



**PRACTICING ENGLISH SPEAKING
THROUGH DUOLINGO APPLICATION FOR
SENIOR HIGH SCHOOL STUDENTS**



HERA WULANSARI PUTRI

SN. 2518052

2025



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A THESIS

Submitted in Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan in English Education



By :

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
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K.H. ABDURRAHMAN WAHID PEKALONGAN
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Saya menilai bahwa naskah skripsi tersebut sudah dapat diajukan kepada Fakultas Tarbiyah dan Ilmu Keguruan UIN K.H. Abdurrahman Wahid Pekalongan untuk diujikan dalam sidang munaqasyah.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatiannya, saya sampaikan terima kasih.

Wassalamu 'alaikum Wr. Wb.

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MOTTO
“Nothing is Impossible”



ABSTRAK

Penelitian ini mengeksplorasi pengalaman siswa sekolah menengah atas dalam melatih keterampilan berbicara bahasa Inggris melalui aplikasi Duolingo. Di era digital, aplikasi seluler seperti Duolingo banyak digunakan untuk mendukung pembelajaran bahasa di luar kelas. Penelitian ini menggunakan pendekatan kualitatif naratif dan melibatkan tiga siswa yang secara rutin menggunakan Duolingo. Data dikumpulkan melalui wawancara dan dokumentasi, kemudian dianalisis menggunakan analisis tematik berdasarkan lima aspek berbicara menurut Brown (2004): pelafalan, tata bahasa, kosakata, kelancaran, dan pemahaman. Temuan penelitian menunjukkan bahwa Duolingo secara efektif mendukung latihan berbicara melalui fitur-fitur yang bersifat repetitif dan interaktif, termasuk koreksi pelafalan, latihan tata bahasa yang terstruktur, pengenalan kosakata kontekstual, serta latihan berbicara. Para siswa melaporkan peningkatan kepercayaan diri dan kemajuan dalam kelima aspek berbicara tersebut, meskipun masih terdapat tantangan dalam mengalihkan keterampilan tersebut ke dalam percakapan spontan. Penelitian ini menyimpulkan bahwa Duolingo merupakan alat bantu tambahan yang bermanfaat dalam pengembangan keterampilan berbicara, dan disarankan untuk dikombinasikan dengan aktivitas berbicara interaktif guna meningkatkan kefasihan dan kompetensi komunikatif. Penelitian ini memberikan kontribusi baik secara teoritis maupun praktis, mendukung teori berbicara Brown dalam konteks pembelajaran modern dan memberikan wawasan empiris tentang bagaimana aplikasi pembelajaran bahasa berbasis mobile seperti Duolingo dapat meningkatkan keterampilan berbicara siswa sekolah menengah.

Kata Kunci: Keterampilan Berbicara, Aplikasi Duolingo, Siswa Sekolah Menengah Atas.

ABSTRACT

This study explores senior high school students' experiences in practicing English speaking through the Duolingo application. In the digital era, mobile applications such as Duolingo are widely used to support language learning outside the classroom. Using a narrative qualitative approach, this research involved three students who regularly used Duolingo. Data were collected through interviews and documentation and analyzed using thematic analysis based on Brown's (2004) five aspects of speaking: pronunciation, grammar, vocabulary, fluency, and comprehension. The findings revealed that Duolingo effectively supports speaking practice through repetitive and interactive features, including pronunciation correction, structured grammar exercises, contextual vocabulary exposure, and speaking drills. Students reported increased confidence and improvement across all five speaking aspects, although some challenges remained in transferring skills to spontaneous conversation. The study concludes that Duolingo is a beneficial supplementary tool for speaking development and recommends its integration with interactive speaking activities for better fluency and communicative competence. This study contributes both theoretically and practically, it supports Brown's speaking theory in a modern learning context and provides empirical insight into how mobile-assisted language learning applications like Duolingo can enhance speaking skills among high school learners.

Keywords: Speaking Skill, Duolingo Application, Senior High School Students.

