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STUDENTS' PERCEPTIONS OF USING DUOLINGO APPLICATION IN SPEAKING SKILLS

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Abstract: Speaking is an important skill that students must have when learning a language, particularly English. With increasingly advanced or modern developments, some applications can help in learning English, particularly speaking skills, such as the Duolingo application. This research explores students' perceptions of grade 11 science students at SMAN 1 Rancaekek on the use of Duolingo application in learning speaking, its advantages and disadvantages. To collect the data, a questionnaire adapted from Utami, (2020) and Inayah, et al., (2020) was given to twenty students and interview was addressed to nine students. The finding reveals that students have a positive perception to the use of the Duolingo application in speaking skills. Moreover, the findings show that there were five advantages, including increasing students' motivation and encouraging students' independence in learning speaking skill, assisting students in learning process, adding students' understanding of English pronunciation, and improving students' speaking skill. Meanwhile, research identifies three main drawbacks of using Duolingo for speaking skills: it requires an internet connection, includes distracting advertisements, and demands substantial storage space, all of which may hinder its effectiveness in speaking practice. Therefore, it is hoped that this research can provide benefits for students by using the Duolingo application to practice and improve their English learning process and speaking skills.

Keywords: advantages and disadvantages, Duolingo application, speaking skill, students' perception

INTRODUCTION

In today's digital age, mobile phones or smartphones have become a common part of daily life, especially among students. People of all age groups widely use these devices because they are both affordable and easy to access (Newhouse et al., 2006). Smartphones are not only used as a communication tool but also used as a medium for

student learning, especially to speaking skill in learning English. Speaking is a productive language skill that every human being requires in order to exchange information with others in a communicative and applicable manner. As a result, speaking is a form of communication used to convey emotions, feelings, and ideas to others (Harmer, 2007). In addition, speaking English is one of the skills students must have in order to produce oral information that listeners can understand (Herlina et al., 2021; Indriani & Sakina, 2022). English is also a global communication language that is used in both formal contexts, such as educational activities, and informal contexts such as daily conversations.

English is the main skill needed for global communication (Crystal, 2003). Although it is still classified as a foreign language in Indonesia, it remains the most widely studied foreign language among Indonesian students. Therefore, there is a strong need for effective media to support the teaching and learning of English in order to enhance students' language proficiency. Students' current English learning needs are often overlooked, with only two hours allocated for instruction – an insufficient amount given the complexity of the language. Many students lack motivation and view English merely as a subject to pass, leading to low engagement and quick forgetting, especially due to monotonous teaching methods (Silmi, 2020). One of solutions to overcome those problems is by integrating technology in English classrooms (Taufik et al., 2023; Sakina et al., 2020). Similarly, some schools and teachers, such as those at SMAN 1 Rancaekek, have begun integrating technology into their lessons by using the Duolingo app to support students' English learning.

Duolingo is a free online language learning resource that assists users in learning languages through the web and applications Duolingo also has the most recent language learning techniques (Garcia, 2013). This can assist pupils in comprehending and engage in the English learning process, thereby preventing boredom. Duolingo supports a wide range of languages, including English, Arabic, Spanish, French, and Dutch (Munday, 2015a). Duolingo also shows earned points, an overview tree, and language practice times (Krashen, 2014). Furthermore, the Duolingo application is known for making students happy while learning English due to its various game features, clear English pronunciation, and other benefits. As a result, the majority of students consider Duolingo to be one of the best apps for learning English in the modern era. In this study, students may differ on whether the Duolingo application is a good or bad application based on their perception after using it.

