



Students' Perception Analysis of The Effectiveness of the Beelinguapp Application as a Learning Medium In Improving Listening Skills

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ABSTRACT

The development of digital technology has encouraged the use of mobile applications as alternative media in foreign language learning, particularly to improve listening skills. This study aims to analyze students' perceptions of the effectiveness of the Beelinguapp application as a learning medium to enhance listening skills among students of the English Education Study Program at the State Islamic University of North Sumatra in 2024. This research employed a convergent mixed-method design involving 50 students as respondents. Quantitative data were collected through a Likert-scale questionnaire measuring perceptions of ease of use, perceived improvement in listening skills, and learning motivation. Qualitative data were obtained through five open-ended questions to explore students' experiences, benefits, challenges, and suggestions regarding the use of Beelinguapp. Quantitative data were analyzed descriptively using percentages and frequencies, while qualitative data were analyzed using thematic analysis. The results indicate that the majority of students perceived Beelinguapp as an easy-to-use application, effective in improving listening skills, and capable of increasing learning motivation. The bilingual story feature integrated with audio was considered helpful in understanding pronunciation, intonation, vocabulary, and the contextual use of English. However, some technical constraints, such as audio speed and limited internet access, were still experienced by several students. Overall, Beelinguapp was found to provide meaningful learning support and has the potential to serve as an effective supplementary learning medium for listening instruction in higher education.

Keywords: student perception, Beelinguapp application, learning media, listening skills

Analisis Persepsi Mahasiswa tentang Efektivitas Aplikasi Beelinguapp sebagai Media Pembelajaran dalam Meningkatkan Keterampilan Menyimak

ABSTRAK

Perkembangan teknologi digital telah mendorong penggunaan aplikasi seluler sebagai media alternatif dalam pembelajaran bahasa asing, khususnya untuk meningkatkan kemampuan mendengarkan. Penelitian ini bertujuan untuk menganalisis persepsi mahasiswa tentang efektivitas aplikasi Beelinguapp sebagai media pembelajaran untuk meningkatkan kemampuan mendengarkan di kalangan mahasiswa Program Studi Pendidikan Bahasa Inggris di Universitas Islam Negeri Sumatera Utara tahun 2024. Penelitian ini menggunakan desain metode campuran konvergen yang melibatkan 50 mahasiswa sebagai responden. Data kuantitatif dikumpulkan melalui kuesioner skala Likert yang mengukur persepsi kemudahan penggunaan, persepsi peningkatan kemampuan mendengarkan, dan motivasi belajar. Data kualitatif diperoleh melalui lima pertanyaan terbuka untuk mengeksplorasi pengalaman, manfaat, tantangan, dan saran mahasiswa mengenai penggunaan Beelinguapp. Data kuantitatif dianalisis secara deskriptif menggunakan persentase dan frekuensi, sedangkan data kualitatif dianalisis menggunakan analisis tematik. Hasil penelitian menunjukkan bahwa mayoritas mahasiswa menganggap Beelinguapp sebagai aplikasi yang mudah digunakan, efektif dalam meningkatkan kemampuan mendengarkan, dan mampu meningkatkan motivasi belajar. Fitur cerita dwibahasa yang terintegrasi dengan audio dianggap membantu dalam memahami pengucapan, intonasi, kosakata, dan penggunaan bahasa Inggris dalam konteks. Namun, beberapa kendala teknis, seperti kecepatan audio dan akses internet yang terbatas, masih dialami oleh beberapa siswa. Secara keseluruhan, Beelinguapp ditemukan memberikan dukungan pembelajaran yang bermakna dan berpotensi menjadi media pembelajaran tambahan yang efektif untuk pengajaran mendengarkan di pendidikan tinggi.

Kata kunci : persepsi mahasiswa, aplikasi Beelinguapp, media pembelajaran, keterampilan menyimak

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INTRODUCTION

The development of digital technology has brought significant changes to the field of education, particularly in foreign language learning. The use of mobile application-based technology has now become one of the strategic alternatives to support a more flexible, interactive, and student-centered learning process. In the context of English language learning, listening skills are one of the fundamental competencies because they serve as the foundation for mastering other language skills, such as speaking, reading, and writing (Simatupang, Manihuruk, & Siahaan, 2025). However, listening skills are often considered difficult by students due to limited exposure to authentic language, differences in speakers' accents, speech speed, and the lack of engaging and contextual learning materials.

