



Duolingo as A Mobile-Assisted Language Learning: A New Supplementary of Learning Basic English Reading for EFL Students

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Abstrak

Tidak dapat disangkal, bahwa dunia pendidikan dipengaruhi oleh kemajuan teknologi. Penelitian ini membahas proses penggunaan perangkat lunak online pembelajaran bahasa yang sudah dikembangkan, Duolingo, untuk melengkapi pembelajaran membaca bahasa Inggris dasar untuk siswa EFL sekolah menengah atas. Pendekatan campuran pengumpulan data kualitatif dan kuantitatif diikuti dalam makalah penelitian ini. Peserta didik yang terdiri dari 10 siswa tersebut telah menggunakan perangkat lunak secara online selama kurang lebih 30 hari, baik di smartphone maupun di komputer pribadi. Berdasarkan survei hasil angket, siswa biasanya menikmati proses pembelajaran karena beberapa faktor; seperti kemudahan aksesibilitasnya, aspek berbasis gamenya, bisa diskusi masalah dengan pemain lain, dan fitur dan ilustrasi interaktif. Hasil penilaian yang juga dilakukan oleh <http://efset.org> menunjukkan bahwa platform pembelajaran bahasa online Duolingo dapat membantu siswa mencapai lebih dari hasil yang diharapkan dari target membaca bahasa Inggris dasar berdasarkan hasil standar penilaian CEFR, di lain menyenangkan dan juga masih pada cara yang tepat untuk mengajar bahasa Inggris, terutama dalam membaca bahasa Inggris. Berdasarkan hasil tersebut, penting untuk mempertimbangkan bahwa menggunakan aplikasi online dapat menjadi salah satu cara yang tepat dan bermanfaat bagi siswa untuk mencapai hasil belajar yang lebih baik, terutama dalam belajar bahasa Inggris.

Kata Kunci: Duolingo, aplikasi seluler, penilaian, membaca.

Abstract

It is undeniable, that the world of education is affected by technological advances this study discusses the process of using an already developed language learning online software, Duolingo, to supplement learning basic English reading for senior high school EFL students. A mixed approach of qualitative and quantitative data collection is followed in this research paper. The learners that consist of 10 students had used the software online for about 30 days, either on their smartphones or on their personal computers. Based on the questionnaire result survey, the students usually enjoy the learning process because of several factors; such as easiness of its accessibility, its game-based aspect, could discussion of the problem with other players, and interactive features and illustrations. The result of the assessment also conducted by <http://efset.org> shows that the Duolingo online language learning platform could help the students achieve more from the expected result of the basic English reading target needs to be based on the CEFR assessment standard result, in another fun and also still on the appropriate way for teaching English, especially in English reading. Based on the result, it is essential to consider that using online applications could be one of the appropriate ways and beneficial ways for students to achieve better results in learning, especially in learning the English language.

Keywords: Duolingo, mobile application, assessment, reading.

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INTRODUCTION

It is undeniable that the world of education is affected by technological advances. Technology can be used as an instrument that helps students in learning. There are many benefits of technology obtained in the world of education, for example, it is easy to find and search for material in the form of online articles, videos, or audio lessons. As a teaching support media, many things can be obtained by utilizing technology. Technology can be used as an instrument that helps students in learning. Applications, games and the like can help teachers in the teaching and learning process a foreign language is no longer boring and difficult for students, especially in teaching English reading.

During the launch of CALL in the 1990s, people found more realistic ways of learning other languages by taking advantage of technological innovations. Therefore, people start using some type of mobile devices, such as cell phones, personal digital assistants (PDAs), and smartphones. E-book readers and so forth instead of using personal computers, desktops, ad laptops. The learning process through these technologies is then known as MALL.

According to Chartrand (Chartrand, 2016), Mobile Assisted Language Learning has some advantages such as; (1) Multimedia Ability, (2) Internet Access, (3) Social Networking, (4) Immediate Feedback, one of the advantages is Immediate feedback. Thus, it has vast potential, is practical, and is easy for everyone to carry everywhere and also benefits from giving immediate feedback or assessment in the process of learning a language.

