

## TRANSLATION EXERCISES OF ENGLISH TO INDONESIAN IN DUOLINGO APPLICATION

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**Abstract:** Integrating technology in learning English is needed nowadays. It can change traditional learning into modern or digital learning. Duolingo is an application that can be used to learn English. It can change the users' perception about studying English. The study aimed to describe the implementation of Duolingo application in translation and learning English, to find out the users' perception about the Duolingo application, and to know the relevance criteria of Duolingo in learning English. This study used a qualitative method with 50 participants involved. The data were collected by having observation, questionnaires, and documentation. The result of observation reveals that the implementation of translation exercises was appropriate in learning English. There were two kinds of translation exercises, namely choosing the word and typewriting freely. The way it provided the translation exercises was useful in actual translation works. The users' perception of the Duolingo application was that it was a good way to learn English using technology. Duolingo also helped the users for their English improvement. As a final point, Duolingo was relevant for learning English.

**Keywords:** *Duolingo application, learning English, translation*

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## INTRODUCTION

Language plays an essential role in communication. Every individual in the world always uses language to communicate, provide information and knowledge, express their feelings and thoughts, etc. Human is surrounded by language during every moment of their lifetime. Khan (2011) states that language is not only used in social relations but also in controlling cognitive processes. Hence, people in the world nowadays tend to master more than one language. There is no doubt that language will give a very precious position in our communication in expressing our ideas, thoughts and feelings (Mayasari, 2019). In other words, language is the method of interaction that contains a set of sentences to convey the idea.

In a world full of different kinds of languages, language diversity turns out to be the difficulty for those who want to gain some information and knowledge but do not

understand the language. Therefore, communicating among individuals using different languages is sensible through translation. Crystal (as cited in Giovanni and Gambir, 2018) states that for thousands of years, translation has played a key role, though mostly unrecognized, in human activity. Meanwhile, Jayanti (2016) stated the purpose of translation itself is to convert the meaning of the original language into a different language so that translators can communicate. The translation is also needed by the children. Mehrpour and Forutan (2015) state that children learn language through internal reinforcement of the system.

Translation also has a special method. According to Newmark (1988), the method for translating is operational. Thus, challenging the view that language acquisition is based on innate, language-specific cognitive abilities. Otherwise stated, translation makes it an individual possible to connect by transferring the languages.

Richards and Schmidt (2010) state that language is a human speech mechanism that consists of an organized grouping of sounds (or written interpretations). Mastering a foreign language, especially English, has become a must in this globalization era. Teaching English as a foreign language in this era should be done through different ways and strategies. Teachers and students should be more creative and innovative in getting and transferring the material (Mayasari et al., 2018).

The integration of technology is one way of teachings in this digital era. Using mobile devices or others can be an alternative in teaching English nowadays. Palalas et al., (2016) explain that as moving away from the technology determinism of previous definitions of mobile learning, mobile language learning can be described as learning that takes place in both physical and virtual environments and is facilitated and supported by highly portable devices (both handheld and wearable) as well as communication and social network technologies. In developing mobile multimedia devices and applications, technological evolution provides opportunities for learning English as a foreign language.

One of the technological devices that can be used to learn English is Duolingo. Duolingo offers to learn English through a mobile application. Duolingo is one of those mobile technologies used to learn a language. According to Ye (2014), Duolingo is a website for free language learning that was made public in 2012. The ultimate goal of this application is to provide anyone with access to the experience of a private tutor through technology.

While this study is talking about English, this application provides the user with all the English skills, which are listening, reading, speaking, and writing along with language elements, which are grammar, pronunciation, and vocabulary. Mayasari et al. (2020) argue that the commonest English learner's problem in translating a language is the lack of vocabulary and grammatical structure. In Indonesia, translation is prominent as people learn English as a second language or as a foreign language. As people nowadays live in a technological era, not only from a dictionary but also from technological development which learners can practice the translation exercises. Thus, the development of technology is also needed in learning a new language nowadays. A research by Kacetl & Klímová (2019) intended to explore original, participant English studies to decide if mobile apps were useful and/or efficient in learning English as a foreign language. The findings of the study showed that mobile learning was becoming an important characteristic of education as it was an excellent chance for learning foreign languages.

Based on the explanation above the writers were interested to conduct the study about learning English through Duolingo. The objectives were to describe the implementation of Duolingo application in translation and learning English, to find out the users' perception about the Duolingo application, and to know the relevance criteria of Duolingo in learning English.

