

Exploring The Role of Duolingo in Elevating University Students' Writing Skills

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ABSTRACT

This research aims to (1) find out the comparison of students' writing skills before and after using the Duolingo application and (2) find out the advantages and disadvantages of students when using the Duolingo application. This research uses mixed methods. Data collection techniques include tests, interviews, and documentation methods. The test was carried out in two stages, namely pre-test and post-test. Interview informants were selected using purposive sampling techniques. Data were processed using descriptive statistics and Miles Huberman analysis. The research was conducted on 10 English Literature students at UIN Sulthan Thaha Saifuddin Jambi. The research results show that based on the results, Duolingo's role can improve students' writing skills. This can be seen based on the results of the post-test carried out by students. In the post-test assessment, all participants obtained higher scores that exceeded the mean. The highest score on the post-test was 95 and the lowest score was 80. There were no students below the completeness score and 10 students above the completeness score. Then the average post-test score was 89.5. Meanwhile, other research results show that the advantages and disadvantages of using the Duolingo application can be seen in the interview results. In terms of advantages, students believe that Duolingo can improve their writing skills because there are lots of features such as flashcards, translations, quizzes, listening sections, exercises, and others. Meanwhile, the disadvantage of using the Duolingo application is that this application takes up a lot of memory space on the cellphone when the user uses it all the time, especially when it reaches a high level or unit.

Keywords: Application, Duolingo, Writing

ABSTRAK

Penelitian ini bertujuan untuk (1) mengetahui perbandingan keterampilan menulis mahasiswa sebelum dan setelah menggunakan aplikasi Duolingo, (2) mengetahui kelebihan dan kekurangan dari mahasiswa saat menggunakan aplikasi Duolingo. Penelitian ini menggunakan metode campuran. Teknik pengumpulan data menggunakan metode tes, wawancara, dan dokumentasi. Tes dilakukan dua tahap yakni pre-test dan pos-test. Informan wawancara dipilih dengan menggunakan teknik purposive sampling. Data diolah menggunakan metode deskriptif statistik dan analisis Miles Huberman. Penelitian dilakukan pada 10 mahasiswa Sastra Inggris di UIN Sulthan Thaha Saifuddin Jambi. Hasil penelitian menunjukkan bahwasanya berdasarkan hasil, peran Duolingo dapat meningkatkan kemampuan menulis mahasiswa. Hal ini dapat dilihat berdasarkan hasil post-test yang dilakukan siswa. Pada penilaian post-test, seluruh peserta memperoleh nilai lebih tinggi yang melewati mean. Nilai tertinggi pada post-test adalah 95 dan nilai terendah adalah 80. Tidak ada siswa yang berada di bawah nilai ketuntasan dan sepuluh siswa di atas nilai ketuntasan. Kemudian nilai rata-rata post-test adalah 89,5. Sementara hasil penelitian lainnya menunjukkan bahwasanya kelebihan dan kekurangan menggunakan aplikasi Duolingo dapat

dilihat pada hasil wawancara. Dari sisi kelebihanannya, para siswa percaya bahwa Duolingo dapat meningkatkan kemampuan menulis mereka karena terdapat banyak sekali fitur seperti flashcard, terjemahan, kuis, bagian mendengarkan, latihan, dan lainnya. Sedangkan kekurangan dari penggunaan aplikasi Duolingo adalah aplikasi ini memakan banyak ruang memori di ponsel ketika pengguna menggunakannya setiap saat, terutama ketika sudah mencapai level atau unit yang tinggi.

Kata Kunci: Aplikasi, Duolingo, Menulis

Introduction

These days, technology is very important in pretty much every facet of human existence. The way people work, play, and study can all be impacted by technological advancements (Andyani et al, 2020). The overall number of unique mobile users who use technology has increased by 95 million in the last year. According to technological growth statistics, in 2022 there will be 5.32 billion people who use technology mobile and the amount will increase every single year. In April 2023, it reached 5.56 billion people who use technology ("Digital", 2021). That's mean there is no industry that technology has not profoundly impacted, and the educational sector is no exception (Budhwar, 2017). Technology's pervasive presence in everyday life necessitates that classrooms adopt its use to facilitate better education (Andyani et al, 2020).

