

## **Analyzing Students' Perspective on Duolingo Application for English Daily Learning**

Widya Astuti  
IAIN Takengon  
ummiwidy.jrm@gmail.com

### **Abstract**

This study explores the perspectives of non-English major university students on the use of the Duolingo application as a daily English learning tool. Conducted at IAIN Takengon with 25 students of Tourism department, the study employed a qualitative descriptive method. Students were instructed to use Duolingo regularly for one month and report their learning activity daily. Data were collected through open-ended questionnaires, interviews, and documentation, then analyzed thematically. The findings revealed that Duolingo helped improve students' motivation, vocabulary, and grammar understanding; supported habit formation; offered flexible and personalized learning experiences; and increased students' confidence. In addition, its game-like interface made the learning process enjoyable. This research provides insight into how mobile learning applications can support student engagement and offers practical recommendations for integrating technology into non-English major language instruction.

*Keywords: Perspective, Duolingo, IAIN Takengon*

### **Introduction**

English as an international language become important aspect in communication. People use English as their way of communication, whether it is as the native, second, or foreign language. In Indonesia, as a developing country, English also has very important roles, although it is only as the foreign language (Pujiyatno,2017). It also as compulsory subject of study from primary until tertiary level. Moreover, it has become a tool for accessing global knowledge, academic resources, and international communication. For university students, having a good command of English is seen as a key to broader academic and career opportunities. While for students from majors such as tourism,

English ability is crucial communication media as a professional and having cross cultural interaction.

In IAIN Takengon, the English subject in the Tourism Department is conducted for three semesters (6 SKS), which is more than what is offered in most other departments. Despite the extended instruction period, many students in this department still struggle with English proficiency. They often report difficulties in applying their knowledge, particularly in daily communication, and express the feeling that their learning progress is limited.

Several contributing factors have been identified. First, the learning process often lacks engaging and interactive methods, making the classroom experience monotonous and less stimulating. Traditional approaches, which rely heavily on textbook-based instruction and grammar drills, tend to reduce students' enthusiasm and interest in learning. Second, the absence of adequate supporting facilities, such as access to multimedia tools, language labs, or consistent internet connection, further limits the effectiveness of language instruction. Third, many students lack internal motivation to study English, especially when learning feels disconnected from real-world usage or personal goals.

These challenges indicate a need for alternative strategies to make English learning more engaging, accessible, and motivating. One potential solution is the integration of an applications such as Duolingo, which offers interactive and gamified content that allows learners to study at their own pace. Duolingo have gained significant popularity in language education due to their engaging and interactive nature. These platforms incorporate elements of English language learning that are designed to motivate students and enhance their learning experience (Lee & Haur, 2024). Moreover, the new words introduced or taught to the user by Duolingo would be repeated many times and facilitated with meaning in Indonesia Language which make the students as the user easily remember the new words (Riva, et al, 2023)

Students from the Tourism Department were encouraged to use Duolingo as part of their English learning routine. The initiative aimed to help students build daily exposure to English and reinforce their language skills in a flexible and accessible manner. Students were required to submit proof of their activity through a class WhatsApp group after completing daily tasks.

This paper gave the insight about the students' perspective toward Duolingo application, even though Duolingo is widely implemented, few studies have explored students' personal experiences and perceptions of its use in a real learning context. It is important to understand how students respond to such tools whether they find them effective, motivating, or challenging especially when these tools are used over a sustained period as part of academic instruction. Therefore, this study aims to analyze students' perspectives on the use of the Duolingo application for daily English learning. The findings are expected to offer valuable insights for educators and institutions seeking to incorporate digital tools into language education more effectively.

### **Method**

This study used a qualitative descriptive approach to explore students' perspectives on the use of the Duolingo application for daily English learning activities. The participants were 25 university students from the Tourism Department at IATN Takengon, who were assigned to use the Duolingo application consistently for a period of one month as part of their coursework. During this period, students were required to report their learning activities by submitting their names via a WhatsApp Group (WAG) after completing daily tasks on Duolingo.

Data collection was conducted through three main instruments:

1. Open-ended questionnaires to gather initial responses and perceptions,
  2. Semi-structured interviews to obtain in-depth insights from selected participants,
- and

3. Documentation of learning activities, such as screenshots of learning progress and daily task reports.

The collected data were analyzed using thematic analysis, which involved the following steps: data reduction, data display, and conclusion drawing/verification. To ensure the credibility and validity of the findings, data triangulation was applied by cross-checking the results from the questionnaires, interviews, and documentation.