## **METHODOLOGY**

### **Subjects**

The object of this study was Duolingo application whereas the informants of the study were English learners which were the users of the application. There were 50 informants.

### **Design and Procedures**

Descriptive qualitative research was the method of this study. Sugiyono (2014) defines qualitative research as a research method based on the philosophy of post-positivism/interpretive, used to examine the conditions of a natural object, (as opposed to an experiment) where the researcher is the key instrument. Data collection techniques were done by triangulation, and data analysis was done qualitatively/inductively. The results of qualitative research emphasize the meaning of the word rather than generalization. Sugiyono (2013) explains that in qualitative research, the researcher enters a certain social situation, does observations, and questions people who are considered to know about the social situation. Determination of data sources on informants is done purposively, which is selected with certain considerations and goals.

### **Data Collection and Data Analysis**

#### ***Data Collection***

In this study, the writer used triangulation, namely observation, questionnaire, and documentation as the techniques to collect the data of the study. The writer used non-participant observation as the technique of collecting data by observation and observed the implementation of translation exercises in Duolingo application in learning English. Questionnaires were used to know about the Duolingo users' perceptions of the application.

#### **a. Observation**

In this study, the writer used non-participant observation as the technique of collecting data and observed the implementation of translation exercises in Duolingo application in learning English. The aspect of the observation instrument grid was translation exercises in Duolingo. There were three indicators of observation instrument grid, namely; the process of translation, type of translation, the translation result.

#### **b. Questionnaire**

In this study, the writer used close-ended and open-ended questionnaire to find out the user's perspectives and the relevance of the application to learn English. According to Fraenkel et al. (2012), in a questionnaire, the subjects respond to the questions by writing or, more commonly, by marking an answer sheet. A close-ended questionnaire means that the answer is provided by choosing one response and does not need to explain the answer. The questionnaire in this study were adapted from <http://survey.ui.ac.id/317595?newtest=Y> and they were validated by the validator of

the instrument chosen by the study program. There were 20 questions related to users' perceptions.

c. Documentation

In this study, the writer used a thesis or journal article as the source of documentation. It is a complement to the use of observation and questionnaires.

### ***Data Analysis***

In this study, the writer used percentage analysis to describe the implementation of Duolingo application. Meanwhile, the writer also used data reduction, data display, and conclusion. Miles and Huberman (1984) state that qualitative data analysis activities are conducted interactively and continuously completed, so the data become saturated. Activities in data analysis are divided into three steps, namely data reduction, data display, and conclusion.

a. Data Reduction

Reducing data means summarizing, choosing the main content, focusing on the crucial content, looking for themes and patterns. Thus, the reduced data will provide clear images and make it easier for researchers to conduct further data collection.

b. Data Display

After reducing the data, the next step is to display the data. The data can be organized and arranged in a relational pattern for easy understanding through the representation of the data.

c. Conclusions/Verification

The last step is conclusion and verification. The conclusion of qualitative research is an unprecedented new finding. The finding can be in the form of description or the description of a previously dim or dark object. It becomes clear after being inspected, and it can be causality or interaction, hypothesis or theory.

## **FINDINGS AND DISCUSSION**

### **Findings**

#### ***Translation Exercises in Duolingo Application***

Based on the writer's observation, the process of the translation exercises of English to Indonesian in Duolingo application itself could be said to be quite simple. Hence, the source language focused in this study of Duolingo's implementation was English and the target language was Indonesian. There were two kinds of translation exercises in the application. First, the application provided sentences and words in which the user of the application could choose the correct one while translating it. Second, the application lets the users typewrite the sentence by themselves without choosing any words unlike the first one. These indicated that both activities trained the vocabulary mastery of the users or the learners.

After completing the exercises on making a complete sentence, the writer discovered that the user of the application got feedback from the Duolingo application to know whether it was correct or not. For the record, if the answer was incorrect, the user still could try it again at the end of the lesson exercise, but if it was correct, they were likely directed to continue to another exercise.

Regarding the translation exercises in Duolingo, it can be concluded that the type of translation used in the application is Word-for-Word Translation and/or Literal

Translation. Generally, there is no difference between word-for-word translation and literal translation. Both types of transferring the language are described as “direct translation” requiring each word in the source language translated precisely into the target language separately and neglect the actual context.

