

STUDENTS' PERCEPTION ON USING DUOLINGO AS A SELF-REGULATED LEARNING TOOL FOR INTENSIVE READING MASTERY

Fauzan Al Mubarak¹, Eska Perdana Prasetya², Muhammad Furqan³

English Education Study Program
Faculty of Teacher Training and Education
Universitas Ibn Khaldun, Bogor

almubarokf923@gmail.com¹, eska@uika-bogor.ac.id², m.furqon@uika-bogor.ac.id³

ABSTRAK

Penelitian ini bertujuan untuk menganalisis persepsi siswa terhadap penggunaan aplikasi Duolingo sebagai alat self-regulated learning dalam meningkatkan kemampuan intensive reading. Intensive reading menekankan pemahaman mendalam terhadap teks bacaan, termasuk kosakata, struktur kalimat, serta makna tersirat. Namun, banyak siswa mengalami kesulitan dalam menjaga motivasi dan kemandirian belajar. Penelitian ini menggunakan metode deskriptif kuantitatif dengan instrumen kuesioner yang diberikan kepada siswa tingkat menengah. Data dianalisis menggunakan statistik deskriptif. Hasil penelitian menunjukkan bahwa sebagian besar siswa memiliki persepsi positif terhadap penggunaan Duolingo karena fitur interaktif, fleksibilitas waktu belajar, dan umpan balik langsung. Simpulan penelitian menunjukkan bahwa Duolingo berpotensi menjadi media pendukung efektif dalam pembelajaran intensive reading berbasis self-regulated learning.

Kata kunci: Duolingo, self-regulated learning, intensive reading, persepsi siswa

ABSTRACT

This study aims to analyze students' perceptions of using Duolingo as a self-regulated learning tool to improve intensive reading skills. Intensive reading emphasizes deep comprehension of texts, including vocabulary, sentence structures, and implicit meanings. However, many students face difficulties in maintaining motivation and autonomous learning. This study employed a descriptive quantitative method using questionnaires administered to secondary school students. The data were analyzed using descriptive statistics. The findings indicate that most students have positive perceptions of Duolingo due to its interactive features, flexible learning time, and immediate feedback. The study concludes that Duolingo has strong potential as a supportive medium for intensive reading through self-regulated learning.

Keywords: Duolingo, self-regulated learning, intensive reading, students' perception

INTRODUCTION

Reading is one of the essential skills in learning English. Intensive reading is a reading activity that requires students to understand texts in detail, including vocabulary, sentence structure, and meaning of the text. According to Harmer (2007), intensive reading helps learners develop accuracy and deeper comprehension of written texts. However, many students still experience difficulties in intensive reading due to limited vocabulary mastery and low motivation (Nation, 2001). The development of technology has significantly influenced the field of education, including language learning. Mobile-Assisted Language Learning (MALL) allows students to learn independently using mobile devices anytime and anywhere (Godwin-Jones, 2018). One of the

widely used language learning applications is Duolingo, which provides interactive exercises and immediate feedback. Stockwell (2010) states that mobile applications can increase learners' engagement and motivation in language learning activities. Self-regulated learning is an important factor in improving learning outcomes. Zimmerman (2002) explains that self-regulated learners are able to plan, monitor, and evaluate their own learning process. In addition, Benson (2011) emphasizes that learner autonomy plays a crucial role in language learning success.

Therefore, integrating Duolingo into intensive reading learning may support students' self-regulated learning and improve their reading comprehension. This study focuses on students' perceptions of using Duolingo as a self-regulated

learning tool in intensive reading learning. In addition, reading comprehension is closely related to vocabulary knowledge and grammatical awareness. Without sufficient vocabulary mastery, students may struggle to understand texts accurately during intensive reading activities (Grabe & Stoller, 2011). Therefore, learners need continuous exposure to vocabulary and contextualized reading practices to enhance their comprehension skills. Several studies have shown that technology-enhanced language learning can positively influence students' reading ability (Jaelani, A., Muliastuti, L., & Setiadi, S., 2025). Digital learning platforms provide authentic input and repetitive practice, which are essential for developing reading proficiency (Richards, 2015).

Moreover, digital tools allow learners to control their learning pace, which is a key element of self-regulated learning. From the perspective of learner autonomy, students who are actively involved in managing their own learning tend to achieve better learning outcomes (Little, 1991). Self-regulated learning encourages learners to set learning goals, select learning strategies, and evaluate their learning progress independently (Schunk & Zimmerman, 2012). This approach is highly relevant in the context of mobile-assisted learning environments. Previous studies have also reported positive perceptions of students toward Duolingo in language learning. Ahmed (2016) found that Duolingo helped learners improve vocabulary and reading comprehension through engaging activities. Similarly, Loewen et al. (2019) reported that Duolingo promotes consistent practice and learner engagement, which supports independent learning habits. Based on these considerations, examining students' perceptions of using Duolingo as a self-regulated learning tool becomes important. Understanding students' perceptions can provide valuable insights for teachers in integrating mobile applications effectively into intensive reading instruction.