PREFACE

Praise and gratitude we offer to the presence of Allah SWT who has bestowed His grace and kinds so that the process of writing a thesis entitled “PRACTICING ENGLISH SPEAKING THROUGH DUOLINGO APPLICATION FOR SENIOR HIGH SCHOOL STUDENTS” can be completed. This thesis is submitted to the English Language Education Department of UIN K.H. Abdurrahman Wahid Pekalongan to fulfill one of the requirements to obtain a Degree of Sarjana Pendidikan. This thesis can be completed thanks to the support of various parties. Therefore, on this occasion, I would like to express my deepest gratitude to:

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The Writer

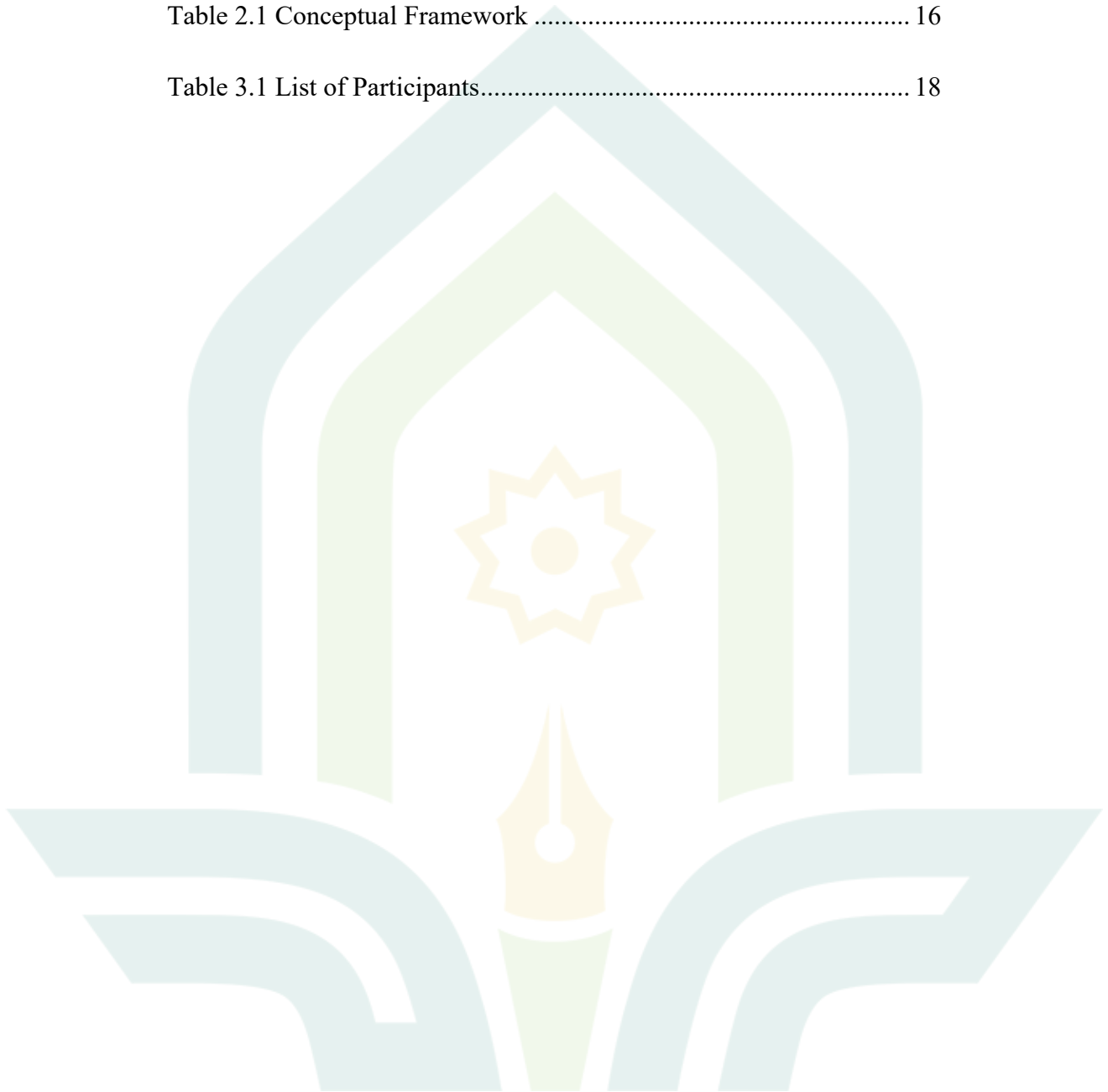
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CHAPTER I

