

**STUDENTS' ENGLISH LEARNING MOTIVATION IN USING
DUOLINGO : A SURVEY STUDY AT SENIOR HIGH SCHOOL 4
PEKANBARU**

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BY

RAFINAZLY
SIN. 11910413014

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU**

**PEKANBARU
1445 H / 2024 M**

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DUOLINGO : A SURVEY STUDY AT SENIOR HIGH SCHOOL 4
PEKANBARU**



BY

RAFINAZLY
SIN. 11910413014

Thesis

Submitted as partial fulfillment of the Requirements
for Bachelor's Degree of English Education
(S. Pd)

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF EDUCATION AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

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I hereby,

Name : Rafinazly
Student Number : 11910413014
Phone Number : 081377272355
e-mail : Nazly797@gmail.com
Department : English Education
Faculty : Education and Teacher Training
University : State Islamic University Sultan Syarif Kasim Riau

Certify that this skripsi entitled “**Students’ English Learning Motivation in Using Duolingo : A Survey Study at Senior High School 4 Pekanbaru**” is certainly my own work and it does not consist of other people’s work. I am entirely responsible for the content of this *skripsi*. Others’ opinion findings included in this *skripsi* are quoted in accordance with ethical standards.

Pekanbaru, July 10th, 2024



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11910413014

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SUPERVISOR APPROVAL

Thesis entitled "Students Perception on The Use of Duolingo Towards High School Students' English Learning Motivation at High School 4 Pekanbaru" by Rafinazly, SIN. 11910413014. It has been accepted and approved to be examined in the meeting of the final examination committee of undergraduate degree of Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

Pekanbaru, Ramadhan 15th, 1445 H

Maret 27th, 2024 M

Approved by,

The Head of
English Education Department


Dr. Faurina Anastasia, S.S., M.Hum.
NIP. 198106112008012017

Supervisor


Dr. Faurina Anastasia, S.S., M.Hum.
NIP. 198106112008012017

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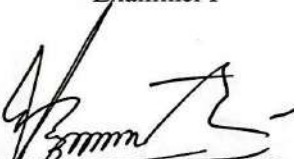
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The thesis entitled *"Students' English Learning Motivation in Using Duolingo : A Survey Study at Senior High School 4 Pekanbaru"* was written by Rafinazly, SIN. 11910413014. It has been examined and approved by the final examination committee of Undergraduate Degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau on Dzulhijjah 3rd, 1445 H / June 10th, 2024 M. It is submitted as one of the requirements for Bachelor Degree (S.Pd) at Department of English Education.

Pekanbaru, Dzulhijjah 3rd, 1445 H
June 10, 2024 M

Examination Committee

Examiner I



Abdul Hadi, M.A., Ph.D
NIP. 197301182000031001

Examiner II



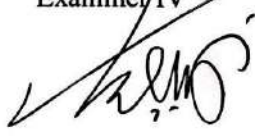
Rizki Amelia, M.Pd
NIP.198308202023212036

Examiner III




Dr. Riza Amelia, M.Pd
NIP. 198204152008012017

Examiner IV



Dedy Wahyudi, M.Pd
NIP.198012102023211011



Dean
Faculty of Education and Teacher Training
Dr. H. Kadar, M. Ag
NIP. 19650521 199402 1 001



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Pekanbaru, Juni 21th, 2024
The Researcher,

Rafinazly
SIN. 11910413014

UIN SUSKA RIAU

ABSTRACT

Rafinazly (2024) : Students' English Learning Motivation in Using Duolingo : A Survey Study at Senior High School 4 Pekanbaru

The critical factor in achieving a high degree of success is motivation, and a great deal of research has been done to determine how to improve students' motivation to learn. The purpose of this study is to learn how Duolingo influences students' motivation in English learning. Duolingo is free language-learning resource that takes an entertaining and engaging exercises. Quantitative research was conducted for this study. Senior High School 4 Pekanbaru's eleventh-grade medical primary students made up the research's population. The study took place in February of 2024. Random sampling was employed by the researcher to choose the sample. Regarding data collection, the researcher employed a questionnaire because it is a useful tool for gathering information from a large number of people. The outcome reveals that 5054 is the total score, and the mean of the student's score is 70,94. Moreover, the scoring percentage is 78,08%. Based on the criteria, the score indicates students have a high level of motivation in using duolingo. In conclusion, most students believe the Duolingo application can motivate them to study English further. Students cited Duolingo's methods and approach as reasons for enjoying using it.

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ABSTRAK

Rafinazly (2024) : Motivasi belajar Bahasa Inggris Siswa dalam menggunakan Duolingo : Studi Survei di SMA Negeri 4 Pekanbaru

Faktor penting dalam mencapai tingkat keberhasilan yang tinggi adalah motivasi. Banyak penelitian telah dilakukan untuk menemukan cara untuk meningkatkan motivasi belajar siswa. Tujuan dari penelitian ini adalah untuk mempelajari bagaimana Duolingo mempengaruhi motivasi siswa dalam belajar bahasa Inggris. Duolingo adalah aplikasi belajar bahasa gratis yang menggunakan pendekatan yang menghibur dan menarik. Penelitian kuantitatif dilakukan untuk penelitian ini. Populasi penelitian ini adalah siswa SMA 4 Pekanbaru jurusan medical kelas XI di SMA Negeri 4 Pekanbaru. Penelitian berlangsung pada bulan Februari 2024. Purposive sampling digunakan oleh peneliti untuk memilih sampel. Mengenai pengumpulan data, peneliti menggunakan kuesioner karena merupakan instrumen yang tepat untuk mengumpulkan informasi dari banyak orang. Hasilnya menunjukkan bahwa nilai totalnya adalah 5054, dan rata-rata nilai siswa adalah 70,94. Persentase penilaiannya adalah 78,08%. Berdasarkan kriteria yang ada, skor tersebut menunjukkan siswa memiliki persepsi positif penggunaan Duolingo terhadap motivasi belajar bahasa Inggris mereka. Kesimpulannya, sebagian siswa percaya bahwa aplikasi duolingo dapat memotivasi mereka untuk belajar Bahasa Inggris lebih lanjut. Siswa beranggapan bahwa metode dan pendekatan duolingo sangat bisa dinikmati.

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ملخص

رافينازلي، (٢٠٢٤): دافعية تعلم اللغة الإنجليزية لدى التلاميذ باستخدام دوولينجو: دراسة استقصائية في المدرسة الثانوية الحكومية الرابعة بكنبارو

العامل المهم في تحقيق النجاح هو الدافع. تم إجراء العديد من البحوث لإيجاد طرق لزيادة دافع التعلم لدى التلاميذ. الهدف من هذا البحث هو دراسة كيفية تأثير دوولينجو على دافع التلاميذ في تعلم اللغة الإنجليزية. دوولينجو هو تطبيق مجاني لتعلم اللغات يعتمد أسلوباً ترفيهياً وجذاباً. تم إجراء بحث كمي لهذا البحث. ومجتمع البحث تلاميذ المدرسة الثانوية الحكومية الرابعة بكنبارو يتخصصون في الفصل الطبي الحادي عشر في المدرسة الثانوية الحكومية الرابعة بكنبارو. وتم إجراء البحث في فبراير 2024. وتم استخدام العينات العشوائية من قبل الباحث لتحديد العينة فيما يتعلق بجمع البيانات، استخدم الباحث الاستبيانات لأنها أداة مناسبة لجمع المعلومات من العديد من الأشخاص. وأظهرت النتائج أن مجموع الدرجات هو 5054، ومتوسط درجات التلاميذ 70.94. ونسبة الدرجات هي 78.08%. بناءً على المعايير الحالية، توضح هذه النتيجة أن التلاميذ لديهم مستوى عالٍ من الدافعية تجاه استخدام دوولينجو لتحفيزهم على تعلم اللغة الإنجليزية. الاستنتاج يعتقد بعض التلاميذ أن تطبيق دوولينجو يمكن أن يحفزهم على تعلم اللغة الإنجليزية بشكل أكبر. ويعتقد التلاميذ أن طريقة ومنهج دوولينجو ممتع للغاية.

