Students' Perceptions and Attitudes towards the Utilization of Duolingo in EFL Learning

Ira Irzawati[1*], Agnes Felisya Unamo[2]

[1] Universitas Katolik Musi Charitas, Indonesia; irairzawati@gmail.com
[2] Universitas Katolik Musi Charitas, Indonesia; afu0028@gmail.com

ABSTRACT

Education sector in the 21st Century has continuously changed and relied more on technology. The evolution of the use of technology in education leads to the emergence of gamification. Duolingo is a language learning platform that provides free language courses through web and mobile apps that instills gamification aspects. The objective of this study is to investigate the students' perceptions and attitudes towards the utilization of Duolingo in EFL learning. This descriptive study involved twenty students of a non-English education study program through purposive sampling technique. The criteria of selecting the participants were based on the participation in English Learning class and the active use Duolingo for English practice outside the course hours. The researchers employed a questionnaire and an interview to collect the data. The data of the questionnaire were analyzed quantitatively through simple percentage analysis of SPSS. Meanwhile, the data of the interview were analyzed qualitatively through Miles, et al. Model consisting of collection, classification, description, interpretation, and conclusion. The results revealed that the students provided positive feedbacks towards thirty statements of questionnaire and three questions of interview that representing their perceptions and attitudes towards the utilization of Duolingo in EFL learning. The students believed that learning English through Duolingo was easy, fun, engaging, and motivating. In short, the students had positive perceptions and attitudes towards the utilization of Duolingo in EFL learning.

KEYWORDS
Attitudes; Duolingo; EFL Learning; Perception

ABSTRAK

Bidang pendidikan di abad 21 senantiasa berubah dan semakin bergantung kepada teknologi. Evolusi pemanfaatan teknologi dalam pendidikan memacu munculnya gamifikasi. Duolingo adalah sarana pembelajaran bahasa yang menyediakan kursus beragam bahasa gratis melalui web dan aplikasi yang menyertakan aspek gamifikasi. Tujuan penelitian ini adalah untuk mengivestigasi persepsi dan sikap siswa terhadap pemanfaatan Duolingo dalam pembelajaran bahasa Inggris sebagai bahasa asing. Penelitian deskriptif ini melibatkan dua puluh mahasiswa dari sebuah program studi non pendidikan bahasa Inggris melalui teknik pemilihan sampel purposive. Kriteria pemilihan sampel tersebut berdasarkan keikutsertaan para mahasiswa di Mata Kuliah Pembelajaran Bahasa Inggris dan keaktifan mereka dalam memanfaatkan Duolingo untuk melatih keterampilan berbahasa Inggris di luar jam perkuliahan. Peneliti menggunakan kuisioner dan

KATA KUNCI
Sikap; Duolingo; Pembelajaran Bahasa Inggris sebagai Bahasa Asing; Persepsi

Ira Irzawati[1], Agnes Felisya Unamo[2]
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wawancara untuk mengumpulkan data penelitian. Data kuisioner dianalisa secara kuantitatif melalui analisa persentase sederhana SPSS. Sedangkan data wawancara dianalisa dengan menggunakan Model Miles, et al. yang terdiri dari pengumpulan, klasifikasi, deskripsi, interpretasi, dan kesimpulan. Hasil penelitian menunjukkan bahwa mahasiswa memberikan respon yang positif terhadap tiga puluh pernyataan kuisioner dan tiga pertanyaan wawancara yang mewakili persepsi dan sikap mereka terhadap penerapan Duolingo dalam pembelajaran bahasa Inggris sebagai bahasa asing. Mahasiswa tersebut percaya bahwa belajar bahasa Inggris melalui Duolingo mudah, menyenangkan, menarik, dan memotivasi. Kesimpulannya, mahasiswa mempunyai persepsi dan sikap yang positif terhadap penggunaan Duolingo dalam pembelajaran bahasa Inggris sebagai bahasa asing.

Corresponding Author :
Ira Irzawati
Universitas Katolik Musi Charitas, Indonesia;irairzawati@gmail.com

INTRODUCTION

Technology has increasingly brought massive impacts in various sectors including education. It provides many benefits and has an essential role in people life (Diva, Etfita, & Wahyuni, 2022). In recent decades, it has been continuously integrated into teaching and learning process which transforms it into essential supporting element not only for the teachers but also for the students (Inayati & Karifianto, 2022). It is believed that the use of technology promotes convenient, dynamic, and accessible educational setting for all people (Kashoob & Attamimi, 2021). Technology is also considered to have an important role in increasing the effectiveness and efficiency of teaching and learning activities (Davudova & Türel, 2022). In a nutshell, technology is an essential supporting tool that potentially brings many positive impacts to various sectors including educational sector. The use of technology in teaching and learning provides conducive atmosphere both for teachers and students.

