



# Online Learning Vocabulary by Utilizing Duolingo Application

*Belajar Kosakata Online dengan Memanfaatkan Aplikasi Duolingo*

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## **ABSTRAK**

Tujuan pada penelitian ini yaitu untuk mengkaji tiga kasus yaitu: (1) Bagaimana persepsi siswa pada aplikasi game online Duolingo untuk pembelajaran kosakata siswa, (2) Bagaimana siswa menerapkan aplikasi game online Duolingo untuk pembelajaran kosakata mereka. (3) Bagaimana dampak penggunaan aplikasi game online Duolingo terhadap pembelajaran kosakata siswa. Penelitian ini menggunakan penelitian kualitative. Penelitian ini dilakukan untuk mengetahui pemanfaatan game Duolingo terhadap vocabulary siswa seperti persepsi siswa terhadap game Duolingo, implementasi siswa terhadap game Duolingo dan dampak game Duolingo terhadap pembelajaran kosa kata siswa. Pada penelitian ini peneliti menggunakan purposive sampling untuk mengunpulkan data. Pada penelitian ini terdapat 15 siswa yang berpartisipasi sebagai peserta dan penelitian ini dilakukan di Smpn 6 Karossa. Hasil penelitian ini menunjukkan bahwa memanfaatkan aplikasi game Duolingo terhadap kosa kata siswa sangat bagus. Siswa sangat senang, santai, dan antusias dalam belajar bahasa Inggris. Kosa kata siswa sangat meningkat dengan menggunakan game ini. Mereka lebih mudah mengerti kosa kata bahasa Inggris yang terdapat pada game Duolingo ini. Mereka tidak tertekan ketika belajar bahasa Inggris menggunakan game ini karena mereka bisa menggunakan di tempat lain tidak hanya disekolah dan mereka menggunakan game untuk mengasah kosa kata mereka sekitar 10-15 menit saja sehingga siswa tidak bosan dalam belajar bahasa Inggris. Hasil penelitian ini dapat menjadi refleksi bagi siswa untuk lebih tertarik dengan belajar bahasa Inggris dengan menggunakan game Duolingo.

**Kata kunci:** Kosakata, Aplikasi Duolingo, Persepsi, Implementasi, Dampak.

## **ABSTRACT**

The purpose of this research is to examine three cases, namely: (1) How are the students' perceptions on the online game Duolingo application for students' vocabulary learning, 2) How do the students implement the online game Duolingo application for their vocabulary learning. (3) How is the impact of utilizing the online game Duolingo application on students' vocabulary learning. This research used qualitative research. This research was conducted to determine the use of the Duolingo game on vocabularies such as students' perceptions of the Duolingo game, student's implementation of the Duolingo game, and the impact of the Duolingo game on students' vocabulary learning. In this research, researcher used purposive sampling to collect data. In this research, 15 students participated as participants and this research was conducted at SMPN 6 Karossa. The results of this research show that using the Duolingo game application on students' vocabulary is very good. Students are very happy, relaxed, and enthusiastic about learning English. Students' vocabulary is greatly increased by using this game. They are easier to understand the vocabulary found in this Duolingo game. They are not pressured when learning English using this game because they can use it in other places not only at school and they use games to hone their word skills for about 10-15 minutes so students do not get bored in learning English. The results of this study can be a reflection for students to be more interested in learning English using the Duolingo game.

**Keywords:** Vocabulary, Duolingo Application, Perception, Implementation, Impact

## 1. INTRODUCTION

English is an international language used by a lot of people in the world. It also has a role to learn about science and technology in facing the globalization era. Any sources of science use English as their language, so if people do not master English well, any difficulties will be found. Besides that, this language can increase social life with many native speakers who speak it as a foreign language. By mastering this language, the number of misunderstandings of communication with others can be reduced. As the main stipulation of the globalization era, English is the key to realizing the success of personality, society, and nationality. The basic vocabulary needed in a language is one of the most micro functions that are important to develop. Vocabulary is very important because vocabulary can be interpreted as vocabulary. The basic vocabulary is needed in a language is one of the most important micro functions to develop. When learning a foreign language, our vocabulary in that language is one of the most important micro-skill to develop. So, all micro-skills like grammar, vocabulary, and pronunciation are important. But it is far more difficult to communicate with no vocabulary than with no grammar, which is one of the most important micro-skills to develop.

