ANALYSIS OF THE EFFECTIVENESS OF THE DUOLINGO APPLICATION IN ENHANCING ENGLISH SKILLS OF ELEMENTARY SCHOOL STUDENTS: A SYSTEMATIC LITERATURE REVIEW

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ABSTRACT
The rapid development of digital technology has encouraged the use of language-learning applications to enhance the quality of instruction in elementary schools, including Duolingo as an interactive medium that integrates gamification into the learning process. Previous studies indicate that educational technology holds strong potential to improve students' motivation, learning independence, and English language skills. This study evaluates the effectiveness of the Duolingo application in improving the English language skills of elementary school students using the Systematic Literature Review (SLR) method on seven articles published between 2020 and 2024. The results of the analysis show that Duolingo contributes positively to improving students' writing, reading, listening, and speaking skills. The gamification approach applied in this application has been proven to be able to increase learning motivation and student involvement in the learning process. In addition, the time flexibility and accessibility offered allow students to learn independently according to their own pace. However, this study also identifies several obstacles that can hinder the effectiveness of using Duolingo, such as difficulty adapting to technology, limited internet access, and the availability of devices. Some students also experience fluctuations in motivation when there is no variation in learning methods, and the limited feedback from the application makes teacher assistance still necessary to maximize learning outcomes. Therefore, while Duolingo has great potential in supporting English learning in elementary schools, its success still depends on the support of educators as well as adequate technology accessibility. By overcoming these challenges, Duolingo can be an effective learning tool in improving the quality of English education in the digital era. The integration of this application into the curriculum, as well as training for teachers and students, is an important step in maximizing its benefits for learning.
Keywords: *Education, Learning Media, Learning Outcome, Online Learning.*

INTRODUCTION

In the current era of globalization, foreign languages, especially English, have become one of the most dominant means of communication (Siregar, 2023). The purpose of using this language is to facilitate the Indonesian people in absorbing and following global science and technology developments, as well as participating in the international community (Ananda, 2023). At the primary school level, the introduction of foreign languages and cultures is integrated in English language learning. It gives children the opportunity to interact with different cultures through songs, stories, literature and other learning resources. Additionally, another goal is

to improve cross-cultural communication skills, which is essential for interacting with people from diverse cultural backgrounds (Dewi et al., 2023). It is hoped that quality English education can improve students' speaking skills, which in turn will provide an edge in an increasingly competitive job market as well as open up various career opportunities (Melati et al., 2023).

English is a discipline that has a high complexity in the learning process, because it includes four main skills: listening, reading, writing and speaking (Susanthi, 2021). These four skills are supported by three essential elements of language, namely pronunciation, vocabulary, and language structure. However, these three elements are often significant challenges in learning English. This can be seen from the EF English Proficiency Index 2024 (EF EPI) which shows Indonesia in 80th position out of 116 countries. With a score of 468, Indonesia is in the low proficiency group in English and does not reach the expected competency standards. This ranking is even lower than the previous year, which was 79th out of 113 countries with a score of 473. Research conducted by Rofi'i (2023) shows that students have difficulty speaking English, which can be seen from several factors, such as lack of vocabulary, problems such as lack of pronunciation vocabulary, and low confidence when speaking in English. In addition, Febriani & Sya (2022) proposed that the local accent possessed by teachers when teaching English has a significant influence on students' pronunciation skills, where the accent tends to appear when communicating in English in the classroom. As a result, this contributes to low grades in English subjects and students' inability to speak English well. Therefore, teachers must continue to improve their skills and keep up with the development of science and technology in order to be able to handle various existing obstacles (Suprapta, 2020).

In the context of the education and training system, educational technology, both as a theory and a practice, has functioned as an essential element in the development of human resources (Darifah & Erihadiana, 2022). As a tool that supports the learning process, educational technology is used to access information, as well as facilitate the implementation of learning and task completion (Permana et al., 2024). Anam et al. (2021) stated that technology-based or digital learning media plays an important role in creating a dynamic classroom atmosphere, which

in turn encourages active communication and discussion. In addition, this media also makes it easier for teachers to deliver the material, so that students can understand better, and add an interesting learning dimension, which leads to an increase in the effectiveness and efficiency of the learning process. Technology-based learning applications, such as Duolingo, are one of the technological innovations that can be utilized in the language learning process which is expected to motivate students to learn foreign languages in a more interesting and efficient way (Lestari et al., 2024).

