

SECONDARY STUDENTS' PERCEPTION AND EXPERIENCES ON DUOLINGO-MEDIATED GENERAL VOCABULARY LEARNING

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Abstract

Covid-19 pandemic brings about changing teaching and learning. It insists teachers and students to adapt situation in the context of vocabulary learning. Therefore, this research was conducted to find out the secondary students' perception and experiences on Duolingo-mediated general vocabulary learning during Covid-19 Pandemic. The participants of this research were 3 secondary students in one of junior high school in Karawang who have low, medium and high vocabulary and have been being taught using Duolingo for learning general vocabulary by their teacher. This study employed narrative inquiry design and in gaining the data, the researcher used semi-structured interview and reflective journals. The data then will be coded, read multiple times, and the themes were determined and generated. The findings indicated that Duolingo was perceived positively by secondary students in learning general vocabulary. It can be seen from their perception about its effectiveness. Duolingo was effective media and secondary students were motivated to continue learning general vocabulary by using it. However, secondary students who learn general vocabulary using Duolingo media faced the challenges that they could not use it if the internet connection was bad and it also has lack of grammatical rules explanation. Thus, there should be a way to incorporate it with vocabulary.

Keywords: *Covid-19 pandemic; Duolingo; Learning vocabulary.*

INTRODUCTION

Covid-19 pandemic brings about changing learning from face-to face into online learning. Online learning urges teachers and students to learn differently. The issue of online learning is generally discussed currently (Renandya, 2019). In addition, secondary students need to adapt in language learning to the current situation. One of the important aspect need to be learned by secondary students in learning language is mastering vocabulary. It is because vocabulary takes primary role

in four language skills; reading, writing, listening, speaking (Muddin, 2018). However, if students have lack of vocabulary, they will be difficult in learning and understanding the material which provided by curriculum. Nowadays, many students are difficult to improve vocabulary size because the technique of teaching from the teacher is not interesting and make students feel bored. To overcome it, the teacher should implement suitable media (Jaelani, 2020). This is line with Larsen and Freeman (2002), the

teachers should be already have a suitable method for it; provide the media, teaching technique, and strategy because they want their students to be able to use the target language communicatively. In addition, this is also in line with what the researcher face in the field. The researcher is interested in discussing the media used by English teacher in teaching vocabulary at one of junior high school in Karawang, that is Duolingo. The purpose of using this media by the teacher is it can help students in memorizing and implementing the vocabulary obtained from the media into their learning chapter (Nurjannah, 2019). It is because there are still students who lack of vocabulary so they are less involved in online learning.

Albeit much research have discussed about the implementation Duolingo as a tool in facilitating students' vocabulary size, there are differences shown by the previous research. As emphasized by Jaelani (2020), in his qualitative study about "Students' Perception of Using Duolingo as a Media in Learning Vocabulary" elaborated four aspects in leaning vocabulary through the media such as the effective tool of Duolingo for learning vocabulary, disadvantage and disadvantage of Duolingo for learning vocabulary, students' interest and students' motivation of learning vocabulary using Duolingo. His research showed that students have positive perception toward this media and they felt Duolingo is easy to use in learning English and it can be used anywhere and anytime, so they easily understanding and learning English vocabulary.

According to Loewen, et all (2019) in his case study research entitled "Mobile-assisted language learning: A Duolingo case study", investigated the learning experiences and learning outcomes during one semester of 9 participants in learning Turikish on

Duolingo. His study showed positive and moderate correlation between the amount of time spent on Duolingo and learning outcomes. In terms of learners' perception of experience, the flexibility and gamification aspects of Duolingo were viewed by participants in a positive light. However, they also revealed variability in motivation to learn and frustation with teaching materials.

As recorded by Dezza (2020) in his quantitative research about "Students' Perception on the Use of Duolingo as Language Learning Application in Learning English", took 29 students as the research participants by using convenience sampling technique. The study clearly revealed that the students are more motivated in learning process. They got the opportunity to be more active and understand the learning material. The media also made them more practice and apply their language skills in daily life. A number of studies above which focus and related to the matter of this study have been conducted earlier. Given this point, albeit several studies of Duolingo and perception in language learning context have been done, there has been no a comprehensive study which concentrated to explore secondary students' perception and experiences when using Duolingo media in learning vocabulary. Therefore, to fill this gap, this research will focus in exploring the perception and experiences of secondary students in learning vocabulary through Duolingo during Covid-19 Pandemic.