Students need technology in the classroom for several reasons, including the following: proper use of technology in the classroom can help students prepare for future career paths, connect with all students using different learning styles, and provide possibilities for students to interact with their classmates and teachers through collaboration, and last is technology facilitates student learning ("Securedge Network", 2023). Since people around the world use technology, many people especially students in school or university try to learn it by the application on the smartphone. So many applications can be used for students to get new knowledge. One of the most popular applications is the Duolingo Application. The Duolingo application is an online language-learning platform that launched in 2012 and offers courses in 27 different world languages. The Duolingo application is also available as a mobile application on Android, iOS (iOS 8.0 or later), and Windows (Windows 10, Windows 10 Mobile, Windows Phone 8.1 or later) devices. The application consequently helps people improve their language skills; speaking, writing, listening, and reading (Teske, 2017).

Based on the observations, the researcher sees that in elevating the writing skills through application is still commonly classified as exhausting and monotonous since students do not obtain learning tools and learning media that are entertaining, varied, and innovative. As a result, when students try to use the Duolingo application, it is vital to strengthen students' comprehension and elevate students' writing skills so that the resulting writing is consistent with the type of writing structure and students can master the stage of writing skills. The previous studies above focus more on support in general, and the discussion was not in-depth. To elevate writing skills for students, especially university students, learning platforms such as educational applications need to become the media for learning the English language. This is a good way to choose for them because from what people know writing skills are the basic things in language that can be hard to do. The researcher chose sixth-semester

university students of English Literature as the participants because in the sixth semester, there is a writing course that strongly supports the research. also, in the previous semester, the students had a writing course with different materials. Another reason is that some of the students still lack in pouring ideas into writing.

By using the Duolingo application to elevate writing skills, the students will get many benefits. The students can be elevating the skills slowly but surely if they are focused on that. It is a good idea to do because there is very little research that investigates in depth the use of the Duolingo application as a learning platform to elevate writing skills for university students. After all, most of the research is focused on junior high school students and senior high school students. The gap between the previous research and this research is they only focus on improving speaking skills, listening skills, and mastery of vocabulary. The research aims to find out the comparison of students' writing skills before and after using the Duolingo Application and to find out the advantages and disadvantages of students when using the Duolingo Application.

LITERATURE REVIEW

The Concept of Writing Skills

English language instruction focuses on helping students develop fluency in four key areas: listening, speaking, reading, and writing. One talent that requires undivided focus is writing. Mastering the written word is a very challenging thing to do (Fahmi & Rachmijati, 2021). The most challenging aspect of learning a new language is writing. Some learners have little trouble communicating in speech but struggle to put their thoughts on paper. Writing is an important ability that every learner should have. It is necessary not only to achieve educational accomplishments but also to have successful careers (Alek, 2023).

According to Broughton (2003), writing is exceptionally challenging for students. The difficulty of writing stems not only from the creation and structuring of ideas but also from the transformation of these ideas into accessible sentences. The most challenging aspect of learning to write in Indonesia, mainly English, is the backdrop of the language since both languages have distinct cultures and grammatical structures (Firman et al, 2023). A different definition comes from Byrne (1998), writing is the production of a succession of sentences that are organized in a precise order and related in particular ways. A cohesive whole will result from a succession of sentences, no matter how lengthy or short, provided that they are organized and linked to one another. According to Boyle et al (2019), writing involves acquiring knowledge since there are various other purposes or functions that writing may serve for students in the written word. Alternatively, writing can serve several different functions for students. It is a process of putting one's thoughts and feelings, as they emerge from one's head, into written form and releasing them to the world.

There are several types of writing. For this section, Kane (1998) defines the kind of writing as follows:

a. Descriptive

Descriptive writing is a form of writing that aims to paint an accurate representation of a person, an experience, or a setting. Rather than merely

conveying the facts of a situation, the writer may instead choose to describe it in expressive detail. What the writer sees, hears, tastes, smells and feels are all clearly described.

b. Narrative

The writer may include himself as a character and function as the narrator in a piece of literature called narrative. Novels, short tales, poems, and biographies can all come within the narrative writing genre. Disagreements, conflicts, actions, motivating events, difficulties, and solutions are typical elements in narrative writing.

