

STUDENTS' EXPERIENCES IN USING DUOLINGO TO IMPROVE THEIR SPEAKING FLUENCY

THESIS

Submitted in partial fulfillment of the requirement for the degree of
Sarjana Pendidikan Islam (S.Pd.) in Teaching English



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ABSTRACT

Al Barru, Afifah Amatullah. (2026). *Students' Experiences in Using Duolingo to Improve Their Speaking Fluency*. A thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya. Supervisor I: Sigit Pramono Jati, Ph.D. Supervisor II: Fahmy Imaniar, M.Pd. Keywords: *students' experiences, Duolingo, speaking fluency*

Duolingo is an English language learning medium that incorporates many gamification elements. One of Duolingo's advantages is that it allows students to gain fluent English speaking experience. However, despite the fact that many studies were discussed on the effectiveness and students' perceptions toward the usage of Duolingo, there are still limited studies that present the particular descriptions of the students' experiences in improving speaking fluency with this application. Therefore, this study aims to describe students' experiences in improving speaking fluency with Duolingo. This study focused on the 22 students of the class of 2023 at SMPN 1 Taman, Sidoarjo, who used Duolingo to explore their experiences, including feelings, perceived benefits, and challenges. This study used a qualitative descriptive method with questionnaires and interviews as data collection, then analyzed descriptively to identify students' experiences in using Duolingo. The results revealed three main findings. First, students have positive feelings towards using Duolingo, such as increased motivation, self-confidence, decreased anxiety, perceived speaking fluency, and enjoyment of the gamification features. Second, during speaking practice, Duolingo helped students increase vocabulary, pronunciation, fluency without long pauses, and the direct feedback feature helped them recognize and correct errors. Third, some students also experienced challenges when practicing speaking using Duolingo, including network constraints, limited speaking practice features, and insufficient feedback. Thus, this study concluded that Duolingo is a learning medium for supporting students' speaking fluency by increasing their motivation, confidence, perceived fluency, and speaking ability. However, improvements in technical aspects and learning features are still needed to optimize the learning experience.

ABSTRAK

Al Barru, Afifah Amatullah. (2026). *Students' Experiences in Using Duolingo to Improve Their Speaking Fluency*. Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Sunan Ampel Surabaya. Pembimbing I: Sigit Pramono Jati, Ph.D. Pembimbing II: Fahmy Imaniar, M.Pd. Kata kunci: *pengalaman siswa, Duolingo, kelancaran berbicara*

Duolingo adalah media pembelajaran bahasa Inggris yang menggabungkan banyak elemen gamifikasi. Salah satu keunggulan Duolingo adalah memberikan siswa pengalaman kelancaran berbicara bahasa Inggris. Meskipun banyak penelitian yang membahas efektivitas dan persepsi siswa terhadap penggunaan Duolingo, penelitian yang mendeskripsikan tentang pengalaman siswa menggunakan Duolingo untuk meningkatkan kelancaran berbicara masih terbatas. Oleh karena itu, penelitian ini bertujuan mendeskripsikan pengalaman siswa dalam meningkatkan kelancaran berbicara dengan Duolingo. Penelitian ini berfokus pada 22 siswa angkatan 2023 di SMPN 1 Taman, yang menggunakan Duolingo untuk mengeksplorasi pengalaman mereka, termasuk perasaan, manfaat, dan tantangan yang dirasakan. Penelitian ini menggunakan metode deskriptif kualitatif dengan memperoleh data dari kuesioner dan wawancara, kemudian dianalisis secara deskriptif untuk mengidentifikasi pengalaman siswa menggunakan Duolingo. Hasil penelitian mengungkapkan tiga temuan utama. Pertama, siswa merasakan hal positif dari penggunaan Duolingo, seperti peningkatan motivasi, kepercayaan diri, penurunan kecemasan, kelancaran berbicara, dan fitur gamifikasi yang tersedia. Kedua, Duolingo membantu siswa meningkatkan kosakata, pengucapan, kelancaran berbicara tanpa jeda panjang, dan umpan balik langsung. Ketiga, beberapa siswa mengalami tantangan saat menggunakan Duolingo, termasuk kendala jaringan, fitur latihan berbicara yang terbatas, dan umpan balik yang kurang mendukung. Dengan demikian, penelitian ini menyimpulkan bahwa Duolingo adalah media pembelajaran bahasa yang dapat mendukung kelancaran berbicara siswa dengan meningkatkan motivasi, kepercayaan diri, kelancaran, dan kemampuan berbicara mereka. Namun, perbaikan dalam aspek teknis dan fitur pembelajaran masih diperlukan untuk mengoptimalkan pengalaman belajar.

MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا (٦)

“Surely with that hardship comes more ease”

– (Surah Al-Insyirah 94:6)



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DEDICATION SHEET

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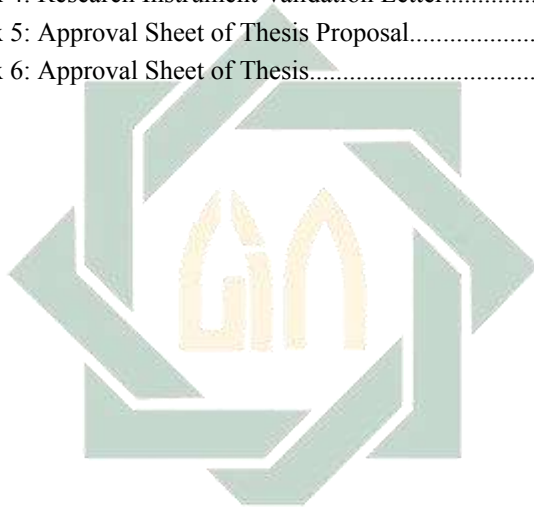
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LIST OF ABBREVIATIONS

SLR	: Self-Regulated Learning
EFL	: English as a Foreign Language
SLA	: Second Language Acquisition



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CHAPTER I INTRODUCTION

In this introductory section, the research background will be explained along with the research questions, study objectives, research significance, scope, and limitations of this study, concluding with definitions of the key terms.

1.1 Research Background

In this modern world, emerging technologies have played a role in improving education. Technology in education could provide opportunities for English learners to practice their English skills. Emerging educational technologies have provided a platform that is interactive, flexible, and easily accessible to every student, anywhere and at any time (Khuluq et al., 2024). In addition, Puspitasari (2023) emphasized that the use of digital devices could encourage speaking skills through more varied and interesting practice activities for students.

However, despite rapid improvements in educational technology, junior high school students' speaking skills remained a significant challenge. Based on the findings of Budiyanto and Ridho (2024), junior high school students still needed supporting media that could increase the frequency and quality of their English speaking practice. This phenomenon needed to be explored in greater depth in terms of the use of language learning media to improve students' speaking skills, especially the fluency aspect.

Among the many educational technologies developed, there is a learning application that has spread widely among students, namely the Duolingo application. Duolingo is a language learning application that uses gamification and a user-friendly approach (Fitria et al., 2023). Most users use this application to develop various language skills and regularly use it in their learning activities (Falahi, 2025). In addition, Fitira also stated that Duolingo provided one of the best features, namely the speaking practice feature. In the speaking practice features, a microphone and direct

feedback from Duolingo were provided to make it easier for students to practice speaking. In this case, the positive impact on students' English speaking skills could be obtained through the speaking feature provided by Duolingo. In line with this, Alfuhaid (2021) stated that reducing students' anxiety when speaking and improving overall English speaking skills can be achieved through the Duolingo application. This showed that the Duolingo application could be a relevant learning medium in helping to improve students' fluent English speaking skills.

Education is incredibly important for both the learning experiences of students and the results of their learning. In the context of learning a language, students' experiences were shaped by their own academic achievement and also by their interaction with technologies and learning tools that helped them in the learning process (Beckman et al., 2014). Students' knowledge, learning technology construction, and their cultural background were all good combinations to help them improve their language.

Students learnt English through the Duolingo program with considerable gamification embedded in it, and the experience of using the Duolingo program, which is partially saturated with game elements, facilitated the acquisition of English as a second language. Deterding et al. (2011) also stated that Duolingo leverages the aspects of gamification, which can make the user feel more motivated and engaged, and the fact that Duolingo is easy to access and can be valuable in the process of learning is also a significant element in successful learning of a language.

Mahbub et al. (2020) further included that Duolingo has an enjoyable, competitive, and interactive engagement that is specific to their personal learning style, which motivated the student to engage in the language learning process. Moreover, Duolingo has contributed to overcoming many difficulties students face, including anxiety in speaking and enhancing the interest of students in speaking English (Syafrizal et al., 2022). Thus, Duolingo's assistance is not limited to the enhancement of the overall learning process of students but also in their English speaking fluency. In

this regard, the previous studies have also emphasized the usefulness and practicality of the Duolingo application in acquiring the English language, with the experience of students using Duolingo being a fact that can be considered in future studies.

The findings of the previous studies have revealed that English learning positively influences the usage of the Duolingo application. Overall, the efficiency of the application in enhancing vocabulary knowledge, motivation of students, and speaking skills has been emphasized in the previous studies. Increased students' confidence and participation in speaking activities were the result of the interactive and enjoyable learning experience created by Duolingo. However, despite the fact that many studies were discussed on the effectiveness and students' perceptions toward the usage of Duolingo, there are still limited studies that present the particular descriptions of the students' experiences in improving speaking fluency with the help of this application. Therefore, this research paper attempted to fill this gap by focusing on the students' learning experiences, such as feelings, benefits, and challenges, through the use of Duolingo regarding improving English speaking fluency.

The use of Duolingo across various grade levels in English learning in Indonesia demonstrated variations between SRL (Self-Regulated Learning) and learning supported by teachers or educational institutions. Narjiani et al. (2026), involved third-semester students in the English Language Education study program at PGRI Delta University in Sidoarjo, demonstrated that Duolingo supports independent practice, learner autonomy, and self-evaluation, but still needed to be combined with the teacher or lecturer guidance in formal learning. Kurniawan and Buriyanti (2024) demonstrated that Duolingo has been integrated into the curriculum at SMP Negeri 4 Laggam as part of the use of technology in English learning Furthermore, Fitria et al. (2023), conducted with high school students in Banda Aceh, and Cahyoningtyas (2024), involved students from various universities in Indonesia, described Duolingo as a flexible learning tool that can

be used independently outside the classroom to support the development of English language skills. Thus, these studies showed that the use of Duolingo in the context of Indonesian education was generally not used for supporting medium both in the school environment and to encourage independent learning outside the classroom.

A similar situation was found at SMPN 1 Taman, Sidoarjo, which was the location of this study. The school was selected based on strong academic considerations. Preliminary research conducted by the researcher over a four month period through a survey at SMPN 1 Taman found that students had a high interest in using technology in learning. However, English language learning still used a traditional approach, namely reading, grammar, and discussing material based on reading, so opportunities to practice speaking were still limited. Therefore, this situation showed the urgency to explore how students can use technology, especially the Duolingo application, as a bridge to gain learning experiences through speaking practice aimed at improving speaking fluency.

Therefore, this research aimed to describe students' responses based on their experiences, including covering their feelings, benefits, and challenges in using the application to improve fluency in English speaking. By focusing on the lived experiences of students, this research gives a deeper insight into how digital gamified applications like Duolingo contributed to language learning beyond measurable outcomes.

1.2 Research Question

In relevance to the research background presented in the previous section, the question that focused on this research was “What are the students' experiences in using Duolingo to improve their fluency in speaking English?”

1.3 Objectives of the Study

Based on the background and research questions provided above, the objective of the study was to describe students' responses

to their experiences in using Duolingo to improve their English-speaking fluency.

1.4 Significance of the Study

The study proved useful to the academic community, particularly regarding this correlation.

1.4.1 For Teachers

This research can be an alternative for teaching students to speak using the Duolingo application. In addition, the educators can be motivated to improve English language skills in students by using the Duolingo application as a learning medium. By using this application, students will find it easier and more interested in learning English, especially in improving English speaking fluency.

1.4.2 For Future Researchers

This study can call for future researchers to explore further ways to improve the English speaking fluency of the app. In addition, this study can provide additional information for future researchers regarding students' experiences in using the Duolingo application. Future researchers can use this study as a reference for research on students' experiences in using Duolingo as a medium to improve their fluency in speaking English.

1.5 Scope and Limitation

To be concise, the scope of this study covered students' experiences in using the Duolingo application to improve speaking fluency in English. This study covers several key points regarding how students' feelings, benefits, and challenges are they encounter while using the Duolingo application. The limitations of this study were the subjects, which only involved 22 students of the class of 2023 in a specific context, and the focus on one application, namely Duolingo.

1.6 Definition of Key Terms

Some key terms would be found in this study. Therefore, the researcher decided to break them down into some operational words for this study, namely:

1.6.1 Students' Experiences

Experience is an individual's impressions of transmitted events, conditions, and phenomena (Manen, 2007). The students' experiences in this study refer to students' perceptions to express their feelings, benefits, and challenges in using the Duolingo application to improve their English fluency.

1.6.2 Duolingo

Duolingo is an application that is designed to assist users and foreign students to learn a new language (Muddin, 2018). Duolingo in this study is a language learning app used by students with features for discussion with other users to improve their English-speaking fluency.

1.6.3 Fluency

Fluency is an individual's communicative competence in language by expressing thoughts clearly, quickly, and accurately (Lennon, 2000). Speaking fluency in this research refers to the students' perceptions of their English speaking fluency, including the changes they feel, and the challenges or comforts that arise with the help of the Duolingo application.

CHAPTER II

REVIEW OF RELATED LITERATURE

The review of related literature explains the theories and previous studies related to the current research topic. This related theoretical review clarifies several terms associated with this research, such as student experience, Duolingo, and fluency in English. In previous studies, the researchers presented related studies that suggest this research should be conducted.

2.1 Theoretical Framework

To be a reference for this study, several literature and theories exist regarding students' experiences using Duolingo to improve their speaking fluency. The theories used include speaking, perceived fluency, students' experiences, and Duolingo, which would be explained below.

2.1.1 Speaking

Speaking is a productive and interactive language skill because it allows a person to express ideas, feelings, and thoughts directly. According to Hughes (2006), voice production, language structure, intonation, facial expressions, and body language are aspects of speaking that can reinforce the meaning of communication. Therefore, the message conveyed by the speaker can be effectively understood by the listener through complex speaking skills that combine linguistic and socio-pragmatic elements.

