

**DUOLINGO'S EFFECTIVENESS ENHANCING ENGLISH
LANGUAGE READING SKILLS: WAY OF REFLECTIVE
LEARNING AND GIVING FEEDBACK**

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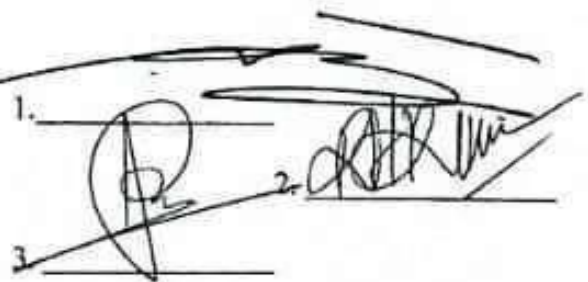

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Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
24/6 - 25	Chapter I - Introduction (Background of the study) Chapter II - References review	
3/7 - 25	Chapter II - Elaborate the references supporting your theory - Note only references that used as your references	
16/7 - 25	Chapter III - Review your research design, linked with your research procedure	
21/7 - 25	Chapter IV - Loading your data - State your data finding	
26/7 - 25	Chapter IV - Elaborate your data analysis	
29/7 - 25	Chapter V - Clearly describe the conclusion based on your finding	
30/7 - 25		

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ABSTRACT

Silvi Ayu Mandira. 2102050048. *Duolingo's Effectiveness in Enhancing English Language Reading Skills: Way of Reflective Learning and Giving Feedback*. Skripsi. English Education Study Program. Faculty of Teacher Training and Education. Universitas Muhammadiyah Sumatera Utara. 2025.

The development of digital technology has brought significant changes in the world of education, especially in English language learning. One of popular and easily accessible learning media is Duolingo, a language learning application that integrates interactive methods and gamification. This study aims to examine the effectiveness of using the Duolingo application in improving English reading skills through a reflective learning approach and feedback. The study sample consisted of one English teacher and 35 student's 7th grades at SMP Muhammadiyah 01 Medan. This study used qualitative methods with data collection techniques in the form of observation, questionnaires, interview and documentation. The data were analysed by using the Miles, Huberman and Saldana (2014) model, which includes data reduction, data display and conclusion drawing. The result showed that both teacher and students had positive perceptions on the effectiveness of Duolingo, especially in improving reading skills, facilitating independent learning and providing constructive feedback. In addition, Duolingo has been proven assessed to give impact to build strong learning routines and motivation in students. This study contributes to the development of more interactive and reflective English language learning with the support of digital technology.

Keyword: Duolingo, English Reading Skills, Reflective Learning, Feedback.

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This research was written as one of the requirements for obtaining a Bachelor of Education degree in the English Education Study Program. This research aims to determine the effectiveness of using the Duolingo application in improving English reading skills, particularly through a reflective learning approach and feedback learning that supports the learning process.

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The researcher acknowledges that this research is far from perfect and may still contain shortcomings. Therefore, the researcher sincerely hopes for constructive criticism and suggestion to improve future work. The researcher also hopes that this work can be beneficial, both form educators and readers in general and become a positive contribution to the development of more effective and reflective English Language learning. In closing, the researcher would like to express sincere gratitude to all those who have provided support, but cannot be mentioned.

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CHAPTER I

INTRODUCTION

1.1 Background of Study

English language learning is undergoing a major transformation with the advent of digital technology and artificial intelligence (AI) (X. Wang, 2022), which enables a more personalised, interactive and accessible learning experience. AI-powered digital platforms and apps, such as Duolingo utilise adaptive learning techniques, real time feedback and gamification to improve language acquisition. The advancements have revolutionised traditional methods by providing learner with instant assessments, customised lesson plans, and in-depth language exercises that cater to individual learning style and proficiency levels. As a result, technology-based approaches are reshaping the way learners develop their English reading, writing, listening and speaking skills, making more engaging and efficient.

English learning platform is a digital media designed to assist users in learning and improving English language skills in an effective, flexible and interactive way. It can take the form of a website, mobile app, or a combination of both, with various features that support learning, such as online courses, practice questions, learning videos, interactive quizzes, and discussion forums to interact with tutors and fellow learners. In English language learning, reading skills play an important role in improving vocabulary comprehension, grammar and the ability to analyse meaning in various contexts.

Reading skills is one of the basic-skills that plays an important role in language learning. Basic reading skills are one of the most important skills in the delivery of information and ideas in our culture. Reading skills too critical to all learning in school and for a productive life skill (Manisah, 2015). Reading not only helps a person understand the written information, but also contribute to the mastery of other aspects of language, such as vocabulary, grammar and understanding of cultural context. Thus, revealed that reading skills acquired in early reading will greatly affect advanced reading skills.

Improving reading skills sometimes depends on the ability of the reader to handle a sentence or passage. Maru et al, (2022) say that problem in learning English are more often encountered by student who are not native English speakers, and these difficulties are experienced in various aspects, both in speaking, listening, writing and reading. However, challenges in improving reading skills are often found, especially among foreign language learners. Therefore, reading is a way in which something is interpreted or understood. Reading does not only mean understanding the word and the grammar. It not just translating but reading is thinking, to read well in English reading material text, the readers must think about what the text means (Santi Istiqomah, 2023). Nowadays, with the rapid development of technology, there are various kinds of learning process that can be followed. One of by using digital media, such as e-library, learning apps, or even educational games.

In reality, there are still many students whose English reading skills are still low. This can be proven through PLP activities at SMAS Asuhan Daya as the first

observation carried out by researchers. Many learners experience difficulties in comprehending English text, mainly due to lack of effective practice, minimal engagement in learning and limitations in receiving constructive feedback. Based on the above phenomenon, the utilization of AI is an important thing that students can take advantage of at this time.

The utilization of AI in these environment, is trend and a strategic response to involving need of language learners in a digitally interconnected world (Jones, 2019). At present, technology as an indispensable part of people's life, including everyday life of older people (Lukas Sanda, 2021). Technology as education have also a good potential in improving the educational tools for students with special needs (Koshiry A. E, 2024). As technology develops, various digital based learning platform such as Duolingo become one of the popular tools in supporting English language learning. Its popularity among millions of users has been determined, at least in part, by its free-of-charge access model and gamified features. Duolingo is an AI-based platform designed to help learn foreign languages independently. It also provides an interactive approach designed to improve language skills through gamification-based activities, including English reading skills. One of the best features of this learning platform is the ability to provide immediate feedback and reflective learning approach, which allows users to evaluate and correct their own mistakes in English.

This was further strengthened through follow up observations conducted at SMP Muhammadiyah 01 Medan, where some students were found to be using Duolingo independence and motivation to learn in their learning process. The

observation revealed that the students not only enjoyed the gamified learning experience, but also benefited from the instant feedback provided by the platform. The suggest that the integration of AI-based learning platforms such as Duolingo can provide significant advantages in developing reading skills, especially when students are given the opportunity to learn according to their individual pace and needs.

According to Lukas Sanda (2021) only Duolingo does not restrict the user educational content and for other application it is necessary to purchase premium content (which often represents 90% of entire content). This Application is very helpful for the students because Duolingo is designed to resemble a game display that can be adapted to their activities and learning style. By learning through Duolingo they are learning about vocabulary, phrases, grammar, spelling and conversation in English (Dr. Rebecca Evelyn Laiya, 2024).

Another relevant study that investigated university students' experiences using Duolingo alongside traditional foreign language courses showed that the platform enhanced the learning process and fostered independent learning through its gamified approach. This suggests that Duolingo can serves as a valuable complement to conventional instruction, potentially improving reading comprehension by offering additional practice and engagement (Peláez-Sánchez, 2023). In this context, some studies have also highlighted limitations and criticisms of Duolingo as a language learning platform. A study by Erra Malinda (2024) found that Duolingo did not provide enough context for explanation for students and other to fully understand new concept in this app.

Although Duolingo is a popular application for learning English, there are some disadvantages of Duolingo related to reading skills in English, namely complex readability, not developing critical reading skills and lack of challenge in vocabulary. Based on these problems, the research decided to investigate the effectiveness of Duolingo in improving English reading skills. The researcher also explained the limitations of Duolingo in developing critical reading skills and how the application can be improved to be more effective in learning, especially English reading skills. By using descriptive approach and linguistic theory as the theoretical basis.

To conclude, this research is expected to provide insights for educators, learners and learning technology developers on the potential of Duolingo as an effectiveness learning tools particularly in developing English reading skills. In addition, this study also aims to assess the extent to which features such as reflective learning and feedback can assist learners in improving reading skills independently and sustainably. This is the reason why researchers conducted research with the title, **“Duolingo’s Effectiveness Enhancing English Language Reading Skills: Way of Reflective Learning and Giving Feedback”**.

1.2 The Identification of the Problem

1. The use of AI is not yet optimal in the English language learning process.
2. Improvements that can be made to Duolingo to increase its effectiveness in teaching English reading skills.
3. The effectiveness of Duolingo in particular in improving English reading skills requires further exploration, especially in comprehension and vocabulary development.
4. Measure the effectiveness of Duolingo's feedback feature in encouraging reflective learning for reading practice.

1.3 Scope and Limitation

The scope of this research is experimental research that focuses on the effectiveness of Duolingo in improving reading skill and this study was conducted at SMPS Muhammadiyah 01 Medan with 35 students as a sample of 7th grade students in the 2024/2025 academic year. The main limitation is to measure that teaching through Duolingo as a reflective learning application can provide feedback to students.

1.4 Formulation of the Problem

Based on identification of the problem, the formulation of the problem was discussed as follow:

1. To what extent does Duolingo improve student's reading comprehension skills?
2. How effective are Duolingo feedback features in fostering reflective learning for reading practice?

1.5 The Objective of the Study

Based on the Problem of the research, this research was intended to describe:

1. To evaluate how Duolingo supports the development of reading comprehension skills in English learners.
2. To assess the impact of Duolingo's feedback system on learners reading performance.

1.6 The Significant of the Study

By conducting this study, it was expected to provide both theoretical and practical benefit:

1. Theoretically

The results contributed to the understanding of reflective learning and feedback in the context of English language learning using technology. This study reviewed how Duolingo as a digital platform can supported students in self-reflection during the English learning process. Reflective learning theory focused on the active role of students in analysing their learning experiences to improve their reading skills. The feedback provided by Duolingo in the form of both auto-correction and clarification of incorrect answers, was analysed to see how this affected students' reading skills, particularly in terms of building text comprehension and improving overall reading skills.

2. Practically

This research was provided practical implications for language teachers students, and others researcher.

1. Teachers

For teacher, this research providing recommendations for integrating technology such as Duolingo in teaching to improve reading skills through reflective learning and feedback. As well as provide insights into how apps like Duolingo can be improved to better support learners in the process of acquiring a second language.

2. Students

For students, this research emphasized the importance of independence, motivation and feedback in self-regulated learning to improve English reading skills by learning platform. This research can provide insights into how gamification can increase learner engagement in learning.

3. Others researcher

For other researcher, this research provides a foundation for exploring how digital language learning platform like Duolingo contribute to language skill development.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

Theories are required in research to explain the effectiveness of Duolingo in improving English reading skills through various theories. The theories used discusses about reading comprehension theory, Duolingo's application, way of reflective learning theory, and feedback & learning effectiveness.

2.1.1 Reading Skills

Reading comprehension is a multifaceted skill that involves various cognitive process and strategies. Reading involves an active and interactive between the reader and the text, where in the reader's prior knowledge and the situational context significantly shape the interpretation of the written content (Chanthoeun Yung, 2024). This process includes identifying key elements, inferring meaning appropriately and deepening understanding through exploratory questioning. In addition, reading comprehension also involves the construction of meaning from written text, from recognising symbols and language structures to structuring and integrating information within a broader context. In this case, higher-order thinkings skills play an important role in understanding the text in depth.

Reading comprehension skills, a challenge process that contains components, procedures, and aspect with the desire to discover great ways of accelerating, it is an integrated process of generating meaning from reading section.

Reading comprehension is indeed, a complex cognitive ability which involves not only linguistics (such as vocabulary, grammatical knowledge) but also cognitive (such as working memory) and also metacognitive skills (both for the aspects of knowledge and control), and more specifically, higher order comprehension skills such as the generation of inferences.