In higher education, particularly in the English Education study program, the teaching of listening skills demands innovative learning media that not only present material theoretically but also provide authentic and sustainable learning experiences. Conventional methods that rely on textbooks and static audio are considered less capable of meeting the learning needs of digital generation students who are accustomed to mobile technology (Irsani & Hz, 2024). Therefore, the use of mobile-assisted language learning applications becomes relevant to address these challenges.

One of the applications widely used in language learning is Beelinguapp. This app offers a bilingual text feature integrated with audio, allowing users to listen to foreign language texts while simultaneously reading their translations. This feature is considered helpful for students to understand pronunciation, intonation, and the meaning of vocabulary in a complete context (Widianto, Fadhilawati, Sutanti, & Supriyono, 2024). In addition, the flexibility of using Beelinguapp allows students to study independently anytime and anywhere, potentially increasing motivation and learning autonomy. Although Beelinguapp has various advantages, the effectiveness of a learning medium is not only

determined by the features offered, but also by users' perceptions of ease of use, learning benefits, and its impact on learning motivation. Students' perceptions are an important aspect to study because they can influence the level of acceptance, frequency of use, and the sustainability of the application's utilization in the learning process. A learning medium that is technically good but not positively received by students has the potential to be less optimal in improving learning outcomes. Based on these conditions, it is necessary to conduct an empirical study that analyzes students' perceptions of the effectiveness of the Beelinguapp application as a learning medium in improving listening skills. This study is focused on students of the English Education Study Program at the State Islamic University of North Sumatra in 2024, taking into account the characteristics of students as active language learners who are familiar with digital technology. The results of this study are expected to provide a comprehensive overview of the effectiveness of Beelinguapp from the students' perspective, as well as to serve as a consideration for lecturers and educational institutions in developing innovative, technology-based listening learning strategies.

A number of previous studies namely (Sepyanda, Deswarni, & Ardi, 2023) has examined the use of mobile-assisted language learning (MALL) in English language learning and found that mobile applications can enhance learning flexibility, motivation, and student engagement. However, these studies generally focus on the overall effectiveness of learning or the improvement of quantitative learning outcomes, without exploring in depth the perceptions of users as the main subjects in the learning process. In fact, user perceptions play an important role in determining the level of acceptance and sustainability of the use of learning technology. In addition, research (Eragamreddy, 2025) Regarding language learning applications, the focus is often on popular apps such as Duolingo or Busuu, while empirical studies specifically discussing Beelinguapp are still very limited.



Beelinguapp has a unique characteristic of integrating bilingual text with authentic audio, which theoretically aligns with the principles of dual coding theory and contextual learning in language education. Nevertheless, there is still little research examining how students perceive the effectiveness of these features in enhancing listening skills, particularly in the context of self-directed learning.

Furthermore, research (Elisa, 2023) Research related to MALL in Indonesia still focuses on primary and secondary education levels and solely uses a quantitative approach. Studies that integrate both quantitative and qualitative approaches to explore students' subjective experiences in using language learning applications at the university level are still relatively limited. This situation indicates a methodological research gap, especially in efforts to gain a comprehensive understanding of the effectiveness of digital learning media from the users' perspective.

On the other hand, research (Mareta, Hendrety, & Dianti, 2025) The utilization of language learning applications in the context of State Islamic Higher Education Institutions (PTKIN) is still limited. The characteristics of students in Islamic higher education, who have certain social, cultural, and religious backgrounds, have the potential to influence how they accept and make use of learning technology. Therefore, studies focusing on students at the State Islamic University of North Sumatra are important to enrich the literature that has so far been dominated by general or international education contexts. Based on this research gap, this study has novelty in several main aspects. First, this study specifically analyzes students' perceptions of the effectiveness of the Beelinguapp application in improving listening skills, emphasizing ease of use, enhancement of listening ability, and learning motivation. Second, this study employs a convergent mixed-method design that integrates quantitative and qualitative data, thereby providing a more holistic and in-depth picture compared to previous research that was partial in nature. Third,

this study was conducted in the context of Islamic higher education in Indonesia, which is still rarely explored in MALL studies, thus providing contextual and locally relevant empirical contributions. Therefore, this research is expected not only to enrich the theoretical study of technology-based listening learning but also to provide practical implications for lecturers, educational institutions, and application developers in designing more effective, contextual, and student-centered English learning media.

