

THE EFFECTIVENESS OF DUOLINGO AS A MEDIUM TO HELP TRANSLATING NARRATIVE TEXT

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Abstract

Technology plays an important role in learning, including in the field of text translation in higher education. This study aims to analyze the effectiveness of the Duolingo application in improving the ability of third-semester students Private University of West Borneo in helping to translate narrative texts from Indonesian to English. The method used was a pre-experiment with a pre-test and post-test design. The research sample consisted of 25 students selected using the cluster random sampling technique. Data were collected through a translation test and analyzed using the T test in the SPSS software. The results showed a significant increase in the average score from the pre-test 58.60 to the post-test 78.80. The T test produced a value of 57.52, greater than the T table value of 2.064, which proves the effectiveness of the Duolingo application. This application helps students understand sentence structure, expand vocabulary, and recognize cultural contexts in the target language. The conclusion of this study is that the use of Duolingo can significantly help improve students' translation skills. It is recommended to integrate this application as a routine learning medium, especially in developing translation skills.

Keywords: Technology, Duolingo, Narrative Text, Pre-Experimental Method

INTRODUCTION

Technology plays an important role in the field of translation, especially in higher education. Along with the advancement of technology today, translation has evolved from a manual process to a more efficient and effective process thanks to sophisticated devices such as smartphone or other sophisticated devices. Currently, people, especially students, are

increasingly accustomed to using smartphone in their daily lives. Information and communication technology (ICT) such as smartphones and the internet are highly recommended for the learning process, where users are known as digital learners (Silmi, 2020). With the help of applications and digital resources, students can translate English texts anytime and anywhere.

The development of technology also includes applications in translation media. One of the popular applications among third-semester students Private University of West Borneo is Duolingo. The Duolingo application is a great educational program for learning languages such as English (Rahmatullah et al., 2024). This application is designed to teach and learn various languages, including English, with the concept of "learning while playing" (Sasmitha & Thamrin, 2022). The ability to use Duolingo for third-semester students is currently very important to develop their understanding of English Private University of West Borneo. However, many students, especially in the third semester, have difficulty understanding the structure, vocabulary, and overall meaning of the text. This difficulty is often caused by a lack of understanding of the target language and limitations in translating difficult-to-understand sentences. However, its effectiveness as a translation aid among third-semester students still needs further research. Therefore, this study aims to analyze the extent to which Duolingo can contribute to improving the ability of third-semester students to translate sentences, as well as identifying factors that influence the effectiveness of its use in the learning context Private University of West Borneo.

Duolingo was launched in 2012 for iPhone users and in 2013 for Android devices, and quickly became the number one educational app on the Google Play Store. Today, Duolingo has been used by over 100 million users worldwide. The Duolingo app is essential today because it offers an interactive, adaptive, and fun learning method. In the context of translation, Duolingo provides features that help students understand sentence structure, expand vocabulary, and recognize cultural context in the target language. This is especially relevant for students who often find it difficult to translate long English texts, such as idioms. This means that Duolingo can act as a flexible tool to enrich students' vocabulary, including English idioms. This application allows for more flexible learning because it can be accessed anytime and anywhere. For students with limited vocabulary, features in Duolingo such as repetitive exercises, use of images, and example sentences in context can help them understand the meaning of words or phrases in English better. This has been proven by students Private University of West Borneo,

especially third-semester students who have used the Duolingo app as a medium to help translate and find difficult words in English. It is highly recommended for you to learn English because this language is the most widely used language in the world (Rahmatullah et al., 2024). Learning English is important because it is an international language used in various contexts, including college, school, work, and travel. Translation is not only about changing language from one language to another, but also ensuring that messages and information are conveyed well and clearly. The main challenges faced by students are translating word by word, limited vocabulary, and lack of understanding of cultural nuances in the text. The first problem is in line with the theory found in the study according to Irwandi that the obstacle that occurs in the learning process is that students find it difficult to use vocabulary in English (Hastuti et al., 2020). Based on a study of third-semester students Private University of West Borneo, difficulties in translating narrative texts arise due to complex sentence structures, the use of vocabulary that is rarely found in everyday conversation, and the lack of ability to understand cultural contexts. This problem is poorly understood in learning methods that tend to be monotonous, causing students to feel bored and less motivated to develop translation skills. Limited vocabulary is one of the biggest obstacles in the English learning process. Students often have difficulty understanding the meaning of words or sentences in texts, especially narrative texts. Irwandi (Hastuti et al., 2020) explained that this problem becomes more serious for students because vocabulary errors will be carried over into everyday communication. To help overcome this problem, Duolingo offers an adaptive learning feature that slowly introduces new vocabulary in relevant contexts, making it easier for students to understand the meaning and use of it to help translate narrative texts.