Duolingo is a mobile app designed specifically for education, serving as an engaging and fun learning medium (Sasmitha & Thamrin, 2022). This application supports the development of foreign language skills in children through a "learning while playing" approach, which makes the learning process more fun and easy to understand (Bong & Firmansyah, 2023). By implementing gamification, Duolingo integrates game elements in learning, which aims to motivate learners and increase positive experiences during the learning process (Adawiyahi & Rahmawati, 2022). The learning programs offered are structured, starting from the basic level and developing gradually, so that students can build a strong vocabulary foundation, avoid learning fatigue, and achieve sustainable progress. Using game-based exercises, students engage in a variety of activities, such as completing sentences, matching words with pictures, and filling in the blanks. Direct interaction with these apps results in an engaging learning experience and helps maintain students' interest in learning the language (Juliana et al., 2024).

This study aims to evaluate the use of the Duolingo application by assessing its effectiveness in improving the learning outcomes of elementary school students in English classes. The purpose of this evaluation is also to find the benefits and disadvantages of applications in learning in elementary schools, so that it can provide a comprehensive overview of its impact on the teaching and learning process. Through in-depth analysis, it is hoped that constructive recommendations can be made for further development in the use of educational technology in the classroom, in order to improve the quality of foreign language learning among students.

Despite the growing number of studies discussing Duolingo in English language learning, most existing research focuses on secondary or higher education levels, leaving limited evidence regarding its effectiveness for elementary school students. Moreover, previous studies generally examine individual skills rather than providing a comprehensive synthesis of learning outcomes, challenges, and pedagogical implications. Therefore, there is a research gap in understanding how Duolingo functions holistically as a learning tool in primary education. The novelty of this study lies in its systematic integration of seven recent studies (2020–2024) to evaluate four skill domains—listening, speaking, reading, and writing—specifically within the elementary school context. This research is important because the use of mobile learning continues to expand, requiring educators to understand its benefits and limitations before integrating it into classroom practice. Thus, this study provides essential insights for improving English instruction through appropriate digital media selection.This research is also important to provide a deep insight into the specific impact of apps such as Duolingo in English language learning, as well as its relevance in the increasingly digitalized context of education in this modern era.

METHOD

In this article, a systematic literature review (SLR) method is used to evaluate how the use of the duolingo application can improve student learning outcomes in elementary English classes. The Systematic Literature Review (SLR) method was selected because it enables the researcher to obtain a comprehensive, structured, and objective understanding of the effectiveness of the Duolingo application in elementary school English learning. This method provides a systematic procedure for identifying, selecting, evaluating, and synthesizing research articles, thereby minimizing subjective bias in the data collection process. Through SLR, the researcher can integrate findings from various previous studies, compare patterns of results, and reveal both consistencies and discrepancies across studies. Moreover, SLR is highly relevant for this topic because research on the use of educational technology—particularly the Duolingo application—has been growing rapidly, requiring an approach capable of summarizing empirical evidence in a thorough

manner. Thus, the application of SLR allows this study to produce an accurate and evidence-based overview of the benefits, challenges, and potential development of Duolingo in the context of English language learning in elementary schools.

The SLR method aims to answer specific research questions by identifying, assessing, and understanding each outcome related to the research subject (Habibi & Manurung, 2023). Review and identification are carried out systematically using this method to avoid subjective identification (Valencia et al., 2022). To provide a thorough understanding of the topic discussed, this approach was chosen to collect, analyze, and synthesize information from a variety of relevant sources.

Article sources were searched through the Google Scholar database. By using the Boolean operator 'AND' to apply the keywords 'analysis of Duolingo application', 'English language proficiency', 'elementary school students' according to criteria related to the field of education, Articles limited to the period 2020 to 2024 will be analysed. From a total of 347 articles obtained, an evaluation of the titles and abstracts of the articles was carried out, leaving 87 articles. Next, the evaluated articles were re-selected based on the availability of text for download, the language of the article and the relevance of the article to the theme of the study, which finally resulted in seven articles being selected for analysis.

RESULTS

The following table presents a review of seven relevant articles on the evaluation of the use of the Duolingo application to improve student learning outcomes in elementary English classes:

Table 1: Study on the use of the Duolingo application to improve student learning outcomes.

No	Article Source	Research Results
1	(Budiharto & Syahroni, 2020)	Duolingo is beneficial in English language teaching, providing pedagogical knowledge to teachers and students.
2	(Candra et al., 2021)	The use of online learning media, including Duolingo, improves students' understanding of online learning.
3	(Jusran, 2022)	Classroom action research shows that technology can be integrated in English language learning for better outcomes.