In the last decade, the major problem of teaching English, especially English reading was varied (Naibaho, 2022) ((Linan-Thompson, S., Vaughn, S., Hickman-Davis, P., & Kouzekanani, 2003) -Thompson, 2003; Aji, 2020(Hayati, H. A., & Puspitaloka, 2002)Sultan, 2018). Therefore, in this study, the writer focuses the analysis on English new supplementary reading skills for EFL students. English reading supplementary plays a crucial role in the teaching and learning process (Lam, 2015)When accomplished well, it offers clear objectives for language education and confirms whether the process of learning leads to success or failure. Therefore, in supporting the teaching and learning process, the English teacher needs a new learning resource that could assist the teacher in the teaching process, especially in teaching English reading. One of the tools that could be used to support the student's learning progress is by using Duolingo.

The gamification technique used, makes it easy and fun to use. Although Duolingo is used in the form of a foreign language, it is easy to use in language learning. Duolingo is an educational application, but how to use it is the same as using a game. The nature of the Duolingo application is flexible, which means that you can follow and learn 4 languages at once without having to complete 1 pre-selected language. In this application, there is a level and reward system to create motivation in learning a language. Duolingo application users include repetition, audibly speaking it, and conversation. The learning in this application is designed to increase the difficulty as part of the progress of the user.

The Duolingo Press describes that "Duolingo is the free science-based language education platform that has organically become the most popular way to learn languages online with exercises completed each month of 7B+ and total users 300M+" (About Us. n.d. Retrieved March 23rd, 2020) (Ajisoko, 2020 C.E.)

The results of the research written by (Muh Rajib Silmi) stated that students' perceptions of the use of the Duolingo application as an English learning medium had a positive and strong impact on improving English language skills. This is reinforced by research conducted by (Rifdinal Rifdina) that the Duolingo application has a significant effect on vocabulary learning in Madrasah Aliyah Negeri (MAN) Pekalongan. Another study conducted by (Elin Herlina) showed that there was an increase in students' ability to speak English using Duolingo media. The Duolingo application also increases students' confidence and motivation in speaking English.

The difference between this research and several studies conducted is that the research focuses more on reading skills using the Duolingo application because reading is one of the skills that must be learned in English.

Reading is a reflexive language skill, said to be reflexive because it is an activity reading is an activity to obtain or understand information from reading material. Therefore, reading has an important role in the development of knowledge. It is hoped that this research can be used as an innovation applied by educational institutions or teachers in improving students' English reading skills using the Duolingo application.

METHOD

A qualitative research design was followed in this research paper. The study involved ten participants, and they were intensely observed online while learning English in basic reading using the Duolingo app by focusing on the differences before and after learning with Duolingo. Therefore, it was a case study that contains online observation for one month through the Duolingo progress activity. Then the subjects were tested to assess their level through the CEFR standard from www.efset.org. The data for this study were collected using Duolingo Progress activity to get more comprehensively and accurately appropriate. Also, the data was obtained by conducting an open-ended question questionnaire and Likert scale questionnaire for the study to conclude adopted from (Dörnyei, 2003). Testing this questionnaire is used to see how students' skills in reading basic English are after using the Duolingo application. The initial process of carrying out this research begins with easy material with increasing levels of difficulty. When they have passed some subject matter, they will get a bonus or reward to advance to the next level.

The writer collected students' questionnaires for the students who learn basic English reading for the final time in the last meeting. The questionnaire was distributed to the ten students of first-grade senior high school IPA 1 on May 15th. 2020. The main focus of this study is intended to find out how appropriate and helpful was Duolingo in supporting online language learning as supplementary materials, especially in learning basic English reading.

The validity of the data is seen from the online observation process and by using interview techniques given to 10 students who use the Duolingo application to improve basic level English reading skills. data checking is done by looking at the results of the initial capabilities and taking final data when conducting research whose progress can be seen from the results of the application of each account owned. Some of the questions given to students were: what should be prepared when working on the questions contained in the Duolingo application? Can the Duo Lingo application improve and simplify the process of improving English reading skills? And several other questions that focus on research variables. The main focus of this research is to find out how appropriate and useful Duolingo is in supporting online language learning as a complementary material, especially in learning to read basic English.