Teaching English as a foreign language is challenging (Agung, 2019). Both teachers and students encounter the challenges. For instance, low motivation and less enthusiasm are among major obstacles in English language teaching (Malik, et al., 2021). To overcome the challenges, the integration of technology into teaching and learning process is considered as an ideal solution since the technology has consistently contributes to positive impacts on EFL (Başar & Şahin, 2022). In other words, for the positive impacts that are potentially brought by the technology, the proper use of technology in EFL learning will highly support to solve challenges in EFL learning. Therefore, it is advisable for the teachers and students to make use technology in teaching and learning activities.

The evolution of technology utilization in EFL learning leads to gamification emergence. Gamification refers to innovative and captivating learning activity which includes fun games

with its supporting elements (Redjeki & Muhajir, 2021). The use of game in EFL learning consistently has contributed to elevate learning motivation and interest (Pitoyo, Sumardi, & Asib, 2020). As many studies reveal that using technology with gaming strategies is effective to facilitate EFL learning (Pinto, 2021). Therefore, integrating technology into EFL learning is necessary to be a major concern for promoting ideal EFL learning results.

Duolingo is a language learning platform that provides free language courses through web and mobile apps and instills gamification aspects. This platform is friendly user, beneficial, and highly potential to support EFL learning success (Munday, 2016). The use of this platform also has brought positive impacts on language skill, professional competence, and digital literacy development (Brick & Cervi-Wilson, 2019). This implies that it is an effective tool for supporting EFL learning (Jiang, 2021).

This study investigates higher education students' perceptions and attitudes towards Duolingo utilization in EFL learning. The results of this study provide comprehensive information which is rarely presented in other similar studies. Most studies generally focus on examining the students' perceptions and attitudes towards the use of Duolingo in improving a certain language component or language skill. Meanwhile, this study presents overall perceptions and attitudes of the students toward the integration of Duolingo into EFL learning which cover all language aspects, language skills, and learning motivation. Understanding and considering the students' perceptions and attitudes supports ideal implementation of Duolingo in EFL learning.

The Impacts of Technology on EFL Learning

In this 21st century, technology has become a significant part of EFL learning (Saydakhmatova, 2020). It is a common topic and integrated in many aspects of life (Ginusti, 2023). The use of updated technology in EFL learning is viewed as the implementation of innovative elements comprising methods, materials, media, and systems that are connected to ELT and contributes to the desired objective achievement (Mofareh, 2019). It promotes the effectiveness of EFL learning; therefore, it is highly recommended to use technology in EFL learning process (Ahmadi, 2018). Technology brings impactful and beneficial effects on EFL learning for several reasons, namely: increasing learning interest, facilitating interaction between teacher and students, transforming teacher-centered learning into student-centered learning, promoting autonomous learning, improving creativity, enhancing critical thinking skills, and improving teaching impacts (Saydakhmatova, 2020). In short, it is essential to integrate technology into EFL learning as it brings fruitful benefits that potentially contribute to the better result of EFL learning.

In EFL context, technology provides a variety of benefits through promoting engagement, improving academic ability, shifting teaching paradigm, altering assessment form, enhancing collaborative learning, and lowering learning anxiety (Riasati, Allahyar, & Tan, 2012). Thus, it is considered as an essential educational and supplementary tool across teaching and learning contexts (Mofareh, 2019). The integration technology into EFL learning brings some fruitful impacts that encompass exposing to authentic materials, increasing learning motivation, developing self-confidence, improving learning material delivery, enabling discussion and interaction without time and space barriers, enhancing language acquisition and mastery process, developing language skills, and soon (Al Hamar & Al Sarraf, 2020). The findings of the previous studies infer that the use of technology in EFL learning has brought numerous

beneficial impacts which cover facilitating students' centered learning, improving achievement, cultivating motivation, increasing self-confidence, elevating language skills and proficiency, and anticipating language learning barriers. Thus, technology is required to use in EFL learning in order maximize teaching and learning results.

The utilization of technology into EFL learning not only brings positive impacts but also negative impacts. Among the major negative impacts are limited access to technology that requires good internet connection, lack of knowledge and practice that hinders the successful use of the technology, and less supporting facility that potentially causes related technical issues ((Riasati, Allahyar, & Tan, 2012). In relation to it, using technology in EFL learning probably causes increasing cheating among students since technology enables them to communicate each other without knowing by the teachers. Moreover, it is limited direct human interaction or face to face communication. In addition, learning through technology generally focuses on more theory and less practice (Turayeva & Kholmurodova, 2022). These statements imply that the utilization of technology in EFL learning also brings some negative impacts which deals with insufficient supporting facility, knowledge, and practice. It also probably increases students' dishonesty and decreases human's interaction. Hence, it is highly suggested to anticipate the negative impacts of technology utilization in order to minimize the potential barriers of technology use in EFL learning.

Due to the potential negative effects of technology on EFL learning, it is recommended to anticipate the negative effects by doing the following things; conducting training for teachers and students, providing supporting facility, anticipating the technical issues, and teaching acts, facilitating more direct communication, balancing learning theory and practice.