Duolingo plays an important role in improving reading comprehension skills through several interactive features designed to help users understand text in the target language. The app provides contextual reading exercises in the form of short sentences, dialogues and paragraphs. It allows users to translate, complete missing parts or understand the meaning of a given text. The material in the app is organised in stages, from simplest to more complex, so that users can progressively improve their understanding without feeling overwhelmed. This learning app also integrates visual with audio elements in reading learning, allowing users to hear the pronunciation of words or phrases in the text they are reading. This feature helps users to associate the spelling with the correct pronunciation.

One of the Duolingo features that can develop reading comprehension skills is Duolingo's Story. This feature presents an interactive short story with comprehension questions to help users develop reading skills in a more engaging way. The gamification system implemented such as points, levels and challenges make reading practice more fun and motivate users to practice consistently. Through this approach, the Duolingo app not only helps users understand words and phrases in foreign languages, but also improves overall reading skills in an interactive, fun and technology-based way.

2.1.2 Challenges in developing students English Reading Skills

Reading skills are a crucial aspect of the learning process, especially in English. This skill is one of the fundamental components that must be mastered in order for students to understand learning materials effectively (Raja Muhammad Ishtiaq K, 2020). The challenge of improving students' reading skills in the current digital era remains a complex issue. This encompasses various aspects, including internal factors related students, the role of teachers, the availability of learning materials and the implementation n of appropriate teaching strategies. These difficulties are also caused by various factors such as the influence of the first language, lack of motivation and interest among students and insufficient background knowledge. Reading skills not only help access information but also serve as an effectively communication tools and means to solve problems (Chaniago & Depi Yunaspi, 2021).

One of the main obstacles is the low utilization of interactive learning media that can be adapted to the needs and characteristics of students. Boubris and Hadan (2020) findings indicate that some teachers still use evaluation practices to assess students' approaches rather than applying educational applications to assess students' reading skills. (Khan et al., 2019; Schmitt, 2020; Shahbaz &Khan et al., 2017) state that students' inability to read is due to their inability to master knowledge of vocabulary, pronunciation and accent, grammar, listening and speaking in English. The application of teaching and learning using technology may still be new to some teachers and students (Faoziah et al., 2020).

Therefore, effective strategies to improve reading skills and text comprehension are urgently needed. To address this challenge, as an educator have developed various strategies aimed at improving reading comprehension, including interactive reading techniques, vocabulary development exercises, prior knowledge activation, and reading fluency exercises (Anggrainy, 2024).

Reading skill are an important aspect of English language learning, but many students still face various challenges in developing them. These challenges above are exacerbated by a lack of reading materials that are appropriate for students' skill and teaching methods that do not support active and contextual reading learning. Many students also experience interference from their native language which affect s how they understand English texts. In this context, Duolingo can serve as an alternative solution as an interactive learning tool capable of addressing these challenges. Through gamification-based features, contextual vocabulary reinforcement and progressive reading exercises. Duolingo offers an adaptive, engaging, and self-direct learning experience.

2.1.3 Duolingo Application

At present, technology as an indispensable part of people's life, Technology is also one of the important factors of progressing the teaching and learning process in the school and universities. Technology works best when it is used as a tool to help solve problems. For instance, in-person immersion is a desirable way to speed up language training since all activities must be completed using the English language (Mustafa Altun, 2021).

Technology has been used as a technique to improve education and teaching education methods. According to Perez and 2020: 76, Duolingo is the most download platform for language learning and is used by one million individuals all over the world. This mobile application comes packed with a wide variety of fun features that incorporate elements of game-based learning (Liunokas, 2024). The official release of the app was June 19, 2012, and in the first year, more than 10 million people downloaded the app. User can take tutorials in the form of levels at which they can compete with their friends or random people, earn reward and improve their foreign language skills. In 2020, Duolingo offered 38 languages in 95 courses for more than 42 million users (Curry, 2025).

Today, English language teaching has developed significantly, driven by technological and methodological advances that aim to make the teaching-learning process more efficient and engaging (Claudio Vitor Corre Silva, 2024). Brown, H.D. (2007) accept to recent studies highlight that use of digital technologies and innovative approaches has transformed the way English is taught, allowing for greater personalization and interaction learning. Duolingo is a platform created to

make learning language entertaining and straightforward for students so they do not feel like learning but have fun with the app. Every lesson consisted of questions requiring students to think critically, analyse data, identify relationships between image and word or phrases and use data from a multiple-choice list. Duolingo is also one of the language learning systems that offer free online courses available on mobile apps and the web. This application e-learning tool can also be accessed by online computer using the Duolingo website; www.duolingo.com, or by using a smartphone or any device. In Duolingo people can directly use the vocabulary in the sentence so they know how to use the vocabulary that has been taught. By that reason, it can help us in learning vocabulary also improve their reading comprehension skills.

Language learning platform like Duolingo have become increasingly popular due to their convenience, accessibility, and affordability, as they allow students to study at their own time (Erra Malinda, 2024). Language learning is crucial for both personal and professional development. Specifically in language learning, the notion of learner action for learning is deeply embedded in the dominant paradigms of communicative and constructivist language learning and teaching, which view language use and interaction as critical for language development (Phill Hiver, 2021).

Practical online media is an option to make easier for teachers to find fun media that motivates them to study English. Meanwhile, the role of the teacher is significant in introducing and directing the use of technology students (Lusi Purnama Sari, 2023). In the learning process, teachers not only act as facilitators

but also mentor who ensure that technology can be used effectively and according to students' needs. The use of digital media such as online platforms can increase student engagement as well as provide an engaging and dynamic student learning experience. Through proper guidance from a teacher, students can utilise technology to improve their language skills in reading, writing, listening and speaking. Therefore, the collaboration between technology and the active role of teachers is key in creating more effective and meaningful English language learning.

2.1.3.1 Duolingo as an Artificial Intelligence Education (AIEd)

Artificial intelligence education (AIEd) is defined in the field of education as the utilization of artificial intelligence. In the past few years, Duolingo has embedded artificial intelligence into the app, to analyse mistakes and slightly alter the course to fit user requirement. The use of GenAI in generating educational content, including lesson plans, quizzes, and interactive exercises, has been widely recognized for its potential to enrich curriculum design (Tafazoli, 2024).

The use of technology in language learning has been linked to increased engagement and constructive learning achievement (Leinkatis, 2024). Integrating artificial Intelligence (AI) into reading education presents a unique opportunity to enhance students' reading skills, enable them to access and comprehend increasingly complex texts, improve academic performance, and expand their knowledge and intellectual horizons. Overall, the integration of AI and personalized learning platforms has the potential to revolutionize reading instruction and offer effective solutions for students struggling with reading comprehension. Learners' interest in

utilizing technology for independent language learning is evident in the popularity and ubiquity of online language learning apps that offer diverse techniques and methods tailored to different learning style (Leinkatis, 2024).

One example of an app that reflects this trend is Duolingo, which offers a gamification-based learning approach to increase user motivation and engagement. With features such as a points system, levels, daily challenges and immediate feedback, Duolingo creates an interactive and fun learning experience. The artificial intelligence (AI) implemented in Duolingo allows the app to provide a more personalised and adaptive learning experience. By analysing the user's error patterns, the system can adjust the difficulty level of questions, provide additional practice on material that is still difficult to understand and structure a more effective learning path.

In addition, the application uses artificial intelligence technology to tailor materials to each user's ability and progress, enabling more personalised and effective learning. These advantages make Duolingo one of the top choices for language learners who want to learn independently in a flexible and engaging way.

2.1.3.2 Duolingo as self-regulated learning

Self-regulated learning as a variable of interest alongside reading comprehension is guided by the understanding that these two aspects might be intertwined in a symbiotic relationship. Self-regulated learning encompasses a spectrum of behaviors, motivations, and metacognitive functions, all of which

converge as students plan learning tasks, set attainable goals, track their progress, and engage in thoughtful reflection on their learning journey (Nilson, 2023).

This dynamic process not only fosters independence, but also improves reading comprehension by encouraging students to actively engage with the text, use effective strategies, and monitor their understanding. The learners also can specify the duration of daily studying, such as studying for fifteen minutes or for 25 minutes per day (Ahmed, 2016). When students take charge of their learning, they are more likely to use cognitive and metacognitive strategies such as summarising, making inferences, all of which contribute to deeper text processing and retention. In addition, self-regulated learners tend to exhibit higher levels of motivation and perseverance, allowing them to navigate complex reading material with more confidence and resilience. As a result, the interaction between self-regulated learning and reading comprehension becomes a mutually reinforcing cycle, where better comprehension skills further strengthen self-regulation abilities, ultimately leading to more meaningful and sustainable learning outcomes.

Self-regulated learning shows improvement in the ability to organise oneself in learning. In improving self-regulated learning, Duolingo is one of the English language learning platforms that can support self-regulated learning. Grammar mastery is not the only effective way to teach a language. Duolingo comes with a different approach, it offers users an interactive and fun learning experience through various methods, including games, listening exercises, and quizzes. With its various features, it also gives users the opportunity to learn English independently, increase motivation, and build independence in the learning process. Learners provide by

Duolingo can evaluate their learning strategies and make necessary adjustments by receiving timely feedback on their responses and tracking their progress throughout the lessons (Jalil Fathi, 2019).

Through Self-Regulated learning approach, English language learning is able to take responsibility for their own learning process. Apart from that, the independent learning process has a big influence on the learner's attitude in language learning (Ni Luh Wahyuni, 2024). The integration of self-regulated learning with mobile technology creates a learning environment that is dynamic, adaptive, and capable of significantly improving learning outcomes.

2.1.4 Way of Reflective Learning and Giving Feedback

Reflective learning is the process of internally examining and exploring issue of concern, triggered by an experience, which creates and clarifies meaning in term of self, and which result in a changed conceptual perspective. According to Anisa Nur et al (2024), Reflective learning is a process of introspection and self-evaluation that allows individuals to gain a deeper understanding of their experiences, thoughts and action. In higher education, it is a powerful tool for personal development and career readiness. Student who engaged in reflective learning may be better able to think critically, solve problem more effectively, and become more self-aware (Anisa Nur Hassan Iman, 2024).

The ability to better understand one's learning process is one of the key benefits of reflective in higher education. Student can determine their areas for improvement and create solutions to these problems by reflective on their experiences. According to Hughes et al., (2019) increased learning efficiency and improved academic success can result from this self-awareness. In addition, reflective on experiences can help students in critical thinking which essential for success in a complex and fast-changing world. Reflective learning involves thinking about one's experience and ideas to understand and improve them. It is widely recognised as essential to education.