Translating narrative texts presents additional challenges, such as idiomatic sentences and implicit meanings that are difficult to understand (Auxier & Anderson, 2021). Students often have difficulty retaining the meaning of the source language into the target language because narrative texts often contain cultural expressions that are not easily translated. Without adequate cultural understanding, translations can lose context or implicit meaning. To address this issue, Duolingo provides features such as interactive exercises, story mode, and grammar tips designed to help students understand sentence structure, vocabulary, and cultural context. By using this application, students can improve their skills in translating narrative texts effectively and enjoyably.

The researcher wrote this study with several strategic reasons related to the development of

English language and translation skills Private University of West Borneo, third-semester students. First, third-semester students can use and search for vocabulary in the right context through the application of the Duolingo application media which is known to be effective in teaching and learning English. Second, it helps students understand the context of English and produces translations that are more natural and in accordance with the grammar or vocabulary and understanding used. Third, it improves the accuracy of translation by using the Duolingo application

which can help students understand implied meanings and use understanding correctly. Fourth, knowing how the application of the Duolingo application on media for translation allows third-semester students to give a positive impression of the use of the Duolingo application. Thus, this study is designed to provide solutions to improve the English language and translation skills of third-semester students, so that they can use understanding correctly and maintain the meaning of the original text in the right context.

METHOD

This study used a pre-experimental design. Pre-experiment is a research design that requires testing (Tawarik et al., 2021). The research sample selected was the PBI A 2023 class at the Private University of West Borneo, based on the consideration that they have the ability to speak English to translate narrative texts. In this study, researchers focused on one form of pre-experimental research, namely the pre-post-test design. In this study, the researchers created a test in narrative text in Indonesian which later students translated narrative texts into English with the help of the Duolingo application. The experiment began with a pre-test to assess students' initial translation skills in a post-test, then students began implementing the Duolingo application as a translation aid, and ended with a post-test to measure the improvement of students' translation skills. The pretest was used to determine students' understanding in translating narrative texts from Indonesian to English. The post-test was conducted after knowing the improvement in translating English to students to get a high assessment. Therefore, the data for this study were collected from the scores of the two initial tests and two final tests, and then the data were analyzed and evaluated using the T-Test. There are two variables in this study. The first was the independent variable, and the second was the dependent variable. The strategy of translating narrative texts using the "X" sign, and students' understanding in translating narrative texts using the "Y" sign. Briefly, this study was designed based on the following table 1.

Table 1 Research Design

Class	<i>Pre-test</i>	Treatment	<i>Post-test</i>
Experimental	O ₁	X	O ₂

Note:

O₁ : Pre-test to experiment class.

O₂ : Post-test to experiment class.

X : Receiving treatment.

Table 2 Post-Test and Pre-Test results

No	Name of students	<i>Pre-test</i>	<i>Post-test</i>	Achievement(Y)
Total				Y Σ

Data were collected through a test. The test assessed the improvement of students' English translation skills using the Duolingo application tool. The test included pre-test and post-test evaluations. The final test scores of students from the experimental group were analysed through a T-test, which is used to compare two sample means when the data is in interval or ratio form.

FINDINGS AND DISCUSSION

The Students Pre-Test Narrative Text Score Level

The results of the pre-test on improving students' English language skills to help translate narrative texts with the help of the Duolingo application are in Table 3 below.

Table 3 Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
PreTest	25	55.00	70.00	1465.00	58.6000	4.21307
Valid N (listwise)	25					

Based on table 3, the researchers analyzed that the average value of the experimental group pre-test comprehension of translating narrative texts was 58.60. This means that the achievement

THE EFFECTIVENESS OF DUOLINGO AS A MEDIUM TO HELP TRANSLATING NARRATIVE TEXT

of improving English in translating narrative texts without the help of the Duolingo application from the table has shown that students from the experimental class have a low achievement score in translating narrative texts with a total average of 58.60. We can classify this data as poor achievement.

The Students Post-Test Narrative Text Score Level

The results of the post-test on improving students' English language skills to help translate narrative texts with the help of the Duolingo application are in Table 4 below.

