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Students' Perception of the Use of Duolingo Application for Speaking Skill

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Abstract

The Duolingo mobile application facilitates flexible English language learning for pupils by including game-based aspects that enhance listening abilities. Proficiency in speaking is essential for English learners as it enables effective communication in daily interactions. The purpose of this study is to determine students' perceptions of the impact of Duolingo on their speaking skills. The objective of this research is to find out the students' perception of the use of Duolingo application for speaking skills. This study employs a quantitative research design. This study's participants were first semester conversation class students from Bengkulu University. In this study, twenty nine students shared their perspectives. A questionnaire distributed using Google Forms was utilized to collect data. In this research, questionnaire will be use as the research instrument to know the students' perception toward the Duolingo Application. Based on the data collected, students had a generally positive opinion of Duolingo as a useful application for improving their speaking skills. According to the data, nearly all students agree that the Duolingo software has many good effects on pupils studying English. Moreover, students feel at ease learning English and can easily understand learning materials when they utilize the Duolingo application as a learning tool.
Keywords: *Students' Perception, Duolingo Application, Speaking Skill*

INTRODUCTION

Nowadays, second language practice must evolve and embrace new technology in order to capitalize on existing innovation and change. As education technology becomes more popular, it is improving the educational system in unexpected ways. This is evidenced by the rapid pace at which technology and media are advancing language learning. Online education facilitates enhanced learning opportunities for a broader spectrum of pupils. Specifically, technology has the potential to enhance language instruction by focusing on three key components: vocabulary acquisition, phonetic features, and the organization and composition of productive tasks such as writing and reading.

Technology-based language learning has been one of the most prominent areas of study in foreign languages. The advancement of technology in the modern world has reduced data accessibility, which has consequences for the methods of education used in schools. The acquisition of language elements is not hindered by distance or time, as it is

widely recognized that foreign language abilities are essential in the 21st century. This exemplifies that the primary emphasis in the 21st century lies in communication, teamwork, as well as critical and creative thinking. Proficiency in communication, especially in foreign languages, is an essential element in tackling the educational obstacles of the twenty-first century. Nevertheless, digital media can serve as a valuable resource for honing English speaking skills with a targeted approach to language acquisition.

The application is Duolingo. This application may also provide new vocabulary and structure to students. As a result, this application is one of the options for learning English. Duolingo is a language acquisition application that offers an enjoyable and uncomplicated method to acquire proficiency in a foreign language. Duolingo is a costless mobile language learning app established in November 2011 by Luis Von Ahn and Severin Hacker. As stated on the company's website, over 30 million individuals have enrolled in the service, which offers free language instruction to people worldwide. This program offers a diverse range of languages for acquiring proficiency in English, including languages specifically designed for individuals studying English as a second language. Duolingo, as one of the most popular language learning apps, may help people improve their communication skills. Using the Duolingo app, students may improve their English quickly and according to their own pace. Duolingo contributions can make language learning easier for people who want to learn a language but have limited time and resources. Through the use of electronic media, interactions between teachers and students may be optimized. The use of online language learning applications such as Duolingo allows students and teachers to continue communicating and learning English without having to meet face-to-face.

The above-mentioned application is a high-priced tool for improving the skills of EFL students. Previous research has found that mobile learning can improve a student's ability to learn English in an unconventional way. Oral communication is a crucial component of acquiring proficiency in the English language. Proficiency in speaking is essential for English learners as it enables effective communication in daily interactions. Speakers often convey ideas and feelings to others in communication (Wiranti, 2013). Speaking is about conveying ideas with the right intonation, but it is also about conveying content (Jondeya, 2011). Aside from that, speaking skills requires students to understand how to engage in activities such as speaking turn. Speaking necessitates productive and responsiveness, which benefits both the speaker and the listener.

Speaking skill includes two main components: accuracy and fluency. Accuracy is defined as the process of developing a target language based on a target language system (Skehan and Foster, 2001). A distinction was made between two kind of grammatical accuracy assessments: particular assessments of correctness and general assessments of accuracy. Although the concept of fluency is commonly employed in linguistics, there is a lack of consensus regarding the criteria for effective communication in any given language (Chambers, 1997). According to Ellis and Barkhuizen, fluency can be defined as the ability to produce words in real-time without any unwanted pauses or hesitations.