2.1.2 Perceived Fluency

One of the key aspects of language competence, especially in translators, is fluency. According to Lennon (2000), fluency is the ability to translate thoughts and ideas into a language smoothly, quickly, clearly, accurately, and efficiently. This involves linguistic ability as well as cognitive ability to convey meaning smoothly, with little hesitation, and in a way that can be understood by others. In

Second Language Acquisition (SLA) literature, fluency can be understood not only objectively as aspects of speech, such as speed, pauses, and corrections, but also cognitively and perceptually (Foster, 2020).

According to Segalowitz (2010), fluency is divided into three components, such as cognitive fluency, which is the efficiency of mental processes in producing speech; utterance fluency, which refers to the measurable temporal and articulatory features of speech, namely speech rate, pauses, repairs, etc., and perceived fluency, which refers to the subjective assessment of listeners or learners themselves regarding the fluency of speech based on their impressions of the utterances. In this case, perceived fluency is very relevant to qualitative research, where researchers can find out how students feel about their fluency in speaking, which involves psychological and perceptual aspects.

Measuring fluency does not always have to be through metrics such as syllables per second or the number of pauses, but can be through speech that is considered fluent by listeners with a natural rhythm of delivery (Foster, 2020). In the context of junior high school students using learning applications, perceived fluency allows for the exploration of their subjective experiences, for example, their confidence when speaking, their comfort level when speaking, their perception of fluency, and how they assess their own speaking progress after practice.

Furthermore, the literature shows that creativity in assessing fluency cannot be limited to technical aspects alone, but also includes affective aspects such as anxiety, self-confidence, and the context of interaction, as well as the listener's perception, which plays a major role in how fluency is perceived (Peltonen, 2024). This reinforces the relevance of perceived fluency as the focus of qualitative research that explores the meaning of speaking experiences from the students' perspective, rather than simply measuring

pause time or speaking speed.

Thus, in this study, perceived fluency was viewed as the main theoretical framework for understanding students' experiences in using language learning applications, namely Duolingo. This approach allows researchers to explore students' perceptions of their speaking fluency, including the changes they feel, and the challenges or comforts that arise, so that the research results can capture the subjective and contextual aspects of fluency, in accordance with the descriptive qualitative method chosen.

Although speaking skills include many aspects, this paper concentrated on the aspect of speaking fluency. The methodology was selected based on the fact that the majority of the previous studies have been on linguistic aspects of research, and there are only a few research studies that emphasize fluency based on students' perceptions of their speaking fluency, including the changes they feel, and the challenges or comforts that arise, which is still limited. Thus, the current research aims at addressing this gap by studying the topic of speaking fluency as an important indicator of effective communication skills in learning English as a Foreign Language (EFL).

2.1.3 Students' Experiences

Theories about student experiences have been discovered. In general, experience is the individual's impression of phenomena, conditions, and events that occur throughout their life journey. In the context of education, student experiences can encompass their interactions with the learning environment, teaching methods, and learning aids such as language applications.

Experience is an individual's impression of events, conditions, and phenomena that they experience directly or indirectly (Manen, 2007). In the context of education,

experience is seen as the result of interaction between learners and the learning environment that provides specific meaning for cognitive, affective, and psychomotor development. Experience is not only related to what actually happened, but also to how individuals give meaning, interpret, and reflect on these events. Thus, students' experiences in language learning can be described as their feelings, benefits, and challenges when dealing with various learning media or strategies.

Research by Dewey (1938) stated that experience is something influenced by several core concepts, such as situation, environment, continuity, and time. The understanding of experience is also reinforced by Muliani (2016), who viewed that a person's experience is the reality that someone has encountered in their life. Experience cannot be separated from the context of the place and time in which an individual exists. Experience always takes place in any situation and is connected to the environment. In addition, the concept of continuity explains that experiences are ongoing into the future. Furthermore, Mustafidah (2023) stated that students gain experience by experiencing, feeling, and learning directly. Students' experiences are shaped through the activities they engage in, both in the classroom and outside the classroom by using learning applications. The experiences students acquire through their involvement in using learning applications can reinforce the skills they have learned. Understanding students' experiences also required exploring other interrelated aspects that shape how students interpret and give meaning to a particular activity. Furthermore, the concept of experiences was explained through three interrelated aspects: feelings, benefits, and challenges.

Students' experiences could be obtained through aspects of their feelings when experiencing a phenomenon. According to Manstead et al. (2004), feelings are subjective

experiences that arise when someone recognizes a mental change resulting from an emotion, involving the individual's perception of the accompanying thought processes. Furthermore, Ratcliffe (2008) stated that feelings are fundamental affective states that refer to a person's emotions that involve a sense of presence and connection with the world they experience. In this study, students' feelings can be defined as affective responses or inner states that arise through students' perceptions when they experience a phenomenon, such as feelings of motivation, confidence or comfort during the learning process.

Students' experiences also have benefits which gain from encountering a phenomenon. According to the Oxford Learners Dictionary (n.d.), benefit is defined as an advantage or beneficial effect. Furthermore, the Cambridge Dictionary (n.d.) defined benefit as a good effect obtained by helping or providing assistance. Based on the definition, benefit can be understood as an advantage or positive effect resulting from a particular action, experience, or object. These are also related to the Britannica Dictionary (n.d.), which defined benefit as a good and beneficial effect or result. Therefore, students' benefit in this study can be understood as something that produced positive results and helped students through a particular experience, process, activity, or condition that helps them improve their abilities during the learning process.

Furthermore, students' experiences also include the aspect of challenges, which are difficult tasks or problems Britannica Dictionary (n.d.). In this study, students' challenges can be understood as a difficult problem, condition, or situation. Therefore, the term "challenge" refers to the various difficulties or obstacles students experience during the learning process.

Therefore, experiences are understood as the entire process students face during learning, encompassing three

main aspects: feelings, benefits, and challenges. Feelings indicate the affective responses students experience, and benefits describe the various positive impacts gained from the various difficulties or obstacles encountered during the process. These three aspects are used as a foundation for comprehensively understanding and analyzing students' experiences.

In the context of the current study, the experiences of students are determined by how they interact with the Duolingo application to enable them to improve fluency in speaking English. According to Dewey (1938), students' engagement in using the Duolingo application becomes an experience that occurs with a sense of place, time, and continuity. This is also supported by Mustafidah (2023), who stated that Duolingo can enhance students' experience when using it, thereby creating active participation and emotions or impressions. Overall, the students' experiences can be understood as the feelings, benefits, and challenges they face when using the Duolingo application, accompanied by the existing context of time and place, and occurring continuously.

2.1.4 Duolingo

The concept of SRL introduced by Zimmerman (2002) is the main basis for understanding how students regulate their learning activities independently through planning, monitoring, and self-evaluation. In language learning, this framework emphasizes that students need internal strategies to maintain motivation and assess progress continuously. In line with this, Segalowitz (2010) explains that the improvement of speaking fluency, namely fluency and perceived fluency, is largely determined by cognitive processes such as monitoring, automation, and repeated feedback. These two theories are relevant for assessing how students perceive the benefits of digital

media in improving their speaking fluency, especially when the media is able to provide instant feedback and opportunities for repeated practice.

The improvement of language learning technology began to show a significant impact when applications such as Duolingo emerged as flexible and accessible learning platforms. Jaskova (2014) notes that Duolingo's advantage lies in its cross-device accessibility, such as laptops, tablets, and mobile phones, so that users can learn anytime and anywhere, in accordance with the principles of learning regulation. Furthermore, Munday (2016) emphasizes that the interactive interface and user-friendly design make Duolingo not only a language learning tool but also an enjoyable and motivating medium. During this period, Duolingo began to be understood as an adaptive learning platform that encourages students' independent participation in language learning activities.

Subsequent research shows an increase in the adoption of Duolingo globally. Cerone and Zhaxenbayeva (2018) note that Duolingo's popularity, used by more than 120 million people, is driven by its interactive and entertainment-based presentation. This interactivity strengthens student engagement and makes it easier for them to maintain self-discipline in language learning. Furthermore, research by Syafrizal et al. (2022) emphasizes that Duolingo covers four language skills, such as listening, reading, writing, and speaking, so that users can improve their language abilities holistically. Exercises such as listen-and-repeat, shadowing, and pronunciation practice help junior high school students build their perception of their improved speaking fluency. At this stage, Duolingo becomes more clearly visible as a medium that supports independent learning experiences and measurable progress for young users.

In the latest technology-based language learning,

Fathi et al. (2024) emphasize that Duolingo plays a significant role in improving self-regulated learning because of its features that support independent planning, management, and evaluation. Daily targets, automatic reminders, and instant feedback enable students to maintain a consistent learning rhythm according to their capacity. Duolingo can be positioned as a regulated learning medium because it provides space for students to set goals, monitor progress, adjust strategies, and build perceptions of fluency independently.

Based on developments in learning technology, SRL theory, and empirical evidence regarding the effectiveness of Duolingo, it can be concluded that this application deserves to be positioned as a regulated learning medium. Duolingo provides a learning structure that allows students to set their own goals, pace, and learning strategies through gamification features, automatic feedback, and flexible accessibility. For school students, Duolingo not only serves as an application for learning four language skills, but also as a platform that encourages self-regulation in learning. The combination of gamification design, flexibility of use, and self-evaluation mechanisms makes Duolingo an effective tool in building a focused, structured learning experience that supports the improvement of students' perceived speaking fluency.

2.2 Previous Studies

Several previous studies have focused on the role of digital media in supporting English language learning. Starting with studies on the effectiveness of Duolingo to increase students' motivation to learn English, conducted by Pamuji (2019). The study was aimed at eighth grade students at the Kyai Hasyim Junior High School. The study is a quantitative method that collects data from questionnaires and observes course progress in Duolingo. The questionnaire is designed to gather information about students'

reactions toward the usage of the Duolingo application. Observing consists of two parts: the first is a pre-test to determine the initial abilities of students in English, and the second is a post-test to measure the improvement in students' English language skills. Research results show that the use of the Duolingo application can enhance the motivation of eighth grade students at Kyai Hasyim Junior High School in learning English. Most of the students acknowledge that Duolingo motivates them as it offers a new, enjoyable way to learn English that is engaging and does not make the learning process boring and stressful, according to questionnaire data. The study found positive results from Duolingo's role in enhancing the motivation of students to learn English.

The study conducted by Tuong and Dan (2024) explored the use of the Duolingo application to help improve EFL students' listening comprehension. The study examined how Duolingo features, such as listening exercises, podcasts, stories, and gamification, can help students improve their English listening skills. The study used a literature review method by analyzing various studies and theories related to Mobile-Assisted Language Learning (MALL). The research findings showed that Duolingo helped improve learning motivation, vocabulary mastery, pronunciation, and the ability to understand various accents and conversations in English. Furthermore, the audio, podcast, and stories featured in Duolingo help students practice listening in a more interactive and flexible way. However, the study also identified several challenges, such as limited feedback, a lack of real-time interaction, and internet network constraints when using the application. Thus, the study showed that Duolingo was an effective digital learning medium to support the improvement of EFL students' listening comprehension skills.

Mahbub et al. (2020) explored the perceptions of English instructors and students regarding the use of Duolingo in speaking proficiency in English. The study was aimed at one English instructor and ten learners from one of the private Madrasah Aliyah in Situbondo, Indonesia. The study uses explanatory methods by

combining qualitative and quantitative data. The study uses anonymous questionnaire instruments to collect data related to the integration of Duolingo in learning. Another instrument is interviews to obtain a better insight into the perceptions of instructors and students towards Duolingo's features and the challenges they face when using it. Research results show that participants view Duolingo as having a positive impact on the learning process to speak English. Instructors and several students stated that this application is very helpful in managing class assignments and assessments. However, there were also some participants who reported shortcomings in the use of the application.

The next study conducted by Kurniawan and Buriyanti (2024) explored students' perceptions of speaking activities using the Duolingo application. The study was aimed at VIII grade students at SMP Negeri 4 Langgam to explore their perceptions of the use of Duolingo in improving speaking skills. The study used the quantitative description method with a population of 2 classes totaling 37 students, with a total sampling technique for sampling. The study collected data using a questionnaire as a research instrument that was analyzed using SPSS 21 and Microsoft Excel. Research results found that students gave positive perceptions of the use of the Duolingo application to help their speaking practice activities, with a percentage of 67.5%. In addition, students considered Duolingo easy to use, helped increase confidence in speaking English, provided interesting features, and provided flexibility to learn anytime and anywhere. Thus, the study showed that Duolingo is a learning medium that can support English speaking activities and provide a positive learning experience for students.

The study was conducted by Syafrizal et al. (2022), explored students' perceptions of improving their speaking ability when using the Duolingo application. The study was aimed at 27 tenth-grade students at a school in Banten to explore their perceptions of Duolingo's use in speaking lessons. The study used a

qualitative method with an ethnomethodological design to collect data through questionnaires and students' responses. The research findings showed that most students had positive perceptions of Duolingo's use as a medium for speaking lessons. Furthermore, students stated that Duolingo helped increase learning motivation, enrich vocabulary, improve speaking skills, and was easy to use in the learning process. However, some students still experienced difficulties in understanding the words they heard and capturing pronunciation during listening and speaking exercises. Thus, this study showed that Duolingo was a learning medium that can help students improve their English speaking skills and provide a more engaging and effective learning experience.

The next study explored the use of the Duolingo application as a pronunciation practice tool for EFL students, conducted by Narjiani et al. (2026). The study aimed at 21 third semester students in the English Language Education Study Program at PGRI Delta University in Sidoarjo explored students' perceptions of using Duolingo to improve their pronunciation skills. The study used a descriptive-qualitative method, collecting data through closed-ended and open-ended questionnaires and semi-structured interviews. The research findings showed that Duolingo helped improve students' pronunciation, self-confidence, learning motivation, and ability to recognize and correct pronunciation errors through repeated listening and speaking practice. Furthermore, gamification features such as points, levels, and interactive exercises made students more motivated and comfortable in practicing pronunciation. However, the study also identified several challenges, such as inaccurate voice recognition, a lack of clear phonetic guidance, and limited pronunciation practice at the sentence level. Thus, the study showed that Duolingo was an effective learning medium to support students' pronunciation practice, especially when used as a complement to learning with teachers.