METHOD

This study employed a descriptive quantitative research design to examine students' perceptions of using Duolingo as a self-regulated learning tool for intensive reading mastery. A descriptive quantitative approach was chosen because it allows the researcher to describe participants' responses based on numerical data obtained from questionnaires (Creswell, 2014). The participants

of this study were secondary school students who had experience using the Duolingo application in learning English, particularly in reading and vocabulary activities.

The research instrument used was a questionnaire consisting of statements related to students' perceptions of using Duolingo, focusing on learning motivation, learner autonomy (self-regulated learning), and intensive reading comprehension. The questionnaire employed a five-point Likert scale ranging from strongly agree to strongly disagree (Dörnyei, 2007). Data were collected after the students used Duolingo as part of their English learning activities and were analyzed using descriptive statistical techniques, including percentages and frequency distributions, to describe students' overall perceptions (Sugiyono, 2018).

To ensure validity, the questionnaire items were adapted from relevant previous studies, as adapting established instruments helps improve content validity and reliability (Brown, 2001). Ethical considerations were also taken into account by informing participants about the purpose of the study and ensuring the confidentiality of their responses, in accordance with educational research ethics (Cohen, Manion, & Morrison, 2018).

RESULT AND DISCUSSION

This section presents the results of the study and discusses students' perceptions of using Duolingo as a self-regulated learning tool for intensive reading mastery. The data were obtained from questionnaire responses and analyzed using descriptive statistics. Based on the results, students generally showed positive perceptions toward the use of Duolingo in learning intensive reading. The findings indicate that Duolingo helps students improve their motivation, learner autonomy, vocabulary mastery, and text comprehension. These aspects are essential components of intensive reading activities. As shown in **Table 1**, learning motivation received the highest positive response, with 85% of students indicating agreement that Duolingo motivates them to practice reading more frequently.

This finding suggests that game-based features and interactive exercises in Duolingo play an important role in increasing students' interest in learning English. This result supports the study by Godwin-Jones (2018), who states that mobile-assisted language learning applications can enhance learners' motivation through interactive

and engaging activities. Learner autonomy also showed a high percentage of positive responses (80%). This indicates that Duolingo encourages students to take responsibility for their own learning by allowing them to practice independently at their own pace. This finding is consistent with the concept of self-regulated learning proposed by Zimmerman (2002), which emphasizes learners' ability to plan, monitor, and evaluate their learning process. Through regular practice and immediate feedback, students are able to control their learning progress more effectively. In terms of vocabulary mastery, 78% of students reported positive perceptions toward the use of Duolingo. Vocabulary is a crucial element in intensive reading because limited vocabulary knowledge can hinder students' comprehension of texts (Nation, 2001).

Duolingo provides repeated exposure to vocabulary items in various contexts, which helps students understand word meanings and usage more accurately. This finding aligns with previous research indicating that mobile applications can support vocabulary development through repetition and contextual learning (Stockwell, 2010). Furthermore, 75% of students expressed positive perceptions regarding text comprehension. This result suggests that the use of Duolingo contributes to students' ability to understand reading texts more effectively. The short reading tasks and immediate feedback help students identify errors and improve comprehension skills. According to Harmer (2007), intensive reading activities that focus on detailed understanding can improve learners' reading accuracy, which is reflected in the students' responses in this study. Overall, the results indicate that Duolingo functions not only as a learning application but also as a supportive tool for self-regulated learning in intensive reading. By combining motivation, autonomy, and language practice, Duolingo creates a learning environment that supports students' independent learning habits. Therefore, the findings of this study suggest that integrating Duolingo into intensive reading instruction can provide positive learning experiences for students.

Tabel 1. Students' Perceptions on Using Duolingo

No	Aspect Evaluated	Positive Response
1	Learning motivation	85%

2	Learner autonomy	80%
3	Vocabulary mastery	78%
4	Text comprehension	75%

Table 1 presents students' perceptions of using Duolingo as a self-regulated learning tool for intensive reading. The data show that learning motivation received the highest positive response (85%), indicating that Duolingo effectively encourages students to engage in reading activities. Learner autonomy also showed a high percentage (80%), suggesting that students feel more responsible for managing their own learning when using the application. In addition, vocabulary mastery (78%) and text comprehension (75%) also received positive responses. These results indicate that Duolingo supports students' understanding of vocabulary and reading texts through repeated practice and immediate feedback. Overall, the table illustrates that students perceive Duolingo as a beneficial tool for supporting intensive reading and self-regulated learning.

CONCLUSION

Based on the findings of this study, it can be concluded that students generally have positive perceptions of using Duolingo as a self-regulated learning tool for intensive reading. The majority of students responded positively in terms of learning motivation, learner autonomy, vocabulary mastery, and text comprehension. The interactive and game-based features of Duolingo encourage students to engage more actively in reading activities and practice independently outside the classroom. In addition, Duolingo supports the development of self-regulated learning by allowing students to monitor their learning progress through regular practice and immediate feedback. Therefore, Duolingo can be considered an effective supplementary learning tool for intensive reading; however, since this study focused only on students' perceptions, future research is suggested to investigate its effectiveness on students' reading achievement using experimental or mixed-method research designs.

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