**THE USE OF DUOLINGO APPLICATION ON TEACHING**

**WRITING SKILL AT FIFTH GRADE STUDENTS**

**OF ELEMENTARY SCHOOL**

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**Abstrak:**

Saat ini teknologi telah berkembang pesat menghadirkan berbagai fitur menarik, salah satu teknologi yang sedang tren adalah media sosial. Untuk memajukan pembelajaran di era digital, media sosial menjadi sangat penting dalam kehidupan saat ini, Duolingo merupakan salah satu aplikasi yang dapat membantu meningkatkan kemampuan menulis siswa khususnya dalam penguasaan kosa kata. Dalam hal ini, peneliti menggunakan metode deskriptif kualitatif. Penelitian ini dilakukan di Sekolah Dasar Banyuajuh 9 , pengumpulan data menggunakan observasi, wawancara dan dokumentasi. Hasil wawancara dengan tiga siswa kelas lima menjadi sumber data penelitian ini. Penelitian ini bertujuan untuk mengetahui implementasi aplikasi Duolingo pada pengajaran keterampilan menulis dan untuk mengetahui respon siswa terhadap penggunaan aplikasi Duolingo dalam pembelajaran keterampilan menulis di SD Negeri Banyuajuh 9. Aplikasi Duolingo sebagai media pembelajaran merupakan media yang sangat efektif karena memiliki banyak manfaat bagi siswa seperti siswa dengan mudah memahami dan mengerti terkait tugas mata pelajaran, menawarkan fitur-fitur menarik yang mendorong semangat belajar mahasiswa, hal ini membuat pembelajaran menjadi interaktif, durasi penggunaan yang cukup singkat sehingga mahasiswa tidak mudah bosan, dan aplikasi Duolingo menyediakan pertanyaan menyusun beberapa kata menjadi satu kalimat yang utuh dan benar dengan menjawab pertanyaan ini dapat meningkatkan kemampuan menulis siswa. kesimpulan dalam penelitian ini adalah penggunaan aplikasi Duolingo sangat membantu guru dalam kegiatan belajar mengajar dan juga ditemukan bahwa penggunaaan aplikasi duolingo mengembangkan keterampilan menulis siswa terutama pada penguasaan kosakata bahasa inggris siswa menjadi lebih baik

**Kata Kunci**: Aplikasi Duolingo, Keterampilan Menulis, Penguasaan Kosa Kata.

***Abstract:***

*Nowadays technology has developed rapidly presenting various interesting features, one of the trending technologies is social media. To advance learning in the digital era, social media is very important in today's life, Duolingo is one of the applications that can help improve students' writing skills, especially in mastering vocabulary. In this case, the researcher used a qualitative descriptive method. This research was conducted at Banyuajuh 9 Elementary School, data collection using observation, interviews and documentation. The results of interviews with three fifth grade students became the source of data for this study. This study aims to find out the implementation of Duolingo application in teaching writing skills and to find out students' responses to the use of Duolingo application in learning writing skills at Banyuajuh 9 Elementary School. The Duolingo application as a learning media is a very effective media because it has many benefits for students such as students easily understand and understand related subject assignments, offers interesting features that encourage students' enthusiasm for learning, this makes learning interactive, the duration of use is quite short so that students are not easily bored, and the Duolingo application provides questions composing several words into a complete and correct sentence by answering these questions can improve students' writing skills. The conclusion in this study is that the use of the Duolingo application is very helpful for teachers in teaching and learning activities and it is also found that the use of the duolingo application develops students' writing skills, especially in mastering students' English vocabulary for the better.*

***Keywords:*** *Duolingo Application, Writing Skill, Vocabulary Mastery.*

**INTRODUCTION**

Duolingo is mobile application launched in June 2012 to help students learn a language for free. According to Jaelani & Sutari (2020) Duolingo also has educators from that the users can exchange fewer lessons ideas and experiences with each other such as teachers or students, to make them more accessible in learning that it can measure students' achievement and dedication in perfect ways. And also, according to Krashen (2014) the Duolingo application is a web-based that guides students step-by-step through a sequence of tasks, primarily based on translation. Most of the activities in the application are based on translation, dictation, and pronunciation. It also incorporates some gamification elements to motivate and engage students (Handrianto & Rahman, 2018; Munday, 2016). Furthermore, White (2014) states that Duolingo is an online learning program that allows people to take free language courses because they translate. The Purposes of Duolingo are to help and support students in understanding the language. Using the interactive and fun application may motivate the student to embrace learning the language, especially to increase writing skill.