METHOD

This study employed a convergent mixed-method design, integrating both quantitative and qualitative approaches to obtain a comprehensive understanding of students' perceptions of the effectiveness of the Beelinguapp application in improving listening skills. In a convergent mixed-method design, quantitative and qualitative data are collected simultaneously, analyzed separately, and then integrated at the interpretation stage to provide a more holistic understanding of the research problem (Creswell, 2024). By combining numerical data with participants' explanations, this study produces stronger and more valid interpretations of the investigated phenomenon. The participants of this study consisted of 50 students from the English Education Study Program who had used Beelinguapp as a medium for practicing listening skills. All respondents voluntarily completed the research instruments and had prior experience in learning English, enabling them to provide relevant perceptions regarding the effectiveness of the application in enhancing listening skills. The data obtained from the participants were then used to analyze the extent to which Beelinguapp effectively supports the listening learning process in a comprehensive manner.

Data were collected using two main instruments: a structured questionnaire and open-ended questions. The quantitative instrument was a questionnaire consisting of 15 Likert-scale statements. These statements were developed

based on three main indicators: perceived ease of use, perceived listening improvement, and learning motivation. The perceived ease of use indicator was adapted from the Technology Acceptance Model (TAM), which has been widely applied in recent empirical studies on technology acceptance in educational and digital learning contexts (Arikunto, 2021). Meanwhile, the indicators of perceived listening improvement and learning motivation were developed based on the Mobile-Assisted Language Learning (MALL) framework and theories of learning motivation in language education, supported by relevant previous studies.

The questionnaire was designed by the researcher and tailored to the context of using Beelinguapp as a mobile application for listening practice. The use of a quantitative questionnaire aimed to measure respondents' perception levels and to generate descriptive data that could be presented numerically (Sugiyono, 2024).

The qualitative instrument consisted of five open-ended questions designed to explore students' experiences, opinions, challenges, perceived benefits, and suggestions regarding the use of Beelinguapp for listening practice. This qualitative data was used to obtain deeper and more interpretative insights that could not be fully captured through quantitative data alone. The data collection process was conducted online using Google Forms. Participants first completed the structured questionnaire and then responded to the open-ended questions included in the same form. This integrated data collection format enabled the practical and simultaneous collection of both quantitative and qualitative data. Online surveys using mixed formats are considered effective for obtaining diverse data while maintaining respondent convenience and efficiency (Moleong, 2024).

Quantitative data were analyzed descriptively by presenting frequencies and percentages of respondents' answers. Meanwhile, qualitative data obtained from the open-ended questions were analyzed using thematic analysis, involving coding procedures and the identification of recurring

themes related to the effectiveness of Beelinguapp, students' learning experiences, and challenges encountered during the use of the application. The combination of these analytical techniques strengthened the interpretation of the research findings in the discussion section, as the numerical data were supported by direct explanations from the participants (Yin, 2024; Razak, 2017).

RESULT

1. Student Experience in Using Beelinguapp

Based on the research findings, students' experiences in using Beelinguapp demonstrate a generally positive tendency. Students reported that the application is easy to use, has a simple interface, and provides bilingual text and audio features that support listening comprehension. These positive experiences foster a sense of comfort and confidence in using Beelinguapp as a listening learning medium, particularly for independent learning activities outside the classroom.

This experience is reflected in one respondent's statement: "*Beelinguapp is easy to use and has a simple interface, so I did not experience any difficulty when using it for listening practice*" (R8). This statement indicates that a user-friendly interface contributes significantly to students' learning experiences.