Nadeem and Arshad (2010) outline supplementary issues that arise in the domain, which undeniably impact the students' oral communication skills. Research acknowledges that numerous students exhibit a reluctance to engage in practice, both within and beyond the classroom, due to apprehension of teacher disapproval and potential ridicule from their peers. It cannot be denied that students should practice their English frequently. As a result, one of the teacher's responsibilities is to instill confidence in his or her students so that they can converse in English. Aside from that, teachers can use technology such as Duolingo to help students learn English. The use of Duolingo applications is one method that teachers and students may use. Students can start by practicing or mimicking the phrases they know through this learning app. From the explanation above, the goal of this research is to determine the effectiveness of Duolingo in terms of student learning outcomes. This research is important since it is hoped that using Duolingo would help to improve students speaking skill if used correctly. In addition, Duolingo may be accessed with or without an internet connection and can be installed on an android phone or a home computer, allowing students to learn anywhere and whenever they choose.

Based on the previous studies, Isbell et al. (2023) conducted a study that primarily examined stakeholders' perspective, as well as speaking performance and test results. Furthermore, Handrianto (2021) conducted a study to examine students' impression regarding the use of the Duolingo program for enhancing English vocabulary. A study conducted by Soparno and Tarjana (2021) examines students' perspective of utilizing the Learn English Conversation Application for speaking learning. Additionally, Jaelani & Sutari (2020) specifically examine the way students perceive the utilization of Duolingo as a tool for vocabulary acquisition. Lastly, Astarilla (2018) examines her students' impression of the efficacy of the Duolingo Application for learning English. While previous studies have mostly examined students' perspective of using Duolingo for vocabulary learning and all four language skills in English, this study specifically focuses on students' perception of using Duolingo for developing speaking skills in English. In order to find out the students' perceptions, the research question is "What are the students' perception of the use of Duolingo for speaking skill?"

METHOD

This research will conduct by use quantitative method with questionnaire as a research instrument. The objective of quantitative research is to enhance empirical hypotheses by investigating the correlation between variables (Creswell & Creswell, 2017). These factors can be quantified, typically using instruments, enabling data to be evaluated using statistical methods. The aim of this study is to ascertain the students' perspective regarding the efficacy of the Duolingo program in enhancing their speaking skills. The research will employ a questionnaire as the research instrument to assess the students' perception of the Duolingo Application. The researcher took a percentage of the answers to each student's questionnaire sheet and supported it with an explanation to calculate the results of the questionnaire.

The population of this study is first semester students in conversation class at Bengkulu University. The class is divided into classes A, B, C with an average of thirty students. The sampling technique is random sampling. Researchers chose class C as the sample of this research. Questionnaire is a research instrument used in this study. A questionnaire is the collection of data from respondents based on statements or questions related to the research topic. The researcher will use a closed questionnaire which adopted by Bawanti (2021). A closed questionnaire is a type of survey that includes a predetermined set of questions or statements, and the respondents are expected to provide answers based on these questions.

Arikunto (2010) distinguishes between two types of questions: open and closed questionnaires. In an open questionnaire, respondents can answer the researcher's questions in their own words, but in a closed questionnaire, respondents must only select the answers that are already provided. In this research, the type of questionnaire to be used is a closed-ended questionnaire. The Likert scale will be used in measuring respondents' answers to the questionnaire in this study. The Likert scale that will be given on the questionnaire in this study uses four answer options, namely, strongly agree (1), agree (2), disagree (3), and strongly disagree (4). Based on the questionnaire, participants are advised to select a single answer from the Likert scale. After the answer has been completed, the questionnaire will do an analysis to determine the outcome. Each time a statement is made, the number of people who choose each of the possible outcomes is recorded in the percentage. The formula will be used to determine the significance of each frequency of occurrence (Sudjono, 2008)

TABLE 1. RESEARCH INSTRUMENT

Statements	Strongly Agree	Agree	Strongly Disagree	Disagree
1. I like to study alone so I feel confident				
2. Duolingo application gave increased my ability to manage time of studying speaking skill				
3. Learning using Duolingo application increased my motivation for studying speaking skill				
4. I enjoyed using Duolingo application during the speaking class				
5. Duolingo application contributes to make my speaking learning faster				
6. I study online using Duolingo application alone I remember some vocabularies better.				
7. I prefer online speaking assignment so that I can do it myself without any help from others				

Statements	Strongly Agree	Agree	Strongly Disagree	Disagree
8. I don't face difficulties in answering teacher's questions				
9. Online learning using Duolingo application I can understand the lessons easily				
10. Online learning using Duolingo application increase my speaking learning				
11. I study online using Duolingo application alone I remember lessons better.				
12. Online learning using Duolingo application improving my speaking skills				