The next study conducted by Fitria et al. (2023) explored the use of the Duolingo application to help improve English

speaking skills. The study was aimed at 20 students in a high school in Banda Aceh to explore students' perceptions of the use of Duolingo in improving their English speaking skills. This study employed qualitative-descriptive research methods to collect data in the form of questionnaires and interviews. The study findings were then computed with the help of percentages, which revealed that the English-speaking abilities of the students were enhanced by the application of the Duolingo app. Moreover, with 90 percent positive feedback from students, it demonstrates that there are other points, e.g., pronunciation, grammar, and speaking fluency, which may be enhanced considerably with the help of the Duolingo application. Thus, this paper shows that Duolingo is the tool that will enable students to enhance their level of speaking English and fluency.

The next study was carried out by Niah and Pahmi (2019), who explored the efficiency of the Duolingo application in assisting in enhancing speaking and listening capabilities. The study aimed at 58 eight-grade students at the Al-Hafid IT Pekanbaru. It was a qualitative study with a one-group pretest-posttest design and the ASSURE model (Analyze, State, Select, Utilize, Require, and Evaluate) to collect the data. The results of research indicate that the Duolingo application is effective in enhancing the speaking and listening abilities of SMP IT Al-Hafid Pekanbaru students. Statistical analysis showed the calculated t-values, proving that Duolingo was effective in improving both skills. Furthermore, the application provides flexibility for students to learn anytime and anywhere and helps teachers monitor students' progress. Thus, the research experiment demonstrated that Duolingo is effective in assisting the media in improving the English speaking and listening skills of students.

A study conducted by Kusumadewi (2018) explored the effect of Duolingo on students' English vocabulary mastery at the Omega Sains Institute. The study examined how using the Duolingo application as a technology-based learning medium can help students improve their English vocabulary mastery. The study used a quantitative method with an experimental design involving one

group through the administration of a pre-test and post-test. Data were collected using a vocabulary test to measure students' abilities before and after using Duolingo in the learning process. The research findings showed that the use of Duolingo has a positive effect on improving students' vocabulary mastery. The analysis results showed an increase in scores after students used Duolingo as a learning medium. In addition, the use of Duolingo made the learning process more interesting, interactive, and encouraged students to study independently. Thus, the study showed that Duolingo was an effective digital learning medium to support students' improvement in English vocabulary mastery.

The research by Alfuhaid (2021) explored the effectiveness of the application of the Duolingo app to EFL classroom members in enhancing their speaking skills. The study was aimed at 28 Saudi male students studying at the Sharia Institute. The study used a quantitative method that divided the participants into two groups: the control group and the experimental group. The study collected data through a post-test to conduct a valid comparison between the two groups. Research results show that the Duolingo application can improve the speaking proficiency and overall language skills of the participants. In addition, the positive responses from the participants showed that Duolingo helped the participants alleviate their anxiety while speaking.

The next study explored the role of Duolingo in improving students' speaking skills, conducted by Budiyanto and Ridho (2024). The study was aimed at eighth grade students at SMPN 46 Palembang. The study used a quantitative method with a quasi-experimental design involving a control group and an experimental group. The study had 120 students as the population and 60 students as the sample selected using a random sampling technique. Data collection used a speaking test and data analysis with a dependent and an independent sample t-test. Research results show that Duolingo is effective in helping students improve speaking skills through t-tests. In addition, this study provides

results that Duolingo provides increased engagement, immediate feedback, and personalized learning to students.

The research by Tias et al. (2026) explored the use of the Duolingo application to help improve students' English speaking skills in EFL classes. The study focused on how Duolingo's features, such as pronunciation exercises, voice-based exercises, and gamification systems, can improve students' motivation and speaking skills. The study used a literature review method by collecting and analyzing various sources related to the use of language learning applications. The research findings showed that students' pronunciation, speaking fluency, confidence, and vocabulary mastery in using English can be improved with the help of Duolingo. In addition, gamification features such as daily challenges, levels, and points made the learning process more engaging and enjoyable, thus students can be motivated to practice speaking independently. The study also found that the application provides voice-based exercises, which can help students reduce their anxiety when speaking English because they can practice anytime without fear of making mistakes. Thus, the study shows that Duolingo is an effective digital learning medium to support the development of students' English speaking skills in EFL classes.

Next, a study conducted by Khomariyah and Ekowijayanto (2025) explored the use of the Duolingo application to help improve the English speaking skills of EFL students at Zain Academy. The study was aimed at 16 EFL students and employed a qualitative research method with a case study design through interviews, observation, and documentation. The research findings showed that Duolingo helped improve students' confidence, pronunciation, vocabulary mastery, and ability to construct simple sentences. Furthermore, the gamification feature and voice-based exercises in Duolingo helped increase learning motivation and reduce students' anxiety when speaking English. However, the study also found several limitations, such as a lack of two-way interaction and students' difficulty constructing complex sentences. Thus, the study

indicates that Dulingo is an effective digital learning medium to support the development of EFL students' English speaking skills.

The study conducted by Purwanto and Syafryadin (2023) investigated the perceptions of students about using the Duolingo application to learn English vocabulary; the sample of this study was 25 students of the E grade class, the 8th grade, Madrasah Tsanawiyah 01 Darussalam Kepahiang. Data were collected through the use of tests, questionnaires, and interviews, which were processed with the help of qualitative analysis. The findings of this research indicate that learners believe that they were assisted in learning and comprehending the English vocabulary through the Duolingo application. Besides, students expressed favorable attitudes towards applying the Duolingo application, and it encouraged them to acquire English words in an engaging manner.

Next, a study conducted by Cahyoningtyas (2024) explored students' perceptions of using the Duolingo app to improve English vocabulary mastery. The study was aimed at 30 students from various universities in Indonesia to explore their experiences and perceptions of Duolingo's effectiveness in learning English vocabulary. The study used a mixed-method approach with questionnaires and interviews as a way of collecting data. The findings of the study showed that 85.95% of students had a positive perception of using Duolingo in improving English vocabulary mastery. Furthermore, students considered the gamification features, repetition system, immediate feedback, and flexibility of learning anytime and anywhere to help them remember and understand vocabulary much better. However, the study also found several challenges, such as limited internet access and devices, sometimes ambiguous translations, and a lack of in-depth grammar explanations. Thus, the study showed that Duolingo was an effective learning medium to help students improve their English vocabulary mastery in a more engaging and flexible way.

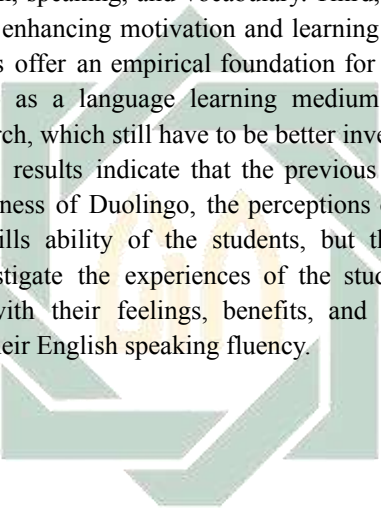
Another study conducted by Bellinda et al. (2025) explored the use of the Duolingo application to help improve EFL students' English vocabulary mastery. The study aimed to explore the

perceptions of eight junior high school students in Karawang regarding the benefits, challenges, and their responses to using Duolingo in learning English vocabulary. The study used a qualitative-descriptive research method with a case study design through classroom observations and semi-structured interviews to collect data. The study findings were analyzed using thematic analysis and showed that Duolingo helps improve students' vocabulary mastery through its interactive, easy to access, multimodal learning features, contextual, and flexibility to use at any time. Furthermore, students also felt more motivated and enjoyed the learning process due to gamification elements such as levels and daily challenges. However, the study also found several obstacles, such as limited features on free accounts and internet connection problems. Thus, this study showed that Duolingo is an effective and engaging learning medium that can improve EFL students' motivation and English vocabulary skills.

The last research by Puspitasari et al. (2025) explored the use of the Duolingo application as a vocabulary learning medium based on Mobile-Assisted Language Learning (MALL). The study was aimed at students from various disciplines in Indonesia to explore the experiences, benefits, challenges, and forms of learning independence that developed through the use of Duolingo. The research used a qualitative method with a case study design through observation and in-depth interviews. The research findings showed that Duolingo helped students improve their English vocabulary mastery, learning motivation, and independence in managing their learning goals, time, and strategies. In addition, the gamification feature in Duolingo encouraged students to learn flexibly according to their individual academic needs. However, the study also found several challenges, such as a lack of authentic context and limited features in the free version. Thus, the study showed that Duolingo was an effective learning medium in supporting vocabulary development and student learning independence, although it still requires social and academic support for the learning process to take place optimally.

The previous studies on the application of Duolingo in language learning have focused on three primary areas. The first one is the perceptions towards Duolingo, especially for speaking and vocabulary learning among the students. Second, the usefulness of Duolingo to develop language skills, especially for listening, pronunciation, speaking, and vocabulary. Third, the effectiveness of Duolingo in enhancing motivation and learning engagement. These three aspects offer an empirical foundation for the implementation of Duolingo as a language learning medium and uncover gaps within research, which still have to be better investigated.

The results indicate that the previous studies focused on the effectiveness of Duolingo, the perceptions of students, and the language skills ability of the students, but the current research results investigate the experiences of the students in the use of Duolingo, with their feelings, benefits, and their challenges in improving their English speaking fluency.



UIN SUNAN AMPEL
S U R A B A Y A

CHAPTER III

RESEARCH METHOD

This chapter will clarify the research methodology used to investigate the application of the Duolingo application in the acquisition of English-speaking fluency based on the experience of the students. The research design, the role of the researcher, the research setting, data sources, instruments, data collection procedure, data analysis procedures, and trustworthiness to uphold the validity of the research findings were also explained in this chapter. Finally, the research phases were described in an attempt to show a logical and clear procedure.

3.1 Approach and Research Design

The study has a qualitative research approach as its research design. In the book by Creswell (2012), it is stated that in qualitative research, researchers collect data to learn from the participants in the study and develop a form or protocol to record data during the research process. Qualitative research studies the conditions of the underworld that represent the views and perspectives of society, encompassing contextual conditions that provide insight into existing circumstances, and strives to use various sources of evidence rather than relying on just one source. This research aimed to explore students' experiences with the use of the Duolingo application to improve English speaking fluency. These students' experiences would provide perceptions and impressions to express their feelings, benefits, and challenges while using Duolingo to enhance their fluency in speaking English. With that aim, the selection of a qualitative design aligned with the purpose of the research.

3.2 Research Presence

In this study, the researcher acted as a facilitator who guided participants in completing questionnaires and participating in semi-structured interviews. The role of the facilitator was intended to create a comfortable atmosphere, maintain participant

openness, and ensure that the data obtained remains consistent and accountable. This is in line with DeJonckheere and Vaughn (2019), who emphasized the importance of maintaining a balance between relational closeness and scientific rigor in qualitative interviews. Thus, the researcher did not act as a judge, but rather encouraged participants to express their feelings, benefits, and challenges honestly and openly.

3.3 Research Location

This research was conducted at State Junior High School 1 Taman, Sidoarjo Regency, which was the main location for data collection. This school was chosen based on its accessibility to researchers and their previous experience in teaching guidance activities in that school environment. These conditions provided an initial understanding of the learning process that was taking place, making it easier for the researcher to identify the context of Duolingo's use in the classroom. The school environment, which actively integrates learning technology, was also a reason for choosing this location, as it supported the research needs related to the use of Duolingo as a medium for improving English speaking skills.

3.4 Data and Source of Data

3.4.1 Data

Referring back to the research question in this study, the data needed are students' responses based on their experiences, including feelings, benefits, and challenges in using Duolingo to improve English speaking fluency.

3.4.2 Source of Data

The source of data to answer the research questions was obtained through 22 students of the 9th grade at State Junior High School 1 Taman, Sidoarjo, who have used the Duolingo application.

3.5 Data Collection Technique

Various techniques can be used in the qualitative research data collection process. According to Creswell (2012) these data collection techniques included observations, interviews, questionnaires, documents, and audiovisual materials. However, this study used questionnaires and interviews as the main data collection techniques. These two techniques were chosen to obtain a more comprehensive understanding of students' experiences in using the Duolingo application to improve their speaking fluency.

Initial data was collected through a questionnaire with closed-ended questions given to 22 students at State Junior High School 1, Taman, Sidoarjo. This questionnaire was used to obtain basic information about Duolingo usage patterns and students' experiences based on their feelings, benefits, and challenges. The closed-ended questions have been selected so that students' answers would remain focused and relevant to the scope of the study. The questionnaire was completed offline in the presence of the researcher at the place of the study and was distributed through WhatsApp to facilitate student access. The researcher served as a facilitator for students who had difficulty comprehending the questionnaire.

Furthermore, 5 students among the questionnaire respondents who have been recommended by their English teachers based on their active participation in English class would become semi-structured interview respondents. These interviews are aimed at exploring the experiences of the students in more detail, their feelings, the benefits, and challenges during the use of Duolingo. The interviews were online through the Zoom Meeting platform and were divided into two sessions, with each session taking 30-40 minutes of time and three people. To get more genuine and detailed data, the interviews were held with the help of an Indonesian language interpreter.

This research was conducted using both questionnaires and semi-structured interviews at the data collection level, with the hope that a diverse range of data would be obtained in the quantitative

and qualitative dimensions. In addition, the data obtained provides a deeper understanding of students' experiences in improving their English speaking skills through the Duolingo application.

3.6 Research Instruments

The research instrument in this study was designed to investigate students' real experiences in using the Duolingo application to improve their English speaking fluency. According to Manen (2007), revealing how individuals feel, interpret, and understand their involvement in a phenomenon is a real experience that is at the core of qualitative research. Therefore, this study focused on three main dimensions of students' experiences, namely the feelings, benefits, and challenges they encounter while using Duolingo, supported by research tools in the form of closed-ended questionnaires and semi-structured interviews.