c. Persuasive

A written work of content is considered to be persuasive if it contains arguments and reasons that are intended to convince the reader to think of something other than what the author believes. Writing that aims to persuade, as opposed to reporting that is meant to educate, incorporates the writer's ideas, credibility, and rationale.

d. Creative

Creative writing refers to a sort of writing that incorporates an artistic form of expression that relies on the writer's use of his or her imagination in order to convey meaning through the employment of imagery, story, and drama, and so on. This category of creative writing encompasses forms such as poetry, prose novels, short stories, scripts, screenplays, and other forms of creative non-fiction.

e. Expository

A subject-oriented writing style known as expository writing is one in which the writer's primary goal is to inform the reader on a specific topic or subject while excluding the writer's personal viewpoint.

There were three distinct approaches to assigning points for a piece of writing: the holistic, the principal attribute, and the analytic scoring rubrics. Furthermore, in order to evaluate the results of class-based accomplishment assessments, analytical scoring rubrics were utilized since it offered more specific feedback to both students and instructors (Brown, 2007). Based on several theories above, what people need to know is writing skills become the most important and challenging skill to learn. Not only in the English language but also in different languages. Writing skills have become important things to do because there are so many things that people can do by writing such as writing a document, obtaining a job, pouring what people know by their thoughts, making some presentations, improving the ability, improving the creativity, etc.

Technology and Electronic Feedback

Technological advancements have brought significant changes to human existence. With numerous changes occurring in human existence, learning is no longer a conventional activity, as technology has invaded human life to make things more straightforward than ever before (Sutaryo et al, 2021). It has been discovered that non-native speakers engage more actively and with higher motivation when given the option to contribute their work through online conversations. Based on the description that means the use of technology applications such as educational or conversation applications can make the exchange of students elevate their second language.

User acceptability is intrinsically related to the process of putting the technology into practice (Putri, 2021). It is essential to figure out the level of support for the implementation of the system by determining the extent to which users can accept and comprehend the technology. Therefore, the acceptance of the technology by its users is of greater significance, and it is an important aspect that has the potential to influence the implementation factor of technology (Davis, 1989).

Students are expected to recognize and fix their mistakes at the other end of the scale. The type of defect is identified in the center of the range, and explicit negative feedback is delivered, but the student must identify and correct the specific error. Educators must provide feedback to improve learning efficacy. It is thought that providing students with feedback, which is one kind of formative evaluation (formative assessment), would boost their motivation to achieve. Each participant generally wants to know what he is doing throughout the learning process. Therefore, students must be provided with direction to fulfill their learning objectives (Sutaryo et al, 2021).

Mall (Mobile Assisted Language Learning)

Mobile-assisted language learning (MALL) is a subfield of the expanding subject of digital learning research that researchers are paying greater attention to (Saran & Seferoglu, 2017). This statement means that mobile learning as a technology thing has grown and become very important in every subfield of this world. Also, mobile learning is essential in students' lives and is the most valuable application that is used by students to learn their second language. Despite its technical limitations, the cell phone is the most potent of all modern communication devices, even more so than email or chat, because it can be used as a learning tool. It proves that in today's world, a mobile device is the most crucial component of every person's life due to the vast number of functions it possesses (Jannah, 2020).

It is referred to as MALL, short for "Mobile Assisted Language Learning," due to the usage of mobile devices that serve not only for communication but also for facilitating all aspects of the learning process through various functional applications (Jannah, 2020). MALL, or Mobile-Assisted Language Learning, focuses on the utilization of mobile technology for language acquisition. It allows learners to study outside the traditional classroom setting and provides them with the flexibility to learn using mobile devices at their convenience (Etal, 2015).