According to Harmer that young children, especially those aged up to thirteen or fourteen, learn differently from older children, adolescents, and adults (Harmer, J 2004). So it can be concluded that children who study for thirteen or fourteen years can be different from adults so that teachers must be creative in making their students interested in learning English, especially vocabulary because when students do not have some vocabulary it can be difficult to make conversations to another or we can say interact with each other people.

According to Gairns and Redman (1986), there are two kinds of vocabulary. They are active and passive vocabulary. Active vocabulary is used in oral and written expression by the students. While the passive vocabulary is used by the person who can actively produce their speech and writing is called, he has active language knowledge. In addition, Laufer and Goldstein (2004) as quoted in Dakhi & Fitria (2019) receptive vocabulary is associated with listening and reading. Meanwhile, productive vocabulary refers to a set of words used to produce a message which means speaking and writing are basic skills in productive vocabulary. According to Jamalipour and Farahani

(2012) vocabulary knowledge positively predicts reading comprehension.

The factor that makes students use this application is because their English is still lacking and this application is easy to use because they can be interested in using this application independently without the help of a teacher. The purpose of students using this is to motivate themselves to be ready and confident in learning English at a higher level of education and to be more enthusiastic when learning English in class because they get new vocabulary from this Duolingo application so that they are confident in using vocabulary. These words in learning and speaking English.

Some students said they do not know how to use English Language and then they are using the Duolingo application they can use English a little. According to Muh. Alif said if we use Indonesian, we can answer questions if we use English, we still need to learn so they use the Duolingo application whenever they have free time, they can use it in class, school and even they are outside the room or hang out, they only need 5 to 15 every day to practice or use this application so that their vocabulary increases or it can be said that their English or their vocabulary increases.

Other students said this application is very good and helps me learn English because I am a beginner in English and when I use this application my sister not only likes to play; we also get new knowledge or look for new vocabulary. Another hand Jaelani (2021) said most of the students preferred learning English vocabulary using the Duolingo application as a medium. Some advantages can be taken from the use of Duolingo application as a media in learning English vocabulary, such as they are easy to understand the material, they were more excited and motivated in learning English vocabulary, Duolingo can eliminate boredom in learning and encourage them of a new idea in learning.

## 2. LITERATURE RIVIEW

### 2.1 Vocabulary

Laufer (1997) states that vocabulary learning is at the heart of language learning and language use. It is what makes the essence of a language. Without vocabularies, speakers cannot convey the meaning and communicate with each other in a particular language. Some researchers agree that there is very little research

carried out in the field of vocabulary learning (Folse, 2004; Hunt & Beglar, 2005) and that the most effective means of vocabulary learning is still unclear (de Groot, 2006).

Vocabulary is an important aspect in teaching language, as stated by Edward "Vocabulary is one of the important factors in all language teaching: students must continually learn words as they learn the structure and as they practice sound system". Sometimes, it's difficult to determine the words that students related to vocabularies such as meaning, spoken/written forms, collocations, connotations, grammatical behavior, etc. Vocabulary learning is an important part of foreign language learning. The meaning of new words is very often emphasized, either in books or in verbal communication. Vocabulary is considered central in language teaching and very important for language learners. Vocabulary is the basis for a person to learn a foreign language (Susanto 2017). According to O'dell (2000), vocabulary study is a growing area in applied linguistics and language teaching which creates the need for new approaches to vocabulary assessment. In another hand, Lessard (2013) said Vocabulary is the center of English language teaching. Without sufficient vocabulary, students cannot understand others or express their ideas. Vocabulary learning is an important part of learning a foreign language because the meaning of new words is emphasized very often, both in books and in class. It is also a language teaching center and very important for language learners (Alqahtani 2015).

Linse (2005) vocabulary is a collection of words that individual knows". The only words that can be easily displayed are nouns. It is important to remember that while nouns are important, vocabulary is more than just nouns. As a teacher, you must include verbs, adjectives, adverbs, and prepositions as part of your vocabulary curriculum.