Conceptualizing Vocabulary Learning in the Secondary School Context

Vocabulary knowledge is often viewed as a foundation of learning English because successful communication is affected by vocabulary usage. Schmitt (2000) emphasized that the central of communicative competence and second language acquisition are found on lexical

knowledge. According to Richards & Renandya (2002), vocabulary is a core component of language proficiency and it is the basis of how learners speak, listen, read and write. To clarify it, teacher need to teach vocabulary to students so they can enhance their practice using vocabulary they have. As highlighted by Thornbury (2002), teaching vocabulary is a fundamental aspect of learning a language based on words. It means that the first activity that has to do by the teachers before the teachers teach the students four language skills in English language learning; speaking, writing, reading, and listening is teaching vocabulary. By knowing more vocabulary, students will be easy to learn those four language skills. In addition, in teaching vocabulary in secondary school context, the teacher usually uses some techniques. As the example by Takac (2008), the teacher can use objects in teaching vocabulary to lower secondary students. He also stated that visualization using real object make students easier in memorizing vocabulary.

In addition, secondary students in EFL should have necessary roles to adult learners since the modern age does not affect vocabulary learning (Setiawan & Ena, 2018). Yaacob, et al (2019) in his research stated that to enhance secondary students' vocabulary mastery, teacher should employ vocabulary learning strategies. Meanwhile, Tellier (2007) emphasized that learning vocabulary can be taught by the teacher using some expressions. Many teaching technique or media can be used by the teacher in teaching vocabulary to the secondary level. It is done because vocabulary learning still become a big problem for most junior high school students in Indonesia (Jaelani, 2020).

Vocabulary Learning Media in Secondary School

Media are used by the teacher as the tool for delivering materials to the students in the process of learning. In formal situations, students can use media effectively to work individually or with the teacher. Students' attention also can be drawn by the teachers when they use media. In addition, in teaching vocabulary at secondary level, teacher can use various types of media. Akhtar & Ali (2008) highlighted the types of media that can be used by the teacher to teach vocabulary to adult learners, they are print media, graphics, simulation, games, photographic, audio and video.

Teachers can be helped by the use of media to transfer the knowledge in an interesting way to language teaching in the classroom. It also makes the learning environment more enjoyable. Students can be motivated because media can enhances the students' attention towards teaching (Ali, 2021). Therefore, teachers have to prepare specific teaching media to make the learning process of the students more effective. Using media in the learning process can increase the motivation and new desire of the secondary students. Generally, to create the effective interaction between teachers and students is the advantages of media (Kemp & Dayton, 2012). In this era, teachers in secondary school can utilise ICT-based learning media to describe real life applications, explain things better, sharing teaching tools with other teachers, ask students to be more involved, and improve students' long-term memory or memories related to the material being taught (Knill, 2007).

Moreover, in research done by Kusrini (2012), stated that the essential problem faced by junior high school students is how ro remember vocabulary. She also added that appropriate media will help junior high school students in memorizing vocabulary. In her research,

she used snack and ladder game in teaching vocabulary to the students.

The Use of Duolingo in Learning Vocabulary in Secondary School

Duolingo is being as a future in learning language. It can easily access and provides a lot of language, so it is so helpful to those who want to learn a new language. Duolingo has a lot of features which can help the learners easily in learning language, such as list words for every day, discussion with other user so the learners can share with each other, the Lingot store, and immersion for more advanced learners. In Duolingo guide book (2015) stated that Duolingo have a lot of language which language learners can choose the language what we want to learn, such as English, Arabic, Spanish, French, Dutch, and other languages. Munday (2016, p.96) stated that Duolingo is preferred than regular assignment and media because of the convenience it provides, it based on his research. It means that Duolingo is easy to use and more interesting so it will be comfortable to be one of the media that we use in teaching in classroom. Grego & Vesselinov (2012), they did a research which is see the effectiveness of Duolingo in learning language. Their research showed that the young learners are satisfied in learning language with Duolingo and they enjoyed to learn with it.