***Users’ Perception of Duolingo Application in Learning English***

From the distribution of the closed-ended questionnaire, the results about the perceptions of the Duolingo users in learning English are presented in Table 1.

Table 1. The results of closed-ended questionnaire about the perception of the Duolingo Users in learning English

No	Questions	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
1.	I like using Duolingo application in learning English	-	-	-	-	3	6	13	26	34	68
2.	Using Duolingo in learning English suits my learning style	-	-	1	2	5	10	20	40	24	48
3.	Duolingo provides the lesson of English which are interesting to learn	-	-	1	2	3	6	10	20	36	72
4.	Duolingo lives up the learning atmosphere. It does not bore me	-	-	2	4	9	18	11	22	28	56
5.	Duolingo facilitates the learner the English skill needs that I need	1	2	2	4	5	10	27	54	15	30
6.	Duolingo will improve my ability in learning English	-	-	1	2	9	18	16	32	24	48
7.	Duolingo allows me to get a proper explanation while learning English	1	2	2	4	11	22	21	42	15	30
8	Translation plays an important role in learning English. Thus, Duolingo makes it easier to practice	-	-	1	2	1	2	23	46	25	50
9.	The translation exercises of	5	10	20	40	12	24	7	14	6	12

No	Questions	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
	English to Indonesian in Duolingo is quite difficult due to my understanding of grammar										
10.	The translation process in Duolingo has an impact on my vocabulary mastery	-	-	3	6	4	8	22	44	21	42
11.	Duolingo provides a good way in transferring the language	-	-	3	6	4	8	22	44	21	42
12.	Duolingo provides enough translation exercises in each lesson	-	-	2	4	8	16	21	42	19	38
13.	Duolingo is a friendly user app. It means it can be accessed anytime and anyplace	-	-	-	-	-	-	6	12	44	88
14.	I practice the exercises in Duolingo every day	1	2	13	26	20	40	12	24	4	8
15.	Duolingo motivates me to learn English	-	-	3	6	6	12	19	38	22	44
16.	Duolingo has a good breakthrough to learn English through technology	-	-	-	-	2	4	15	30	33	66
17.	Duolingo has an interesting design of language learning application	-	-	-	-	2	4	15	30	33	66
18.	Comparing to another language learning application, Duolingo is better	1	2	2	4	9	18	19	38	19	38
19.	Learning English through Duolingo	1	2	-	-	12	24	22	44	15	30

No	Questions	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
	gives a good outcome in my daily communication										
20.	I am planning to use Duolingo to learn English for some time to come	-	-	4	8	4	8	14	28	28	56

The data presented in question number 1 emphasized that from 50 informants, there were 3 informants (6%) who responded ‘Neutral’ to the statement, while 13 informants (26%) responded ‘Agree’ to the statement that they like using Duolingo application in learning English. Other 34 informants (68%) answered “strongly agree” to the statement.

The data revealed in question number 2 pointed out that from 50 informants, 1 informant (2%) responded ‘Disagree’ to the statement, while 5 informants (10%) chose to be ‘Neutral’ at the statement that Duolingo suits their learning style. Other 20 informants (40%) answered ‘Agree’ to the statement and 24 informants (48%) chose ‘Strongly Agreed’ to the statement.

The data displayed in question number 3 revealed that from 50 informants, there was 1 informant (2%) responding ‘Disagree’, while 3 informants (6%) chose to be ‘Neutral’ to the statement that Duolingo provides the lesson of English which are interesting to learn. Moreover, 10 informants (20%) answered ‘Agree’ and the other 36 informants (72%) were found ‘Strongly Agreed’ to the statement.

The data provided in question number 4 showed the responses of 50 informants to the statement. There were only 2 informants (4%) who disagreed, and 9 informants (18%) responded ‘Neutral’. Furthermore, 11 informants (22%) agreed and the remaining 28 informants (56%) strongly agreed to the statement.

The conclusions derived from the data in question number 5 presented that from 50 informants, there was 1 informant (2%) responding ‘Strongly Disagree’ and 2 informants (4%) answered ‘Disagree’ to the statement. Other 5 informants (10%) were neutral, 27 informants (54%) agreed, and the remaining 15 informants (30%) strongly agreed to the statement.

The results of question number 6 showed that from 50 informants, there was 1 informant (2%) who disagreed that Duolingo would improve their ability in learning English. Moreover, 9 informants (18%) were neutral, 16 (32%) informants agreed to the statement, and 24 informants (48%) strongly agreed to the statement.