FINDING AND DISCUSSION

Before all of the students were tested using EFSET, the students conducted a 15-minute quick check-in EFSET to measure the student performance before learning with Duolingo online language platform;

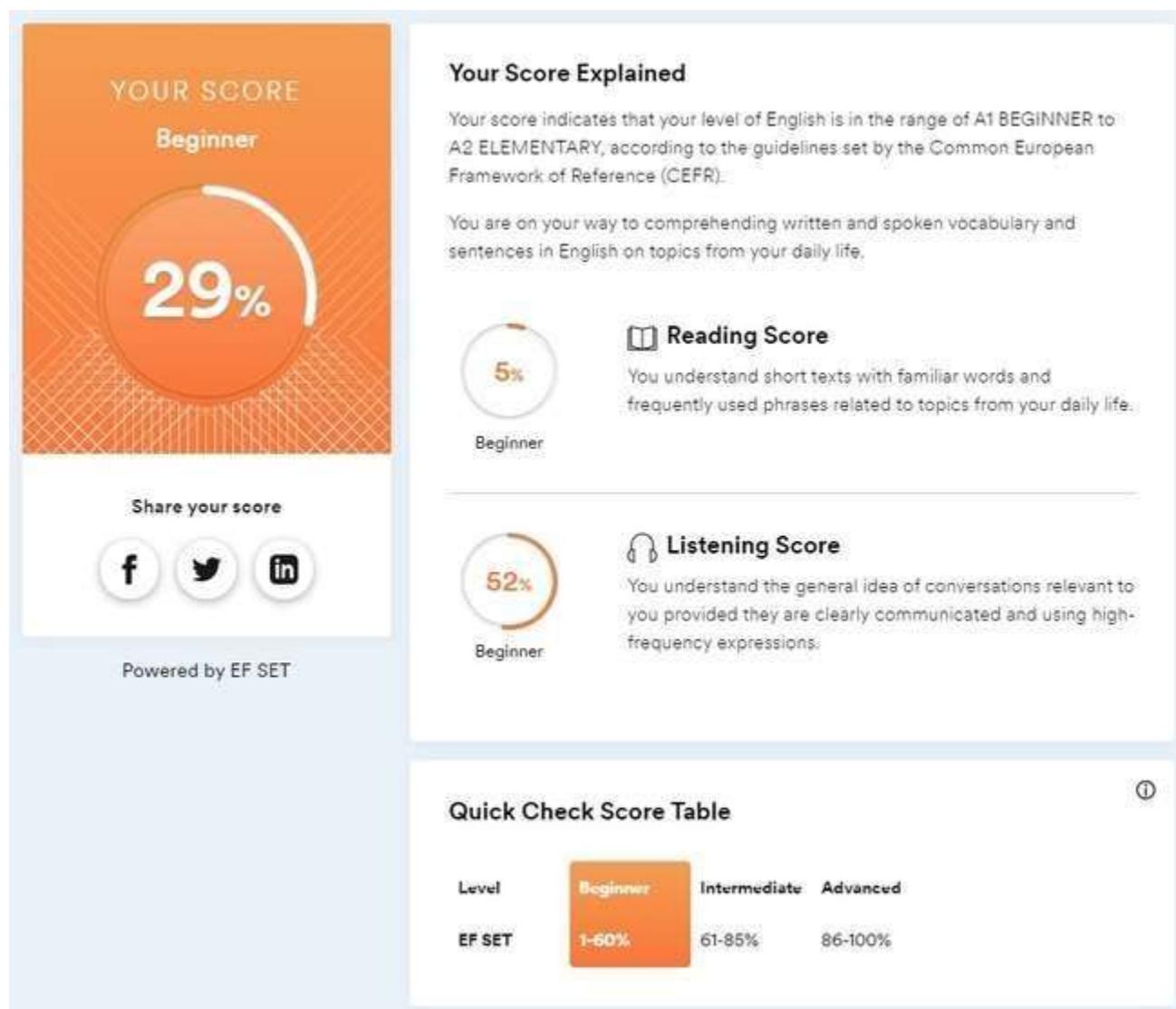


Figure 1. Students' result performance before learning with Duolingo

In this result, the students seem to get a 29% score based on the quick test. The reading score was 5%, which means they could understand short text with familiar words and frequently used phrases related to topics from daily life, and 52% in the listening section, which means they could understand the general idea of conversations and using a high-frequency expression. To gain the expected result in basic English reading standards on CEFR levels, the writer consistently conducted the online learning for the students for about 26 days starting from March, 23th 2020 - April, 17th 2020 and all of the ten students completed the task from 1st level through the 5th level difficulties that provided by the Duolingo as seen in figure 1;