The purpose of Duolingo is the user can understand a language and they can use it. In the part of what it provides in learning, the users will know if Duolingo focus on mastering vocabulary. Based on it, Duolingo can be a medium for students to improve their vocabulary and teachers used it in classroom in teaching to help their students in mastering vocabulary. One idea of using Duolingo is, it may help students in master new vocabulary through games so they will not be bored in learning.

Duolingo has some advantages in teaching vocabulary to junior high school students. It is because Duolingo has some interesting features that can encourage students' motivation to learn. Fatah (2019) in his quantitative research method explained that Duolingo is a language learning media which can be used to increase levels of active learners. It can be because Duolingo incorporates some gamification aspect in learning with, it can motivate and engage learners in learning with Duolingo (Munday, 2015, p.88). The material which learning for game usually difficult to forget, it can be because the learners enjoy in learning.

In addition, Duolingo can create a homework so besides learning in classroom, Duolingo also can support to make students practice to enhance their vocabulary with Duolingo at their home. Based on research which done by Munday (2015, p.93-94) shows that if the A1 student 84.8% agreed if homework with Duolingo better than other types of homework. Moreover, Duolingo can be accessed anywhere and everywhere, so teachers are not difficult to implemented it in indoor learning or outdoor learning (Astarilla, 2018). It is a media learning language as well which allows the learners to learn wherever they have internet connection and whenever they feel like it.

However, there are several challenges that students face while learning vocabulary through Duolingo. It can not be used if there is no internet connection (See Munday, 2015). In terms of grammar, Dezza (2020) explained that students felt difficult when they want to combine some words because Duolingo does not provide any grammatical explanation. In addition, Fatah (2019) added that when he taught vocabulary in classroom in 7th grade, he needed more allocation time to prepare projector, loud speaker and laptop. Meanwhile, in online

class teacher does not require much time to prepare the assistant media.

Vesselinov & Grego (2012) discussed about the motivation for learning a new language take a primary role in the progress of the learners' levels in improving their new language. People who are motivated are more likely to follow the program's regulations. The participants had to learn Spanish for two months by depending on Duolingo though some of them were not committed to the program. The findings displayed that the majority of learners developed over time without any external sources or assistance. The results indicated the importance of being determined and having an incentive in order to learn energetically and independently by using online website and application, such as Duolingo. The study which had done by Munday (2016), "The Case for Using Duolingo as Part of The Language Classroom Experience" examined the efficiency of Duolingo incorporation with the traditional teaching method, and it was used in Spanish university courses. The purpose of the study was not to cram for Spanish learning, but to enhance their learning process by not limiting them to a number of hours. At the end, it was shown that Spanish learners enjoyed the media, and achieved more than the required levels. However, advanced learners did not show an adequate development in comparison to first-level learners who improved rapidly through the course. Munday (2016) recommended that Duolingo should be used in the classrooms as the learners prefer to have it instead of homework. Furthermore, there are 22 students who kept using Duolingo even after the end of the course (Munday, 2016). The results demonstrate that Duolingo could be more enjoyable and beneficial for basic level learners than the sophisticated levels. Then, the study done by Ahmed (2016) explored the use of technology in order to promote language learning. He stated that

Duolingo is one of the modern applications that facilitates the learners in acquiring a second language. Hence, the study aims to confirm the hypothesis that Duolingo helped promote acquiring two languages simultaneously for beginners. The results showed that Duolingo can promote acquiring two languages for beginners, but it has limitations. In addition, the study had been done by Ali (2021) stated that teaching vocabulary by using any online media is really required since Covid-19 pandemic has impacted education aspects. She also added, by using Duolingo, the students can learn more about vocabulary. The result of her study indicated that there was a significance difference, improvement and effect of Duolingo usage on students' vocabulary mastery of the seventh-grade students at MTs PAB 1 Helvetia. It contributed the good effect on students' vocabulary mastery and the teachers can choose Duolingo as one of effective online learning media to enhance students' vocabulary mastery.