There have been some researches focusing on Duolingo application in learning English, two of which were conducted by Jaelani & Sutari (2020a) and Fadilah (2022). Jaelani & Sutari's (2020a) study explored students' perceptions of Duolingo as a vocabulary learning application. The results indicate that the Duolingo app can be an effective means of improving students' vocabulary and increase their interest and motivation in learning vocabulary. Fadilah's (2022) study explored students' perceptions of Duolingo as an English language learning application. This research uses quantitative method. The findings show that lots of students were motivated in the learning process. So that, with the Duolingo application they can be assisted in teaching and learning activities and also have the opportunity to be more active and understand English subject matter, especially vocabulary, which can enable them to practice and apply their vocabulary in everyday life. Most of previous studies focused on using

Duolingo App in vocabulary learning, research that concern on the use Duolingo app in learning speaking is still limited. Therefore, this study focuses on the use of Duolingo Application in speaking skill. Based on the explanation, this study has two purposes. Firstly, it aims to investigate the perceptions of eleventh grade students at SMAN 1 Rancaekek regarding the use of the Duolingo application in speaking skill. Secondly, it aims to find out the advantages and disadvantages for eleventh grade students of SMAN 1 Rancaekek in using the Duolingo application, especially in speaking skill.

The findings of this study are expected to contribute theoretically to provide readers with the ability to add and enrich English language learning or teaching literature, especially in speaking skill using the latest technology. In this case, the Duolingo application can give data on the perceptions of the eleventh grades students at SMAN 1 Rancaekek regarding their speaking skill. Furthermore, practically the findings of this research are expected to can be one of the learning media for students to practice their speaking skill individually so that it can encourage them to be more motivated and enthusiastic in learning English, especially in speaking skill. Therefore, it is hoped that students' speaking skills can improve. In addition, the Duolingo application media can be a teaching medium for teachers in teaching English, especially in speaking skills to students, and can also enrich intellectual literature that can be utilized as a reference for future research.

LITERATURE REVIEW

Speaking Skills in Language learning

Speaking is very important in the language learning process because it involves activities such as sending and receiving information in verbal communication between two or more people. Anggraini (2022) also emphasized that speaking skills play a crucial role in communication, as effective speaking is essential for conveying messages. Speaking has been defined in various ways, but it is widely recognized as a key skill that English learners must acquire, given its importance in both academic and everyday interactions. Through speaking, individuals can express their ideas, emotions, and feelings to others (Ardiani, 2013). This communication involves the use of both verbal and nonverbal symbols, depending on the context or situation (Niah & Pahmi, 2019a). Therefore, speaking is a crucial skill for a person as well as a language learner because he can convey information to others using language that listeners can understand.

According to Ur (1996) in Rochmahwati and Pamungkas (2015), successful speaking performances have four characteristics, which are as follows: First, students talk a lot since they use up as much of the time allotted for such an activity as possible. While it may appear obvious, the teacher's talk or pause frequently consumes the majority of the time. Second, equitable participation which means that class conversation is not dominated by a handful of chatty participants, since everyone has an equal opportunity to speak, and make equal contributions. Third, high motivation where students are excited to participate since they are interested in the topic and have something new to say about it, or just want to contribute to the task objectives. Fourth, language is an acceptable level for students so that they can express themselves in speech that is relevant and understandable with the appropriate level of language accuracy.

The Use of Duolingo in English Language Teaching

Duolingo is a language learning platform launched in 2012 by Luis Von Ahn and Severin Hacker, available as a freemium app for both mobile and desktop use. It has received positive reviews from various educators for its effectiveness in teaching and learning English. Krashen (2014) explains that Duolingo guides learners through a structured series of tasks, with a strong focus on translation. The app also incorporates activities such as dictation, pronunciation, and speaking practice. It tracks users' progress through points, a visual skill tree, and time spent learning. In addition, Duolingo uses gamification features to enhance student motivation and engagement, particularly in improving speaking skills (Handrianto & Rahman, 2018).