Duolingo as an Ideal Alternative Language Learning Platform

It is widely known that the advancement of technology has provided impactful contribution to the emergence of potential language learning platforms both in forms of website and application. The accessible language platform which is simply and freely accessed by mobile phone, tablet, laptop, or computer is Duolingo. It is a game-based platform used for foreign language learning especially English (Arumsari & Octaviani, 2022). Duolingo has been the most popular educational language learning platform in the past ten years and has used by millions of people around the globe to study various languages (Griffin, 2022). This platform provides many captivating features that enable the learners playing and studying languages at the same time. For instance, it is equipped with Learn feature comprising learning materials and exercises. The materials cover a variety of topics from basic to advanced levels, an overview of grammar discussion displayed in guidebook related topics and simple, short, and interesting stories dealing with the topics. Meanwhile, the exercises are presented in many forms, such as; completing, matching, translating, listening, and speaking. The exercises are designed with game-based concept; thus, it helps the users to experience enjoyable learning atmosphere.

Duolingo is also equipped with Leaderboards feature that promotes a sense of competitiveness among the users. This feature motivates the users to reach their learning target, enables the users to see their learning progress, and ensure that they have potential chance to move to the next level. Furthermore, this platform provides Set Status feature for the users to share their learning progress to inspire others. Moreover, it is possible for the users to use Shop feature in Duolingo for powering up Streak Freeze and Double or Nothing

features. Streak Freeze allows the users to extend their streak or learning record and remain in a certain level for one full day of inactivity. Likewise, Double or Nothing empowers the users to double their five lingot wager through maintaining a week streak. In addition, Duolingo has Profile feature. This feature facilitates the users to complete or modify their profile data, enables the users to check their statistics that cover information regarding streak, current league, total point, and achievement, presents information related to friend suggestion and followers of the users, and assists the users to connect to their social media. At last, the users are possible to use more features in Duolingo. For example, the users may use Podcast feature that provide numerous Podcasts with various topics. The contents of the Podcast not only provide a certain description or discussion of a topic but also provide information related to the culture, tradition, social condition, and other related issues of the native speakers. This enables the users to develop understanding, knowledge, and proficiency of the language through accessing the Podcast. Thus, it is highly suggested to be a major concern for the users, both teachers and students to maximize all the features of Duolingo in order to gain optimum benefits in making use this language platforms.
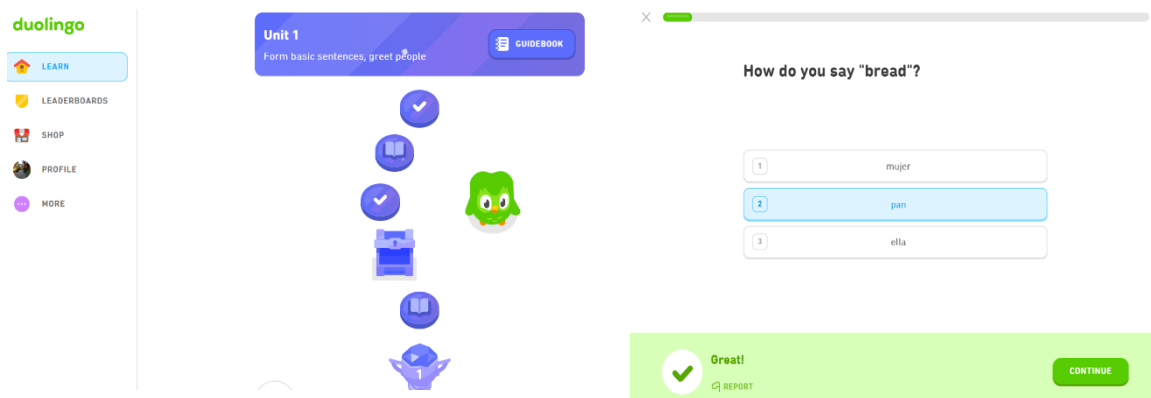

Figure 1: Duolingo Overview

Duolingo Utilization in EFL Learning

The utilization of Duolingo has been investigated in numerous studies. Several studies highlighted the use of Duolingo to improve listening (Arumsari & Octaviani, 2022; Putri & Islamiati, 2018), reading (Sarie & Anggraeni, 2020; Hakimantieq, Suherdi, & Gunawan, 2022), speaking (Alfuhaid, 2021; Niah & Pahmi, 2019, and writing (Syahputra, 2019) skills Other concerned with the integration of Duolingo to enhance vocabulary mastery (Cesarini, et., al., 2021; Hernadijaya, 2020) and grammar understanding (Redjeki & Muhajir, 2021). The other discussed about how to elevate students' motivation (Zheng & Fisher, 2023; Ünal & Güngör, 2021: Habibie, 2020) through Duolingo and what its advantages and disadvantages (Perez, 2020; Nushi & Eqbali, 2017) that are potentially brought by the implementation of Duolingo in English learning activities.

The previous studies above reveal that Duolingo as a friendly-used language learning platforms has brought beneficial impacts for the users. The platform which is available in form of website and application enable the users to experience learning language at anytime and anywhere. The emergence of Duolingo provides new alternatives for language learners with any level to practice English.