From the perspective of the Technology Acceptance Model (TAM), students' positive experiences are closely related to their perceived ease of use. When students perceive that an application is uncomplicated and easy to operate, they are more likely to accept and continue using it. This finding is consistent with the quantitative data, which show that the majority of students responded positively to the ease-of-use indicator of Beelinguapp.

Furthermore, the ease of use of Beelinguapp encourages students to be more actively engaged in independent learning. Easy access through mobile devices allows students to practice listening anytime and anywhere, making the learning process more flexible and not limited to formal classroom settings.



2. Students' Opinions on the Use of Beelinguapp

Students' opinions regarding the use of Beelinguapp generally indicate that the application is perceived as effective and relevant as a listening learning medium. Students consider that the materials provided are not only engaging but also aligned with their needs in improving listening skills, particularly in understanding English conversations.

This perception is reinforced by one respondent's statement: "*Beelinguapp is quite effective for listening practice because the materials are interesting and help me understand English conversations*" (R15). This statement reflects that students perceive tangible benefits from using the application in the learning process. Within the framework of the Technology Acceptance Model (TAM), perceived usefulness is a crucial factor in shaping users' positive attitudes toward technology. Quantitative data show that the majority of students agreed that Beelinguapp is useful in supporting listening learning. Therefore, these qualitative findings strengthen and corroborate the quantitative results obtained in this study.

3. Challenges in Using Beelinguapp

Although students generally provided positive responses, the findings of this study reveal several challenges in the use of Beelinguapp. The most frequently reported challenges were related to technical aspects, such as unstable internet connections and difficulties in understanding audio with fast speech rates or unfamiliar vocabulary.

One respondent stated: "*Sometimes the audio is too fast, and when the internet connection is unstable, it becomes difficult to understand the listening material*" (R21). This statement indicates that technical factors remain obstacles for some students in utilizing the application optimally. From the perspective of Mobile-Assisted Language Learning (MALL), technical challenges are common issues in mobile-based learning

environments. Therefore, supporting strategies are needed, such as providing offline features, adjustable audio speed, and adaptive difficulty levels to accommodate differences in users' abilities and learning conditions.

4. Benefits Experienced from Using Beelinguapp

The findings of the study indicate that students experienced various benefits from using Beelinguapp, particularly in terms of improvements in listening skills and learning motivation. Students reported becoming more accustomed to listening to native speakers' pronunciation, understanding intonation, and gradually enhancing their listening comprehension. This is supported by one respondent's statement: "*After using Beelinguapp, I feel that my listening skills have improved and I have become more motivated to learn*" (R30). This statement demonstrates that the benefits of using the application encompass both cognitive and affective aspects of learning.

These benefits are consistent with the principles of Mobile-Assisted Language Learning (MALL), which emphasize the importance of flexible access, repeated practice, and the use of authentic materials in language learning. Moreover, the increase in learning motivation aligns with language learning motivation theories, which suggest that enjoyable and relevant learning experiences can enhance learners' engagement and persistence.

Student Suggestions on Using Beelinguapp

The suggestions provided by students reflect their expectations regarding the future development of the Beelinguapp application. Students recommended the inclusion of a wider variety of listening exercises, the availability of offline features, and adjustable audio difficulty levels tailored to users' proficiency.

One respondent stated: "*It would be better if Beelinguapp provided more practice activities and offline features so it could be used without an internet connection*" (R37). This suggestion

indicates that students are actively engaged in evaluating the learning media they use.

The qualitative findings strengthen and expand the quantitative results through thematic analysis. Students described their learning experiences as interactive and enjoyable, particularly through the bilingual story feature that allows them to read while listening. They also emphasized the simplicity of the application's interface, which facilitates easy access to learning materials. The dual-modality feature combining audio and bilingual text was perceived as the most helpful aspect in enhancing vocabulary comprehension and sentence structure understanding. Additionally, the flexibility of the application was considered a significant advantage, as it enables students to learn according to their individual schedules and learning needs.

DISCUSSION

Overall, the quantitative and qualitative findings indicate that Beelinguapp is an effective tool for supporting students' listening skills. The majority of students perceived the application as easy to use, effective in improving listening comprehension, and capable of enhancing learning motivation. The high level of perceived ease of use aligns with the Technology Acceptance Model (TAM), which emphasizes that user-friendly interfaces can increase learners' willingness to adopt educational technologies.