The data analyzed in question number 7 highlighted that from 50 informants, 1 informant (2%) responded ‘Strongly Disagree’ and 2 informants (4%) answered ‘Disagree’ to the statement. Nevertheless, 11 informants (22%) were ‘Neutral’ to the statement, 21 informants (42%) chose ‘Agree’, and the remaining 15 informants (30%) answered ‘Strongly Agreed’.

The data in question number 8 showed that from 50 informants, there was 1 informant (2%) choosing ‘Disagree’, and 1 informant (2%) choosing ‘Neutral’ to the statement. Other 23 informants (46%) responded ‘Agree’. The remaining 25 informants (50%) chose ‘Strongly Agree’ to the statement.

The data presented in question number 9 indicated that from 50 informants, 5 informants (10%) strongly disagreed while 20 informants (40%) agreed to the statement. However, 12 informants (24%) chose 'Neutral' and 7 informants (14%) responded 'Agree' to the statement. Other 6 informants (12%) showed their agreement to the statement.

In question number 10, the data revealed that from 50 informants, there were 3 informants (6%) who disagreed and 4 informants (8%) who were neutral to the statement. However, 22 informants (44%) agreed to the statement that the translation process in Duolingo had an impact on their vocabulary mastery. The remaining 21 informants (42%) stated 'Strongly Agree' to the statement.

The data provided in question number 11 exposed the responses of 50 informants to the statement *Duolingo provides a good way of transferring the language*. Regarding this statement, 1 informant (2%) responded 'Disagree' and 8 informants (16%) chose 'Neutral'. Furthermore, 21 informants (42%) answered 'Agree' and the remaining 20 informants (40%) stated 'Strongly Agreed' to the statement.

The data provided in question number 12 showed the responses of 50 informants to the statement. There were only 2 informants (4%) choosing 'Disagree' and 8 informants (16%) responded 'Neutral'. Furthermore, 21 informants (42%) answered 'Agree' and the remaining 19 informants (38%) stated 'Strongly Agree' to the statement.

The data analyzed in question number 13 highlighted that from 50 informants, there were 6 informants (12%) who responded 'Agree' while 44 informants (88%) stated 'Strongly Agreed' to the statement.

The results of question number 14 showed that from 50 informants, there was 1 informant (2%) who strongly disagreed that they practiced the exercises in Duolingo every day. Moreover, 13 informants (26%) chose 'Disagree' and 20 informants (40%) answered 'Neutral' to the statement. Other 12 informants (24%) agreed, and the remaining 4 informants (8%) chose 'Strongly Agree'. Hence, it could be concluded that the majority of them chose not to practice the learning exercises provided in Duolingo every day.

The conclusions derived from question number 15 revealed that from 50 informants, 3 informants (6%) disagreed and 6 informants (12%) chose 'Neutral' to the statement that Duolingo motivated them to learn English. Other 19 informants (38%) responded 'Agree' while 22 others (42%) answered 'Strongly Agreed' to the statement.

In question number 16, the data revealed that from 50 informants, there were 2 informants (4%) who were 'Neutral' to the statement. However, 15 informants (30%) agreed to the statement that Duolingo had a good breakthrough to learning English through technology. The remaining 33 informants (66%) chose 'Strongly Agreed' to the statement.

The results of the data of question number 17 showed that from 50 informants, there were 2 informants (4%) who were 'Neutral' that Duolingo had an interesting design of language learning application. Moreover, 15 informants (30%) answered 'Agree' while 33 others (66%) responded 'Strongly Agreed' to the statement.

The data of question number 18 showed the responses of 50 informants to the statement. There was only 1 informant (2%) who chose 'Strongly Disagree', while 2 informants (4%) responded 'Disagree' to the statement. Furthermore, 9 informants (18%) were 'Neutral' whereas the other 19 informants (38%) chose 'Agreed'.



However, with the same number, 19 informants (38%) responded ‘Strongly Agree’ to the statement.

The data of question number 19 revealed that from 50 informants, there was 1 informant (2%) who chose ‘Strongly Disagreed’, while 12 informants (24%) were ‘Neutral’ to the statement. Moreover, 22 informants (44%) answered ‘Agree’ and the other 15 informants (30%) responded ‘Strongly Agreed’ to the statement.