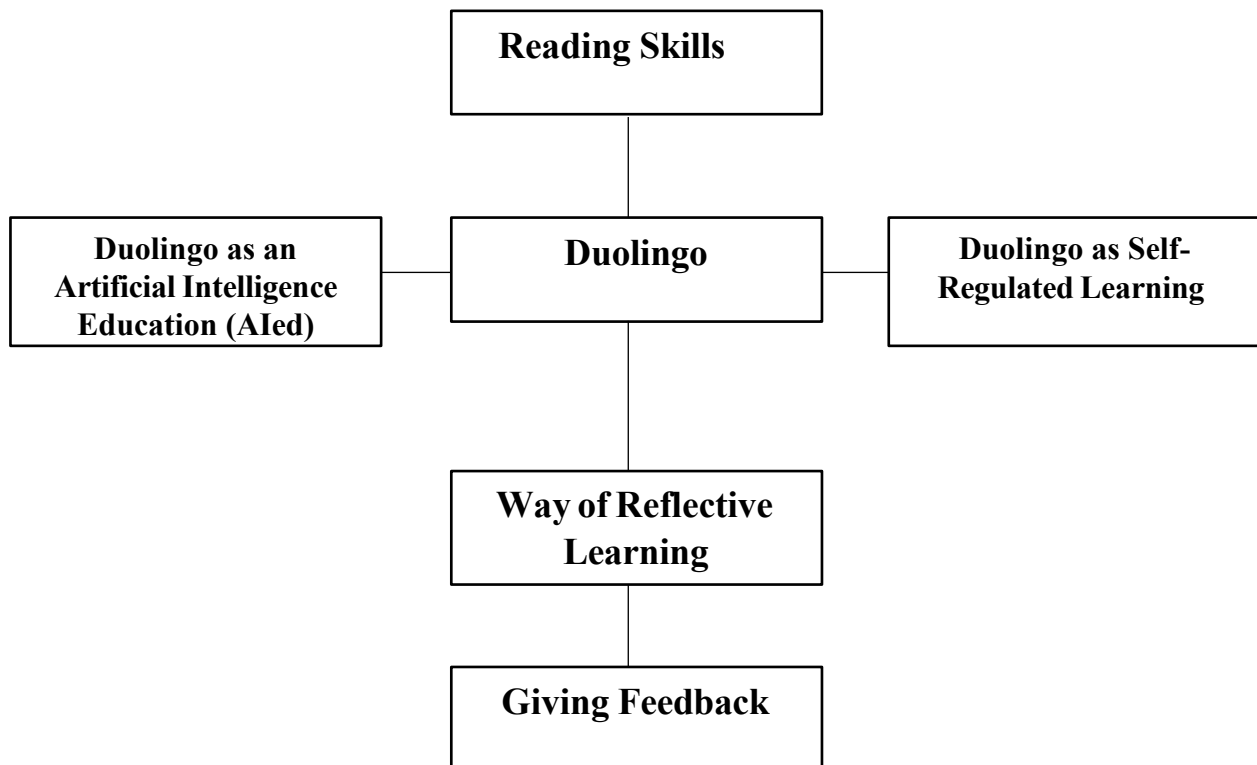
Reflective learning offers many benefits, but there are certain challenges that need to be addressed. One of significant issues is that it requires considerable time and effort, which can be difficult for students who already have a heavy academic workload and other responsibilities (McGarr, 2021). Therefore, reflective

learning involves introspection and self-assessment, some students may find it difficult to engage in the process (Singh & Diefes-Dux, 2023). Activity in reflective learning with Duolingo target various language skills including vocabulary, grammar reading, writing, listening and speaking. As a learning application, the platform enhancing listening and speaking development by offering a large number of target language inputs and opportunities for language products. Additionally, speech recognition technology is used in speaking exercises to provide feedback. The inclusion of stories facilitates reading and listening comprehension practice at a discourse level, helping to contextualize lesson content in everyday scenarios and offering extended opportunities for reading skill development.

As reflective learning, it is involves offering learning exercises that are aligned to learners' specific knowledge needs, while providing constructive and prompt feedback. Other studies have reported more positive results for Duolingo. For example, a study by Colombo and Mangenot (2020) found that students who used Duolingo for 10-20 minutes per day over a 90-day period showed significant improvement in their language proficiency in both reading and listening skills.

2.2 Conceptual Framework

This research was conducted based on linguistic theory and aims to provide a descriptive analysis of Duolingo as a tool in English language learning. The main focus of this research is the effectiveness of the application in improving reading skills. To analyse this, the research used the main indicator in linguistic theory, which is exploring the role of Duolingo in the learning process. This indicator will examine students, given the weaknesses of the application. The figure presents the conceptual framework of this research



2.3 Previous Relevant Study

There are some previous studies related to this research including:

1. The Effectiveness of Duolingo as an English Learning Platform for Students: A Students Feedback (2024) by Erra Malinda, Sholihatul Hamidah Daulay published in Electronic Journal of Education, Social Economics and Technology. This study aims to provide a user feedback to assess the effectiveness of Duolingo as a language learning platform, addressing both its strengths and limitations. By evaluating Duolingo's effectiveness, this study aims to inform language students and educators on the best practices for utilizing language learning platforms to achieve language proficiency.
2. Effect of Gamification on active and Reflective Learners' Engagement and Cognitive Load (2023) by Oyunlaştırmanın Aktif ve Yansıtıcı Öğrencilerin Meşguliyeti ve Bilişsel Yüğü Üzerindeki Etkileri published in Journal Theoretical Educational Science. In study, even if active learners' total engagement averages were higher than reflective learners, it was not significant difference between two groups in term of these sub-dimensions of engagement. This finding proves that gamifications engaged both active and reflective learners in the learning process at a high level of behavioral, emotional and cognitive engagement.
3. Educational Mobile Application for Learning English as a Second Language by Czech Senior by Lukas Sanda& Blanka Klimova publish in Procedia Computer Science. The main reason for this evaluation of the existing educational mobile apps for learning English as a second language was to discover whether the apps

have customization of the user interface for seniors. None of the compared application has this, but it cannot be stated that all of them are confusing and unusable in the hands of a senior. Compared to others, Duolingo is the best in terms all of clarity. Although screens include a relatively large amount of to-navigate application.

Based on the relevant studies that have been reviewed, researchers found similarities dan differences (Gaps) between previous research and the research to be carried out. One of the gaps found is the difference in research subjects. Previous studies generally used samples from among students in universitas, while in this study will focus on grade 7 students at SMP Muhammadiyah 01 Medan. The similarity between previous studies and this research lies in the use of Duolingo application as the object of study in the context of education, especially in English language learning. Although Duolingo is essentially a gamification-based language learning platform, both the previous study and this study focus on how its features- such as interactive exercises, point and level system, and feedback can support the language learning process effectively. Specifically, this research will also look into how the application as reflective learning and feedback can contribute to improving students' reading skills at the junior high school level, an aspect that has not been the main focus of many previous studies.

CHAPTER III

METHOD AND RESEARCH

3.1 Research Design

The research uses a qualitative method supported by primary data to deeply investigate the subject matter by exploring the data. The primary focus is on experiences of students who utilize Duolingo and the observations of teacher in the educational process. The research sample comprises students who actively engage with Duolingo for English language learning and teachers who either integrate the application into their instructional practices or oversee its usage by students.

Data collection was carried out through semi-structured interviews and close-ended questionnaire items directed at students, aiming to explore their learning experiences, motivation, strategies, and perceived improvements in English reading skills. In addition, interview with teacher was conducted to obtain observational insights regarding student progress and the implementation of Duolingo in teaching. Data analysis used as a supporting method was conducted with qualitative content analysis for open-ended responses and descriptive statistics for research data. The researcher also focused on comparing the impact of using the app as well as its effect on students as feedback after learning.

3.2 Location and Time

This research focused on students and teacher using Duolingo app as a learning platform. The research was conducted at SMPS Muhammadiyah 1 Medan, located at Jl. Demak No.3, Sei Rengas Permata, Medan Area Subdistrict,

Medan. This school was selected with the criteria that engage in gamification- based learning to improve their reading skills. This approach aims to get more diverse response results for the research data. The research timeline was presented in the following table.

Table 3.1 Location and time of research

No	Activity	Month					
		Dec '25	Jan '25	Feb '25	Mar '25	Apr '25	May '25
1	Research Preparation Stage						
	a. Designing and submitting the researcher proposal title						
	b. Writing the background, literature review, and research methodology						
	c. Submitting and presenting the research proposal						
2	Research Conduction Stage						
	a. Conducting research and data collection						
	b. Analyzing the data						

3.3 Subject and Object of Research

The subject of this research is English teacher and students who utilize this application as a tool used in English reading skills. The students involved was selected to participate in this study based in their need to improve their reading skills. This research focused on how use of Duolingo effect English reading skills, by comparing the level of reading skills before and after using this application.

The object of this research is the Duolingo application, which is one of the popular English learning media and is widely used by students at various levels of education. This research analysed the features of the Duolingo app, as well as how it can facilitate students in improving their English reading skills. In addition, this research also looked at the effect of learning methods offered by Duolingo such as reading practice, vocabulary repetition, and sentence understanding in context.

3.4 Source of Data

The participant data source for this research was:

1. Participant

The participants of this research were users of the Duolingo application. The sample was taken as many as 35 students in grade 7 at SMPS Muhammadiyah 01 Medan by purposive sampling, which involved selecting respondents with the criteria of actively using the Duolingo application as an English learning application and being willing to be interviewed and fill out a questionnaire regarding their respondent's experience using the application. This also included English teachers at SMPS Muhammadiyah 01 Medan who are willing

to be interviewed regarding the effectiveness of the Duolingo application as a learning platform.

2. Observational Data

The first step that the researcher took as an observation was to carefully observe several journals carefully and also use the Duolingo application. Then the researcher also determined the research target, the target of audience for distributing the questionnaire was students who had previously utilized the Duolingo application.

3. Reflective Journal

The research data were focused on the influence and impact of Duolingo as an effective learning app on reading skills. This was also observed in the landscape of leading journals/ National level publications such as Journal of Education, Social Economics Social and Technology; Journal of Theoretical Education Science; and Procedia Computer Science.

3.5 Research Instrument

Interview and questionnaire were used as the techniques of collecting data for this research. This interview was conducted as a survey with a question to assess how feeling about Duolingo's effectiveness as reflective learning in improving reading skills. Close-ended questions could allow students to express their thoughts on the feedback they receive and how it helps their learning process and progress. By using close-ended questions, the interview gave the one English teacher and 5 students opportunity to share detailed responses, providing valuable insight into their personal experiences with Duolingo. The questionnaire was also one of the

data collection tools in this study. The researcher used a closed questionnaire, which means that each question or statement asked was accompanied by an answer choice.

This qualitative data can revealed specific aspects of the app that contributed to the development of students reading skills, as well as areas where they experienced difficulty. Additionally, interviews allowed researcher to explore how students perceived the role on direct feedback in improving their comprehension skills and overall engagement with reading material. The combination of direct feedback and self-reflection helped in assessing the effectiveness of Duolingo as a tool for improving English reading skills.

3.6 Technique of Collecting Data

The data were collected through interviews and giving questionnaires to students. The questionnaires were given to students to obtain the data needed for this research. The result of the interviews and questionnaires were analysed using the data analysis produce of Miles Huberman (2014:33).

a) Observation

Observation was conducted by the researcher who went directly to the school and location to observe and collect data on matters related to the study. The researcher observed students' activities as user of the Duolingo application. This included the frequency of use, the type of language used, and the progress made by participants during the research period.

b) Interview

This research activity was conducted with one English teacher and 5 students that use Duolingo application to obtain information related to participants' experiences in using this application to improve their reading skills. Semi-structure interview was the type of interview that will be conducted in this research. The semi-structure interviews are included in the in-depth interview category. The purpose of this interview was to explore problems more openly and to allow participants to freely express their opinion.

c) Questionnaire

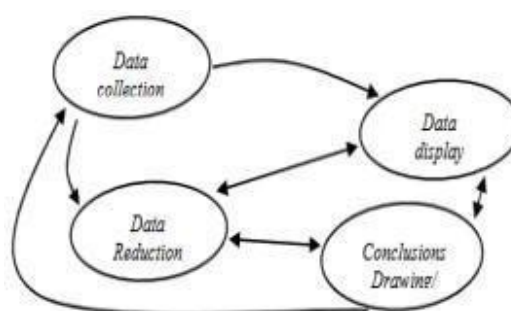
In this research, a questionnaire was used as the primary instrument by Google form. The questionnaire consisted of multiple choice with close-ended questions. Student were asked to choose the most appropriate answer based on their views and perceptions of the Duolingo application. The questionnaire followed the format suggested and statement by Dornyei (2003, p.109- p.116) that provided a clear definition of the questionnaire analysis of the specific close-ended question that typically ask about factual information that is simple to summarize with an appropriate coding frame and the responses to these items can be coded into distinct (Hegar Hakimantieq, 2022). There were 13 statements regarding the Duolingo application, with 5 answer options on a Likert scale, namely strongly agree, agree, neutral, disagree, and strongly disagree.

d) Documentation

Documentation is the collection of data related to the research, this is to complete the necessary data and how to collect it, where these documents are considered supportive and relevant to the problem to be studied. This document can be in the form of writing or image.

3.7 Technique of Analyzing Data

The research utilized a qualitative data were collected through questioners, with a convenience sample of English language students who had used Duolingo as an English learning platform. The instrument used by researchers to collect data was a questionnaire. Data analysis was carried out using a qualitative analysis approach by Miles & Huberman (2014:13) method.