### **Findings**

The findings of this study are categorized into seven main themes based on the data collected from open-ended questionnaires, interviews, and documentation of students' learning activities during one month of using the Duolingo application.

#### **1. Positive Perception Toward Duolingo**

Most students expressed positive opinions about using Duolingo. They found it enjoyable, interesting, easy to use, and motivating. The use of daily streaks, points helped maintain their interest in learning. Students often described Duolingo as “fun,” “not boring,” and “better than regular assignments.”

*“I enjoy using Duolingo because it’s not like doing homework. It’s more relaxing.”* (Student Interview)

*“I like Duolingo application. Its very interesting and easy to use”* (Student Questionnaire)

#### **2. Vocabulary and Grammar Development**

Students reported improvement in their English vocabulary and grammar through regular use of this application. The short and repetitive exercises helped them memorize new vocabulary and understand sentence structures more easily.

*“I now understand more new vocabulary, especially for daily use like food, travel, and greetings.”* (Student Questionnaire)

*“I understand sentence structure and vocabulary better than before”* (Student Interview)

### **3. Daily Learning Habits and Discipline**

Most of students developed consistent learning habits during the one-month practice (19 students) and a few students (6 Students) had miss the streak point. The students became more disciplined because they had to submit their names after completing Duolingo tasks by making name list through WA group. Most of them practiced for 15 minutes daily.

*“Because we must report in the group, I became more committed to learning every day.”*  
(Student Interview)

### **4. Flexibility and Accessibility of Learning**

Students appreciated that Duolingo could be used anytime and anywhere. This convenience made it easier for them to include English practice in their daily routines, without needing a formal setting.

*“I use Duolingo while waiting for my friend or when I’m bored at home. It’s flexible.”*  
(Student Questionnaire)

“sometimes I even access Duolingo application three times in a day since its application is very easy to access” (students Interview)

### **5. Increased Confidence in Using English**

Several students shared that Duolingo helped them feel more confident and convenient to express the idea in English and more over having less afraid of making mistakes. It was different in classroom situations where students felt anxious or judged, Duolingo gave them a safe space to try and learn freely.

*“In class, I’m shy to answer because I might be wrong. With Duolingo, I don’t feel that way.”* (Student Interview)

*“I learned how to pronounce the word and I make mistake but I keep learning and having no worry about the mistake I made (student Interview)*

## 6. Personalized Learning Experience

Students noted that Duolingo allowed them to set their own learning goals. They could choose lesson types, difficulty levels, and even how long they wanted to study each day—from 3 minutes to 30 minutes—depending on their capacity.

*“Sometimes I just want a short session. Other times I practice more. It’s up to me.”*  
(Student Questionnaire)

*“sometimes I even access Duolingo application three times in a day since its application is very easy to access”* (students Interview)

## 7. Game-like Interface Enhances Motivation

The app’s colorful visuals, sound effects, and level-based structure gave students the feeling of playing a game instead of completing schoolwork. This feature made learning more exciting and engaging.

*“It feels like a game, not like doing an assignment. That’s why I enjoy it.”* (Student Interview)

*“it’s so happy while doing assignment through Duolingo, It’s like playing a wonderful game”* (Student Questionnaire)

To provide a clearer understanding of the research findings, the key themes that emerged from the data are summarized in the table below. This table presents each theme along with a brief description based on students' responses during the study.

**Table 1: Summary of Themes on Students’ Perspectives Toward Duolingo**

No	Theme	Description
1	Positive Perception	Students expressed overall enjoyment and comfort while using Duolingo.
2	Vocabulary and Grammar Development	Regular practice helped improve students’ English vocabulary and understanding of basic grammar.
3	Daily Learning Habits and Discipline	Students developed consistent learning routines and became more disciplined.

---

4	Flexibility and Accessibility	Duolingo allowed students to learn anytime and anywhere, fitting into their daily lives.
5	Increased Confidence in Using English	Students felt less anxious and more willing to make mistakes while learning.
6	Personalized Learning Experience	Learners could adjust lesson levels and durations according to their own ability and schedule.
7	Game-like Interface Enhances Motivation	The app's design made learning feel like a game, increasing engagement and motivation.