3.6.1 Questionnaire

In this qualitative research, a closed-ended questionnaire would not be used to generate quantitative data for generalization, but as a supporting instrument to obtain an initial picture of students' responses regarding the experiences in using the Duolingo application in improving fluency in English. This model was chosen to provide a data framework that could enrich the analysis of in-depth interview results while maintaining the focus of the research.

A questionnaire based on this study was developed through the three major dimensions, which are feelings, benefits, and challenges. Students have responded, and their answers were placed into a five-point Likert scale: Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), and Strongly Disagree (1). It is a scale that was used to ease the interpretation of response patterns, after which semi-structured interviews are conducted.

The tool was likely to give quantifiable answers to the feelings, benefits, and challenges students have using

the Duolingo application to assist them in improving their English speaking fluency.

3.6.2 Interview

Interviews helped to obtain a better understanding of the experience that students go through whenever they use the Duolingo application to work on English speaking fluency. Through this approach, the students can share their experiences in an adaptable and free manner without losing focus due to the interview guidelines.

The respondents of the semi-structured interviews were five students who were selected based on their active participation in English class and were recommended by the English teacher. The perceived benefits, challenges, and feelings of students using Duolingo to practice speaking became the primary focus during the interviews. The interviews were conducted online through the Zoom Meeting platform in two sessions, each session taking 30–40 minutes for three participants. The interview process has been conducted using the Indonesian language, so as to produce more authentic, in-depth, and comprehensive data.

3.7 Data Analysis Techniques

The analysis of data in this study was conducted to answer the research focus regarding students' experiences in using the Duolingo application to improve their English-speaking fluency. The research data were obtained through two instruments, namely a closed-ended questionnaire and a semi-structured interview. Thus, the analysis techniques used were adjusted to the characteristics of each data set.

3.7.1 Questionnaires

The questionnaire data were in the form of closed-ended Likert scale responses. In line with the descriptive qualitative approach of this study, the questionnaire analysis was not conducted using inferential statistical techniques, but rather treated as descriptive data

that provides a general overview of the students' response patterns. Referring to Creswell and Creswell (2018), the aim of descriptive analysis is to present patterns of respondents' answers that can strengthen qualitative interpretations. The analysis of the questionnaire steps would be as follows:

1. Reduced the data that was not relevant to the objective by checking the completeness and consistency of the respondents' answers.
2. Categorized the answers by grouping the Likert scale responses into “Feelings,” “Benefits,” and “Challenges” categories to facilitate interpretation.
3. Descriptive summaries that present the trends in respondents' answers to each question item (e.g., the majority of feelings).
4. Qualitative interpretation by linking questionnaire response trends in each dimension (feelings, benefits, challenges) to the research focus.

3.7.2 Interview

According to Braun and Clarke (2006), thematic analysis techniques were used to identify emerging themes in research, such as respondents' experiences, behaviors, and perceptions. Thematic analysis techniques would be used in qualitative research because they are systematic and transparent. Thus, this research used thematic analysis techniques with data collection using interview and questionnaire instruments. The researcher analyzed the data using thematic analysis techniques as follows:

1. Recording data
After filling out the questionnaire, the researcher conducted an interview and recorded the data during the interview process.
2. Transcribing
The interview data obtained were transcribed into raw data. After that, the transcribed data were translated into English. The transcription and

translation processes were carried out together.

3. Reading

The translated data was read by the researcher thoroughly and comprehensively.

4. Coding

After reading, the data obtained was used to generate an initial code based on its content. In the initial coding stage, researchers conducted manual coding using color coding for each data unit with a similar meaning. The use of color code facilitates the process of grouping codes into potential themes, as suggested by (Braun and Clarke, 2006). The initial codes used include “MT” (Motivation), “AX” (Anxiety), “CF” (Confidence), “PF” (Perceived Fluency), “GM” (Gamification), “VC” (Vocabulary), “PR” (Pronunciation), “FD” (Feedback), “SP” (Speaking Without Long Pauses), “TC” (Technical Constraints), “LF” (Limited Speaking Practice Feature), “IF” (Insufficient Feedback on the Duolingo).

5. Thematizing

The coded data were classified into 3 major themes, namely “feelings,” “benefits,” and “challenges.”

6. Concluding

Data that have been classified into themes were processed in accordance with the theories and research objectives.

3.8 Trustworthiness

This research used a qualitative research method that has good value if the data obtained is valid. In ensuring data validity, appropriate techniques were needed to evaluate all data that had been collected and analyzed using triangulation. According to Creswell (2012), data collection methods for studying aspects of human behavior were the essence of triangulation. Data on students' experiences in using Duolingo were collected through

questionnaires and interviews as data triangulation. Therefore, these two data collection methods would ensure the validity of this study.

3.9 Research Stages

This research was conducted through several interrelated stages, as follows:

1. In the first stage, the researcher formulated a clear research focus, namely to investigate students' experiences in improving their fluent English speaking skills with the help of the Duolingo application.
2. The researcher requested permission from the school to conduct research on 22 students based on observations made while assisting with teaching at State Junior High School 1, Taman, Sidoarjo. After obtaining permission, the researcher also prepared research instruments in the form of questionnaires and semi-structured interview guidelines.
3. The questionnaire was distributed online through the class captain using WhatsApp social media, and the researcher was present there as a facilitator. The questionnaire consisted of closed questions (Likert scale: strongly agree, agree, neutral, disagree, strongly disagree). The respondents who filled out the questionnaire were 22 students who had used the Duolingo app.
4. After the questionnaire data were obtained, the researcher asked the teacher for permission to recommend 5 students based on their active participation in English class for further interviews. The interviews were conducted online via Zoom Meeting in two sessions, each lasting 30-40 minutes. The researcher also asked for permission to record the interviews.
5. Data obtained from questionnaires were tabulated and organized. Interview data were transcribed verbatim to maintain the authenticity of the information.
6. After the data were organized, they were analyzed using two approaches:
 - a. Questionnaire data were analyzed using a qualitative

descriptive analysis approach (Creswell and Creswell, 2018).

- b. Interview data were analyzed using thematic analysis through a process of coding, theme identification, and interpretation (Braun and Clarke, 2006). For example, the codes “MT” (Motivation) and “AX” (Anxiety) are then grouped into themes such as “Feelings.”
7. The next step of the research stage was data validation. Data validation was carried out by comparing the findings from the questionnaire and interviews, which used aspects of credibility through data triangulation techniques (Creswell, 2012).
8. After analyzing these themes, the main findings regarding students’ experiences, including feelings, benefits, and challenges encountered when improving English speaking skills using Duolingo, were compiled by the researcher into a conclusion. The research results were then reported in the form of a thesis in accordance with the academic writing system.

UIN SUNAN AMPEL
S U R A B A Y A

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter will present the findings and discussion of the research process related to students' experiences in using Duolingo. The main objective of this study is to describe how students experience using Duolingo to improve their fluency in speaking. The researcher explains and presents the data obtained as part of the findings. After explaining and presenting the data obtained, it will be discussed in more depth in the discussion section.

4.1 Findings

This section presents the research findings obtained from 9th-grade students at SMP Negeri 1 Taman, Sidoarjo. The research findings in this chapter focus on the students' experiences in using Duolingo, which include aspects of feelings, benefits, and challenges in improving their English speaking fluency. The data in this chapter were obtained from two primary sources: (1) questionnaire data, which provides a general overview of student perceptions, described descriptively, and (2) interview data, which provides a more in-depth explanation of students' experiences using applications to improve their speaking fluency. Therefore, the findings presented in this chapter are the result of triangulation between questionnaire and interview data, providing a more comprehensive picture of students' perceptions, particularly regarding students' feelings, students' benefits, and students' challenges.

Students' experiences when using Duolingo to improve their speaking fluency demonstrate variation in the learning process and outcomes. These differences in experience are divided into three sections, including students' feelings, students' benefits, and students' challenges. In regard to students' feelings while using Duolingo, such as increased motivation, increased confidence, decreased anxiety, enjoyed gamification features, and perceived speaking ability. Furthermore, students have perceived benefits

while speaking practice, such as improved vocabulary, improved pronunciation, perceived speaking fluency without long pauses, and direct feedback from Duolingo. In addition, students have various challenges encountered during the speaking practice process, such as technical constraints, speaking practice feature limitations, and insufficient feedback. In this study, students' experiences were analyzed based on data obtained through questionnaires and interviews to provide a deeper understanding of the use of Duolingo as a medium for speaking learning. Thus, the results from the questionnaires and interviews are presented as follows:

4.1.1 Students' Feelings in Using Duolingo for English Speaking Practice

This section presents the descriptive results from the elaboration of questionnaires and interviews regarding students' feelings about using Duolingo. These findings of the feelings were increased motivation, increased confidence, decreased anxiety, enjoyment of gamification features, and perceived speaking ability, which will be explained in this section.

Figure 4.1. Questionnaire results for Motivation

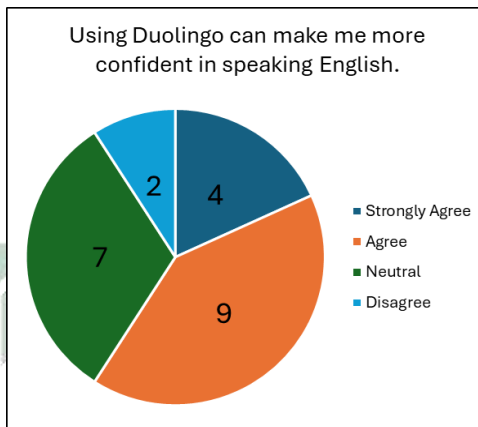


Based on the chart above, nine students strongly agreed that Duolingo motivated them to practice speaking English, six students agreed that Duolingo motivated them to practice speaking English, seven students chose neutral responses that Duolingo motivated them to practice speaking English, and there were no negative responses regarding the statement that Duolingo motivated them to practice speaking English. From this data, it was concluded that most students agreed that Duolingo motivated them to practice speaking English. The notion above was also supported by one of the students who highlighted the feelings of motivation during the interview section below.

“When I use Duolingo, it motivates me to speak English. That is because I want to be more fluent when speaking in English.” (S1)

Based on the questionnaire data and interview results, it can be concluded that using Duolingo has a positive influence on students' motivation to practice speaking English. The majority of students agreed that Duolingo encouraged them to be more motivated to practice speaking. Interview results also showed that students felt encouraged to speak more after using Duolingo as a learning medium. Overall, it can be concluded that Duolingo can be seen as a language learning medium that can increase students' motivation to practice their English speaking.

Figure 4.2. Questionnaire results for Confidence



The data from the graph above showed that four students strongly agreed that Duolingo helped them become more confident in speaking English, nine students agreed that Duolingo helped them become more confident in speaking English, and seven students were neutral towards the statement. Meanwhile, two students disagreed that Duolingo helped them become more confident in speaking English, and no students strongly disagreed with the statement that Duolingo helped them become more confident in speaking English. The data above revealed that most students in the class agreed that Duolingo helped them become more confident in speaking English. This sentiment was also echoed during the interview, one student shared that they felt “more confident”.

“Yes, I feel more confident when practicing speaking with Duolingo.” (S1)

Meanwhile, another student thought that it only made them “quite confident”.

“...but, since using Duolingo for speaking practice, I have felt quite confident, because it still convoluted” (S2)

Based on the findings from the questionnaire data, the majority of students gave positive responses and agreed that Duolingo helped them become more confident in speaking English. These findings were also supported by the interview data, although there were variations in views regarding the level of influence of using Duolingo in helping them become more confident in speaking English. One student agreed that Duolingo could help them become more confident in speaking English, while another student felt that Duolingo only helped them become quite confident in speaking English. Overall, it can be concluded that Duolingo is a language learning medium that can help students become more confident in speaking English, although the interpretation of its help on their confidence can differ from one student to another.

Figure 4.3. Questionnaire results for Anxiety



Based on the graph of questionnaire data above, two students who strongly agreed that they felt anxious when using Duolingo to practice speaking English, three students agreed that they felt anxious when using Duolingo to practice speaking English, and two students were neutral about the statement that they felt anxious when using Duolingo to practice speaking English. Meanwhile, four students disagreed that they felt anxious when using Duolingo to practice speaking English, and eleven students strongly disagreed that they felt anxious when using Duolingo to practice speaking English. From the data gathered, it can be said that the majority of students agreed that they did not feel anxious when using Duolingo to practice speaking English. However, data from the interview later revealed that there was a student who did experience anxiety while practicing speaking using the app.

“There’s definitely anxiety during practice. If I do not know the vocabulary, I definitely feel anxious about practicing speaking.”
(S1)

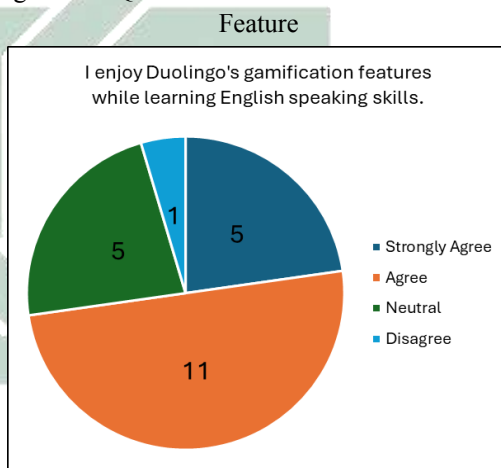
The above notion was also supported by other students who experienced anxiety while practicing speaking using the app.

“...but sometimes when I do not understand the vocabulary, I feel anxious when practicing speaking with Duolingo.” (S2)

The questionnaire results revealed that the majority of students did not experience anxiety when using Duolingo to practice speaking English. However, these findings differed from the interview

results, which showed that some students still experienced anxiety when using Duolingo to practice speaking English. Therefore, it can be concluded that most students do not view Duolingo as a learning medium that can cause anxiety when practicing speaking English.