## 2.2 Duolingo Application

Duolingo is a free language learning app created by Luis Von Ahn and Severin Hacker that was launched in November 2011, and offers 68 different language courses in 23 Languages, with 22 additional courses still in development. Duolingo applies dictation and written learning, as well as speaking exercises for users who have entered a certain level. This application, which can be used on iOS, Android, and Windows Phone, is made in such a way that users can continue

to improve their discussion skills anytime and anywhere. Learning on Duolingo is designed like a game, to be engaging and easy to absorb. For its innovation, Duolingo was awarded Google Play's Best of the Best 2013 by Google for the powerful gamification technique it uses to get people to learn new knowledge.

According to Cesarini (2021), the Duolingo application facilitates the learner to enhance their vocabulary. Using technology is a solution to answer the difficulties of learning English in the current global pandemic era. One technology that can help in learning English is Duolingo. Duolingo is an application that can help students to improve their vocabulary. The integration of Information, Communication, and Technology (ICT) into education relates to the use of computer-based communication that is incorporated into the daily learning process in the classroom (Ghavifekr & Rosdy, 2015). Clark (2013), as cited in Wijaya, Yufrizal, Kadaryanto, 2016) states that technology is an instrument that has powerful functions to provide unique and varied inspiring ideas so that vocabulary teaching can be improved.

The types of Duolingo application:

- a. Vocabulary assignment
- b. Listening and transcription task
- c. Sentence completion task
- d. Talking task.

## 2.3 Perception

Slameto (2003), perception is defined as a process of how to accept information in the human brain and a process of receiving a stimulus through the sense to get the conclusion about an object or an event, Walgito (2004). Based on the two definitions, it can be concluded that perception is an ability to recognize and interpret information from experience through the sensory process by seeing, hearing, and feeling. Perception can be distinguished into three types, namely: visual, auditory, and speech. First, visual perception is a perception from visual information and stimuli. In this perception, someone deals with visual objects or events. Second, auditory perception is that of information and stimuli detecting different kinds of caustic signals as their frequency, amplitude, duration, order of occurrence, and rate of perception. Third speech perception is the understanding or comprehension of speech. Wibowo as cited in Irwanto (2002), two types of perception are the result of the interaction between people and objects. They are

negative and positive perceptions, both of which are described in the following description:

#### **Positive Perception**

Positive perception is a perception that describes all information, knowledge (known or unknown) positively. In addition, positive perception is a positive interpretation that involves a human assessment of something around him. In this case, if there is a positive perception, he will accept and support the perceived object.

#### **Negative Perception**

Negative perceptions are perceptions that describe information (known/unknown) negatively or inappropriately with the object felt. In other words, negative perception is a negative interpretation that involves humans evaluating something around them.

#### **2.4 Implementation**

Nurdin Usman (2002) Implementation is leading to activities, carry out, actions, or the existence of a system mechanism. Implementation is not just an activity, but an activity that is planned to achieve the objectives of the activity. Implementation is an application or also an action taken based on a plan that has been/has been prepared or made carefully and in detail beforehand. Sholihah's (2019) implementation comes from English, namely to implement which means to carry out. Implementation is the provision of means to carry out something that has an impact or effect on something. Implementation is an action or also a form of real action in carrying out a plan that has been carefully designed. In other words, this implementation can only be done if there is a plan and not just action.

#### **2.5 Impact**

According to Waralah Rd Cristo (2008) impact is something caused by something done, can be positive or negative or influence which has both positive and negative impacts. So there are positive and negative impacts. Influence is a force that exists and arises from something (person, thing) that helps shape a person's character, belief, or action. Influence is a condition in which there is a reciprocal or causal relationship between what is affected and what is affected. There are two types of perception:

#### **Positive Impact**

The impact is the desire to persuade, convince, influence, or impress others, to get them to follow or

support their wishes. While positive is definite or firm and real from a thought, especially paying attention to good things. Positive is a mood that prioritizes creative activities over boring activities, joy over sadness, optimism over pessimism. Positive is the state of one's soul that is maintained through conscious effort when something happens to him so as not to shift one's mental focus on the negative. Because a positive thinker knows that he has had bad thoughts, he will recover quickly. So, what is meant by the positive impact is the desire to persuade, convince. influencing or impressing others, to get them to follow or support their good wishes.