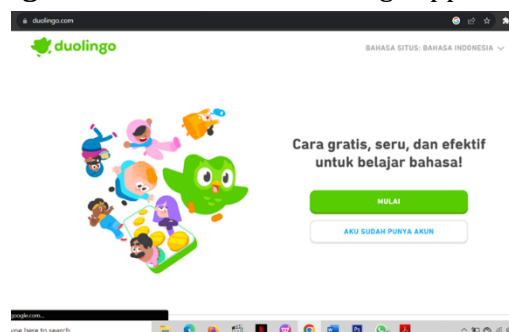
Duolingo Application

The online language-learning platform known as Duolingo was first introduced to the public in 2012, and it currently provides instruction in 27 different languages spoken in different parts of the world. In addition, Duolingo may be downloaded as a mobile application for use on devices running Android, iOS (iOS 8.0 or later), Windows (Windows 10, Windows 10 Mobile, Windows Phone 8.1 or later), and Windows Phone. As a consequence of this, the program assists users in improving all aspects of their language skills: reading, listening, speaking, and writing (Hulme, 2016). This application can potentially improve students' English abilities and inspire other people to learn the language. Duolingo also provides students with a pleasant environment in which to learn the English language, with many features such as flashcards, translations, quizzes, listening sections, exercises, etc. Users can create an account or access activities without an account. However, users can only save their progress by creating an account.

Users are able to select a language to learn as soon as they have created an account and may instantly begin activities. Users who previously worked with the target language are eligible to take an admission exam in order to move to more advanced modules of the course. The educational process is segmented into themed units that begin with "Basics" and might include thematic vocabulary parts like "Food" or "Family" as well as more advanced grammar themes like "Past Perfect" and "Subjunctive Past" (Teske, 2017).

Ketyi (2021) clarifies the methodology behind the use of gamification in language-learning software tools. Based on the findings of this study, a popular mobile application for language learning, such as Duolingo, utilizes the elements of gameplay (matching, pairing, and drilling), in order to motivate the student.

Figure 1. Picture of the Duolingo application



a. The steps to use the Duolingo application.

There are some steps you have to do when you want to use the Duolingo application, they are:

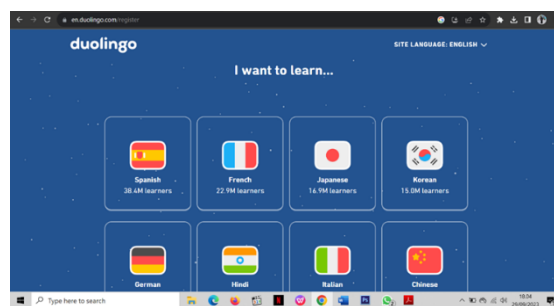
- 1) Download the Duolingo app in the Google Play Store or app store. You can also use it from a computer website

Figure 2. The Duolingo application in the Google Play Store



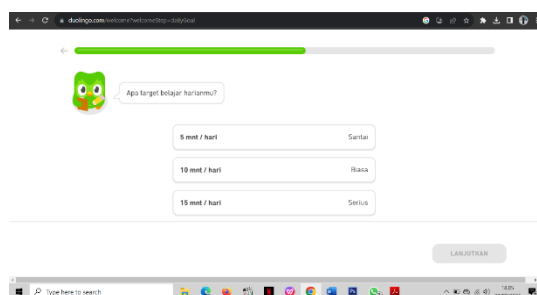
2) Select the language you want to learn and speak

Figure 3. Some languages can be learned and speak



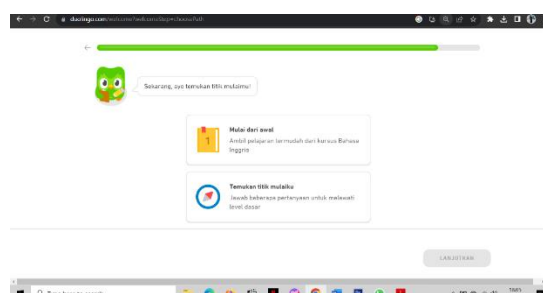
3) Set your pick daily goals

Figure 4. Pick a daily goal



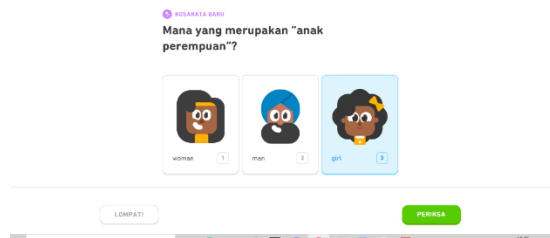
4) The application will give you the option to choose one of them