Writing as one of the english productive skills and it is very crucial in communication. This language skill becomes an important skill for providing personal links without having to meet each other. According to Wulandari (2022) also one of the essential language skills since it is tested in the most standardized assesment, particularly to measure the academic success of the students’ knowledge and writing proficiency. Writing is a communication activity in which readers are intended to receive messages or information. Because of this, when writing, students need to pay attention to the subject, sentence structure, vocabulary, and fluency. And also according to Anshori (2003) asserts that a deficient system for teaching writing in schools is to blame for the low literacy rate in the community.

Some elementary school students have a problem with English writing, (1) Low motivations in learning English: Students may lack enthusiasm for learning English, which can negatively impact their writing skills, (2) Lack of vocabulary: Limited exposure to English vocabulary can hinder students' ability to express themselves adequately, and (3) Lack of practice: Students may not have sufficient opportunities to practice writing in English, which can lead to a decline in their writing skills. especially fifth grade at elementary school Banyuajuh 9. A few of these involve writing subjects, concepts, and vocabulary, whereas less focus is placed on using media to aid in learning (Ismail & Gistituanti, 2018). It is challenging for students to put their ideas or thoughts into writing. Furthermore, the teacher is not exposed to offering a range of teaching variants during the teaching and learning process. In this instance, the instructor did not encourage students' writing abilities through the use of visual media. Because of it, learning objectives cannot be met because the kids are bored, have weak attention spans, and are drowsy.

The use of duolingo application in English learning to helps students' writing skills by answering several questions the instructions on the application. Then students will write it in a book and will know the right answer. If the student answers incorrectly, then the application will automatically show the real answer, from the answer the student will know how to write vocabulary in English correctly.

So from previous research, the similarity is that both use the duolingo application and the difference is that these researchers apply many of the benefits of using the duolingo application in a general context, while in my current research in a more specific context, namely writing skills. Based on the statement above the researcher is interesting to do research in this school by the use duolingo aplication to increase writing skill. So, the researcher conducted a research entitled : The Use Of Duolingo Application On Teaching Writing Skill At Fifth Grade Students Of Elementary School Banyuajuh 9.

**RESEARCH METHOD**

In this study, the researcher used qualitative research as the method to analyzed the case study which happens in Elementary School Banyuajuh 9 Kamal. During classroom learning, teachers lack focuses on the use of media to assist learning. In addition, teachers are not exposed to offering various teaching variants during the teaching and learning process. In this case, the teacher does not encourage students' writing skills through the use of visual media. This becomes a challenge for students to put their ideas or thoughts into writing. As a result, learning objectives cannot be achieved as children feel bored, have a weak attention span and are sleepy. And to develop it, teachers use efficient learning methods. The teacher applies by first explaining the stages of how to use the Duolingo application and explaining what material will be learned. Then the teacher told the students to do some questions in the app and told them to write them down in their notebooks. From some of the questions written by students, this can help students improve their writing skills and strengthen their memory in writing vocabulary properly and correctly. And finally, the teacher will assess the results of students' question writing and answers.

1. **Data Collection Technique and Precedure**

The researcher used three techniques in collecting data, those are field note observation, in-depth interview, and documentation.

1. Field Note Observation

This first technique is field note observation. The researcher made a field note observation as an instrument of data collection technique before doing the observation. The result of this observation was presented in the form of field notes. Observations were made on the object of research as a source of data in its original state or as a daily situation.

The procedures of field note observation such as a) the researcher identifies the research topic and research objectives, b) the researcher obtained permission to conduct research, c) the researcher made plans and prepared observation field notes by making question specifications, and d) the researcher conducted observation activities and recorded the results in observation field notes.