In using Duolingo the users are exposed to listening, reading, speaking, and writing activities (Alfuhaid, 2021; Arumsari & Octaviani, 2022; Hakimantieq, Suherdi, & Gunawan; 2022; Niah & Pahmi, 2019; Putri & Islamiati, 2018; Sarie & Anggraeni, 2020; Syahputra, 2019). Thus, it enables the users to elevate both receptive and productive skills. For instance, when the users doing the exercises, they are asked to listen to the recording and answer the question related to it by providing the correct respond. This type of activity assists to sharpen users' listening skill. Another type of activity is completing the story by typing the correct words or phrases. This kind of activity enables users to elevate their writing skill.

Dealing with language aspects, the use of Duolingo also promotes the improvement of pronunciation, vocabulary, and grammar mastery (Cesarini, et., al., 2021; Hernadijaya, 2020; Redjeki & Muhajir, 2021). As Duolingo provides guidebook which covers the explanation, examples, and exercises on grammar for each topic, it eases the users to understand the grammar better. Duolingo also exposes the users to numerous vocabularies of various topics and facilitates the pronunciation practice through doing exercises provided in each level.

Several studies reveal that the utilization of Duolingo in EFL learning helps the users to improve their learning motivation since it provides learning fun learning atmosphere (Habibie, 2020; Ünal & Güngör, 2021; Zheng & Fisher, 2023). The use of Duolingo has brought enjoyable learning experience for the users as they are able to learn and play at the same time. This fun learning activity encourage the users to stay interested and motivated in learning through Duolingo. In addition, some studies also highlight the advantages and disadvantages of using Duolingo in EFL learning (Nushi & Eqbali, 2017; Perez, 2020). Several beneficial features, various learning activities and easy access are some benefits of using Duolingo. Meanwhile, inflexible use and less direct interaction are a few drawbacks of utilizing Duolingo.

The previous studies focused on various discussions related to Duolingo utilization in EFL learning from separated elements. Some studies investigated about how the use of Duolingo helped to improve students' learning motivation and interest. Other studies concerned with the advantages and disadvantages of applying Duolingo in EFL learning. The other studies examined about elevating students' English skill or proficiency through Duolingo. This current study investigates students' perceptions and attitudes toward Duolingo utilization in EFL learning from integrated elements, namely: language skills and components, learning interest, motivation and anxiety, and personal opinions on the use, advantages, and disadvantages of using Duolingo in EFL learning. Therefore, this research brings more holistic information especially dealing with students' perceptions and attitudes towards the use of Duolingo in EFL learning from the various angles. The fruitful information potentially contributes to maximize the positive impacts and anticipate the negative impacts of the Duolingo use in EFL learning which is expected to support students' great language learning results.

METHOD

In this descriptive study, the researchers examined students' perceptions and attitudes towards Duolingo utilization in EFL learning. The study was conducted from February to June, 2023. Twenty second semester students of Primary School Teacher Education Study Program involved as participants of this study. The participants were selected by using purposive

sampling technique and considering several criteria. The students that participated in this study are new Duolingo users, actively used Duolingo at least for three months, and regularly practiced English through Duolingo

The researchers distributed questionnaire and conducted interview to collect the data. The questionnaire comprises fifteen items for identifying the students' perceptions and fifteen items for recognizing the students' attitudes towards the use of Duolingo in EFL learning. The questionnaire items were distributed through Google form meanwhile the interview was conducted through Google meet. The researchers created the questionnaire and interview items and relied on the content validity and expert judgement to ensure the validity of the instruments.

The questionnaire consists of items which represent how the students think and act towards the use of Duolingo in EFL learning not only as a learning medium/language learning platform but also as a supporting educational tool to improve language skills and components. The questionnaire items cover four main points, namely; general opinions, language skills, language components, and learning motivation, interest, and anxiety. The researchers employed the Likert Scale and asked the students to select one of the options including Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) in responding to each item of the questionnaire.

In this research, the researchers asked three questions to the twenty students in interview session. The first question is asking about the students' thoughts regarding learning English through Duolingo. The second question is requesting the students' ideas about the advantages of utilizing Duolingo in EFL learning. The third question is requiring the students to provide their answer related to the disadvantages of using Duolingo in EFL learning. In answering the interview questions, the students had the opportunity to express their opinions based on their experience in two until three minutes.

The data of the questionnaire were analyzed quantitatively through simple percentage analysis of SPSS. Meanwhile, the data of the interview were analyzed qualitatively through Miles, et al. Model consisting of collection, classification, description, interpretation, and conclusion. In short, the researcher combined quantitative and qualitative procedures in analyzing the data of this study.

The data collection and analysis of the questionnaire comprise several steps. First, informing the students about the direction and clarifying each questionnaire item meaning to avoid students' misunderstanding on responding the questionnaire items. Second, distributing the questionnaire items through Google form via WhatsApp group. Third, asking students to complete their data, such as; name, student number, and study program. Fourth, asking the students to respond each item of the questionnaire by choosing one of the provided responses (Strongly Agree, Agree, Disagree, and Strongly Disagree) in 30 to 45 minutes. Fifth, requesting the students to submit their answers. Sixth, using simple percentage analysis in SPSS to calculate the percentage of the students' responses towards each item of the questionnaire. Seventh, classifying and analyzing the data of the questionnaire. Eighth, portraying the data in the form of chart. Ninth, describing and interpreting the data by relating it to the relevant previous findings. Tenth, concluding the findings of the study.