INTRODUCTION

1.1. Background of Study

Language is the most important aspect of human interaction. People communicate and interact with others by using language. Every country has its language. English is an international language because it is often used in many countries as a foreign language. So, English is important to be taught and learned by the students. We need to learn a language to communicate and the way we can communicate is through speaking. (Fitria, Dwimauidyanti, & Sapitri, 2021). Speaking English is a worldwide language that requires many exercises to become effective in, claim Haryudin and Jamilah (2018). To improve their ability to speak English effectively, students need to practice both inside and outside of the classroom and can use the suitable media. Language is a formal sign system that is governed by combined grammatical rules to communicate meaning (Bashir, Azeem, & Dogar, 2011). For some foreign language learners, speaking is an extremely difficult skill to acquire. In Indonesia, many people are studying foreign languages, one of which is English. English is also one of the lessons taught in an Indonesian school. English is one of the most difficult lessons to do online because there are many practices. For that, students need learning support applications.

In this digital era, the use of technology has become very common and has become an integral part of everyday life. The younger generation, in particular is accustomed to using technology from an early age, even becoming digital natives. They master various devices and applications with ease, and technology becomes the main tool for communicating, interacting and learning. The use of learning management software, online-based learning systems, and interactive media in the teaching and learning process. Nowadays learning English is not just for formalities in school but it has become an important thing. The

role of using media in learning is an effort to support a more interesting learning process so that students enjoy when learning process activities. One of the benefits of technology as media learning, according to Siang et al. (2019), is that it improves language acquisition quicker and easier. (Naismith & Corlett, 2017) state that access to technology, and connectivity are crucial success factors for integrating mobile learning in higher education. Now, students are more interested in learning using technology one of it is like a games on smartphones. That's why online media learning is increasingly used in schools or courses or even beyond them.

According to Kranthi (2017), technology has been utilized to support and improve the learning process, especially in language acquisition. Teachers can use a variety of technologies to enhance their instruction, motivate students and encourage their involvement in the learning process, connect their classrooms, and give real-world examples of the target culture. Students may use smartphone applications to enhance their writing and speaking abilities in English. This section examines the ways in which integrating MALL (Mobile Assisted Learning Language) into the educational process might enhance students' writing and speaking abilities. Students can improve their speaking abilities by using mobile applications to learn English. Some technological tools allow teachers to modify classroom activities and homework assignments, differentiate instruction, and mediate and facilitate language acquisition in order to improve the experience.

In English learning, there are many learning support applications for students to understand English material easily, one of them is "Duolingo" which is an application that can be used for iPhone and Android users. Based on (Putri & Islamia, 2018), Due to the Duolingo application's many features, including a game that keeps students interested and motivated while learning English and an eye-catching visual display accompanied by audio, the technique of delivering learning materials is

engaging. The skills we can learn in this application are very complete, starting from listening, writing, speaking, grammar, and vocabulary available in Duolingo.

In addition, it is important to improve motivation and encourage learner-centeredness in order to assist students in enhancing their ability to speak English both within and outside of the classroom (Saputra et al., 2021). Therefore, Duolingo may benefit users and be highly beneficial for learning and enhancing their English knowledge. Dewi & Wulandari (2020), In their study entitled “The Effectiveness of Duolingo in Improving English Pronunciation among EFL Learners”, they found that Duolingo’s voice recognition and repetition tasks significantly helped learners enhance their pronunciation through audio modeling and corrective feedback.