1. Interview

The second technique is interview. The researcher used semi- structure interview because the purpose of this interview is to uncover a problem widely and the student would ask by researcher to gain information and students argue.

The procedures of interview such as a) the researcher identifies the research topic and research objectives, b) the researcher obtained permission to conduct research, c) the researcher would ask students about the research question that must be uncover here. The questions asked are about the writing skills and the techniques student use to understand and comprehend the instructions in the duolingo application given by their teachers. And d) to completely the interview, researcher made an instrument of interview as an instrument of the data collecting technique.

1. Documentation

The last technique is documentation. The technique could be as proof that the researcher has done with the technique which mentioned before. The procedures of documentation include such as, a) the researcher obtained permission to conduct research, b) the researcher determine the object of research, and c) the researcher took documentation in the form of photographs regarding the observation and interview process, when the researcher conducted the technique, as well as lesson plans and student attendance lists. The media to be used in the documentation process is a smartphone or camera.

1. **Data Analysis Technique**

Data analysis technique is a way to process or process data into valid information that is easy to understand when presented to the general public. in the analysis of qualitative data using several processes such as data reduction, display data, Interpreting data, and drawing conclusions or verification (Parmawati, Santoso, & Yana, 2021).

1. Reduction Data

Data reduction is the process of summarizing, selecting main points, and simplifying, abstracting and transforming the raw data that emerges from written field notes. So that the data provides a clearer picture of the results of observations, interviews, and documentation. The analysis will produce a description of the words. In reducing data, researchers will be guided by the goals to be archived.

1. Display Data

Presentation of data is an activity when a set of information is arranged in such a way as to provide the possibility of drawing conclusions and taking action. In qualitative research, the presentation of data is done in the form of brief descriptions. By presenting data, the data is organized so that it is easier to understand what is going on, and to plan further work. In this study, the data used observation and included several theories related to the media.

1. Interpreting Data

The process of interpreting data includes making a topic, proving topic, explaining, elaborating, and linking. For data analysis techniques, researchers used the theory of Kurniadi (2022) with the techniques used is observation. For observation, the data used includes (1) The students think that it simple to use Duolingo, (2) The students are fascinated with using Duolingo for writing evaluations, (3) The students feel that Duolingo appropriate and practical for use in writing evaluations, (4) The use of Duolingo inspires the students to write better, and (5) The students will contemplate using Duolingo for future writing skill enhancement. And for interview, researchers used the theory of Damayanti (2024), the data used includes (1) Duolingo makes learning English more fun and interesting, which motivates students to actively participate in the learning process, (2) Duolingo helps students improve their vocabulary by providing fun and interactive activities that make learning more effective, (3) Duolingo can be accessed anywhere, making it a convenient tool for students to practice English vocabulary at their own pace and at any time, and (4) Duolingo achieves better results in learning English vocabulary with significant improvements in vocabulary acquisition and motivation to learn English.

1. Drawing Conclusions

Researchers draw conclusions continuously while in the field from data collection. Researchers make conclusions based on data that has been processed through data reduction and display. The conclusions put forward are temporary and will change if strong supporting evidence is not found at the next data collection stage. However, if the conclusions put forward at the initial stage are supported by valid and consistent evidence when the research returns to the field by collecting data, then the conclusions presented are reliable conclusions.

**RESEARCH FINDING AND DISCUSSION**

The data required from three source that consist of observation, interview and documentation. Those data were displayed by coding sheet to understand and to discuss easily. The data was elaborated below:

1. The implement of Duolingo application on teaching writing skill

In this chapter, what the researcher explain the phenomenon that occurred at Banyuajuh 9 elementary school. The explanation that the researcher conveys is to explain the results and research data which aims to determine the teaching of writing skills using the Duolingo application. As explained in the previous chapter, this researcher used qualitative methods to look at a phenomenon that occurred at Banyuajuh 9 Elementary School. this research was conducted on 30 May 2024.