Cesarini and Guaquet (2021) add that Duolingo's game-like design includes a skill tree with lessons that unlock new content, each consisting of 10 to 15 varied exercises. A leaderboard feature is also activated when users connect with friends, fostering a sense of competition and community. Achievements are a feature of the Duolingo platform that are awarded to students who complete a lesson with the highest level of effort. Then, Lingots are small gem icons that are used to reward students whom have completed activities and levels and can be swapped out for more practice rewards. Crown Levels is a new addition to the Duolingo application. Each skill has a "Crown Level," and when a student completes a skill, he or she receives a crown and moves on to the next one. Lastly, Daily Goals are about satisfying students who completed a practice commitment. The Duolingo app provides gifts with those surprising sounds and unique images that make students want to practice again.

The Advantages of Duolingo Use in English Language Learning

Duolingo app supports students in enhancing their language learning, particularly in English, by making the process more engaging and enjoyable. However, like any tool, it comes with both strengths and limitations. According to Mulya & Refnaldi (2016), Duolingo offers three main benefits when used as a classroom language learning tool.

Firstly, it helps improve students' language skills and encourages active participation. The app also incorporates gamification elements into its learning design. Munday (2015b) similarly notes that students find Duolingo enjoyable because it feels like playing a game, which helps increase motivation and involvement in learning English.

Secondly, Duolingo application always reminds or provides notifications to students to provide time to learn languages, which definitely contribute to the progress of their language learning, especially English (Hagiwara & Settle, 2017). Developing good study habits and studying regularly is very important for successful English learning.

Thirdly Pham & Vinh (2020) stated that Duolingo can also provide assignments or exercises to students to help them review and practice their language learning at home, which is where the Duolingo application can accessed anywhere and anytime. Therefore, students can learn English anytime and anywhere with this Duolingo application.

METHOD

The research method used in this study is a descriptive qualitative approach. This approach is considered appropriate with this study because the nature of qualitative study attempts to investigate and comprehend the meaning an individual or group perceives a social or human issue (Creswell, 2016). This research was conducted at SMAN 1 Rancaekek, Bandung. This school is chosen as the research site because it is one of the state schools that has been accredited (A) and one of English teachers there have utilized Duolingo application in speaking skills.

The participants in this study were eleventh-grade students from SMAN 1 Rancaekek. Data collection was conducted through a questionnaire distributed to twenty students who used the Duolingo application for learning speaking skills. The questionnaire was adapted from studies by Utami (2020) and Inayah et al., (2020), and employed a 5-point Likert scale. To ensure clarity, it was translated into Indonesian so that students could easily understand and respond to the items. Additionally, in-depth data were obtained through interviews with nine students, selected based on academic performance: three with high grades, three with average grades, and three with low grades. A semi-structured interview format was used. For analyzing interview data, the study applied three stages: data reduction, data display, and conclusion drawing, as outlined by Miles et al., (2014). Meanwhile, the questionnaire responses were analyzed using the 5-point Likert scale.

FINDINGS AND DISCUSSION

Students' Perceptions of Using the Duolingo Application in Speaking Skill

To answer the first research purpose that is regarding students' perception of using Duolingo application in speaking skill, the questionnaire adapted from Utami, (2020) and Inayah, et.al., (2020) was addressed to 20 students in the eleventh grade of MIPA 1. The results of questionnaire were discussed in two main categories which include: (1) students' perceptions of the usefulness of the Duolingo application in speaking skills and (2) students' perceptions of the Duolingo application as a motivational tool in speaking skills. The following are the results of the questionnaire:

Students' Perceptions of the Usefulness of the Duolingo Application in Speaking Skills

Table 1. Students' perception of the usefulness of duolingo apps in speaking skills

No.	Statements	SD	D	N	A	SA
1	Duolingo is easy to use in learning English	0%	0%	0%	65%	35%
2	Duolingo can be accessed anywhere and anytime to learn English	0%	0%	10%	75%	15%
3	Duolingo is a helpful tool for learning English	0%	0%	5%	65%	30%
4	Duolingo features are interesting and variative	0%	0%	10%	80%	10%
5	Duolingo can be used independently without the help of others	0%	0%	5%	85%	10%
6	Duolingo is easy to use in learning speaking skill	0%	0%	30%	55%	15%