The data displayed in question number 20 revealed that from 50 informants, there was 1 informant (2%) responding ‘Strongly Disagreed’, while 12 informants (24%) were ‘Neutral’ to the statement. Moreover, 22 informants (44%) stated ‘Agreed’ and the other 15 informants (30%) answered ‘Strongly Agreed’ to the statement.

This part talked about an open-ended questionnaire where the informants were free to answer the questions using their own words. Table 2 presents the results of the open-ended questionnaire about the perceptions of the Duolingo users in learning English:

Table 2: The results of open-ended questionnaire about the perception of the Duolingo users in learning English

No	Users’ Opinion	Frequency
1	Users’ opinion about learning English through application	
	• It makes learning easier	11
	• Simple to be accessed	8
	• Interactive, fun, and does not bore me	8
	• Practical, it gives an opportunity for those who cannot go to English course	9
2.	How do users know Duolingo	
	• Friend	14
	• Social Media	11
	• Internet	9
3.	Users’ opinion about Duolingo application	
	• A good application	16
	• A good way to improve language skills, especially vocabulary	8
	• Interesting, fun, and easy to understand	10
4.	Users’ opinion about Duolingo application	
	• Appropriate	38
5.	Users’ opinion about translation exercises in Duolingo application	
	• It is great	24
	• It can improve vocabulary since it can be repeated to make sure I understand	9
6.	Users’ translation exercises improvement from Duolingo application	
	• There is an improvement since Duolingo uses common words	21
	• It enriches English vocabulary	12
7.	Users’ opinion between Duolingo application and their self-study style	

No	Users' Opinion	Frequency
	<ul style="list-style-type: none"> <li>• I can use this application at any time and any place I want</li> <li>• It is suitable enough for my self-study style</li> </ul>	11 12
8.	Users' opinion about Duolingo relevance in learning English	
	<ul style="list-style-type: none"> <li>• Duolingo is relevant especially for beginners because it starts from the basic lesson</li> <li>• Duolingo is relevant because it has fulfilled the skills in learning English and it's really fun</li> </ul>	11 28
9.	Users' reason for choosing Duolingo as their language learning application	
	<ul style="list-style-type: none"> <li>• Duolingo's appearance is attractive, really interesting, and fun</li> <li>• Duolingo is free and there are so many features inside</li> </ul>	28 11
10.	Users' Opinion to Recommend Duolingo to Other Person	
	<ul style="list-style-type: none"> <li>• I will recommend it</li> <li>• I have recommended it to my friends and family</li> </ul>	33 14

For question number 1, the user perceptions were that this application was easy to be used, and it gave opportunity for those who could not take an English course.

The data displayed in question number 2 revealed that the users knew this application from their friends, social media, and internet access.

The data presented in question number 3, Duolingo application was a good application, interesting, fun, and easy, and it can improve language skill especially vocabulary.

The data of question number 4 found that Duolingo application was an appropriate application and is recommended in learning English.

The results of question number 5 and 6 showed that the translation exercises in Duolingo application were great and able to improve the vocabulary mastery of the users.

The data of question number 7 showed that the users could use this application anytime and anywhere.

Regarding question number 8, it was believed that Duolingo was relevant especially for beginners because it started from the basic lesson, and it had fulfilled the skill in learning English, and it was really fun.

Perceptions on question number 9 and 10 were that Duolingo application was attractive, really interesting, and fun. It was also free, so this application was recommended to be used in learning English

### ***Duolingo's Relevance Criteria in Learning English***

Duolingo is a free language learning application that was designed to be fun. The application is also designed to be easy to access, making the users easier to learn a language through technology. The appearance of the application did not make the users bored because the design was quite to be likely a game. For some reasons, this motivated the learners to keep learning as it was not monotonous. Just like any games, the users or the learners needed to keep playing to maintain their scores. It was a great strategy of Duolingo to let the learners open the application and learn the language on daily basis. It is supported by Habibie (2020) in his study which

explored the role and use of Duolingo in improving the motivation of students. It later showed that it improved enthusiasm, and the use of the Duolingo application was very effective. This research found that Duolingo was an application which any beginner most likely begins to learn a second language as it allows them to continue to make progress

## **Discussion**

### ***The Implementation of Translation Exercises in Duolingo Application Based on the Observation***

Based on the findings above, several interpretation could be made. Findings from observation showed that the translation exercises of English to Indonesian in Duolingo application had a good implementation on actual translation works. By observing the process of how it transferred the language and the result of the exercises, it can be perceived that this application could make learners learn properly and correctly. The application allowed the learners to evaluate and correct their wrong answers. The way it allowed them to evaluate made the learners know the mistakes they did and enable them to give correct responses for the next time.