Picture 3. 1 Analysis approach by Miles Huberman (2014:33)

Miles & Huberman (2014: 33) stated that in the qualitative method, there are three stages in analysing the data namely:

1. Data Reduction was the first stage in the data analysis, especially for the research method. According to Miles & Huberman (1994: 10) data reduction

is a step to make the data in a simple form by classifying it and removing unnecessary data. Data reduction involved summarising, selecting and choosing the main things, focusing on the important things, and looking for themes and the patterns. This study began by organizing the raw data obtained from observations, open-ended interview transcripts and close-ended questionnaire responses. Next, the data reduction process was carried out by filtering and summarising the respondent's answers regarding their experiences in using Duolingo to improve reading skills, their reflect on their learning outcomes, and the feedback they received from the application. After completing step, the data became easier to interpret and use for drawing conclusions.

2. Data Display

Data display was the next step after reducing data. In presenting qualitative data, the information was organized in the form of tables and descriptive narratives. For the questionnaire results, the data were calculated by determining finding were supported with descriptive explanations to provide deeper insights. Displaying the data in this manner helps clarify what was happening in the field and supported the planning of the next steps in the research. In this study, data display helped drawing conclusions about the effectiveness of Duolingo in improving users' English reading skills. To ensure the validity of the findings, the research verified the data by cross-checking themes across participant' responses, comparing the result with existing literature and revisiting the data to maintain consistency.

3. Conclusion drawing and data verification were the stages in which the main points of the data were identified such as looking for relationships of the data, similarities, or differences to draw a clear conclusion for the problem of the research.

Through these components, the researcher observed several methods that allow users to evaluate and correct their own errors in learning English, particularly in the context reading ability. By giving individuals, the opportunity to detect and correct errors in reading comprehension, students were able to improve their reading skills independently through learning using the Duolingo app. This process not only helped improve text comprehension, but also enriched vocabulary and grammar, which in turn improves overall English reading ability skills.

In addition, this approach played an important role in strengthening cognitive abilities and English comprehension through continuous practice. The researcher selected the theories according to this model to gain a different perspective on the stages of Duolingo user activity. This helped the researcher to observe the user experience of the app that brought change through digital media-based English learning in improving English reading skills as a reflective learning and giving feedback.

CHAPTER IV

RESEARCH FINDING

4.1 Result Data

Meta analysis states that learning games encourage higher-order thinking more than factual knowledge. On the other hand, qualitative experimental analysis states that gamification can have a significant emotional and social impact on students, as reward systems and competitive social mechanisms seem to motivate them. After conducting several research observations, Duolingo was used by English teachers and students to learn English language.

A total of 35 students completed a survey using Google forms. This study used data obtained from 35 samples of students from SMP Muhammadiyah 01 Medan, located on Jl. Demak, Sei Rengas Permata, Medan Area. The participant above met the prerequisites as 7th grade students' academic year 2024/2025 with the criteria of being active users of the Duolingo application in learning English. The sample was willing to fill out a questionnaire regarding the respondents' experiences while using the application and the other criteria mentioned in the previous chapter. This study aims to determine the students' perceptions of the use of the Duolingo application in improving reading skills in English learning. This research used data collection techniques through direct observation, questionnaires, interview and documentation to provide valuable insights into how respondents utilize Duolingo application feedback as a reflective learning to improve their reading skills.

The research participant responded to the questionnaire administered through a Google form with the link [<https://forms.gle/qNxoW2CgyvV7Aehi9>] for students. In the questionnaire, the researcher used statements from Dornyei in Hegar Hakimantieq (2022) which clearly outlined the questionnaire analysis in the form of closed-ended questionnaire analysis in the form of closed- ended question about factual information that was easy to summarize. Additionally, interview was conducted with English teacher and several students regarding their experiences after using Duolingo and the effectiveness of this application as a medium for learning English.

In this questionnaire, several questions are divided into two main sections designed to explore participants' overall understanding and perceptions regarding the use of the Duolingo app in improving students' English reading skills. The first section focuses on participant' use of the Duolingo application. In this section, the research asked several questions, such as the frequency of Duolingo application usage, the duration of time spent in a single learning session, and the type of features used (such as reading exercises, vocabulary exercises, and pronunciation exercises). The purpose of the first section is to understand how familiar and comfortable participants are using Duolingo as a learning tool and how they interact with the various features available.

The questionnaire consists of 16 questions and used a Likert scale to measure the effectiveness of Duolingo in improving English reading skills in their learning. The questionnaire had several options allowing respondents to express their opinions on a scale from strongly agree(SA), agree(A), neutral(N), disagree(D), and

strongly disagree(SD). The topics covered in the sixteen questionnaire questions are summarized in the table below:

Table 4.1 Questionnaire items

Questions/statement	Topics
No 1,2,3	The characteristic of Duolingo use
No 4,5,6 and 7	Students' perception of Duolingo
No 8,9 and 10	Affective and cognitive impact of Duolingo
No 11,12, and 13	Effectiveness of Duolingo on reading ability
No 14,15, and 16	The role of Duolingo feedback in learning reflection

This paradigm encompasses three data analysis activities: data reduction, data display and conclusions according to Miles, Huberman and Saldana in Sugiyono (2015). Data analysis begins with data reduction that involves organizing and simplifying raw data collected through questionnaire and the interview. Data conclusion drawing involves interpreting findings to generate themes and narrative that capture the essence of participants' experiences (Sandelowski, 2000).

4.1.1 Students' Usage Pattern of Duolingo in Learning English Reading Skills

To obtained data related to the frequency of Duolingo application usage by respondents, researcher used a questionnaire containing several relevant questions. This questionnaire was designed in accordance with the research objectives, which were to determine patterns of Duolingo usage in improving reading skills. The questionnaire was given to 35 students 7th grade at SMP Muhammadiyah 01 Medan.

Table 4.2 Students' Usage Pattern of Duolingo statements

Statements 1	Daily	3-5 times a week	1-2 times a week	Rarely
How often do you use Duolingo in a week?	11	5	9	10
Statement 2	< 10 minutes	10-20 minutes	20-30 minutes	> 30 minutes
How long do you use Duolingo in each session?	13	17	1	4
Statement 3	yes		No	
Do you use Duolingo to practice your English reading skills	33		2	

The result of the above question show that the majority of participants use Duolingo regularly, able it with varying frequencies. 11 respondents answered daily, 5 respondents answered 3-5 times a week, 9 respondents answered 1-2 times a week and 10 respondents answered that they rarely use Duolingo. These findings indicate that some participants have a habit of using Duolingo regularly throughout the week (whether daily, 3-5 times, or 1-2 times). However, some participants also stated that they rarely use the application.

Consistent use, especially by those who enjoy using the Duolingo application is generally viewed positively and considered easy to access. The regularity of use can also be linked to learning motivation and perceptions of the app's effectiveness. Additionally, beside using it in class, students also apply Duolingo for self-directed English learning. This mean that regular use tends to reflect that participants feel supported and comfortable with the learning approach offered by Duolingo.

The indicates that most users tend to use Duolingo for language learning in relatively short periods of time. This phenomenon reflects how the Duolingo application has successfully adapted its learning approach to the dynamic and fast-paced lifestyles of today's users. The learning model used by Duolingo is learning strategy that emphasizes the delivery of material in a concise, focused, and short-duration format, which aligns with the concept of micro-learning. This strategy can enhance learning engagement and help users maintain consistent daily learning habits. With short learning sessions, users can access learning materials whenever they have free time. This flexibility allows app-based learning to become a daily routine without requiring a significant accumulation of knowledge and language skills.

Based on data obtained from questionnaire distributed to respondents in this research, it was found that the majority of participants stated that they use the Duolingo application to practice their English reading skills. Of the total respondents, 33 respondents answered "yes", indicating that they use Duolingo as one the media in the reading learning process. Meanwhile, among the small group

that did not use Duolingo to practice their English reading skills is 2 respondents, the reason given included a preference for other learning methods, limited access to technology (such as smartphones or internet connections) or lack of awareness of the application existence. This shows that while Duolingo is dominant its use is not entirely uniform and there are still external factors influencing individual decisions in choosing learning tools.

Thus, it can be concluded that Duolingo is generally considered an effective and efficient platform in assisting learners, particularly in terms of English reading skills. This finding of this study, as it demonstrates how digital technology, particularly language learning application plays a role in the process of developing English language skills in the modern era.

4.1.2 Duolingo enhances students' English reading skills

The result of this statement aims to determine the extent to which respondents assess the Duolingo application in improving English reading skills as reflective learning and providing feedback. The statement below is a continuation of the sections above, in which the sample responds based on their experience in using the application.

Table 4.3 Duolingo enhances students' English reading skills statements

No	Statement	SA	A	N	D	SD	Total
4	I like learning English using Duolingo	22	10	2	0	1	35
5	I enjoy the learning process using Duolingo	21	10	2	1	1	35
6	Duolingo is an interesting platform for English reading skills	24	6	4	0	1	35
7	I feel enthusiastic about learning English reading using Duolingo	19	10	5	0	1	35
8	I find it easier to do English reading exercises after learning with Duolingo	18	12	4	0	1	35
9	Duolingo encouraged me to actively participate in online classes	20	8	6	0	1	35
10	I feel that my vocabulary has increased after using Duolingo	25	9	0	0	1	35
11	Duolingo helps me evaluate my own understanding after reading	19	11	4	0	1	35

12	Duolingo makes it easier for me to write simple sentences	23	9	2	0	1	35
13	Learning to read English using Duolingo makes me feel more motivated that learning without it	19	10	5	0	1	35
14	Duolingo helps me evaluate my own understanding after reading	19	11	4	0	1	35
15	Feedback form Duolingo helps your reading mistakes	21	9	4	0	1	35
16	I use feedback from Duolingo to improve my English reading skills	21	10	3	0	1	35

Data reduction in this study was carried out based on questionnaire collected from students. This study was conducted carefully through the open coding stage by identifying relevant and meaning statements. Each statement was then coded based on its substance and grouped into categories were then formulated into main themes that addressed the research focus. From this process, five main themes were obtained, namely: (1) Characteristics of Duolingo use, (2) Students' perception of Duolingo, (3) Affective and Cognitive Impacts, (4) Effectiveness of Duolingo use on Reading ability, and (5) The role of feedback in the learning reflection process.

Table 4.4 Codes and categories based on questionnaire

No	Statements	Code	Categories	Themes
1.	How often do you use Duolingo in a week?	Frequency of use	Usage patterns	Characteristics of Duolingo use
2.	How long do you use Duolingo each session?	Duration of use	Usage pattern	
3.	Do you use Duolingo to practise your English reading skills?	Purpose of use	Learning objectives	
4.	I like learning English using Duolingo	Learning preferences	Attitude toward the platform	Student's perception of Duolingo
5.	I enjoy the learning process using Duolingo	Enjoyment of the learning process	Attitude toward the platform	
6.	Duolingo is an interesting platform for English reading skills	Engaging media	Perception of media	
7.	I feel enthusiastic about learning English reading using Duolingo	Enjoyment of the learning process	Attitude toward the platform	
8.	Duolingo encouraged me to actively participate in online classes	Active participation	Affective impact	Affective and cognitive impacts
9.	Learning to read English using Duolingo makes me feel more motivated	Increased learning motivation	Affective impact	
10.	I feel that my vocabulary has increased after using Duolingo	Vocabulary improvement	Cognitive impact	
11.	I find it easier to do English reading exercises after learning with Duolingo	Ease of reading practice	Cognitive impact	

12.	Duolingo makes it easier for me to write simple sentences	Skill support	Skill transfer	Effectiveness of Duolingo on reading ability
13.	Learning to read English using Duolingo makes me feel more motivated that learning without it	Skill support	Affective impact	
14.	Duolingo helps me evaluate my own understanding after reading	Self-evaluation	Reflection on understanding	The role of feedback in learning reflection
15.	Feedback form Duolingo helps your reading mistakes	Role of feedback	Correction of understanding	
16.	I use feedback from Duolingo to improve my English reading skills	Use of feedback	Reflection and improvement	

Data reduction in this study was carried out by carefully examining all student interview transcripts that followed by open coding to explore meaning information. Codes with similarities were then classified into categories and themes. This was useful for revealing pattern of understanding and experiences among student in using Duolingo. Data collection was conducted in two ways: through questionnaires and in-depth interviews.