Figure 5. Option when joining the Duolingo application



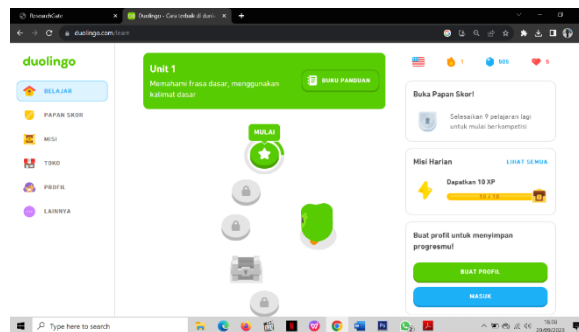
- 5) Next, you'll need to do a few quick exercises on this software. Then, sign up for a whole new service. You may sign up using an e-mail, Google, or Facebook account (for iOS users).

Figure 6. Short exercise for the first Duolingo application's user



- 6) After finishing the exercise, the user can access the questions and start learning by using Duolingo

Figure 7. Home page



b. A common exercise in the Duolingo application

The application then checks to see if the student has any prior knowledge of the language, and if so, gives the student a placement exam. If a person is just beginning to study a language, they should focus on the basic concepts. Duolingo is, without a doubt, an incredibly easy-to-use program. Once the student selects Start, they will immediately begin the first session without having to answer any further questions or even register for the course. There are several variations on the exercises:

- 1) Translation exercises, whereby students translate between two languages (their native tongue and the target language) as part of the learning process.
- 2) Matching exercises, where students are shown a picture and asked to either find the matching words or write their own.
- 3) Pairing exercises, whereby students receive a matched set of terms from each language and are instructed to match them with their equivalents.

- 4) Listening exercises, wherein listeners of the foreign language must accurately type a short sentence spoken by the instructor.
- 5) Writing exercise, in which learners have to write what they hear
- 6) In speaking exercises, students must repeat what they hear. There are 10–15 activities in each session, a couple from each of the categories listed above, plus a progress indicator at the top of the screen to keep students motivated. The upper limit advances incrementally with each correct response (Ketyi, 2021).

METHOD

Type of Research

According to Tavecchi (2012), qualitative research is a kind of study that tries to regulate contextual elements but more importantly aims, using a variety of approaches, to understand things from the point of view of the informant. This creates a detailed and comprehensive picture of the phenomena that is being investigated. The researcher uses a descriptive qualitative method where the researcher designs in order to know university students when using the Duolingo application to elevate their writing skills. According to Lambert (2019), the descriptive method is a study that has comprehensive summarization, in everyday terms of specific events experienced by individuals or groups of individuals. In other words, the primary purpose of a descriptive study is to examine a sample in great detail and depth using an explanatory theory that has been articulated.

Source of Data

In this research, the researcher will use tests, interviews, and documentation. The source of data was collected from university students who were studying English Literature in the sixth semester at the State Islamic University of Sulthan Thaha Saifuddin Jambi. As subjects for the research project, the researcher chose to focus on a small number of participants residing in a constrained geographic region. By using descriptive research, the researcher analyzed ten students of forty-two students in the sixth semester with an English literature major at State Islamic Sulthan Thaha Saifuddin Jambi.

Technique of Data Collection

In completing the data, the researcher uses qualitative data, which are in the forms of opinions from the research participants such as tests, interviews, and documentation. It's important to capture the experiences and perceptions of the participants comprehensively. The data were collected using some techniques.

Technique of Data Analysis

Following the data collection, the researcher will analyze the data using the qualitative method. To analyze the data, the researcher used qualitative data analysis such as tests, interviews, and documentation. In qualitative research, data from technique analysis were used to respond to the problem formulation and provide an answer (Creswell, 2014). The researcher will analyze data from the results of the

interview transcript and test that uses qualitative description. The aim of the researcher using the technique is to help the researcher understand students' writing skills when using the Duolingo application. In this research, the researcher uses Miles and Huberman's theory in analyzing the data, so there are three steps to do.

FINDING AND DISCUSSION

As mentioned previously, the researcher wanted to know whether there were different scores between the students before and after using the Duolingo application. In this research, the researcher conducted quantitative research with a focus on pre-experimental one-group pretest-posttest design. The researcher selected 10 students from 42 students as participants. The first test was a pre-test before the treatment was applied to the students. The purpose was to know the students' writing skills before the treatment. The result of the pre-test showed that their writing skills were sufficient.

