100
Mean	63,89	66,33	74,78
Completeness	38,89%	50,00%	77, 78%
	7 students	9 students	14 students

The table shows the first condition of students who achieved the minimum criteria of score for 7 students. Next, in the first part meeting using Duolingo, their score increased to 9 students. For the last 14 students could pass the minimal criteria of score.

CONCLUSSION AND SUGGESTION

The conclusion of this qualitative research is done in two-part times. All part consists of two meetings with the result of increasing motivation in English learning in grade VIII SMPN 39 Takengon with vocabulary material. The researcher concludes that the learning process using the Duolingo application was successful in increasing and developing students' motivation to learn English. Therefore, the scores of students in learning English by using the Duolingo application can be seen as media in increasing the students' motivation. However,

not all students come with strong motivation and set goals. Teachers have to observe fun learning media to make them motivated. So, this study hopes to give alternative contributions to teachers. Other researchers who want to study similar research suggested making a combination between qualitative and quantitative research. Furthermore, the researcher hopes the teacher to better prepare or choose suitable materials so that students feel motivated to follow the techniques that the teacher uses; for future researchers: focus more on analyzing the student's learning motivation in learning English by using Duolingo and using the theory of learning motivation. In order to make the reader to get information about Learning motivation.

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