From table 1, there are 65% who agree that Duolingo is easy to use in learning English. A total of 35% of students stated they strongly agreed with the statement, while none selected neutral or disagree. These results indicate that students find Duolingo very easy to use for learning English, particularly in developing speaking skills. This perception aligns with Vesselinov and Grego (2012), who noted that Duolingo is user-friendly due to its simple operating procedures, making it accessible for users of all ages. Regarding the second item, 75% of students agreed and 15% strongly agreed that Duolingo can be accessed anytime and anywhere for English learning, while 10% remained neutral. This suggests a general consensus that Duolingo offers flexible access, especially for improving speaking skills. This finding is supported by Muddin (2018), who emphasizes that Duolingo's accessibility allows students to use it both indoors and outdoors without difficulty. This finding is also in line with the results of the interviews below.

Excerpt 1

S2: *"It's very easy to use anywhere and anytime to learn English"*

One participant noted that Duolingo is convenient for learning English anytime and anywhere, as it is accessible via mobile phones, enabling flexible study opportunities. In response to the third questionnaire item, 65% of students agreed and 30% strongly agreed that Duolingo is a valuable tool for learning English. Only 5% were neutral, and none disagreed, indicating that nearly all students view Duolingo as beneficial, particularly for developing speaking skills. This perception aligns with Nushi et al. (2017), who found that Duolingo was generally seen as a helpful platform for English learning. For the fourth item, most students considered the app's features engaging and diverse, with 80% agreeing and 10% strongly agreeing. Only 10% responded neutrally, and none disagreed, showing a strong positive reception toward the app's features. Aligned with this finding, Yusda et al., (2020) also found that Duolingo's features are interesting, useful, varied, and help students learn English. Interestingly, this was also discovered in an interview with one student's responses, supporting this data.

Excerpt 2

S5: *"Duolingo application has interesting features such as a leaderboard to see our position after solving a question"*

This quote, S5 explains that the Duolingo application has unique features because it is also designed to be used as a game for learning English, and of course there are many more interesting and varied aspects.

Positive perception is also showed in the last items of questionnaire. There was 85% of students said that they agreed and 10% strongly agreed with the statement of students can use the Duolingo application independently without the help of others. Meanwhile, only 0% of students disagree. This finding is in line with Nuralie, A., (2019) who states that by using the Duolingo application, students not only learn English in class with the teacher but also encourage students to learn independently. Moreover, the result of interview also shows the same view as displayed below.

Excerpt 3

S3: *“Of course, Duolingo can be used by yourself without the help of other people, because Duolingo itself is an application that can be used on mobile phones”.*

The data above proves that S3 is right that the Duolingo application can be used independently without any help from other people, where this application can indeed be downloaded on a cellphone and the procedures are also very easy to use.

In the last item of questionnaire, 55% of students agree and 15% of them also strongly agree. Then there were 30% of students who were neutral and only 0% of students who disagreed. This means that Duolingo can facilitate students in speaking skills when using English. This perception is supported by Hafifah, H., (2021) that the Duolingo application is designed to make it easier for students to learn English which is also to test students' speaking skills.

Students' Perceptions of the Duolingo Application as a Motivational Tool in Speaking Skill

Table 2. Students' perception on Duolingo application as a motivational tool to learn speaking

No.	Statements	SD	D	N	A	SA
7	Duolingo encourages me to spend more time learning English, especially speaking skill outside of the classroom	0%	5%	10%	70%	15%
8	Duolingo gave me the opportunity to be more active in speaking skill	0%	0%	10%	75%	15%
9	Duolingo encourages me to learn speaking skill independently	0%	0%	15%	65%	20%
10	Duolingo can help me improve my speaking skill	0%	0%	5%	75%	20%
11	Duolingo makes learning English speaking more enjoyable and interesting	0%	0%	15%	60%	25%
12	Learning English with Duolingo allows me to apply my speaking skills in everyday life	0%	0%	15%	50%	35%