All of the students have fulfilled and accomplished until the last materials in the Duolingo database, which means all of the students have ultimately done the study for the 26 days duration. Each of the students begins with the first task assigned by the teacher every day. After the students reach the level of each category, such as food, travel, phrase, etc., the students will attempt to finish the checkpoint of each level until 26 days later they have finished all of those checkpoints and are ready for the EFSET test. Based on the results, it was demonstrated that Duolingo could be a new supplement to learning basic English reading for EFL students. It can be seen from the sample of the five student's result test in figure 4, figure 5, figure 6, figure 7, and figure 8 or go to the

link below for a more enhanced picture;

<https://www.efset.org/cert/XNCAZt>, <https://www.efset.org/cert/W5BwpD>, <https://www.efset.org/cert/McaUKe>, <https://www.efset.org/cert/8a6z4M>, and <https://www.efset.org/cert/48kJck>

Table 1
Students' results from performance

No	Respondents	Level	Skor	
			listening	reading
1	Cyindi Eriza	B1- Intermediate	50	44
2	Riski Malia	B2 – Upper-Intermediate	55	63
3	Dewi Yanuar Dzikurllah	B2 –Upper-Intermediate	48	52
4	Imelda Maharani	B1 Intermediate score	45	44
5	Fanda Mutia	B1-Intermediate	55	44

Five English language test was administered to participants, a test of English proficiency (EF Standard English Test, efset.org) as an indicator that assesses the variety of learners' English skills in listening and reading without distinguishing from social contexts. EFSET aims to place English students into one of the six CEFR levels that show the overall English skills of learners. A 50-minute computer adjustable test designed to place the reading skills and listening skills of EFL students in line with one of the CEFR-standard six skill levels. A total of 10 EFL learners, aged between 17 and 18 years in the first and second grades of senior high school, participated in this study. The sample included a full proportion of females because of its school policy. Participants represented one L1 language group of Indonesian students recruited from the same private school, which used the primary curriculum and teaching methodology employed across its site. Based on their performance in a standardized English proficiency test (EFSET), the result of the test above shows that the students approximately reach the level of B1-Intermediate based on the EFSET result. In the reading section, the student could achieve a 44/100 - B1 Intermediate score, which means they could understand most of what they read in English newspapers and internet reports on a familiar topic based on the result explanation above. In the listening section, the student could achieve 50/100 – B1 Intermediate score which means they could deal with most situations likely to arise whilst traveling in an area where the language is spoken and also could understand the main point of a clear standard speech on familiar matters regularly encountered in work, school, leisure, etc.

Based on their performance in a standardized English proficiency test (EFSET), the result of the test above shows that the students approximately reach the level of B2 – Upper Intermediate based on the EFSET result, this student score is higher than average students. In the reading section, the student could achieve a 63/100 – C1 Advanced score, which means they could understand a wide range of demanding, longer texts, and recognize the implicit meaning and complex factual and literary text based on the result explanation above. In the listening section, the student could achieve a 55/100 – B2 Upper Intermediate score, which means they could understand extended speech and lectures and follow even intricate lines of argument provided the topic is reasonably familiar.

Participants represented one L1 language group of Indonesian students recruited from the same private school, which used the primary curriculum and teaching methodology employed across its site. Based on their performance in a standardized English proficiency test (EFSET), the result of the test above shows that the students approximately reach the level of B1-Intermediate based on the EFSET result. In the reading section, the student could achieve a 52/100 – B2 Upper Intermediate score, which means they could understand the main ideas of complex text on both concrete and abstract topic, including technical discussion in her field of specialization. In the listening section, the student could achieve 48/100 – B1 Intermediate score which means they could deal with most situations likely to arise whilst traveling in an area where the language is spoken and also could understand the main point of a clear standard speech on familiar matters regularly encountered in work, school, leisure, etc.

Based on their performance in a standardized English proficiency test (EFSET), the result of the test above shows that the students approximately reach the level of B1-Intermediate based on the EFSET result. In the reading section, the student could achieve a 44/100 – B1 Intermediate score, which means they could understand most of what they read in English newspapers and internet reports on a familiar topic based on the result explanation above. In the listening section, the student could achieve 45/100 – B1 Intermediate score which means they could deal with most situations likely to arise whilst traveling in an area where the language is spoken and also could understand the main point of a clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. which seems like the rest of the other students in participating this test.