The data of the interview were collected and analyzed through several steps. First, setting up the interview time. Second, inviting the students to have the interview through Google meet. Third, conducting interview session and allocating 2-3 minutes for each student to

answer the interview questions. Fourth, taking notes on important points and summing up the students' answers. Fifth, classifying the students' answers into similar categories. Fifth, describing the students' opinions related to the interview questions. Sixth, interpreting the data through connecting it to the relevant previous findings. Seventh, concluding the findings of the study.

FINDING AND DISCUSSION

The Results of Questionnaire

There were two types of questionnaires that students were required to respond. The first questionnaire comprised fifteen items that were used to discover students' perceptions towards Duolingo utilization in EFL learning. In line with it, the second questionnaire also consisted of fifteen items but this part focused on examining students' attitudes towards the use of Duolingo in EFL learning. To respond the questionnaire items, the students were required to select one of the alternative responses, namely: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD).

Students' Perceptions towards Duolingo Utilization in EFL Learning

Students' responses on the questionnaire items regarding their perceptions towards Duolingo utilization in EFL learning are presented in this figure 2.
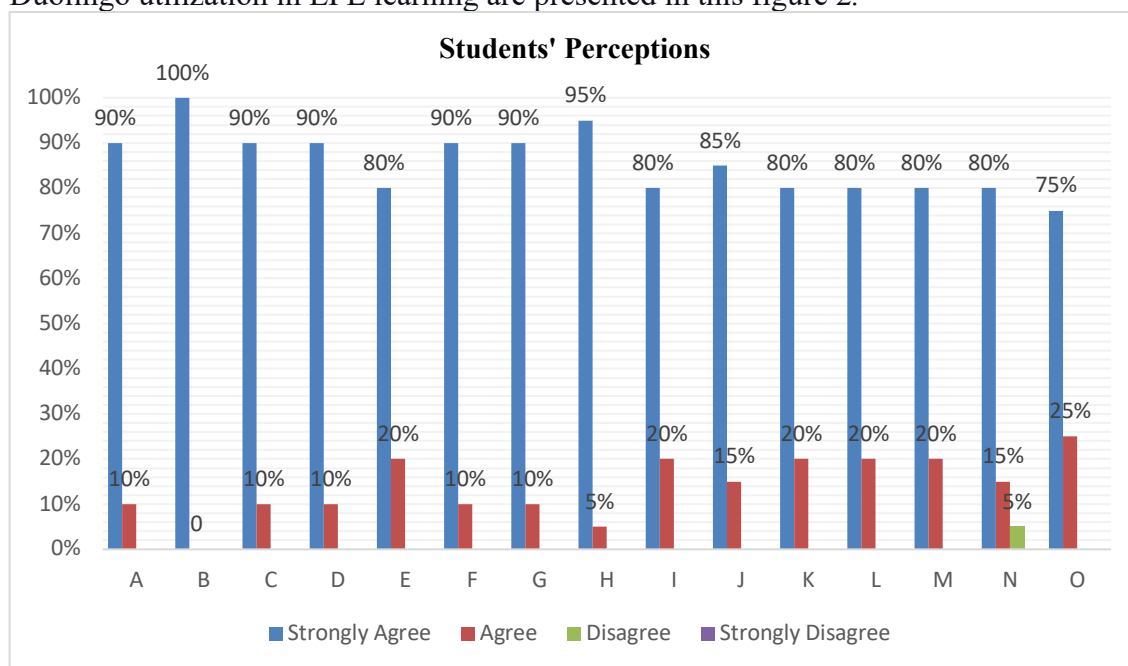

Figure 2: Students' Perceptions towards the Utilization of Duolingo in EFL Learning

Questionnaire Items:
A. Duolingo is a fun English learning medium.
B. Duolingo is a helpful English learning medium.
C. Duolingo is an accessible English learning medium.
D. Duolingo facilitates effective English learning activities.

E. Duolingo facilitates active English learning activities.
F. Duolingo facilitates ideal English learning.
G. Duolingo is an innovative game-based English learning medium.
H. Duolingo promotes vocabulary enrichment.
I. Duolingo promotes better understanding on proper sentence structure.
J. Duolingo promotes better pronunciation practice.
K. Duolingo supports listening skill improvement.
L. Duolingo supports speaking skill improvement.
M. Duolingo supports reading skill improvement.
N. Duolingo supports writing skill improvement.
O. Duolingo reduce learning anxiety.