The results of this research were obtained through observation techniques and unstructured interviews which were carried out in depth to obtain information and data directly. Furthermore, researchers also used documentation methods to find out more deeply and clearly and to triangulate existing data for later analysis. In analyzing it, researchers focused on the role of teachers who use the Duolingo application in teaching writing skills.

Researchers observe all activities related to research objectives. Researchers use field notes when making observations. The field note obtained are in the form of written text during classroom learning, to obtain observation results. And the results of observations that researchers obtained include teacher implementation when using the Duolingo application as a learning media and student responses in using the Duolingo application as a learning media.

It can be seen that the student began to present the results of his vocabulary which contained basic phrase material. And from the dialog above, students also explain how to answer questions through the Duolingo application, namely by choosing the correct answer, matching with the audio and choosing the right word according to the question and also presenting the vocabulary they get. And this is relevant to Putri and Islamiati (2018) about teachers asking students to do what they see in the application, and researchers provide feedback if needed.

1. Student response of use Duolingo application on teaching writing skill

Researchers conducted interviews with teachers and students as resource persons in interviews to find out how teachers teach writing skills as the focus of research and students' responses when using the Duolingo application as a learning medium. In conducting the interviews, the researcher used an English teacher as the main informant and 3 grade 5 students as supporting informants. The English teacher in this study is an English teacher who has implemented the Duolingo application as a learning medium.

The data obtained from this interview used an unstructured interview method, that is, the interview conducted by the researcher used questions that were free but related to the research that the researcher conducted. The interview data obtained was in the form of informants' answers to questions asked by the research through interviews conducted face-to-face with the informants, and then the answer data was presented in the form of quotations from the interview results. The excerpt from the interview explains various informant answers regarding teaching writing skills using the Duolingo application.

Based on interviews with 3 students at Banyuajuh 9 Kamal elementary school, the 3 students responded well during the interview and were interested in learning English using the Duolingo application and the students also said that the teacher who taught writing skills using the Duolingo application really helped the students in improving their writing skills.

Based on the students' reasons given to the researcher. Researchers can find out that the use of the Duolingo application for students has a very positive impact because in the application they can understand English language material starting from basic phrases, pronunciation of words, listening to sentences correctly and also how to write words and sentences correctly and correctly, while so far there is no negative impact from using the Duolingo application for students. It can be concluded that the use of the Duolingo application to increase students' writing skills is very helpful and makes it easier for teachers to deliver their learning materials. The use of the Duolingo application as a learning media to better the material also received a good response from students.

In this subchapter, the researcher describe the data that researcher obtained during direct observation in the field and interviews with informants that the researcher conducted. Based on the results of the researcher's interviews with informants who have been determined in this study, this is related to teaching students' writing skills using the duolingo application, then making several direct observations in the field, so that researchers can find out directly how teachers teach students' writing skills using the duolingo application and students' responses to the use of the duolingo application as a learning medium.

1. The implement of Duolingo application on teaching writing skill

Based on the results of observations and interviews that have been conducted by researchers, it aims to answer the first problem formulation, namely how teachers implement the duolingo application in learning writing skills at Banyuajuh 9 Elementary school. The results showed that teachers implement the duolingo application in learning writing at Banyuajuh 9 Elementary school. In its implementation, teachers utilize the duolingo application to answer questions from learning materials and also to learn to enhance students' writing skills. The material learned by the teacher through the duolingo application is "basic phrases".

The teacher tells students to answer some questions designed in the Canva application by utilizing the features available in the duolingo application so that the display of English learning is more interesting for students in learning and can help teachers in delivering material easily. This was expressed by the teacher in the interview where the teacher said as follows. "It is very helpful because it makes it easier for me to make assignments for children, so that if you use digital it is not monotonous in delivering material and is easier and more interesting for students." This is related to the theory of Emelia et al., (2022) which states that the use of audio-visual-based learning media, especially duolingo, is very important in supporting the implementation of the learning process both offline and online. The difference lies in the application of the canva application, this study applies the duolingo application to improve students' writing skills in the form of student vocabulary results after using duolingo while the previous theory applies the canva application to improve reading skills seen from the question sentence.