Based on their performance in a standardized English proficiency test (EFSET), the result of the test above shows that the students approximately reach the level of B1-Intermediate based on the EFSET result. In the reading section, the student could achieve a 44/100 – B1 Intermediate score, which means they could understand most of what they read in English newspapers and internet reports on familiar topics based on the result explanation above. In the listening section, the student could achieve 55/100 – B2 Upper Intermediate score which means they could understand extended.

In addition, research by Su, C. H., & Cheng (2015) supports a mobile gamification learning system that could value the student's outdoor learning activities made possible by the use of a smartphone and its functions. Pre- and post-test results demonstrated that incorporating mobile and gamification technologies into a botanical learning process could achieve a better learning performance and a higher degree of motivation than either non-gamified mobile learning or traditional instruction. Further, they revealed a positive relationship between learning achievement and motivation. It means that the use of mobile technology would give a better result in achieving or supporting the learning environment.

Furthermore,) (Domínguez, A., Saenz-De-Navarrete, J., De-Marcos, L., Fernández-Sanz, L., Pagés, C., & Martínez-Herráiz, 2013) suggest that students who completed the gamified experience got better scores in practical assignments and the overall score, but our findings also suggest that these students performed poorly on written assignments and participated less in-class activities, although their initial motivation was high, according to the author this probably could be happened because of such differences may be caused by the distinctive nature of the elements being assessed on the items and by the kind of learning fostered by each instrument that in line with Ke (2009), a meta-analysis which suggested that learning games foster high-order thinking more than factual knowledge, on the other hand, this qualitative experiment analysis suggests that gamification can have a great emotional and social impact on students, as reward systems and competitive social mechanisms seem to be motivating for them. Reward systems suppose an innovative, fun, and encouraging way to represent progress within an online educative experience. Leaderboards also serve as a source of motivation because students see their work publicly and instantly recognized and because they can compare their progress with other classmates. It can be concluded from those previous research that, mobile technology or mobile-assisted language learning platform could be effectively affecting the students learning and motivation through the comprehensive learning materials, require a proper learning design, appropriate implementation, and specific student's target learning needs to achieve more specific goals especially in learning English reading.

This is the example from the inside of the efset.org test conducted on the participant in this study;

1. Students started with the first rules before they enter the test. This will give the students an understanding of the technical information required.
2. After students understand the rules before beginning the test, the students then continue to the first section of the test;
3. After the students finish the first section of the test, then the students will move on to the second section of the test;

The efset.org test uses multiple-choice and matching styles for assessing one package of the students reading and listening skills Using the online environment for assessment (Benson, 2011). Also, Benson and Brack (2011) stated that uses of the online environment that are available for both formative and summative assessment fall into the four main categories indicated in table 5.0. Each use offers opportunities for reconceptualizing assessment to increase authenticity, but usually, these opportunities will be more significant concerning the last two (online discussion and web publishing). This quizzes style will allow the students to identify the best answer that is probably correct to assign a choice of their own;

Table 2
Four Main Categories of Online Assessment

Uses	Examples
1. Submission of items for assessment	Essays: discursive, descriptive, analytical Reports: CBL, PBL Reviews: critical, analytical Media: image, audio, video, presentation
2. Automated assessment quizzes	Multiple choice
3. multimedia	Short answer Calculation Matching Fill blanks True/false Matching Drag and drop Simulation
4. Online discussions	Forums: case analysis, project development Debates Allocated roles: lead, summarize, provoke Roleplays
5. Web Publishing	E-portfolios Webpages: blogs, wikis Shared documents: Google Documents

After the students completed all of the reading and listening tests, the students will get the result. In this study, the students achieve an average on the B1-Intermediate level based on the CEFR test conducted at <http://efset.org>. The result shows that the students achieved above the expected result from the A1-A2 basic English level, which means that the Duolingo online English platform is appropriate to be used for the teacher to learn basic English reading. Also, this study provides the result of the questionnaire that shows students' opinions while learning an online language using Duolingo;

"It is easier doing the English reading exercise after learning by using Duolingo, please give your opinion about it" (Dörnyei, 2003), 50% answered strongly agree, 30% answered agree, and 10% answered neither agree nor disagree. The opinion varies, such as *"Duolingo is quite easy; it gives a better understanding and simple explanation."* It gives the understanding that the students feel easy and do not struggle while doing exercise after using Duolingo.