The data shows 70% of students agreed that the Duolingo application made them spend more time learning languages, especially speaking skills outside of class. Whereas 15% said they strongly agreed. There were some students who chose not to agree, 5% and 10% who chose neutral. This shows that almost all students answered that the Duolingo application could encourage them to spend more time learning English, especially speaking skills outside of class. This perception is also supported by García Botero & Questier, (2016b) who stated that students use the Duolingo application outside of class. In the next item, 75% of students agree, 15% strongly agree and also 10% of students are neutral if Duolingo makes them more active in learning English, especially speaking skills. None of the students strongly disagreed, indicating that the Duolingo application provides students with greater opportunities to actively participate in English learning activities, particularly in speaking. This view is supported by Wijaya et al. (2016), who found that students felt more engaged and

interested in learning English through Duolingo, leading to increased participation. Additionally, interview findings further support this data.

Excerpt 4

S7: *"Duolingo application really helps me to be more enthusiastic and active in class"*.

According to the interview result, S7 can conclude that the Duolingo app makes them more active than before. This is also because the attractive Duolingo application makes them enthusiastic about learning English, especially speaking, so that Duolingo media can be used to learn English.

In response to the eighth questionnaire item, 65% of students agreed and 20% strongly agreed that Duolingo motivates them to practice speaking independently, while 15% were neutral and none disagreed. This suggests that the majority of students feel Duolingo supports independent learning in English, particularly in speaking. This is in line with findings by Oktarin et al. (2021), who noted that Duolingo enables students to practice vocabulary, pronunciation, and speaking on their own.

For the ninth item, 75% of students agreed and 20% strongly agreed that Duolingo helps improve their speaking abilities, with only 5% remaining neutral and none expressing disagreement. These results indicate that Duolingo is seen as an effective tool for enhancing speaking skills. This perception is reinforced by Nursyamsiah (2021), who found that Duolingo not only improves speaking skills but also helps students expand their vocabulary. Furthermore, interview results presented below support this finding.

Excerpt 5

S7: *"Yes indeed, because the Duolingo application can improve my speaking skills in English"*.

In the quote, S7 explains that the Duolingo application can help improve speaking skills, whereas the Duolingo application itself also facilitates practicing English speaking skills. Therefore, this can help students to improve their speaking skills.

Positive perception is also portrayed in the last two items of questionnaire. From the table above, there are 60% who agree that Duolingo can make learning English, especially speaking skills, more enjoyable. There were 25% of students strongly agree, and 15% of students were neutral. Then the rest disagree. These calculations show that Duolingo can make learning English, especially students' speaking skills, more fun and exciting. Therefore, this perception is supported by Munday, (2015c) who states that Duolingo aims to teach language in a fun way, and this application presents activities that combine several skills in the form of games.

From the data above there are various answers from students. As many as 50% of students agreed and 35% strongly agreed that learning using the Duolingo application allowed them to apply speaking skills in everyday life. Meanwhile, the remaining 15% of students answered neutral. Therefore, this perception is supported by Jašková, V., (2014) who states that Duolingo is the latest program in language learning and communication globally. That's because Duolingo offers a course model in everyday life in an easier way.

The questionnaire results indicate that most students responded positively to using Duolingo for learning English, particularly in speaking. Its simplicity and user-friendly design make it accessible for learners of all ages, as supported by Vesselinov and Grego (2012). Duolingo's engaging features and flexibility—being accessible anytime and anywhere—also align with Muddin (2018), who emphasized its practicality for both indoor and outdoor learning. Moreover, the app supports independent study, helping students improve their speaking skills. This is reinforced by Nuralie (2019), who noted that Duolingo encourages students to learn beyond the classroom, fostering a deeper understanding of English, especially in speaking.