METHOD

The author used narrative inquiry design since this study aimed to explore secondary students' perception and experiences toward the use of Duolingo as a general vocabulary learning media during Covid-19. In addition, narrative inquiry is the study of experience as story (Clandin et al., 2007). It can help the researcher to capture students' dimensions of experience over time, and attempts to understand how they think through events. In addition, this research was conducted in one of junior high school in Karawang. This study was conducted in April 2021 via online by using WhatsApp because of Covid-19 Pandemic. Furthermore, in collecting the data, 3 students became the participants of this research. The researcher took the participants who have (low, medium, high) vocabulary mastery and they have been being taught by the teacher

using Duolingo in learning vocabulary. Those criteria of students are based on the

recommendation of the students' teacher to make the study in a neutral position.

Table 1. *Students' demography data/information*

Participants (pseudonym)	Gender	Age	Length of English Learning Experience	Category of vocabulary mastery
Mawar	Female	12	4 years	High
Rafi	Male	12	4 years	Medium
Arsya	Female	13	4 years	Low

To collect the data, the author used semi-structured interview. It was used as the main data instrument to get information from the students and it consisted of 14 questions. It is also organized by using a set of questions in accordance to participants' responses (Heigham, 2009). Then, for supporting data, the author used students' reflective journal. It involved students' voice and thoughts and the aspects that must be written in the reflective journal were the same as those in the interview. Then, in analysing the data, the author adopted analysis from Braun and Clarke (2006) which called as thematic analysis. The

techniques are familiarizing the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report.

FINDINGS AND DISCUSSION

The Effectiveness of Duolingo for Learning Vocabulary

The author found the perception of all participants toward the effectiveness of Duolingo for learning general vocabulary, as it was indicated from their answer of interview:

Excerpt 1

"Yes, I think the Duolingo application is easy to access, both on a cellphone and on a laptop during online class, so it is really helpful. The questions on Duolingo are also interesting. It's kind of fun. We arrange the right answers. One of that make it interesting is because it's more challenging, so I downloaded it on my cellphone too." (R1/M)

Based on the answer above, she felt that Duolingo media was effective for learning vocabulary. It was because the questions in Duolingo were interesting and made her challenged because she needed to compose answers. Then, she installed the application at home. Munday (2016) stated that Duolingo can be preference because of the convenience it provides. It

means that Duolingo was easy to use and more interesting so it will be comfortable to be one of the media that used in teaching in classroom. Meanwhile, in the Duolingo, there were also pictures that helped students to answer English vocabulary materials which were easy to understand.

Excerpt 2

"Yes, at first, my friends and I did not know what the Duolingo application was. Then, our teacher explained that this application can help us to increase our vocabulary. When the lesson started, it was really fun and interesting. The Duolingo is also flexible and easy to use. In addition, the features are also interesting, it is like the questions are easy to understand because there are pictures and choices. So, at first, I had a little vocabulary, now, it's increased"
(R2/R)

In addition, two out of three participants applied vocabulary from Duolingo into their learning chapter. The meaning of applying here is, students made the sentences from vocabulary that

students got from Duolingo. Two out of three participants have different experience in applying those vocabulary. This can be seen from their interview answer.

Excerpt 4

"So I know the difference between a boy and a man, a girl and a woman. So these words can be used in the self-introduction lesson (To Be chapter). So I can make the sentence I'm a boy and I am 13 years old." R2

Excerpt 3

"Yes, it's really helpful for learning materials in the book. The examples of vocabulary that I can apply are assumes, country, meat, different. Because I know the meaning of those words, I can make a sentence like my friends come from different country" (R1/M)

R1 feel helped with the vocabulary she got from Duolingo. It was because she can apply the vocabulary she got into learning chapter in the book. She can know the words like assumes, country, meat, and different, so she can make a sentence; my friends come from different country. Meanwhile, R2 added that he can differentiated some words like boy, man, girl and woman. He also can apply them into his lesson chapter in his class about To Be and it is used in self-introduction. The example sentence he can make in self-introduction is; I am a boy and I am 13 years old. When the researcher asked this to R3, she stated that she forgot what vocabulary she get, but she remembered that she ever answered the questions correctly. However, although she was not fully interested to learn English vocabulary, she realized

that Duolingo can help students who want to learn English.