"Duolingo is an interesting platform in learning English reading, please give your opinion about it" (Dörnyei, 2003), 60% answered agree, 30% answered strongly agree, and 10% answered neither agree nor disagree. The opinion was; *"because it is easy to use and interesting, simple visual, clear voices, easy instruction, colorful, suitable for teenagers, contain a colorful picture, so it will make the student more comfortable and not boring, simple sentence construction also with picture become more interesting, interesting interactive not confusing for beginners."* Also, this response gives a conclusion that using Duolingo while learning is accessible, interactive, colorful, and simple.

Likert scale model; "*I enjoyed the learning process by using Duolingo*" (Dörnyei, 2003); 50% answer agree, 40% answer strongly agree, and 10% answer neither agrees nor disagree. It can be concluded that the students enjoyed learning with Duolingo.

Likert scale model; "*Learning by using Duolingo could expand my vocabulary*" (Dörnyei, 2003); 60% answer agree and 40% answer strongly agree. It can be concluded that Duolingo could help the students with their reading abilities. Also, it could help by expanding the student's vocabulary.

Likert scale model; "*Duolingo makes me active to participate in an online classroom while learning English reading*" (Dörnyei, 2003); 60% agree, 30% strongly agree, and 10% neither agree nor disagree. It can be concluded that Duolingo could also help students become more active in online classroom conditions.

"*I feel enthusiasts learn English reading by using Duolingo*" (Dörnyei, 2003); 60% answer agree, and 40% answer strongly agree. The opinion was; "*Duolingo application is entertaining and we can very easily absorb the material because the learning website is very colorful and easy to understand the material, learning Duolingo is not like learning in the classroom, it gives us a combination in an answer like a picture and multiple-choice, so I feel enthusiast with that because it is online I can also talk to other people in online this learning platform is special, I have never found a language learning platform before except Duolingo.*" It can be concluded that the students feel the easiness of its accessibility and like to make social interaction among the players.

Likert scale model; "*Duolingo makes me easier to write a simple sentence*" (Dörnyei, 2003); 50% answer agree, 40% answer strongly agree, and 10% neither agree nor disagree. It can be concluded that Duolingo could help the students to assist them in simple writing.

Likert scale model; "*Learning English reading by using Duolingo make me feel more motivated than learning without using it*" (Dörnyei, 2003); 50% answer strongly agree, 40% answer agree, and 10% answer neither agree nor disagree. It can also be concluded that the learning motivation grows up from the students' willingness to learn by themselves, such as autonomously. Furthermore, Lotze, N. (2019) found that twenty-two of the 25 students reported on the end-of-term questionnaire that using Duolingo at home had motivated the students to study harder in class. In addition, (Nushi, M., & Eqbali, 2017) also found that Duolingo is a useful language application that can provide learners with practical and systematic steps to learn a new language on their own, Duolingo has a sleek design, is user-friendly, and can be used by learners of different ages and cultures. Ajisoko, P. (2020), related to the Duolingo research, found that nearly all of the learners obtained a significant post-test score than the pre-test. The data of the post-test score showed that there was a development in learners' scores. The mean score of post-tests is higher than the pre-test ($57.45 > 79.15$), which means that learners' vocabulary mastery has been improved and also Learners were more motivated in learning; more skillful because the interest in learning increases; easy to understand the material; allowing all learners to get a right turn in practicing the material; eliminate boredom in learning; encourage new ideas; Moreover, facilitate students in remembering also practice the material in daily life. Those studies revealed that the use of Duolingo in learning language could positively give impact the students.

According to Brown (2004), in foreign language learning, reading is likewise a skill that teachers simply expect learners to acquire. It means that reading skill is an essential foundation that needs to be acquired by the students. Therefore, in this study, the writer intended to describe the language learning process and its assessment, especially for English reading in line with Duolingo which also trains the simple reading exercise to acquire the necessary foundation of learning a language. Likert scale model; "*Learning English reading by using Duolingo could improve my listening*" (Dörnyei, 2003); 60% answer strongly agree, 30% answer agree, and 20% answer neither agree nor disagree. It can be concluded that despite the students who strongly agree, some students feel doubtful to choose, which means Duolingo seems to be not too helpful and just in an ordinary way.