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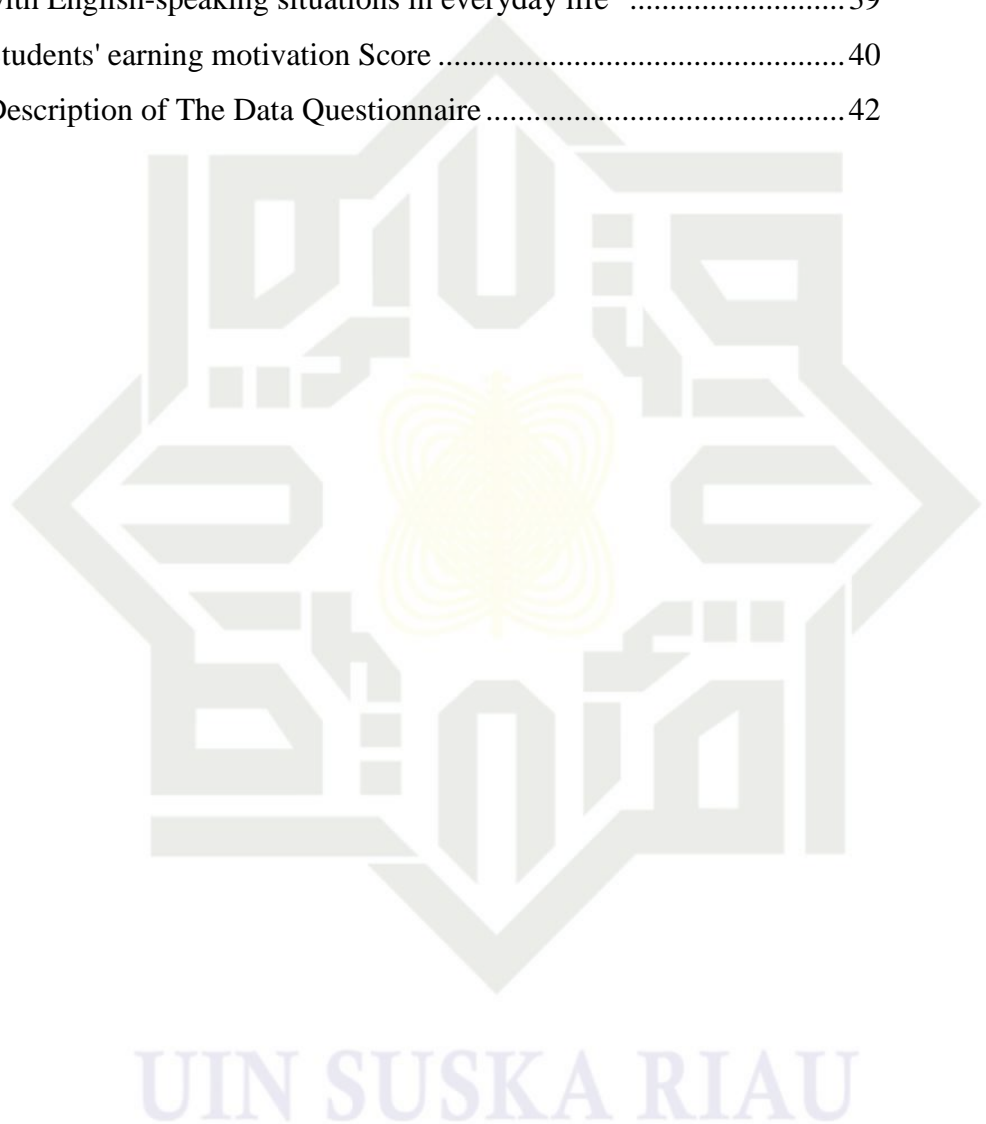
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Questionnaires
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Appendix 1
Appendix 2
Appendix 3
Appendix 4

CHAPTER 1

INTRODUCTION

A. Background of the Problem

Motivation is the most essential factor in attaining a high level of success, as it supports students' expectations and significantly contributes to language acquisition. Students will learn more efficiently and effectively when they are motivated to do so. Motivation influences every aspect of language acquisition. Motivated language learners could attain high levels of value and knowledge. The teacher frequently employs appreciation, praise, discipline, reward, and gifts to motivate students. Teachers acknowledge that motivation has a substantial effect on students. Some individuals cannot alter their future without being inspired from within.

In EFL learning, technology has been rapidly used in various ways. (Gilakjani and Leong, 2012) Stated that technology offers new tools, approaches, and strategies that have been developed for teaching and learning language abilities. However, (Lailiyah and Cahyono, 2017) stated that some EFL teachers are unwilling to incorporate technology into their classrooms. Several factors have been identified as contributing to the non-use of technology by EFL instructors. The factors include a lack of resources and training, false beliefs about technology, lack of self-efficacy, and insufficient leisure to experiment with technological tools, and this also aligns with findings offered by (Pourhosein, Gilakjani, 2013), which stated that teachers must possess specific technological knowledge and skills to use computer-based technologies successfully. Focusing solely on executing a specific program is insufficient; instruction should also be on how to



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use it to enhance student learning. Moreover, Classroom management should also be emphasized because it relates to the use of computer technologies. Not only do educational practices that integrate technology improve the quality of learning, but Nevertheless, they also enable students to develop their skills, increase motivation, and efficiently increase their knowledge and information (Chen et al., 2018). Moreover, (Haleem et al. 2022) stated that technology gives students a faster evaluation and more engagement since teenagers nowadays use smartphones and other digital devices.

New English-learning media have been developed. One of them utilizes smartphone applications that can be downloaded and played. Duolingo is one of them. Duolingo is a smartphone application developed and designed by Luis von Ahn and Severin Hackers for iPhone and Android users. Duolingo was established in 2012 for iPhone users, and its Android app was introduced in 2013. With over 300 million users, Duolingo is the most popular language-learning platform and the most downloaded education program globally. The company aims to make education accessible, enjoyable, and free. Duolingo is a game-based application that teaches students English as a second or foreign language. It is convenient because students can obtain it for free on their computers and mobile devices. It offers a succession of activities ranging from word vocabulary to sentence utilization. Entirely technological, this virtual application enhances the learning environment. Students will acquire technological proficiency while studying academic content (Camille Davalos Perez, 2020).

Based on the observation performed at the Senior High School 4 In Pekanbaru and also interviews with English teachers, the students face three major problems

the problems are some students feel less motivated by the English material, lack participation, are too bored and lazy to learn. Students are unprepared for the task or homework given.

Numerous studies have been performed to determine the effect of Duolingo on student's motivation (Amin, 2021; Habibie, 2020; Hidayati & Diana, 2022) revealed that the use of Duolingo succeeds in engaging students' motivation, and they also felt at ease and comfortable using the application in their daily lives. (Amin, 2021) asserted that Duolingo significantly impacts students due to its engaging gamification elements, such as a leaderboard, achievements, points, and levels, which motivate them to continue learning by playing Duolingo. However, the rate of improvement varies among the students. These studies were conducted in a university and performed with a qualitative approach. The researcher uses a qualitative approach in this study, and the subjects are Senior High School students. Therefore, the researcher intends to find out the answer to the problems above in a research project entitled: Students' English Learning Motivation in Using Duolingo : A Survey Study at Senior High School 4 Pekanbaru.

B. Problems of the Research

Based on the background of the problem, the researcher identifies some problems of this research as follows:

I. Identification of the Problem

- a. Students feel unmotivated regarding material learning.
- b. Students feel bored due to lacking media or technology in English learning.
- c. The lack of preparation for the task or homework given by the teacher.

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2. Limitations of the Problems

This study focuses on the students' english learning motivation in using duolingo at high school 4 pekanbaru.

3. The Formulation of the Problems

The researcher formulates the research questions is How is the Students' english learning motivation in using duolingo at high school 4 pekanbaru.

C. The Objectives and the Significance of the Research

1. The Objectives of the Research

This study aims to describe the students' english learning motivation in using duolingo at high school 4 pekanbaru.”

2. The Significance of the Research

The research expects that the finding of the research can be helpful for:

- a. It can inspire English teachers, particularly in increasing students' motivation to learn English and enhancing their English proficiency through the Duolingo application.
- b. It can assist students in the development of new abilities. The game-like interface of the Duolingo application is intended to improve students' motivation of English learning as simple, pleasurable, and straightforward.
- c. The researcher can explore more information about Duolingo Application and learning motivation. In addition, it addresses the research concerns.

D. Definition of key terms

1. Duolingo

Duolingo is a web-based language-learning platform that teaches foreign languages via online activities. In addition to a website, an app is available for Android, iOS, and Windows mobile devices. Its manifesto seeks free access to language education, which is the case for both the leading site and the Duolingo application. In this research, duolingo is a highly regarded language-learning tool, is available for free either through its website (duolingo.com) or via a mobile application.