Moreover, Duolingo is effective media to do some assignment at home. In research done by Fauzan (2020), he concluded, Duolingo media can be applied by students at home because it makes students excited and interested to do the assignment by Duolingo. After knowing about Duolingo, two out of three participants downloaded Duolingo and used it as alternative learning media at home. This was in line with the same answers of two participants. They stated that they downloaded Duolingo on their smartphones to be used as learning media outside of online class.

Excerpt 6

"If at home, the internet connection is never been limited because it is always in a good condition, but if the internet is not good, Duolingo cannot be used."

(R1/M)

Excerpt 5

"One day when we wanted to start learning to use Duolingo in an online class, the internet wasn't very good, it was offline, so we could not open the application."

(R3/A)

The Challenges of learning general vocabulary using Duolingo

When learning vocabulary online via Googlemeet, Duolingo cannot be used if the internet connection was limited so it became offline and cannot be accessed.

However, R1 added that when she used Duolingo for learning at home, she never got bad internet connection, it was because her internet connection at home always in good condition.

First disadvantage which explained by R3 was that it cannot be used if the internet connection was bad. So, to be able to learn vocabulary using Duolingo, the teacher or student who opened the media must have a good internet connection. Therefore, Duolingo is difficult to implement in the classroom if there is no internet connection (Utami, 2020).

Then, in terms of grammar, some explanations about grammatical use were not offered by Duolingo. R1 said that she

felt difficult when she want to combine some words because she did not know the rule of sentence arrangements. Meanwhile, for language learners, grammar is an essential part of language learning and there are not direct grammar lessons. There should be a way to incorporate it along with vocabulary. Some students still got difficulty when they got new vocabulary but they could not connect one vocabulary to another. Meanwhile, Nation (2001) stated that students need to be able to connect the words because one can be said mastering vocabulary when she/he knows how to choose words that can represent what she/he is referring.

Students' motivation in learning general vocabulary using Duolingo

In this aspect, two out of three participants felt motivated to continue learning vocabulary through this media. This can be seen from their interview answers.

Excerpt 7

"Very motivated, sis. At first, I wanted to be good at English, but I could not speak it and I did not know how to learn it either. But since the Duolingo application was introduced by my teacher, I become excited again to learn English, especially to increase my vocabulary. When I got home, at that time, I immediately downloaded the application. Even in online classes, I am always enthusiastic to answer the questions in the application even though my answers have been wrong because I don't know the vocabulary yet." (R1/M)

Excerpt 8

"It is directly downloaded at home and used for learning outside the online class. Because I'm a person who likes games, and Duolingo is like a game. If we get the right answer, we will get points and if we answer wrong, our chances of surviving in the application will decrease, so it challenges me to continue to maintain the score so that I can move up to the next stage. ."

(R2/A)

Both participants felt motivated to learn English especially vocabulary at home. So they also downloaded it for use at home. They were always enthusiastic in online classes when learning vocabulary with their teacher and they always want to try to answer questions. One of the things that motivated them was because Duolingo integrated a game where if participants managed to answer correctly, they will get points. Otherwise, if participants choose the wrong answer, the points they have earned will be reduced. That made participants felt challenged to improve their scoreboard. Those findings of interview answers were supported with the notes of students' reflective journals.

I also became motivated to learn English using the Duolingo application, because it can be used during this pandemic, it can also be used anywhere and anytime. (R1/M)

From the Duolingo Application, we can learn English independently, so it is very suitable for the current pandemic period, when we learn at home. (R2/R)

Students said that the learning was very suitable to be applied during a pandemic like now where all activities are carried out online. This finding were supported by the results from Ali (2020), she stated that there was a significant increase in students when implementing Duolingo in online classes due to the pandemic situation.

DISCUSSION

The Effectiveness of Duolingo for Learning Vocabulary

From the findings, the researcher found some perceptions on the effectiveness of Duolingo for providing vocabulary in learning English. All of

participants have the same perception that they felt Duolingo was easy to use in learning English especially vocabulary and it can be used anywhere and anytime. Both of teacher and student can access easily on a laptop or a handphone. They perceive that Duolingo is flexible media. This perception was supported by Muddin (2018), he stated that Duolingo can be accessed anywhere and anytime, so teachers are not difficult to implement it in online class because of Covid-19 Pandemic.