Based on the figure 2 above, the students' positive perceptions towards the Duolingo utilization in EFL learning are described in several points. First, Duolingo is a fun English learning medium. The students enjoy learning English through Duolingo. The use of Duolingo in learning English helps the students to avoid boredom. Second, Duolingo is a helpful English learning medium. This language learning platform helps the students to learn English through exposing them to a variety of material resources in form of guidebook, exercises, conversation, podcasts, etc. Third, Duolingo is an accessible English learning medium. It is a language learning platform that is provided on website and application and it is possibly accessed through various technological devices, such as; computer, laptop, handphone, and tablet. It is also possible to access it anywhere and anytime. Fourth, Duolingo facilitates effective English learning activities. It is designed with the feature that encourages the students to set and reach a certain learning target. Thus, it makes learning more effective. Fifth, Duolingo facilitates active English learning activities. When the students are encouraged to set and reach a certain target through Duolingo feature, they will be reminded to practice regularly. This makes the students become active learners who get used to practice English regularly and consistently in order to achieve their learning target. Sixth, Duolingo offers flexibility in learning English. It enables the students to learn English anytime and anywhere and it provides numerous learning resources as well. Seventh, Duolingo is an innovative game-based English learning medium which applies gamification concept and infuses game elements into learning activities. This type of learning platform inspires the emergence of other similar language learning platforms.

In line with it, the students positive perceptions related to the impacts of Duolingo utilization on students' English ability are presented in several points. First, Duolingo helps the students to enrich their vocabulary. Learning English through Duolingo exposes students to numerous vocabularies. To make it easier, the students are introduced to the vocabularies that are relevant to their learning level and topic. This strategy helps the students to memorize the vocabulary better. Second, Duolingo facilitates the students to understand the proper sentence structure. It provides a guidebook in each topic. The guidebook not only contains the relevant sentence structure discussion but also simple examples that ease the students to understand the sentence structure better. Thus, it helps them to gain better grammar mastery and understanding. Third, Duolingo supports the students to practice pronunciation and identify correct pronunciation. Pronouncing words is a part of Duolingo exercises that promotes students' better pronunciation fluency. Fourth, Duolingo helps students to increase their listening skill as it provides the students' opportunity listening to a variety number of

Podcasts with various topics. The more they listen to podcasts, the better their listening skill and comprehension. Fifth, Duolingo promotes the improvement of students' speaking skill as it comprises conversation for practicing speaking. Through responding the conversation orally, the students are possible to train and sharpen their speaking skill and fluency. Sixth, Duolingo assists the students to enhance reading skill. In Duolingo, there are some exercises that require the students to read short paragraphs, answer the related questions, make their own conclusion, and understand implied meaning behind the paragraphs. These activities enable the students to elevate their reading skill and comprehension. Seventh, Duolingo facilitates the students' writing skill as it includes simple writing practice although it is still limited to arranging or writing simple words, phrases, and sentences. Eighth. Duolingo helps the students to reduce their anxiety in learning English because it provides the student relaxing learning atmosphere makes them relax and enjoy the learning process.

The results imply that Duolingo is a fun, helpful, and accessible to English learning. It facilitates effective, active, and ideal English learning. This language learning platform is an innovative game-based English learning medium that supports the students not only to improve pronunciation, vocabulary, and grammar, but also to enhance receptive and productive skills. It also potentially boosts the students' motivation as it aids them to reduce their anxiety while learning English. However, it is required more concern on the impact of Duolingo use towards the students' writing skill enhancement since Duolingo only accommodates simple writing discussion and exercises.

Students' Attitudes towards Duolingo Utilization in EFL Learning

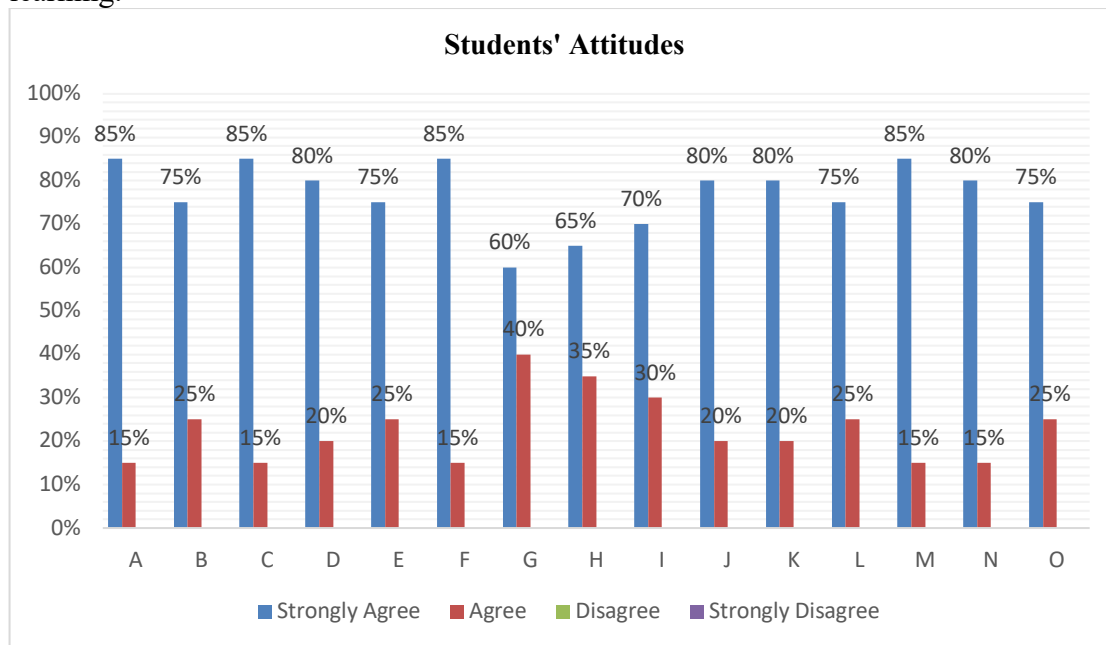The following figure presents students' attitudes towards Duolingo utilization in EFL learning.