4	(Lestari et al., 2024)	Duolingo improves students' listening, speaking, reading, and writing skills, as well as increases motivation through gamification.
5	(Nasution et al., 2020)	Duolingo can be used to improve English proficiency, but there are obstacles in its implementation.
6	(Nita et al., 2023)	The Duolingo app increases students' motivation to learn, especially among mothers who teach their children.
7	(Roda'i et al., 2024)	The use of information technology, especially Duolingo, improves students' English skills and teachers' competence.

DISCUSSION

A study conducted by Budiharto dan Syahroni (2020) for example, which shows that this application provides a lot of pedagogical knowledge to participants, so that they can learn and teach English in a fun way. Students find the Duolingo application very useful in the English learning process in the classroom (Budiharto & Syahroni, 2020). In addition, Candra et al. (2021) noted that the use of interactive learning media such as Duolingo can help students who have difficulty participating in online learning, especially during the COVID-19 pandemic. In this situation, students are required to read and understand the material delivered by the teacher independently, then complete the assigned task. Lestari et al. (2024) also emphasized that the application of Duolingo in English learning at SD Negeri 18 Kepahiang has succeeded in improving students' listening, speaking, reading, and writing skills. The gamification approach applied in this application has proven to be effective in increasing student motivation and engagement (Lestari et al., 2024).

Student Motivation and Engagement

Student motivation and involvement are two key factors that greatly influence the success of the learning process (Defriansyah et al., 2023), as well as in English learning. By leveraging technology like Duolingo, educators can improve both of these aspects, so that students not only learn English in a fun way, but also develop the skills necessary for future success.

Table 2: Factors influencing student motivation and engagement in learning

Factor	Description
Material Relevance	Materials related to students' daily lives increase motivation (Candra et al., 2021)
Teaching Methods	Interactive and fun methods increase student engagement (Lestari et al., 2024)
Use of Technology	Apps like Duolingo that offer gamification increase motivation (Roda'i et al., 2024)
Support from Educators	Guidance and support from teachers are essential to increase engagement (Nasution et al., 2020)

When students feel that learning English is relevant to daily life, students tend to be more motivated to learn (Candra et al., 2021). Therefore, it is important for educators to relate the learning material to the real experiences of students, so that students can see the immediate benefits of the material being studied. Roda'i et al. (2024) noted that using the Duolingo app not only improves students' language skills, but also increases their motivation to learn. Gamification elements, such as daily challenges, virtual rewards, and a points system, create a fun learning atmosphere and encourage students to continue participating in the learning process (Roda'i et al., 2024). Teaching methods that actively involve students, such as group discussions, role-playing, and the use of technology, can increase their engagement. When students are actively involved in the learning process, they not only become recipients of information, but also contribute to building their own knowledge (Lestari et al., 2024).

One of the advantages of the Duolingo app is its ability to make learning English more interesting and fun. Candra et al. (2021) emphasized that with the interactive approach applied, students become more engaged and motivated to learn. This is due to the fact that students not only passively receive information, but also actively participate in the learning process. Thus, Duolingo is able to create a learning environment that supports student engagement (Candra et al., 2021). Nasution et al. (2020) noted that when teachers provide adequate support, students feel more confident and motivated to participate in learning. Therefore, it is

important for educators to create a learning environment that supports and motivates students so that they can reach their best potential. Additionally, the use of Duolingo in English learning gives students the flexibility to learn at their own individual pace. Students can access the material anytime and anywhere, which gives them the freedom to learn according to their personal needs and preferences. Therefore, Duolingo not only serves as a learning aid, but also as a means to build positive study habits (Nita et al., 2023).

Use of Technology in Education

The use of technology in education has become one of the main pillars in improving the effectiveness and efficiency of the learning process. Advances in information and communication technology provide educators with access to a variety of tools and resources that can enrich students' learning experiences. One app that stands out in this context is Duolingo, which offers a gamification approach that allows students to learn a foreign language in an interactive and fun way. Here are various aspects that show how this application contributes to improving the quality of English learning as shown in table 2

Table 3: Use of technology in education through the Duolingo app

Aspects of Technology Use	Description
Material Accessibility	Duolingo allows students to access learning materials anytime and anywhere, increasing learning flexibility (Nita et al., 2023).
Interactivity	This application offers a gamification approach that makes learning more engaging and interactive for students (Lestari et al., 2024).
Independent Learning	Students can learn independently by choosing materials and difficulty levels that suit their abilities (Roda'i et al., 2024).
Instant Feedback	Duolingo provides direct feedback to students after completing the exercises, helping them understand mistakes (Jusran, 2022).