#### **Negative Impact**

A negative impact is a strong influence that brings negative consequences. The impact is the desire to persuade, convince, influence, or impress others, to get them to follow or support their wishes. Based on several scientific studies, it is concluded that the negative impact outweighs the positive impact. So it can be concluded that the meaning of negative impact is the desire to persuade, convince, influence, or give an impression to others, with the aim that they follow or support their bad wishes and cause certain consequences.

### **3. RESEARCH METHODS**

#### **3.1 Research Design**

In this research design, the researcher would apply qualitative research. Qualitative research is a multi-method focus, involving an interpretive, naturalistic approach to its subject matter. This means that qualitative research things in their natural setting, trying to understand or interpret, phenomena in terms of the meanings people bring to them. This research would be conducted at a junior high school and the location in Karossa, West Sulawesi, Smp Negeri 6 Karossa. This study is about online learning vocabulary buy utilising Duolingo application.

#### **3.2 Data Resources**

This research was conducted at SMP Negeri 6 Karossa in Mamuju, West Sulawesi. The subjects in this research were class eight-grade students but not all students, only took 15 samples due to the current pandemic conditions where students were divided in their studies together to enter class. Researcher took 15 students for analysis and researchers use purposive sampling with a sampling technique of 15 students. According to Creswell (2017), purposive sampling will

determine the people to be sought to gain familiarity, understanding, and insight into the phenomenon under study.

### 3.3 Instrument

- a. field Notes
- b. Observation
- c. Interview Sheet
- d. Documentation

### 3.4 The Procedure of Data Collection

- a. Observation
- b. Interview

### 3.5 The Technique of Data Analysis

In analyzing the data, the researcher used qualitative analysis based on the procedures proposed by Miles, Huberman, and Saldana. According to (Matthew B. Miles., A. Michael Huberman., 2014), there are four steps in analyzing data which can be described as follows:

- a. Data Collection
- b. Data Display
- c. Data Reduction
- d. Conclusion Drawing and Verification

## 4. FINDINGS AND DISCUSSION

### 4.1 Findings

#### 1. How are the students' perceptions on the online game Duolingo application for students' vocabulary Learning?

In this part the researcher found only the positive perceptions of the students but the researcher found also the obstacle of the students.

- a. Positive Perception of utilizing application Duolingo game in student's vocabulary Learning (Interview with S7)

*Sangat senang karena aplikasinya tidak terlalu sulit dan mudah dipahami dan pembelajarannya tidak terlalu sulit karena disertai dengan translate.*

Very happy because the application is not too difficult and easy to understand and the learning is not too difficult because it is accompanied by a translation.

Based on the extract above, the S7 feeling he felt when learning English using the Duolingo game application he felt happy because this application was not too

difficult to use and easy to understand then the learning was not too difficult. After all, it was accompanied by pictures that matched the vocabulary.

(Interview with S1)

*Sangat bermanfaat, dapat mengasah otak.*

Very useful, can sharpen the brain.

Based on the extract above, S1 thought that this Duolingo game was very useful and can also sharpen her brain in learning English.

- b. Obstacle Perception of utilizing application Duolingo game in student's vocabulary Learning

(Interview with S2)

*Kesulitan dalam menguasai game Duolingo ini terdapat kosa kata yang sulit di pengucapan atau pronunciatonnya.*

Difficulty in mastering this Duolingo game there is a difficult vocabulary in pronunciation.

Based on the extract above, according to S2 the difficulty she experienced was when she found a vocabulary that was difficult to pronounce because we know that in English, the writing is different, so the pronunciation is different too.

#### 2. How do the students' implement the online game Duolingo application for their vocabulary Learning?

- a. Highly Implemented of Duolingo game (Interview with S3)

*Biasa seperti dirumah, sebelum masuk belajar, dan dikelas juga.*

Usually like at home, before going to study, and in-class too.