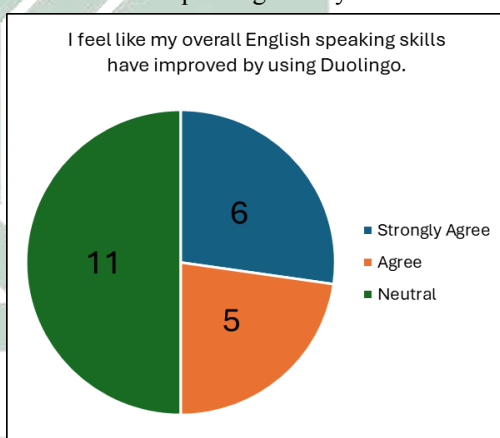
Figure 4.4. Questionnaire results for Gamification



Another thing to point out from the questionnaire results was that five students strongly agreed about the statement that they enjoyed Duolingo's gamification features when practicing speaking English, eleven students agreed about the statement that they enjoyed Duolingo's gamification features when practicing speaking English, and five students were neutral about the statement that they enjoyed Duolingo's gamification features when practicing speaking English. Meanwhile, one student disagreed about the statement that they enjoyed Duolingo's gamification features when practicing speaking English, and no students strongly disagreed

about the statement that they enjoyed Duolingo's gamification features when practicing speaking English. From the data obtained, it was concluded that the majority of students agreed that they enjoyed Duolingo's gamification features when practicing English.

Figure 4.5. Questionnaire results for Perceived Speaking Ability



In regard to the aspect of feeling, the data obtained shows that six students strongly agreed that their overall English speaking skills improved when using Duolingo, five students agreed that their overall English speaking skills improved when using Duolingo, eleven students were neutral about the statement that their overall English speaking skills improved when using Duolingo, and no students disagreed or strongly disagreed with the statement. From these data, it was concluded that the majority of the students reported feeling neutral regarding the statement that their overall English speaking skills improved when using Duolingo. The notion above

was also supported by one of the students (S1), who shared that their fluency has improved a bit despite sometimes feeling confused when practicing speaking using Duolingo.

“I feel a little bit more fluent, but sometimes I still get confused when trying to answer.”
(S1)

Based on the data from the questionnaire and interviews, it can be concluded that most students felt neutral about their improved English speaking skills when using Duolingo. However, interview data also revealed that students felt a little bit more fluent when practicing speaking using Duolingo. Overall, it can be concluded that practicing speaking using Duolingo significantly helps students improve a bit of fluent English.

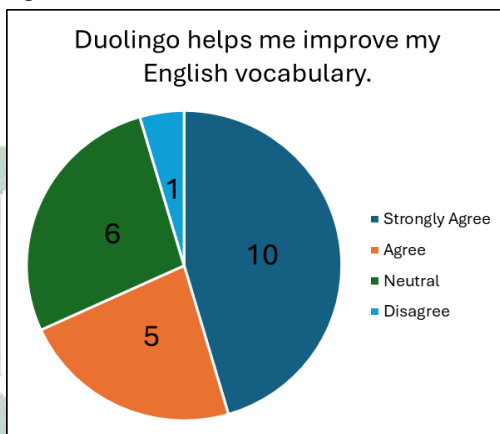
Overall, the findings on students’ feelings when using Duolingo showed that Duolingo is an English language learning medium that helps them practice speaking by improving motivation, confidence, and perceived fluency. Furthermore, most students did not feel anxious while practicing speaking using Duolingo, and they enjoyed the gamification features available during the speaking practice process.

4.1.2 Students’ Benefits of Using Duolingo for English Speaking Practice

This section presents descriptive results from a questionnaire and interviews regarding the benefits students perceived from using Duolingo to improve their English fluency. These benefits, such as improved vocabulary, improved pronunciation, perceived speaking fluency

without long pauses, and direct feedback, will be explained in this section.

Figure 4.6. Questionnaire results for Vocabulary



Based on the questionnaire data above, ten students strongly agreed that Duolingo helped improve their English vocabulary, five students agreed that Duolingo helped improve their English vocabulary, six students chose the neutral responses that Duolingo helped improve their English vocabulary, only one student disagreed that Duolingo helped improve their English vocabulary, and no student strongly disagreed with that statement. From the data gathered, it can be said that the majority of students agreed that Duolingo helped improve their English vocabulary. The notion above was also supported by two students, who showed that Duolingo could increase their vocabulary while practicing speaking.

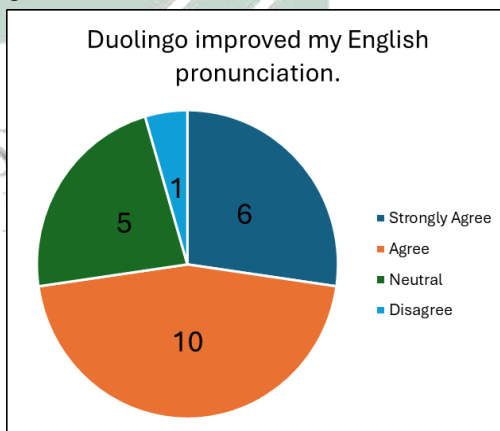
“Practicing speaking using Duolingo can really improve my vocabulary.” (S4)

The notion above was supported by the other student who experienced that Duolingo could increase their vocabulary while practicing speaking.

“If I use Duolingo, it is to learn how to speak in English, learn new vocabulary, grammar, and other things like that.” (S5)

Based on the questionnaire data and interview results, it can be concluded that using Duolingo has a positive effect on improving students' English vocabulary. The majority of students agreed that the app helped improve their English vocabulary when practicing speaking. Overall, it can be concluded that Duolingo has a positive effect on improving their English vocabulary when practicing speaking.

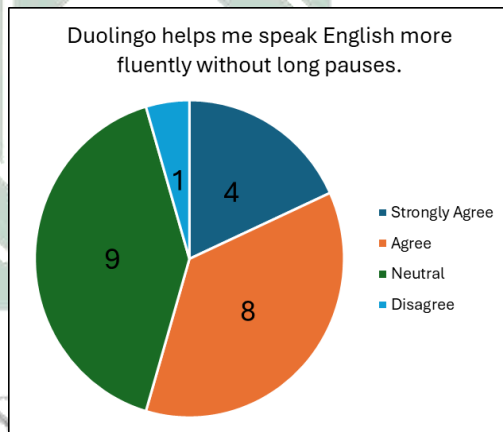
Figure 4.7. Questionnaire results for Pronunciation



The graph above shows that six students strongly agreed that Duolingo improved their English pronunciation, and ten students agreed that Duolingo improved their English pronunciation. Meanwhile, there were five students who were neutral about the

statement that Duolingo improved their English pronunciation, one student disagreed that Duolingo improved their English pronunciation, and no students strongly disagreed with the statement. From these data, it was concluded that the majority of students agreed that Duolingo improved their English pronunciation.

Figure 4.8. Questionnaire results for Speaking Fluency without Long Pauses



Through the questionnaire above, it was shown that four students strongly agreed that Duolingo helps them speak English more fluently without long pauses, and eight students agreed that Duolingo helps them speak English more fluently without long pauses. Meanwhile, nine students chose neutral with the statement that Duolingo helps them speak English more fluently without long pauses, one student disagreed that Duolingo helps them speak English more fluently without long pauses, and no students strongly disagreed that Duolingo helps them speak English more fluently without long pauses.

The data above revealed that the majority of the students reported neutral regarding the statement that Duolingo helps them speak English more fluently without long pauses.

The interview session also showed that one student (S4) felt the benefit of using Duolingo, which provides feedback when making mistakes in speaking practice.

“In my opinion, Duolingo is really useful, ... it can immediately correct some of my mistakes when practicing speaking in the previous session.” (S4)

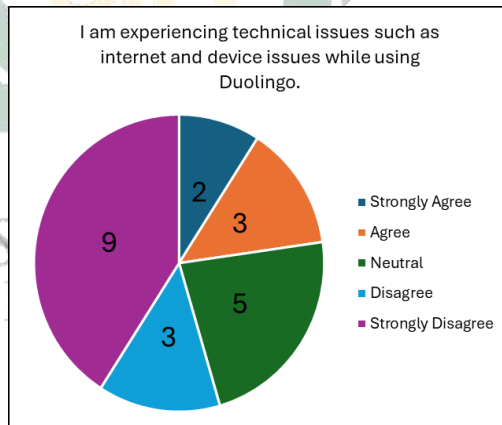
Overall, findings on the benefits students experienced while using Duolingo showed that Duolingo is a learning medium that provides various benefits for students in the speaking practice process. Through using Duolingo, students feel helped in improving their speaking skills, especially in vocabulary and pronunciation. Duolingo provided a space for students to practice live speaking exercises so they could practice the various speaking skills they have learned throughout the learning process. Furthermore, Duolingo also supports students in practicing speaking more fluently without excessive pauses during practice. Duolingo not only helps to improve speaking skills, but also provides opportunities for students to recognize and correct mistakes they make during the speaking practice process. By providing the opportunity for repeated practice, students could identify areas that need improvement and correct these errors throughout the practice process. Therefore, using Duolingo give students' benefits by supporting their speaking practice, improving their speaking skills, fostering fluency and facilitating the

recognition and correction of errors that arise during speaking practice.

4.1.3 Students' Challenges in Using Duolingo for English Speaking Practice

This section presents descriptive results from a questionnaire and interviews regarding the challenges students experienced while using Duolingo to improve their English fluency. These challenges, such as technical constraints, limited speaking practice features, and insufficient feedback on the Duolingo, will be explained below.

Figure 4.9. Questionnaire results for Technical Constraints



Based on the questionnaire data above, two students strongly agreed that they experienced technical issues, such as internet and device problems, when using Duolingo, and three students agreed that they experienced technical issues, such as internet and device problems, when using Duolingo. Meanwhile, five students chose neutral regarding the

statement that they experienced technical issues, such as internet and device problems, when using Duolingo, three students disagreed that they experienced technical issues, such as internet and device problems, when using Duolingo, and nine students strongly disagreed with the statement. From the data, it was concluded that the majority of students responded that they disagreed with experiencing technical issues, such as internet and device problems, when using Duolingo. However, data from the interview later revealed that there was a student who did experience technical constraints while practicing speaking on the app.

“The problem when I practice speaking is more about the network and the internet. If there is no network, I can not study well.”
(S1)

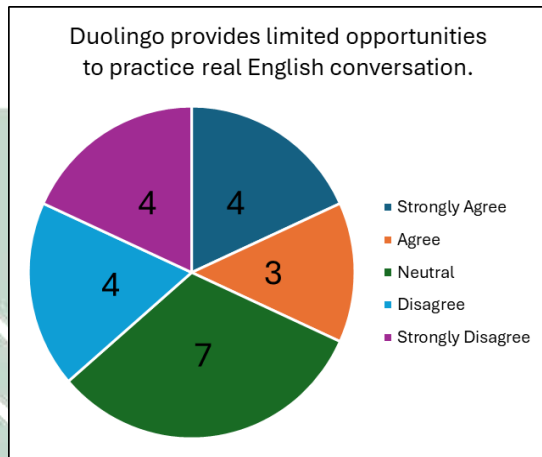
The notion above was supported by the other student who experienced technical constraints while speaking practice using the app.

“Usually, there is a problem with the network when practicing using Duolingo.”
(S2)

Based on the questionnaire data, the majority of students agreed that they did not experience technical issues, such as internet or device problems, when using Duolingo to practice speaking English. However, interview data showed that some students did experience technical issues, such as network issues, when practicing speaking using the app. Therefore, it can be concluded that using Duolingo to

practice English speaking can give technical issues, specifically network issues, for some students.

Figure 4.10. Questionnaire results for the Limited Speaking Practice Feature



The questionnaire result also showed that four students strongly agreed that Duolingo provides limited opportunities to practice real-life English conversation, and three students agreed that Duolingo provides limited opportunities to practice real-life English conversation. Seven students chose neutral, that Duolingo provides limited opportunities to practice real-life English conversation, while four students disagreed that Duolingo provides limited opportunities to practice real-life English conversation, and four students strongly disagreed with that statement. From the data, it can be concluded that the majority of students gave neutral responses to the statement that Duolingo provides limited opportunities to practice real-life English conversation. However, data from the interview later revealed that there were students who did experience

limited features while practicing speaking using the application.

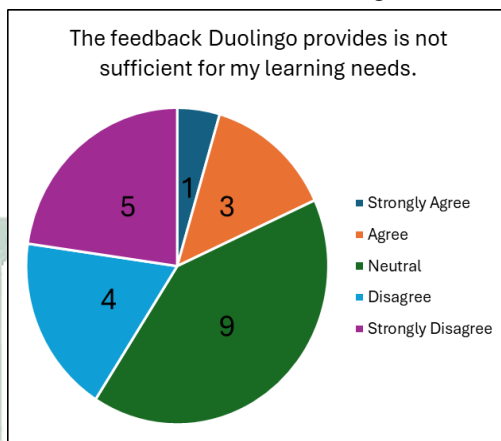
“Then, there is a lack of conversation features for practicing speaking. It is like there is a payment method for the Pro version of Duolingo. So, we have to be the Pro version first to practice a lot of conversation practice.” (S1)

The notion above was supported by another student who experienced limited speaking features when practicing speaking.

“The problem is in... the limitations of the speaking feature, like having to use the Duolingo Pro version.” (S5)

Based on the questionnaire data, the majority of students responded neutrally to the statement that Duolingo provided limited opportunities to practice English conversation. However, interview data showed that students experienced limited features when practicing speaking with the application. Students stated that speaking practice features must have the Pro version to practice speaking more. Therefore, it can be concluded that the questionnaire results revealed neutral responses to limited speaking practice features, while the interview data showed that students experienced limited features when practicing speaking using the Duolingo application.

Figure 4.11. Questionnaire results for Insufficient Feedback on the Duolingo



Based on the graph above, one student strongly agreed that Duolingo's feedback was insufficient to meet their learning needs, and three students agreed that Duolingo's feedback was insufficient to meet their learning needs. Nine students chose neutral responses that Duolingo's feedback was insufficient to meet their learning needs, while four students disagreed that Duolingo's feedback was insufficient to meet their learning needs, and five students strongly disagreed with that statement. From these data, it was concluded that the majority of students gave neutral responses that Duolingo's feedback was insufficient to meet their learning needs.

Overall, the findings of the challenges that students experienced when using Duolingo for speaking practice provided an experience that did not fully support students' learning needs. Students still experienced obstacles such as network issues and limited features when practicing

speaking. Furthermore, the feedback received during the practice process is also not able to optimally fulfill the needs of students' speaking practice.