Likert scale model; "*I like learning English by using Duolingo*" (Dörnyei, 2003); 50% answer strongly agree, 40% answer agree, and 10% answer neither agree nor disagree. It can be concluded that most of the students' response interest or giving like to learn with Duolingo, which means a good foundation that learning starts with or come with love at first and enjoyment.

The questionnaire above used Likert-scale and open-ended questions adopted from (Dörnyei, 2003, p.36, p.47). The Likert-scale question begins with a series of statements all of which are related to a particular target scale (which can be, among others, a person, a group of people, an institution, or a concept); after the scale has been administered, each response option is assigned a number for scoring purposes (e.g., 'strongly agree' = 5, 'strongly disagree' = 1). After the students finish the Likert scale, then the students begin by giving their opinion in specific open-ended questions adopted from (Dörnyei, 2003, p.48) about learning by using Duolingo online language platform. The questionnaire analysis of the specific open-ended question was defined clearly by Dörnyei (2003, p.109., p.116) who stated that '*Specific open questions*' usually ask about factual information that is easy to summarize with an adequate coding frame, the responses to these items can be coded into distinct categories and then treated as nominal, or possibly ordinal, data. The nominal or categorical data were implemented in this study. The result of the student response questionnaire regarding the use of Duolingo to learn basic English reading shows most of the students categorize on feeling enjoy, motivated, and also enthusiastic while learning the basic English reading using Duolingo because of several factors, such as easiness of its accessibility, its game-based aspect, could have a discussion the problem with other players and interactive features and illustrations. Thus, regarding the question of whether is Duolingo appropriate for learning English, the answer is yes, based on the student's opinion above.

Several studies have been conducted, one of which is Risky Kurnia Jaya's research, which found that the Duolingo Application can be used in teaching English vocabulary. The results showed that the average score of students increased from 61.15 to 77.25. The hypothesis has been analyzed at a significant level of 0.05, and the results show that the t-value is 14,461 and the sig.2-tailed is 0.000. This means that the hypothesis has been accepted and the Duolingo Application can be used to improve students' vocabulary skills. The same research was also conducted by Wahyu Ilham. The results showed that the use of Duolingo in teaching English has many positive effects on students. It makes students understand the material and students are more motivated in learning. Students have the opportunity to get the same turn in practicing the material, reducing boredom in learning, and being facilitated in remembering and practicing the material in everyday life. The limitations experienced in the study are limitations in terms of facilities, where the signal is still one of the obstacles in its implementation. With the description and review of the data above, the implications for knowledge and scholarship are that the Duolingo application is one of the answers to making it easier for someone to learn English and other foreign languages in an easy and fun way.

CONCLUSION

In conclusion, this study has found that Duolingo is an app that not only could motivate beginners to continue to learn and improve but also could achieve basic English reading and promote learner autonomy. Duolingo can be used in schools to engage students while studying because it is like playing a game, and it is quite helpful and appropriate to get new supplementary English materials, especially while learning basic English reading. Besides, we could also use some of the technology offered to make the assessment process more natural to be done with a language assessment platform like EFSET, TOEFL, IELTS, CEFR, and Duolingo English Test that probably takes a view of charge to register the platform before it begins to assess our works or our students. On the other hand, the writer suggests using the EFSET English assessment platform because of its affordable price, reliable-proven, valid in using for more than 100 countries and regions, and comfortable to register and set up the online assessment process and also the result of the test immediately show up after we were finishing the test and we could download it at the same time in pdf or jpg format, while the other test

platform is not free, the EFSET is entirely free without any charges fee before and after the test. Indeed, this research paper proved that the language learning app; Duolingo is beneficial for learning basic English reading based on the CEFR test conducted in <http://efset.org> that reaches intermediate B1-B2 upper intermediate level in the result. It is essential to consider that using online applications could be one of the appropriate ways and beneficial ways for students and teachers to achieve better results and to promote a better solution to the problem that usually happened in learning, especially in learning the English language.

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