Based on the extract above, according to S3 about whether she usually used this game application outside the classroom or other places to hone her English vocabulary, she said that she usually uses it when he was at home, before going to study, and in-class too.

- b. Moderately Implemented of Duolingo game

(Interview with S4)

*15 hingga 20 menit dan biasa mendapatkan 88%-100% tergantung progresnya.*

15 to 20 minutes and usually get 88%-100% depending on the progress.

Based on the extract above, according to S1 the time that she usually experienced when using the Duolingo game application was 15 to 20 minutes and usually, she gets 88%-100% depending on the progress.

c. Poorly Implemented of Duolingo game

(Interview with S12)

*Saat mendapat kosa kata baru dan juga pada saat mentranslate dan pronounciotionnya.*

When getting new vocabulary and when translating and pronunciation it.

Based on the extract above, according to S12 the difficulties she experienced were when she got new vocabulary when she leveled up when she translated vocabulary into English or Indonesian, and during the pronunciation session.

**3. How is the impact of utilizing the online game Duolingo application on students' vocabulary Learning?**

a. Positive Impact

(Interview with S13)

*Dapat menambah kosa kata baru yang belum pernah dipelajari disekolah.*

It can add new vocabulary that has never been learned in school.

Based on the extract above, according to S13 the impact of the Duolingo game on him in learning English was that he can increase his vocabulary because a lot of the vocabulary in the Duolingo game has never been found in school, indirectly he has learned one step further.

b. Negative impact

(Interview with S5)

*Perubahannya tidak terlalu karena dulunya suka memang dengan Bahasa Inggris.*

The changes are not that big because I used to like English.

Based on the extract above, according to S5 his way of learning in learning English using this application has not changed much because he already likes English before.

**4.2 Discussion**

The results of observations and interviews in this research relating to students' perceptions of the use of the Duolingo game application are that this application was very good and interesting as a medium for learning English. This application was very good because it was equipped with features that make it easier for students to learn English such as vocabulary assignments, listening and transcription task, sentence completion task, and talking tasks. On the vocabulary assignment, students can find out the meaning of the vocabulary because it was accompanied by interesting and funny pictures. Then in the listening and transcription task, students hone their listening by listening to the sentences or vocabulary spoken by native speakers, then they choose the vocabulary and arrange them into sentences. while in the sentence completion task, they listen to sentences or vocabulary spoken by native speakers and then translate them into English or Indonesian.

In its implementation, there are 3 steps, namely plan, action, and monitoring/evaluation, and there are 3 criteria, namely a highly implemented Duolingo game, a moderately implemented Duolingo game, and a poorly implemented Duolingo game. Plan, which is where there are students who are there and use some who are alone in this application because they have their reasons. The reason is that groups can study before working on the Duolingo application, with each student wanting to see their learning progress. In the action section, this is the essence of student implementation in using this application. Besides they use it in the classroom, they also use it in other places such canteen, home, etc. In this action, we can also see the progress of students how long they use this application to hone their words. When they get a lot of XP or score even complete a day's learning then they get a high five from the Duolingo mascot app to cheer them all up.

The results of observations and interviews in this research regarding the impact of using the Duolingo

game application on their vocabulary have negative and positive impacts. The positive impact is that this application is very efficient to use for students in learning English. By using this Duolingo game application, the way students learn has changed a lot, for example before they were not interested in English, but by using this game they were more interested and enthusiastic about learning English. Increase because of the previous vocabulary they did not know much English vocabulary by using this game their vocabulary increase can be seen from the progress or level of each student. Each level has a different vocabulary topic like family, nouns, animals, food, drinks, and more. The higher their level, the more XP or score they get. While the negative impact is that there is only one student who is not too big or has a positive impact on the previous one because he already likes English.

#### 4.3. Conclusions

This Duolingo game application is very good for learning media in learning English, especially in students' English vocabulary. This application is very helpful for students in learning English. This application is effective and very interesting because it is equipped with fun features so that students do not get bored in learning. They are very happy, relaxed, and comfortable using this application because they easily understand the vocabulary in this game. This application provides features such as vocabulary assignment, listening and transcription tasks, sentence completion tasks, and talking tasks and vocabulary accompanied by interesting pictures

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