Next, R1 explained that she can use Duolingo at home for her alternatif learning in enhancing her vocabulary mastery. She assumed that vocabulary is one of important aspect to be learned by students. As Richards & Renandya (2002) stressed, vocabulary is a core component of language proficiency and provides much of the basis for how learners speak, listen, read, and write. In addition, R2 explained that the features of Duolingo are interesting because involve some pictures, so he easily understand vocabulary materials of Duolingo. The pictures made the teaching and learning activities interesting and it can make students connect the pictures with the vocabulary or vice versa. This can involve students' imagination to memorize vocabulary easier.

In addition, the researcher found the perception from the participants that they felt positive in using Duolingo because it can facilitate their vocabulary learning. Ajisoko (2020) stated that students' english score can increased when they learn English vocabulary with Duolingo. He also stated that this can give information for teacher and students to have abroad learning practice. Jaelani (2020) added that learning English using Duolingo make students' understanding of vocabulary better and it can also make students easy in memorizing vocabulary (Utami, 2020). Next, the result of Muddin

(2018) agreed that Duolingo application can improve students' ability in mastering vocabulary and make them skillful in memorizing the vocabulary.

Students can apply the vocabulary they get into their learning chapter to be used as new sentences. As it was indicated from Rahmawati (2018), learning vocabulary is not only learning about new words or new vocabulary, but also about how to use vocabulary into correct usage. R1 explained that she can make sentences from the vocabulary she got in Duolingo. The vocabulary are assumes, different, country, meet, etc. The example sentence she can make is "my friends come from different country". Next, from R2, he explained that vocabulary they get from Duolingo can be used in his learning chapter at class. One of them is about To Be. Subject "I" must be followed with the To Be "am", so he can make a sentence in self-introduction like "I am a boy and I am 13 years old". In expressing something in English, the most important thing students need to consider is vocabulary. Without vocabulary, they never can express something except with gestures which is limited and a little hard to understand. A person said to know a word if they can recognize its meaning when they see it (Cameron, 2001). It means that students have to understand the meaning of vocabulary and can use it in sentence context (Rahmawati, 2018).

Two out of three participants downloaded Duolingo at home to be used as their learning media. As stated by Munday (2015), Duolingo also can support students to improve their vocabulary with Duolingo at their home. In addition, Duolingo is a free language learning application that can be accessed everywhere and everytime. This can be an alternative for students to integrate Duolingo as their learning media at home. As explained by R2 that he downloaded Duolingo at home to enhance his English

skill. Nushi, et al (2015) stated that Duolingo is a useful language learning media that can provide learners with practical and systematic steps to learn a new language on their own. It is obviously important and can be used as self-study. Vu & Shah (2016) believe that student learning success is influenced by their independence in learning outside the classroom. This is because students who do independent learning can understand their needs in learning languages and can also organize their own learning activities to achieve their learning goals. Therefore, students can make Duolingo as their effective learning media at home so students can control their own learning activities and keep their own responsibility in their own learning.

The challenges of learning vocabulary through Duolingo

The researcher found some perception in this aspect of challenges of learning vocabulary through Duolingo. First challenge of learning vocabulary through Duolingo is that it cannot be used if the internet connection is bad. To be able to learn vocabulary using Duolingo, the teacher or student who opens the media must have a good internet connection. Therefore, Duolingo is difficult to implement in the classroom if there is no internet connection (Utami, 2020).

Then, In terms of grammar, Duolingo does not offer any explanations about grammatical use. Meanwhile, for language learners, grammar is an essential part of language learning and there are not direct grammar lessons. There should be a way to incorporate it along with vocabulary. Some students still difficult when they get new vocabulary but they can not connect one vocabulary to another as R1 indicated that she is still difficult to connect each vocabulary because she does not know the rule. Meanwhile, Rasinski & Rupley (2019) stated that students need to

be able to connect the words because one can be said mastering vocabulary when she/he knows how to choose words that can represent what she/he is referring.