---

### Discussion

The findings of this study provide valuable insight into students' perspectives on the use of Duolingo for daily English learning. Students responded positively to the application, highlighting its interactive features, ease of access, and motivational design. Overall, Duolingo proved to be an effective tool in encouraging consistent English learning habits, particularly among non-English majors who often feel anxious or disengaged in traditional learning settings.

The results align closely with those of Robiatul and Rahmawati (2023) article, who found that the gamified design of Duolingo improved both student motivation and effectiveness in a homeschooling environment. Their study reported that 50% of students showed increased learning effectiveness, while 30% were attracted to the engaging game-based format of the application. Similarly, students in this study emphasized the enjoyable nature of Duolingo and noted that it did not feel like completing a formal task, but rather like playing a game.

Moreover, these findings are also consistent with the study by Astiantih et al. (2023), which focused on non-English major students. That study found that 91.25% of students were interested in using Duolingo due to its user-friendly interface, attractive appearance, and variety of exercises. The results of the present study reinforce this perspective, as students valued Duolingo's flexibility, personalized learning levels, and appealing visuals—all of which contributed to increased learning motivation and confidence.

In terms of significance, this study confirms the potential of mobile learning applications like Duolingo to support language learning outside the traditional classroom. For institutions with limited instructional time for English or for students with low confidence in their language ability, Duolingo can be an alternative medium to build consistency, vocabulary knowledge, and motivation.

However, this study has certain limitations. The participant group was relatively small (25 students), and all came from the same department and institution, which may limit the generalizability of the results. In addition, the study relied on self-reported data without quantitative measurement of language skill improvement, such as pre- and post-tests. Also, while the students' responses were largely positive, the study did not deeply investigate long-term learning outcomes or specific skill development beyond vocabulary and grammar.

Based on the results, several suggestions can be made:

- **Educators** should consider incorporating mobile applications like Duolingo to supplement formal instruction, particularly in contexts with low learner confidence or motivation.
- **Researchers** are encouraged to conduct follow-up studies involving larger, more diverse samples and include measurable outcomes related to speaking, writing, or comprehension skills.
- **App developers** may consider expanding the speaking and interactive conversation features to support more comprehensive language practice beyond receptive skills.

### **Conclusion**

This study investigated students' perspectives on the use of Duolingo as a daily English learning tool among non-English major students. The findings indicated that Duolingo provided a positive and engaging learning experience by enhancing motivation, supporting vocabulary and grammar development, fostering daily study habits, and



increasing learners' confidence. Its game-like interface and personalized features helped reduce anxiety and encouraged consistent use. These results align with previous research supporting gamified mobile learning as an effective supplement to traditional language instruction. Although limited by its small sample size and lack of formal proficiency testing, this study suggests that Duolingo can be a valuable tool for improving English learning motivation and consistency. Future studies are encouraged to explore broader samples and evaluate long-term impacts across all language skills.

### References

- Adwiyah, Rabiatal., Ryan, Eka. (2022) Analisis Penggunaan Aplikasi Duolingo Berbasis Gamifikasi dalam Proses Pembelajaran Bahasa di Sekolah Homeschooling Primagama Madiun. *Metode Didakik; Jurnal Metode Ke-SD-an*. 18(1), 65-74
- Astiantih, Susi., Nurul, H., & Kevin, H. (2024), Analisis Perspektif Mahasiswa Non Jurusan Bahasa Inggris dalam Penggunaan Duolingo Sebagai Alat Pemelajaran Bahasa Inggris, *Taksonomi : Jurnal Penelitian Pendidikan Dasar*. 4(3)
- Lee, J., & Haur, S. (2024). *a Study on the Use of Gamification Tools in Teaching and Learning in the Perspective of Generation-Z Students*. May.
- Pujiyanto, Ambar. (2017). Acquiring English Skill Ability Through Virtual Speech Community. *Leksika: Jurnal Bahasa, Sastra dan Pengajarannya*. 11(1)
- Riva, Febriani., Bunau Eusabinus., Surmiyati., Yuliana Yohanes Gatot Sutapa., dan Salam Urai. (2023) Improving Student's English Vocabulary Using Duolingo Application. *JSRET: Journal of Scientific, Research, Education and Technology*. 2(4)