After administering the pre-test, the researcher treated the students using the Duolingo application. During the treatment, the students enjoyed learning and they were enthusiastic about using the application. The students used the Duolingo application for 10 minutes to 20 minutes for each meeting. After the treatment was finished, the researcher administered a post-test to assess the students' writing skills after being taught using the Duolingo application. The post-test result showed that the student's writing skills improved significantly.

A. Students Writing Skills Before and After Using the Duolingo Application

In the pretest that was done before giving the treatment on Friday, February 2nd, 2024, the researcher asked the students to write a descriptive essay with the topic that the researcher gave. The theme of the essay is a historical place in Indonesia, and the subthemes are Prambanan Temple, Borobudur Temple, Muaro Jambi Temple, Lawang Sewu, and Maimun Palace. The numbers of students who became participants in this research were ten students. The student's writing skills achievement in the pre-test was presented in the Table below:

Pre-Test Score

No	Participants	Pre-Test
01	DUOLINGO 01	70
02	DUOLINGO 02	65
03	DUOLINGO 03	75
04	DUOLINGO 04	75
05	DUOLINGO 05	90
06	DUOLINGO 06	45
07	DUOLINGO 07	80
08	DUOLINGO 08	80
09	DUOLINGO 09	55

10	DUOLINGO 10	65
	Total	700
	The Highest Score	90
	The Lowest Score	45
	Average	70

Based on the table above, it can be seen the total pre-test score of participants before giving treatment is 700. The highest score in the pre-test was 90, and the lowest score was 45. There are four students under passing score and six students up passing score. Then, the mean of the pre-test was 70. The passing score is 70. This test was intended to determine the students' writing skills before they were treated for using the Duolingo application

Post-Test Score

No	Participants	Pre-Test
01	DUOLINGO 01	90
02	DUOLINGO 02	95
03	DUOLINGO 03	95
04	DUOLINGO 04	85
05	DUOLINGO 05	95
06	DUOLINGO 06	80
07	DUOLINGO 07	90
08	DUOLINGO 08	95
09	DUOLINGO 09	85
10	DUOLINGO 10	85
	Total	895
	The Highest Score	95
	The Lowest Score	80
	Average	89.5

Based on the table above, there was an effect of improvement for all of the participants after giving treatment. It can be seen from the score column and the total score of the post-test. But actually, this way cannot be the final decision to know whether an independent variable affects a dependent variable or not. In this post-test, the total score was getting is 895. The highest score in the post-test was 95 and the lowest score was 80. There are no students under passing score and 10 students up passing score. Then, the mean of the post-test was 89.5.

The Results of Pre-Test and Post-Test

No	Participants	Student Result			
		Pre-Test	Post-Test	Difference	Progress
01	DUOLINGO 01	70	90	20	Improved
02	DUOLINGO 02	65	95	30	Improved

03	DUOLINGO 03	75	95	20	Improved
04	DUOLINGO 04	75	85	10	Improved
05	DUOLINGO 05	90	95	5	Improved
06	DUOLINGO 06	45	80	35	Improved
07	DUOLINGO 07	80	90	10	Improved
08	DUOLINGO 08	80	95	15	Improved
09	DUOLINGO 09	55	85	30	Improved
10	DUOLINGO 10	65	85	20	Improved
	Total	700	895		
	Mean	70	89.5	19.5	Improved

Based on the table above, there were 10 students as the participants in the research. The test was conducted by the researcher before and after implementing the Duolingo application. Based on the pre-test and post-test results above, it can be seen that the participants get high scores after using the Duolingo application. The mean score of the students was significantly increased; it can be seen from the mean scores of pre-test and post-test. The mean score of the pre-test was 70 and the mean score of the post-test was 89.5.