Skill Enhancement	The use of Duolingo has been shown to improve students' listening, speaking, reading, and writing skills (Budiharto & Syahroni, 2020).
Support for Teachers	The app also provides training and support for teachers in integrating technology into lesson plans (Nasution et al., 2020)

The Duolingo app allows students to learn independently and at their individual pace, providing the freedom to access the material anytime and anywhere (Nita et al., 2023). This flexibility is very important, especially in the context of increasingly common online learning, where students often face challenges in keeping up with conventional learning. Interactivity is another very important aspect. This application offers a gamification approach that makes learning more engaging and interactive for students creating a more engaging learning atmosphere and improving students' language skills (Lestari et al., 2024).

Roda'i et al. (2024) emphasized the importance of using information technology in English learning, especially through the Duolingo application, which supports independent learning. In this context, Duolingo allows students to choose the material and difficulty level that suits their abilities. This approach not only increases students' learning independence, but also provides flexibility in the learning process, so that students can learn according to their individual needs and preferences. The instant feedback provided by Duolingo is also a very useful feature. Jusran (2022) noted that direct feedback helps students understand their mistakes and improve their language skills in real-time. This creates a more dynamic and responsive learning experience.

Improving students' English skills is also a major focus of using Duolingo. Budiharto & Syahroni (2020) showed that this application has proven to be effective in improving students' listening, speaking, reading, and writing skills. Thus, Duolingo not only serves as a learning aid, but also as a means to improve the overall quality of education. Finally, support for teachers is also an important aspect of the use of technology in education. Nasution et al. (2020) noted that this

application provides training and support for teachers in integrating technology into lesson plans, which in turn can improve teaching effectiveness.

Obstacles and Challenges in Using Duolingo

The use of the Duolingo app in English learning offers a lot of potential to improve students' language skills. However, as with the application of technology in education, there are various obstacles and challenges that need to be faced by students and educators. Table 5 provides a summary of the various challenges that can affect the effectiveness of using Duolingo among students and educators

Table 4: Constraints and challenges in using Duolingo

Constraints	Description
Technology Adaptation	Some students have difficulty adapting to new technologies (Nasution et al., 2020).
Internet Access	Limited unstable internet access in some areas (Roda'i et al., 2024).
Device Limitations	Limited technological devices that can be used to access applications (Nasution et al., 2020).
Fluctuating Motivation	Some students may lose motivation if there is no variation in learning methods (Jusran, 2022).

Nasution et al. (2020) noted that not all students can easily switch from traditional learning methods to the use of digital applications, there are a number of students who have difficulty adapting to new technology. This is one of the main obstacles that can hinder the learning process of students. To overcome these challenges, it is important to provide training and mentoring for students and teachers in using the application, so that they can be more confident and effective in utilizing technology. Another significant obstacle is internet access. Roda'i et al. (2024) showed that the limited unstable internet access in some areas can hinder the effectiveness of using Duolingo. Without an adequate internet connection, students cannot access learning materials optimally, which can reduce the benefits of the app. Solutions to these problems can include providing better internet access in schools or communities, as well as the use of apps that can be accessed offline.

Device limitations are also a challenge that needs to be considered. Nasution et al. (2020) noted that not all students have the necessary technological devices to access the Duolingo app, such as smartphones or tablets. This creates a gap in learning opportunities, where students who do not have access to such devices may fall behind in learning English. To address this issue, it is important for schools and educational institutions to provide the necessary devices or facilitate access to devices for underprivileged students. Jusran (2022) noted that some students may lose motivation if there is no variation in learning methods. While Duolingo is designed to engage students through gamification, it is important for educators to integrate various teaching methods to keep student motivation high. Jusran also highlighted the challenges faced in the application of technology in English language learning, including limited access and understanding of technology by students. Therefore, ongoing training and support from teachers are essential to ensure that students can utilize technology effectively.

CONCLUSION

The use of the Duolingo app in English learning at the primary school level shows significant potential in improving student learning outcomes. The app not only provides flexible material accessibility, but also supports self-paced learning through an interactive and fun gamification approach. With features that allow students to choose materials and difficulty levels according to their abilities, Duolingo contributes to building learning independence that is essential for students' academic development. However, despite the many benefits offered, there are several obstacles and challenges that need to be overcome, such as technology adaptation, limited internet access, and device availability. Therefore, it is important for educators to provide adequate support and training so that students can make optimal use of these applications. By overcoming these obstacles, the use of technology such as Duolingo can be more effective in improving the quality of English language learning and preparing students to face challenges in the digital age. Overall, the integration of the Duolingo app in the English learning process can be a strategic step to improve students' language skills, build positive study habits, and prepare them for success in the future.

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