Five students and one of English teacher were selected as informants for in-depth interviews based on the previously described criteria of active use of the Duolingo application. This selection aimed to ensure that the informants had sufficient experience in using the app. This approach was used to obtain a more comprehensive picture of the effectiveness of Duolingo's feedback in improving English reading skills, with in-depth interviews providing a more detailed and contextual understanding.

Table 4.5 Coding and Categorization based students' interview

Verbatim Quote	Code	Category	Main Theme
"The feedback is quick and helps me identify mistakes immediately"	FB 1	Fast and corrective feedback	Feedback and error correction
"I learn from mistakes"	FB 2	Learning from corrections	Feedback and error correction
"The grammar explanation is the application lacks detail"	GF 1	Lack of grammar	Grammar feature limitations
"There are short texts with new vocabulary and varied sentence structures, which really help me learn English"	CL 1	Varied learning input	Contextual learning and vocabulary
"Duolingo shows word meanings in context and provide learn example sentence"	CL 2	Word meaning in context	Contextual Learning and vocabulary
"I reflect on the lesson by writing down new vocabulary in a notebook"	IL 1	Independent learning and strategy	Independent learning strategies
"I try to make my own sentence"	IL 2	Active language production	Independent learning strategies
"Duolingo's feedback is quite fast and clear"	FB 3	Fast and clear feedback	Feedback and error correction

“Duolingo makes it easy for me to learn”	EU 1	Perceived ease of learning	Ease of application use
“When I make a mistake, Duolingo shows the correct meaning”	FB 4	System-automated correction	Feedback and error correction
“Explanations are not detailed for more complex sentence structures”	GF 2	Lack of explanation for complex grammar	Grammar feature limitations
“Duolingo gives me the chance to review and correct my answers”	FB 5	Opportunity for self-correction	Feedback and error correction
“I reflect by correcting wrong answer”	IL 3	Self-correction reflection	Independent learning strategies
“I measure progress through XP, levels, and if I understand sentences without translation”	PR 1	Self-evaluation through XP and comprehension	Progress evaluation
“Completing the exercises helps me track my progress”	PR 2	Task completion as progress metric	Progress evaluation

The codes above serve as important tools in this study for analysing qualitative data systematically and meaningfully. By categorizing user response into predefined codes such as feedback (FB), grammar features (GF), contextual learning (CL), independent learning strategies (IL), ease of use(EU), and progress evaluation (PR). This research can gain a deeper understanding of users’ experiences when using the language learning application. Each code represents a specific aspect of the user experience enabling researchers to identify recurring patterns, complaints, or user appreciation of the application feature. For example, codes in the FB category highlight the importance of quick and clear feedback to support the learning process. While, GF codes indicate limitations in grammar explanations particularly for more complex sentence structures.

The coding system not only helps organize data related to Duolingo's effectiveness in improving students reading skills but also facilitated the identification of the application strengths and weaknesses. For example, positive experiences related to grammar features (GF1 and GF2) reveal a lack of depth in explanations, which could be a barrier for advanced learners. Additionally, insights from the IL code show that some users engage in independent learning activities such as noting vocabulary or creating their own sentences. And the EU code reflects user perceptions of the application ease of use which is a crucial factor in maintaining learning engagement. This structured approach helps build a more comprehensive understanding of user behaviors, preferences, and challenges. It can be directly applied to product development, learning strategies, and further research in the field of digital language learning.

4.1.3 Students' perceptions of Duolingo in improving reading skills

This understanding of students' perception is essential to see how effective Duolingo in supporting independent and interactive reading skills. Based on data obtained from questionnaire and interview.

a. Character of Duolingo use (Section 1: Questions 1,2 and 3)

These findings describe various patterns and purposes of Duolingo use by learners in the context of English language learning, particularly reading skills. The main focus is on understanding usage habits (frequency and duration). As well as the motivation or purpose of users in using the platform. The data collected provides insights into how and how intensively Duolingo is used in daily learning activities. In the context of qualitative research, this theme is explored through narrative or subjective explanations from participants:

1. How often they use Duolingo in a week (Q1)
2. How long they use Duolingo in each session (Q2)
3. Whether they use Duolingo specifically to practice reading skills in English (Q3)

By delving into participants' direct experiences, this research aims to uncover diverse patterns of Duolingo usage as well as their personal goals in utilizing the application. This is important for understanding the relevance and engagement of students with Duolingo as a digital learning platform. Findings regarding students' habits in using Duolingo for English language learning to improve their reading

skills. This is supported by qualitative data collected through interviews with 6 students. Some students revealed that they regularly use the Duolingo application.

“I use Duolingo every day, and use it for 15-20 minutes each session” -student 1

“I use Duolingo about 4-5 times a week, usually for 15-39 minutes each session” -student 2

“I use Duolingo 1-2 times a day” -students 4

Meanwhile, based on the result of the questionnaire data findings reveal that most participants use Duolingo regularly. This trough with varying frequencies 11 respondents answered daily, 5 respondents answered 3-5 times a week, 9 respondents answered 1-2 times a week, and 21 respondents answered rarely. This indicates a students' habits of consistent usage among. Additionally, beyond classroom use, students also utilize Duolingo for self-regulated learning. In terms of session duration 17 respondents use it for 10-20 minutes, 13 respondents for less than 10 minutes and only a few for longer periods. These short, flexible session align with Duolingo's micro-learning model which suits the fast-paced lifestyles of users and promotes daily learning habits.

In addition to frequency and duration of use, the survey results also show that most students use Duolingo specifically to improve their English reading skills. This indicate that the feature in the application is considered relevant and effective in supporting the development of reading skills. However, some students also stated that they use Duolingo not only for reading skills, but also to practise other skills such as listening and writing. These finding are in line with questionnaire data

describe earlier. Which shows that reading skills are the main focus of the application's use. This reflects that the features provided by Duolingo are considered relevant and support the effective development of reading skills. These findings indicate that although the main focus of its use is reading, Duolingo also contributes to the developments of English skills in a broader and more integrated manner.

b. Student's perception of Duolingo (Section II: Questions 4,5,6 and 7)

The researcher presented students' perceptions of 7th grade students at SMP Muhammadiyah Medan regarding the use of the Duolingo application in improving their English reading skills. Based on the questionnaire results showed that the most students had a positive view of Duolingo as a medium for English learning. The students stated that the application presented interesting reading material that was appropriate for their skill level. Features such as reading exercises, vocabulary, and error-based repetition were considered helpful in understanding English text better. This is consistent with the results of interviews with students who agreed with the above statements.

The result of the questionnaire shows that the majority of respondents have a positive perception of using Duolingo in English language learning, particularly in reading skills. As many as 22 of students "strongly agree" and 10 "agree" that students enjoy learning English using Duolingo, while 2 students "neutral" and only 1 "strongly disagree". Additionally, 60% of respondents strongly enjoyed the learning process with Duolingo and 10 respondents agree, this indicating that the application is capable of creating an enjoyable and adaptive learning experience. In

the context of reading skills, 24 of respondents “strongly agree” and 6 respondents “agree” that Duolingo is an interesting and effective platform. These results indicate that Duolingo is well received by the majority of students as an interactive, flexible learning medium that can increase motivation and engagement in learning English.

“The ‘story’ feature and reading exercises with visual context help me understand English reading material” -student 4

“The direct translation and audio features are very helpful. By tapping on a specific word, I can see its meaning and hear how it is pronounced” -student 2

Based on the above statements, it can be concluded that students can immediately identify their mistakes and correct them. Which helps them improving their reading comprehension independently. Additionally, in interviews some students mentioned that Duolingo’s direct feedback system such as automatic corrections and immediate assessments after completing exercises provides a reflective learning experience. Some respondents pointed out that Duolingo has limitations in presenting in-depth reading contexts and does not emphasize critical understanding of the text. However, they still acknowledge that this application is quite effective as an additional learning tool in English reading, especially in enriching vocabulary and understanding language structure.

c. Affective and Cognitive impact of Duolingo (Questions 8, 9 and 10)

This section discusses the affective and cognitive impacts of using the Duolingo application on English reading skill. The data was obtained from questionnaire completed by students and in-depth interviews with selected

respondents to determine the extent to which using Duolingo affected their emotional (Affective) and thinking aspect of learning (cognitive) to read.

As indicated in statements 9 and 10 of the questionnaire, the majority of respondents gave positive responses regarding the impact of using the Duolingo app on developing simple sentence writing skills and increasing motivation to reading. In question number 10, 19 of respondents stated “strongly agree” and 10 respondents stated “agree” that students feel that their vocabulary has increased after using Duolingo. This reflect a reflective process and active application of the material that has been learned. According to Student 1 stated that *“Duolingo make it easier for me to learn English”*, and *“I always measure my process through the number of XP, unit levels, and whether I can understand sentences or short conversations without translating them”*

This finding is reinforced by the results of interviews with other students, where some students mentioned that they are accustomed to noting down new vocabulary and using them in sentences a form of reinforcement in their learning. Meanwhile in statement number 9, 82.9 % of respondent admit that students more motivated in English reading activities when using Duolingo compared to conventional learning methods. The statement stated that Duolingo encouraged students to actively participate in online classes. This is attributed to the interactive features offered by the application such as a points system, level, game-based exercises and reading materials accompanied by visual contexts. Although a small percentage of respondents choose neutral and strongly disagree. These findings generally indicate that the use of Duolingo has a positive impact.

d. Effectiveness of Duolingo on reading ability (Questions 11, 12, and 13)

This section has presented findings related to the effectiveness of the using the Duolingo application on students' English reading skills. Based on the results of the questionnaire that was distributed. Most students responded positively to statements indicating that Duolingo helped them understand English reading texts. More than 80% of respondents stated that features such as reading exercises, short stories and comprehension quizzes helped them recognize sentence structures, expand their vocabulary and understand the overall meaning of the text.

“The direct translation and audio features are very helpful. By tapping on a specific word, I can see its meaning and hear how it is pronounced”.

“The helpful feature of the Duolingo application is the exercises repetition” - student 3

The result of the in-depth interviews above reveal that students feel assisted by Duolingo's contextual approach, such as visualizing situations in stories, vocabulary repetition, and the immediate feedback they receive after answering questions. Some students mentioned that these features allow them to learn more reflective, student can immediately understand their mistake and correct them. These findings indicate that Duolingo makes a positive contribution to the developments of reading skills, particularly in terms of literal and contextual comprehension. Respondents stated that regular use of Duolingo helps them become more accustomed to actively and enjoyable.

e. The role of Duolingo feedback in learning reflection (Questions 14,15 and 16)

Feedback plays an important role in encouraging reflective learning. Based on the results of questionnaire and the interviews, the majority of respondents stated that the feedback features provide by Duolingo such as answer, corrections, scores and explanations were very helpful in understanding their mistakes and correcting them independently. This process enables students not only to know the correct answers but also to understand the reasons behind their mistakes, there by encouraging reflection and deeper understanding. According to several students' interview state:

“The feedback is quick and help me to know my mistakes immediately and repeat the questions I got wrong.” -student 4

“The feedback provide by Duolingo is quite fast and clear. If you answer a question incorrectly, Duolingo will show you the correct answer and sometimes provide a translation and brief explanation.” -student 2

These statements illustrate how student experience and reflect on their learning after receiving direct feedback from Duolingo. The feedback feature indirectly motivates student to continue learning and improving themselves. Through various system such as scoring and automatic correction from Duolingo. Student can track their progress in real time. These findings support the view that Duolingo not only a training medium but also a means of self-regulated learning that is reflective and oriented toward improvement in the next stage.