TABLE 2. THE INTERVAL OF RESPONDENT'S SCORE

Interval (%)	Classification
76 – 100	Strongly Positive
51 – 75	Positive
26 – 20	Negative
0 – 25	Strongly Negative

RESULTS AND DISCUSSION
Research findings

Table 3. The results of the Student's Perception of the Use of Duolingo Application for Speaking Skill

Statements	Strongly Agree	Agree	Strongly Disagree	Disagree	Category
S1	30 %	53,3 %	0 %	16,6 %	Positive
S2	16,7 %	73,3 %	0 %	10 %	Positive
S3	33,3 %	56,7 %	0 %	10 %	Positive
S4	23,3 %	53,3 %	0 %	23,3 %	Positive
S5	33,3 %	56,7 %	0 %	10 %	Positive
S6	33,3 %	56,7 %	0 %	10 %	Positive
S7	20 %	43,3 %	6,7 %	30 %	Positive
S8	3,3 %	50 %	10 %	36,7 %	Positive
S9	16,7 %	66,7 %	0 %	16,7 %	Positive
S10	26,7 %	66,7 %	0 %	6,7 %	Positive
S11	30 %	53,3 %	0 %	16,7 %	Positive
S12	33,3 %	56,7 %	0 %	10 %	Positive

From the first statement describing students' feelings towards self-learning that can make them more confident. Table 3 shows that a small proportion of students (30%) strongly agreed with the statement, this was added to the majority of students who agreed (53.3%), followed by a small number of students (16.6%) who disagreed. This means that students feel happy learning by themselves because it can make them confident. By learning on their own, students may be able to practice on their own without having to feel embarrassed or afraid when making mistakes when speaking English.

Then, the second statement is about students' ability to manage their study time. Table 3 shows that a small number of students (16.7%) strongly agree, while a large number of students (73.3%) agree with the statement that Duolingo helps improve their ability to manage study time. This was followed by (10%) who disagreed. From the results above, it can be seen that there are a large number of students who feel that by using Duolingo, they can improve their ability to manage their study time. This can happen because Duolingo can be used anywhere and anytime, allowing students to study using Duolingo whenever they want and when they are free. As for the small number of students who disagree, this happens because there are still some students who are still unfamiliar with the Duolingo application.

Moreover, the third point pertains to the students' level of interest in acquiring English skills subsequent to utilizing the Duolingo application. According to Table 3, the majority of students (56.7%) expressed agreement, while a minority (33.3%) also agreed that using the Duolingo app is motivating for learning English. A smaller percentage (10%) of students disagreed. This demonstrates that Duolingo has the ability to inspire and encourage students in their pursuit of learning the English language. The fourth item pertained to the sentiments of students regarding their utilization of the Duolingo application while in class. According to Table 3, the majority of students (53.3%) expressed agreement with the statement, while a smaller portion of students opted to strongly agree or disagree (23.3%) in equal numbers. This means that students enjoy using Duolingo during class and shows that students enjoy class conditions that are not always monotonous where they only listen to explanations from the teacher but also they need new innovations, namely learning using technology.

The fifth statement is about the contribution of Duolingo app in helping students learn faster. Table 3 shows that most students (56.7%) agreed and a small number (33.3%) strongly agreed, plus a small number (10%) disagreed. The aforementioned findings demonstrate that Duolingo effectively facilitated accelerated learning by virtue of its user-friendly interface and customizable features tailored to individual students' proficiency in English. The sixth statement pertains to the proficiency of pupils in retaining newly acquired vocabulary through the utilization of Duolingo. The table reveals that the majority of students (56.7%) expressed agree, although a smaller

proportion of students (33.3%) strongly agreed. A minority of students (10%) disagreed with the statement. These results indicate that use the Duolingo application can enhance one's English vocabulary. Students will experience enhanced speaking abilities due to their acquisition of a diverse array of vocabulary.

The seventh statement is about students' interest in online assignments given by the teacher. From the table, it can be seen that most students (43.3%) agree, it is added with only a few students (20%) who strongly agree, followed by (30%) students who choose to disagree, and followed by (6.7%) students who strongly disagree with the statement. Based on these results, it can be seen that the level of student interest in online assignments is still not high, students still need help from their friends or other people to complete speaking assignment.

The eighth statement is about the ease with which students can answer the teacher's questions. Table 3 shows that most students (50%) agreed, it was added with only a small proportion of students (3.3%) who strongly agreed, followed by most students (36.7%) who chose to disagree, and followed by (10%) students who strongly disagreed with the statement. This means that the use of the Duolingo application is still not able to facilitate students in answering teacher questions. This may be because the lessons in the Duolingo application do not contain lessons learned at school but only learn English in general.