Most students also expressed positive views about Duolingo's features, particularly its use of gamification, which enhances their motivation and supports the development of speaking skills. Munday (2015c) supports this, stating that Duolingo combines multiple language skills through game-like activities, making learning enjoyable. These engaging features boost students' interest and motivation, aligning with previous research by Ajisoko (2020) and Astarilla (2018), which found Duolingo effective in improving language skills and encouraging active learning. Additionally, students found the app user-friendly and not burdensome. However, a common drawback noted was its reliance on internet access, which can be a limitation in classrooms without stable connections—an issue also highlighted by Muddin (2018), who described Duolingo as an online-based learning tool.

The Advantages of Duolingo Application in Learning Speaking Skill

The interview guideline was adapted from Khotimah, F., (2021) and the interview was conducted to answer the second research question of this study, namely to find out the advantages of students in using the Duolingo application to learn English, especially in speaking skill. Based on the interview results, there were five advantages found by students in using the Duolingo application to learn speaking skills. Firstly, the Duolingo application can increase students' motivation in learning English, especially speaking skills. Secondly, it encourages students' autonomy in learning English by themselves, especially in speaking skill. Thirdly, it helps students in the process of learning English, especially speaking skills. Fourthly, it adds students' understanding of English pronunciation. Finally, it improves students' speaking skills. The elaboration of each advantage will be discussed in more detail below:

Increasing Students' Motivation in Learning Speaking Skills

The first advantage felt by students using the Duolingo application for speaking skills is increasing students' motivation in learning English, especially speaking skill. Duolingo encourages students to be more active than before in learning English, especially speaking skills. Because motivation is very important for learning processes and outcomes, students who are motivated will be more enthusiastic about learning and understand what they are learning more quickly. Therefore, below are the results of the interview data that has been obtained and also transcribed by the researcher.

Excerpt 1

S1: "Yes, this application indeed makes me more active in learning English, especially in speaking skills, because with this application I don't feel bored while studying"

The transcript shows that most students felt the Duolingo application made them more engaged in learning English, particularly in speaking. This aligns with Wijaya et al. (2016), and Sakina and Astuti (2014) who found that students enjoy and are more interested in learning English through Duolingo. Similarly, Sandoval (2019) noted that the app boosts students' motivation and positively impacts their speaking skills. Supporting this, Anasy and Hum (2023) also found that students perceive Duolingo as a tool that significantly enhances their motivation to learn English, especially in speaking.

Encouraging Students' Autonomy in Learning Speaking Skills

Furthermore, the second advantage felt by students from using the Duolingo application to learn speaking skills is that it encourages students' independence in learning English independently, especially in speaking skills, because this application is very portable and can be used anywhere and at any time. Therefore, students will be able to use it independently. Below are findings from interview data that has been obtained and transcribed by researchers.

Excerpt 2

S5: *“Yes, this application is very flexible and easy to use, so I can learn English, especially speaking skills, both in class and at home”*

Based on the data that has been transcribed, it can be said that the majority of students stated that this application is very portable and easy to use anywhere and anytime when learning English, especially speaking skills, which can be done independently. This perception is also supported by Baroroh, R. U., et al., (2022) who said that Duolingo is easy to use because the procedures for using it are simple, available on mobile phones, and can be accessed anywhere, and Duolingo can be used by all ages. This means that it can encourage students' independence in studying at home or at school to practice their speaking skills in English using the Duolingo application. Therefore, this is also supported by previous study conducted by Syarifah et al., (2023) with her findings showing that the Duolingo application can develop or train students' English-speaking skills independently without relying on formal learning or at school.

Assisting Students in the Process of Learning English

The third advantage that students feel from using the Duolingo application to learn speaking skills is that it helps students in the process of learning English, especially speaking skills. Duolingo is also famous for its language learning applications, including learning English, especially speaking skills. Then, the researcher collected and transcribed the interview data, and the findings are presented below.