Overall, the research findings showed that Duolingo is an English speaking learning medium that has a positive effect on students' experiences. Students experienced positive feelings from using Duolingo, including increased motivation, confidence, a growing perception of fluency during speaking practice, and did not experience anxiety during practice. The availability of the gamification features provided an enjoyable learning experience for students. Furthermore, during speaking practice, Duolingo offered various positive benefits, including helping improve speaking skills, particularly vocabulary and pronunciation, supporting fluency without excessive pauses, and helping students recognize and correct errors during practice through its immediate feedback feature. However, students still faced several challenges in using Duolingo during speaking practice, including network constraints, limited speaking practice features, and feedback that was not fully able to optimally meet speaking practice needs.

4.2 Discussion

This section aims to discuss and further develop the previously collected findings. These findings were also explained by reflecting on related theories, and previous studies explored students' experiences in using Duolingo to improve their fluent speaking skills. This section will be explained into three sections: students' feelings, students' benefits, and students' challenges when using the application. These three sections will be explained below.

4.2.1 Students' Feelings in Using Duolingo for English Speaking Practice

The findings in this study have shown that students' feelings when using Duolingo to improve their fluent speaking English are divided into five categories: increased

motivation, increased confidence, decreased anxiety, enjoyed gamification features, and perceived speaking ability. Based on these findings, the researchers provide a discussion connecting the findings with supporting theories and previous studies as follows.

Firstly, the current study found that students' experiences using Duolingo as a medium for practicing English led to feelings of motivation to speak more fluently. This finding was related to the study by Munday (2016), which emphasized that Duolingo's interactive interface and user-friendly design make it not only a language learning tool but also a fun and motivating medium. In addition, this finding aligned with a previous study by Pamuji (2019), who explored that Duolingo motivated them because it provides them with a new way to learn English in a fun, engaging way, and reduces boredom and stress levels during the learning process. Based on these findings, it can be concluded that Duolingo, as an English learning medium, motivates students to practice speaking English more fluently because it is interactive and has a user-friendly design, making students feel engaged and reducing boredom during the learning process. These characteristics enable students to actively engage in speaking practice activities and create a fun learning experience. Thus, these findings indicate that Duolingo not only played a role as a medium for improving speaking skills but also as a means of increasing student motivation and engagement during the speaking practice process. Therefore, the use of interactive learning media can be considered as an alternative learning strategy to create a more interesting learning environment for students.

This study also found that Duolingo is a language learning media that could help students become more confident in speaking English, although the interpretation of its effect on their confidence can vary from student to

student. These findings aligned with previous studies that encourage Duolingo can improve students' confidence through personalized practice, such as games, and ultimately build confidence when speaking English in real-life classrooms (Tias et al., 2026). These also aligned with findings from Narjiani et al. (2026), who showed that some students also experienced increased confidence in speaking English independently after consistent practice using Duolingo. From these findings, it can be said that using Duolingo for independent and consistent speaking practice can help improve students' confidence because Duolingo provides gamification features that support confidence. However, these two findings above have different results from research by Khomariyah and Ekowijayanto (2025), who revealed that despite significant increases in confidence, many students felt that the confidence they felt in the application did not fully help with live communication. These findings showed that using Duolingo may not significantly improve students' self-confidence in direct communication or interaction situations. Live communication and online communication have different atmospheres and characteristics. Live communication, interactions that occur face-to-face, allowing for spontaneous responses, nonverbal expressions, and greater interpersonal closeness. Meanwhile, online communication relies on digital media, so the interaction methods and user experiences can differ from those of live communication. Hence, the findings of this study indicate that utilizing interactive, gamification-based learning mediums could be an alternative to support the development of students' self-confidence during speaking practice, although the degree of effect may vary among students.

Furthermore, this study found that most students did not view Duolingo as a learning medium that could cause anxiety when practicing speaking English. This finding was

also supported by previous studies by Tias et al. (2026), who found that the application provides voice-based exercises that can help students reduce their anxiety when speaking English because they can practice anytime without fear of making mistakes. Therefore, it can be concluded that Duolingo's voice-based practice feature could reduce students' anxiety when practicing speaking English. These findings showed that the interactive feature of learning media can provide a sense of comfort and security, allowing students to focus more on improving their speaking skills rather than worrying about mistakes. Thus, the findings of this study highlighted that the use of digital learning media that offers interactive and individual practice opportunities can help create a more supportive learning environment and reduce students' anxiety during speaking practice.

Another finding in the current study was the students' experiences that led to the perception that Duolingo helped them improve their English fluency during speaking practice. Segalowitz (2010) stated that perceived fluency is a listener's or learner's subjective assessment of a speaker's fluency based on their impression of the speech. Furthermore, other studies have highlighted that Duolingo was very effective in improving students' fluency by providing a flexible and engaging platform for self-directed learning (Kazu and Kuvvetli, 2026). From these findings, it can be said that students can assess Duolingo as a flexible and engaging learning medium that could help them improve their speaking fluency based on how they feel when practicing speaking. Therefore, the findings of this study indicate that the use of a learning medium that provides opportunities for students to practice independently and repeatedly could support the improvement of speaking fluency and create a more comfortable and engaging learning experience for students.

Lastly, in regard to the feelings, most students enjoyed Duolingo's gamification features when practicing speaking English. These findings were in line with a previous study by Fathi et al. (2024), which emphasized that Duolingo plays a significant role in enhancing self-directed learning due to its features that support independent planning, management, and evaluation. Furthermore, Bellinda et al. (2025) also added that many students found the implementation of the game features in Duolingo to be a fun, exciting, and relaxing experience, thus increasing their enthusiasm for learning and helping reduce their stress. In this regard, it can be said that the game features in Duolingo provide a fun and enjoyable experience for students when practicing speaking English while helping reduce learning stress. Therefore, the findings of this study indicate that the use of gamification features in the learning medium could create a more interactive and enjoyable learning experience for students. Gamification elements can increase students' interest in the learning process, making them more enthusiastic about participating in each stage of the practice, and provide opportunities for students to actively participate and do repeated exercises without feeling burdened, so that the learning process can proceed more optimally.

4.2.2 Students' Benefits of Using Duolingo for English Speaking Practice

The findings in this study have shown that the benefits students perceived when using Duolingo to improve their fluent speaking English were divided into four categories, including improved vocabulary, improved pronunciation, perceived speaking fluency without long pauses, and direct feedback from Duolingo. Based on these findings, the researchers provide a discussion connecting the findings with previous theories and studies as follows.

The current study found that students' experiences using Duolingo provided positive benefits in increasing their English vocabulary while practicing speaking. These findings align with those of Purwanto and Syafryadin (2023), who found that students believed Duolingo's engaging features and ease of access could help them acquire, learn, and understand English vocabulary. Cahyoningtyas (2024) found that Duolingo's challenging features, immediate feedback, and game-based learning methods could help students retain and improve their vocabulary mastery. These findings suggest that Duolingo's easy access, feedback, and gamification features create a more interactive learning experience and support students in developing their vocabulary. These features allowed students to practice independently, receive correction for errors, and maintain motivation throughout the practice process. Therefore, the findings of this study indicate that integrating interactive features and gamification into learning media can support vocabulary acquisition by creating a more engaging learning environment and encouraging active student engagement.

Furthermore, the current study found that most students agreed that Duolingo, as a language learning medium, improved their English pronunciation when practicing speaking. The research was also related to the results of a study by Khomariyah and Ekowijayanto (2025), which showed that Duolingo, with its speech recognition and audio-based exercises, has a positive impact on improving students' pronunciation. Duolingo's features, designed with basic pronunciation through listening and speaking exercises, allowed students to practice independently, repeatedly, and consistently, making it effective in helping improve their understanding of language sounds, especially when focusing on pronunciation (Narjiani et al., 2026). From these findings, it

can be said that Duolingo helped improve students' pronunciation skills through practice features that allowed them to practice consistently, independently, and repeatedly the exercises. Thus, the findings of this study indicate that providing focused and easily accessible exercises in the learning medium could support students' understanding of pronunciation during the speaking practice process.

In addition, the findings of the current study also showed that most students reported a neutral response toward the benefit that Duolingo provides in helping them speak English more fluently without long pauses. This is in line with Segalowitz (2010), who stated that fluency refers to measurable temporal and articulatory features of speech, namely speech rate, pauses, corrections, etc. In addition, in the Second Language Acquisition (SLA) literature, fluency can be understood not only objectively as an aspect of speech, such as rate, pauses, and corrections, but also cognitively and perceptually (Foster, 2020). In this regard, it can be said that students have different perceptions of the benefits in speaking English more fluently without long pauses which helped Duolingo. This finding showed that fluency was not only understood as a performance that can be measured through rate, pauses, and corrections, but also as an experience that is perceived differently by each student. This study showed different results from the two previous notions that emphasized the technical aspects of fluency, this study highlights the importance of perceptual aspects in understanding students' fluency. Hence, the findings of this study indicated that evaluation of speaking fluency needs to consider not only visible performance, but also students' experiences and perceptions during the practice process.

Lastly, this study also found that one student who used Duolingo highlighted that the app provided immediate feedback when errors were made in speaking practice. This

was also found in previous studies, which showed that Duolingo was effective in helping students improve their speaking skills through involvement in providing direct feedback and personalized learning to students (Budiyanto and Ridho, 2024). Furthermore, research by Fitria et al. (2023) showed that Duolingo provided immediate feedback on user answers, highlighting grammatical or pronunciation errors that can help users identify areas where they need to improve and learn from their mistakes. Therefore, it can be said that Duolingo provided immediate feedback by highlighting pronunciation errors and identifying areas that need improvement, making it effective in helping students improve their speaking skills. This is also related to the notion expressed about SRL, which was supported by Duolingo's instant feedback feature (Fathi et al., 2024). Hence, this study helps to highlight that Duolingo is a language learning medium with immediate feedback features that help students improve their speaking skills, particularly in SLR.

4.2.3 Students' Challenges in Using Duolingo for English Speaking Practice

The findings in this study have shown that the challenges students experience when using Duolingo to improve their fluent speaking skills were divided into three categories, including technical constraints, limitations in speaking practice features, and insufficient feedback. Based on these findings, the researchers provide a discussion connecting the findings with theories and previous studies as follows.

The findings of the current study showed that challenging some students when using Duolingo to practice English speaking can cause technical constraints, particularly network issues. These findings were also in line with the findings of Puspitasari et al. (2025), who found that

technical barriers also occur among students from areas with unstable internet infrastructure, resulting in frequent connectivity disruptions, particularly when the app fails to load or save progress. In this regard, it can be said that using Duolingo for speaking practice presents connectivity challenges or network issues for some students in areas with unstable internet infrastructure. This result was also supported by the findings of Cahyoningtyas (2024), who emphasized that some participants noted limitations in accessibility, particularly for those without suitable devices or internet access, making Duolingo difficult for some students to use and resulting in a less regular learning experience. These unstable connections can cause students to feel hampered when practicing speaking, resulting in the application failing to load or save completed progress. However, there were also problems experienced by students using devices that did not support learning using Duolingo. Thus, the findings in the current study indicate that in using Duolingo, students not only experienced network or connectivity problems that are difficult to access in underdeveloped areas, but they also face limitations in devices to access the application, so they have to experience obstacles in the regularity of learning, especially to improve their speaking fluency.

The findings of the current study regarding the challenges faced by students in using Duolingo for English speaking practice also showed different results. The questionnaire revealed that the majority of students felt neutral about their speaking experiences using Duolingo, with the limited features of speaking. However, interview results showed that some students experienced limited features when practicing speaking using the Duolingo application. The above findings aligned with research by Bellinda et al. (2025), which found that one of the obstacles students faced in using Duolingo to improve their speaking

skills was the lack of access to the premium feature that provides interactive exercises in the form of video calls with the character Lily. Based on these findings, it can be said that the free version of Duolingo provides limited features for English speaking practice for students. This presents a challenge for students when using Duolingo, as they can not conduct interactive exercises in the form of video calls to practice speaking English in real time. Thus, these findings indicate Duolingo, as an English language learning medium, offers limited speaking practice features, as it was only accessible through the free version. Therefore, this study helped to highlight that limited features for speaking practice in Duolingo present a challenge for some students who want to improve their English speaking fluency, and students must use the premium version of Duolingo to access more interactive and real-life speaking practice.

Lastly, the findings of the current study showed that the students gave a neutral response about insufficient feedback from Duolingo when used for speaking practice to fulfill their learning needs. The above findings were supported by Tuong and Dan (2024), who explained that Duolingo's current feedback system is still rudimentary, often limited to simple correctness indicators or general prompts to try again. However, these results contradict the research of Narjiani et al. (2026), who showed that many students acknowledged that Duolingo provides useful immediate feedback on pronunciation performance, helping students to recognize errors and attempt self-correction, particularly at the word level. In this regard, it can be concluded that in this study, students may have found Duolingo's limited feedback feature somewhat useful in helping them recognize errors and try again, but it may not be specific enough to help them practice their fluency, hence the neutral responses. In addition, the findings of this study indicate that Duolingo is an English language learning

medium that provides direct feedback with basic or general explanations. Therefore, this study helped highlight Duolingo's feedback explanation or less specific correction to the location of the error, namely, lack of articulation, intonation, or pronunciation.



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CHAPTER V

CONCLUSION AND SUGGESTION

This section will discuss the research findings, summarizing the insights gained of students' experiences in using Duolingo to improve their English fluency. Furthermore, this chapter provides suggestions for teachers and offers directions for future researchers.

5.1 Conclusion

Based on the current findings, as well as the discussion above, the researcher concluded that students' experiences using Duolingo, including their feelings, benefits, and challenges faced when improving speaking fluency. Thus, the researcher decided to summarize this study into three sections as follows.

The students' experiences using Duolingo included aspects of their feelings when improving their English fluency. These feelings included increased motivation and confidence, a decrease in anxiety, a perception of fluency, and enjoyment of Duolingo's gamification features. Thus, Duolingo provided a positive learning experience for students, not only serving as a medium for English learning but also helping students increase their motivation, confidence, and perception of fluency during speaking practice, while also reducing anxiety. Furthermore, the gamification features provided a learning experience that students feel enjoyable.

In addition, Duolingo also provided positive benefits to students' experiences when using it to improve their English fluency. In this regard, Duolingo provided positive benefits such as helping improve speaking skills, particularly vocabulary and pronunciation. Furthermore, Duolingo supports fluency without excessive pauses and helps students recognize and correct errors during practice with its live feedback feature.