Several previous studies have examined the use of mobile-assisted language learning applications such as Duolingo in supporting English language acquisition. For example, Ajisoko (2020) focused on improving vocabulary, while Putri and Islamia (2018) explored its effectiveness in enhancing listening and basic speaking skills. Other researchers, such as Fauzan (2019), Malasari (2017), and Guo (2015), investigated various digital or Android-based tools to support general speaking ability or developed their own learning applications.

However, most of these studies did not comprehensively address speaking skills based on a clear theoretical framework, such as Brown’s (2004) five aspects of speaking: pronunciation, grammar, vocabulary, fluency, and comprehension. Furthermore, few studies explored students’ real, lived experiences using Duolingo in depth—particularly among senior high school students in Indonesia. In addition, limited attention has been paid to how these students perceive Duolingo’s role in each specific aspect of speaking.

To address this gap, the present study aims to provide a theory-based, in-depth narrative analysis of high school students’ experiences using the Duolingo application to practice English

speaking. It not only examines the perceived effectiveness of Duolingo across all five speaking aspects, but also documents the students' personal challenges, improvements, and preferences in using the app. In this study, the writer wants to know the students' experiences in using Duolingo application, especially those related to learning speaking. In this context, the writer wants to investigate whether students can improve their speaking skills through this application. The writer used narrative research and qualitative research methods. The participants in this study are Senior High School students who have used this application to help them to learn English lessons, especially in speaking.

1.2. Formulation of the Problems

The research questions in this study is “How are senior high school students' experiences in using the Duolingo application for practicing English speaking?”.

1.3. Limitation of the Problem

This research is limited to analyzing students' speaking improvement through Duolingo based on Brown's five aspects.

1.4. Operational Definitions

To avoid misunderstanding the terms in this study, the writer provides several definitions related to the research as follows:

1. Speaking skill : The most important aspect of learning a second or foreign language (Fitria, et al., 2021).
2. Duolingo application : Duolingo is a free online language learning platform that utilizes both web and application-based exercises to help users learn languages. (Garcia, 2013).