The findings of this research indicate that most respondents gave positive responses to the questionnaire regarding the role of the feedback feature in the Duolingo application as a tool for self-evaluation after reading. In question number 14, 19 of respondents stated that students “strongly agree” and 11 respondents “agree”. This statement indicates the presence of metacognitive awareness. This is the ability of learners to monitor and reflect on their thinking process during learning activities. Additionally, questions number 15 almost respondents agree that feedback in the platform of answer corrections, scores and explanations from application help a student to understand their reading errors. This finding also identified identifies a small proportion of respondents who expressed neutral or disagree responses. The reason is that the explanations provide are sometimes too fast or difficult to understand. This indicating that the effectiveness of feedback may vary depending on individual learning styles. Furthermore, the final question revealed that 88.6% of respondents admitted to actively using the feedback to improve their English reading skills, reflective the conscious and strategic use of technology in the self-regulated learning process.

4.1.4 English teachers' perceptions of Duolingo as a learning tool in enhancing reading skills

To supplement the data, this research also involved the perspectives of English teachers through in-depth interviews. The involvement of teachers in this study aimed to gain a more comprehensive understanding of the effectiveness of using the Duolingo in improving English reading skills. As individuals with direct experience in designing, implementing and evaluating the learning process. Teachers provide a professional perspective that can assess the impact of this application not only from the students' learning outcomes but also from the aspect of feedback, participation and sustainable of use in the classroom context.

Table 4.6 Table of Coding and Categorization based on English teacher interview

No	Questions	Answer	Themes category
1.	What is your opinion of the Duolingo?	"I think it's good and the application is quite good at making students more active in their learning"	Teacher perception's about Duolingo
2.	Do you think Duolingo application can help to improve students' English reading skills?	"For reading skills, yes. Because, there are speaking exercises so that they can repeat what the application says. So, this platform, is	Impact for language skills (reading, pronunciation and vocabulary)

		effective for pronunciation and vocabulary.”	
3	In the Duolingo application, there is feedback such as (correction answers, score and explanations), is the feedback helpful for students?	“Definitely, because they can see the correct answers. And if they don’t know the correct answer along with an explanation of the question.”	The role of feedback from Duolingo in English learning.
4	Do you think this application can help motivate students to learn English reading skills?	“It’s seems so, because many students were already actively using it. They like it because their daily lives” are also inseparable from smartphone.	Motivation and student engagement
5	Are you interested in using this application regularly in the leaning	“Definitely, so that they feel happy while learning and find it more engaging”	Teacher perception’s about Duolingo

1. Teacher's perception of Duolingo as a learning tool

Based on the findings from the interviews conducted, the English teacher in 7th grade at SMP Muhammadiyah 01 Medan stated that Duolingo is an interesting and effective learning medium for increasing student participation. The teacher stated that *“this application is quite good at making students more active in learning.”* This reflects the recognition of the role of technology in supporting student engagement. Students' can also use this application anywhere and anytime.

This is in line with the modern learning approach that emphasize the use of digital media to facilitate a more flexible, independent and interaction-based learning process. In question number 5, the researcher asked about teacher's interest in using Duolingo application on a regularly. The teacher stated, *“Definitely, so that they feel happy while learning and find it more engaging.”*

Based on the findings of interview above, the teacher expressed a clear interest in using Duolingo on a regularly basis, emphasising that it helps students feel happy and more engaged during the learning process.

2. Teacher's view on Duolingo's effectiveness in Reading Development

In this finding, researcher discovered that teachers believe Duolingo can make a positive contribution to development of students reading skills. Although the application focuses on various aspects of language, the teacher noted that speaking exercises and repetition also support reading skills. Specifically, teacher stated:

“For reading skills, yes. Because there are speaking exercises so they can repeat what the application says. So, this application is effective for pronunciation and vocabulary”

This shows that reading ability is indirectly supported through vocabulary mastery and oral repetition which strengthen word recognition and comprehension. The teacher views these features as beneficial for students' literacy development. From the above interview result, it can be seen that the use of the Duolingo application in learning English. Especially, for vocabulary learning that has significant benefits. Teacher feel the benefits of motivation in students English learning after using the application. The Duolingo application also has challenges that make them want to continue achieving good results, which is what motivates students to keep learning.

3. Teacher's view on Duolingo feedback: A corrective feedback and feedback as motivation and Engagement support

This finding refers to question 3 and 4. In the interview statement number 3, the researcher asked teacher about their perceptions of the feedback available on Duolingo (such as levels, scores and explanations) and how this helps students learn English. The teachers at SMP Muhammadiyah 1 Medan stated, *“Definitely, because they can see the correct answers and they don't know the correct answer along with an explanation of the question.”*

This statement shows that teachers view feedback from Duolingo as an important element in the learning process. The feedback provided by Duolingo

immediately after exercises is considered helpful in enabling students to understand their mistakes, acquire new knowledge, and strengthen their reading skill and vocabulary mastery. Thus, this feature supports more independent and reflective learning.

In statement number 4, the findings support above statement. TH researcher asked teachers' opinion whether Duolingo helps motivate students to improve their English reading skills. Teacher agreed with this statement and stated, "*It seems so, because many students actively use it.*" This indicates that teachers view Duolingo as a learning tool that can capture student interest and encourage to be more active in their learning. "*They like it because it relates to their daily lives.*" Added a teacher. The teacher also note that this is not unrelated to the interactive nature of the application and its alignment with students' habit of being familiar with technology and mobile phones.

4.2 Discussion

This research explores the perceptions, impact, reflective learning aspects and feedback from the use of Duolingo by students and English teacher in the English learning process which has a positive impact on improving reading skills. This research was conducted using a qualitative descriptive approach. Qualitative descriptive research methods and processes that emphasize comprehensive understanding of a particular phenomenon or experience (Astuti, 2024). According to Creswell (2020), the methodology section of a qualitative descriptive study involves a discussion of research design, data collection, and analysis procedures. Grove et al., (2015) also states that qualitative descriptive techniques are defines as providing a detailed description of a situation as it naturally occurs.

Previous studies investigated the use of Duolingo application for English language learning at various levels of education. In the first study conducted in junior high schools, the results showed that students had a positive perception of Duolingo in learning English vocabulary. The study highlighted several advantages of using Duolingo, including easy to understand material the ability to increase excitement, motivation in learning and encourage new ideas (Alan Jaelani, 2020). The second study that also involved junior high school students found that students generally agreed and responded positively to the use of students generally agreed and responded positively to the use of Duolingo for English, emphasizing its benefits for students and teachers (Fadilah, 2022). Based on previous research studies, some of them focused on students in middle school. The finding showed that many students preferred using Duolingo to learn English.

This research also examined the same highlight, specifically the use of the Duolingo application. Although, with a different skill focus such as improving the reading skills of 7th grade of junior high school students. Duolingo is a well know platform for language learning. This platform is very useful for learners because Duolingo tests provide a fun game like environment (Bangladesh, 2023). The research found the result that students' Duolingo application has a nice feature, so students felt it was easy to be used. In this findings section, there are two methods of research that aimed at students and English teacher in junior high schools. Almost students as participants agree with the statement that feedback in the form of answer corrections, scores and explanations form the application helps students understand their reading mistakes. These findings can be seen in questionnaire that was given to student. This idea was supported by English teacher as a participant in the teacher's interview process. Based on interview results, English teacher agreed that the feedback feature provided by Duolingo is beneficial in the learning process and makes students more active in learning process. One expert stated and mentation that Duolingo application can make an interactive environment in language classroom (Yuruk, 2019).

The triangulation of data between teacher and student interviews shows strong consistency in perceptions of the use of the Duolingo app in English language learning, particularly reading skills. In terms of frequency of use, both teachers and students stated that Duolingo is used regularly. Teachers said that students actively use it every day, while students themselves confirmed that they

use the app every day, even twice a day for 15–30 minutes. This shows that the Duolingo app has successfully become a consistent part of students' learning habits.

Regarding the most frequently used features, there are slight differences in opinion. Teachers emphasize the importance of the speaking feature as a tool to improve students' speaking skills. On the other hand, students use the reading and listening features more often because they feel that these parts are very helpful in understanding sentence structure and improving reading skills. Specifically, both parties agreed that Duolingo offers comprehensive and contextual learning. In terms of the app's benefits for reading skills, both teachers and students shared the same opinion. Teachers assessed that Duolingo is effective in supporting reading skills because students can repeat exercises and improve their vocabulary. Students also felt that their reading skills had improved because the exercises encouraged them to understand sentence context and language structure.

Another aspect that demonstrates strong alignment is the role of feedback in the learning process. Teachers find Duolingo's feedback feature highly helpful because it provides immediate corrections and explanations of answers. This view aligns with students' responses, who describe Duolingo's feedback as quick, clear, and helpful in learning from mistakes. Some students even highlight the automatic correction feature and word translation as key elements that aid their understanding of English texts.

In addition, both teachers and students agree that Duolingo increases learning motivation. Teachers explain that students feel more motivated because the game-based application fits their digital habits. Students also state that Duolingo is fun, easy to use, and encourages them to learn independently. This is reinforced by data showing that students often record new vocabulary, create their own sentences, and correct mistakes as a form of learning reflection.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This research investigates the perceptions, effectiveness and impact of feedback provided by Duolingo application on 7th grade students at SMP Muhammadiyah 01 Medan during the 2024/2025 academic year. This includes the perspectives of English teacher within the context of a learning process aimed at improving English reading skills. The qualitative of the result show that students feel the positive impact of using Duolingo application. Students find the application interesting, interactive and helpful in understanding the material better through its informative feedback feature. In addition, student feel more motivated to learn independently and active, mainly because the application provides explanations for incorrect answers and allow them to learn their mistakes.

These finding are further supported by the interview of English teacher who agree as mentioned above:

1. Duolingo is considered an effective learning tool because it can increase students' willingness to learn and strengthen their understanding of reading through the features available on Duolingo.
2. The feedback feature allows students to know the correct answer and get explanations for their mistakes thus making the learning process more reflective and meaningful.

5.2 Suggestion

Based on the result of the research, there are several suggestions that can be given to improve the effectiveness of using the Duolingo application in the English learning process particularly in reading skills. First, teacher advised to integrate the Duolingo application into classroom learning activities on a regular basis as an additional tool to increase student engagement and understanding through interactive and fun features. Second, even though Duolingo is more often used independently, guidance and monitoring from teacher is still needed so that students truly understand the material and can make the most of the feedback provided. Third, teacher also need to encourage reflective learning by accustoming and reminding students to review their wrong answer and understanding the reason behind their mistakes. So, they can learn from experience and develop critical thinking skills.

Finally, this research is recommended that further research be conducted to evaluate the impact of using Duolingo on other language skills such as speaking and writing. In this way, a more comprehensive picture of the effectiveness of this application in developing students' overall language skills can be obtained.

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APPENDIXES



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SMP Muhammadiyah 01 Medan
di
Tempat

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan/aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di tempat Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

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Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Duolingo's Effectiveness in Enhancing English Language Reading Skills; Way of Reflective Learning and Giving Feedback.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih. Akhirnya selamat sejahteralah kita semuanya, Amin.
Wassalamu'alaikum

Dekan


Dra. H. Syamsuurnita, M.Pd.
NIDN.0004066701

****Pertinggal****





**MAJELIS PENDIDIKAN DASAR MENENGAH DAN PENDIDIKAN NONFORMAL
PIMPINAN CABANG MUHAMMADIYAH MEDAN KOTA
SMP SWASTA MUHAMMADIYAH 1 MEDAN**

NDS : G. 1701219 NSS : 204076001066 NPSN : 10239053
ALAMAT : JL. DEMAK NO. 3 MEDAN - 20214 TELP & FAX. (061) 7358509
Email : smpmuhammadiyah1medan@gmail.com

M E D A N

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN
NO : 317/IV.4.AU/KET/F/2025

Kepala SMP Swasta Muhammadiyah 1 Medan Jl. Demak No. 3 Medan, dengan ini menerangkan bahwa :

Nama : SILVI AYU MANDIRA
NPM : 2102050048
Prodi : PENDIDIKAN BAHASA INGGRIS
Judul Penelitian : DUOLINGO'S EFFECTIVENESS IN ENHACING ENGLISH
LANGUAGE READING SKILLS; WAY OF REFLECTIVE
LEARNING ANAD GIVING FEEDBACK

Benar nama tersebut diatas telah **melaksanakan Penelitian** yang bertempat di SMP Swasta Muhammadiyah 1 Medan Jl. Demak No. 3 Medan – 20214, yang nantinya dipergunakan untuk memenuhi salah satu syarat memperoleh gelar Sarjana Pendidikan di **UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN.**

Demikianlah surat keterangan ini diperbuat untuk dapat dipergunakan seperlunya.