These findings are consistent with the study by (Zebua, Telaumbanua, Laoli, & Harefa, 2025), who reported that mobile learning applications such as *Listen English Daily Practices* effectively improve listening comprehension through routine practice and exposure to interactive audio materials. Similarly, Handayani and (Gilakjani & Khodashenas, 2024) found that the *English Listening Test* application enhanced students' motivation and learning engagement, which corresponds with the present study's finding that 85.6% of respondents felt motivated when using Beelinguapp.

The effectiveness of the dual-modality feature that combines audio and bilingual text further supports (Yuniarti & Dona, 2025) findings, which emphasize that technology-enhanced language learning provides repeated exposure to authentic materials and facilitates contextual understanding. Students in this study highlighted that simultaneous listening and reading activities helped improve vocabulary comprehension and sentence structure awareness, in line with multimedia learning theory and the dual coding principle.

Although students' motivation to use Beelinguapp was relatively high, only 72.4% perceived a significant impact on learning outcomes, suggesting that motivation alone does not necessarily ensure consistent learning engagement. This finding aligns with (Chafshah, Kurniawati, & Misbah, 2025), who argued that game-based and mobile applications can support learning but still require learners' self-regulation to maximize their benefits. Several respondents also mentioned limitations related to free access and difficulties in using certain features, indicating opportunities for further development.

Overall, the results of this study demonstrate that Beelinguapp not only supports independent learning through its interactive features and flexibility but also contributes to the existing body of research on Mobile-Assisted Language Learning (MALL). Compared to other widely studied applications such as Duolingo or Hello English (Arumsari, Octaviani, & Vinahapsari, 2025), Beelinguapp offers a distinctive feature in the form of synchronized audio and parallel bilingual texts, providing a unique learning experience, particularly for the development of listening skills. In conclusion, this study offers new insights into mobile-based listening instruction by illustrating how the integration of bilingual parallel texts and synchronized audio in Beelinguapp specifically supports students' listening comprehension and independent learning. Unlike previous studies that primarily emphasized general motivation or exposure to audio materials, this study demonstrates that the dual-modality feature



enables learners to process meaning, vocabulary, and sentence structures simultaneously, resulting in more contextualized comprehension. Furthermore, the study confirms that students' positive acceptance of Beelinguapp is driven not only by learning motivation but also strongly influenced by perceived ease of use and flexibility in authentic learning contexts factors that have received limited attention in prior MALL research.

CONCLUSION

This study found that Beelinguapp is an effective tool for supporting foreign language listening skills, as students perceived the application as easy to use, engaging, and flexible for independent learning. These findings indicate a positive overall perception of Beelinguapp as a mobile-assisted learning medium, suggesting that its usability and accessibility contribute to students' willingness to use the application regularly in listening practice.

Qualitative data revealed that the interactive bilingual stories and synchronized audio features of Beelinguapp play a significant role in improving listening comprehension, vocabulary acquisition, and contextual understanding. Students reported that the combination of text and audio helped them better understand pronunciation, intonation, and meaning in context. Furthermore, the user-friendly interface was perceived as encouraging consistent engagement, although some participants experienced minor challenges related to inconsistent usage.

Overall, the findings from both quantitative and qualitative data indicate that Beelinguapp provides meaningful learning support for students across different proficiency levels. The application can function effectively as a complementary learning medium in university-level language learning contexts, particularly for enhancing listening skills through self-directed and flexible learning activities.

In terms of pedagogical implications, the findings suggest that lecturers can integrate

Beelinguapp as a supplementary tool to support listening instruction in higher education. At the same time, university students may benefit from its use to promote autonomous and flexible listening practice beyond the classroom. At the institutional level, this study may inform higher education policies regarding the integration of mobile-assisted language learning applications in English language teaching.

For future research, further studies are recommended to examine the long-term effects of Beelinguapp on listening proficiency. Additionally, future investigations may explore its integration with other language skills, such as speaking, reading, and writing, in order to provide a more comprehensive understanding of mobile-assisted language learning in higher education contexts.

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