2. Motivation

Motivation is a state of cognitive arousal' that elicits a 'decision to act', as a result of which sustained intellectual and physical effort is exerted in order to attain a predetermined objective. In this research, Motivation refers to an internal force or inclination inherent in humans that can stimulate, guide, and structure their actions.

3. Learning Motivation

Motivation is a state of cognitive arousal' that elicits a 'decision to act', as a result of which sustained intellectual and physical effort is exerted in order to attain a predetermined objective. In this research, learning motivation is the urge, desire, or tendency that pushes people to participate in the learning process. It includes all of the different elements that affect a person's eagerness and willingness to learn new things.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Motivation

a. Definition of Motivation

Motivation comes from the word motive. Webster's Dictionary defines motive as something that causes a person to act. Motivation is defined as an attribute of the individual describing the psychological qualities underlying behaviour concerning a particular task (MacIntyre et al., 2001).

According to (Melendy, 2008), Motivation is a process that begins with a need and results in behaviour that propels a person toward achieving an objective. When individuals desire something, they will exert effort to obtain it. The quantity of time and effort expended correlates with an individual's motivation. Therefore. Emphasizing the significance of English will increase their motivation.

Furthermore, (Abrar et al., 2022) stated that motivation implies that you are moved to act. A person is unmotivated if they lack the desire or inspiration to act. In contrast, a person who is stimulated or activated to accomplish a goal is considered motivated. This Definition, consistent with Melendy's, indicates that the extent of a person's needs or desires determines his or her motivation. Moreover, (Abrar et al., 2022) defined motivation as a component of a student's universe determined by his ambitions, preferences, and needs.

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Based on the previous definitions, it can be argued that motivation is crucial in determining the learning success of students. It often correlates with psychological behaviour towards a particular goal. Additionally, it is related to students' desire to understand English and their willingness to invest more time and effort in their studies, which will impact their learning achievement in general.

b. Kinds of Motivation

Motivation can be categorized in numerous ways. However, there are generally two kinds of motivation: extrinsic and intrinsic, which originates from outside and within the students. The explanations are as follows:

1) Intrinsic Motivation

Intrinsic motivation is engaging in an activity for its inherent excitement instead of opposed to some external reward. When a person is intrinsically motivated, he or she is moved to act because of the enjoyment or challenge involved, as opposed to external prods, pressures, or rewards. (Ryan & Deci, 2000). While intrinsic motivation is not the only type of motivation or volitional activity in humans, it is undoubtedly one of the most common and significant kinds of motivation in our species. When they are at their most vigorous, humans are creatures that, from the time they are infants onward, exhibit high levels of energy, curiosity, and playfulness. They exhibit a consistent eagerness to learn new things and broaden their horizons, and they do not require extrinsic motivation in order to do so. This intrinsic tendency towards motivation influences an individual's cognitive growth and social and physical development. This is

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because one can gain new information and develop new abilities by pursuing innate passions.

Moreover, Ryan and Deci introduced a Self-Determination Theory. Self-determination theory classifies and differentiates various categories of motivation based on the various reasons, causes, or goals that support a deed or an accomplishment (Nurhidayah, 2020). However, (Bernard, 2010) stated that this is not unique to the study of language-related motivation. Instead, a more general psychological theory proposes that three fundamental psychological requirements shape intrinsic motivation, internalization, and identity development.

According to (Bernard, 2010), Intrinsic motivation can be divided into three categories: the motivation to learn (performing the activity for the intrinsic pleasure of exploring ideas and learning new things), the motivation to accomplish (the pleasure associated with mastering a task or reaching a goal), and the motivation to stimulate (feelings such as fun and excitement).

Based on the explanation above, it can be concluded that Intrinsic motivation comes from the individual feeling. It can be related to the inside emotions of learners and considers how learners engage in the task and whether they are willing to participate in the activity.

2) Extrinsic Motivation

(Harmer, 2001) stated that extrinsic motivation results from various external factors, such as the need to pass an exam, the expectation of financial reward, or the fear of failure. Potential for future travel Extrinsic

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motivation is a concept that applies whenever an activity is performed to achieve a distinct outcome. Thus, extrinsic motivation contrasts with intrinsic motivation, which refers to engaging in an activity for its own sake rather than utility (Ryan & Deci, 2000).

Moreover, Ryan and Deci classified extrinsic motivation into three categories. The categories are:

a) External Regulation

These actions are carried out in response to an external demand or to obtain an externally imposed reward condition.

b) Introjected Regulation

It describes a type of internal regulation that is still quite controlling because people perform such actions under duress to avoid guilt or anxiety or to attain ego-enhancements or pride.

c) Integrated Regulation

Integration occurs when identified regulations have been thoroughly assimilated into the self. This occurs through self-reflection and aligning new regulations with one's other values and requirements.

In short, extrinsic motivation refers to environmental influences that direct behavior in order to achieve an objective. It is motivated by a desire for external reward.

c. Factors of Students' Motivation

According to (Harmer, 2018), cited in (Martini 2019), several factors contribute to students' motivation in the classroom. The factors are:

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1. Physical Condition

It is related to the classroom environment. Imagine if students had to study in a classroom with overcrowding, poor illumination, or a broken air conditioner; this would decrease their motivation. Even abandon their learning motivation.

2. The Teacher

The most influential variable of motivation and demotivation is the teacher. It has become a crucial component in demotivating students.

3. The Teaching Method

It refers to how the teacher instructs, influencing the students' learning motivation. When students become bored with a teacher's method, their motivation diminishes or disappears. If students lose faith in the procedure, they will lose motivation.

4. Success

It refers to the appropriate measure of difficulty created by the teacher. If the challenge in their work or activity is too difficult or easy, it can create a demotivated learning environment for students.

d. Indicators of Learning Motivation

According to Gardnes theory, three components were identified as aspects of motivation including positive affect (enjoying the task of learning the language), desire (desire to achieve a goal), and effort (the effort to learn the language). Furthermore, Habibie (2020) stated that these components should be included when studying students' motivational

2. English Learning Motivation

English is the most spoken language in the world and is known as the international language. Millions learn it from individuals as a first or second language. English is studied as a second language in Indonesia and plays a crucial role in every aspect, notably education. In the era of the millennium, students not only use English in their actual communication but also on various applications and websites.

There is widespread consensus that motivation is one of the most critical factors in language acquisition. It determines whether or not a person will be successful in learning English. According to Brown as cited in (Menggo, 2018), The degree to which learners are intrinsically or extrinsically motivated to succeed in English tasks may be argued by English teachers to be the most influential aspect of the entire motivation construct. Therefore, providing an exciting learning environment is crucial for the students.

Duolingo

a. Definition of Duolingo

New English-learning media have been developed. One of them utilizes smartphone applications that can be downloaded and used. The name of the application is Duolingo. Duolingo is a free language-learning platform accessed through the web (duolingo.com) or as an application on mobile devices. It is a top-rated program for language learning, with around 300 million learners and still counting (Aulia et al., 2020). Duolingo, launched in 2012, started as a browser-based mobile application that allows users to "learn a language for free forever." This application is structured so that as

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users progress through the courses, they simultaneously assist in interpreting various websites and other resources. Millions of people are acquiring a foreign language to translate the web as a secondary effect of its creation.

Following (Sakalauski & Leonavičiūtė, 2022), There are three account categories available on Duolingo: free, Duolingo Plus, and Duolingo for Schools. Duolingo for Schools was explicitly designed for educational institutions, enabling teachers to monitor each student's progress. Duolingo Plus is an ad-free paid account that can be used offline and provides progress assessments, personalized practice, unlimited hearts, etc.

According to (Putri & Islamiati, 2018), Duolingo is a free app Luis von Ahn created and Severin Hacker developed for language acquisition. Duolingo can also be found on the website; it is free. In addition to English, nine other languages, including Spanish, French, South Korean, Italian, German, and Portuguese, can be learned. Duolingo has an effective learning strategy because it uses game mechanics to create guarded incentives for students to learn, significantly motivating learning systems. It is built like a computer game in which players must pass a certain level. A student completes the language tree level. The next lesson can be accessed once the student has mastered the material. Users can complete numerous exercises, including writing, listening, and speaking into a microphone. Duolingo incorporates exercises and repeated exercises into its lessons. Duolingo incorporates "play and learns" to facilitate a relaxed and pleasurable learning environment.