Table 4 Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
PostTest	25	75.00	90.00	1970.00	78.8000	4.39697
Valid N (listwise)	25					

The average post-test score on improving narrative text translation for the experimental group was 78.80. This means that students in the experimental group experienced an increase from the pre-test score of 58.60 to 78.80 on the post-test. The data in Table 4 shows that this increase was by 20.20 points, indicating a positive development in students' understanding. The results confirm that students in the 2023 PBI A class demonstrated significant improvement in translating narrative texts.

The Result of Students T-Test Narrative Text Score Level

The result of the T-test experiment on improving students' English language skills to help translate narrative texts with the help of the Duolingo application is in Table 5 below.

Table 5 Paired Samples Test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	PostTest - PreTest	20.20000	1.75594	.35119	19.47518	20.92482	57.519	24	.000

English language improvement T-Test to help translate narrative text with the help of the Duolingo application for the experimental group pre-test and post-test; data calculated with SPSS data calculation The T value is 57.52 with 24 degrees of freedom and with a significant level of 95%. The calculation of the T-Test is from the comparison between the average post-test score of the experimental group and the average post-test score of the group to answer the hypothesis in this current study. In this study, hypothesis testing is accepted if the T value is higher than the T table.

The T value for improving students' English language skills in narrative text with the help of the Duolingo application for the experimental group is 57.52. From the T table sheet, the T table is 2.064. It can be concluded that the T value is higher than the T table ($57.52 > 2.064$). In verifying the hypothesis, the author compares the T value with the T table. If the T value is greater than the T table ($T \text{ value} > T \text{ table}$), it means rejecting the null hypothesis (H_0) and accepting the alternative hypothesis (H_a). And if the t value is smaller than the T table ($T \text{ value} < T \text{ table}$), it means rejecting the alternative hypothesis (H_a) and accepting the null hypothesis (H_0). Based on table 5, the t value is 57.52 with 24 degrees of freedom with a significance level of 95%. T table for $df \ 24-0.05 = 23.95$, and 95% is 2.064. Therefore, the hypothesis test for improving English language skills to help translate narrative texts with the help of the Duolingo application is a T value greater than T table. The t value is 57.52, and the T table is 2.064. So, the result is H_a is accepted and H_0 is rejected.

The results of data analysis on narrative text translation in the pre-test and post-test showed that the Duolingo application was effective in assisting students in translation. According to (Tawarik et al., 2021), learning activities using Duolingo can significantly improve students' English skills. Likewise, (Rahmatullah et al., 2024) emphasized that Duolingo serves as a practical tool for independent language learning, supporting students in developing their vocabulary and grammar. In addition, (Sasmitha & Thamrin, 2022) highlighted that Duolingo's interactive features increase student engagement, making the learning process more fun and effective. From the training sessions using the Duolingo application, students can plan creative and innovative learning strategies, strengthening their ability to translate narrative texts efficiently. The integration of Duolingo into translation exercises not only improves their language proficiency but also increases their motivation to learn English.

From this study, the researchers concluded that students have the ability to translate narrative texts with the help of the Duolingo application very well. After students took the comprehension

test to translate a narrative text from Indonesian to English in the pre-test and post-test. After students completed the questionnaire and pre-test and post-test exercises in translating narrative texts before and after, students had awareness in translating a narrative text. Students can translate narrative texts even though students lack vocabulary skills. This study reveals that if students realize the importance of English language skills and understanding in translating narrative texts into English.

CONCLUSION

The article above discusses how technology, especially the Duolingo application, can help students improve their ability to translate narrative texts from Indonesian to English. Technology plays an important role in supporting the learning process, especially for students who are already familiar with technology. The results of this study confirm that the use of technology such as Duolingo can be an innovative solution to improve language learning efficiently and effectively. The use of the Duolingo application as a learning application that helps in translating narrative texts for third-semester students, in Private University of West Borneo has proven effective in improving language comprehension and translation skills. This application provides an interactive and fun learning method to help students understand sentence structure, expand vocabulary, and understand the cultural context in the target language. In addition, the features in Duolingo encourage students to continue practicing and deepening their translation skills. The study conducted on students Private University of West Borneo using a pre-experimental method with Pre-Test and Post-Test showed significant results. The average score of the students' Pre-Test was 58.60, which is relatively low, but it increased significantly to 78.80 in the Post-Test after using Duolingo. Statistical analysis using the T-test showed that there was a significant difference between the Pre-Test and Post-Test scores, which proves the effectiveness of using this application in improving students' translation skills.

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