Figure 3: Students' Attitudes towards the Utilization of Duolingo in EFL Learning

Questionnaire Items:

A. Duolingo makes to feel happy learning English.

B. Duolingo makes to feel comfortable learning English.
C. It is easy to learn English through Duolingo.
D. It is interesting to learn English through Duolingo.
E. Learning English through Duolingo is motivating.
F. Learning English through Duolingo is preferable.
G. Using Duolingo captivating features are enjoyable.
H. Learning English regularly through Duolingo is fun.
I. Practicing listening through Duolingo is fun.
J. Practicing speaking through Duolingo is fun.
K. Practicing reading through Duolingo is fun.
L. Practicing writing through Duolingo is fun.
M. Enriching vocabulary through Duolingo is enjoyable.
N. Understanding grammar through Duolingo is enjoyable.
O. Practicing pronunciation through Duolingo is enjoyable.

From figure 3, the students' positive attitudes towards the utilization of Duolingo in EFL learning are explained in several points. First, the gamification concept instilled in Duolingo offers the students fun learning through playing. Therefore, the students enjoy learning through Duolingo. Second, Duolingo is designed to provide easy, fun, and relaxing learning system. Thus, it makes the students feel comfortable while they are learning English. Third, Duolingo is equipped with simple learning features and material delivery. It is also available both on webs and apps. Hence, it is easy to use and access. Fourth, learning through Duolingo is interesting for the students because learning while playing is captivating, less stressful, and more fun. Fifth, Duolingo offers enjoyable and interesting learning activities, it thus boosts students' motivation in learning English. Sixth, Duolingo is one of the most popular language learning platforms used by the people around the globe. Easy use and interesting feature are among the reasons that make this platform more favorable than other similar platforms. Seventh, Duolingo has many fun features such as Learn, Leader Board, and Podcasts. The students enjoy accessing the features.

In agreement with it, the students' positive attitudes towards Duolingo utilization in EFL learning are declared in several points. First, Duolingo offers the exercise and materials that promote students to increase their English skill. Therefore, the students are fond of using Duolingo on their regular basis. Second, Duolingo provides numerous podcasts that potentially help the students to sharpen their listening skill. Hence, the students like practicing listening by utilizing Duolingo. Third, it is possible for the students to access conversation and complete it by using audio response through Duolingo. These fun activities make the students enjoying speaking practice and help them to improve their speaking skill. Fourth, learning through Duolingo provides the students opportunity to read fun story or conversation and answer questions related to it. Therefore, it is enjoyable for the students to practice and sharpen their reading skill through Duolingo. Fifth, Writing is normally challenging. However, Duolingo makes it fun by providing numerous exercises that offers simple writing activities. The kind of activity enables students to experience fun writing practice. Hence, the students enjoy practicing writing through Duolingo. Sixth, since Duolingo exposes the students to numerous vocabularies through fun exercises, the students feel that it is easier to memorize new vocabulary through Duolingo. Therefore, the students are fond of answering the

vocabulary exercises on Duolingo. Seventh, Duolingo provide discussion and fun exercises of grammar. The students are excited to answer grammar questions on Duolingo. Learning grammar is no longer stressful for the students because Duolingo facilitates fun grammar learning. Eighth, the students experience fun pronunciation practice through Duolingo as it provides numerous examples of words pronounced by the native speakers. Thus, practicing pronunciation through Duolingo is no longer challenging.

The results show that the students also have positive attitudes towards Duolingo utilization in EFL learning. For the students, Duolingo facilitates them to experience happy, comfortable, easy, interesting, and motivating learning. This kind of learning makes them enjoy practicing listening, speaking, reading, and writing. Besides, it helps them to enjoy learning grammar, enriching vocabulary, and practicing pronunciation. Therefore, the students like learning English through Duolingo and prefer to choose this platform to improve their English skill and competence. In addition, none of student express disagreement on each of the questionnaire items. It infers that the students' attitudes towards Duolingo Utilization in ELF learning is highly positive.