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The primary aim of Duolingo is to provide an exciting and fun learning way that attracts users to spend more time learning a language, which is in line with Government Regulation No.19 article 19 paragraph 1, which states, “The learning process in educational units is held interactively, inspiring, fun, challenging, participants motivate students to participate active and provide sufficient space for initiative, creativity, and independence following the talents, interests, and physical and psychological development of students.” Therefore, it is crucial to have an attractive and fun learning environment.

b. The Advantages of Duolingo

Duolingo came up with a revolutionary way of learning language. By combining learning and gaming experiences, Duolingo has become a trend in language teaching. The success of Duolingo can only happen with proper and well-prepared features and options for learning (Sakalauske & Leonavičiūtė, 2022), revealing the advantages of Duolingo as follows;

1) Languages Option

To this date, Duolingo offers 43 different languages. In addition to English, French, and Spanish, learning the endangered Hawaiian and Navajo languages, High Valyrian from the Game of Thrones books, and Klingon from the Star Trek television series is possible.

2) Gamification

As users progress, they unlock higher levels, earn points for each exercise, compete in leaderboards, are rewarded with virtual tokens for achievements, win virtual currency (called gems) that can be used to

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purchase additional services, and have a limited number of "hearts." Their user statistics and accomplishments are displayed in their accounts. Gamification of the learning process engages users.

3) Freemium model

Users have access to a free suite of services, such as language courses, and also have the option to purchase premium services. Users pay extra for unlimited lives, supplementary courses, and the ability to skip levels.

4) Crowdsourcing

The first courses were developed by the company's founders with the assistance of experts. Later, courses were created with the assistance of volunteers. During courses, all users are permitted to suggest alternate translations. Because of crowdsourcing and ad-supported content, the company can provide free access to the platform.

5) Intuitive, simple, and immersive design

The application employs circular shapes and is appealing in appearance; registration and use are simple. The internal social network allows it to connect with other users and extend congratulations on their accomplishments. Additionally, there is an engaged forum. One lesson can be completed in three to seven minutes, which makes it simpler to attract users who may not have the time to complete 30-minute lessons on other platforms. Even though courses are brief and concise, users spend more time on them.

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6) Technical skills and innovation.

An algorithm for machine learning records and evaluates what users do and adapts the application to their routines. For instance, a reminder is sent when the user typically practices. The application is gradually evolving, new features are being introduced, and the user effect is being tested exhaustively and frequently.

7) Understanding and relating to the target audience.

The application has gained popularity due to positive user reviews and a humorous tone. Duolingo's social media accounts portray the owl emblem as a passive-aggressive persecutor. This type of content assisted in rapidly reaching an enormous amount of followers and their intended audience.

8) Efficiency and collaboration with universities

A study by Vesselinov and Grego revealed that 34 hours of Duolingo lessons are equivalent to 1 semester at the university.

c. The Advantages of Duolingo

There are several disadvantages to utilizing the Duolingo application. The list also offered by (Sakalauské & Leonavičiūtė, 2022) is as follows:

1) Technical defects

Common software bugs exist, and the speech recognition algorithm is wasteful. Users can report problems, but there is no means to contact support for assistance, and most technical issues can be fixed by restarting or rebooting the application.

2) Beginner / intermediate CEFR level content only

Reaching an intermediate level upon course completion is possible, but not an advanced level. The material may be repetitious. Learning occurs through translation, so users must be proficient in at least one of Duolingo's learning languages.

3) No dialogue practice

Additionally, there are no opportunities for developing speaking abilities essential for language use. Critical determinants of a learner's ability to communicate and language proficiency are active dialogue practice and adequate immersion in language-learning contexts.

4) Intrusive commercial

The website's advertisements appear on the side without being intrusive. After each instruction on the program, the same video is frequently played. There is no way to provide feedback on ad relevance, nor are the advertisements tailored to potential consumers. The purchased subscription is vigorously promoted, and users can only turn it off shortly after 10 to 20 seconds.

5) Frivolous image

The platform's image and methods differ from other educational platforms, which have established a more secure reputation. Therefore, Duolingo is occasionally criticized and derided for its approach.

6) User dishonesty

Some users are more interested in the competition than the learning aspect and attempt to score as many points as possible, for instance, by repeating the same, most straightforward courses instead of learning new

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skills or the simplest version of all forty possible languages. Occasionally, exercises are completed with the assistance of scripting. This demotivates other students and portrays the Duolingo app as a game to be won at any cost rather than a learning platform.

7) Business customers

Corporate licenses and corporate transactions. During the COVID-19 pandemic, homeschooling presented difficulties for parents. As an employee inducement, some companies purchased tutoring platform subscriptions. Additionally, they can be offered a corporate Duolingo license.

8) Remote learning and teaching

The educational technology market is expanding. Companies are searching for ways to train and engage their personnel, while educational institutions seek more effective methods of instruction. During the COVID-19 pandemic, the prevalence of teleworking and remote learning has become particularly relevant.

d. Learning English through Duolingo

Learning the English Language is crucial as education becomes increasingly globalized. English is an international language, allowing speakers with diverse linguistic backgrounds to communicate effectively. Instructors use various methods and techniques to teach a language effectively. Duolingo is an application for language learning in which students can learn English through various activities, including translation,

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matching, Dialect, fill-in-the-blank, speaking, listening, multiple choice, and competition.

Duolingo provides various learning features to trigger users to keep playing and learning English. Moreover, (Camille et al., 2020) explained the following features.

1) Gamification

The application promotes language learning by incorporating game-like elements into each instruction. It teaches students the language implicitly as if they were merely playing.

2) Learners' Points and Levels

As the English language learner began to respond to the queries, each correct response was rewarded with one point. Immediate evaluation of language learners is one of the most essential features of Duolingo. When the learner provides an incorrect response to a query, the application immediately displays the learner's errors and how to correct them. Duolingo will repeat the questions as drills if the student continues to make errors. As the students are awarded marks, they will be classified into distinct levels.

3) Achievement Badges

In Duolingo, the application gives badges to language learners when they clear the levels correctly. These badges differ in colors and worth; the learners will gain more as the language learning process increases. This feature serves as an encouragement to the language learners, and they feel

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as if it is a gift for their hard work. Figure 1 displays how the badges are depicted.

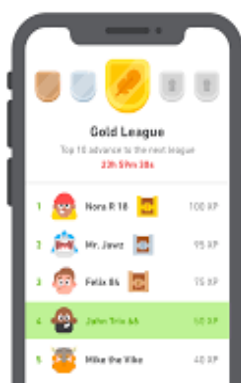
Figure II. 1
Achievement



4) Leaderboards

Leaderboards are a visualization of achievement. The purpose of a leaderboard is to show people where they rank in a gamified system. Duolingo offers social learning because learners can interact with other English language learners and compete against them to rank higher on the leaderboard.

Figure II. 2
Leaderboard



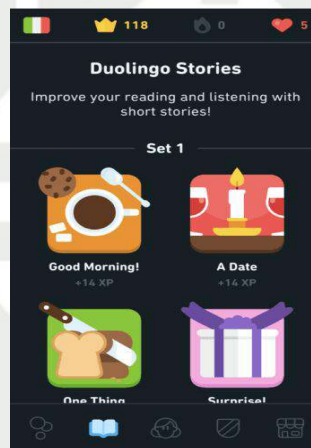
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5) Duolingo Stories

These are interactive stories that learners will hear or read in the language they are studying before the application prompts them to select the correct vocabulary word. Multiple-choice, fill-in-the-blank, and sentence arrangement questions are possible. This feature introduces language learners to authentic situations where they can employ their target language.

Figure II. 3
Duolingo Stories



6) Duolingo Push

Duolingo Push is another feature that helps learners continuously acquire the English language in the application. In the free application, Duolingo always sends notifications on the users' phones or emails, encouraging them to learn the target language for at least fifteen (15) minutes daily. However, the company learned it was not enough to encourage learners; thus, they upgraded their reminding process as they launched the Duolingo Push.

In addition, (Camille Davalos Perez, 2020) also explained the exercises that can be performed on Duolingo. They are:

1) Translation

Entails translating words or sentences from the student's native language (L1) to the target language (L2) or vice versa.

2) Matching

Activities will test their vocabulary by matching the correct words from L1 to L2 or vice versa, using either words or images.

3) Dictation

Enables students to compose the sentence they hear. To effectively write the phrase, they could choose from two speed options: standard or slow.