After getting the pre-test and post-test scores, the researcher should know whether the data of the pre-test and post-test scores are normally distributed or not. It is done to determine what kind of statistical test which will be used to analyze the data, parametric or non-parametric. If the data are normally distributed, it uses a parametric statistical test. If not, it uses a non-parametric statistical test. In this research, the researcher uses SPSS version 23. The output is shown below:

Paired Sample Statistics

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pretest	70,0000	10	13,12335	4,14997
Posttest	89,5000	10	5,50252	1,74005

In the output above, it shows a summary of the result descriptive statistics from the pre-test and post-test scores. For the pre-test value, the mean or the average learning outcome is 70.0. Meanwhile, for the post-test value is 89.5. The number of participants as sample are 10. For the value of Std. Deviation in the pre-test is 13.12335 and the post-test is 5.50252. The value of Std. Error Mean for the pre-test is 4.14997 and the post-test is 1.74005. Because the mean in the pre-test is less than post-test value ($70.0 < 89.5$), it means that descriptively there is difference in the mean or average learning outcomes of pre-test and post-test result. Furthermore, to prove whether the difference is significant or not, it needs to interpret the result of the paired sample t-test.

Paired Sample T-Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest- Posttest	-19,50000	9,84604	3,11359	-26,54343	-12,45657	-6,263	9	,000

In this output, it will be found the answer to the question of the problem, namely whether there is a comparison before and after the students use Duolingo to elevate their writing skills. Based on the “Paired Sample Test” output table above, it is known that the value of paired differences which is -19.5. This value shows the difference between the average of pre-test learning outcomes and the post-test learning outcomes average or (see table 4.12) $70.0 - 89.5 = -19.5$, while Std deviation is the sum of Std deviation between the pre-test and post-test. So does Std. Error mean.

Based on the output SPSS v. 23, H_a is rejected because $0.000 < 0.05$, it means that the variance of the population is paired. From the output above, it also can be seen that t-observed (6.263) will be compared to t-table, $df = 9$ to compare either at level 5%. The negative which appears in in t-count above means the mean before treatment is lower than after treatment. Therefore, using the Duolingo application to elevate university students' writing skills is an appropriate media to improve their skills.

In addition, as seen from the results obtained between t-observed and t-table, there is a significant effect when the Duolingo application treatment is implemented. Before it, the researcher gave an interpretation of t-0. First, the researcher considered the df , $df = N - 1$, in here df is 9. The researcher consulted the score in the t-table. With a significant level of 0.000, the score of the t-table is 1.833. By comparing the “t” that the researcher has calculated t-count is 6.263 and the value of “t” on t-table t-0 is 1.833. From the calculation above, the t-count is bigger than the t-table ($6.263 > 1.833$).

Based on the results in Table 4.13 above, it shows that the results obtained are t-observed = 6.263 with Sig. (2-tailed) = 0.000 and t-table of 0.05 (5%) with 9 the degree of freedom (df) of 1.833 significance level. Therefore, it can be concluded that the hypothesis test or t-observed is greater than the t-table ($6.263 > 1.833$), so H_a is accepted, which means the Duolingo application is effective in elevating university students' writing skills.

B. The Advantages and Disadvantages for Students When Using the Duolingo Application.

The researcher chose semi-structured interviews because this type of interview can dig up as much information as possible from several participants about the same things. Semi-structured interviews also use a predetermined question guide and function as a controller so that the interview process does not lose direction. In the interview process, the researcher also used open interview techniques. This functions as a more objective data extractor from an informant regarding the participants' views, ideas, and arguments.

To answer the second question, the researcher adapts MALL's theory of mobile learning for use with the Duolingo feature, which is presented as a set of 11 questions in the interview session. Based on the interview, the participants agree that using the Duolingo application can help them to get a piece of new knowledge, add new vocabulary, the application can correct previously incorrect grammar, the application can fix sentence structure, the participants can learn synonyms they did not know before, the participants can use the application for free, and even play it like a game, also by using the Duolingo application can improve pronunciation. The participant Duolingo 03 says that the advantage that she gets when using the application is she can use it for free, and can use it very flexibly like in everywhere which agrees with MALL's theory about increased mobility and time-saving in using the application. Because increased mobility means mobile gadgets may be used whenever and wherever they are needed, while time-saving means the students may make better use of their time by utilizing mobile learning technologies. At any time and place, whether at home or on the road, people may study.