In improving their English fluency, students still faced several challenges when using Duolingo during speaking practice. These challenges are significant, but only a few, including network

issues, limited speaking practice features, and feedback that is not yet fully sufficient to meet the needs of optimal speaking practice.

5.2 Suggestion

This section will discuss in depth recommendations and areas for improvement based on the findings and limitations of the current study. The researcher offers the following recommendations to the teachers and future researchers.

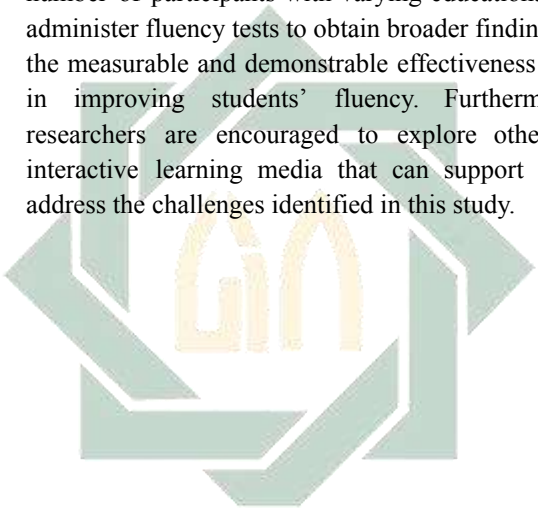
5.2.1 For the English Teachers

For the English teachers who plan to utilize Duolingo as an English language learning medium to improve students' speaking fluency, the findings of this study can be used to prepare themselves before using it as a learning medium in English classes. Future English teachers who plan to use Duolingo as a learning medium should be aware that Duolingo has several benefits for students, including increased motivation, confidence, and a bit more fluency during speaking practice. Based on the research findings, future English teachers who plan to use Duolingo to improve English speaking fluency are also expected to combine the use of Duolingo with interactive and fun learning strategies to create a more engaging learning environment. Furthermore, teachers are expected to provide more effective guidance and feedback during speaking practice to help students optimally improve their speaking skills. Teachers also need to consider technical issues, such as internet connection and limited speaking practice features, to ensure the learning process is effective.

5.2.2 For the Future Researchers

Based on the current study, the researcher only explored junior high school students and was unable to explore students in high school, whose speaking skills may already be more fluent. Furthermore, the findings of the current study have shown that Duolingo's effect on fluency

was assessed from students' perspectives, not demonstrated through fluency tests. Researchers were unable to address this topic further because this study only explored students' perceptions of fluency when using Duolingo. Future researchers are advised to conduct studies involving a larger number of participants with varying educational levels and administer fluency tests to obtain broader findings regarding the measurable and demonstrable effectiveness of Duolingo in improving students' fluency. Furthermore, future researchers are encouraged to explore other digital or interactive learning media that can support fluency and address the challenges identified in this study.



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APPENDICES

Appendix 1: Research Instruments

Questionnaire: Closed-Ended Questionnaire

(Adapted from Manen's (2007) lived experience dimensions: feelings, benefits, challenges)

To complement the interviews, a closed-ended questionnaire is distributed. It is designed using a **five-point Likert scale** (Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), and Strongly Disagree (1)). The items are also aligned with Van Manen's three dimensions: feelings, benefits, and challenges.

Aspects	Questions	5	4	3	2	1
Feelings	I feel motivated when practicing English speaking with Duolingo. <i>(Saya merasa termotivasi saat berlatih berbicara bahasa Inggris dengan Duolingo).</i>					
	Using Duolingo makes me more confident in speaking English. <i>(Menggunakan Duolingo dapat membuat Saya lebih percaya diri dalam berbicara bahasa Inggris).</i>					

	I feel anxious when using Duolingo to practice English speaking. <i>(Saya merasa cemas saat menggunakan Duolingo untuk berlatih berbicara bahasa Inggris).</i>					
	I enjoy the gamified features of Duolingo while learning English speaking skills. <i>(Saya menikmati fitur gamifikasi Duolingo saat belajar keterampilan berbicara Bahasa Inggris).</i>					
	I feel my overall fluency in speaking English has improved with using Duolingo. <i>(Saya merasa seluruh kemampuan berbicara Bahasa Inggris telah meningkat dengan menggunakan Duolingo).</i>					
Benefits	Duolingo helps me improve my English vocabulary. <i>(Duolingo membantu Saya meningkatkan kosakata Bahasa Inggris).</i>					

	Duolingo improves my English pronunciation. <i>(Duolingo memperbaiki pelafalan Bahasa Inggris Saya).</i>					
	Duolingo helps me speak English more smoothly without long pauses. <i>(Duolingo membantu Saya berbicara Bahasa Inggris dengan lebih lancar tanpa jeda yang lama).</i>					
	I can apply what I learned from Duolingo in real-life communication. <i>(Saya dapat menerapkan apa yang saya pelajari dari Duolingo dalam komunikasi nyata).</i>					
	After using Duolingo, I can respond faster in English conversations. <i>(Setelah menggunakan Duolingo, Saya dapat merespon lebih cepat dalam percakapan Bahasa Inggris).</i>					

Challenges	I encounter technical difficulties (e.g., internet connection, device) when using Duolingo. (Saya mengalami kendala teknis seperti, internet dan perangkat saat menggunakan Duolingo).					
	Duolingo provides limited opportunities for real English conversation practice. (Duolingo menyediakan kesempatan terbatas untuk berlatih percakapan Bahasa Inggris secara nyata).					
	I find it challenging to stay consistent with my English-speaking practice using Duolingo. (Saya kesulitan untuk konsisten saat menggunakan Duolingo untuk berlatih berbicara Bahasa Inggris).					
	The feedback given by Duolingo is not always sufficient for my learning needs. (Umpan balik yang diberikan Duolingo tidak cukup untuk kebutuhan belajar Saya).					

Interview: Semi-structured Interview Guideline

(Adapted from Manen's (2007) lived experience dimensions: feelings, benefits, challenges)

Aspects	Questions	
	English Language	Bahasa Indonesia
Warm-Up Question	Could you briefly describe your experience with learning English using Duolingo? Probe: How many years have you been using it? How often?	Bisakah Anda menceritakan secara singkat tentang pengalaman Anda belajar Bahasa Inggris menggunakan Duolingo? Pertanyaan lanjutan: Berapa lama Anda telah menggunakan Duolingo? Seberapa sering Anda menggunakan Duolingo dalam sehari?
Feelings	How do you usually feel when practicing English speaking using Duolingo? Probe: Do you feel motivated, bored, or anxious?	Bagaimana biasanya perasaan Anda saat berlatih berbicara bahasa Inggris menggunakan Duolingo? Pertanyaan lanjutan: Apakah Anda merasa termotivasi, bosan, atau cemas?
	Do you feel more confident when speaking English after using Duolingo? Why or why not?	Apakah Anda merasa lebih percaya diri saat berbicara bahasa Inggris setelah menggunakan Duolingo? Mengapa atau mengapa tidak?

	What about your <i>fluency</i> (smoothness or running speech) after practicing with Duolingo?	Bagaimana dengan kelancaran bicara Anda setelah berlatih dengan Duolingo? Pertanyaan lanjutan: Apakah selama latihan berbicara bisa lancar tanpa jeda?
Benefits	In what aspects has Duolingo improved your English-speaking abilities? Probe: vocabulary, pronunciation, fluency, confidence, or something else?	Dalam aspek apa Duolingo telah meningkatkan kemampuan berbicara bahasa Inggris Anda? Pertanyaan lanjutan: Apakah aspek kosakata, pelafalan, kelancaran, kepercayaan diri, atau ada hal lain?
	How has Duolingo helped you to speak more fluently and constantly in English?	Bagaimana Duolingo membantu Anda berbicara lebih lancar dan konsisten dalam bahasa Inggris?
	Do you think Duolingo helps you respond quickly in English conversations? Can you share an example?	Apakah Anda berpikir Duolingo membantu Anda merespons dengan cepat dalam percakapan bahasa Inggris? Bisakah Anda berbagi contoh?

	Did Duolingo help you connect your ideas better when speaking in English?	Apakah Duolingo membantu Anda menghubungkan ide-ide Anda dengan lebih baik saat berbicara dalam bahasa Inggris?
	Can you share an experience where Duolingo helped you in real-life (offline) communication?	Bisakah Anda berbagi pengalaman di mana Duolingo membantu Anda dalam komunikasi nyata atau secara offline?
Challenges	What are your difficulties or obstacles when practicing speaking English with Duolingo? Probe: technical issues, limited feedback, lack of conversation, consistency, etc.	Apa kesulitan atau hambatan yang Anda alami saat berlatih berbicara bahasa Inggris dengan Duolingo? Pertanyaan lanjutan: Apakah terkait masalah teknis, umpan balik terbatas, kurangnya percakapan, konsistensi, dll.
	Do you still experience hesitation, long pauses, or difficulty in expressing ideas even after using Duolingo? Why do you think that happens?	Apakah Anda masih mengalami ragu-ragu, jeda panjang, atau kesulitan dalam mengekspresikan ide meskipun sudah menggunakan Duolingo? Mengapa menurut Anda hal itu terjadi?

Suggestions		
	How do you usually overcome these challenges?	Bagaimana biasanya Anda mengatasi tantangan-tantangan tersebut?
	What would you add or modify to Duolingo to make it more efficient as a tool to achieve speaking fluency?	Apa yang akan Anda tambahkan atau ubah pada Duolingo agar lebih efisien sebagai alat untuk mencapai kemahiran berbicara?
	Is there anything else you would like to share about your experience?	Apakah ada hal lain yang ingin Anda bagikan tentang pengalaman Anda?

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Appendix 2: Results of Data Collections

Sample of Questionnaire Result

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Kuesioner Penelitian "PENGALAMAN SISWA DALAM MENGGUNAKAN APLIKASI DUOLINGO UNTUK MENINGKATKAN KELAN...

Kuesioner Penelitian "PENGALAMAN SISWA DALAM MENGGUNAKAN APLIKASI DUOLINGO UNTUK MENINGKATKAN KELANCARAN BERBICARA (FLUENCY)"

Perkenalkan, saya Afifah Amatullah, mahasiswi program studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Universitas Islam Negeri Sunan Ampel Surabaya (UINSA).

Kakak memohon kesediaan adik-adik meluangkan waktu 3-5 menit untuk mengisi kuesioner berikut ini, dalam rangka pengumpulan data guna menyelesaikan skripsi yang berjudul: **"PENGALAMAN SISWA DALAM MENGGUNAKAN APLIKASI DUOLINGO UNTUK MENINGKATKAN KELANCARAN BERBICARA MEREKA (FLUENCY)."**

Kuesioner ini ditujukan kepada siswa SMPN 1 Taman yang pernah atau sedang menggunakan aplikasi Duolingo. Oleh karena itu, kakak mohon kesediaan Adik untuk mengisi pertanyaan-pertanyaan berikut dengan jujur sesuai dengan pengalaman masing-masing.

Jawaban yang Adik berikan akan dirahasiakan dan hanya digunakan untuk keperluan penelitian. Tidak ada jawaban benar atau salah, sehingga Adik dapat menjawab dengan santai dan apa adanya. Terima kasih atas waktu dan kesediaan Adik dalam mengisi kuesioner ini.

Hormat saya,
Afifah Amatullah

Nama Lengkap *

Kelas (contoh: 9A) *

<https://docs.google.com/forms/d/1ejrcTompSkAkEKpuumaWQqn4XQIryWPAkZapZuIf3kk/edit#response=ACYDBNlg-8kWcZv5yhZQ-79QHZV0MZuY78...> 1/6

5/21/26, 3:04 PM

Kuesioner Penelitian "PENGALAMAN SISWA DALAM MENGGUNAKAN APLIKASI DUOLINGO UNTUK MENINGKATKAN KELAN...

Nomor Absen *



Apakah Anda pernah atau sedang menggunakan aplikasi Duolingo untuk belajar bahasa Inggris? *



Pernah



Sedang menggunakan

Feelings Section

PETUNJUK PENGISIAN:

1. Dimohon untuk menjawab setiap pertanyaan dengan memilih satu jawaban yang paling sesuai dengan pendapat pribadi.
2. Kejujuran dalam memberikan jawaban sangat kakak hargai.
3. Jawaban adik akan kakak jamin kerahasiaannya.
4. Jawaban pada pertanyaan menggunakan skala likert 1-5 dengan keterangan poin atau skor jawaban sebagai berikut.

Keterangan:

1 = Sangat Tidak Setuju (STS)

2 = Tidak Setuju (TS)

3 = Netral (N)

4 = Setuju (S)

5 = Sangat Setuju (SS)

Saya merasa termotivasi saat berlatih berbicara bahasa Inggris dengan Duolingo. *

1

2

3

4

5

Sangat Tidak Setuju



Sangat Setuju

<https://docs.google.com/forms/d/1ejrcTompSkAkEKpuumalWQqn4XQiryWPAkZapZuf3kk/edit#response=ACYDBHg-8kwcZv5yhZQ-79QHZV0MZuY7b...> 2/6

5/21/26, 3:04 PM

Kuesioner Penelitian "PENGALAMAN SISWA DALAM MENGGUNAKAN APLIKASI DUOLINGO UNTUK MENINGKATKAN KELAN...

Saya mengalami kendala teknis seperti, internet dan perangkat saat menggunakan Duolingo. *

1 2 3 4 5

Sangat Tidak Setuju ☒ ☐ ☐ ☐ ☐ Sangat Setuju

Duolingo menyediakan kesempatan terbatas untuk berlatih percakapan Bahasa Inggris secara nyata. *

1 2 3 4 5

Sangat Tidak Setuju ☒ ☐ ☐ ☐ ☐ Sangat Setuju

Saya kesulitan untuk konsisten saat menggunakan Duolingo untuk berlatih berbicara Bahasa Inggris. *

1 2 3 4 5

Sangat Tidak Setuju ☒ ☐ ☐ ☐ ☐ Sangat Setuju

Umpan balik yang diberikan Duolingo tidak cukup untuk kebutuhan belajar Saya. *

1 2 3 4 5

Sangat Tidak Setuju ☒ ☐ ☐ ☐ ☐ Sangat Setuju

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Google Forms

<https://docs.google.com/forms/d/1ejrcTompSkAkEKpuumalWQqn4XQlryWPAkZapZuf3kk/edit#response=ACYDBHq-8WcZv5yhZQ-79QHZV0MZuY7b...> 6/6

5/21/26, 3:04 PM

Kuesioner Penelitian "PENGALAMAN SISWA DALAM MENGGUNAKAN APLIKASI DUOLINGO UNTUK MENINGKATKAN KELAN...