The Results of Interview

In line with the results of questionnaire, the results of interview with twenty students tend to provide positive responses of the students towards the utilization of Duolingo in EFL learning. In responding interview question number 1, participant number 8 stated that *"Learning with Duolingo is incredibly good because it helps me to learn English. And, every skill is taught in this application."* Furthermore, participant number 13 mentioned that *"Duolingo is easy to access, and it gives me many beneficial impacts and helps me to improve my English skill."* In addition, participant number 15 said that "It's enjoyable and interesting to learn English by using Duolingo". To sum up, 11 participants described that studying English and making progress with Duolingo give them enjoyable experience and the other 9 participants explained that they find it easier to learn English by using Duolingo. The students' answers towards the first question in interview session indicated that the students have positive responses towards the utilization of Duolingo in EFL learning. The students believed that Duolingo is easy, fun, interesting learning medium which helps them to improve their English skills and motivation.

To respond the interview question number 2, the participants provide various answers related to the advantages of using Duolingo in EFL learning. For instance, participant number 7 expressed that "The advantage of learning from Duolingo is that I can improve my grammar, enrich my vocabulary and expand my connection." In relation to it, participant 18 stated that "Duolingo helps me to understand and use English better." In summary, 7 participants explained that Duolingo is easy to access and help them to understand English, 6 participants stated that Duolingo enrich their vocabulary, 4 participants mentioned that Duolingo enable them to enhance their English skills, and the last 3 participants said that Duolingo is interesting, efficient and provide chance to learn many languages. In line with it. Regarding to the advantages of using it, the students stated that Duolingo has brought many benefits that contribute to their English improvement.

At last, the students provided similar answers related to the disadvantages of using Duolingo in EFL learning. In short, 16 participants said that Duolingo does not have any drawbacks. Then, 3 participants mentioned that the disadvantage of using Duolingo is it

consumes a big amount of mobile data. At last, 1 student stated that Duolingo provides less human's interaction. Despite the students mostly have positive perspectives towards the utilization of Duolingo in EFL learning, however, it is important to minimize the disadvantages of Duolingo use in order to maximize the learning proses results.

The results of this study indicated that the students' perceptions and attitudes towards Duolingo utilization in EFL learning were highly positive. Both the results of questionnaire and interview were in line. The students stated that the use of Duolingo facilitated English learning, improved receptive and productive skills, and increased pronunciation practice, vocabulary mastery, and grammar understanding.

These results are in line with the previous research's finding conducted by Novitasari & Purnamaningsih (2022), Duolingo is an effective English learning platform as it offers easiness and convenience for the students in using this platform. It is also fun and interesting to use this platform (Pramesti & Susanti, 2020). Therefore, it makes the students feel happy to learn English through Duolingo.

Furthermore, the student's positive perceptions and attitudes towards Duolingo utilization indicate that Duolingo supports the enhancement of receptive and productive skills. Duolingo provides numerous of learning resources and a variety of exercises that enable the students to train, sharpen, and improve their listening, reading, speaking, and writing. These findings are supported by the results of previous studies that show Duolingo provide positive impacts on students' English skill improvement (Alfuhaid, 2021; Arumsari & Octaviani, 2022; Hakimantieq, Suherdi, & Gunawan; 2022; Niah & Pahmi, 2019; Putri & Islamiati, 2018; Sarie & Anggraeni, 2020; Syahputra, 2019).

Moreover, the students' positive perceptions and attitudes towards Duolingo utilization reveal that Duolingo facilitates the improvement of students' pronunciation, vocabulary, and grammar mastery. Duolingo offers guidebook which covers the explanation, examples, and exercises on grammar for each topic. It thus helps the students to understand and master grammar better. Duolingo also enrich the students' vocabulary through exposure to numerous vocabularies on various topics. In addition, it provides opportunity for the students to practice their pronunciation through doing the related exercise. These findings are in line with the previous study results (Cesarini, et., al., 2021; Hernadijaya, 2020; Redjeki & Muhajir, 2021).

In addition, the students also state that learning through Duolingo is fun and it helps them to stay interested and motivated in learning English. Learning English through Duolingo is less stressful and reduces their anxiety. This finding is line with to the previous study's result which find out that Duolingo provides relaxing learning atmosphere. Therefore, it makes the students relaxed and motivated (Habibie, 2020; Ünal & Güngör, 2021; Zheng & Fisher, 2023).

The results of this current study show the students' positive perceptions and attitudes towards the Duolingo utilization in EFL learning. These findings provide comprehensive information that potentially contribute to maximize the positive impacts of Duolingo as a language learning platform that is incredibly possible to use as an ideal learning medium. However, it is highly important to anticipate the potential challenges of using this platform in order to achieve better results.

CONCLUSION

The findings of the study indicated that students' perceptions and attitudes towards the utilization of Duolingo in EFL learning were positive. The students believed that learning

English through Duolingo was easy, fun, engaging, and motivating. These results proved that Duolingo had brought beneficial impacts on students' English learning process and achievement. Therefore, it is highly suggested for the language teachers to integrate Duolingo into EFL learning for the its fruitful benefits and it is important to anticipate the potential challenges of using this language platform in EFL learning in order to achieve maximum results. In addition, it is recommended for the future researchers to conduct more studies dealing with the effectiveness of using Duolingo in elevating students' English proficiency which focusing on four language skills and three language elements in order to discover the detailed data and information related to it.

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