4) Fill-in-the-blank

Students are tested on their grammatical structure and vocabulary knowledge as they input or select the word required to complete the sentence.

5) Speaking

It promotes concentration because students must focus on the correct pronunciation of the phrases and then restate the provided sentences.

6) Listening

Activity learners must listen to the words, phrases, and sentences and rewrite them in the given space.

7) Multiple Choice

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Provides students with the ability to select the correct words, phrases, or sentences from a list of alternatives.

8) Competition

It is an activity in which learners can compete with other players to test their knowledge in the target language.

B. Relevant Research

To distinguish the current study from previous research, the researchers seek other studies that have similarities and gaps to the current study. The first study is from Hidayati & Diana, (2022) entitled “Students’ Motivation to Learn English Using Mobile Applications: The Case of Duolingo and Hello English”. Their research aims to look at the impact of Duolingo and Hello English on students' motivation to learn English. The research was conducted using a mixed-methods approach, using a daily journal and a questionnaire to capture data. The Findings indicated that students were highly engaged in using both applications. Despite some superficial engagement, they could appreciate the convenience and adaptability of learning English via applications.

The second research is performed by Alvons et al., (2020) entitled “Duolingo As An Educational Language Tool To Enhance EFL Students’ Motivation In Learning”. This study aims to investigate the motivation of students to learn English using Duolingo as an educational language tool. This investigation explored and described the phenomenon using a mix of methods. This investigation included 40 English department students, 10 of whom were male and 30 of whom were female. This study employed questionnaires and interviews for

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data collection, while data reduction, data presentation, and conclusions were employed for data analysis. The study revealed that applying Duolingo was reasonably practical in increasing students' motivation to study English. This study demonstrated that Duolingo is an app that any novice can use to begin learning a second language because it encourages him or her to continue making progress.

The third research was conducted by Amin, (2021) entitled “Gamification Of Duolingo In Rising Student’s English Language Learning Motivation”. This study aims to determine students' motivation for learning English via the Duolingo application, its effects, and what distinguishes it from traditional learning. In conducting this research, data analysis was conducted using case studies. The researchers chose five second-grade SMK Ngunut 1 Tulungagung students who use the Duolingo application to motivate themselves to learn a second language. Direct observation and in-depth interviews were used to capture data from subjects with two language-learning experiences, such as books and learning applications.

In short, the first study employed a mixed method. In addition to focusing on Duolingo, the study also examines Hello English, while this study focuses on Duolingo and employs a qualitative method. The second study was performed at the university level. Therefore the participants were English education students, while the participants of this study will be students from high school students. Lastly, the third study is a case study with a qualitative approach.

C. Operational Concept

The researcher creates a Operational concept for this study based on the explanation provided, An operational concept is a set of indicators that help

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researchers determine the amount of variable appearances. To facilitate measurement, it should be interpreted into appropriate words. Habibie (2020) mentions that there are 3 indicators of students' motivation namely Enthusiasm, Desire to learn, and attitude, as explained below:

1. Enthusiasm

Enthusiasm refers to a learner's passionate and eager attitude towards acquiring and mastering the second language. It manifests as a strong interest, motivation, and excitement about the learning process itself and the language being learned

2. Desire to learn

desire to learn in English learning refers to a learner's strong internal motivation and interest in acquiring proficiency in the English language. This desire plays a crucial role in driving and sustaining the learning process.

3. Attitude

Attitude refers to a set of beliefs, feelings, behaviors, and tendencies towards a particular subject. It is an internal state that shapes how individuals perceive and interact with the world around them. Attitudes can be positive, negative, or neutral, and they influence our thoughts, emotions, and actions in various contexts.

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CHAPTER III

RESEARCH METHOD

A. Research Design

In this study, the researcher used quantitative research. According to (Creswell, 2012), quantitative research is a form of educational research wherein the researcher determines the subject of study, formulates a precise and focused inquiry, gathers numerical data from participants, employs statistical analysis to interpret these figures, and performs the investigation impartially and objectively. Moreover, Aliaga and Gunderson, as cited (Apuke, 2017), defined Quantitative research methods as the systematic investigation and explanation of a particular subject or phenomenon employing collecting data in a numerical format and evaluating it using mathematical techniques.

Moreover, this study employed a descriptive quantitative design. A descriptive quantitative design is a research approach that simultaneously collects quantitative data. Using descriptive statistics enables a researcher to effectively depict a specific scenario using numerical data, hence facilitating the identification of patterns and trends within the research framework (Roni et al., 2019). Moreover, according to Lilis, as cited in (Volkers, 2019), a Descriptive study is designed to acquire a comprehensive understanding of the present state of phenomena. It focuses on determining a situation's inherent characteristics as it exists throughout the investigation.

Based on the reasons given previously, the research findings establish that the descriptive quantitative design constitutes a component of the larger quantitative

design framework. This particular design facilitates the researcher in efficiently gathering and explaining data through numerical scenarios.

B. Time and location of the research

This research was conducted on February 2024; the research location is Senior High School 4 Pekanbaru.

C. Subject and object of the research

This research focused on the eleventh-grade Medical major students of High School 4 Pekanbaru and aimed to show the students' motivation for English learning.

D. Population and sample

The Population of this research is the eleventh-grade Medical major students of High School 4 Pekanbaru. The researcher then decides to use these students as research subjects.

1. Population

The research focused on eleventh-grade students from Senior High School 4 Pekanbaru as the target population, The total population of the eleventh-grade students in Medical major is 142 students coming from four classes.

Table III. 1
Population

Class	Amount
Medical 1	36
Medical 2	35
Medical 3	35
Medical 4	36
TOTAL	72

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2. Sample

A sample refers to a subset or segment of a larger population (Jacobs, 2010). The Population under investigation in this study consisted of 142 students. According to (Creswell, 2012) sample refers to a subset of a population from whom a researcher can obtain data. If the Population exceeds 100, the researcher can select a sample size ranging from 10-15% or 20-25% of the total Population.

According to Arikunto (2006), when the population exceeds 100 respondents, the writer has the option to select a sample size of 10%, 15%, 20%, or 25%.

Table III. 2
Selected Sample

Class	Amount
Medical 1	36
Medical 4	36
TOTAL	72

E. Technique of the data collection

The use of data collection is widely acknowledged as an essential factor contributing to the achievement of desired outcomes. This process encompasses the methodology for data collection, identification of the source, and selection of appropriate instruments. The data collection technique refers to the method employed by the researcher to get the necessary data related to the primary objective. The objective of this study is to determine the goal or aim of the research being conducted. This research conducted questionnaires and interviews to collect the data; the explanation follows.

1. Questionnaires

A questionnaire is a methodological tool consisting of inquiries asking persons to gather statistically reliable data related to a specific subject matter

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(Roopa & Rani, 2012). The use of a questionnaire in this research is to obtain information related to the student's english learning motivation of the use of Duolingo on their English learning motivation.

Table III. 3
Blueprint of Questionnaire of students' motivation

Indicators	Number of Question
Enthusiasm	1,2,3,4,5
Desire to learn	6,7,8,9,10,11
Attitude	12,13,14,15,16,17,18
Total	18

(Adopted from Habibie IAIN Sultan Amai Gorontalo, 2020)

The researcher used a Likert-scale questionnaire. The Likert scale utilized in this study comprises five response options, namely Strongly Agree (SA) with a score of 5, Agree (A) with a score of 4, Neutral (N) with a score of 3, Disagree (D) with a score of 2, and Strongly Disagree (SD) with a score of 1. The table presented below is observable.

Table III. 4
Likert-Scale

Category	Score	
	Effective	Non-effective
Strongly Agree	5	1
Agree	4	2
Neutral	3	3
Disagree	2	4
Strongly Disagree	1	5

F. The technique of the data analysis

This study employed descriptive statistical techniques to analyze the quantitative data. The data explains students' English learning motivation about

using the Duolingo app to increase their learning motivation. The responses to the questionnaire were examined.

Table III. 5
The categories Students's learning motivation

No	Scores	Categories
1	0-49	Low level of learning motivation
2	50-75	Mediacore level of learning motivation
3	76-100	High level of learning motivation

(Adopted from Prapphal and Gardner, 1981)

$$P = \frac{F}{N} \times 100$$

Note :

P = Percentage

F = Frequency

N = Total Population of the student

CHAPTER V

CONCLUSSION AND SUGESSTION

A. Conclusion

According to the results, most students believe the Duolingo application can motivate them to study English further. Students cited Duolingo's methods and approach as reasons for enjoying using it. Duolingo gives the students a chance to learn on their own. The application was comfortable and simple for the students to use in everyday tasks, even though this study lasted only seven days. However, students only need to use this application frequently to become motivated to learn the content and open it when they want to learn more.