Students' motivation in learning general vocabulary using Duolingo

From the findings, students perceived that Duolingo can motivate them to learn outside of class. Then, students became more enthusiastic while learning vocabulary in online class and at home. It can be because Duolingo incorporates some gamification aspect in learning with, it can motivate and engage learners in learning with Duolingo (Munday, 2015, p.88). The material which learning for game usually difficult to forget, it can be because the learners enjoy the learning. As it was indicated from R2's answer, he likes playing game and Duolingo is integrated with game because we have to choose the right answer to get point. He felt challenged when he learnt general vocabulary through Duolingo. R1 and R2 stated that they were always enthusiastic in online classes when learning vocabulary with the teacher and always want to try to answer questions. It is in line with the research done by Munday (2015), Duolingo is a language learning media which can be used to increase levels of active learners in teaching and learning process. It can be because Duolingo incorporates some gamification aspect in learning with, it can motivate and engage learners in learning with Duolingo.

Then, when the researcher asked this to R3 who has low-vocabulary, she explained that she was not interested in learning English. So, when she knew about Duolingo for learning vocabulary, she did not download it at home. The reason why she not interested in learning English was because she felt that it was difficult to learn and her surrounding did not support her to learn English more deeply. Thereby, she has lack of motivation and finally it

influenced the result of the learning. While, if we have higher motivation, we will get higher achievement.

CONCLUSION

This study aimed to explore the secondary students' perception and experiences on Duolingo-mediated general vocabulary learning during Covid-19 Pandemic. This study determined 3 main themes which focused on; The effectiveness of Duolingo for learning vocabulary, the challenges of learning vocabulary through Duolingo and students' motivation in learning vocabulary using Duolingo. Through this study, secondary students should know that they could enhance their vocabulary mastery by using Duolingo media. In addition, the teachers who teach at secondary level should consider on the use of appropriate media in teaching general vocabulary to the secondary students. Insightfully, there are students at secondary level who find challenges in learning English because they have lack of vocabulary and motivation. Those caused secondary students could not communicate with their surroundings in English and they are also difficult to understand the material given by curriculum. Overall, the use of this media should be considered greatly by secondary students and teachers as it can facilitate the vocabulary learning process.

However, the limitation of this study is it only explored 3 secondary students in learning general vocabulary. The author implemented narrative inquiry design without being directly involved in the teaching and learning process. It would be more insightful if the study covered the perception of more participants by conducting case study design which the researcher involved in the teaching and learning process. Also, this study only discovered the foundation of learning language that is general

vocabulary, it would be insightful if further studies covered the other kinds of vocabulary like survival, practical, disciplinary and technical vocabulary so students can use the vocabulary they get into particular context. However, this study could also be developed to provide better implications for its readers by providing a flash seminar that discussed more about vocabulary learning so that it can be implemented in their daily life.

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APPENDICES

Interview blue print

1. Apakah Duolingo mudah digunakan dalam pembelajaran Bahasa Inggris, khususnya pembelajaran kosa kata?
2. Apakah soal-soal kosakata Bahasa Inggris dalam Duolingo menarik?
3. Apakah soal-soal kosakata Bahasa Inggris dalam Duolingo mudah dipahami?
4. Apakah Duolingo dapat meningkatkan kosakata anda?
5. Apakah anda setuju bahwa belajar kosa kata melalui Duolingo membuat anda memahami kosa kata dengan baik?
6. Apakah mempelajari kosakata dengan Duolingo membuat anda lebih memahami materi pembelajaran?
7. Apakah Duolingo menjadi sulit digunakan jika koneksi internet terhambat?
8. Apakah Duolingo kurang bermanfaat untuk belajar di kelas online?
9. Apakah anda pernah/sering merasa kesulitan belajar kosakata melalui Duolingo?
10. Setelah menggunakan aplikasi Duolingo, apakah anda menjadi lebih bersemangat dan termotivasi untuk mempelajari kosakata Bahasa Inggris ?
11. Apakah anda menjadi sering menggunakan Duolingo untuk menambah kosakata di luar kelas ?
12. Apakah anda selalu antusias di kelas saat pembelajaran kosa kata melalui Duolingo?
13. Apa saja latihan yang anda kerjakan selama belajar melalui Duolingo?
14. Sebutkan dan jelaskan pengalaman lain yang anda alami setelah mempelajari kosa kata menggunakan Duolingo?

Reflective journal Blue print

Vocabulary learning journal using Duolingo	
Date	
Name & Class	