1. Student response of use Duolingo application on teaching writing skill

The results of observations and interviews conducted by researchers to answer the second problem formulation, namely how students respond to the Duolingo application in writing skills at Banyuajuh 9 Elementary school. The results showed that the students' response when the teacher used the Duolingo application as a learning medium to design the material showed a positive response. because the average student said that students more easily understand the material delivered by the teacher. Answering questions in the Duolingo application is very interesting for students so that it makes students happy in English subjects and students also understand more about doing questions in Duolingo than being told to do it on a sheet, students can understand the material presented by the teacher well. During the observation, students were more conducive in participating in learning activities when the teacher applied the material designed through the Duolingo application. During an interview with one of the students named Fadila. Students say that

"Using the Duolingo application is fun because the questions are interesting and easier for me to understand".

`When the researchers made observations, the researchers found that when the teacher carried out the learning process whose material was designed using the Duolingo application, students were more interested in participating in learning where students were more conducive and paid more attention to the teacher when explaining the material using the Duolingo application. as expressed by one of the students named Ulfa. "Yes, I am interested because usually I only use books that only display writing, but using the Duolingo application is fun because there are pictures that make me more interested in learning." This relates to the theory of Mutholib et al., (2023) which states that based on the responses and documentation of teachers and students, it was found that they had a positive perception of the use of Canva in answering questions in the Duolingo application. This theory has differences and similarities with this study. the similarity between the previous theory and the researcher is that the use of the Duolingo application gets a positive response from students where students think that the features contained in the Duolingo application are very interesting for students so that students feel happy in the process of teaching and learning activities using the Duolingo application. the difference between the previous theory and the researcher is in the use of the Duolingo application, in the previous theory that uses the Duolingo application is students while in this study it focuses on the use of the Duolingo application applied by teachers. So based on observations and interviews with students. In teaching students' writing skills by using the Duolingo application, students can more easily understand the lessons presented by the teacher.

**CONCLUSION**

Based on the previous discussion, the researcher concluded the results of the first research problem formulation, which is about how teachers implement the Duolingo application in learning writing skills at SDN Banyuajuh 9. The results show that teachers implement the Duolingo application in learning writing at Banyuajuh 9 Elementary school to answer questions from the learning material. This implementation is said to be successful by researchers. The researcher said it was successful because based on the results of observations and interviews that found that the implementation of the Duolingo application in learning writing skills at Banyuajuh 9 Elementary school was very helpful for teachers in improving students' writing skills. In its application, students are more conducive and responsive in learning using the Duolingo application. Teachers also revealed that the Duolingo application is very helpful for teachers in delivering material. The features contained in the Duolingo application are numerous and easy to use, so that the material used by the teacher through the Duolingo application is more interesting for students to learn. The use of the Duolingo application for teachers is also easy to use. Based on this explanation, it can be concluded that the implementation of the Duolingo application in learning writing skills at Banyuajuh 9 Elementary school was successful.

Based on the previous discussion, the researcher concluded that the results of the second research problem formulation, namely to find out the students' response to the application of Duolingo in teaching writing skills at Banyuajuh 9 Elementary School, The results showed that when teachers applied the Duolingo application in teaching writing skills at Banyuajuh 9 Elementary School, they received a positive response. This was obtained through observations and interviews, During the observation, the researcher observed that students paid more attention to the material presented by the teacher and students were more active during teaching and learning activities by using the Duolingo application as a learning medium used by the teacher to answer questions on learning materials.

During interviews, students said that they found it easier to understand the material presented by the teacher. This can also be seen from the results of the tasks done by students, namely the results of students' scores when answering questions using the Duolingo application. Students find it easier to complete tasks given by the teacher in the form of quizzes. Students said that the quizzes look more interesting because the questions are more diverse and the tasks given in the form of quizzes are like a game so it is interesting for students. Based on this, it can be concluded that teaching students' writing skills using the Duolingo application in grade 5 at Banyuajuh 9 Elementary School received a good response from students because students found it easier to understand the lessons delivered by the teacher and the appearance of the quizzes attracted students' interest in learning English.

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