B. Sugestion

Based on conclusion above. The researcher would like to purpose some suggestion as stated below:

1. For students

Students must continue practicing their English on the Duolingo app to improve their language proficiency. This application, which has a game-like design, aims to demonstrate to users that learning English does not have to be difficult or stressful.

2. For teacher

The researcher recommends that English teachers explore and utilize the Duolingo application as a tool in the classroom for English language acquisition, following thorough research on how Duolingo can enhance students' motivation to study English. Prior to implementing Duolingo in the

classroom, educators must get a deeper understanding of the application and adapt their lesson plans to align wit

3. For researcher

The author would like to recommend that more research be done to find out what teachers think about using Duolingo in increasing students English learning motivation.

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NO	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	TOTAL
Student 1	4	4	4	4	4	4	4	5	4	4	4	3	4	4	4	4	4	4	72
Student 2	5	4	5	5	5	5	4	5	5	5	5	5	5	4	5	5	5	4	86
Student 3	4	4	4	5	4	4	3	4	3	5	3	4	4	3	4	5	4	5	72
Student 4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	72
Student 5	4	4	5	3	4	4	4	5	4	4	4	4	4	3	3	4	5	4	72
Student 6	4	3	3	3	4	4	3	4	4	4	4	4	4	4	4	5	4	4	69
Student 7	2	2	3	2	2	3	2	3	2	2	3	2	1	2	2	3	3	3	42
Student 8	4	5	3	5	5	4	5	5	5	5	5	5	4	3	4	5	4	3	79
Student 9	3	3	4	3	4	4	3	3	4	4	4	4	4	4	4	4	4	4	67
Student 10	2	2	4	3	2	3	3	5	4	4	4	3	4	4	3	4	4	4	63
Student 11	4	4	4	3	4	4	3	4	3	3	3	4	4	3	4	3	4	3	64
Student 12	3	3	3	4	3	4	3	3	4	3	4	4	4	3	4	4	4	3	63
Student 13	4	4	5	5	5	5	5	5	5	4	4	4	4	4	4	5	4	4	80
Student 14	4	4	4	3	4	3	3	4	3	4	4	3	3	3	4	4	5	4	66
Student 15	4	4	4	4	5	5	3	4	4	3	3	5	4	4	5	5	4	4	74
Student 16	4	4	4	3	3	3	3	4	3	3	4	4	4	3	4	4	3	3	63
Student 17	3	3	5	3	5	5	2	4	4	3	5	4	4	3	3	3	5	5	69
Student 18	4	3	5	3	5	4	3	2	4	4	4	4	3	3	4	4	4	3	66
Student 19	4	4	4	4	3	4	4	4	4	4	4	3	4	3	4	4	4	4	69
Student 20	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	71
Student 21	3	4	4	3	4	4	2	3	3	4	4	4	4	4	4	4	4	4	66
Student 22	3	3	3	3	4	4	3	3	4	3	4	3	4	3	4	4	5	5	65
Student 23	4	3	3	3	4	4	3	3	4	3	3	4	3	3	4	4	4	4	63
Student 24	4	4	4	4	2	4	5	5	5	4	5	4	3	4	5	3	4	5	74
Student 25	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	89
Student 26	5	5	4	5	5	5	5	5	5	4	5	5	5	5	4	4	5	5	86
Student 27	4	3	5	3	4	4	2	4	3	2	4	4	4	2	3	3	4	3	61

Student 28	4	3	4	5	3	4	5	4	4	4	3	3	4	4	3	4	67
Student 29	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	74
Student 30	3	3	3	3	3	3	3	3	3	4	3	3	4	4	3	4	58
Student 31	4	4	4	4	2	4	2	4	5	4	5	4	5	5	4	4	72
Student 32	4	4	4	3	4	5	3	5	4	4	3	5	2	3	3	5	71
Student 33	4	4	5	5	5	3	4	3	4	3	3	5	5	5	4	5	76
Student 34	4	4	3	4	5	5	3	5	4	4	4	5	3	5	4	5	77
Student 35	5	5	3	4	4	4	4	2	4	5	5	5	2	4	4	4	73
Student 36	5	5	4	3	3	5	5	3	5	5	5	5	4	3	3	5	75
Student 37	4	4	4	3	4	4	4	4	4	4	3	4	3	4	4	4	69
Student 38	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	4	72
Student 39	3	4	3	4	4	2	3	3	4	4	4	4	4	4	4	4	66
Student 40	3	3	3	4	4	3	3	4	3	4	5	4	3	4	4	5	67
Student 41	4	3	3	4	4	3	3	4	3	3	4	5	3	4	4	4	65
Student 42	4	4	4	2	4	5	5	5	4	5	4	3	4	5	3	4	74
Student 43	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	89
Student 44	5	4	5	5	5	5	5	5	4	5	5	5	5	4	4	5	86
Student 45	4	3	5	3	4	4	2	4	3	2	4	4	4	2	3	3	61
Student 46	4	4	4	3	4	4	4	4	4	4	5	4	3	4	4	4	71
Student 47	3	3	4	3	5	5	3	4	5	4	4	4	3	3	4	4	68
Student 48	5	5	4	4	4	4	5	4	4	4	4	4	4	4	4	4	76
Student 49	3	3	3	3	3	3	3	3	3	3	4	3	3	4	4	3	58
Student 50	4	4	4	4	4	2	4	2	4	5	4	5	4	5	5	4	72
Student 51	5	4	5	4	4	3	4	5	3	5	4	4	3	5	2	3	71
Student 52	4	4	5	5	5	3	4	3	4	3	3	5	5	5	4	5	76
Student 53	5	4	3	4	3	5	5	5	3	5	4	4	4	5	3	5	75
Student 54	5	5	3	5	4	4	4	2	4	5	3	5	2	4	4	4	72
Student 55	4	5	4	3	3	5	5	3	5	5	5	5	4	3	5	5	77

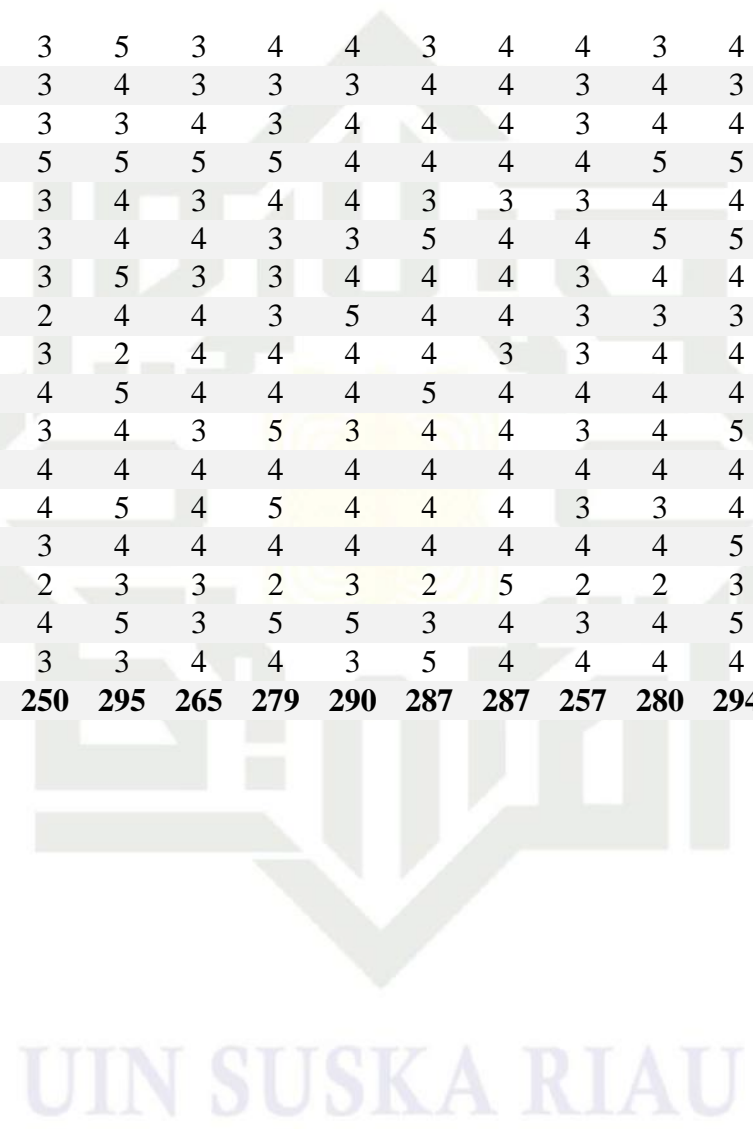
cipta milik UIN Suska Riau
 yang mengutip sebagian atau seluruhnya tanpa izin dari penerbit, dianggap melanggar hak cipta dan merugikan kepentingan umum.