Medan, 20 Juni 2025
Kepala Sekolah

RANI SUGESTI SYAPUTRI, S.Pd
NBM : 1 330 999

** pertinggal*



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umma.ac.id> E-mail: fkip@umma.ac.id

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya:

Nama Mahasiswa : **Silvi Ayu Mandira**
NPM : **2102050048**
Prog. Studi : **Pendidikan Bahasa Inggris**

Judul	Diterima
Duolingo's Effectiveness in Enhacing English Language Reading Skills : Way of Reflective Learning and Giving Feedback	

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh
Dosen Pembimbing



Rini Ekayati, S.S., M.A

Medan, **10** Januari 2025
Hormat Pemohon,



Silvi Ayu Mandira



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umusu.ac.id> E-mail: fkip@umusu.ac.id

Form : K – 1

Kepada Yth: Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan hormat yang bertanda tangan di bawah ini:

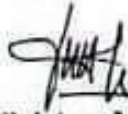
Nama Mahasiswa : Silvi Ayu Mandira
NPM : 2102050048
Prog. Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 119 SKS

IPK= 3,74

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
10/01/2025 	Duolingo's Effectiveness in Enhancing English Language Reading Skills : Way of Reflective Learning and Giving Feedback	
	A Cross Culture: Analysis of Duolingo's Language Outcomes	
	Gamification in Language Learning: An Analysis of Duolingo's Effectiveness in Teaching Grammar.	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, Januari 2025
Hormat Pemohon,


Silvi Ayu Mandira

Keterangan:

Dibuat rangkap 3 : - Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan

Kepada : Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

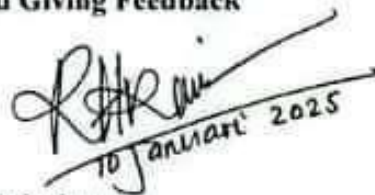
Nama Mahasiswa : **Silvi Ayu Mandira**
NPM : 2102050048
Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

**Duolingo's Effectiveness in Enhacing English Language Reading
Skills : Way of Reflective Learning and Giving Feedback**

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

Rini Ekayati, S.S., M.A



10 Januari 2025

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 10 Januari 2025
Hormat Pemohon,



Silvi Ayu Mandira

Keterangan

Dibuat rangkap 3 :
- Untuk Dekan / Fakultas
- Untuk Ketua / Sekretaris Prog. Studi
- Untuk Mahasiswa yang Bersangkutan

**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**
Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 201/IL3-AU//UMSU-02/ F/2025
Lamp : ---
Hal : **Pengesahan Proyek Proposal
Dan Dosen Pembimbing**

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : **Silvi Ayu Mandira**
N P M : 2102050048
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : **Duolingo's Effectiveness in Enhancing English Language Reading Skills: Way of Reflective Learning and Giving Feedback.**

Pembimbing : **Rini Ekayati, S.S., M.A.**

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak sesuai dengan jangka waktu yang telah ditentukan
3. Masa daluwarsa tanggal : **17 Januari 2026**

Medan, 17 Rajab 1436 H
17 Januari 2015 M



Wassalam
Dekan

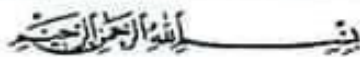
Dra. Hj Syamsuyurnita, M.Pd.
NIDN 0004066701

Dibuat rangkap 4 (lima) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan

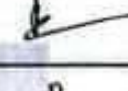
WAJIB MENGIKUTI SEMINAR





BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Silvi Ayu Mandira
NPM : 2102050048
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Duolingo's Effectiveness in Enhancing English Language Reading Skills: Way of Reflective Learning and Giving Feddback

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
17/2 - 2025	Chapter I - Background of the student, elaborate the problem of your research, review of the phenomena	
6/3 - 2025	Chapter II - use the most referensi	
13/3 - 2025	Chapter III - Elaborate a detail method of your study	
17/3 - 2025	continue III - Subject and object of the research should be presented and describe clearly	
21/3 - 2025	continue III - Technique of data analysis should be authentic	
15/4 - 2025	continue III - Technique of collecting data.	
17/4 - 2025	Final revision	
19/4 2025	All	

Diketahui oleh:
Ketua Prodi



Dr. Pirman Ginting S.Pd., M.Hum.

Medan, 19 April 2025
Dosen Pembimbing



Rini Ekayati, S.S., M.A.

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Rabu Tanggal 30 Bulan April Tahun 2025 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa:

Nama Lengkap : Silvi Ayu Mandira
 N.P.M : 2102050048
 Program Studi : Pendidikan Bahasa Inggris
 Judul Proposal : Duolingo's Effectiveness in Enhacing English Language Reading Skills: Way of Reflective Learning and Giving Feedback

No	Masukan dan Saran
Judul	✓
Bab I	- mention clearly the School of PLP activities as year observation of the research and do the research - what class your subject of the research
Bab II	- mention clearly between your research and previous related studies.
Bab III	- mention clearly the subject of the research such as what students, teacher and school. - mention clearly of technique of analysing data based on miles Huberman that you will do the stages.
Lainnya	- pay attention of research references and grammar. - put the Questionnaire and the answer in the proposal.
Kesimpulan	[] Disetujui [] Ditolak [✓] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas



(Rita Harisma, S.Pd., M.Hum.)

Dosen Pembimbing



(Rini Ekayati, S.S., M.A)

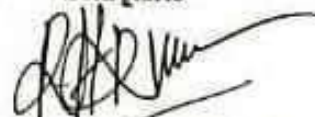
Panitia Pelaksana

Ketua



(Pirman Ginting, S.Pd., M.Hum.)

Sekretaris



(Rita Harisma, S.Pd., M.Hum.)

Appendix 1

Lembar Permohonan menjadi Partisipasi Penelitian

Kepada Yth.

Calon Partisipan Penelitian

Di Tempat,

Dengan hormat, saya yang bertandatangan di bawah ini:

Nama : Silvi Ayu Mandira

NPM : 2102050048

Instansi : Universitas Muhammadiyah Sumatera Utara

merupakan mahasiswa Program Studi Pendidikan Bahasa Inggris yang sedang melakukan penelitian dengan judul **“Duolingo’s Effectiveness in Enhancing English Language Reading Skills: Way of Reflective Learning and Giving Feedback”**

Saya memohon kepada saudara/i untuk menjadi partisipan dalam penelitian saya. Penelitian ini bertujuan untuk mengeksplorasi prespektif dari guru terhadap siswa setelah menggunakan Duolingo sebagai aplikasi pembelajaran bahasa Inggris serta pengalaman siswa/I terhadap penggunaan aplikasi Duolingo, fokus pada praktik ini yaitu kemampuan membaca bahasa Inggris. Saudara/I akan diminta untuk menjawab *questionnaire* dan melakukan wawancara dengan peneliti terkait pengalaman dan prespektif saudara dalam mengajar dan belajar Bahasa Inggris. Berikut panduan dalam pengisian *questionnaire* penelitian.

Questionnaire ini dikembangkan oleh peneliti sebagai alat pengumpulan data untuk pen penelitian tugas akhir skripsi. Dalam *questionnaire* ini, Anda diminta untuk memberikan jawaban dengan jujur. Jawaban yang Anda berikan akan bersifat rahasia dan tidak mempengaruhi nilai apapun. Berikut ini merupakan petunjuk dalam pengisian *questionnaire*:

1. Baca semua pertanyaan dengan teliti dan pilih satu jawaban yang mewakili keadaan Anda yang sesungguhnya.
2. Berikut ini skor pada poin-poin pernyataan:
1= Sangat setuju; 2= Setuju; 3= Netral; 4= Tidak Setuju; 5= Sangat tidak setuju
3. Periksa ulang jawaban Anda sebelum dikirim

Penelitian ini tidak menimbulkan akibat yang merugikan bagi saudara sebagai partisipan, serta kerahasiaan semua informasi yang diberikan akan dijaga dan hanya digunakan untuk kepentingan penelitian. Semua informasi yang bersifat pribadi akan akan dikelola secara rahasia dan hanya akan dipublikasikan apabila mendapatkan izin. Oleh sebab itu, peneliti memohon ketersediaan saudara untuk memberikan jawaban dengan jujur apa adanya dan tanpa ada paksaan dari pihak manapun.

Akhir kata saya mengucapkan terima kasih atas partisipasi saudara dalam penelitian ini.

Medan, 20 Mei 2025

Peneliti

Silvi Ayu Mandira

Appendix 2

Lembar Persetujuan Partisipan

Setelah membaca dan memahami isi penjelasan permohonan menjadi partisipan, saya yang bertanda tangan di bawah ini.

Nama :

Asal instansi :

Nomor Telp :

Dengan ini menyatakan bersedia untuk menjadi partisipan penelitian yang dilakukan mahasiswa Program Studi Pendidikan Bahasa Inggris Universitas Muhammadiyah Sumatera Utara yang sedang melakukan penelitian dengan judul **“Duolingo’s Effectiveness in Enhancing English Language Reading Skills: Way of Reflective Learning and Giving Feedback”**. Adapun tujuan penelitian ini yaitu untuk mengeksplorasi perspektif guru dan siswa terhadap aplikasi Duolingo dalam meningkatkan kemampuan membaca bahasa Inggris.

Dengan menandatangani di bawah ini, saya menyatakan bahwa saya telah membaca dan memahami tujuan penelitian ini, dan bersedia berpartisipasi secara sukarela.

Medan, 20 Mei 2025

Menyetujui,

(.....)

Appendix 3

Students' Questionnaire

Nama Lengkap :

Kelas :

Institusi/Sekolah :

Jenis Kelamin

- ☐ Laki-laki
- ☐ Perempuan

Usia :

Alamat :

No Hp :

Section 1: Use of Duolingo

1. How often do you use Duolingo in a week?
 - ☐ Daily
 - ☐ 3-5 times a week
 - ☐ 1-2 times a week
 - ☐ Rarely
2. How long do you use Duolingo each session?
 - ☐ < 10 minutes
 - ☐ 10-20 minutes
 - ☐ 20-30 minutes
 - ☐ > 30 minutes
3. Do you use Duolingo each session?
 - ☐ Yes
 - ☐ No

Section II

1. I like learning English using Duolingo
 - ☐ Strongly Agree

- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

2. I enjoy the learning process using Duolingo

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

3. Duolingo is an interesting platform for English language reading skills

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

4. Duolingo encouraged me to actively participate in online classes while learning to read English

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

5. I feel enthusiastic about learning English reading using Duolingo

- ☐ Strongly Agree
- ☐ Agree

- ☐ Neutral
 - ☐ Disagree
 - ☐ Strongly Disagree
6. Learn to read English language using Duolingo can improve English reading skills
- ☐ Strongly Agree
 - ☐ Agree
 - ☐ Neutral
 - ☐ Disagree
 - ☐ Strongly Disagree
7. Duolingo makes it easier for me to write simple sentences
- ☐ Strongly Agree
 - ☐ Agree
 - ☐ Neutral
 - ☐ Disagree
 - ☐ Strongly Disagree
8. Learning to read English using Duolingo makes me feel more motivated that learn without it
- ☐ Strongly Agree
 - ☐ Agree
 - ☐ Neutral
 - ☐ Disagree
 - ☐ Strongly Disagree
9. I feel that my vocabulary has increased after using Duolingo
- ☐ Strongly Agree
 - ☐ Agree
 - ☐ Neutral
 - ☐ Disagree

☐ Strongly Disagree

10. I find it easier to do English reading exercises after learning with Duolingo

☐ Strongly Agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly Disagree

11. Duolingo helps me evaluate my own understanding after reading

☐ Strongly Agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly Disagree

12. Feedback from Duolingo (such as answer corrections, scores, and explanations) helps you understand your reading mistakes

☐ Strongly Agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly Disagree

13. I use feedback from Duolingo to improve my English reading skills

☐ Strongly Agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly Disagree

Appendix 4

Students' Interviews Questions

1. How often do you use Duolingo to learn English?
2. Which part of Duolingo do you use most often (e.g., reading, listening, writing, speaking)?
3. Do you think using Duolingo helps improve your English reading skills? Why?
4. Which feature in Duolingo helps you the most in understanding English reading passages?
5. Do you usually reflect on what you have learned after using Duolingo? If so, how?
6. How do you measure or evaluate your own progress after using Duolingo?
7. What do you think about the feedback provided by Duolingo after you answer questions or complete exercises?
8. Does the feedback from Duolingo help you correct mistakes in reading or understanding texts?
9. Do you feel that Duolingo provides sufficient explanations when you make mistakes? What could be improved?