The ninth statement is about the ease of students in understanding the lesson. It can be seen in table 3, it shows that most students (66.7%) agree, followed by a small number of students (16.7%) who chose strongly agree, and followed by (16.7%) students who disagree with the same number. Based on this, it can be concluded that by using Duolingo, students understand the learning more easily. This can happen because students have gotten a lot of new vocabulary from Duolingo and this makes it easier for them to understand English learning through these vocabulary words.

The tenth statement is about the improvement of student learning on the use of the Duolingo application. It can be seen in table 3, it shows that most students (66.7%) agree, followed by some others (26.7%) who chose strongly agree, and followed by (6.7%) students who disagree. Thus, it can be inferred that the utilization of Duolingo can enhance students' educational progress. The eleventh point pertains to the enhancement of pupils' learning retention following the utilization of the Duolingo application. Table 3 illustrates that the majority of students (53.3%) hold an agreeable stance, although a smaller portion (30%) strongly agree. Conversely, a minority (16.7%) of students express disagreement. According to the aforementioned explanation, the majority of students believe that utilizing the Duolingo application can enhance their learning.

Last, the twelfth statement is about the improvement of students' speaking skills after using the Duolingo application. In table 3, it is shown that most students (56.7%) agreed, followed by some others (33.3%) who chose strongly agree, and followed by

(10%) students who disagreed. Based on the explanation above, most students feel that the use of Duolingo application can improve their speaking skills because in Duolingo application, users can practice their speaking skills by answering questions asked in Duolingo application.

Discussion

This study aims to find out whether using the Duolingo app in English language teaching can motivate students and successfully improve their speaking skills in English. As explained in the background, most students are familiar with the Duolingo app and how to use it but they still rarely use the app to help them develop their English especially in speaking skills. Through research and implementation of the Duolingo application, students have successfully utilized this technology to enhance their English skills, particularly in speaking proficiency. By incorporating the Duolingo application into their learning process, students not only improve their vocabulary but also expand their linguistic abilities by actively engaging with the platform as a medium for English language acquisition.

The use of the Duolingo application can also be accessed easily by students. This application can be installed on android and IOS users. With this convenience, students can use this application anywhere and anytime. From the results of the questionnaire described above, it can be seen that students feel comfortable in learning English and can easily understand learning materials when they use the Duolingo application as their learning support. Consistent with prior research (Astarilla, 2018; Jaelani & Sutari, 2021), the results of this study indicate that students had a generally extremely favourable opinion of the Duolingo application as a tool for acquiring English especially speaking skill. Students observed a significant improvement in their learning outcomes as they devoted more time to the platform.

These results indicate that devoting time to using Duolingo may result in substantial improvements in one's learning. Even so, there were also some students who chose to disagree with several statements from the questionnaire. This happens because there are still some students who are new to the Duolingo application and are still confused about the use of the application. In addition, there are also some students who feel unable to learn and still need the help of others for their learning, especially in speaking assignments where students need the help of their friends to see how their speaking skills are.

In short, Duolingo benefits learning activities. This is because Duolingo is an engaging and entertaining speaking learning resource. Furthermore, Duolingo, a language-learning application, can assist students in enhancing their speaking ability while encouraging them to continue learning speaking. Duolingo is a captivating English language learning aid due to its interactive and enjoyable methodology. Given its user-friendly interface and gamified elements, Duolingo maintains students' interest and motivation throughout the language-learning process. Duolingo effectively turns the

process of acquiring a new language into an enjoyable one through the incorporation of interactive and participatory elements. Entertaining and amusing activities enable students to rapidly immerse themselves in the target language and enhance their speaking abilities.

CONCLUSION

Referring to this research, the researcher has come to the conclusion. In this chapter, the researcher provides conclusions drawn from the results of this study. According to the study's findings and analysis, it is clear that nearly all students hold a favorable view of the impact of the Duolingo application on their speaking abilities. Based on the Likert scale scaling table, pupils demonstrated a positive view regarding the utilization of the application. Furthermore, it can be inferred that Duolingo serves as a resource for acquiring not just the fundamental aspects of English, but also the intricacies, particularly in terms of vocabulary, that can enhance language fluency both within and beyond the confines of a traditional educational setting. In addition, Duolingo helps students learn vocabulary and recall it, improve their pronunciation, understand grammar rules, and most importantly, helps them master English skills especially speaking skills.

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