Student 56	4	3	2	3	3	5	3	4	4	3	4	4	3	4	4	4	62		
Student 57	4	4	3	4	4	3	4	3	3	3	4	4	3	4	3	4	64		
Student 58	4	3	4	3	5	3	3	4	3	4	4	4	3	4	4	3	64		
Student 59	4	4	5	5	5	5	5	5	5	4	4	4	4	5	5	3	81		
Student 60	4	4	3	4	3	4	3	4	4	3	3	3	4	4	5	4	66		
Student 61	4	4	4	5	5	3	4	4	3	3	5	4	4	5	5	4	74		
Student 62	4	4	3	3	3	3	5	3	3	4	4	4	3	4	4	3	64		
Student 63	3	3	5	3	5	5	2	4	4	3	5	4	4	3	3	3	69		
Student 64	3	3	5	3	5	4	3	2	4	4	4	4	3	3	4	4	66		
Student 65	4	4	4	4	4	4	4	5	4	4	4	5	4	4	4	4	74		
Student 66	4	4	5	4	4	3	4	3	5	3	4	4	3	4	5	4	72		
Student 67	4	4	4	5	4	4	4	4	4	4	4	4	4	4	4	4	73		
Student 68	4	4	3	3	4	4	4	5	4	5	4	4	4	3	3	4	71		
Student 69	4	3	3	3	4	4	3	4	4	4	4	4	4	4	5	4	70		
Student 70	4	2	3	3	2	5	2	3	3	2	3	2	5	2	2	3	52		
Student 71	5	4	5	3	5	5	4	5	3	5	5	3	4	3	4	5	75		
Student 72	3	3	4	3	4	4	3	3	4	4	3	5	4	4	4	3	66		
Total	285	269	297	262	283	295	250	295	265	279	290	287	287	257	280	294	290	289	5054

yang mengutip sebagian atau seluruhnya tanpa menyebutkan sumber: ang mengutip hanya untuk keperluan penelitian, penulisan kritik atau tinjauan ang mengutip dan r

cipta milik UIN State Islamic University of Sultan Sya





APPENDIX 1

Questionnaires

UIN SUSKA RIAU

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



UIN SUSKA RIAU



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UIN SUSKA RIAU

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UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBİYAH DAN KEGURUAN
كلية التربية والتعليم
FACULTY OF EDUCATION AND TEACHER TRAINING

Jl. H. H. Soebrantas No. 100 Km. 15 Lempang Pekanbaru Riau 28155 P.O. BOX 1004 Telp. (0761) 201047
Fax. (0761) 561647 Web www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Nomor : Un.04/F.II.3/PP.00.9/185/2024
Sifat : Biasa
Lamp. : -
Hal : **Mohon Izin Melakukan PraRiset**

Pekanbaru, 05 Januari 2024

Kepada
Yth. Kepala Sekolah
SMA Negeri 5 Pekanbaru
di
Tempat

Assalamu'alaikum warahmatullahi wabarakatuh

Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : Rafinazy
NIM : 11910413014
Semester/Tahun : X (Sepuluh)/ 2024
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Wassalam

a.n. Dekan

Wakil Dekan III



Di Amirah Dimiaty, M.Pd. Kons.
NIP. 19751115 200312 2 001

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Ha



**PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN**

SEKOLAH MENENGAH ATAS (SMA) NEGERI 4 PEKANBARU

NSS : 301096007038, NPSN : 10404015

AKREDITASI : A (AMAT BAIK)

Jalan Adi Sucipto No. 67 Kelurahan Maharatu, kec. Marpoyan Damai Kode Pos 28125

Website : www.sman4pku.sch.id, Email : smanegeri4pekanbaru@gmail.com



SURAT KETERANGAN PRARISSET

Nomor : 071 / SMAN 4 /07

Yang bertanda tangan di bawah ini, Kepala Sekolah Menengah Atas (SMA) Negeri 4 Pekanbaru dengan ini menerangkan bahwa:

N a m a : **RAFINAZLY**
 Nim : 11910413014
 Program Studi : Pendidikan Bahasa Inggris
 Fakultas : Fakultas Tarbiyah Dan Keguruan
 Universitas : Universitas Islam Negeri Sultan Syarif Kasim Riau

Benar telah melaksanakan Kegiatan PraRiset di SMA Negeri 4 Pekanbaru guna mendapatkan data untuk penyelesaian Skripsi dengan judul :

"STUDENTS PERCEPTION ON THE USE OF DUOLINGO TOWARDS HIGH SCHOOL STUDENTS' ENGLISH LEARNING MOTIVATION AT HIGH SCHOOL 4 PEKANBARU"

Demikian surat keterangan ini diberikan untuk dapat dipergunakan sebagaimana mestinya.



Pekanbaru, 11 Januari 2024

Kepala Sekolah,

SMA NEGERI 4
PEKANBARU

H. SAHID SUWARNO, S.Pd., M.M

196610061990031004

1. Uraian mengump sebagian atau seluruh karya tulis int tanpa mencantumkan oan menyeyutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
 Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 PEKANBARU
 Email : dpmptsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMPSTP/NON IZIN-RISSET/61920
 TENTANG



**PELAKSANAAN KEGIATAN RISSET/PRA RISSET
 DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**

1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : Un.04/F.II/PP.00.9/568/2024 Tanggal 12 Januari 2024**, dengan ini memberikan rekomendasi kepada:

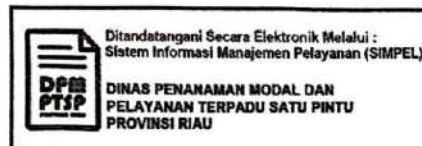
- | | | |
|----------------------|---|---|
| 1. Nama | : | RAFINAZLY |
| 2. NIM / KTP | : | 11910413014 |
| 3. Program Studi | : | PENDIDIKAN BAHASA INGGRIS |
| 4. Jenjang | : | S1 |
| 5. Alamat | : | JALAN RAMBUTAN. GANG KARET 3 NO 3. KELURAHAN SIDOMULYO
TIMUR. KECAMATAN MARPOYAN DAMAI. PEKANBARU |
| 6. Judul Penelitian | : | STUDENTS PERCEPTION ON THE USE OF DUOLINGO TOWARDS HIGH
SCHOOL STUDENTS' ENGLISH LEARNING MOTIVATION AT HIGH SCHOOL 4
PEKANBARU |
| 7. Lokasi Penelitian | : | SMAN 4 PEKANBARU |

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
 Pada Tanggal : 15 Januari 2024



Tembusan :

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru .
2. Kepala Dinas Pendidikan Provinsi Riau di Pekanbaru
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN
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FACULTY OF EDUCATION AND TEACHER TRAINING

Jl. H. R. Soebrantas No. 155 Km 18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647
Fax (0761) 561647 Web www.rik.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Nomor : Un.04/F.II/PP.00.9/568/2024
Sifat : Biasa
Lamp. : 1 (Satu) Proposal
Hal : *Mohon Izin Melakukan Riset*

Pekanbaru, 12 Januari 2024 M

Kepada
Yth. Gubernur Riau
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu
Provinsi Riau
Di Pekanbaru

Assalamu 'alaikum warahmatullahi wabarakatuh

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : Rafinazly
NIM : 11910413014
Semester/Tahun : IX (Sembilan)/ 2024
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : Students Perception On The Use Of Duolingo Towards High School Students' English Learning Motivation At High School 4 Pekanbaru
Lokasi Penelitian : SMAN 4 Pekanbaru
Waktu Penelitian : 3 Bulan (12 Januari 2024 s.d 12 Maret 2024)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Wassalam
Rektor