Excerpt 3

S9: *“The experience I gained from the Duolingo application is very helpful in the process of speaking skills, especially for beginners like me, because with the Duolingo application, I can immediately listen, imitate and repeat the utterance of every phrase made by native speakers. So, it helps the process of learning my speaking skills better”.*

The results from the transcript data above can be concluded that the majority of students stated that the Duolingo application helped them in learning English, especially speaking skills. So, this is also supported by the statement of Hardiyanto et al., (2023) who show that this application helps them in language learning. Duolingo is a popular medium for learning English, especially speaking skills because the interactive way of learning makes them prefer to learn English, especially speaking skills, using the Duolingo application. In addition, it is also supported by a previous study conducted by Herlina et al., (2021) with the results showing that Duolingo can be an alternative application or media in helping students learn English, especially speaking skills.

Helping Students' Understanding of English Pronunciation

Then, the fourth advantage that students can experience in using the Duolingo application to learn speaking skills is adds to students' understanding of English pronunciation. In the Duolingo application there is an English pronunciation feature. The following are responses from interview data that have been obtained and transcribed by researchers below.

Excerpt 4

S1: "Yes, this application contains explanations in English pronunciation properly and correctly".

The findings from the data above show that the majority of them stated that the Duolingo application has an English pronunciation feature or what can be called the international phonetic alphabet (IPA) which allows them to pronounce English. well and correctly. This perception is also supported by Suryani et al., (2022) who stated that the Duolingo application is also accompanied by virtual voices in composing English sentences, and there is also an English pronunciation explanation feature. So, they can find out directly how to pronounce it correctly and also their ability to communicate or speak in English. Furthermore, this is also supported by previous research carried out by Rosidah & Sari, (2024) with their findings showing that the Duolingo application can improve pronunciation of English correctly and precisely.

Improving Students' Speaking Skills

The final or fifth advantage felt by students in using the Duolingo application to learn speaking skills is improving students' speaking skills in learning English. In addition, to increasing motivation, of course, the Duolingo application can also improve students' speaking skills. The researcher obtained and transcribed the interview data and the results are shown below.

Excerpt 5.

S5: "Yes, this application has had a big influence, especially in improving my speaking skills in English"

Based on the transcript data, most students believe that the Duolingo application helps improve their English speaking skills. This view is supported by Smith and Vlachopoulos (2018), who highlight Duolingo's effectiveness in enhancing speaking

proficiency. Similarly, Windya et al. (2023) found that students in classes using Duolingo showed significantly greater improvement in speaking skills compared to those in traditional teacher-centered classes.

From these findings, five key advantages of using Duolingo for speaking skills development can be identified: (1) it increases student motivation, (2) promotes independent learning, (3) supports the overall English learning process, (4) enhances pronunciation understanding, and (5) improves speaking ability.

The Disadvantages of Duolingo Application in Learning Speaking Skill

This application not only provides advantages but there are definitely disadvantages. Based on the interview results, there were three shortcomings found by students in using the Duolingo application to learn speaking skills. Firstly, the Duolingo application cannot be used if there is no internet connection. Secondly, there are advertisements that can interfere with the learning process. Thirdly, the cellphone memory must be full to be able to download the Duolingo application. The following are each disadvantage which will be discussed in more detail below:

Duolingo's Dependence on an Internet Connection

The first disadvantage that students can experience in using the Duolingo application to learn speaking skills is that it cannot be used if there is no internet or data connection. This application is free, but if you want to use it you have to be connected to the internet. The following are responses from interview data that have been obtained and transcribed by researchers below.

Excerpt 1

S4: *"Yes, the point is that Duolingo must be connected to the internet if you want to use it"*

It can be seen that based on the findings of the interview data obtained above or mentioned by students, it shows that the main disadvantage in using this application is that it must be connected to an internet connection. Even though the application is free, if you want to use it, you must use the internet or go online. Therefore, this perception is also supported by Imaniah and Al-manar (2022) who states that the Duolingo application really requires an internet connection to be able to access it, making it quite difficult for those who do not have an adequate internet connection. This is also supported by previous research conducted by Pramesti and Susanti, (2020) who found that the disadvantage of the Duolingo application is that it cannot be used without an internet connection.