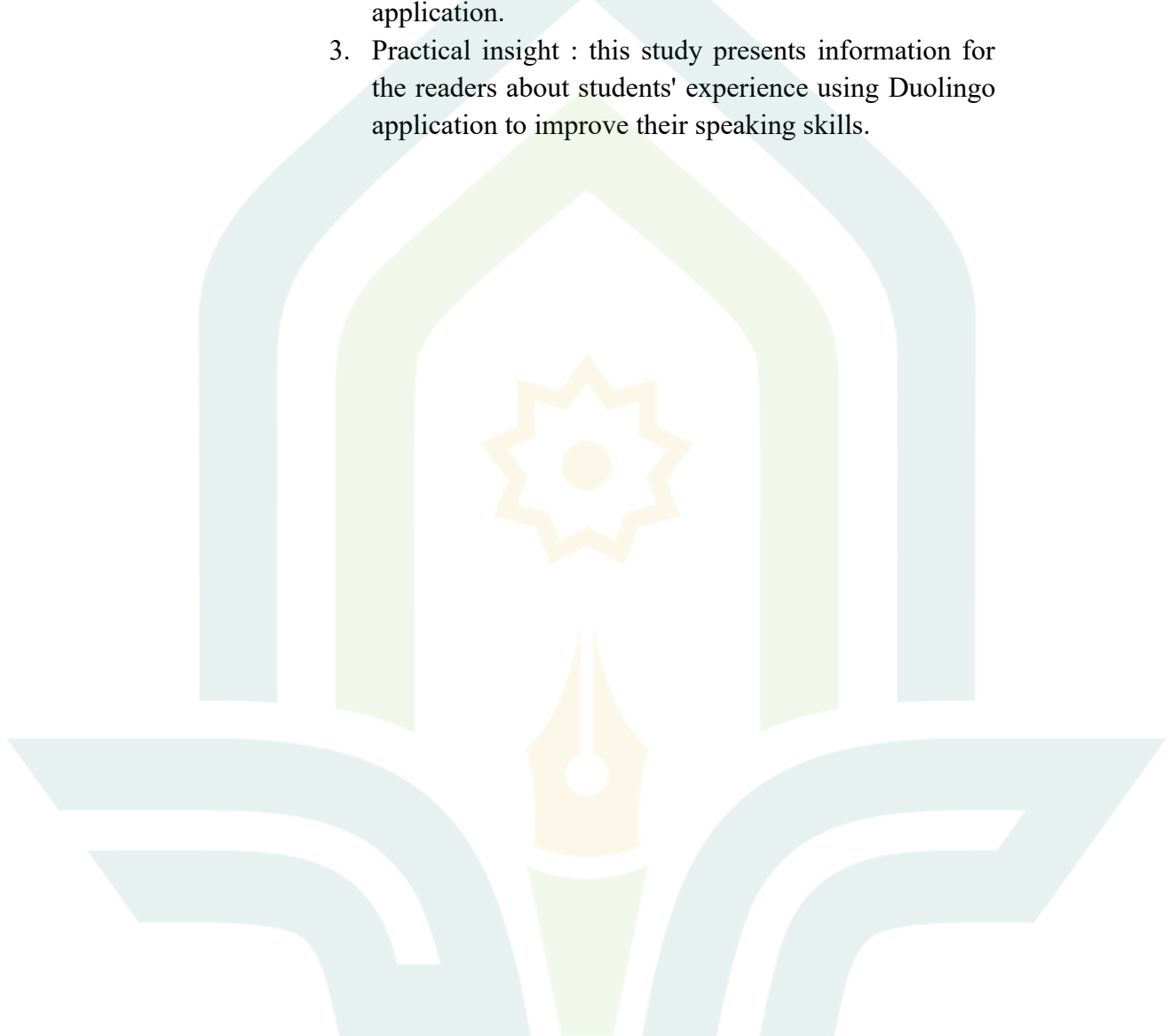
1.5. Aims of the study

This study aimed to explore the experiences of senior high school students in practicing English speaking through the Duolingo application.

1.6. Significances of the Research

This study was provided about the implementation of Duolingo application for students' speaking learning process.

1. Theoretical insight : this study contributed to H. Douglas Brown's theory related to speaking skills and supported theory related to Duolingo application.
2. Empirical insight : this study gave empirical insights into students' experience in using Duolingo application.
3. Practical insight : this study presents information for the readers about students' experience using Duolingo application to improve their speaking skills.