Rafinazly, M.Ag.
NIP. 19630521 199402 1 001

Tembusan :
Rektor UIN Suska Riau

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN
SEKOLAH MENENGAH ATAS (SMA) NEGERI 4 PEKANBARU
NSS : 301096007038, NPSN : 10404015
AKREDITASI : A (AMAT BAIK)

Jalan Adi Sucipto No. 67 Kelurahan Maharatu, kec. Marpoyan Damai Kode Pos 28125
Website : www.sman4pku.sch.id, Email : smanegeri4pekanbaru@gmail.com



SURAT KETERANGAN RISET

Nomor : 071 / SMAN 4 / 855

Yang bertanda tangan di bawah ini, Kepala Sekolah Menengah Atas (SMA) Negeri 4 Pekanbaru dengan ini menerangkan bahwa:

N a m a : RAFINAZLY
Nim : 11910413014
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan
Universitas : UIN SUSKA RIAU

Benar telah melaksanakan Kegiatan Riset pada tanggal 12 Januari-12 Maret 2024 di SMA Negeri 4 Pekanbaru guna mendapatkan data untuk penyelesaian Skripsi dengan judul :

"STUDENTS PERCEPTION ON THE USE OF DUOLINGO TOWARDS HIGH SCHOOL STUDENTS' ENGLISH LEARNING MOTIVATION AT HIGH SCHOOL 4 PEKANBARU"

Demikian surat keterangan ini diberikan untuk dapat dipergunakan sebagaimana mestinya.



Pekanbaru, 07 Juni 2024
Kepala Sekolah,

SUWARNO, S.Pd., M.M
06610061990031004

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Pekanbaru, 27 mei 2024

Hal : Permohonan perpanjangan SK pembimbing

Lampiran : -

Kepada
Yth. Dekan
Fakultas Tarbiyah dan Keguruan
UIN SUSKA RIAU
Di Pekanbaru

Assalamualaikum Wr. Wb

Dengan Hormat,

Saya yang bertanda tangan dibawah ini :

Nama : Rafinazly
NIM / HP : 11910413014 / 081377272355
Tempat / tanggal lahir : Pekanbaru / 22 Desember 2000
Semester / Tahun : X / 2024
Jurusan : Pendidikan Bahasa Inggris


Dengan ini saya mengajukan kepada bapak/ ibu permohonan perpanjangan SK pembimbing dengan judul "**STUDENTS PERCEPTION ON THE USE OF DUOLINGO TOWARDS HIGH SCHOOL STUDENTS' ENGLISH LEARNING MOTIVATION AT HIGH SCHOOL 4 PEKANBARU**". Adapun pembimbing yang direkomendasikan oleh ketua jurusan adalah Dr. Faurina Anastasia, S.S., M.Hum.

Dengan ini saya melampirkan sebagai persyaratan :


1. Foto copy kartu tanda mahasiswa
2. Foto copy kartu rencana study
3. Foto copy kartu hasil study
4. Foto copy synopsis

Dengan demikian surat permohonan ini saya sampaikan sekiranya bapak/ ibu dapat mempertimbangkan, atas perhatian saya ucapkan terima kasih.

MENGETAHUI
Ketua Jurusan


Dr. Faurina Anastasia, S.S., M.Hum.
NIP. 198106112008012017

Hormat Saya,


Rafinazly
NIM. 1190413014



KEMENTERIAN AGAMA
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Jl. H. R. Soebrandta No.155 Km.18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647
Fax. (0761) 561647 Web www.ftk.uinsuska.ac.id. E-mail: eftak_uinsuska@yahoo.co.id

Nomor : Un.04/F.II.4/PP.00.9/9408/2024 Pekanbaru,31 Mei 2024
Sifat : Biasa
Lamp. : -
Hal : *Pembimbing Skripsi (Perpanjangan)*

Kepada
Yth. Dr. Faurina Anastasia, M.Hum.

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu 'alaikum warhamatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : RAFINAZLY
NIM : 11910413014
Jurusan : Pendidikan Bahasa Inggris
Judul : students perception on the use of duolingo towards high school students english learning motivation at high school 4 pekanbaru
Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

Wassalam
an. Dekan
Wakil Dekan I

Dekan, M.Ag.
No. 19721017 199703 1 004

Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

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**KEGIATAN BIMBINGAN MAHASISWA
 SKRIPSI MAHASISWA**

1. Jenis yang dibimbing :
 - a. Seminar usul Penelitian :
 - b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Dr. Faurina Anastasia, S.S., M.Hum.
 - a. Nomor Induk Pegawai (NIP) : 198106112008012017
3. Nama Mahasiswa : Rafinazly
4. Nomor Induk Mahasiswa : 11910413014
5. Kegiatan : Bimbingan Skripsi

No.	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	12/7/2023	Revisi I		
2.	17/7/2023	Revisi II		
3.	21/7/2023	Revisi III		
4.	24/7/2023	Revisi IV		
5.	26/7/2023	Revisi V		
6.	24/7/2023	Revisi VI		
7.	28/7/2023	Revisi VII		
8.	31/7/2023	Acc Proposal		

Pekanbaru, 27 Maret 2024
 Pembimbing,


Dr. Faurina Anastasia, S.S., M.Hum.
 NIP. 198106112008012017

Hak Cipta Dilindungi Undang-Undang



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SKRIPSI MAHASISWA**

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 - b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Dr. Faurina Anastasia, S.S., M.Hum.
 - a. Nomor Induk Pegawai (NIP) : 198106112008012017
3. Nama Mahasiswa : Rafinazly
4. Nomor Induk Mahasiswa : 11910413014
5. Kegiatan : Bimbingan Skripsi

No.	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	26/3/2024	Revisi I		
2.	26/3/2024	Acc Skripsi		

Pekanbaru, 22 Maret 2024
Pembimbing,


Dr. Faurina Anastasia, S.S., M.Hum.
NIP. 198106112008012017

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**LAMPIRAN BERITA ACARA
 UJIAN PROPOSAL**

Nama : Rafinaly
 Nomor Induk Mahasiswa : 11910413014
 Hari/ Tanggal : Rabu / 2 Agustus 2023
 Judul Proposal Penelitian : The Effects of Using Duolingo on Students' English Learning Motivation at High School in Pekanbaru

NO	URAIAN PERBAIKAN
1.	Revise the title; high school students!
2.	Decide whether you change the title or the research design!
3.	Revise the problem based on the research design!

Penguji I

Pekanbaru, 2 Agustus
 Penguji II


 Dr. Riza Amelia, M.Pd


 Kurnia Budiyanfi, M.Pd

Note:
 Dengan harapan Dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki proposal mahasiswa yang dibimbing

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**PENGESAHAN PERBAIKAN
 UJIAN PROPOSAL**

Nama Mahasiswa : Rafinazly
 Nomor Induk Mahasiswa : 11910413014
 Hari/Tanggal Ujian : Rabu / 2 Agustus 2023
 Judul Proposal Ujian : The Effects of Duolingo on Students' English Learning Motivation oh high school in Pekanbaru
 Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Dr. Riza Amelia, M.Pd	PENGUJI I		
2.	Kurnia Budiwati, M.Pd	PENGUJI II		

Mengetahui
 a.n. Dekan
 Wakil Dekan I



Dr. Zarkasih, M.Ag
 NIP: 19721017 199703 1 004

Pekanbaru, 28 Agustus 2023
 Peserta Ujian Proposal



Rafinazly
 NIM.11910413014

1. Uraian ringkas mengenai atau soal ulangan yang akan diuraikan dan ditanyakan dalam ujian.
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CURRICULUM VITAE

Rafinazly is the first child of Mr. Muhamad Nasir and Mrs. Liza, he was born on Pekanbaru, December 22th, 2000. In 2013 he graduated from SDN 003 Sungai Raya. he then Finished his study at MTS Al-Hikmah in 2016 and SMAN 1 Karimun in 2019. In 2019, he was accepted to be a students at Department of English Education, Faculty of Education and Teacher Training, UIN Suska Riau.

On July September 2022, he was doing *KKN (Kuliah Kerja Nyata)* Program at Citra damai Village in Rangsang District, Meranti. Then, on September until November 2022, he was doing Pre-Service Teacher Practice (*PPL*) program at SMKN 4 Pekanbaru . To fulfill requirements for undergraduate Degree in English Education, he conducted the research on February 2024 by thesis entitled “Students’ English Learning Motivation in Using Duolingo: A Survey Study at Senior High School 4 Pekanbaru”.

UIN SUSKA RIAU

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