Disruptive Advertisements in Duolingo Application

Furthermore, the second disadvantage experienced by students in using the Duolingo application to learn speaking skills is that there are advertisements which can disrupt the English language learning process, especially speaking skills. This means that the Duolingo application is free, of course there will be advertisements that can interfere with students' learning process. Therefore, the researcher obtained and transcribed the interview data and the results are shown below.

Excerpt 2

S2: *“Yes, because the Duolingo application is free, there are quite a lot of advertisements that can interfere with the learning process in this application”*

From the results of the data transcript above, it can be concluded that the majority of students stated that the Duolingo application has a disadvantage, namely that there are advertisements that can interfere with the English language learning process, especially students' speaking skills. This causes students not to focus on learning. This perception is also supported by Astiantih et al., (2024) who states that Duolingo has quite a lot of advertising because the application is free so it can disturb students' focus on learning English, especially speaking skills.

Duolingo Application's Need for Phone Storage Space

The last or third disadvantage that students feel in using the Duolingo application to learn speaking skills is that this application requires cellphone memory space to store it because if there is no memory space for this application then the application cannot be downloaded and used. Then, the researcher collected and transcribed the interview data, and the findings are presented below.

Excerpt 3

S3: *“Yes, the Duolingo application cannot be used for learning if the cellphone's memory is full”*

The findings from the data above show that the majority of them stated that the Duolingo application has a disadvantage, namely that it requires sufficient cellphone storage or memory to download and use the Duolingo application in learning English, especially speaking skills. In addition, this is also supported by the perception of Horie (2017) who states that the Duolingo application requires data storage as well as internal storage. Therefore, this application cannot be used for the English language learning process if there is not enough internal storage and it also prevents students from learning speaking skills.

Based on the explanation above, it can be concluded that there are three disadvantages of the Duolingo application that students can find in learning speaking skills, namely, Firstly, the Duolingo application cannot be used in learning if it is not connected to the internet or online, Secondly, there are often advertisements that can cause students to become less focused in the learning speaking process. Meanwhile, the last or third requires sufficient cellphone storage to be used in learning English, especially speaking skills.

CONCLUSION

The advance of technology has contributed to the development of teaching-learning process, especially in English as foreign language classrooms. One of applications that have been widely used in learning English is Duolingo. Based the result of questionnaire, almost all students gave positive perceptions to the use of the Duolingo application in learning English, especially speaking skills. They also mentioned that the Duolingo application is very easy to use and also helps in the

process of learning English, especially in speaking skills, where the procedures for this application can be used at all ages. So, this application also makes them feel very interested, because this application has a gamification feature or carries the concept of playing while learning and this also makes them feel more active and not bored in learning English, especially speaking skills. Then with this application they become more independent and want to always learn English, especially speaking skills, because this application is very flexible so it can be used anywhere and at any time. Of course, their motivation also increases to become more interested in English, especially speaking skills, which also increase with this application and this also allows them to apply their learning results using this application in everyday life and in the classroom.

The results of the interview show that students found there are five advantages, of the Duolingo application in learning speaking skills. Firstly, it increases students' motivation to learn English, especially speaking skills. Secondly, it encourages students' independence in learning English, especially speaking skills. Thirdly, it helps students in the process of learning English, especially speaking skills. Fourthly, it adds students' understanding of English pronunciation, and finally improving students' speaking skills in learning English. In addition, advantages there are also disadvantages that researchers have found from the Duolingo application that students found in learning speaking skills. There are three disadvantages, including the following. First, the Duolingo application cannot be used in learning if it is not connected to the internet. Second, there are often advertisements which can cause students to become less focused in speaking learning process. The last or third requires sufficient cellphone storage to be used in learning English, especially speaking skill.

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