English teacher Interview Questions

1. What is your opinion of the Duolingo?
2. Do you think the Duolingo app can help to improve students' English reading skills?
3. In the Duolingo application, there is feedback such as (correcting answers, score, and explanations). Is this feedback helpful for students?
4. Do you think this application can help motivate students to learn English reading skills?
5. Are you interested in using this app regularly in the learning process?

A. Transcript of students interview results

1. How often do you use Duolingo to learn English?

Student 1: I use the Duolingo every day, usually 15-20 minutes

Student 2: I use Duolingo about 4-5 times a week, usually everyday for 15-30 minutes.

Student 3: I use the Duolingo application twice a day

Student 4: I use Duolingo every day for about 15-30 minutes

Student 5: Twice a day

2. Which part of Duolingo do you use most often (e.g., reading, listening, writing or speaking)?

Student 1: Speaking and writing

Student 2: The parts I use reading and listening. I like reading the sentences in the exercises

Student 3: The reading and listening sections

Student 4: The reading and listening sections because these aspects are interrelated

Student 5: listening and reading

3. Do you think using Duolingo helps improving your English reading skills? Why?

Student 1: Yes, because Duolingo uses an easy to understand learning system and making easier for us to learn English

Student 2: Yes, because Duolingo helps improving my reading skills. Each exercises requires me to understand the context of the sentence before choosing an answer or translating it

Student 3: Its help, because it improves my reading skills and trains my English skills

Student 4: Yes, because there are often short texts with new vocabulary and varied sentence structures. This games-based application also helps me learn English

Student 5: Yes, because I can learn more and understand English better

4. Which feature in Duolingo is most helpful for you in understanding English reading?

Student 1: A part of listening and speaking

Student 2: The direct translation and audio features are very helpful

Student 3: A useful feature of the Duolingo application is the exercise repetition feature

Student 4: The “story” feature and reading exercises with visual context

5. Do you usually reflect on what you have learned after using Duolingo? If so, how?

Student 1: Yes, by correcting wrong answers

Student 2: Yes, I usually reflect on the lesson by noting new vocabulary in a notebook and trying to create my own sentences

Student 3: I write down important things in my notebook

Student 4: Duolingo shows the meaning of words in context and provides clear sentence example

Student 5: Yes, I am reviewing the exercises again

6. How do you measure or evaluate your own progress after Duolingo?

Student 1: I measure progress through XP, unit levels, and whether I can understand sentences or short conversations without translating them

Student 2: I measure progress through the number of XP, unit level and whether

Student 3: In my opinion, completing the exercises

Student 4: Yes, I note the new vocabulary I have heard and create my own sentences

Student 5: Yes

7. What do you think about the feedback provided by Duolingo after you answer questions or complete exercises?

Student 1: It makes the learning process easier as practice for learning English

Student 2: It quick and clearly. If I answer a question incorrectly, Duolingo shows the correct answer and sometimes provides a translation or brief explanation

Student 3: This helps because my English pronunciation has become smoother than before

Student 4: From the number of XP, level units and improved reading comprehension

Student 5: Yes

8. Does Duolingo's feedback help you correct mistakes in reading or understanding texts? Can you give an example?

Student 1: Yes, for example, when I don't know the meaning of a certain word. These is a feature that can translate words one by one

Student 2: Yes, for example, when I mistranslated the word "through," Duolingo showed me the correct meaning.

Student 3: yes this (feedback) can help

Student 4: The feedback is quick and helps me identify mistakes immediately Duolingo shows the correct answer when I get it wrong. So, I learn from my mistakes

Student 5: Yes

9. Do you feel that Duolingo provides enough explanation when you make a mistake? What could be improved?

Student 1: Its quite helpful, especially when I make mistakes, Duolingo give me the opportunity to correct my answers. In my opinion, Duolingo can maintain its quality.

Student 2: It's helpful, but sometimes the explanations are not detailed enough for more complex

Student 3: This can improve English skills

Student 4: Its' sufficient, but it would be better if there were more detailed grammar explanations

Student 5: Yes

B. Transcript of teacher interview result

1. What is your opinion of the Duolingo?

Answer: "I think it's good and the application is quite good at making students more active in their learning."

2. Do you think Duolingo application can help to improve students' English reading skills?

Answer: For reading skills, yes. Because, there are speaking exercises so that they can repeat what the application says. So, this platform is effective for pronunciation and vocabulary."

3. In the Duolingo application, there is feedback such as (correction answer, score, and explanation) is the feedback helpful for students?

Answer: Definitely, because they can see the correct answer along with an explanation of the question."

4. Do you think this application can help motivated students to learn English reading skills?

Answer: "It's seem so, because many students were already actively using it. They like it because their daily lives are also inseparable from smartphone."

5. Are you interested in using this application regularly in the learning?

Answer: "Definitely, so that they feel happy while learning and find it more engaging."

Appendix 5

Questionnaires Display in Google Forms

The screenshot shows a Google Form titled "Duolingo Effectiveness in Enhancing English Language Reading Skills: Way of Reflecting Learning and Giving Feedback". The form is displayed in a web browser window. The title is in bold black text. Below the title, there is a paragraph of text in English and Indonesian. The English text reads: "The following is a questionnaire related to the research title on the effectiveness of Duolingo and feedback from digital learning applications in improving students' English reading skills. Therefore, the researcher requests your availability to be able to fill out the following questionnaire. For your availability and participation in filling out the existing questionnaire, I express my gratitude." The Indonesian text reads: "Berikut ini adalah kuesioner yang berkaitan dengan judul penelitian tentang efektivitas Duolingo dan feedback dari aplikasi pembelajaran digital dalam meningkatkan kemampuan membaca bahasa Inggris siswa. Oleh karena itu, peneliti memohon atas ketersediaannya anda untuk dapat mengisi kuesioner berikut ini. Atas ketersediaannya dan partisipasi anda dalam mengisi kuesioner yang ada, saya ucapkan banyak terima kasih." Below the text, there are instructions for filling out the questionnaire: "Berikut ini merupakan petunjuk dalam pengisian questionnaire: 1. Baca semua pertanyaan dengan teliti dan pilih satu jawaban yang mewakili keadaan Anda yang sesungguhnya. 2. Berikst ini skor pada poin-poin pernyataan: 1= Sangat setuju; 2= Setuju; 3= Netral; 4= Tidak Setuju; 5= Sangat tidak setuju 3. Periksa ulang jawaban Anda sebelum dikirim." At the bottom, there is a field for "Email *" with a placeholder "Alamat email valid" and a note "Formulir ini mengumpulkan alamat email. Ubah setelah". The form is displayed in a web browser window with a purple header and a white background.

Formulir tanpa judul

Pertanyaan Jawaban Setoran

Bagian 1 dari 4

Duolingo Effectiveness in Enhancing English Language Reading Skills: Way of Reflecting Learning and Giving Feedback

B *I* U

The following is a questionnaire related to the research title on the effectiveness of Duolingo and feedback from digital learning applications in improving students' English reading skills. Therefore, the researcher requests your availability to be able to fill out the following questionnaire. For your availability and participation in filling out the existing questionnaire, I express my gratitude.

Berikut ini adalah kuesioner yang berkaitan dengan judul penelitian tentang efektivitas Duolingo dan feedback dari aplikasi pembelajaran digital dalam meningkatkan kemampuan membaca bahasa Inggris siswa. Oleh karena itu, peneliti memohon atas ketersediaannya anda untuk dapat mengisi kuesioner berikut ini. Atas ketersediaannya dan partisipasi anda dalam mengisi kuesioner yang ada, saya ucapkan banyak terima kasih.

Berikut ini merupakan petunjuk dalam pengisian questionnaire:

1. Baca semua pertanyaan dengan teliti dan pilih satu jawaban yang mewakili keadaan Anda yang sesungguhnya.
2. Berikst ini skor pada poin-poin pernyataan:
1= Sangat setuju; 2= Setuju; 3= Netral; 4= Tidak Setuju; 5= Sangat tidak setuju
3. Periksa ulang jawaban Anda sebelum dikirim

Email *

Alamat email valid

Formulir ini mengumpulkan alamat email. [Ubah setelah](#)

Appendix 6

Research Documentation



*Research permit with the vice principal
SMPS Muhammadiyah 01 Medan*



WKS I office and teacher's office



Research classroom



Interview with English teacher



*Learning session with Duolingo
application*



Introduction to students



Interview with student 1



Interview with student 2



Interview with student 3



Interview with student 4&5

SILVI AYU MANDIRA

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Medan 20215



SUMMARY

An active and reliable English education student in the organization. Creative thinker, disciplined and able to manage time well. I am a flexible person who has demonstrated a willingness to adapt to changing circumstances.

EDUCATION

MUHAMMADIYAH UNIVERSITY OF NORTH SUMATERA - Medan, North Sumatera

October 2021 - 2025

English Education Study Program

GPA : 3.74/4.00

STATE SENIOR HIGH SCHOOL 19 OF TANGERANG - Tangerang, Banten.

2017 - 2020

Science Major

EXPERIENCE

Intern at Ruang Belajar Aqil (MSIB BATCH 5) Malang - Agustus - Desember 2023

Organize Community Programs and Services

- Organized programs that related to education and community health in the Village.
- Be a fasilitator during the activity.
- Operate a Google Workspace in completing the administration of a company.

PLP Februari 2023

- Conduct real time observations at SMA Muhammadiyah 1 Medan in order to get to know school governance before actually teaching. And help a student to learn English to increase curiosity

PLP Agustus 2024

- implementing learning programs, managing classes, and using technology, which is followed up by preparing learning tools such as Learning Implementation Plans (RPP), teaching materials, media, and assessment instruments before carrying out teaching practice at school.

KAMPUS MENGAJAR (Batch 7) SMPS Muhammadiyah 8 Medan - Februari - Juni 2024

- Student Teaching Assistant – Primary/Secondary School, 2024
- Served as a teaching partner in under-resourced primary or secondary schools to support the improvement of students' literacy and numeracy skills.
- Actively involved in teaching activities, school administration, and student program development. Enhanced leadership, communication, teamwork, and problem-solving skills.

SUBSTITUTE TEACHER - SMPS MUHAMMADIYAH 1 MEDAN

- **English Teacher – Regular Class**
- **Conversation Teacher – Integrated Class**

Taught English in regular classes and led conversation sessions in the integrated class program. Developed curriculum-based teaching materials and implemented interactive methods to enhance students' reading, writing, listening, and speaking skills. In the integrated class, focused on improving students' speaking fluency and confidence in using English in real-life contexts.

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Medan 20215



LEADERSHIP

ENGLISH DEPARTEMENT STUDENT ASSOSIATION - 2022 - Present

- Member of Research and Development Division.

(Division that accommodates and facilitates scientific and development activities)

- Head of Community Service Division.

(activities that approach the community both inside and outside the campus)

ENGLISH NATIONAL COMPETITION - March 2023

- A national level speech and essay competition as part of English department student association program.

ENGLISH NATIONAL COMPETITION II - Februari 2025

- Secretary of the Organizing Committee
- A national level speech, story telling and essay competition as part of English department student association program.

FOCUS GROUP DISSCUSSION

- Participant — Model Validation Workshop on English Language Learning Based on SDGs and 21st-Century Skills

SKILLS

- Soft Skill :Teamwork, Communicating, Time Manajement, Problem Solving, and Sosial skill.
- Hard Skill : Skill in managing project, able to use Google Workspace, M. Word, M. Excel, Power Point, and Canva.
- Native Speaker (English) and (Indonesian) language.

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