The participant Duolingo 02 says that the advantage she gets when using the application is she can learn the English language but at the same time she also can play the game through the application. Duolingo, as we know has abilities and inspires other people to learn the language. Duolingo also provides students with a pleasant environment in which to learn the English language, with many features such as flashcards, translations, quizzes, listening sections, exercises, etc. Other participants believe that when using the Duolingo application they can increase grammar because in this application it is very complete with explanations given when you have completed the units. Apart from grammar, this application can also improve vocabulary so that when given a writing assignment, the new vocabulary they acquire can be used. As experienced by Duolingo 07, what she gets from the application is real, and she feels it because her writing skills have improved. Not only in writing skills but also in other skills such as speaking, listening, and reading. This interview results are compatible with Mall's theory about learning material in application because learning material means here, they can learn what they want when they are using mobile technology.

Meanwhile, regarding the disadvantages when using Duolingo, 3 out of ten participants said that there is a piece of disadvantages' when using the application. Duolingo 02 said that the application does not provide a deep explanation of what the students learned. Duolingo 07 said that the disadvantage of using Duolingo lies in the cellphone memory storage. When the level of Duolingo being played gets bigger, it will be eating up a lot of memory space on the phone. These interview results are compatible with Mall's theory about increasing memory then makes the students can't handle it. Next, Duolingo 08 said that in the speaking section which unable to respond to slightly inaccurate pronunciation that's made him cannot hear it clearly. For example, when he says the correct answer, the application says it is not true so he should repeat it again and again.

Even though there were several drawbacks felt by participants, it did not stop them from using the Duolingo application. From the discussions above, it can be summarized that students like and enjoy using Duolingo to elevate their writing skills because of the features, usability, content, context, control, and connectivity & mobility in Duolingo. As a result, the Duolingo application can elevate students' writing skills.

CONCLUSION

From the research that has been done, the researcher draws several conclusions. According to the results, the role of Duolingo can elevate university students' writing skills. It can be seen based on the post-test results that the students do. In the post-test assessment, all of the participants got higher scores which passed the mean. The highest score in the post-test was 95 and the lowest score was 80. There are no students under passing score and ten students up passing score. Then, the mean of the post-test was 89.5. Next, according to the post-test results, it can be seen that 6 out of 10 students got scores in the excellent category with a score range of 86-100. Meanwhile, only 4 out of 10 students got a score in the good category with a score range of 76-85. It is known that the average student score in writing essays is in the excellent category with a score range of 86-100. The improvement can be seen at the mean of the score is 70 and after using the Duolingo application the students score is improved until 89.5.

The advantages and disadvantages of using the Duolingo application can be seen in the interview results. In the part of advantages, the students believe that Duolingo can elevate their writing skills because there are so many features such as flashcards, translations, quizzes, listening sections, exercises, etc. The application can fix the sentence structure, increase the language, increase the grammar. Next, the application can increase their vocabulary and also elevate their writing skills. Moreover, the advantages that Duolingo have is that students can use the application for free and flexibly. They don't have to go outside of the house just to use the application. Meanwhile the disadvantages of using the Duolingo application are the application eating up a lot of memory space on the phone when the user uses it for every time, especially when they reach a high level or unit. Moreover, the application sometimes gets errors in the speaking section which is unable to respond to slightly inaccurate pronunciation because when the user says what the application says, there are mistakes on the microphone that make them have to repeat.

Students cited Duolingo's features, usability, content, control, and mobility as reasons why they enjoy using it. In addition, they claimed that the Duolingo application such interesting and innovative features had helped them become more motivated to elevate their writing skills. Students believe in using Duolingo. They can improve more than before because a lot of features are available and free to use. They also cited that Duolingo is used for beginner who wants to elevate their skills. Because this application is not only focused on one skill but also on other skills.

SUGGESTION

After conducting this research, the researcher offers several suggestions for the students, lecturers, and other researchers. The researcher hopes that for students, this application makes students more interested in learning English, primarily in elevating writing skills. This suggests students use the Duolingo application as a side activity in the process of improving their writing or other skills. This application, which is designed like a game, tries to show users that learning English is enjoyable rather than challenging and tedious. The researcher would like to suggest to lecturers or educators to explore and utilize the Duolingo application as a tool in the classroom to elevate students' writing skills. However, before implementing Duolingo in the classroom, lecturers or educators must learn more about this program and adapt the material covered in class to the topics and tasks in Duolingo. Lecturers may easily use this application to help students become more motivated to study English.

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