CHAPTER V

CONCLUSION AND SUGGESTION

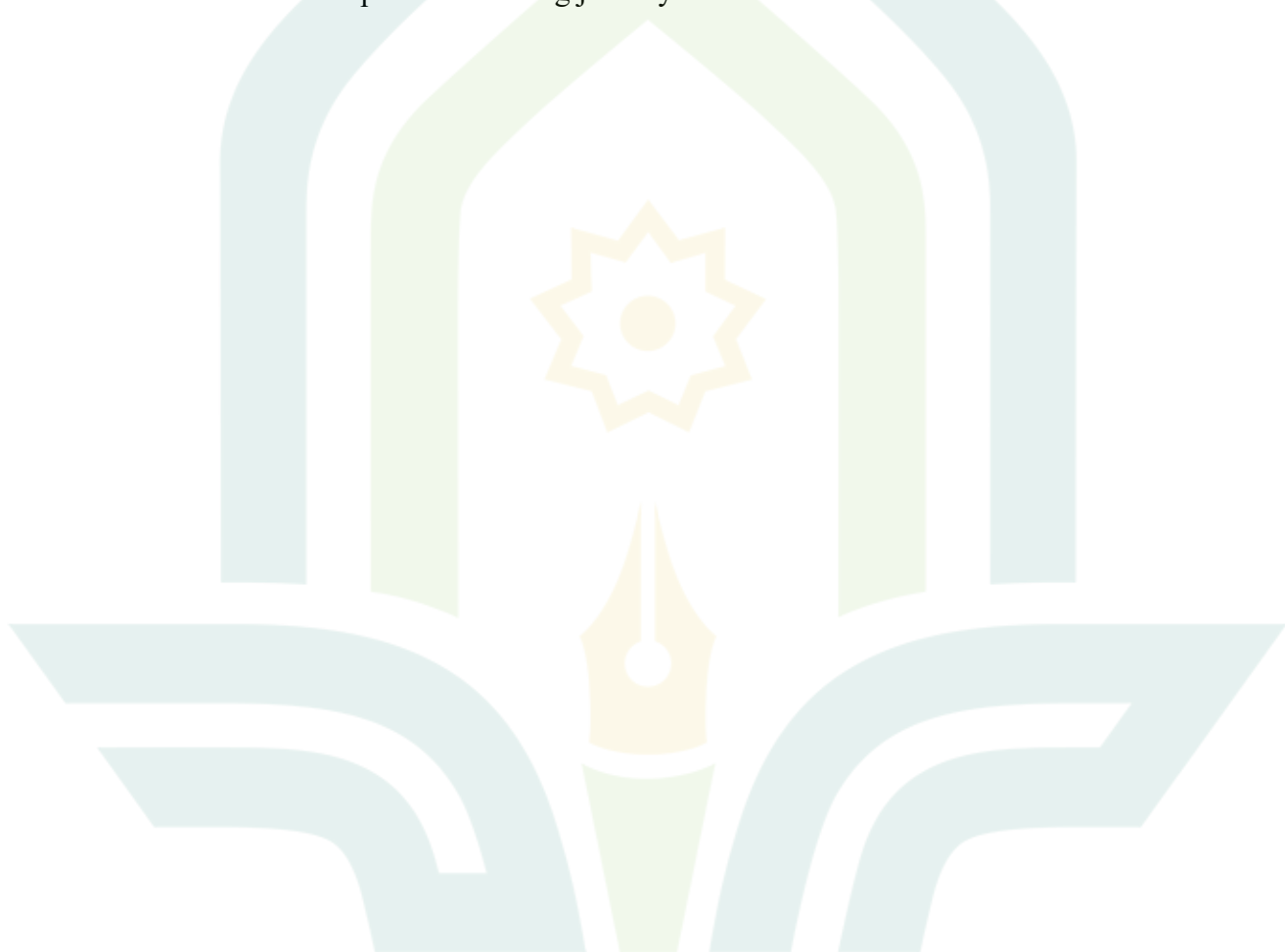
5.1. Conclusion

This study explored senior high school students' experiences in using the Duolingo application to practice English speaking, analyzed through Brown's (2004) five aspects of speaking: pronunciation, grammar, vocabulary, fluency, and comprehension. Based on the findings, it can be concluded that Duolingo serves as a useful and accessible digital learning tool that supports students' development in speaking skills. The application's features—such as speech recognition, structured grammar tasks, visual vocabulary repetition, and audio-based comprehension exercises helped students improve their performance across all five aspects. Students reported becoming more confident in their pronunciation through repeated speaking drills, more familiar with sentence structures, and better equipped with a broader vocabulary to express themselves. Their fluency also increased, although mostly in controlled exercises rather than spontaneous communication. Likewise, their listening comprehension showed improvement, particularly in recognizing familiar phrases and sentence patterns. However, the findings also indicate that Duolingo's limitations in fostering interactive and real-time conversation require it to be combined with other speaking activities. In conclusion, Duolingo is highly beneficial as a supplementary tool for English speaking practice, but not a complete replacement for communicative interaction.

5.2. Suggestions

Based on the results and conclusions of this study, several suggestions are offered. Students are encouraged to continue using Duolingo consistently to improve their English speaking skills, but they should also seek opportunities to engage in real-life communication with peers or teachers to develop spontaneous fluency. Teachers are advised to integrate

Duolingo into classroom activities as a supportive tool, while also creating speaking opportunities through discussions, role plays, and presentations. For future researchers, it is recommended to conduct studies with more diverse participants or apply different research methods, such as experimental designs, to measure the impact of Duolingo more objectively. Finally, schools and educational institutions are encouraged to provide digital infrastructure and promote mobile-assisted language learning to support students' independent learning journeys outside the classroom.



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