The type of translation used in Duolingo was word-to-word translation. Word-to-word translation is the way of transferring the source language into the target language by translating each word independently. This type of translation was not hard work to do. If the users or learners were good enough at mastering vocabulary, it would help them. However, one weakness found in the translation exercises in Duolingo application was that there was no grammar explanation. As word-to-word translation was done by neglecting the original structure of the text, grammar was not one of Duolingo's priorities to be given to the users of the application.

### ***Users' Perceptions on Duolingo Application in Learning English Based on the Questionnaires***

Technology was merely a technology after all. There was one thing to be sure, some of the informants said that the words existed in the Duolingo application were way too normative. There was no doubt that Duolingo helped them to gain some new words and thus enhance their vocabulary mastery, but the way that it used common words, the users thought that this would not help them to learn advanced English words. Some of them then claimed that this application was more suitable for beginners since it provided the lesson from a very basic level.

It has already been mentioned above that the type of translation used in Duolingo was word-to-word translation. The informants reported that this type of translation was good enough but quite confusing. It can be said that the users needed to answer the same. They also mentioned that since Duolingo was computerized, they needed to answer the translation exercises with the same words as provided. In other words, they could not choose an advanced word to transfer the language. Also, according to them, the application did not have a grammar explanation in which the users would still have a problem on it.

Duolingo was a good application to learn English. Some informants thought that this application was easy to understand. They also could access it any time and at any place. Most of them chose this application to learn English because Duolingo was attractive. This application was interesting and fun. A learner mentioned that this application was suitable for those who have an auditory-visual study style.

Furthermore, the application was great since it had pictures, sounds, and a colorful appearance inside. It let them not feel bored while learning.

The others also gave opinion that because Duolingo was a free app; it gave them a better opportunity to learn a language through technology. The lessons which were available in the application were appropriate to learn English. The informants mentioned that Duolingo was really helpful to learn vocabulary. Each word that it gave through the lesson had an interesting way to be delivered to the users. This way, the learners felt motivated to learn.

### ***Duolingo's Relevance Criteria in Learning English Based on the Observation, Questionnaires, and Documentation***

Based on the findings, the application was great enough to be used for learning and mastering the language. The lessons, the exercises, the appearance had a good characteristic to be chosen as a language learning application. Moreover, with free access to the application, everyone can use the application without exception and limitation.

The available lessons in Duolingo were suitable for learning English. It started from a basic lesson, meaning that even an individual with zero understanding of English could learn it through the application. However, even though it started from the basic level, if it was done level by level, the lesson provided in the application could get more complex so that the learners could also improve their English. Thus, the given opportunity to learn English from an application and technology could be used optimally.

The exercises in the application were proper enough to improve the users' English understanding and skills. Translation, pronunciation, writing, listening, speaking, and reading were found in the application. The users were allowed to translate sentences, practice their pronunciation, practice their writing while translating sentences, listening to the words or sentences given in the application, practice their speaking by reading the words or sentences given, and speak through the microphone provided.

The appearance of the application was quite attractive for a language learning application. Duolingo is free, but all things offered in the application make it look like a premium one. The colorful and interactive display do not let the users feel bored while learning a language. It was a good way to draw users' or learners' attention to keep going on learning the language until they have finished all the lessons and exercises required.

Finally, it can be concluded that Duolingo is relevant in learning English. Brick and Cervi-Wilson (2019) mentioned in their study that Duolingo was the greatest language learning complement for building and deepening a language understanding.

### **CONCLUSION AND SUGGESTION**

Based on the results of this study, several conclusions can be drawn. First, Duolingo application was great to improve the users' or learners' understanding of translation and in learning English. There were two kinds of translation exercises in Duolingo application, namely: choosing the words and typewriting freely. Second, users' perceptions of the application showed that Duolingo helped them improve their English needs. Moreover, the application provided them with a better opportunity to learn English. Third, Duolingo was relevant in learning English. The

lesson, the exercises, and the appearance of the application kept the users' interested in using the application.

Based on these findings, suggestions can be given. First, it is suggested that learners or users of Duolingo should not expect too much from Duolingo. The application indeed can improve the users' English skills, but there are also other English needs which this technology cannot help. Learners should learn from English books, and/or the learners can use another application to improve those not available in Duolingo.

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