Saya dapat menerapkan apa yang saya pelajari dari Duolingo dalam komunikasi nyata. *

1 2 3 4 5

Sangat Tidak Setuju ☐ ☐ ☐ ☐ ☒ Sangat Setuju

Setelah menggunakan Duolingo, Saya dapat merespon lebih cepat dalam percakapan Bahasa Inggris. *

1 2 3 4 5

Sangat Tidak Setuju ☐ ☐ ☐ ☒ ☐ Sangat Setuju

Challenges Section

PETUNJUK PENGISIAN:

1. Dimohon untuk menjawab setiap pertanyaan dengan memilih satu jawaban yang paling sesuai dengan pendapat pribadi.
2. Kejujuran dalam memberikan jawaban sangat kakak hargai.
3. Jawaban adik akan kakak jamin kerahasiaannya.
4. Jawaban pada pertanyaan menggunakan skala likert 1-5 dengan keterangan poin atau skor jawaban sebagai berikut.

Keterangan:

- 1 = Sangat Tidak Setuju (STS)
 2 = Tidak Setuju (TS)
 3 = Netral (N)
 4 = Setuju (S)
 5 = Sangat Setuju (SS)

<https://docs.google.com/forms/d/1ejrcTompakAkEKpuumalWQqn4XQiryWPAkZapZuf3kk/edit#response=ACYDBHg-8WcZv5yhZQ-79QHZV0MZuY7b...> 5/6

5/21/26, 3:04 PM Kuesioner Penelitian "PENGALAMAN SISWA DALAM MENGGUNAKAN APLIKASI DUOLINGO UNTUK MENINGKATKAN KELAN...

1. Dimohon untuk menjawab setiap pertanyaan dengan memilih satu jawaban yang paling sesuai dengan pendapat pribadi.
2. Kejujuran dalam memberikan jawaban sangat kakak hargai.
3. Jawaban adik akan kakak jamin kerahasiaannya.
4. Jawaban pada pertanyaan menggunakan skala likert 1-5 dengan keterangan poin atau skor jawaban sebagai berikut.

Keterangan:

- 1 = Sangat Tidak Setuju (STS)
- 2 = Tidak Setuju (TS)
- 3 = Netral (N)
- 4 = Setuju (S)
- 5 = Sangat Setuju (SS)

Duolingo membantu Saya meningkatkan kosakata Bahasa Inggris. *

	1	2	3	4	5	
Sangat Tidak Setuju	☐	☐	☐	☐	☒	Sangat Setuju

Duolingo memperbaiki pelafalan Bahasa Inggris Saya. *

	1	2	3	4	5	
Sangat Tidak Setuju	☐	☐	☐	☐	☒	Sangat Setuju

Duolingo membantu Saya berbicara Bahasa Inggris dengan lebih lancar tanpa jeda yang lama. *

	1	2	3	4	5	
Sangat Tidak Setuju	☐	☐	☐	☐	☒	Sangat Setuju

<https://docs.google.com/forms/d/1ejrcTompSkAkEKpuumalWQqn4XQIryWPAkZapZuf3kk/edit#response=ACYDBHg-8WcIzV5yhZQ-79QHZV0MZuY7b...> 4/6

5/21/26, 3:04 PM

Kuesioner Penelitian "PENGALAMAN SISWA DALAM MENGGUNAKAN APLIKASI DUOLINGO UNTUK MENINGKATKAN KELAN...

Menggunakan Duolingo dapat membuat Saya lebih percaya diri dalam berbicara bahasa Inggris. *

1 2 3 4 5

Sangat Tidak Setuju ☐ ☐ ☐ ☒ ☐ Sangat Setuju

Saya merasa cemas saat menggunakan Duolingo untuk berlatih berbicara bahasa Inggris. *

1 2 3 4 5

Sangat Tidak Setuju ☒ ☐ ☐ ☐ ☐ Sangat Setuju

Saya menikmati fitur gamifikasi Duolingo saat belajar keterampilan berbicara Bahasa Inggris. *

1 2 3 4 5

Sangat Tidak Setuju ☐ ☐ ☐ ☐ ☒ Sangat Setuju

Saya merasa seluruh kemampuan berbicara Bahasa Inggris telah meningkat dengan menggunakan Duolingo. *

1 2 3 4 5

Sangat Tidak Setuju ☐ ☐ ☐ ☐ ☒ Sangat Setuju

Benefits Section

PETUNJUK PENGISIAN:

<https://docs.google.com/forms/d/1ejrcTompSkAaEKpuumalWQqn4XQIryWPAkZapZuf3kk/edit#response=ACYDBHg-8kwcZv5yhZQ-79QHZV0MZuY7b...> 3/6

Sample of Interview Transcript from Student 1

Can you briefly tell us about your experience learning English using Duolingo?

Probe: How long have you been using Duolingo? How often do you use it in a day?

I used Duolingo in 7th grade, only for a week or two. Then I deleted it. I re-downloaded it in 8th grade. I did not use it very often. Then in 9th grade, I only used it for a week or so, and that was for specific purposes.

How do you usually feel when practicing speaking English using Duolingo?

Probe: Do you feel motivated, bored, or anxious?

When practicing speaking using Duolingo, sometimes I feel **motivated**, sometimes **anxious**. But sometimes I memorize quickly, and also, I do not feel bored because of the visuals.

Do you feel more confident speaking English after using Duolingo? Why or why not?

Yes, I feel more **confident** when practicing speaking using Duolingo.

How is your fluency after practicing with Duolingo?

Probe: Do you speak fluently without pauses during practice?

I think it is a bit more **fluent**, but sometimes I am still confused when trying to answer.

In what aspects has Duolingo improved your English speaking skills?

Probe: Is it vocabulary, pronunciation, fluency, confidence, or something else?

In my opinion, Duolingo can help to expand my **vocabulary** during speaking practice. Understanding sentences when learning to speak directly is still lacking, but understanding sentences during practice is still understandable. **Confidence**, perhaps, has improved somewhat during speaking practice.

Do you think Duolingo helps you respond quickly in English conversations?

I think the response speed during practice is still lacking.

What difficulties or obstacles have you encountered while practicing English with Duolingo?

Probe: Are they related to technical issues, limited feedback, lack of conversation, consistency, etc.?

The challenges during speaking practice are more related to the **internet connection**; if there's no **internet connection**, I can't learn, Sis. Also, there's a **lack of conversation features** for speaking practice. It's like it's there for payment, Sis, the name is Duolingo Pro. So, we have to be a pro first and do lots of conversation practice



UIN SUNAN AMPEL
S U R A B A Y A

Coding from Interview Transcript

Topic	Main Themes	Subthemes	Part of Subthemes	Explanations	Codings
Experiences	Feelings	Motivation		The majority of students reported increased motivation to practice speaking English when using Duolingo.	MT
		Confidence	High Confidence	The majority of students reported increased confidence when speaking English using Duolingo.	CF
		Anxiety		The majority of students reported reduced anxiety when practicing speaking English using Duolingo.	AX
		Gamification Features	Happy	The majority of students felt that Duolingo's features made them feel happy and enjoyed practicing English.	HP
		Perception of Fluency	Bit fluent	The majority of students reported they felt a little bit of fluency in their English when practicing using Duolingo.	PF
	Benefits	Vocabulary Improvement		The majority of students felt that Duolingo helped them expand their vocabulary while practicing speaking English.	VC
		Pronunciation Improvement		The majority of students felt that Duolingo helped them improve their pronunciation when practicing speaking English using Duolingo.	PR
		Speaking Fluency without Long Pauses		The majority of students felt that practicing speaking English using Duolingo increased their fluency without long pauses.	SP
		Direct Feedback		The majority of students felt that practicing speaking English using Duolingo provided immediate correction for some of their mistakes while practicing speaking English.	FD
	Challenges	Technical Constraints	Jaringan / Internet	Some students experienced difficulties with the network or an	TC

				unstable internet connection when practicing speaking using Duolingo.	
		Limited Speaking Practice Feature (Pro)		Some students felt that Duolingo had limited features for practicing speaking English.	LS
		Insufficient Feedback		Some students feel that Duolingo sometimes provides general inappropriate feedback to support English speaking practice.	IF

UIN SUNGAI AMUL
S U R A B A Y A

Appendix 3: Research Permission Letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Jend. A. Yani 117 Surabaya 60237
Telp. (031) 8437893, Website : <http://rik.uinsby.ac.id>

Nomor : B-083/Un.07/04/D/PP.00.9/01/2026 06 Januari 2026
Sifat : Biasa
Lampiran : -
Perihal : Permohonan Ijin Penelitian

Kepada, Yth.
Kepala Sekolah SMPN 1 Taman
di
Tempat

Assalamu'alaikum Wr. Wb

Diberitahukan dengan hormat bahwa yang tersebut di bawah ini :

Nama : Afifah Amatullah Al Barru
NIM : 06020522025
Semester : 7
Prodi : Pendidikan Bahasa Inggris

Nama tersebut diatas adalah mahasiswa aktif tahun akademik 2025/2026 Fakultas Tarbiyah dan Keguruan UIN Sunan Ampel Surabaya, yang sedang menyelesaikan penulisan skripsi dengan melakukan penelitian, judul :

"Students' Experiences in Using Duolingo to Improve Their Speaking Fluency"

Yang bertempat di Lembaga yang Bapak/Ibu, maka mohon berkenan untuk memberikan ijin penelitian dan support data (jika diperlukan) kepada mahasiswa tersebut diatas.

Demikian atas berkenaan dan kerjasamanya disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.



Tembusan :
1. Ketua Program Studi.



Appendix 4: Research Instrument Validation Letter

SURAT VALIDASI

Setelah membaca dan menelaah lebih lanjut mengenai instrumen *Questionnaire and Interview Guideline* pada bimbingan skripsi mahasiswa oleh:

Nama : Afifah Amatullah Al Barro
 NIM : 06020522025
 Prodi : Pendidikan Bahasa Inggris
 Judul : Students' Experiences in Using Duolingo to Improve Their Speaking Fluency

Dengan ini saya,

Nama : Dr. Rizka Safrivani, M.Pd
 Pekerjaan : Dosen

Menyatakan telah melakukan konsultasi dan telah melakukan pengkajian, maka kami memberi saran-saran sebagai berikut:

☒ Bisa tanpa revisi ☐ Bisa dengan revisi ☐ Tidak bisa digunakan

1.

2.

Dan instrumen ini selanjutnya kami nyatakan valid dan bisa digunakan dalam penelitian.

Surabaya, 29 Desember 2025

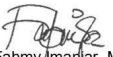
Validator,



Dr. Rizka Safrivani, M.Pd

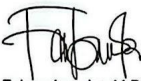
☐ Beri tanda cek (√)

Appendix 5: Approval Sheet of Thesis Proposal

 UIN SUNAN AMPEL SURABAYA	FORMULIR PERSETUJUAN PEMBIMBING UNTUK MUNAQOSAH PROPOSAL	No Dokumen	FM/02/GKM/12/FTK-UINSA
		Revisi	0
		Tanggal Terbit	29-Apr-16
		Halaman	2 dari 5
Hari/Tanggal	Senin / 06 Oktober 2025		
Nama Mahasiswa	Afifah Amatullah Al Barri		
NIM	06020522025		
Judul Skripsi	STUDENTS' EXPERIENCES IN USING DUOLINGO TO DEVELOP THEIR SPEAKING FLUENCY		
Pembimbing telah menyetujui isi proposal, menyatakan sesuai panduan skripsi dan layak untuk diajukan dalam munaqosah seminar proposal			
Pembimbing I	 (Sigit Pramono Jati, Ph.D)		
Pembimbing II	 (Fahmy Imariar, M.Pd)		
Formulir setelah ditandatangani pembimbing diserahkan ke JFU Jurusan/Prodi			
Cek list dokumen	Dokumen proposal Skripsi rangkap 3 (lengkap/tidak lengkap)* coret tidak perlu		
Diterima oleh JFU	Nama		
Waktu	Tanggal.....Bulan.....Tahun.....		
paraf JFU prodi/jurusan			
form 1.2.PPMPS	1 Asli untuk Dosen 2 Copy untuk Fungsional Umum Jurusan/Program Studi/Akademik		

Appendix 6: Approval Sheet of Thesis

 UIN SUNAN AMPEL SURABAYA	FORMULIR PERSETUJUAN PEMBIMBING UNTUK MUNAQOSAH SKRIPSI	No Dokumen	FM03GKM 12/FTK UINSA
		Revisi	0
		Tanggal Terbit	29-Apr-16
		Halaman	3 dari 5

Hari/Tanggal	Selasa / 26 Mei 2026
Nama Mahasiswa	Afifah Amatullah Al Barru
NIM	06020522025
Judul Skripsi	STUDENTS' EXPERIENCES IN USING DUOLINGO TO IMPROVE THEIR SPEAKING FLUENCY
Pembimbing telah menyetujui isi proposal, menyatakan sesuai panduan skripsi dan layak untuk diajukan dalam munaqosah skripsi	
Pembimbing I	 <u>Sigit Pramono Jati, Ph.D.</u> NIP 198605182011011005
Pembimbing II	 9/6/26 <u>Fahmy Imaniar, M.Pd</u> NIP 199410082020122019
Formulir setelah ditandatangani pembimbing diserahkan ke JFU Jurusan/Predi	
Cek list dokumen	Dokumen Skripsi rangkap 4 (lengkap/tidak lengkap)* coret tidak perlu
Diterima oleh JFU	Nama
Waktu	Tanggal.....Bulan.....Tahun.....
paraf JFU prodi/jurusan	
form 1.2.PPMPs	1 Asli untuk Dosen 2 Copy untuk Fungsional Umum Jurusan/Program Studi/Akademik